SOME INITIAL IDEAS FOR PROGRAMME ASSESSMENT & FEEDBACK ENHANCEMENT

Enhancement to a programme's assessment and feedback approaches are most effectively and efficiently achieved through discussion between the staff and students involved in the programme, semester and/or sequential modules. When meeting to discuss the development of these approaches, the following are some initial ideas that your team might consider.

	Assessment	Feedback
Varied	• Systematically introducing a variety of assessments based on the programme outcomes and assessment mapping • Developing more authentic and engaging assessment approaches • Exploring technology-enabled assessment approaches • Introducing some negotiated or students' choice of assessment approaches (inclusive assessment)	• Providing students with a variety of feedback approaches • Using written, audio, verbal feedback • Using individual/group feedback • Maximising automated feedback • Developing opportunities for self and peer review of students' own work and the work of others • Using multiple exemplars to help students judge standards
Integrated	• Developing a capstone assessment to integrate prior learning • Developing themed assessments to integrate concurrent learning • Integrating learning from work placements into the programme • Using a student e-portfolio/portfolio to integrate learning opportunities, • Using assessment that build on previous modules, i.e. progressively challenging group-work assessments	• Supporting feedforward (comments that clarify student's actions for next module or assessment task) • Developing students' skills in judging their work • Moving from structured assessment criteria (analytical criteria) to criteria that assesses more complex tasks (holistic criteria) • Increasing student's involvement in feedback, i.e. students asking for specific feedback.
Space	• Reducing assessment load • Using a live calendar of assessment hand-in times • Considering a week or full-day space for working on a complex problem • Developing reflective time in the timetable • Replacing some summative with formative assessment in the programme • Introducing larger module(s), where appropriate	• Building space in teaching activities for dialogue with students around their feedback (possibly reducing some content to create this space) • Building time into the teaching activities, when possible, for students to jointly develop the module's assessment criteria

UCD Teaching and Learning, Programme Assessment and Feedback Strategies 2018