****ACADEMIC DEVELOPMENT AND

QUALITY ENHANCEMENT OFFICE

**Principles of Assessment and Feedback at the University of Sussex**

The University Teaching and Learning Committee approved the following principles of Assessment and Feedback for the University at its March 2015 meeting.

The University of Sussex is committed to inclusive teaching and learning and seeks to create the conditions to enable all students to achieve the learning outcomes for their award and to reach their full academic potential. This approach to teaching and learning requires assessment design and scheduling to be conducted in a manner conducive to supporting student learning and workload management.

University Teaching Learning Committee is responsible for the institutional policy and oversight of assessment and feedback. School Teaching and Learning Committees are responsible for oversight of assessment and feedback within subject disciplines and for the implementation of University policy within Schools.

Assessment and feedback at the University of Sussex is underpinned by the following principles.

1. Assessments are designed to test learning outcomes at the appropriate level in the QAA Framework for Higher Education Qualifications, and are in proportion to the volume of academic credit for the module;
2. Course assessment strategies are clear and include a variety of assessment modes, with both formative and summative elements, to support students with regular opportunities for feedback on their progress;
3. Assessments and feedback are scheduled in a manner which ensures that all students are enabled to learn and develop to their full potential by:

(a) providing timely opportunities for ‘feed-forward’ to future assessments;

(b) providing the opportunity for effective workload management by students;

(c) allowing for effective student engagement with teaching; and

(d) allowing for an appropriate spread of the marking load for staff and for all stages of the marking process to take place in a timely manner, in order to support the provision of quality feedback to students.

1. Equity in assessment and feedback is provided by the provision for ‘reasonable adjustments’ to assessment for students with a registered disability, where this is academically appropriate, provided that the academic standards are maintained.
2. Assessment tasks are designed to maximise academic integrity by supporting students in developing sound academic practice.
3. Technology is used to enhance the student experience of assessment and feedback wherever academically appropriate.