# Assessment & Feedback



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| **Teacher’s Name** |  | **Peer’s Name** |  | |
| **Date of Review** |  | **Module Title** |  | |
| **Level + Credit Rating** |  | **Module Code** |  | |
| **Assessment type** |  | **Assessment timing** | **Date set** |  |
| **Date for submission** |  |
| **Date for feedback** |  |
| **Learner Group** |  | **Number of Learners** |  | |

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| Links to objectives *Extent to which assessment links to and assesses module learning outcomes; extent to which links are made clear to students?* | |
| What was good? | Potential for development |

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| Assessment method and design *“Validity” of the assessment method for assessing the desired learning outcomes; ability to measure what you intend it to;*  *scope to provide interest / challenge and to promote independent learning; grounded in the profession / real-life examples;*  *opportunity for all students to demonstrate their abilities and achieve their potential?* | |
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| Student workload *Appropriateness of assessment to the module credit rating; timing of the assessment sufficient for students to realistically undertake the required work; takes account of quantity and timing of other assessments on the module / programme?* | |
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| Information, guidance and support available *Information provided to students about what is required; timing of this information; appropriate / sufficiently in advance; available in a range of formats including on-line or in VLE; clarity about what it is students have to do; any additional or ongoing support available?* | |
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| Learning resources *Range and quality of recommended learning resources; access and availability to student cohort; at an appropriate level for the students / programme; links to further resources; currency and accuracy of reference materials; range of formats available including on-line and multimedia; links to relevant research / scholarly writings* | |
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| Assessment criteria *Clarity of grade descriptors / assessment criteria to students; clarity of marking scheme for examiner(s) (internal and external); appropriate grade scale used; ability to differentiate between different levels of performance; explicitness of skills development in criteria; opportunities for students to develop understanding of criteria e.g. through involvement in their development or via self / peer assessment?* | |
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| Feedback *Timing for return of feedback on assessed work; appropriateness of method(s) for giving feedback, range of formats available; use of VLE and/or multimedia to support feedback process; efforts to engage students with their feedback?* | |
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| Student Academic Integrity *Efforts to deter collusion and plagiarism; guidance given; promotion of individual responses to assessment or provide support for group response, as appropriate; scope for taking steps to detect plagiarism; use of VLE tools to support?* | |
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| Ideas for extending and enhancing practice: action planning |
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**Any response the teacher wishes to make to the comments?**

**Signatures: Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Observer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**