

Assessment and Feedback Policy

1.8 - June 2022

Contents

1	Context.....	2
2	Our Key Principles.....	2
3	Two Types of Assessment.....	2
4	Assessment Strategies.....	3
5	The Assessment and Feedback process.....	3
6	Internal Moderation.....	4
7	Feedback and Feedforward.....	4
8	The most effective forms of feedback as determined by UEA Student Focus group (May 2016).....	5
9	Students' Responsibilities in the Assessment and Feedback Process.....	5
10	Examinations.....	5
11	Reassessment and Support for Reassessment.....	5
12	Requests for Re-marking.....	5

Creation and Revision History

To be reviewed annually by Academic Director. Next review due June 2023.

Version	Owner	Purpose/Change	Date
1.1	Jeremy Moyle, Academic Director	Review and rebranding	June 2016
1.2	Jeremy Moyle, Academic Director	Annual review - addition of section 12	June 2017
1.3	Jeremy Moyle, Academic Director	Amendment to reviewer/owner	October 2017
1.4	Jeremy Moyle, Academic Director	Annual review - amendment to sections 6.2 and 6.3	June 2018
1.5	Jeremy Moyle, Academic Director	Annual review - updated link	June 2019
1.6	Jeremy Moyle, Academic Director	Annual review - no changes	June 2020
1.7	Jeremy Moyle, Academic Director	Annual review - no changes	June 2021
1.8	Jeremy Moyle, Academic Director	Annual review - online assessments included	June 2022

1 Context

- 1.1 Assessment and Feedback was highlighted as a priority by the Centre Learning and Teaching Group following responses from the Staff Engagement survey (April 2016).
- 1.2 The necessity of a Feedback and Feedforward policy was identified as a Condition at the Social Sciences Revalidation Event (April 2016).
- 1.3 Assessment and Feedback remains a high priority at the University and in our Centre.
- 1.4 "Assessment makes more difference to the way that students spend their time, focus their effort, and perform, than any other aspect of the course they study, including teaching. If teachers want to make their course work better, then there is more leverage through changing aspects of the assessment than anywhere else, and it is often easier and cheaper to change assessment than to change anything else." *Professor Graham Gibbs, Using assessment to support student learning at UEA (2011).*
- 1.5 In light of the above, this policy details our approach to Assessment and Feedback at INTO UEA.

2 Our Key Principles

- 2.1 Effective assessment is central to effective student learning outcomes.
- 2.2 Our approach to assessment should be embedded in our overall Programme design.
- 2.3 Assessment strategies should be coordinated at Programme level and across the Centre.
- 2.4 Assessment should be designed to enable students to achieve and demonstrate the full range of Module and Programme outcomes.
- 2.5 Students' academic, professional and personal development should be positively influenced by the feedback they have received throughout their course.
- 2.6 Our approach to assessment is largely face to face whilst offering some assessments online.

3 Two Types of Assessment

3.1 Formative

- Formative assessment is "assessment for learning".
- Engagement in formative exercises helps students to improve their final learning outcomes.
- Marks or grades do not contribute to final outcomes.
- The design of formative assessments may be part of a dialogue between students and staff.
- Formative assessment provides teachers and lecturers with an opportunity to feedback to students on their performance.
- The work being assessed does not necessarily have to be in written form.
- The feedback may be oral or written, individual or collective.
- The feedback does not have to include a grade.
- Student engagement with formative tasks should be recorded as part of overall student monitoring.
- Colleagues should provide marking criteria so that students understand the requirements and expectations of the task prior to completion.

- Students should be given opportunities to reflect on the feedback they have received and engage in subsequent dialogue with academic staff.
- It should be noted that all in-Centre assessments on the Newton Programme are formative.

3.2 Summative

- Summative assessment is “assessment of learning”.
- Summative assessment may be in the form of essays, coursework, presentations, audio files or final exams.
- Summative assessment should always carry a mark or grade.
- The mark or grade is accompanied by feedback which may be individual or collective (annotations or comments on the script, video or audio clip, written comments on a feedback sheet or annotated marking criteria).
- Assignments (submitted by the deadline) and associated feedback should be returned in less than 20 working days with the aspiration that all assessments and feedback is returned to students within 15 working days and a quicker turnaround is achieved where practicable.
- Programme Teams should determine in advance which pieces of work should be marked anonymously to ensure equitable treatment of all students across the Programme. Work should be de-anonymised post marking to aid feedback.

