

## Principles of Assessment and Feedback for Learning



BUILDING EFFECTIVE PRACTICE

### Assessment and Feedback for Learning should:

- 1 Clarify good performance**  
Help to clarify, from the early stages of a programme, what good performance means (goals, criteria, standards);
- 2 Encourage time and effort on task**  
Encourage 'time and effort' on challenging learning tasks, which recognise the importance of learning from the tasks, not just demonstrating learning through tasks;
- 3 Deliver timely high quality feedback**  
Deliver timely learner-related feedback information that helps students to self-correct and communicates clear, high, expectations and professionalism;
- 4 Provide opportunities to act on feedback**  
Provide opportunities for students to act on feedback and close any gap between current and desired performance through complementary and integrated curriculum design and pedagogic practice;
- 5 Encourage positive motivational beliefs**  
Ensure that all assessment has a beneficial, constructive, impact on student learning, encouraging positive motivational beliefs, confidence and self-esteem;
- 6 Develop self-assessment and reflection**  
Facilitate the development of self- and peer-assessment skills and reflection on learning, to enable students to progressively take more responsibility for their own learning, and to inspire a lifelong capacity to learn;
- 7 Encourage interaction and dialogue**  
Encourage interaction and dialogue around learning and professional practice (student-student, lecturer-student and lecturer-lecturer) including supporting the development of student learning groups and peer learning communities.

The implementation of these principles will influence curriculum design, delivery and educational practice, such that students and staff become co-creators and collaborators in learning.  
Please read assessment to include all assessment (formative and summative, coursework and examinations).