ASSESSMENT POLICY
APPENDIXS

Appendix A - 7 Feedback Principles

7 FEEDBACK PRINCIPLES	Because of these principles you, the student, can expect:
1. Be an interactive process involving student-professor and student-student dialogue There should be an agreed point of reference and common starting point between students and staff as to what constitutes the purpose and use of feedback as part of a learning process. The content of this originates from the knowledge and professional expectations of the subject discipline. Determining the common starting point is an iterative process emerging out of interactive dialogue between staff, students, and their peers, where all participants challenge and are open to each other's views.	• To agree with staff and other students on why you will get feedback • To debate with other students • To learn from other students • To debate with lecturers and other staff • Institute staff to learn from you • Every conversation about your studies to be a type of feedback you can learn from (we are an Academic Community) • To get feedback throughout your course • To also get specific and timely formal written feedback from lecturers on your marked assessments
2. Facilitate the development of self assessment and reflection The feedback should generate a series of questions for the student which makes them think about their learning now, and what they need to do to develop their learning in the future. This will enable them to understand the purpose of the feedback in each specific context; create the capacity to developing evaluative judgement; the ability to review their own performance against professional and academic criteria; and to think about learning strategies they need to develop in the future.	• To ask yourself new questions about your learning • To ask yourself new questions about your subject • To improve your understanding of your own thoughts • To improve your ability to see the worth of other people's work and thoughts • To improve your ability to evaluate your own work and the work of others • To become better at working in order to meet specific goals or targets • To get better at working out what types of feedback you need and working out when you need feedback

3. Clarify for students and staff, through dialogue, what good or bad performance actually is in the assignment or task. This involves identifying and justifying the strengths and achievements of the assignment, artefact, or task under discussion. This should also then lead to outlining how changes and improvements may be made, through reference to discussion around what constitutes the criteria for good performance and how the outcomes of the task have been met. Students need to be aware that feedback is a process that can take place at any time or place and isn't restricted to formal learning situations.	• To get better at seeing where your work is good and where it needs improvement • To get better at seeing where other people's work is good and where it needs improvement • To get better at giving people help to improve their work • To get better at accepting and using help from other people to improve your own work • To discuss how ideas like "good" and "bad" relate to marking criteria • To get and give feedback wherever you can: not just in tutorials or seminars
4. Be developmental, progressive, and transferable to new learning contexts The dialogue and understanding that emerges from the feedback should be applicable both to the current debate and also contain elements that are able to be translated to a range of current and future learning situations. As the student progresses through their learning journey, they should be developing a more sustained and sophisticated approach to their learning, culminating in the expression of the graduate attributes appropriate to their level and subject specialism.	• Your feedback to be relevant to your course • Your feedback to be relevant to the way your wider subject area is developing • Your feedback to give you useful ideas for ways of doing future learning • Your feedback to help you get a deeper understanding of your subject • Your feedback to help you develop your overall thinking
5. Be ongoing and embedded in the learning process Feedback isn't simply an activity that takes place after assessment – it isn't something that is simply done to students. Feedback that is effective and timely occurs when students know when they need it, recognise what they want it for, and know	• To give and receive feedback frequently • To learn to recognise when it would be useful for you to get feedback • To learn to recognise what type of feedback it would be useful for you to get • To learn how to ask for appropriate feedback

how to ask for it in a way that is appropriate to their needs. It is multi faceted both in terms of content and format.	• To recognise that there are many appropriate ways of giving feedback
6. Motivate, build esteem and confidence to support sustainable lifelong learning Feedback needs to point out what has been done well, both in terms of the task process and the product. Feedback needs to offer 'do-able' actions for future learning/work, so that students are able to improve. Courses need to engage students with multiple feedback opportunities.	• To get, and give, praise for things that have been done well • To get ideas that will help you improve your future learning and work • To give ideas that will help other people to improve their future learning and work • To get a lot of chances to receive and give feedback in a variety of ways
7. Support the development of learning groups and communities Good feedback – as outlined in Points 1- 6 - should create the environment whereby effective and productive learning is taking place, leading to the emergence of a flourishing learning community.	• To be part of an improving learning community • To be personally responsible for helping that community get even better • To see other people also taking personal responsibility for helping the community to get even better

Appendix B - Generic Assessment Criteria

Separate criteria have been provided for each academic level. This information can be used by both students and staff to explain how work will be assessed and assists in the provision of written feedback which aligns to the academic learning outcomes statements and the percentage grade awarded

