

# Assessment and Feedback Policy

## 1. Introduction

ABP recognises that assessment is central to learning and teaching, and is not designed solely to measure student learning. Also, essential to enhancing learning, is the provision of continuous feedback to students on their learning; in relation to assessment, useful feedback is feedback that is specific in informing learners the extent to which they have met published assessment criteria, and explains to them what they need to do to improve. Ensuring feedback is clear, specific, and adopts a supportive tone is most likely to foster student engagement with feedback.

The aim of this policy is to lay out an institution-wide approach to assessment and feedback that enhances the effectiveness of assessment in aiding students to achieve the necessary knowledge and skills described in a class or programme's intended learning outcomes.

This policy applies to all programmes offered by ABP.

## 2. Definitions

- 2.1 Assessment: The process of measuring the performance of students (as in examinations, assignments and other assessable work) that enables students to monitor their progress and contributes to their academic results.
- 2.2 Assessment Criteria: Specific criteria against which pieces of work are assessed. An understanding of the criteria must be shared by markers and students. Feedback should relate to these criteria.
- 2.3 Assessment Bunching: The perception of assessments within a programme of study being scheduled too closely together.
- 2.4 Assessment Schedule: A timeline of all cohort-level assessments.
- 2.5 Feedback: Information provided to students on the quality of their performance in relation to assessment criteria, which forms the basis of improved student learning.
- 2.6 Formative Assessment: This type of assessment normally has no or low weighting in the final mark for a module or programme. The goal of formative assessment is to provide an opportunity for students to monitor their learning and provide feedback to teachers that can be used to review their teaching.
- 2.7 Learner Attributes: Qualities, skills, dispositions, and understanding that students are expected to develop. At ABP, these are referred to as the 4 E's – engaged, enquiring, enterprising and ethically and globally aware.
- 2.8 Intended Learning Outcomes: What the learner is expected to be able to do or demonstrate, in terms of particular knowledge, skills and understanding, by the end of a module or programme.
- 2.9 Ipsative Feedback: This type of feedback compares a student's performance on a current assessment with performance on a previous assessment.
- 2.10 Moderation: The process of checking that assessment criteria are consistently applied across markers in marking students' work.
- 2.11 Module: The individual components of a programme, normally counted in terms of credits.
- 2.12 Module Evaluation: The process of obtaining feedback from students on all aspects of teaching, learning, and assessment within a module.
- 2.13 Programme: The full course of study leading to the award of a qualification.

- 2.14 Seen Double Marking: Where an assessment is independently marked by two markers, but where the second marker has access to the marks or comments of the first marker.
- 2.15 Summative Assessment: Assessment is summative when the grading of an assessment contributes to the final grade for a class or course. The aim of summative assessment is to evaluate students' attainment of the intended learning outcomes within a unit of study.
- 2.16 Unseen Double Marking: Where an assessment is independently marked by two markers who do not have access to the grades or comments of the other marker.

### 3. Assessment and Feedback Principles

These principles must be adhered to throughout ABP:

- 3.1 Assessment and feedback practices promote effective learning.
- 3.2 Assessment and feedback practices are fair, appropriate, and transparent.
- 3.3 Assessment and feedback practices are clearly communication to learners and ABP staff.
- 3.4 Assessment and feedback practices are continuously reviewed.

### 4. Responsibilities for Implementation

4.1 ABP assumes responsibility for:

- 4.1.1 Providing staff with opportunities to develop effective practice in assessment and feedback.
- 4.1.2 Providing adequate resources, including information technology systems, to support effective practice.
- 4.1.3 Monitoring implementation of this policy through Internal and External Quality Assurance processes.

4.2 Staff involved in assessing students' work are responsible for:

- 4.2.1 Designing assessments that effectively facilitate and measure students' achievement of intended learning outcomes;
- 4.2.2 Assessing students' work according to published assessment criteria which are aligned to intended learning outcomes and the University's Guidance on Marking Assessments taught programmes;
- 4.2.3 Providing timely, informative and helpful feedback which enables learners to further improve their learning and performance wherever possible;
- 4.2.4 Informing students when, where and how feedback will be provided; 4.2.5 Engaging in dialogue with students about assessment and feedback; and,
- 4.2.6 Continuously reviewing their approaches to assessment and feedback to reflect effective practice.

4.3 Learners are expected to be responsible for their own learning through:

- 4.3.1 Understanding the requirements of individual assessments, and actively engaging with assessment tasks by devoting appropriate time and effort;
- 4.3.2 Developing an understanding of the relationship between intended learning outcomes and assessment criteria, and standards in their programme of study;
- 4.3.3 Ensuring their academic work is authentic and honestly produced;
- 4.3.4 Finding out where, how and when work is submitted and how and when feedback is provided; and,
- 4.3.5 Actively engaging, reflecting, and using provided feedback.