**Teaching, Learning and Assessment in the Department of X [Example]**

This document has been provided as an example for departments to adapt. **Please read the accompanying Teaching, Learning and Assessment (TLA) guidance and Curriculum Update guidance before submitting the information to QUAD.**

**Please note:** All departments who are due for Periodic Review during the 2024-25 academic year and have not previously completed the full TLA, are required to complete all sections.

All other departments must check and update their TLA via Curriculum Update as part of the annual cycle of updates each year. The TLA overview should represent and account for the changes departments are going to make to curriculum during the Update.

It is vital that departments update the TLA overview via Curriculum Update because this will be sent to every student at the end of the Update.

The outline of Teaching, Learning and Assessment in the Department should detail the current year’s approach and reflect on the department’s plans for the following academic year.

**When adapting the example document, please note:**

* Regular text is central University information – ***please review***
* [green] are examples of how the department could operate – ***please revise and amend as appropriate for your department***.
* [yellow] indicates where departments could include an example – ***please reference****.*
* All sections should include information for each level of provision (UG/PGT/PGR) **except for** section 2 and section 6 which may be copied across for all levels of provision.
* It is not possible to include embedded web links within CUE and so the full web address would need to be included so that this can be copied into the Curriculum Update fields.

1. **Teaching, learning and assessment overview for 2025-26**

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| **Undergraduate**  The teaching and assessment methods show what is currently planned for 2025 entry; changes may be necessary if, by the beginning of this course, we need to adapt the way we’re delivering them due to the external environment, and to allow you to continue to receive the best education possible safely and seamlessly. | ***This section will be published to prospective and current students and will appear on Curriculum Notifications. It’s also core CMA information.***  *The Teaching and learning disclaimer is standard wording for all.* |
| The Department’s approach to teaching, learning and assessment is [responsive to the varying needs of students from different backgrounds and with different learning needs]. | ***Revise*** *- General approach to teaching, learning and assessment* |
| Our courses draw extensively on the expertise of staff within the Department. [The majority of staff are research active scholars publishing in internationally renowned journals. Some research students work as Assistant Lecturers to help with the delivery of modules]. | ***Revise*** *– General level of experience or status of staff involved in teaching* |
| A variety of assessment allows for the testing of a range of skills and learning outcomes. Assessed coursework will generally consist of [essays, take-home exams, blogs, individual or group oral presentations, and small-scale research projects, as well as open book examinations]. | ***Revise*** *– Overall methods of assessment* |
| Students would typically attend [a one-hour lecture and a one-hour seminar for each module every week]. Seminars would usually have [about 20 students]. Students can access materials and recorded lectures via the Virtual Learning Environment (VLE). | ***Revise*** *– Overall expected workload/contact hours* |
| **Postgraduate Taught**  The teaching and assessment methods listed show what is currently planned for 2025 entry; changes may be necessary if, by the beginning of this course, we need to adapt the way we’re delivering them due to the external environment, and to allow you to continue to receive the best education possible safely and seamlessly. | ***This section will be published to prospective and current students and will appear on Curriculum Notifications. It’s also core CMA information.***  *The Teaching and learning disclaimer is standard wording for all.* |
| The Department’s approach to teaching, learning and assessment is [responsive to the varying needs of students from different backgrounds and with different learning needs]. | ***Revise*** *- General approach to teaching, learning and assessment* |
| Our courses draw extensively on the expertise of staff within the Department. [The majority of staff are research active scholars publishing in internationally renowned journals]. | ***Revise*** *– General level of experience or status of staff involved in teaching* |
| A variety of assessment allows for testing of a range of skills and learning outcomes. Assessed coursework will generally consist of [essays, case studies, presentations, and examinations, which prepare students for the 20,000-word dissertation]. | ***Revise*** *– Overall methods of assessment* |
| Students would usually attend [two-hour workshops, or a one-hour lecture and one-hour seminar for each module each week]. Seminar groups/workshops which would usually have [about 15 students]. Students can access materials and recorded lectures via the Virtual Learning Environment (VLE). | ***Revise*** *– Overall expected workload/contact hours* |

