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## Assessment and Feedback Principles

Assessment practices support learning and provide a measure of the extent to which an individual has met the required learning outcomes. Understanding the assessment process is fundamental in enabling effective use of assessment feedback. Students need to co-own the assessment feedback process if they are to gain maximum benefit from it. Our assessment and feedback policy sees students as **partners in the process**.

The assessment and feedback overarching principles are underpinned by the EAT framework; an inclusive participatory assessment feedback approach that is designed to support student self-regulation of learning, and informed by QAA; HEA and UKPPSF frameworks.

The importance of **engaging** students in meaningful assessment practices throughout their higher education experience is highlighted along with the importance of acknowledging and supporting student **transitions**. The assessment feedback process is seen **holistically** in terms of how all assessment components fit together and are **aligned** to support the student journey. A critical pedagogic stance is integral in ensuring ongoing **evaluation** of assessment feedback processes and the provision of appropriate **training** to support staff and students in assessment feedback practices.

Effective assessment feedback practices should support students to:

- Participate fully in assessment feedback processes;
- Understand the assessment feedback requirements of the discipline/profession they are working in;
- Embrace the aims and expectations of their chosen programme of study;
- Demonstrate understanding of, and an ability to reflect on their development of knowledge and skills as part of self-evaluation;
- Recognise and value existing knowledge and skills and build upon them in order to apply learning to new contexts;
- Make effective and responsible use of feedback that is provided;
- Offer feedback and support to others as part of collaborative learning opportunities;
- Understand sound academic practice and behave with integrity;
- Use resources, including own time effectively;
- Contribute effectively to teaching sessions including peer support;
- Contribute to the development of the design and delivery of assessment feedback practices.

Dimension	Description
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**AL 1: Clarify what constitutes good**

- AL1.1 Students should receive explicit guidance on the requirements of assessment tasks from the outset.
- AL1.2 Criteria for assessment should be as clear as possible to tutors, examiners, and students to ensure equity, validity, and reliability.
- AL1.3 What constitutes good academic practice should be made clear to all students.
- AL1.4 All those involved in the teaching, learning and assessment on a programme (staff and students) should be trained in assessment feedback practices including the requirements of good academic practice.

**AL 2: Clarify how assessment elements fit together**

- AL2.1 How all the different elements of assessment fit together across a programme should be made clear to students from the outset.
- AL2.2 The pattern of assessment should be considered at the programme level to ensure coherence and progression in the development of knowledge, skills, and understanding in relation to learning outcomes.
- AL2.3 How formative and summative assessment operates across a whole programme should be made clear to students and staff from the outset.

**AL 3: Clarify student entitlement**

- AL3. 1 Every student should be provided with clear and current information that specifies the learning opportunities and support available to them.
- AL3. 2 The role and expectations of students in assessment and feedback practices should be clarified with all students from the outset.
- AL3.3 Information regarding student entitlement should be clear and consistent in module and programme handbooks and online provision.
- AL3.4 Principles underpinning the assessment and feedback design should be made clear to students to enable them to engage fully in assessment and feedback practices.
- AL3.5 Students undertaking the same module should receive the feedback at the same time.

**AL 4: Clarify the requirements of the discipline**

- AL4.1 All students should be inducted into the requirements of the discipline and what is to be a member of such a community from the outset.
- AL4.2 Core and threshold concepts should be identified at module and programme levels in order to support student progression throughout a programme of study.
- AL4.3 Assessments should be relevant to the requirements of the discipline and related professional, statutory and regulatory bodies.
- AL4.4 Assessments should be designed to encourage a deep approach to learning within the discipline.

## Dimension

## Description

**AF1: Provide accessible feedback**

- AF1.1 Feedback should be focused on supporting students' learning in 'how to improve.'
- AF1.2 Feedback should directly relate to the assessment criteria and the learning outcomes being assessed and all students should receive parity of treatment.
- AF1.3 The feedback method used should be appropriate for the assessment task.
- AF1.4 The rationale for the awarded mark should be clear.
- AF1.5 The effectiveness and efficiency of feedback mechanisms should be evaluated on an ongoing and iterative basis with students and staff.

