Guide to Learner Assessment and Feedback

Introduction

Programme teams should provide Learners with information about Assessment and Feedback and about aspects of the Assessment and Feedback process in Programme / Course / Unit specifications and in the Programme Handbook and Leaner Handbooks.

Assessment and Feedback should support a Learner's on-going learning and development and the achievement of Programme and Unit learning outcomes.

Assessment and Feedback strategies are agreed and reviewed by the Programme Committees. The assessment used for a Unit, including its scheduling and type, should be appropriate to its purpose and to the Unit's learning outcomes. Information on the impact on assessment of any professional, statutory or regulatory body requirements should be incorporated into Programme and Unit specifications and communicated to Learners.

Assessment Criteria and Grade-Related Criteria

Assessment Criteria explain what a Learner needs to demonstrate in order to complete an Assessment successfully. These provide the minimum requirement expected of Learners. Assessment criteria will differ according to the discipline, the type of assessment and the level of study.

Grade-Related Criteria explain what a Learner needs to demonstrate in order to achieve a certain grade or mark in an Assessment. These enable Learners to be positioned within the overall set of marks available for an Assessment.

Assessment Criteria should be used to provide feedback on a Learner's performance whilst Grade-Related Criteria should provide a mechanism with which to relate feedback to grades and link the Unit learning outcomes that are being assessed through the Assessment task.

Marking and Moderation

Marking may take various forms, including the use of anonymous marking and double or second marking. Double marking usually means that markers do not see each other's comments or marks whilst for second marking they may be made available to the second marker.

Moderation is used to ensure that an assessment outcome is fair and reliable. Moderation can also take various forms including sampling, additional marking of borderline cases or statistical review of marks. Marking guidelines should be provided to all markers, moderators and external examiners and used to mark and grade Assessments.

Marking Guidelines consist of the intended learning outcomes the Assessment is designed to assess, the assessment information and second marking or moderation of all dissertations or equivalent assessment tasks.

Awarding Body Assessment Boards

Awarding Body Assessment Boards determine appropriate marking and moderating mechanisms and the criteria for the identification of samples to be considered through the moderation process. Assessment Boards operate in accordance with the Awarding Body Assessment Regulations. Information provided to Assessment Boards should be produced and presented in a consistent manner.

Feedback

Feedback will be provided on all assessed work (either formative or summative), including examinations, and on other relevant aspects of a Learner's performance and progress in a Unit. Verbal Feedback sessions are held in the classroom during weeks 9 and 10 when Learners bring in their draft Assignments when summative and constructive feedback is given by the Tutor. Learners receive accurate and useful feedback of their Assessments within four weeks of the Assessment Deadline about their academic performance. Learners need to keep track of their academic progress by looking at their feedback in order to see what they did right or wrong and see how they can make improvements in the future.

The Feedback process should be *positive, formative* and *constructive*. The most constructive feedback is frequent, on-going and based upon the needs identified in the Learner's present levels of academic performance

The Tutor should provide both verbal and written Feedback. All Assessments are recorded on a Feedback Form and sent to the Learner within four weeks of the Assessment.

Tutors should also provide Cohort Feedback to the entire cohort dealing with common mistakes and generic learning aspects which provides the opportunity for group learning and personal reflection by individual Learners.

Tutors will vary the methods of providing Feedback which can be provided one to one with the individual Learner or as a Group, although only positive feedback should be shared with the entire cohort. Feedback is also provided verbally and in writing.

Personal Academic Tutorials should be held with individual Learners at least twice during each grading period and more often if the Learner is performing badly.

Tutors also provide Feedback on learning skills and organisation and management skills such as effective note taking, the upkeep of diaries and the making of report plans to enhance the Learner experience.

Tutors can celebrate cohort achievement by displaying cohort achievement of behavioural skills and academic goals in the classroom. Individual Learner grades are not disclosed in a public context.

Feedback on Assessed Work comprises a marker's comments on a Learner's performance in an assessment component. Feedback may, for example, provide information on how the mark was derived, the extent of a Learner's success in meeting the assessed learning outcomes and an indication of areas for improvement in the future. Feedback should be given on all assessments, including examinations, and may relate to the content of an assessment and/or assessment technique.

Programme Leaders are responsible for identifying and implementing the most appropriate methods for providing feedback on assessed work, whilst considering an appropriate level of consistency in relation to how that feedback is perceived by Learners. Pro-Formas, which allow markers to lay out how a Learner has met the learning outcomes being tested, may be used if appropriate.

Consideration should be given to the type of feedback provided to Learners who are eligible to re-sit and the most appropriate mechanisms through which their learning can be supported. Feedback should not be used as a basis for negotiation on marks but to enable a dialogue on ways in which to improve performance for the future. Some examples include:

- Individual or group verbal feedback
- Individual or group written and/or audio feedback
- Model answers and/or example solutions
- Previous assessment questions/papers/performances

Generic Feedback: Guidance on types of feedback and how they can be used is available. This includes guidance on the provision of feedback on examinations.

Timeliness of Feedback: Learners will normally be provided with feedback within three weeks of the submission deadline or assessment date. Learners must be advised in writing of the feedback timescale for this element of the programme and the reasons why this is in place.