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| **Postgraduate Research**  Senior members of staff have extensive experience of supervising research students as well as acting as external examiners at leading UK universities. Most students are [co-supervised by two supervisors with expertise in the student’s subject area]. | ***Revise*** *– General level of experience or status of staff involved in teaching* |
| Students will be expected to meet one-to-one with their supervisors at least monthly. [There will also be optional research skills sessions available (usually four two-hour sessions taking place each term)]. | ***Revise*** *– Overall expected workload/contact hours* |
| Progress is monitored through regular supervisory panel meetings (which meet at least [twice per year] for full-time students). The progress of each student is formally reviewed by the Research Student Progress Board following the recommendation made by the Supervisory Panel. Research skills and training is reviewed at supervisory meetings. A research training programme is developed for each student drawing on a range of resources within the Department and across the University. | ***Revise*** *- General approach to teaching, learning and assessment* |
| PGR students each complete a training needs analysis, in consultation with their supervisor which ensures a bespoke training plan is developed based on their needs. Students have the opportunity to engage in lectures and seminars via the auditing of modules, as well as having access to the full range of Proficio courses, as part of their broader training and development needs. |

1. **Alignment to the University’s strategic plan**

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| Our teaching, learning and assessment is informed by relevant subject research, pedagogic research, sector knowledge and awareness of potential graduate destinations, best practice, reflection, and innovation. Our principles align with the University’s strategic plan and its supporting Education and Research strategies and sub-strategies. | ***This section provides information that applies to all areas of teaching, learning and assessment.***  ***Review, revise, and reference*** *–*  *It should give an overview of how teaching, learning and assessment in the department align with the University’s strategic plan and its supporting Education and Research Strategies and sub-strategies.*  *Please tailor the text to suit the department’s approach.*  *Any additional text or examples given are voluntary. If examples are given in later sections, then please do not duplicate them here.* |
| * We provide a consistently **excellent transformational education experience** for all students across all our courses and levels of study by putting student success at the heart of our departmental mission. We map our delivery to key performance indicators and metrics, and we support all students on their unique learning journeys to achieve outstanding outcomes. [example]. |
| * We encourage impactful and innovative approaches, using learning from research (including pedagogical research) and national and international experiences, facilitating the meaningful **dissemination and adoption of good and best practice** and we ensure that we consult with External Examiners on any significant changes to courses or modules. [example] * Throughout all our modules, staff incorporate material and examples from their research, and this is most particularly reflected in the dissertation modules where students work closely with academics and research students in their specialist field. [example of how staff draw on research] |
| * We share the University’s commitment to **supporting every student** **from every background** **to achieve success** (enabling equality of opportunity across sexual orientation, ethnicity, age, disability, gender assignment, religion, and socio-economic group). Our courses and modules encourage our students to work individually and collectively to challenge and question assumptions, to help them realise their potential and achieve success. We encourage both inclusion and academic freedom from staff and students in a dual commitment to ensure we advance equality of opportunity for all. We maintain a focus on ensuring equality of opportunity and the removal of gaps in student outcomes and student satisfaction across all groups. [example - Department could also cross reference evidence in support this] |
| * We engage our students as **active participants** in their own education by providing them with tailored information and support, in partnership with our staff. Students are involved in curriculum review discussions. Curriculum developments are discussed [at Student Voice meetings and student representatives are invited to join our termly Departmental meetings]. We ask for in-module feedback and we also utilise data from the NSS and other student surveys. [example: you said, we did] |  |
| * We have enabled our students to develop confidence in **preparing for the workplace** by enhancing and expanding their opportunities to apply their learning, including the integration of experiential, work-related and entrepreneurial learning in the curriculum, study abroad and student mobility. We have a commitment to developing all our students’ study and employability skills, which are now [core] components of the Department’s programmes supporting progression to graduate destinations at every stage of the learning journey. |  |
| * We aim to build confidence, resilience, and experience among our students to support them to make the transition to the **next stage of their lives** by maintaining, evaluating, and innovating in the **development of skills and wider personal development opportunities**, and by recognising the full range of our students’ achievements. [example]. |  |
| * We enable all our students to **articulate and apply their research** skills during and beyond their studies. We have developed our curriculum to bolster the skills and training we offer undergraduates that will enable them to excel as confident independent learners and researchers, culminating in them producing a capstone project which they undertake in their final year. We promote a cohesive research community within our Department linking with the wider Faculty, research groups and postgraduate students. |  |
| * We aim to offer the highest quality modules and courses that **draw on areas of our research strength** and expertise [example modules]. |  |
| * We reflect current and future social, cultural, economic, and environmental challenges in our academic disciplines and have undertaken considerable work to **decolonise the curriculum**[examples]. We are also working to ensure our education is delivered and supported in a more **sustainable** way [example] and have embedded climate consciousness as a core aspect of our researching thinking and practice. |  |
| * We have also integrated and **expanded interdisciplinarity** in our curriculum [example modules / joint degrees / research provision]. |  |
| * We have undertaken a review of our **approach to assessment** ensuring that the knowledge and skills gained by our students are appropriately recognised and rewarded and are also inclusive and effective. From 2025-26 we plan to introduce [examples of innovative assessment – more group and collaborative opportunities etc] which we consider to have an appropriate credit value and link to learning outcomes. By developing our curriculum and introducing more collaborative work we are fostering our learning community and sense of belonging. |  |
| * We have reviewed our use of **learning technology**. [example]. |  |
| * [Department to include any other principles that align with the University’s strategic plan and its supporting Education and Research strategies and sub-strategies] |  |
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1. **Teaching and Learning approach**

