

Assessment approach

Feedback

Because common units' assessment is formative, assignment feedback is a key learning device so feedback should be comprehensive in order that students understand in detail where they went wrong and carry this understanding to the next task.

It's important to explain errors in a meaningful way and in language your student will understand. For example a comment like "incorrect grammar" does not tell them why it's incorrect and how they can improve. If you correct the mistake using tracked changes and explain in brackets (e.g the subject (dogs) was in plural form and verb (barks) in singular so they don't match) this will be more useful for the student. If the student has completely misunderstood the task or errors are so extensive they affect readability, rather than spend time correcting the work, the student can be asked to resubmit after addressing the glaring problems (with the help of the ALLSP tutors).

Feedback should be encouraging and courteous while at the same time pointing out errors. The kiss-kick-kiss method is a good one where students' efforts and achievements are acknowledged before their errors are highlighted. The feedback should then, where possible, end on an encouraging note, for example:

"Joe this assignment indicates considerable thought and effort, however the following aspects of your work need attention: ... In all though, you have done well in capturing the key issues in relation to the topic."

Attached to this document is a model of the length and breadth of feedback we expect for assignments. We will provide specific examples of feedback for each assignment as part of the moderation exercise.

Note: When you enter grades and attach the students marked assignment in gradebook make sure you write a comment in the gradebook comment box telling the students to, for example, "*open the attached marked assignment for comments and important feedback to incorporate in future assignments*". This way they are aware that an explanation for their mark has been provided and they are reminded to use the feedback to learn.

Discussion Forums

Students may need initial encouragement to contribute to discussion forums if they haven't used them before. They should be reminded that these are designed to help them think through and share ideas about what they are learning each week so need to be done weekly not all at once at the end of semester.

Meaningful input from the tutor in these discussions helps as does the occasional reminder that discussion forums are part of their assessment. However, while it is important to have a presence in discussion forums it's equally important not to dominate them. We ask that the tutor makes at least one contribution each week to the weekly forum. (NB That is one contribution to each forum not to each student.)

Moderation

Assignments are moderated before grades are finalised. A good way to ensure your marking and standards are consistent with other tutors is to maintain objectivity by basing your judgement of students work *only* on the assignment task requirements and assessment criteria provided in the UI.

Assignment Turnaround

Assignment turn around for short assignments should be preferably by the next week; for longer ones a **maximum 2 weeks**. All final assignments must be marked by the time the examiners' meeting is held (except where students have extensions beyond this date).

Resubmission

The common unit's principle aim is to ensure students acquire a foundation in skills and knowledge which they apply and refine throughout their degree studies. Because the approach to assessment in common units is formative, it is important that they are given the opportunity to learn from assignment feedback and utilise this to improve and acquire the skills necessary to successfully complete that assignment.

Therefore resubmission of assignments should be offered to students where they have made every effort to complete the task correctly but have either misunderstood a fundamental requirement of the task or not or not quite met the standard. The resubmission is allowed on the proviso that they:

- Can only achieve a pass grade (50%)
- Must resubmit within an agreed time frame.

If you are uncertain about whether a student should be offered resubmission discuss this with the coordinator or Theme Leader.