



University of
Strathclyde
Glasgow

Making the most of your

Assessment and Feedback at Strathclyde





Assessment is an integral part of your experience at university

Throughout your time at University, it is important that you use the assessment and feedback process effectively to enhance your learning.

At Strathclyde, we acknowledge that assessments, and related feedback, enable you to develop relevant knowledge, understanding, and skills, rather than simply providing a measure of your learning. Assessment can also help you develop distinctive Strathclyde attributes that are valued outside the university; that is graduates who are enquiring, engaged, enterprising, and ethically and globally aware.

This booklet outlines what you can expect from assessment and feedback processes at Strathclyde, and what Strathclyde expects from you as an active and independent learner.



What is Assessment?

Assessment describes any activity that gives you the opportunity to develop and review your knowledge, understanding or skills. It should assist in shaping and developing your abilities, rather than simply measure what you have learned. Over the course of your degree you should experience a range of different assessment methods. Sometimes an assessment will contribute to your class grade; however in other instances it will be simply an opportunity to help you develop your understanding or those skills that are valued outside the university.

Assessments can include:

- Exams or class tests
- Written assignments (e.g. essays or reports)
- Presentations or posters
- Quizzes
- Group working activities
- Reflective diaries
- Blogs
- Wikis
- Tutorials
- Practicals or labs
- Project work
- Dissertation

You can expect your assessments to:

- Provide opportunities to develop and demonstrate your knowledge, understanding and skills

- Be outlined at the beginning of the semester, including providing details about the:
 - Purpose – how the assessment aligns with the intended learning outcomes of the class
 - Weighting – how much the assessment contributes towards your final mark, if at all
 - Timing – the date of the assessment deadline
 - Marking criteria – the criteria that will be used to assess your work
 - Feedback method – the date that you can expect to receive feedback and the expected format
 - Be accessible to all students
 - Vary in format across your degree (i.e. exams, presentations, etc.)
 - Become more challenging as you progress through your degree
 - Be anonymously marked (where appropriate)
 - Be fair, consistent and fit for purpose
- You are expected to:**
- Find out what is required for your assessments
 - Devote appropriate time and effort to the assessment
 - Ensure your academic work is **authentic** and honestly produced. For example, through the appropriate use of the plagiarism software, Turnitin, and by using the reference system appropriate to your discipline
 - Read and understand the assessment criteria that is used to grade and give feedback on your work
 - Seek advice if you require clarification on the assessment criteria or any other part of the assessment
 - Inform staff if you are unable to meet a deadline due to personal circumstances

What is Feedback?

Feedback describes any information about your performance on an assessment or other learning activity. Feedback can come from staff, you, your peers, and from others. Useful feedback should be constructive and allow you to identify the strengths of the work and highlight areas that need improvement. However, useful feedback is only useful if you read, reflect and act on it.

Feedback can include:

- Grades
- Written or verbal comments
- Verbal feedback in lectures, tutorials and meetings
- Generic comments delivered to a group or class as a whole
- Peer comments and discussion
- Individual reflection
- The use of personal response systems in lectures
- Responses to questions and posts on online discussion fora
- Responses to emails
- Informal discussions



You can expect your feedback to:

- Be fair, inclusive and accessible
- Be returned by the time stated. In the event that it cannot be returned on time, this should be communicated to you along with a new date of when to expect it
- Be communicated with sufficient time for you to act on it before the deadline of a related assessment
- Be constructive so that you know what you have done well and what you need to do to improve
- Be supportive and encouraging in tone
- Help you understand the extent to which your work has fulfilled the assessment criteria
- Be based solely on your attainment of the assessment criteria
- Support you in the development of your future work



You are expected to:

- Find out how and when feedback is provided
- Devote appropriate time and effort to read, understand, reflect and act on your feedback
- Use your feedback to inform future work
- Seek academic support if needed. For example, if feedback is unclear, contact the relevant member of staff to discuss your feedback
- Seek study support if required. For example, the Study Skills or Math Skills Support Centre
- Discuss feedback matters with fellow students and staff as appropriate. This could involve arranging a study group with your peers to reflect on feedback
- Give feedback to staff on assessment and feedback practices within individual classes and across your degree programme

The assessment and feedback process can cause a wide range of emotions from happiness to frustration. If you feel you are in need of additional support or assistance, the university offers services such as the Student Counselling Service, the Disability Service, the Chaplaincy Centre, etc. More information can be found on Page 9.

Assessment and Feedback Cycle

1

ASSESSMENT DETAILS RELEASED

Check:

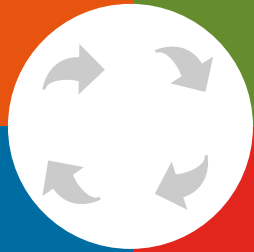
- You understand the assessment requirements and if not ask for clarification
- The assessment deadline and method of submission
- How and when you will receive feedback

2

STUDY FOR AND COMPLETE ASSESSMENT

Ensure you:

- Give appropriate time and effort to the assessment
- Discuss ideas with peers about criteria and approach
- Use feedback on previous work to inform current assessment



4

RECEIVE AND REFLECT ON FEEDBACK

- Collect and read your feedback
- Seek clarification if there are any points that you do not understand
- Use your PDP to reflect and act on your feedback to inform your next assessment

3

ASSESSMENT SUBMITTED

- Submit the assessment on time as instructed
- If you have personal circumstances that mean you are unable to meet the deadline, contact the relevant member of staff in advance

Frequently Asked Questions

I've received my feedback, what should I do with it?