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| **Undergraduate**  **Overview**  Department teaching staff devise the most appropriate ways to **engage students** and enable them to achieve the learning outcomes by utilising different teaching methods to stimulate interest and enthusiasm and to cater to the range of student needs. | ***This section explains the approach to teaching and learning in practice***  ***Review***  ***Revise and reference -*** *Highlight any changes to the departments UG teaching and learning approach for 2025-26, including examples of any best practice that has been shared*  ***Revise and reference*** *– Overview of student development across courses.*  *Include the role of any periods abroad and placements where relevant*  ***Revise and reference***  *– Overview of range of methods used* |
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| **Developments planned for 2025/26**  A blended learning approach was introduced in 2021/22 where students accessed materials and recorded lectures via the Virtual Learning Environment (VLE). The University transitioned back to in-person teaching in 2022/23 and will remain in-person. There are a few modules which we plan to deliver entirely online – requests for these modules have been submitted for approval. |
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| All members of staff are being encouraged to **peer review** one session of online work with another member of staff and a number of sessions had been held with staff to work on staff voice and pronunciation. The Department has formed a blended learning committee and ‘teaching circle’. Mock lectures and sessions will continue to be held before the start of term to ensure staff are prepared for delivery of synchronous lectures and seminars. |
| [Department to add one or more examples of developments made in response to student feedback, including the student feedback mechanism this came from.] |
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| **Learning and teaching methods** |
| The three/four years of the degree have an overall theme and set of aims, developing skills, knowledge, understanding and independence in learning. These skills build upon one another, and are taught throughout the degree, embedded into each module studied. |
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| * **At Level 4**, we set out to engage students in their programme of study by developing a broad knowledge base, provide transitional support to higher education, support the development of self-awareness and resilience, and shine a light on the broad workplace and development opportunities open to graduates. |
| * **At Level 5**, we work to promote confidence in the application of knowledge and skills and develop a focus on deeper and more specialist knowledge and skills, supporting students to begin to shape their pathway towards graduation. * **At Level 6**, our strategy supports students to show independence and innovation through the development of major academic and workplace projects and hone intellectual, personal, and professional skills ready to make a contribution in the field of their choice, enter further study or professional-level employment. |
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| A typical timetable involves a [one-hour lecture and a one-hour seminar for each module every week], but there are variations in place depending on the module. |
| * Lectures play a fundamental function across all levels of study – conveying knowledge and facilitating understanding. |
| * Seminars play a key role in generating discussion and developing understanding of a topic. Seminar groups/workshops which would usually have [about 15 students]. |
| * Practical classes help develop and improve key technical skills. |
| * A blended learning approach has been taken where students can access materials and recorded lectures via the Virtual Learning Environment (VLE). |  |
| * [department to add other learning and teaching methods] |  |
| **Student Support** |  |
| All teaching staff hold regular weekly **academic support hours** during term time. This is a time when students can meet with teaching staff about anything to do with their learning on modules, from difficulties within personal circumstances, to understanding seminar readings, to discussions about feedback on coursework. [example of how this works in practice] | ***Review and reference*** *– Summary of academic support available to students, including Personal Tutor activity* |
| All students are also allocated a **Personal Tutor** throughout the time of their studies who they can meet on a one-to-one basis. All students are made aware of their Personal Tutor and regular contact is encouraged by tutors. [example of how students are encouraged to engage with their Personal Tutor] |
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| **Facilities and resources** |  |
| A wide range of facilities and resources are available for **all** **students** to access as part of their studies at the University such as the Albert Sloman Library, Academic Skills workshops, learning tools, student handbooks, personal tutors. Further information is available online at [www.essex.ac.uk/student](http://www.essex.ac.uk/student) | ***Review*** *– Overview of general facilities and resources* |
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| [Department to add department-specific facilities and resources such as common rooms, specialist software and equipment. Also, information on how these are maintained and checks on accessibility] | ***Reference*** *– Department-specific learning and teaching facilities, materials, and resources* |
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| [Department to provide information on how staff, students and external providers understand their responsibilities where there are health and safety risks associated with the learning activity] |
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| **Postgraduate Taught** |  |
| **Overview** |  |
| Department teaching staff devise the most appropriate ways to **engage** **students** and enable them to achieve the learning outcomes by utilising different teaching methods to stimulate interest and enthusiasm and to cater to the range of student needs. | ***Review*** |
| **Developments planned for 2025/26** |  |
| A **blended learning approach** was taken in 2021/22 where students accessed materials and recorded lectures via the Virtual Learning Environment (VLE). The University transitioned back to in-person teaching in 2022/23 and will remain in-person. There are a few modules which we plan to deliver entirely online – requests for these modules have been submitted for approval. | ***Revise and reference -*** *Highlight any changes to the departments PG teaching and learning approach for 2025-26, including examples of any best practice that has been shared* |
