

LTC14D158

**Title:** *Proposed Principles for Assessment and Feedback*  
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### **Issue**

A number of proposals have been developed through a dialogue between the University and the Union of UEA Students to help direct improvements in assessment and feedback in Schools of Study.

### **Recommendation**

LTC is invited to endorse the proposals in the paper.

### **Resource Implications**

There are no immediate outstanding resource implications. As the principles are applied, there may be implications for the planning of academic staff time and the prioritisation of return of feedback within Schools. However, the Executive Team have approved the document and so there is a University commitment to use the principles to help guide improvement in assessment and feedback.

### **Risk Implications**

The principle risk is in failing to improve levels of student satisfaction around assessment and feedback. This restricts the opportunities for students to benefit from feedback in deepening their learning and improving their academic performance. Questions on assessment and feedback also form an important part of the National Student Survey and so relatively poor performance on these questions inhibits the University's overall performance on the NSS.

### **Equality and Diversity**

The proposals will benefit all UEA students.

### **Timing of decisions**

LTC's endorsement of the proposals in the paper will enable the document to inform practice in Schools and faculties for the 2015/16 academic year.

### **Further Information**

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### **Background**

The Students' Union submitted a document prepared by the National Union of Students which contained a benchmarking tool to assist in the development of policy and practice in assessment and feedback. The University's Executive Team have twice considered the document, which has been developed to fit the particular circumstances and systems at UEA. The two-page document – 'Outstanding Practice in Assessment and Feedback' is appended.

### **Discussion**

Members are asked to consider and approve the principles outlined in the attached paper.

### **Attachments**

Paper: Outstanding Practice in Assessment and Feedback.

## **Outstanding Practice in Assessment & Feedback** **University of East Anglia and the Union of UEA Students**

Assessment and feedback is an integral part of the learning and development process and a key concern for students during their studies. It is the responsibility of the University to always provide the best it can for its students, including in this core area.

The table below has been developed as a tool to help direct improvements in assessment and feedback in Schools of Study at UEA. It is based on a national benchmarking tool developed by the National Union of Students, but modified to fit the particular circumstances and systems in operation at UEA. The tool has been developed through a dialogue between the University and the Union of UEA Students. The principles set out below provide a means of guiding the University's improvements in assessment and feedback.

<b>Issue</b>	<b>Principle</b>
Diverse forms of assessment designed to assess a range of skills and knowledge	<p>Programmes are planned so that diverse forms of assessment are used, including written coursework, exams and oral presentations.</p> <p>It is made clear to students how the skills they gain and develop can be applied in the wider world.</p> <p>Students are able to articulate the skills they have developed on their programme.</p> <p>Students are also able to articulate how those skills have been demonstrated through their various forms of assessment.</p> <p>Students are able to have a dialogue with academic staff on their assessment methods, including through providing feedback via module evaluations.</p> <p>Students have some choice in the assessment methods they are offered through their choices of modules.</p> <p>Programmes are planned holistically to assess a broad range of skills and knowledge through a variety of forms of assessment.</p>
Assessment criteria	<p>Assessment criteria are linked to learning outcomes and referred to throughout the course.</p> <p>Students should fully understand what is expected of them in order to achieve each grade.</p> <p>Assessment criteria are clear, easily accessible and linked to learning outcomes. Students fully understand and are supported to use them.</p>
Submission processes	<p>Submission is electronic where possible and appropriate, and feedback is provided online where appropriate.</p> <p>Submission is simple and flexible, through an online system that confirms receipt and delivers online grades and feedback.</p> <p>Accessibility for students is the paramount concern. Processes are reviewed frequently in partnership with students, through student engagement and representation structures.</p>
Workload distribution	<p>Assessments are planned across programmes to avoid clustering where possible, including for joint honours students. Assessment dates are co-ordinated by the Course Director.</p> <p>An indication of the structure of assessment, including where practicable the pattern of deadlines, is available before module selection and students are made fully aware of the assessments they are expected to do in a module from the outset.</p>

	<p>There are on-going discussions with students throughout the year regarding deadlines.</p>
Anonymity and externality	<p>All summative work is anonymous as far as is possible.</p> <p>The University makes appropriate use of external markers to review the management of assessment.</p>
Marking consistency and distribution	<p>Marking is broadly consistent across every student's programme of study.</p> <p>There is an expectation that all markers will use the full range of marks.</p> <p>Guidance and clear grade/classification descriptors are provided to both students and staff and these are clearly linked to the marks students are awarded.</p>
Feedback timeliness	<p>All students receive feedback in time to act on it in their next piece of work.</p> <p>Feedback is returned on summative assessments within fifteen working days.</p> <p>Feedback timeliness above an institutional minimum standard is aspired to.</p> <p>Students receive on-going verbal, written or email feedback throughout their course and understand that feedback encompasses more than just written comments on assignments.</p>
Feedback quality	<p>Detailed, constructive, individual feedback is provided on all forms of assessment, including exams.</p> <p>The opportunities to receive feedback are clearly explained to students at the start of the course.</p> <p>Feedback is detailed enough to clearly identify areas for improvement and examples of good practice.</p> <p>There are opportunities to discuss the feedback individually with staff or an advisor.</p>
Formative assessment and feedback	<p>Formative assessment is a key aspect of learning and encourages students to reflect on their performance and develop their skills.</p> <p>Peer learning is part of formative feedback.</p> <p>Formative feedback is considered holistically as part of students' personal development.</p> <p>The design of formative coursework should be part of a dialogue between students and staff.</p>
Self-reflection and peer learning	<p>Formative feedback regularly includes peer input and self-reflection.</p> <p>Students are encouraged to reflect on the feedback they have been given by peers and tutors and to develop their skills holistically.</p> <p>Peer learning and self-reflection are embedded in the curriculum.</p> <p>Students' personal development takes account of all the feedback they have received throughout their course.</p> <p>Discussions are held between staff and students, for instance through student representation structures, to ensure the balance of taught, peer and self-learning is accurate.</p>