INSIGHTS FROM THE STUDENT EDUCATION PANEL: ASSESSMENT ENHANCEMENT

👥 TARGET AUDIENCE 👥

- Academic Registrars Division
- Eden Centre
- DHoDs Education
- Department Teaching Committees
- Programme Directors
- Pro-Director for Education

🎯 KEY POINTS 🎯

INCLUSIVITY
- LSE assessment policies are generally accommodating with mental health adjustments and other disabilities
- The option of having exams online is appreciated, especially when there is an extended window of 24-48 hours as it caters to every time-zone

.METHODS AND MODES
- Most students positively expressed that formative assessments were an effective way for them to gauge their performance on a course
- Students from different departments have very different experiences regarding how they are assessed
- Closed-book in-person exams did not reflect 'real-life' work and did not enable students to showcase their learning

WORKLOAD
- Deadlines tend to be around the same time, often towards the end of a term or holiday, which increases stress and takes away time from the break

FEEDBACK
- They either (i) come too late which does not help for the next part(s) of assessment or (ii) are generic which (especially in qualitative subjects) does not help give students curated insights to improve performance
- For some, formative and summative assessments are not comparable due to different time frames for completion, different type of questions etc. which do not help even with detailed feedback

CULTURE
- General: There is more competition than collaboration among students
- For quantitative subjects: there are not many formatives so it can be a big shift from learning to doing assessments
- For qualitative subjects: the atmosphere is perfectionist amongst students and some felt that a few teachers in office hours treated students harshly who haven't performed exceptionally

📣 CALL TO ACTION 📣

- **DIVERSITY:**
  - **Utilise Range:** *Assign* different assessment methods within a course and between courses to help students to learn better, exemplify a greater range of skills, and cultivate a more collaborative environment (e.g. avoid 100% exams)
  - **Create Overlaps:** *Align* formative and summative assessments so that derive value from each other
- **CLARITY:**
  - **Display Outline:** *Display* clear assessment guidelines on course selection pages for students to decide which modules are better suited to them. Some courses have them, some do not
  - **Establish Timeline:** *Publish* the assessment calendars/timelines for both formative and summative at the start of the term to help students plan their academic life better
- **STANDARDISATION:**
  - **Timing:** *Consider* the timing of assessments and make it more standardised (e.g. some exams are scheduled too early in Week 2 MT)
  - **Deferral:** *Design* a standardised deferral policy for students who miss out on taking an exam/submitting a coursework. For master's students, there should be a way to retake the exams in the same academic year