Students concerns about assessment
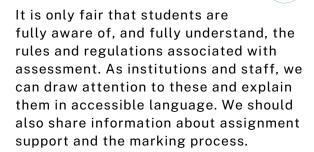
When it comes to assessment, student satisfaction tends to be poor when students:

01 **FEEL UNPREPEARD**

Assessment and feedback should be fully integrated into the learning process for students.

02 **DON'T UNDERSTAND THE RULES**

It is only fair that students are fully aware of, and fully understand, the rules and regulations associated with assessment. As institutions and staff, we can draw attention to these and explain them in accessible language. We should also share information about assignment support and the marking process.

03 **FEEL IT IS NOT INCLUSIVE**

We have a diverse student population which includes students with additional specific learning needs. We believe that assessment should be inclusive and accessible so that all students have the chance to do their best.

04 **FEEL ISOLATED**

Learning in university is a social process. Assessment and feedback processes should involve dialogue and discussion. Students can feel isolated when they do not have an opportunity to discuss what they are doing.

05 **ARE OVERWHELMED**

We can all feel overwhelmed when we have competing commitments and limited time. When students have too many competing assignments at the same time – 'assessment bunching' - they have to make difficult decisions about what to prioritise in terms of the university work and how to balance academic work with other demands on their time. Co-ordinated approaches to assessment across modules can help to address this.
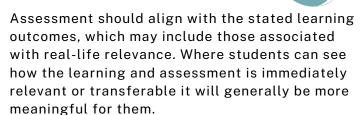
06 **DON'T RECEIVE FEEDBACK**

Feedback is a crucial part of learning. Approaches to feedback have evolved. Research recommends that feedback should be integrated into the learning process and should clearly contribute to learning. Students should be aware of how to use feedback processes to enhance their learning.

07 **DON'T UNDERSTAND FEEDBACK**

The tone and language that is used in feedback should reflect our intention that feedback is part of the learning process. Feedback should be clear, interpretable and actionable.

08 **DON'T SEE REAL-LIFE RELEVANCE**

Assessment should align with the stated learning outcomes, which may include those associated with real-life relevance. Where students can see how the learning and assessment is immediately relevant or transferable it will generally be more meaningful for them.

Assess FOR SUCCESS

Maynooth University
National University of Ireland Maynooth

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