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| All members of staff are being encouraged to **peer review** one session of online work with another member of staff and a number of sessions had been held with staff to work on staff voice and pronunciation. The Department has formed a blended learning committee and ‘teaching circle’. Mock lectures and sessions will continue to be held before the start of term to ensure staff are prepared for delivery of synchronous lectures and seminars. |  |
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| [Department to add one or more examples of developments made in response to student feedback, including the student feedback mechanism this came from.] |  |
| **Learning and Teaching methods** |  |
| The Masters programme has an overall theme and set of aims, developing skills, knowledge, understanding and independence in learning. These skills build upon one another, and are taught throughout, embedded into each module studied, through to the dissertation. | ***Revise and reference*** *- Overview of student development across courses.* |
| * **At level 7**, we work to build, apply, and develop a deep and systematic understanding within a specialist field. * [Department to add others] |  |
| A typical timetable involves a [two-hour workshop, or a one-hour lecture and one-hour seminar for each module each week]. | ***Review and reference***  *- Overview of range of methods used* |
| * Seminar groups/workshops would usually have about [15 students]. * A blended learning approach has been taken where students can access materials and recorded lectures via the Virtual Learning Environment (VLE). * [department to add other learning and teaching methods] |
| **Student Support** |  |
| All teaching staff hold regular weekly **academic support hours** during term time. This is a time when students can meet with them about anything to do with their learning on modules, from difficulties within personal circumstances, to understanding seminar readings, to discussions about feedback on coursework. [example of how this works in practice] | ***Review and reference*** *- Summary of academic support available to students, including Personal Tutor activity* |
| All students are also allocated a **Personal Tutor** throughout the time of their studies who they can meet on a one-to-one basis. All students are made aware of their Personal Tutor and regular contact is encouraged by tutors. [example of how students are encouraged to engage with their Personal Tutor]. |
| **Facilities and resources** |  |
| A wide range of facilities and resources are available for **all** **students** to access as part of their studies at the University such as the Albert Sloman Library, Academic Skills workshops, learning tools, student handbooks, personal tutors. Further information is available online at [www.essex.ac.uk/student](http://www.essex.ac.uk/student) | ***Review*** *– Overview of general facilities and resources* |
| [Department to add department-specific facilities and resources such as common rooms, specialist software and equipment. Also, information on how these are maintained and checks on accessibility] | ***Reference*** *– Department-specific learning and teaching facilities, materials, and resources* |
| [Department to provide information on how staff, students and external providers understand their responsibilities where there are health and safety risks associated with the learning activity] |
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| [Department to amend - include information such as: a separate Postgraduate Study Room containing computers with software such as SPSS and Nvivo is exclusively available for students partaking in research activity]. | ***Reference*** *–*  *PGT department-specific learning and teaching facilities and resources* |
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| **Postgraduate Research**  **Overview of learning and teaching methods** | ***Review and reference*** |
| PGR students attend meetings with their professional practice supervisor. PGR students’ main engagement is with their supervisors in one-to-one session, although there are a number of other ways in which students participate in the learning and teaching community including auditing of relevant PGT modules. [department to add departments specific PGR teaching and learning approach for supervision and PGR education.] | *- Overview of current learning and teaching methods* |
| PGR students can have the opportunity to engage in teaching as part of their broader training and development needs. Departments would provide training and Assistant Lecturers would be assigned a mentor. |  |
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| **Developments planned for 2025/26** |  |
| [Department to highlight any changes to the departments PGR teaching and learning approach for the 2025-26 (if any)] | ***Revise*** |
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| **Student Support** |  |
| All students are also allocated a **Personal Tutor** throughout the time of their studies who they can meet on a one-to-one basis. The research  supervisor will usually take on this role or students could contact the Graduate Director Research. [Department to add student support available for PGR students] | ***Revise***  *- Summary of academic support available to students, including Personal Tutor activity* |
| **Facilities and resources** |  |
| A wide range of facilities and resources are available for **all** **students** to access as part of their studies at the University such as the Albert Sloman Library, Academic Skills workshops, learning tools, student handbooks, personal tutors. Further information is available online at [www.essex.ac.uk/student](http://www.essex.ac.uk/student) |  |
| [Department to add department-specific facilities and resources such as common rooms, specialist software and equipment. Also, information on how these are maintained and checks on accessibility] | ***Reference*** *– Department-specific learning and teaching facilities, materials, and resources* |
| [Department to provide information on how staff, students and external providers understand their responsibilities where there are health and safety risks associated with the learning activity] |
|  |  |
| [Department to amend - include information such as: a separate Postgraduate Study Room containing computers with software such as SPSS and Nvivo is exclusively available for students partaking in research activity]. | ***Reference*** *–*  *PGR department-specific learning and teaching facilities and resources* |
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| [Department to amend - Allocated desk space in a shared office with access to computer and printing facilities.] |  |
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1. **Assessment**

