

Supportive (of learning)

Assessment should be seen as an integral part of learning and not simply a bolt-on measure of how well learning has been achieved. It is a shared process between students and staff through which students become aware of their own learning needs and are supported to become independent and self-regulating learners.

Guidance

1. Consider feedforward rather than feedback, and ensure sufficient time is available for this to be meaningful
2. Acknowledge how students learn from failure. Consider low-stakes, or formatively assessed tasks to support risk-taking.
3. Provide a range of assessment tasks across a programme which develop skills which can be used elsewhere in their studies
4. Allow students to develop own interests within the course / programme framework and reflect this in the assessment tasks.

Transparent

Transparency means making sure students know the practical and technical aspects of assessment and what is expected of them.

Guidance

1. Do not assume your cohort are 'expert students'
2. Provide examples of a range of answers and support students to consider how the assessment criteria have been applied. Ensure students are clear about requirements for a pass/ merit/distinction
3. Communicate to students the purpose of the assessment, and the specific learning outcomes being assessed
4. 'Front-load' development of assessment literacy to reduce problems further on.

Equitable

All students should have equal opportunities to participate in the assessment whilst supporting independence and inter-dependence.

Guidance

1. Attention should be paid to questioning the format, range and scope of assessment to consider who may be excluded, or for whom this form of assessment may be difficult.
2. Care to be taken to ensure practical arrangements (e.g. for group work) do not disadvantage any groups

3. Designed in such a way that students do not need to disclose needs or support requirements.
4. Try to build on students' prior experience where possible.

Efficient

Assessment ought to be manageable within existing time-frames and resources for both staff and students.

Guidance

1. When planning assessment consider scale: what resources do you have, how many students and how much time? Consider how assessment is distributed across a programme and removed duplication, and avoid assessment bunching where possible.
2. Use formative peer assessment for some work partly for efficiency reasons and partly because it helps students build their own critical abilities before summative assignments.
3. Try not to over assess, you only need enough summative assessment to allow students a fair chance to demonstrate their learning. Sometimes one point of assessment is sufficient.
4. Be realistic about who your students are and what you are expecting of them.

Robust (reliable, valid and authentic)

The work being assessed should be a reliable indicator of the students' ability and a valid measure of the extent to which students have met the learning outcomes. It should relate to the aims of the course/ module, and reflect learning 'to do' as well as learning 'about'.

Guidance

1. Align assessment with learning outcomes: do assignments allow students to show they have learned what you want them to learn?
2. Assessment should focus on developing the higher order skills of application, evaluation and synthesis to include problem solving and creativity.
3. Authentic assessment will be rooted in the discipline or profession and will often go beyond an academic essay
4. Assess what you teach/ don't assess what you don't teach

Efficient

Assessment ought to be manageable within existing time-frames and resources for both staff and students.

Guidance

1. When planning assessment consider scale: what resources do you have, how many students and how much time? Consider how assessment is distributed across a programme and removed duplication, and avoid assessment bunching where possible
2. Use formative peer assessment for some work partly for efficiency reasons and partly because it helps students build their own critical abilities before summative assignments
3. Try not to over assess, you only need enough summative assessment to allow students a fair chance to demonstrate their learning. Sometimes one point of assessment is sufficient
4. Be realistic about who your students are and what you are expecting of them.

Equitable

All students should have equal opportunities to participate in the assessment whilst supporting independence and inter- dependence.

Guidance

1. Attention should be paid to questioning the format, range and scope of assessment to consider who may be excluded, or for whom this form of assessment may be difficult.
2. Care to be taken to ensure practical arrangements (e.g., for group work) do not disadvantage any groups
3. Designed in such a way that students do not need to disclose needs or support requirements.
4. Try to build on students' prior experience where possible.

Robust (reliable, valid and authentic)

The work being assessed should be a reliable indicator of the students' ability and a valid measure of the extent to which students have met the learning outcomes. It should relate to the aims of the course/ module, and reflect learning 'to do' as well as learning 'about'.

Guidance

1. Align assessment with learning outcomes: do assignments allow students to show they have learned what you want them to learn?
2. Assessment should focus on developing the higher order skills of application, evaluation and synthesis to include problem solving and creativity
3. Authentic assessment will be rooted in the discipline or profession and will often go beyond an academic essay
4. Assess what you teach/ don't assess what you don't teach

Supportive (of learning)

Assessment should be seen as an integral part of learning and not simply a bolt-on measure of how well learning has been achieved. It is a shared process between students and staff through which students become aware of their own learning needs and are supported to become independent and self-regulating learners.

Guidance

1. Consider feedforward rather than feedback, and ensure sufficient time is available for this to be meaningful
2. Acknowledge how students learn from failure. Consider low-stakes, or formatively assessed tasks to support risk-taking.
3. Provide a range of assessment tasks across a programme which develop skills which can be used elsewhere in their studies
4. Allow students to develop own interests within the course / programme framework and reflect this in the assessment tasks.

Transparent

Transparency means making sure students know the practical and technical aspects of assessment and what is expected of them.

Guidance

1. Do not assume your cohort are 'expert students'
2. Provide examples of a range of answers and support students to consider how the assessment criteria have been applied. Ensure students are clear about requirements for a pass/ merit/distinction
3. Communicate to students the purpose of the assessment, and the specific learning outcomes being assessed
4. 'Front-load' development of assessment literacy to reduce problems further on.