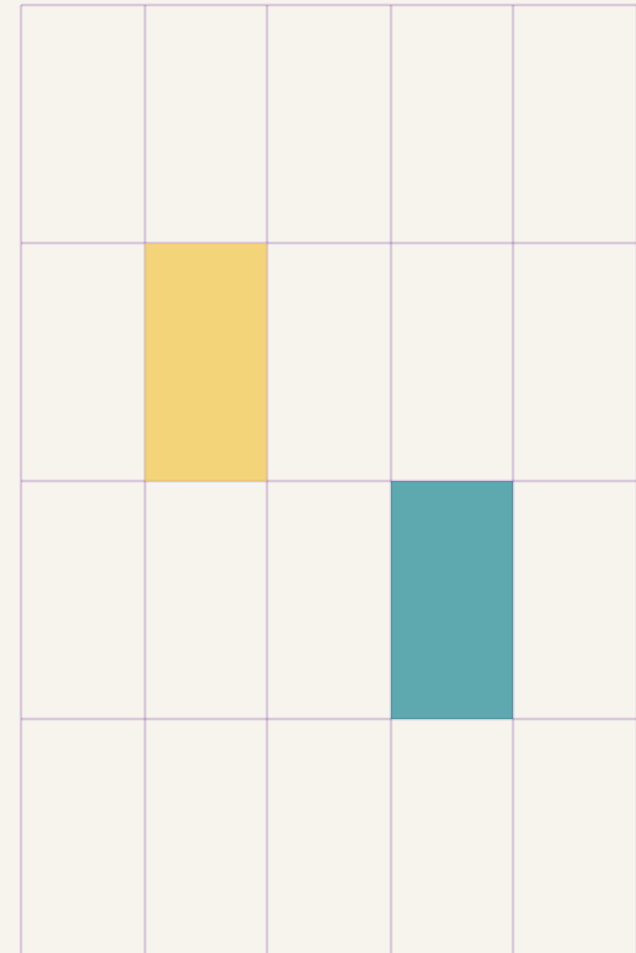


Beyond the Unit:

Programme Wide Criteria and Feedback Strategy as a Catalyst for Transparent and Consistent Learning

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The Problem: Inconsistent & hidden criteria

Students could see pieces of the assessment picture —
but not the whole pattern.

Unit-level variation

criteria change shape from unit to unit

Hidden expectations

standards are present but hard to decode

Hard to improve

feedback does not always point to progression

Why this matters for students

They need to know what good looks like — and how it develops.

Assessment literacy

understanding standards

Fairness & trust

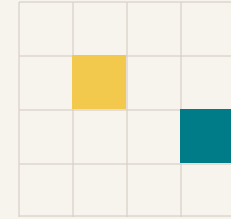
shared expectations

Progression

using feedback forward

This is bigger than one module.

Impact on NSS and student voice



Psychology dropped on Assessment and feedback; focus groups showed students were unclear how to use feedback to improve.

NSS signal

Assessment & feedback scores dropped

Impact: a programme-level warning that students were not consistently seeing feedback as a route to progression.

Focus groups

Students did not know how to improve within the current feedback system.

“sometimes I reach out to my peers, to see if I am misinterpreting it or if I’m having trouble understanding it”

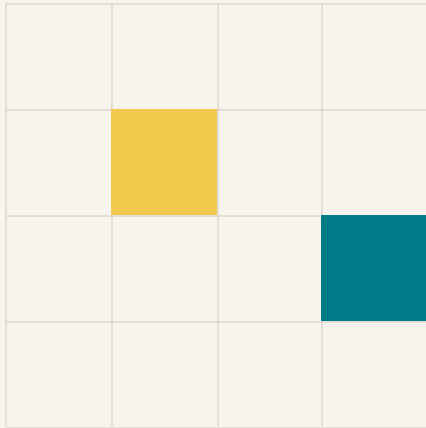
“I didn’t really understand how I got the grade that I got... I got really confused with all the feedback... what does this mean”

“I just had no idea how to improve... even though it told me... I still couldn’t really understand it”

Together, the NSS drop and student voice made the case for a programme-wide response.

BPS reaccreditation: a window for change

The required programme-wide restructure made it possible to redesign assessment and feedback strategically, rather than patch locally.



Programme-wide restructure

A structural moment to align learning outcomes, assessment tasks and feedback language across the programme.

Why this matters now

Not just local fixes

Changes could be designed across the programme, not unit by unit.

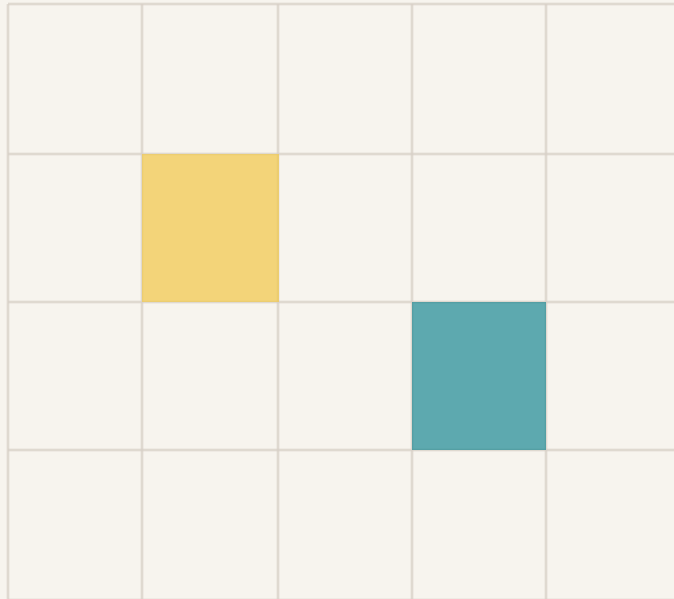
A shared assessment strategy

Embed clearer criteria, consistent feedback language and progression across levels.