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| **Undergraduate** |  |
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| **Overview** |
| The Department uses a **variety of assessment types**, which are responsive to the **varying needs of students** with different learning needs and backgrounds. Students are provided with formative practice in each mode of assessment and assessment tasks are designed to protect **academic integrity**. We continually review assessment to ensure there’s **clear rationale for the methods used** and that assessment enables students to demonstrate their understanding in **relation to learning outcomes**. | ***This section explains the approach to assessment in practice***  ***Review and revise*** |
| For modules that have a **placement/work-based element,** full training is provided to everyone involved, including any staff external to the course team (particularly where they’re involved in assessment). Sample moderation of the assessments is undertaken by the course team to ensure academic rigour is maintained. |  |
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| To ensure compliance with [specify name of Professional, Statutory and Regulatory Body/Bodies] requirements, a quarterly self-assessment is conducted, and appropriate returns are submitted to the PSRB. In addition, we hold a meeting every six months to identify any further developments that may be required. |  |
| The **External Examiners** play a key role in ensuring the academic quality and standards of our courses by providing regular feedback on areas that need further development whilst encouraging the use of best practice from the broader HE sector. External Examiners were asked to review adjustments to assessment and scaling and actions taken in response to industrial action. Our External Examiners confirmed adjustments were appropriate and our support for students was commended in 2023/24. |  |
| **Developments planned for 2025/26** |  |
| We value the contribution that **group work** assignments offer towards developing enhanced employability skills. For 2025/26 we plan to incorporate more group work into many modules [example modules]. As well as group marks, we have included assessment of individual student **participation** within the overall assignment grade (up to the maximum 5% permitted of the module mark). | ***Revise and reference - -*** *Highlight any changes to the departments UG assessment for 2025-26, including examples of any new methods and best practice that has been share* |
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| In recent years ‘**pre-assessment interventions’** have been introduced in a number of modules (predominantly those with larger cohorts in each year group, for example [module(s) X and Y]). We ask students to mark anonymised essays, taking marking criteria into consideration. The results given by students are then compared and discussed. Through exercises such as these, students gain a better understanding of how marking criteria are applied to assess and grade the application of their learning in assignments. This approach will be adopted in more modules during 2025/26. |
| We have reviewed **assessment workloads** to ensure they are proportionate to the credit-value and level of the module, taking into account the link between assessment and outcomes. We consulted with our External Examiners and carried out a desk-top comparison against other institutions. Guidance has now been produced on assessment workload across the department and we plan to reduce the volume of assessment on a number of modules, for example, by [how assessment has been reduced] on [modules X and Y]. |  |
| The number of academic offences increased during 2023-24. We have held sessions on **protecting academic integrity** through assessment design with input from Organisational Development. Examples of how this has influenced assessment design include [give examples]. |  |
| **Assessment methods** |  |
| Overall our assessment methods consist of:   * Essays * Critical reading summaries * Blogs * Individual or group oral presentations * Small-scale research projects * Online quizzes * Open book exams * Multiple choice questions | ***Revise*** *– Add any additional information on assessment methods you feel it’s important to highlight* |
| **Student Support** |  |
| The course team actively schedule all assignments prior to the commencement of the course, to ensure, as far as possible, that **assignment submission dates** are spread across the term. These dates fit within the University assessment and registration processes, and the standard Exam Board periods. A schedule is published at the start of term that details all submission and return of work/feedback dates so that all staff and students can effectively plan their commitments. |  |
| The course team place much emphasis on ensuring that students get **high quality feedback** on both formative and summative assignments and tasks so that they can develop as independent learners. Students are provided with clear criteria against which their assessed work is judged in order to award a mark. Students can approach module tutors in advance of the submission deadline by email or at the weekly academic support hours for support and guidance on assessment. |  |
| The department monitors the **effectiveness and timeliness of feedback** [via the Student Voice Groups]. Students can expect to receive feedback from their tutors within 4 weeks of the deadline. |  |
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| **Postgraduate Taught** |  |
| **Overview** |  |
| The Department uses a **variety of assessment types**, which are responsive to the **varying needs of students** with different learning needs and backgrounds. Students are provided with **formative practice** in each mode of assessment and assessment tasks are designed to protect **academic integrity**. We continually review assessment to ensure there’s a **clear rationale for the method used** and that assessment enables students to demonstrate their understanding in **relation to learning outcomes**. | ***Review and revise*** |