4 Assessment Strategies

- 4.1 Each Programme should have a clear assessment strategy mapped to learning outcomes across modules.
- 4.2 Assessments should be planned at course level. Student’s workload should be borne in mind.
- 4.3 An overview of the assessment points (e.g. Gantt chart) per Pathway per Programme should be produced by Programme Teams.
- 4.4 Programme Teams should ensure there is a balance between formative and summative assessments.
- 4.5 Programme Teams should identify which assessments will be face to face and / or online
- 4.6 Students should be made aware of the key link between formative and summative assessment in the learning process.
- 4.7 Programme Teams should identify in advance where formative and summative feedback should take place within a module. This should be reflected in the module outline and shared with students.
- 4.8 Assessment strategies and practice should be annually reviewed by Programme Teams and appropriate refinements to pedagogy made as a result.

5 The Assessment and Feedback process

- 5.1 Good assessment design contributes significantly to the student experience and their ultimate success. Programme Teams should take the following into account when designing and delivering assessments:
 - Achieving a balance between assessment types.

- Time for reflection. Consideration of self and peer assessment opportunities to promote student critical reflection.
- Alignment with module or programme outcomes.
- Equality of access for all student with particular attention paid to students with learning difficulties.
- Rigour. Assessment should facilitate differentiation of achievement and there is an expectation that markers will use the full range of marks.
- Student workload. The amount of assessment should be linked to the need for students to demonstrate particular learning outcomes.
- Clarity of the expectations in relation to required task outcome.
- Assessment Literacy. Through ongoing strategies (e.g. reviewing of assessment criteria, evaluation of anonymised scripts, mock marking exercises, self and / or peer observations) we should help students develop their assessment literacy.
- Preparation for assessment type on progression to UEA and other HEIs

6 Internal Moderation

- 6.1 Programme Teams for validated courses should work to the "INTO UEA guidelines for marking and second marking of exams and assessed (summative) coursework on UEA validated courses".
- 6.2 The Newton Team should work to the guidance issued by CAIE.
- 6.3 Pre-sessional and Academic English exercise a robust internal policy of second marking, moderation and standardisation of marking.

7 Feedback and Feedforward

- 7.1 Feedback is a key element of student learning and should be an ongoing process between teaching staff and the student throughout their course.
- 7.2 Programme Teams should ensure students engage with this concept at the beginning of the course or at a key point during the course (e.g. prior to an assessment).
- 7.3 Feedback may be verbal, electronic or written. It may be provided on an individual, self, group or peer basis as appropriate to the task, group composition and size.
- 7.4 Programme Teams must ensure students understand the timing, range and scope of possible feedback processes to help manage their expectations.
- 7.5 Feedback should be precise, critical yet constructive, supportive and encouraging. Programme Teams should consider using standardised feedback templates to ensure a consistent experience for students.
- 7.6 Feedback should be clearly linked to pre-communicated assessment criteria.
- 7.7 Feedback should refer to strengths and weaknesses and next steps to enhance performance.
- 7.8 Feedback should help students self-correct their learning behaviour in time to apply them to subsequent assessments. Feedback therefore becomes a feed forward for summative assessments.
- 7.9 Teaching staff are expected to assist students in interpreting and reflecting upon any feedback.

8 The most effective forms of feedback as determined by UEA Student Focus group (May 2016)

- 8.1 Explaining the expectations for an assignment including marking criteria.
- 8.2 Confining comments to key points.
- 8.3 Inviting students to request feedback based on their concerns.
- 8.4 Providing specific criticism on one aspect of the work, along with suggestions for its improvement.
- 8.5 Giving guidance on common problems.

9 Students' Responsibilities in the Assessment and Feedback Process

- 9.1 Students are expected to actively engage in all aspects of the feedback and feed forward cycle.
- 9.2 Students must ensure that their assessed work is their own and contains no plagiarised material or material which results from collusion with a third party.
- 9.3 Students must therefore be familiar with all relevant policies in this area and supported by staff to assist in their engagement with feedback.

10 Examinations

- 10.1 Examinations should form a key part of a Programme Assessment Strategy and will be part of the learning experience for students.
- 10.2 Programme Teams should provide students feedback on all examinations at least at a generic level. This might take a number of forms, including written generic or individual feedback, model answers, face-to-face tutorials and lectures.

11 Reassessment and Support for Reassessment

- 11.1 Students should be made aware of reassessment opportunities at the beginning of their course.
- 11.2 Whilst it is recognised that there is often a very tight timeframe, where students fail a module and are referred for reassessment, they should be supported in an effective, fair and consistent way.
- 11.3 The Programme Team must ensure students understand why they have failed and provide the support as practicable (one-to-one tutorials or small group sessions) that is likely to enable them to address and enhance their learning strategies prior to reassessment.

12 Requests for Re-marking

- 12.1 Where students would like to request a remark of their work prior to Exam Boards, they should follow the INTO Policy and Guidance of Re-marking Requests.
 - Where students would like to request a remark of their work post Exam Boards, they should follow the Academic Appeals Procedure found at <https://info.intouea.com/forms.html>