

PROCAT

PROSPECTS COLLEGE OF
ADVANCED TECHNOLOGY

CASE STUDY



Formative feedback and SMART target setting

**Sector area:
Construction**



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1: CONTACT DETAILS

Names: Danny Guyon and Mel Rixon

Roles: Electrical Tutor and Course Leader of Foundation Learning

Industry/sector area: Construction

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2: WHAT DID YOU SET OUT TO DEVELOP AND WHY?

As a college we excel in appointing tutors who have up-to-date knowledge and expertise in the trade they teach. However, many are new to and struggle with the notion of formative feedback and SMART (Specific, Measurable, Attainable, Relevant and Timely) target setting which has been identified by the quality improvement teams as a priority area for development.

3: THE PROCESS - WHAT DID YOU ACTUALLY DO?

Mel and I decided that we would produce a resource bank of phrases and targets that tutors could select from when providing formative feedback on student work and when setting targets as part of the formal reporting and review cycle. We would pull the phrases together into two booklets that would be available electronically for all tutors to use. The resource bank of statements will eventually be held centrally on the college VLE that is being developed and we encourage staff to send us their own examples and phrases which can be added to and refined year on year by course leaders and faculty heads.

After agreeing the focus of what we would produce and what the final product would look like we sat down separately to draw together a bank of statements. The statements were drawn from our own practice and from that of other experienced colleagues. We then pooled our ideas and met to refine the statements ensuring that they would work for tutors regardless of the trade area they deliver.



The statements were divided into two booklets. One to support written feedback on student work and the other to support formal reviews and target setting. Each booklet provides tutors with 'frameworks' to create phrases and statements they can modify to meet their needs. Comments are colour coded: green for aspects that have been achieved by the student and amber for aspects to be developed further.

The booklets went through a review process across each of the faculty areas and are now being rolled out with the support of course leaders.

4: LESSONS LEARNT

- Working with staff based in different campuses is productive in that it facilitates new working relationships and the cross-fertilisation of ideas and practices. However, it also adds a layer of pressure to a project as you are unable to spontaneously snatch moments to catch up and work on a concept. We worked effectively remotely and learnt to schedule in short face-to-face meetings ...and keep to them!
- When you are completing any organisation-wide project such as this you need to test it locally to ensure it works and then have the support of a designated senior manager to roll it out faculty wide. It is also important to follow up with tutors after an initiative for example with a series of short face-to-face continuing professional development (CPD) sessions to answer queries, address any glitches and 'mine' practical examples of how they intend to/are using what has been created.
- When presenting the final product, in our case the resource bank of statements, it is important to give tutors concrete examples of how this will help them in their day-to-day practice, i.e. how it will improve the quality of their work with students and save time.



5: RESOURCES PRODUCED



Formative feedback statements



Review and SMART target setting statements