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| To ensure compliance with [specify name of Professional, Statutory and Regulatory Body/Bodies] requirements, a quarterly self-assessment is conducted, and appropriate returns are submitted to the PSRB. In addition, we hold a meeting every six months to identify any further developments that may be required. |  |
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| The **External Examiners** play a key role in ensuring the academic quality and standards of our courses by providing regular feedback on areas that need further development whilst encouraging the use of best practice from the broader HE sector. External Examiners were asked to review adjustments to assessment and scaling and actions taken in response to industrial action. Our External Examiners confirmed adjustments were appropriate and our support for students was commended in 2023/24. |  |
|  |  |
| **Developments planned for 2025/26** |  |
| We value the contribution that **group work** assignments offer towards developing enhanced employability skills. For 2025/26 we plan to incorporate more group work into many modules [example modules]. | ***Revise and reference -*** *Highlight any changes to the department’s PG assessment for 2025-26, including examples of any new methods and best practice that has been shared* |
|  |
| We have reviewed **assessment workloads** to ensure they are proportionate to the credit-value and level of the module, taking into account the link between assessment and outcomes. We consulted with our External Examiners and carried out a desk-top comparison against other institutions. Guidance has now been produced on assessment workload across the department and we plan to reduce the volume of assessment on a number of modules, for example, by [how assessment has been reduced] on [modules X and Y]. |
| The number of academic offences increased during 2023-24. We have held sessions on **protecting academic integrity** through assessment design with input from Organisational Development. Examples of how this has influenced assessment design include [give examples]. |  |
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| **Assessment methods** |  |
| Overall, our assessment methods consist of:   * Extended piece of coursework (usually around 5,000 words) * Essay plans * Class presentations * Seminar participation |  |
| **Student Support** | ***Review and reference*** |
| The course team actively schedule all assignments prior to the commencement of the course, to ensure, as far as possible, that **assignment submission dates** are spread across the term. These dates fit within the University assessment and registration processes, and the standard Exam Board periods. A schedule is published at the start of term that details all submission and return of work/feedback dates so that all staff and students can effectively plan their commitments. |  |
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| The course team place much emphasis on ensuring that students get **high quality feedback** on both formative and summative assignments and tasks so that they can develop as independent learners. Students are provided with clear criteria against which their assessed work is judged in order to award a mark. Students can approach module tutors in advance of the submission deadline by email or at the weekly academic support hours for support and guidance on assessment. |  |
| The department monitors the **effectiveness and timeliness of feedback** [via the Student Voice Groups]. Students can expect to receive feedback from their tutors within 4 weeks of the deadline. |  |
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| **Postgraduate Research** |  |
| **Overview** | ***Review and revise*** |
| The Department’s assessment strategy is available through the Postgraduate Research Student Handbook, relevant Code of Practice, and Principal Regulation for Research Degrees. This includes the research student supervisor’s responsibilities, the importance of monthly supervision meetings, the role of the Supervisory and Confirmation Panels, as well as the expectations at different stages of each research degree. | *- Overview of department’s approach to assessment methods (including Research Students’ Progress Board (RSPB)), and summary of the information provided to students.* |
|  |  |
| To ensure compliance with [specify name of Professional, Statutory and Regulatory Body/Bodies] requirements, a quarterly self-assessment is conducted, and appropriate returns are submitted to the PSRB. In addition, we hold a meeting every six months to identify any further developments that may be required. | *Professional Body Requirements, if appropriate.* |
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| The **External Examiners** play a key role in ensuring the academic quality and standards [dept to add relevant information] | ***Revise*** *- Overview of External Examiner feedback on assessment strategies and implementation in practice* |
|  |  |
| Department to highlight any changes to the department’s assessment for 2025-26 (if any)] | ***Review -*** *Highlight any changes to the departments PGR assessment for 2025-26* |
| **Student Support** |  |
| Progress is monitored through regular supervisory panel meetings (which meet at least twice per year for full-time students). The progress of each student is formally reviewed by the Research Student Progress Board twice per year. Research skills and training is reviewed at supervisory meetings. A research training programme is developed for each student drawing on a range of resources within the department and across the University. |  |
| **Milestones** - <https://www.essex.ac.uk/student/postgraduate-research/pgr-progress> |  |
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1. **Reassessment**

