

During a course, assessment should balance formative and summative elements so as to provide meaningful feedback on courses and on the stage (level) of a module prior to completion.

Assessment tasks used for formative purposes should provide meaningful feedback to students which helps students know how they are doing and how they can improve. It follows that feedback on formative assessment is part of the learning process and needs to be as specific as possible.

At the most basic level feedback on summative tasks comes in the form of the mark for the assessment, which may be as a collated mark for some tasks. Effective and efficient feedback can be generic in nature, including, for example, the later publication of specimen answers, lists of common errors etc. Where appropriate and feasible, feedback should be specific to the student and published on Sussex Direct.

Feedback on summative assessment should be tailored to student progression needs. For example, this would mean ensuring, at the course level, that students receive appropriate

In most cases, assessment tasks should be rewritten or modified each year to ensure currency. Where appropriate, they should require evaluation, argument and contextualization of information as well as its collation. Assessments with checkable stages can also reduce plagiarism by promoting appropriate pacing of work and by deterring collusion. In general, plagiarism can be reduced by designing assessment tasks that promote deep learning and are interesting and relevant to students. Asking students to comment on their learning and understanding e.g. by using learning journals can also be a guard against plagiarism.

Students must be notified of the assessment mode(s) in advance including the relative weight and contribution to the level of the course..

Academic Office

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