



WRITING AN ASSESSMENT AND FEEDBACK STRATEGY: AIMS, CHARACTERISTICS AND SUGGESTED DETAILS

Audience(s)	Aim of Strategy Statement	Characteristics of a good strategy	Shared via (Tools)	Suggested Assessment & Feedback Details in the Strategy
Prospective students	<p>Students are</p> <ul style="list-style-type: none"> · aware of any competencies required in the assessment · clear on the rationale for particular approaches they will experience · informed of what is expected of them · Assist them in module and or programme decision-making 	<p><i>Size of Statement:</i> Brief information, 3-8 lines approx. for prospective students</p> <p><i>Communicated</i></p> <p>Easily understood language</p>	<p>Usual available on Programme/School/UCD webpages (publicly available)</p>	<p>Explain the purposes of assessment</p> <p>Type (Method) of assessment and their rationale</p> <p>Balance: Continuous and end of semester split</p> <p>Amount of assessment</p> <p>Types of feedback and their rationale</p> <p>Other details: Information on upcoming placements assessment</p>

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Current Students	<p>And</p> <p>Students are</p> <ul style="list-style-type: none"> Informed of how these assessment and feedback develops throughout the programme Aware of the key assessment standards, criteria, in order to progress in their learning 	<p><i>Size of Statement</i></p> <p>More details for current students (1-2 paragraphs plus tables, images)</p> <p><i>Communicated</i></p> <p>Easily understood language</p> <p>‘Narrative paragraph’</p> <p>Information engaged with actively in class</p> <p>Students encouraged to be part of the articulation and engagement with the assessment strategy process</p>	<p>Usual available on Programme/School/UCD webpages (publicly available)</p> <p>and</p> <p>in the VLE (Brightspace)</p>	<p>In addition to above</p> <p>How often assessed</p> <p>When assessed (Timetable of assessment per semester and stage)</p> <p>Weighting of component parts (related to student effort)</p> <p>Grading: How it will be graded (including any rubrics) What do students have to do to pass: Standards expected</p> <p>Who is grading (lecturer/tutor)</p> <p>Simple Programme Overview (using tables, graphics, etc) of assessment and feedback</p> <p>Programme Map to achievements, i.e. programme or stage outcomes</p>

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				<p>Other details: Info on upcoming placements, projects</p> <p>Purposes of Feedback:</p> <p>what it means, its value...</p> <p>Their role in feedback/self-regulating</p> <p>Types of feedback (more detail staff and student generated approaches, see also module descriptor definitions)</p> <p>how to use feedback</p> <p>how to get.....?</p>

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UCD Programme team	<p><i>In addition to aims for students</i></p> <ul style="list-style-type: none"> · For staff to articulate to each other the nature of the assessment and feedback across the programme · To enhance the effectiveness and efficiency of assessment and feedback for staff · to help staff revise, design and enhance programme 	<p><i>Size of Statement</i></p> <p>1-2 pages plus tables, images</p> <p><i>Communicated</i></p> <p>Easily understood language for all staff and students</p> <p>‘Narrative paragraph’ and other evidence</p> <p>Available for team meetings</p> <p>Staff supported to analyse the data they have.</p>	<p>Often created on of excel spreadsheets (timing, load, weighting)</p> <p>Shared via Info Hub, CMS^[2].</p> <ul style="list-style-type: none"> · Automatically capture · Flexibility to report and capture <p><i>Other Tools for ease of sharing:</i> Repository for maps and data.</p>	<p>In addition to above</p> <p>Amount : including Monitoring student assessment workload.</p> <p>Weighting: Consistency of weighting for particular types of assessments (e.g. participation-google folder doc)</p> <p>Standards expected</p> <p>Reliability and validity data:</p> <p>Grading and marking approaches used by staff, including interrater reliability.</p> <p>Knowledge of what others do:</p> <p>Visual mapping (when, what, types, weighting , colour code)</p> <p>Requirement of accrediting bodies (audience-who)</p> <p>What a major/minor looks like within a programme</p>

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		Leverage the VLE	<i>Programme maps</i>	<p>Feedback</p> <p>Strategies for students on how to use feedback</p> <p>Programme Approaches to feedback strategies</p>
External and Internal Quality Reviewers	<p>and</p> <p>To demonstrate (to other stakeholders):</p> <ul style="list-style-type: none"> Evidence of the quality of the assessment and feedback approaches 	<p><i>Evidence is strong</i></p> <p><i>Clearly communicated</i></p>	<p>As above and</p> <p>QA Report</p> <p>Accreditation Report</p>	<p>In addition to key aspects from above</p> <p>Review data presented and analysed</p> <p>Evidence of Impact</p>

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	<ul style="list-style-type: none"> · Evidence of reflection on assessment processes in place, e.g conversations and meetings · Consistency of formats 			Evidence of Competencies Assessment (and haven had feedback)