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| **Undergraduate**  Where appropriate, any student that is unsuccessful in a module will be provided with a reassessment opportunity in line with the university’s policy for like-for-like reassessment. | ***Department’s approach and methods of reassessment***  ***Review and revise*** *-*  *Please include how the approach aligns with the University policy for like-for-like reassessment* |
| Where a module is assessed by coursework and exam, reassessment will be offered as follows:   * Coursework aggregate <40 and exam 40 or above and module aggregate failed – reassessment in coursework to be re-aggregated with exam mark to create a new module aggregate * Coursework aggregate 40 or above and exam < 40 and module aggregate failed – reassessment in exam to be re-aggregated with coursework mark to create a new module aggregate * Both coursework and exam aggregates <40 – reassessment in coursework and exam to be aggregated to create a new module aggregate   Where a module is assessed exclusively by exam, it will be reassessed exclusively by exam. Where a module is assessed exclusively by coursework, it will be reassessed exclusively by coursework.  Coursework resubmission:   * Students will not be asked to resubmit any element of coursework that they have already passed.   Participation is not reassessed. Except in the case of valid extenuating circumstances, the original mark for participation will be retained and aggregated with new marks for any reassessment. |
| Exceptions to the rule will need Faculty Dean approval and any exceptions will be displayed on the Module Directory or in the Rules of Assessment. |
| The reassessment strategy aligns with the University’s Education Strategy and Action Plan and aims to ensure that students can demonstrate their understanding of modules in relation to meeting learning outcomes at the appropriate level. Student assessment workloads are proportionate to the credit value of modules undertaken ensuring that there is sufficient scope for students to demonstrate that they have achieved the intended learning outcomes. | ***Review*** *– How the Department maintains an appropriate level of reassessment that is proportionate to the credit value and continues to meet all module learning outcomes.* |
| **Postgraduate Taught** | ***Department’s approach and methods of reassessment***  ***Review and revise*** *-*  *Please include how the approach aligns with the University policy for like-for-like reassessment* |
| Where appropriate, any student that is unsuccessful in a module will be provided with a reassessment opportunity in line with the university’s policy for like-for-like reassessment. |
| Where a module is assessed by coursework and exam, reassessment will be offered as follows:   * Coursework aggregate <50 and exam 50 or above and module aggregate failed – reassessment in coursework to be re-aggregated with exam mark to create a new module aggregate * Coursework aggregate 50 or above and exam < 50 and module aggregate failed – reassessment in exam to be re-aggregated with coursework mark to create a new module aggregate * Both coursework and exam aggregates <50 – reassessment in coursework and exam to be aggregated to create a new module aggregate |
| Where a module is assessed exclusively by exam, it will be reassessed exclusively by exam. Where a module is assessed exclusively by coursework, it will be reassessed exclusively by coursework. |  |
| Coursework resubmission:   * Students will not be asked to resubmit any element of coursework that they have already passed. |  |
| Participation is not reassessed. Except in the case of valid extenuating circumstances, the original mark for participation will be retained and aggregated with new marks for any reassessment. |  |
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| Exceptions to the rule will need Faculty Dean approval and any exceptions will be displayed on the Module Directory or in the Rules of Assessment. |  |
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| The reassessment strategy aligns with the University’s Education Strategy and Action Plan and aims to ensure that students can demonstrate their understanding of modules in relation to meeting learning outcomes at the appropriate level. Student assessment workloads are proportionate to the credit value of modules undertaken ensuring that there is sufficient scope for students to demonstrate that they have achieved the intended learning outcomes. | ***Review*** *– How the Department maintains an appropriate level of reassessment that is proportionate to the credit value and continues to meet all module learning outcomes.* |
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| **Postgraduate Research**  Following examination of the thesis, a candidate who has not met the requirements for the degree examined may receive an examination outcome of ‘referral’, offering the student the opportunity to resubmit, on one occasion only, a revised thesis for re-examination within 12 months. Please see Code of Practice. | ***Review and revise*** *-*  *Department’s approach and methods of reassessment including how it aligns with the University policy for like-for-like reassessment* |
| For courses with a taught component, please see PGR Rules of Assessment <https://www.essex.ac.uk/student/postgraduate-research/pgr-rules-of-assessment> with regards to the reassessment strategy in those modules. |  |
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1. **Reflection on current teaching, learning and assessment methods and approaches**

