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| **ASSESSMENT AND FEEDBACK POLICY** | | | |
| **VISION** | **To be sector leading in student satisfaction for assessment and feedback** | | |
| **MISSION** | **To inspire our students to become innovative and creative professionals connecting them to exciting and rewarding careers.** | | |
| **VALUES** | **Accessible, Affordable, Diverse, Transparent, Accountable** | | |
| **STAKEHOLDERS** | **OUR STUDENTS CAN EXPECT:**   * Assessment practices that fairly but rigorously allow students to demonstrate their knowledge, understanding and skills. * Assessments which will enable them to demonstrate to employers the real world skills they have developed. * Timely and effective feedback that enables students, through reflection and application to enhance their assessment performance * Opportunities for relevant, co & extra curricula learning which enhance their engagement, personal confidence & employability. | **OUR STAFF CAN EXPECT:**   * Support and guidance in designing and redesigning programmes of study which incorporate assessment FOR learning. * Opportunities to develop their professional practice in relation to feedback and feedforward to enhance student attainment and retention * Advice and guidance on how to support student understanding of assessment and to provide clear and accessible assessment criteria | **OUR PARTNERS CAN EXPECT WHERE RELEVANT:**   * Support and (where necessary) development in enhancing their assessment and feedback practices informed by this policy.   **OUR EMPLOYERS CAN EXPECT:**   * Graduates who have demonstrated their academic achievements through authentic, real world assessments, informed by developmental feedback. |
| **AIMS** | **Assessment**  **Authentic assessment:** all assessments should be authentic and explicitly related to the world of work.  **Formative assessment**– all students must have opportunities to submit work for feedback and feedforward only, to acclimatise them to what ‘good’ looks like in Higher Education.  **Synoptic assessments-** where possible synoptic assessments (those covering more than one topic/module) should be used to demonstrate course learning outcomes at the appropriate level.  **Timing of assessments:** all courses should map assessment points to avoid assessment overload at any one time and to provide early indications of progres**s.**  **Uncoupling assessment:** All module, level and course learning outcomes need to be assessed, but not repeatedly. Where possible synoptic assessment should be used aimed at course learning outcomes across a number of module. | **Feedback**  **Developmental Feedback (Feedforward):** this should be provided on all assessment and should inform subsequent substantive assessments. This type of feedback addresses skills (writing, argumentation, critical thinking) and demonstration and use of knowledge, rather than criticising explicit information.  **Consistent Feedback:** provided through the use of rubrics so that students understand how marks are apportioned and what is expected of them.  **Explicit Feedback**: to ensure students understand clearly when they are being given feedback and how to make use of it for future assignments.  **Timing:** All feedback to be supplied within 15 working days of submission | **Impact**  **Improved student satisfaction:** increased NSS/MEQ assessment and feedback scores  **Improved learning gain:** assessment design drives student learning and feedback informs development.  **Employability**: Assessment and feedback lead to improvement of general and specific skills desired by employers. |
| **ENABLERS** | **Processes**  **Self-assessment:** Submission pro-forma to include student coursework checklist which also allows them to identify areas where they would welcome feedback on presentation, content and knowledge.  **Formative feedback:** Provision of early formative feedback between weeks 2-4 to give an early indication of progress and retention. A draft of all summative assessments to be given formative feedforward (i.e. advice and guidance on how to develop their knowledge and skills which is applicable to any type of assessment.All courses should include regular opportunities for students to test their progress through in class exercises (e.g. using Poll everywhere) or online mini-tests, MCQs.  **Student engagement:** Assessment should drive learning, thus all assessment artefacts should be introduced in class, assessment criteria and learning outcomes discussed, and opportunity for clarification be provided to ensure students understand what is expected.  **Flexible assessment and Reassessment:** the approach to assessment should result in a ‘portfolio style’ of assessment encouraging learning through formative assessment and reducing the need for capping and reassessment | **Assessment & Feedback Methods**  **Examinations:** May not be used for L3 or 4. At L5 & 6 examinations may be used where there are PSRB requirements. Where used they must be balanced against other assessment methods and will constitute no more than 50% of a module grade (unless required by a PSRB)  **In class exercises:** Should be varied (BB quizzes, practicals, presentations), should not constitute more than 10% of the final module grade. At L5 & 6 more focus should be on the submission of a substantive assessment for formative feedback (e.g. developmental feedback on a thesis or capstone project).  **Feedback:** should be provided in a variety of ways to suit the type of assessment activity. These include but are not limited to podcasts, video, annotated work, group feedback, face to face. The emphasis should be on development and its use in enhancing future assessment activities and so should not emphasise accuracy of content but quality of knowledge and skills. | **Quality Assurance & Enhancement**  **New course validation:** will ensure curriculum design incorporates this policy  **Curriculum review:** will include the need to provide evidence of how this policy has been implemented in modules and courses  **Staff Development:** Staff development will be provided to help course teams consider assessment and feedback mapping, weighting and design. |
| **RISKS** | **Academic**  **Inclusivity:** assessment practices need to be fit for all students.  ***Mitigation****: Use of inclusive practice frameworks when modules and courses are validated/reviewed*  **Timing:** Feedback is only effective if provided in a timely way so that students can use it to improve their academic performance  ***Mitigation:*** *Requirement for all feedback to be supplied within 15 working days of submission, monitored by course teams and School committees*  **Over assessment:** Potential for perception of over assessment.  ***Mitigation:*** *Ensure all students understand the role of assessment in driving learning and ensure assessment maps are published at the start of the year.* | **Personnel**  **Perception of increased workload**: the necessity for formative assessment suggests a doubling of assessment practices  ***Mitigation:*** *ensure assessment regimes include technology-assisted assessment, reduces number of artefacts required and makes use of synoptic assessment to encourage cross-module connections and course integration*  **Staff development:** A lack of experience in delivering alternative assessments for learning leads to lack of implementation of policy.  ***Mitigation:*** *Provision of a range of staff development opportunities both as CPD and through validation/review events.*  **Authentic assessment:** there may be a reliance on employers to provide ‘live projects’ to ensure authenticity.  ***Mitigation:*** *Develop a ‘live projects’ data base with current contacts as a resource for assessment.* | **Financial**  **Improved retention:** Assessment for learning identifies students at risk of failing allowing interventions to support their retention.  **Reduced cost of assessment:** Loss of examinations at L3 and L4 and reduced examination at L5 and L6 means far less expenditure on examination particularly for those with disabilities.  **Increased Staff Development needs**: The need to raise staff awareness about alternative methods of assessment and developing their technology skills.  ***Mitigation:*** *Appoint curriculum & assessment academic development specialists* |
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