**AF2: Provide early opportunities for students to act on feedback**

- AF2.1 There should be early opportunities to assess students' competence in key areas of knowledge, skills, and understanding to enable students' to bench mark where they are at, and where they need to get to.
- AF2.2 Feedback should be given in sufficient time to enable a student to use the feedback prior to summative assessment.
- AF2.3 Formative feedback tasks should directly relate to summative tasks and the links between them should be made clear.

**AF3: Prepare students for meaningful dialogue / peer engagement**

- AF3.1 There should be regular opportunities for students and staff to engage in dialogue to enhance understandings of assessment and feedback and relevant standards in order to understand what is required from, and entailed in, the assessment process.
- AF3.2 Peer engagement activities should be authentic and relevant.
- AF3.3 Where students are involved in peer teaching and feedback activities expectations regarding student participation should be made clear from the outset
- AF3.4 Peer engagement opportunities should provide students with a degree of choice.

**AF4: Promote development of students' self-evaluation skills**

- AF4.1 Assessment and feedback practices should support students to successfully manage their own learning.
- AF4.2 Learning opportunities should be made available to students to support them in reflecting on their own learning and enable them to develop the skills to self-monitor and self-evaluate their performance.
- AF4.3 Students should be made aware of existing networks of support that are available to them (discipline and University) and supported in developing their own networks of support.

Dimension	Description
<b>AD1: Ensure robust and transparent processes and procedures</b>	
AD1.1	Assessment policies should be created in partnership with students.
AD1.2	Assessment policies, regulations, and processes must ensure that the academic standard for each award of credit/qualification is rigorous and maintained at the appropriate standard.
AD1.3	Assessment should be fit for purpose. Assessment tasks should be designed to effectively measure the intended module/programme learning outcomes.
AD1.4	Student performance should be equitably judged against the standards set.
AD1.5	Assessment should be redeemable although the opportunities may be restricted by specific professional, regulatory, and statutory body (PRSB) requirements.
<b>AD2: Promote meaningful and focused assessment</b>	
AD2.1	Assessment and feedback practices should be informed by best practice underpinned by research, discipline-specific and educational scholarship.
AD2.2	Assessment design should be underpinned by effective assessment and feedback principles.
AD2.3	Assessment practices should be holistic in taking into account assessment literacy, assessment feedback, and assessment design. Learning and assessment should be integrated and fully aligned.
AD2.4	Assessment should be relevant and enable students to be engaged in the production of meaningful products.
AD2.5	Assessment tasks should be sufficiently challenging to enable all students to demonstrate the best level of attainment of which they are capable.
AD2.6	Technology should be used appropriately to support the sustainability and enhancement of assessment practices.
AD2.7	Assessment practices should be sustainable and manageable for students and staff.
<b>AD3: Ensure access and equal opportunities</b>	
AD3.1	Assessment and feedback practices should be inclusive. They should provide every student with an equal and effective opportunity to access learning and teaching opportunities and to achieve the intended learning outcomes.
AD3.2	Ongoing monitoring and evaluation of inclusive assessment practice should be in place to ensure that no students are inadvertently disadvantaged by assessment practices.
<b>AD4: Ensure ongoing evaluation to support development of sustainable assessment and feedback practice</b>	
AD4.1	Students should be given a range of opportunities to effectively contribute to the design, delivery, and evaluation of assessment and feedback.
AD4.2	Feedback from a range of sources (staff and student feedback; external examiner reports; learning gain measures/ analytics) should be analysed appropriately to ensure the continued effectiveness of the assessment feedback strategy.
AD4.3	How student feedback has been used to inform programme/ module development should be clearly communicated to students.
AD4.4	Assessment practices should be regularly evaluated and developed.
AD4.5	Assessment practice should be aligned to University Plans and Strategies. It should be cognisant of the wider HE context.