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| Over the last academic year, our experienced staff ensured high quality learning and teaching continued to be delivered in difficult circumstances. We made changes to our teaching and assessment to ensure students could continue with their studies uninterrupted and safely. These changes included courses being taught through blended delivery, normally including face-to-face teaching, online provision, or a combination of both across the year. | ***Department’s rationale behind approach to teaching, learning and assessment and reflection***  ***Review, revise, and reference*** *–* |
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| We have submitted a bid to the University’s Education Strategic Fund to provide coaching and training for personal tutors to help them support first generation students. |  |
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| The Director of Education has produced a range of short videos on voice enunciation and communicating with students that would be shared with all members of staff. |  |
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| We have agreed that [example of something learned from previous academic year] and we fully intend to continue with this approach. |  |
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| By increasing variety of assessment types, the Department is mindful of the varying learning strategies deployed by students, thereby helping ensure that all students can achieve their potential. | *.* |
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| We encourage students to be active participants in their education and active engage with our student body to monitor not only their academic progress but also ensuring that their overall needs are being met. [NSS action plans/example you said, we did] |  |
| The Department prides itself in supporting staff to develop innovative approaches to teaching, learning and assessment and as such [plans for future development for 2025-26 - for example we are looking to support small projects that aim to improve student experience in addition to student retention, progression, and outcomes. We also plan on maximising our external relationships by introducing work-based or community-based learning across all programmes within the next 5 years. We also aim to continue our work on decolonising the curriculum and introducing more interdisciplinarity and collaborative work]. | ***Revise*** *–*  *Plans for future development of teaching, learning and assessment.* |

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