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Reflections on the Assessment and Feedback Review

Festival of Learning and Teaching
Monday 23rd March 2026

Presented by
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on behalf of the Faculty Review Coordinators

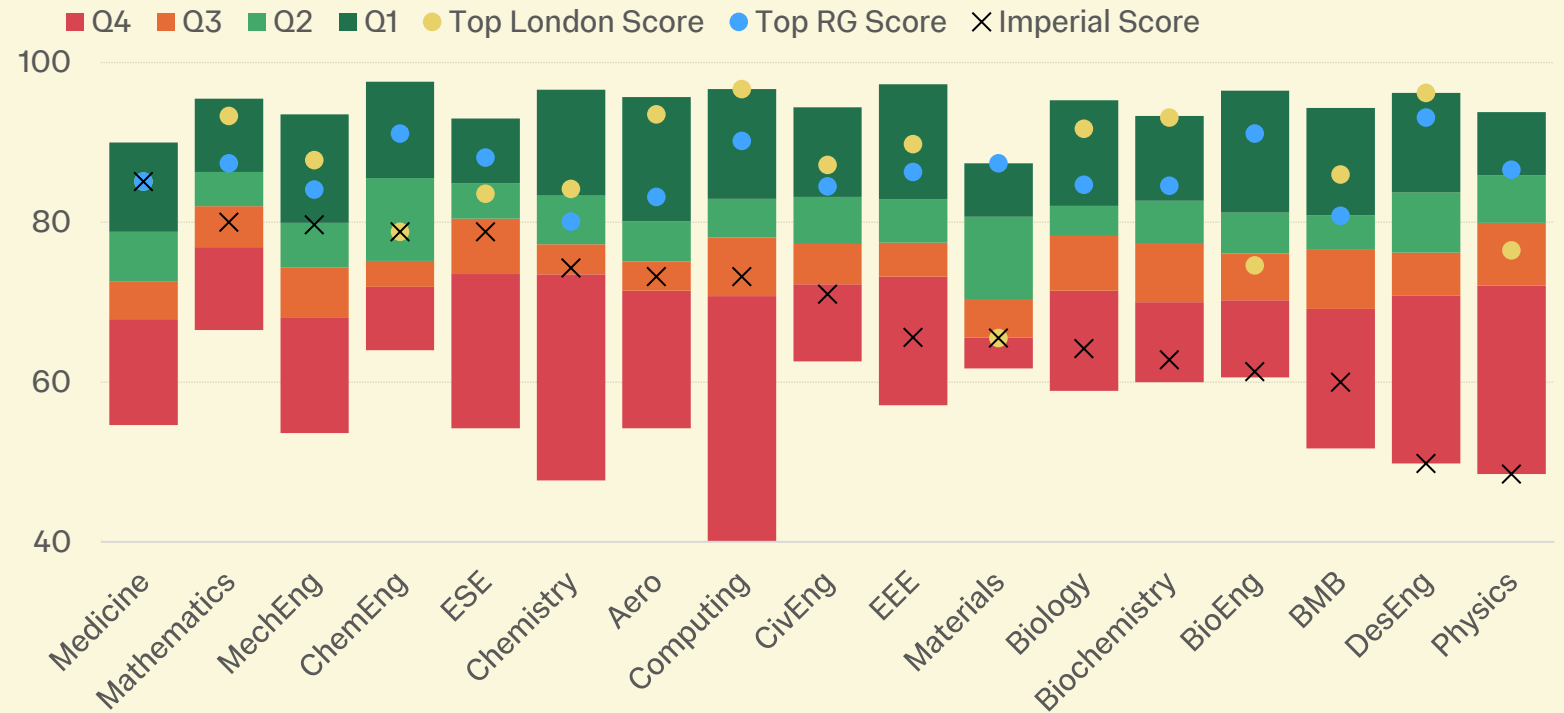
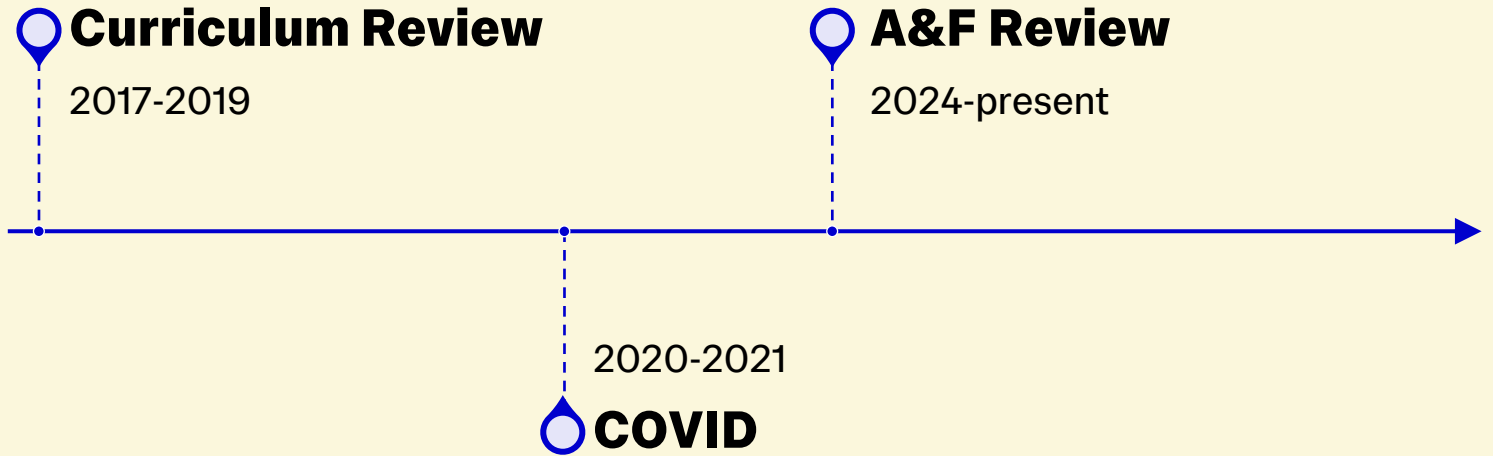


