**University of Huddersfield Assessment and Feedback Framework**

Assessment is integral to student learning, where learning opportunities are found in undertaking assignments and through feedback and interactions with peers and staff; our framework is built around this understanding of assessment *for* learning.

The Assessment and Feedback Framework sets expectations around the design and management of assessment and feedback and is in alignment with the UK Quality Code for Higher Education.[[1]](#footnote-2)

**Terminology**

Assessment is used to indicate the extent of a learner’s success in meeting the learning outcomes of a module or course.

Formative work prepares students for assessment, is also integral to the principle of assessment itself, and is basis on which development feedback is provided. Examples might include commenting on drafts, feedback activity within a taught session, tutorial.

**Assessment**

Students can expect:

1. Assessment methods which are clearly set out, with grading criteria which are transparent and applied fairly.
2. Assessments which enable them to meet the learning outcomes of their programme.
3. Assessments which are accessible, inclusive, and equitable.
4. A range of types of assessment task to enable them to demonstrate their breadth of skills and competencies, including their ability to work as part of a team as well as on their own initiative.
5. Assessments which inspire and challenge them to advance their own knowledge and skills and encourage academic integrity. Students should expect assessment to be rigorous and stretch their understanding of the curriculum.
6. Assessments which are authentic, hence relevant to the real world and industry, encouraging students as innovative global professionals.
7. Assessment load which is proportionate and manageable for all stakeholders (students and staff) and scheduled to avoid close deadlines where possible.
8. Support to ensure they are prepared for assessment through formative activities.
9. Signposting to additional help from specialist support staff (including Academic Skills Tutors, Library, Disability and Wellbeing Services) where appropriate.

Module leaders are expected to:

1. Work collegiately to ensure that within any course, there is a variety of assessment types designed to support learning, including assessment *for* learning as well as assessment *of* learning. They should ensure that the nature of the assessment scaffold students’ development as part of the students’ learning journey through a programme.
2. Ensure module assessment tasks align with the validated Module Specification Document.
3. Produce detailed assessment briefs for each assessment task available to students in a timely manner which includes:
	* sufficient information to reasonably inform students what is expected of them.
	* the grading criteria that will be used to assess the work.
	* submission information (including whether the assessment task is available to Tutor Reassessment).
	* the form that feedback will take.
4. Ensure that all assessment information is clearly set out in Brightspace, and the assessment submission area has been configured appropriately.
5. Signpost additional help from specialist support staff (including Academic Skills Tutors, Library, Disability and Wellbeing Services) where appropriate.

Teaching staff are expected to:

1. Provide appropriate support to enable students to meet assessment requirements.
2. Provide early low-stakes assessment within their course to develop learning in assessment process and technique.
3. Support students in understanding academic integrity.
4. Support students in understanding how to submit assignments for assessment through Brightspace (where appropriate).
5. Support students by signposting specialist support staff (including Academic Skills Tutors, Library, Disability and Wellbeing Services) where appropriate.

**Marking and Feedback**

Feedback provides important information to students about their performance and supports ongoing learning.

Students can expect feedback that is:

1. Transparent and informed by published grading criteria.
2. Timely, in line with University requirements[[2]](#footnote-3) for the return of coursework so that feedback informs future work wherever possible.
3. Fair, full, helpful and constructive, designed to foster learning, development and academic growth.
4. Accessible, inclusive, and individualised.

Module leaders are expected to:

1. Ensure that the assessment tasks are designed to support students’ learning journey through a programme.
2. Ensure full and helpful feedback is provided on summative assessments within 3 working weeks of the submission deadline. Dissertations, as major final pieces of work, may take longer to complete the assessment process, but a reasonable deadline for returning grades and feedback on dissertations must be set and this date must be shared with students.
3. Manage standardisation of assessment practice.
4. Manage internal moderation of assessed work, and where feasible complete this process prior to work being returned to students. In instances where it is necessary to return unmoderated feedback, in order to meet the 3-week deadline, students must be told that the assessment mark is unmoderated and may be subject to change.
5. Ensure personalised qualitative comment on work is provided in addition to a numeric grade where appropriate. Qualitative comment should use the affordance of the marking software, and for example can include free text, an audio/video recording and/or a rubric.
6. Ensure feedback is consistent with the grade awarded, and is clear, constructive and supports learning.
7. Ensure feedback is available in a format which students can keep.
8. Prepare examples of assessed work for the purposes of quality review including external examination.
9. Reflect on assessment and feedback as part of the module annual evaluation process.

Teaching staff are expected to:

1. Ensure marking is fair and transparent, using grading criteria.
2. Ensure that feedback helps to scaffold students’ learning for instance through providing specific guidance on how to improve and providing opportunities to reflect on formative feedback.
3. Deliver feedback on assessments within 3 working weeks of the submission deadline to allow students to build on their tutor’s evaluation of their work. This might mean that the work has not yet been through the moderation process and marks might change. (Note, some final summative assessments, for example examinations and dissertations, are exempt from the three-week rule to allow for appropriate quality processes to be conducted.)
4. Use the affordances of assessment technology including free text, rubrics, audio recordings and/or in-text annotations as appropriate when giving feedback, as well as in-person feedback opportunities
5. Contribute to assessment quality processes as required.

**School oversight of assessment, marking and feedback**

School leadership teams should ensure that:

1. The assessment loads for taught courses are fair and proportionate, and comparable between modules and courses.
2. The language used in grade descriptors is consistent.
3. Systems are in place to check that assessments and feedback are delivered at the appropriate time.
4. Assessment decisions are subject to consistent grading criteria and quality assurance processes.
5. Module performance in assessment is reviewed annually.
1. [Assessment (qaa.ac.uk)](https://www.qaa.ac.uk/quality-code/advice-and-guidance/assessment) [↑](#footnote-ref-2)
2. University policy requires that students receive feedback within three working weeks. [↑](#footnote-ref-3)