

Assessment and Feedback Policy for Taught Programmes

1. For each programme, an assessment and feedback strategy is developed and implemented to maximise the opportunities for students to engage deeply with assessment and feedback to support their learning and development. This strategy involves developing assessment and feedback practices that are:
 - fair, inclusive and accessible;
 - appropriate to disciplinary and/or professional contexts;
 - designed to measure when intended learning outcomes are met.
2. For each programme, an assessment and feedback schedule is developed by staff and then shared with students at the start of each year or semester. The schedule details the assessment tasks required for each module, each semester. The publication of the schedule provides clarity about the assessment expectations and deadlines, ensures students have sufficient time to complete concurrent assessment tasks without being over-burdened, and that staff can meet the expectation to normally return feedback on assessment tasks within three weeks of a submission deadline.
3. When designing assessments across programmes and modules staff are attentive to the need to provide our diverse student body with opportunities to demonstrate their learning in ways that avoid systematic disadvantage to groups or individuals.
4. The type of assessment task and the format used to provide feedback is adjusted when necessary to conform with a student's needs as outlined in an Individual Support Plan (ISP).
5. Within subject areas or across a programme, staff are expected to engage with activities that support consistency of academic standards across modules and marking teams. For example, calibration linked to grade boundaries and the use of common criteria and marking rubrics for assessment tasks.
6. Staff involve students actively in the development of assessment and feedback strategies and practices at the programme level through established processes for student voice to inform the curriculum, such as the student representative system.
7. Staff prepare students for assessment. In practice this means students are made aware of the criteria and marking rubrics that will be used to assess and provide feedback on their work at the beginning of each module, of the purpose, weighting and timing of assessment and of the format, location and timing of feedback.
8. Staff support students to understand assessment for and of their learning by designing and deploying learning activities within modules to encourage self- and peer-assessment using the published criteria and marking rubrics for the assessment task.

9. For each assessment task the processes for submission, marking, moderation, and feedback are appropriate, fair and explained to students and staff. Students are made aware of the use of anonymity and external scrutiny in marking practices and how professional judgements about their work are made.
10. Staff provide students with opportunities to develop an understanding of, and the necessary skills to demonstrate, good academic practice and to approach assessment with academic integrity (doing one's own work and giving credit to others for using their work).
11. Supportive, constructive and timely feedback is an essential part of student learning and students can normally expect to receive it within three weeks of a submission deadline.
12. Staff present feedback to students as clear, honest and constructive comments on their work, which, if acted upon by students, could lead to sustained improvement in performance and achievement on future assessments.

Approved by Academic Board, 22 April 2020