Context & Rationale

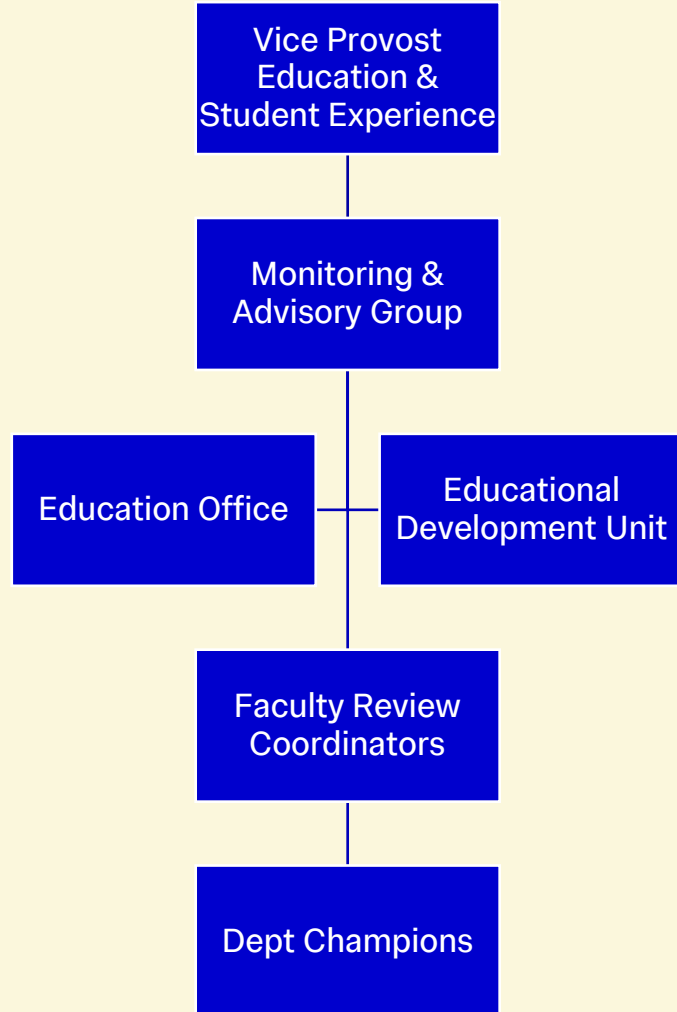
“This is particularly evident in the general lack of increasing satisfaction with assessment and feedback in Imperial’s National Student Survey results, where the College has consistently ranked in the bottom quartile for too long.”

“We will do this by... Initiating a university-wide substantial collective effort to rationalise how we assess students and enhance their feedback, while reducing workload for staff and students.”

Learning and Teaching Strategy (2024)

