

QH Supplement 15D: Assessment Schedule and Feedback Plan (ASFP) - Exemplar

The following editable template is to be used for Assessment Schedules and Feedback Plans. Please note, from September 2024, this will be built into NOW Learning Room pages.

**School of XXXX / Nottingham School of XXXX: Assessment Schedule and Feedback Plan**

**Course: XXXX**

**Year: XXXX**

Course Assessment Strategy

Every course at NTU has an explicit assessment strategy created to support student success, which is agreed by the course team when the course is approved.

The course assessment strategy plays a vital role in the academic framework, serving not only as the foundation for evaluating student performance but also supports the ability for formulating a robust Assessment Schedule and Feedback Plan. This is also important in supporting the enhancement of the overall learning experience for students.

The course assessment strategy sets out the underlying principles and rationale for the assessment approach across the course, including the considerations for designing the assessment and feedback plan. A course assessment strategy encompasses a systematic and structured approach to evaluate the academic performance and learning outcomes of students in a course. It involves creating and implementing diverse assessment methods across a course and tools aimed at gauging the extent to which students have accomplished the intended learning outcomes. This strategy typically integrates both ongoing formative assessments and final summative evaluations, facilitating continuous feedback and assessment throughout the duration of the course.

For your course the assessment strategy consists of the following:

**Formative and Summative Feedback on your Course**

Feedback helps you by giving you information on how you’re doing in assignments and exams across your course. Feedback should be clear and supportive, helping you see your strengths and where you can improve to reach your full academic potential.

**Formative feedback** enables you to receive ongoing, timely feedback throughout your learning journey to support development. Its goal is to help you learn more effectively by offering insights into performance and guiding improvements or maintenance. This type of assessment encourages reflective practice, where you think about your learning process to enhance your understanding and skills.

**Summative feedback** will enable you to measure your success in meeting specific assessment criteria, providing you with an overall evaluation of whether the intended learning outcomes for a module or course have been achieved. Marks awarded in summative assessment usually contribute to the final mark of the course, module, or award.

**Feedback rationale for the course (Level X)**

The feedback in Level X **is offered using a range of types (e.g. for groups or individuals, tutor or peer) and formats** (e.g. online, face to face, oral and written). This variety ensures that your feedback is given in the most appropriate way for your assessment type and your stage of learning. Although feedback may seem to be linked only to the assessment for a specific module, in fact it should inform your learning and assessment for other modules, too. Impromptu feedback such as comments made on group performance in a class, is not included in this plan. This is because it is a routine part of learning and teaching and so is likely to occur in any week. This plan shows scheduled feedback points or periods, where comments will be directed to a specific task.

**Feedback for summative assessments is shared with students within three-weeks of submission,** please note that where work requires considerably longer to mark than others (e.g. coursework, dissertation, yearlong portfolio, end of year examination) the feedback (and grade) may be provided outside the standard three-week period **and be provided after the completion of exam boards. For more information on University policy, see Quality Handbook Section 15.**

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| **Level x** | **Assessment** | **Term 1[[1]](#footnote-2)** |  | **Term 2** |  | **Term 3** |  |
| Week |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  |
| **Modules name/code****E.G. M2O1** | A1 |  |  |  | D | F |  |  |  |  |  |  | D  | F |  |  |  F |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | D |  |  |  | F |  |
| **M202** | A1 |  |  |  |  |  |  | D |  |  |  |  |  |  | D |  |  |  |  |  |  |  |  |  |  | D |  |  |  | F |  |  |  |  |

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| F | Scheduled feedback opportunity |
| D | Deadline for submission or event (e.g. examination or presentation) |
| D | Deadline for submission or event (e.g. examination or presentation) followed by immediate feedback. |
|  | Dates outside of teaching terms |

**Assessment Information**

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| **Module code** | **Module name** | **Core/option module** | **Formative Assessment**  | **Summative Assessment 1 (Element 1)** | **Assessment 2 (Element 2** |
| **e.g. M201** | **XXXXXX** | **Core**  | **Assessment Type:** xxxxx e.g. A1. 2,000-word essay, * Assessment task xxxx
* Deadline for submission of essay [date]
* Individual written feedback [date]
* Submit plan for essay by [date]
* Deadline for submission of essay [date]
* The feedback from this task will help you with summative assessment xxx
 | Assessment Type: xxxxx e.g. A1. 2,000-word essay, 40% of module grade.* Assessment task xxxx
* Deadline for submission of essay [date]
* Individual written feedback [date]
* Submit plan for essay by [date]
* Deadline for submission of essay [date]
* The feedback on this assessment will help you with xxx
 | Assessment Type: xxxxx e.g. A1. 2,000-word essay, 40% of module grade.* Assessment task xxxx
* Deadline for submission of essay [date]
* Individual written feedback [date]
* The feedback on this assessment will help you with xxx
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| **Policy owner** |  |  |
| CADQ |  |  |
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| **Change history** |  |
| *Version:* | *Approval date:* | *Implementation date:* | *Nature of significant revisions:* |
| Sept 2016 | 30.09.16 | 01.10.16 | None |
| Sept 2017 | 12.09.17 | 01.10.17 | None |
| Sept 2018 | 12.09.18 | 01.10.18 | None |
| Sept 2019 | 11.09.19 | 01.10.19 | None |
| Sept 2020 | 16.09.20 | 01.10.20 | None |
| Oct 2021 | 21.10.21 | 21.10.21 | Re-numbered QHS 5F |
| Sept 2022 | 22.09.22 | 01.10.22 | None |
| Nov 2023 | 02.11.23 | 23.11.23 | None |
| May 2024 | 09.05.24 | 14.05.24 | Full rewrite. |
| Sept 2024 | 19.09.24 | 01.10.24 | None |
|  |  |  |  |
| **Equality Impact Analysis** |  |
| *Version:* | *EIA date:* | *Completed by:* |  |
|  |  |  |  |

1. [Standard University term dates:](https://www.ntu.ac.uk/studenthub/my-course/timetables-dates-and-deadlines/term-dates) The NTU teaching year is 30 weeks long for many of our undergraduate courses, which is split into three terms per academic year. Please note, term dates may vary. This is particularly true for courses taught at specific locations (Confetti, Mansfield & Further Education at Brackenhurst); postgraduate courses (which can run for a full 12 months from their start date), and apprenticeships. [↑](#footnote-ref-2)