

University of Wolverhampton Assessment and Feedback Principles

1. Assessment practices which will be used will be outlined at each course during induction to each level
2. Assessment tasks will have been internally and externally approved as fit for purpose
3. Students will be provided with assessment criteria and performance descriptors for all coursework assessments
4. Good academic practice and study skills information will be embedded within the curriculum of each course at each level of study
5. Students will be given the opportunity to use text matching software formatively for one assessment (as a minimum) on each course at each level of study
6. Students will have formative assessment and feedback on each course at each level of study
7. Students will be given the opportunity to discuss and explore the expectations and requirements for each assessment before they undertake that assessment
8. Where feasible, assessments will be submitted anonymously
9. Where feasible, assessments will be submitted electronically
10. Provisional grades and feedback will be available to students within 4 weeks of submission
11. Students will receive feedback on all forms of assessment
12. Students will have opportunities to be supported to understand and apply their feedback from across a range of assessments
13. Students will have opportunity to feedback on the assessment feedback they receive

University of Wolverhampton Assessment and Feedback Principles – in practice

1. Assessment practices which will be used will be outlined at each course induction at each level

Each course induction (note: not necessarily Welcome Week) will outline the assessment practices to students including: an explanation of the assessment strategy and assessment types that will be used in the course; how assessments are set (internally and externally approved), marked and moderated; how students will submit work; how students make an application for an extension or extenuating circumstances; anonymous assessment submission policies; how assessment criteria and performance descriptors are used by markers and how students can use these in their own assessment preparations; how feedback will be provided and the opportunities for students to gain additional feedback, if required; the sources of support and guidance that will be offered within the course and those available from Skills 4 Learning. Use should be made of the Student Handbook as a reference guide, and students should be referred to www.wlv.ac.uk/assessment.

2. Assessment tasks will have been internally and externally approved as fit for purpose (assessment handbook)

Faculties will establish processes for internal approval of assessments and for external examiners to sign off the assessments before use. This process needs to ensure that the task is in accordance with the MST, is set at the appropriate level and degree of difficulty, the effort required to deliver the assessment is proportionate to the weighting of the assessment, that the assessment brief is clear and unambiguous and that assessment criteria and performance descriptors are provided.

3. Students will be provided with assessment criteria and performance descriptors for all coursework assessments (assessment handbook)

As part of the assessment approval process faculties will assure themselves that all coursework (i.e. non-examination or test based assessments) assessments have clear assessment criteria and performance descriptors which are provided to students and external examiners. Assessment criteria and performance descriptors should be discussed with the student as part of the exploration of the assessment so they are clear as to how their mark will be determined.

4. Good academic practice and study skills information will be embedded within the curriculum of each course at each level of study (part of the academic integrity policy)

Course teams must identify and agree where good academic practice and study skills will be covered in the curriculum at each level to ensure issues of academic integrity, assessment skills and additional sources of support are provided/identified to each student at each level of their studies.

5. Students will be given the opportunity to use text matching software formatively for one assessment (as a minimum) on each course at each level of study (part of the academic integrity policy)

Course teams must identify and agree which module will provide the opportunity for using text matching software formatively for one assessment (as a minimum) on each course at each level of study. The focus of such opportunities will be upon helping students to understand how the way in which they reference source material in their writing can influence the level of understanding that they are able to demonstrate. In identifying appropriate opportunities, course teams need to ensure the module team working with students are suitably knowledgeable about how text matching reports are interpreted so they can advise students and develop students' understanding of plagiarism.

6. Students will have formative assessment and feedback on each course at each level of study

Course teams must identify and agree which module will provide the opportunity for formative assessment and feedback at each level of study. This should normally be a module offered in the first semester. It is not necessarily an expectation that the academic will “feedback”. Students may contribute to this process, providing feedback to other students, and in so doing help develop their critical skills.

7. Students will be given the opportunity to discuss and explore the expectations and requirements for each assessment before they undertake the assessment

Time within the teaching schedule should be set aside for students to be briefed about expectations and requirements for assessment and to allow them to ask questions about their intended approach. Students should know when this will happen so they can prepare their questions. The use of “assessment unpacking” sessions and “fit to submit” sheets would be encouraged as good practice and training is available.

8. Where feasible, assessments will be submitted anonymously (existing policy)

This is in line with existing policy. Students need to be clear that they should not put their names on the work, only their student number. Also it needs to be clear that it is the work that is submitted anonymously, the marker is not anonymous.

9. Where feasible, assessments will be submitted electronically

Wherever possible students should be offered the opportunity to submit their work electronically and ideally feedback should also be provided electronically too. Training and guidance is available on electronic feedback.

10. Provisional grades and feedback will be available to students within 4 weeks of submission (existing policy)

Processes must be in place at course and/or faculty level to ensure that work is turned around within the 4 week turnaround period. If there is staff illness or other such unforeseen circumstance then alternative arrangements must be put in place to ensure the 4 week turnaround is achieved.

11. Students will receive feedback on all forms of assessment (existing policy)

Faculties need to assure the quality of the feedback given and in the case of examinations that feedback is available.

Students should receive constructive feedback on continuous assessment so they are clear on:

- How their grade was arrived at
- What the strengths of the work were
- What the weaknesses of the work were, and
- How the work could have been improved

For examinations feedback should be provided within 4 weeks through the VLE identifying where students typically gained or lost marks on the examination paper and giving the characteristics of good or poor examination scripts i.e. feedback will be provided on a cohort basis.

Students should also be informed of opportunities to discuss their feedback in further detail if they need to. This may be through feedback sessions within class, students booking time

with staff through their surgeries, assessment cafes that may be organised, email or other means. This opportunity needs to be made clear to students when they receive their marks.

12. Students will have opportunities to be supported to understand and apply their feedback from across a range of assessments.

Students should be informed of the opportunities open to them to discuss the feedback they have received from across a range of assessments in order that they can look for themes and identify action accordingly. Personal tutors, GTAs, or faculty based study skills advisors may support this. Faculties will establish the appropriate mechanisms for this and students should be informed who to approach. Personal tutors/GTAs/study skills advisors would not be expected to “second mark” or comment on the particulars of feedback for an individual assessment but would help students draw out general lessons from the feedback they have received.

13. Students will have opportunity to feedback on the assessment feedback they receive.

Students will have the option to feedback on the assessment undertaken and the feedback they have received. This will allow them to identify whether feedback was received on time, whether it was helpful and whether the assessment contributed to their learning. This would allow any problems or good practice to be identified by the faculty in respect of particular assessments or feedback practices.