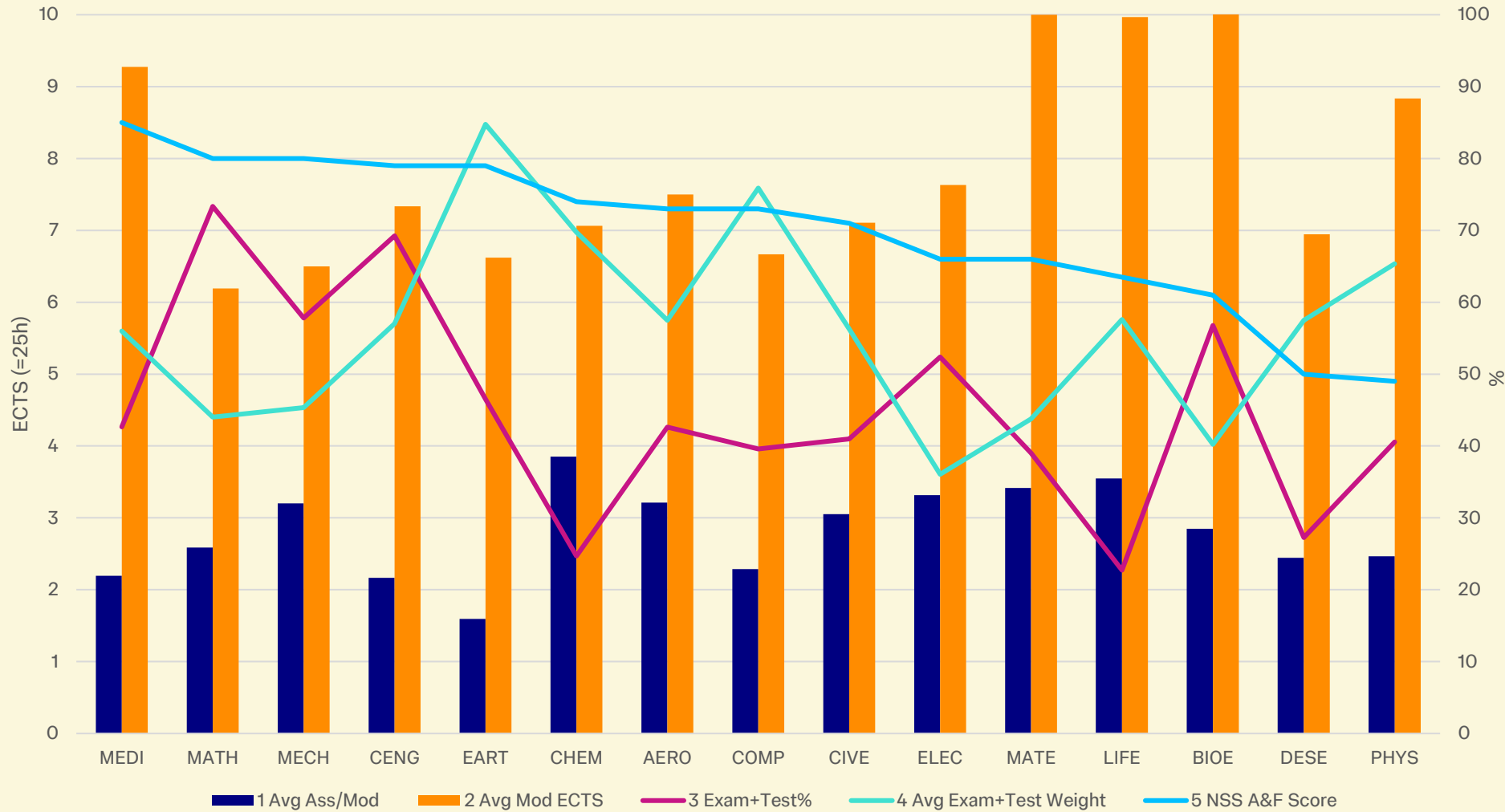


Approach



Mapping assessment load

All Y1/Y2 assessments from Banner for AY2526



Every module must have an assessment; many have more than one (series 1)

Every department has different design ethos (series 2, 3, 4)

No clear recipe for NSS success (series 5)

Formative assessment is not captured

Examples of good practice



Workload Design

Assessment risk

- avoidance of 100% exam modules

Deadline management

- Coursework overlap
- Exam clustering

Exams question choice

Oral examinations



Culture

Transparency on feedback timeline

- Physics feedback “traffic light”

Self-efficacy

- Literacy (Life Sciences, BMB)
- Practice exam (ChemEng)
- Real-time self-assessment (Aero)



Data

Student workload model

- Estimated hours (Computing)
- Assessment tariff (Business)

Reflections on A&F changes

From a Staff Perspective

- Hidden changes
- Workload pressures (difficult to quantify)
- Alignment with learning goals

From a Student Perspective

- Unclear expectations, both in task and workload
- Fairness and access

From an Institution Perspective

- Communication challenges
- Policy compliance, meet accreditation standards

For everyone

- Estimating workload is hard!
- Data data data
- Insufficient detail – obfuscation

College-level outcomes



Changes in practice

Exam script digitisation



Resources in development

A&F literacy resources
(StudentShapers)

Assessment Planning document

- Programme-level
- Module-level



Dissemination of good practice

Case studies of good assessment
and/or feedback

Discussion

What would you like to see in a *Guidelines for Assessment Planning* document?

For example:

- Tariff suggestions for assessments (your 5 ECTS module could have X amount of assessment;
- Formula for calculating reasonable amount of assessment.

What would be useful at module level and programme level?



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Discussion (cont.)

Do you have any examples you would be willing to share as case studies?



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Questions?