Perfect time for strategy change

BPS restructure → assessment & feedback strategy

Aim: Programme-level clarity through matrix rubrics



**Make expectations visible,
shared and developmental.**

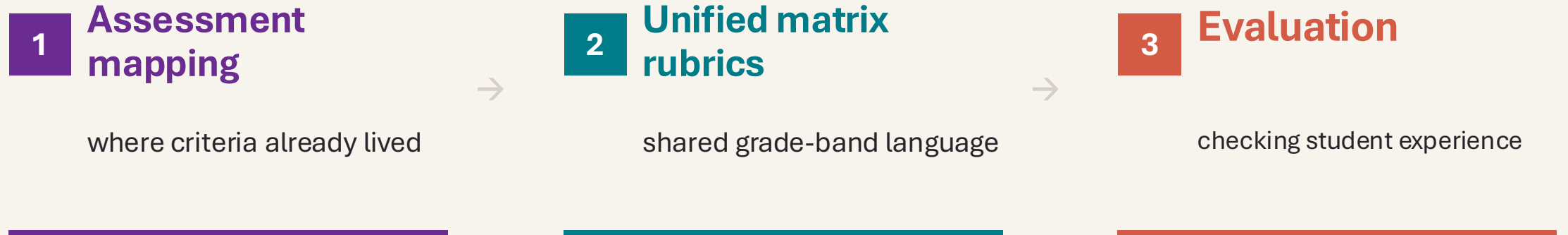
Transparency

Consistency

Progression

Design philosophy: use matrix rubrics to connect learning, assessment and feedback across the programme.

From mapping to design



Assessment mapping → Unified matrix rubrics → Evaluation

Unified matrix rubrics

A shared language for standards across different assessment tasks.

Criteria	1st	2.1	2.2
Communication	scholarly voice	coherent argument	clear expression
Critical thinking	critical synthesis	weighs evidence	identifies evidence
Subject knowledge	integrated insight	accurate application	core concepts
Organisation	sophisticated structure	logical flow	clear structure

What changed

- Programme-wide criteria
- Grade-band descriptors
- Cross-assessment consistency

Not a single generic rubric — a shared matrix that can flex with assessment type.

Unified matrix rubrics

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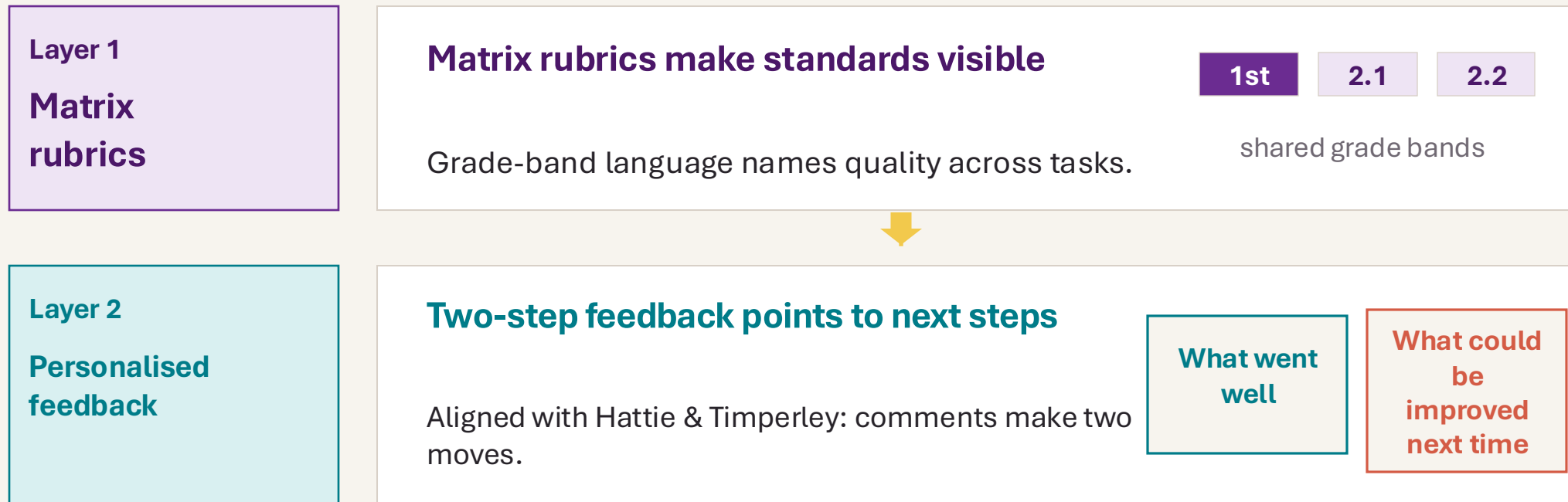
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Two-layer feedback strategy

Matrix rubrics set shared standards; personalised feedback turns them into forward action.



Together: rubrics + personalised feedback make progression transparent.

Key take-aways

Transparency supports learning

Consistency ≠ loss of nuance

Programme-level design matters

Programme-level clarity helps students see assessment as a connected learning journey rather than a series of disconnected judgements.

Rubrics → feedback → progression