Learning outcomes	PASS					FAIL		
	A	**B**	**C**	**D**	**E**	**F**		
	90-100%	**80-89%**	**70-79%**	**60-69%**	**50-59%**	**40-49%**	**30-39%**	**Below**

	Exceptional answer demonstrating a highly detailed understanding of the issues and methodologies, concepts, theories and/or data and the link to with other fields of study; appreciation of the uncertainty, and limits of knowledge. Exceptional presentation and evaluation of qualitative and quantitative data.	An outstanding answer demonstrating a detailed understanding of the issues and methodologies, concepts, theories and/or data; awareness of the uncertainty of knowledge. Excellent presentation and evaluation of qualitative and quantitative data.	Excellent knowledge and understanding of the issues and methodologies, concepts, theories and/or data and its inter-relationship with other subjects. Very good presentation of qualitative and quantitative data.	Good knowledge and understanding of the issues and methodologies, concepts, theories and/or data. Some understanding of limits of knowledge. Good presentation and evaluation of qualitative and quantitative data.	Sound knowledge and understanding of the issues and methodologies, concepts, theories and/or data. May contain errors and/or discussion of irrelevant issues. Adequate presentation and evaluation of qualitative and quantitative data.	Unsatisfactory, but shows a limited grasp of some subject. Limited awareness of limits of knowledge, or ability to present, evaluate and interpret qualitative and quantitative data.	An attempt to answer the question, but without any significant grasp of material or appropriate skills. Minimal application of knowledge, or use of information.	No answer or an answer which is totally irrelevant or fundamentally wrong. Minimal or no evidence of learning.
- *Knowledge and Understanding* - *Learning* - *Enquiry*								

- *Analysis* - *Application* - *Problem Solving*	Independent thinking, rigorous argument, and an impressive use of evidence. Thorough and accurate analysis of subject with evidence of breadth and depth of study. Excellent application of theory to problem.	Outstanding analysis displaying independent thought and strong, well-organised argument and highly competent application of evidence and theory to solve problems.	Excellent analysis displaying independent thought and strong and well-organised argument, competent application of evidence and theory to solve problems.	A very good analysis and well- organised argument, very well supported by evidence. Evidence applied well to provide solution to problems.	Good analysis and argument, well supported by evidence. Good application of evidence and theory to solve problem.	Argument and analysis may be illogical, irrelevant, or contradictory in places and/or unsupported by evidence. Limited application of evidence and theory to solve problem.	Brief, irrelevant, or deficient argument and analysis; unsubstantiated generalisations. Little or no attempt to draw conclusions. Little or no attempt to apply evidence and theory to solve problem.	Absence of analysis and argument. No evidence of application of knowledge to solve problem. Or no answer offered.

- *Communication*	Exceptionally effective communication skills appropriate to the level of study, task, audience, and discipline. Exceptional demonstration of managing own learning and initiative, learning ability, qualities or skills necessary for future study.	Extremely effective communication skills appropriate to the level of study, task, audience, and discipline. Excellent demonstration of managing own learning and initiative, learning ability, qualities or skills necessary for future study.	Highly effective communication skills appropriate to the level of study, task, audience, and discipline. Extremely good demonstration of managing own learning and initiative, learning ability, qualities or skills necessary for future study.	Very effective communication skills appropriate to the level of study, task, audience, and discipline. Good demonstration of managing own learning and initiative, learning ability, qualities or skills necessary for future study.	Effective communication skills appropriate to the level of study, task, audience, and discipline. Some demonstration of learning ability necessary for future study.	Unsatisfactory communication skills appropriate to this level of study. Poor level of learning ability necessary for future study.	Some evidence of communication skills appropriate to this level of study. Limited or no evidence of managing own learning.	Limited or no evidence of the communication skills appropriate to this level of study. Limited or no evidence of managing own learning.
- *Reflection*								

- *Professional Requirement (Not usually weighted and usually a pass/fail component of assessment)*	Meets the competencies or standards of proficiency required by professional/ statutory or regulatory bodies.	Meets the competencies or standards of proficiency required by professional/ statutory or regulatory bodies.	Meets the competencies or standards of proficiency required by professional/ statutory or regulatory bodies.	Meets the competencies or standards of proficiency required by professional/ statutory or regulatory bodies.	Meets the competencies or standards of proficiency required by professional/ statutory or regulatory bodies.	Fails to meet the competencies or standards of proficiency required by professional/ statutory or regulatory bodies.	Fails to meet the competencies or standards of proficiency required by professional/ statutory or regulatory bodies.	Fails to meet the competencies or standards of proficiency required by professional/ statutory or regulatory bodies.