

Faculty of Population Health Sciences: Assessment and Feedback Guidance

Introduction

This guidance tool has been developed in collaboration with students and staff in the Faculty of Population Health Sciences to improve the student experience with assessment and feedback across modules, programmes and Institutes within the Faculty, and ensure consistent high quality feedback throughout.

Aims

To provide guidance and support for programme and module leads to:

- Support staff in long term planning of assessment and feedback
- Enable consistency of assessment and feedback processes across programmes, Institutes, and Faculty
- Evaluate and revise assessment burden or load (e.g. to avoid clustering of assessments)

Long-term planning for assessment and feedback

For programme leads, support will include:

- Attend / organise assessment and feedback workshops with UCL Arena
- Access to visualisation tools of summative and formative assessment schedules (www.studentengagement.org.uk)
- Developing a broader understanding of student workload
- Guidance to support micro and macro time management for students

For module leads, support will include:

- Access to assessment and feedback workshops with UCL Arena
- Guidance on the variety of assessment and feedback methods
- Guidance on module evaluation and developing an action plan



Assessment and Feedback Health Checklist

Programmes should provide a variety of assessment types that reflect the skills required after completion of the programme as students enter the workplace. Assessment types ideally are offered more than once to enable students to improve their skills over the course of the programme, either as Formative or Summative assessments.

Programmes should ensure details and information relating to word count, late submissions and academic integrity are clearly communicated to students in both the programme handbook and in all modules.

All feedback on student work including assessments should:

- Be timely
- Be kind
- Be specific not generic, and avoid copy-and-paste to many students, pairs or groups
- Relate to the marking criteria that students have been provided with
- Justify the grade obtained (where relevant)
- Indicate what was done well
- Suggest improvements
- Feed-forward and be relevant for future work

Programmes should manage student expectations by:

Ensuring that assessment and feedback information is included in induction events and programme handbooks

As a minimum, this should:

- Explain the terms formative and summative assessment
- Signpost the wide range of types of formative and summative assessment that may be encountered, e.g., quiz, practical, essay, report
- Signpost the types of feedback possible and their benefits, incl. individual, pair, group or class level, and peer
- Highlight the need for students to proactively participate in discussions about assessment and feedback, and to ask when in doubt
- Highlight the importance of any opportunities for students to develop their self-assessment abilities e.g. through reflection or participating in peer marking

Module leads should manage student expectations by:

Ensuring that assessment and feedback information is included on the Moodle page for the module.

As a minimum for each module, this should:

- Emphasise the module learning hours e.g., 150 hours for 15-credit modules
- Signpost the different types of formative and summative assessment to support learning, e.g., quizzes, practical, essay, report
- Signpost the types of feedback that will be given e.g. individual, pair, group or class level and peer
- Indicate timing of all assessment and feedback
- Provide marking criteria
- Provide examples of previous work with grade indicated e.g. pass, merit, distinction and give students the opportunity to raise queries

Ensuring marking consistency between and within modules

Programme leads can ensure consistency between and within modules through clear communication with **module leads**, who should ensure agreed practices are adopted:

As a minimum, this should:

- Provide and promote training on writing feedback to all markers
- Provide consistent written guidance on marking criteria and grades
- State the type, amount and length of feedback (including annotations and summary feedback/ feed-forward)
- Organise parity marking to ensure consistent interpretation of marking guidance
- Moderate grades and feedback before release
- Ensure that students know that the marks are provisional prior to exam board ratification

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Developed following discussion with Academic Representatives and staff from FPHS and UCL