It is important to read through all of your feedback and identify your areas of strength and weakness. It is a good idea to make a plan for how to improve future assessments based on the feedback that you have been given; this is called Personal Development Planning. For resources to support your Personal Development Planning and actions you can take in relation to assessment and feedback, search the Myplace class list for Personal Development Planning.

I don't understand my mark, what should I do?

First, you should read over your feedback. Next, consider your feedback in relation to the assessment criteria to see the extent to which you have fulfilled the requirements for the assessment. If you are still unclear why you have received your mark, approach the relevant member of staff for clarification.

How do I approach a member of staff?

There are various ways to contact a member of staff. You could:

- Speak to a staff member face-to-face, at the beginning/end of a lecture or tutorial to either make an appointment or to answer a quick query.
- Email the staff member to either receive a reply to your query or to set up a meeting.
- Check to see if the staff member has office hours, that is dedicated time slots for meeting students.



I'm not comfortable approaching staff, what should I do?

It is important for you to know that staff value students being proactive in their learning and would be happy to clarify any assessment criteria or feedback.

I keep getting the same grades and feedback, what should I do?

It is important that you understand your feedback and know how to apply it to your future assessments. If you are uncertain how to progress your work, it is a good idea to approach a member of staff to discuss your feedback. Additionally, the university offers services such as the Study Skills service and the Maths Skills Support Centre to enhance your learning via one-on-one consultations, workshops and self-access materials. Both Study Skills and Maths Skills offer extensive online resources available through MyPlace to help you learn more effectively.

How do I make an appointment with Study Skills or Maths Skills?

You can make an appointment with Study Skills by emailing them at studyskills@strath.ac.uk or by calling **0141 548 4064/4062**. For more information on the service, please visit www.strath.ac.uk/studyskills.

You can make an appointment with Maths Skills by emailing them at mathsskills@strath.ac.uk or by calling **0141 548 3567/3343**. For more information on the service, please visit www.strath.ac.uk/mathsskills.

I have additional support needs, who should I contact?

You can contact the Disability Service by phoning **0141 548 34020r** by visiting Room 4.41 in the Graham Hills Building. Alternatively, you can email them at disabilityservice@strath.ac.uk to arrange an appointment.

I am ill/have personal circumstances and cannot meet an assessment deadline, what can I do?

Contact the relevant member of staff as soon as you become aware that you are unable to meet the deadline. Be aware that evidence of any personal circumstances will be required (e.g. a doctor's note).

I am not coping well with exam stress, who can I go to for help?

You can approach Student Support Services. To find out more information the University can provide, please visit www.strath.ac.uk/studying/prospective/supportFeedback.



Glossary of terms

Assessment

Activities within a module/programme that allow you to demonstrate and review your knowledge, understanding, or skills. As well as providing a measurement of learning, assessment activities can also facilitate learning.

Assessment criteria

Specific criteria against which pieces of work are assessed. An understanding of the criteria must be shared by markers and students. Feedback should relate to these criteria.

Programme

The full degree programme leading to an award.

Feedback

Information provided to/by students on the strengths and weaknesses of an assessment in relation to assessment criteria.

Intended Learning outcomes

What the student is expected to be able to do or demonstrate, in terms of particular knowledge, skills and understanding, by the end of a module or programme.

Moderation

The process of checking that assessment criteria are consistently applied across markers in marking students' work.

Second marking

Second marking is the process in which student work is independently assessed by a more than one marker. The second marker may or may not have access to the marks and comments of the first marker.

Graduate attributes

Qualities, skills, dispositions, and understanding that students are expected to develop. At Strathclyde these are referred to as the 4 E's – engaged, enquiring, enterprising and ethically and globally aware.

Transferable Skills

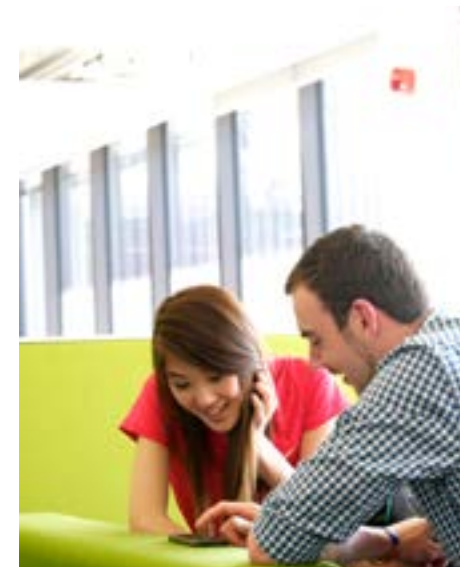
Skills which can be applied in a variety of different contexts (e.g. such as communication, problem-solving, teamwork, information technology and numeracy skills).

Anonymously marked

When the identity of a student is not known to a marker.

Authentic and honestly produced

Assessments must be your own work. Plagiarism is the unacknowledged use of another person's work or ideas, whether intentionally or unintentionally.



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