ASSESSMENT FEEDBACK

AF2 Provide early opportunities for students to act on feedback

Lecturer / Teacher Focused (LT)

LT1 Ensure that there is sufficient time for formative feedback to feed into summative.

LT2 Ensure formative tasks lead directly into summative and that students can see the link.

LT3 Be selective with assessment tasks.

LT4 Aim to reduce the emphasis on summative assessment; distribute tasks across a module.

LT5 Use formative assessment but make tasks compulsory to ensure engagement.

LT6 Use pre- and post-session tasks to ensure students make the most of the opportunities presented.

Student Focused (S)

S1 Get students to do 1 - 3 minute videos on key points covered in a lecture/seminar.

S2 Use a series of assignment tasks of different types that can be brought together. Allow students to select which ones will comprise their final submission and also ask them to justify their reasons for the inclusion of the specific final submission.

S3 Integrate self and peer engagement opportunities into the module / programme so that students learn to self-assess as they progress through the module. Aim to include an aspect of self-assessment in each taught session.

S4 Use online self-checking tests that students can use to test their knowledge.

S4 Use technology to support learning (e.g. lecture capture; audio on powerpoints) so students can go back and check understanding.

S5 Get students to do one or two page outlines of what they intend to cover early on to ensure they are on the right lines.

S6 Get students to map how they can best support each other as part of peer engagement agendas within and beyond the taught programme.

Programme / Director Questions (PD)

PD1 Do you have a clear policy on the nature and timing of formative feedback that students can expect to receive?

PD2 How are you ensuring early assessment of students' needs through the design of assessment?

PD3 What is the balance between formative and summative assessment?

PD4 What marking can students do for themselves and how can technology support this?

PD5 How are you ensuring that deadline dates enable students to use the whole content of the module (should allow students to use information covered in the last session)?

PD6 How are you managing deadline dates across the whole programme so as to not have negative knock on effects (e.g. can use formative assessment to spread load; can use same dates for final submissions if given interim formative feedback)?

PD7 Howcan you make summative feedback formative in supporting students to move forward in their next module(s)?