

# Quality Assurance Assessment Practice Checklist

		Assessment Literacy
Dimension	Description	
<b>AL 1: Clarify what constitutes good</b>		
AL1.1	Students should receive explicit guidance on the requirements of assessment tasks from the outset.	
AL1.2	Criteria for assessment should be as clear as possible to tutors, examiners, and students to ensure equity, validity, and reliability.	
AL1.3	What constitutes good academic practice should be made clear to all students.	
AL1.4	All those involved in the teaching, learning and assessment on a programme (staff and students) should be trained in assessment feedback practices including the requirements of good academic practice.	
<b>AL 2: Clarify how assessment elements fit together</b>		
AL2.1	How all the different elements of assessment fit together across a programme should be made clear to students from the outset.	
AL2.2	The pattern of assessment should be considered at the programme level to ensure coherence and progression in the development of knowledge, skills, and understanding in relation to learning outcomes.	
AL2.3	How formative and summative assessment operates across a whole programme should be made clear to students and staff from the outset.	
<b>AL 3: Clarify student and staff entitlement</b>		
AL3. 1	Every student should be provided with clear and current information that specifies the learning opportunities and support available to them.	
AL3. 2	The role and expectations of students in assessment and feedback practices should be clarified with all students from the outset.	
AL3.3	Information regarding student entitlement should be clear and consistent in module and programme handbooks and online provision.	
AL3.4	Principles underpinning the assessment and feedback design should be made clear to students to enable them to engage fully in assessment and feedback practices.	
<b>AL 4: Clarify the requirements of the discipline</b>		
AL4.1	All students should be inducted into the requirements of the discipline and what is to be a member of such a community from the outset.	
AL4.2	Core and threshold concepts should be identified at module and programme levels in order to support student progression throughout a programme of study.	
AL4.3	Assessments should be relevant to the requirements of the discipline and related professional, statutory and regulatory bodies.	
AL4.4	Assessments should be designed to encourage a deep approach to learning within the discipline.	

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Assessment Feedback	
Dimension	Description
<b>AF1: Provide accessible feedback</b>	
AF1.1	Feedback should be focused on supporting students' learning in 'how to improve.'
AF1.2	Feedback should directly relate to the assessment criteria and the learning outcomes being assessed and all students should receive parity of treatment.
AF1.3	The feedback method used should be appropriate for the assessment task.
AF1.4	The rationale for the awarded mark should be clear.
AF1.5	The effectiveness and efficiency of feedback mechanisms should be evaluated on an ongoing and iterative basis with students and staff.
<b>AF2: Provide early opportunities for students to act on feedback</b>	
AF2.1	There should be early opportunities to assess students' competence in key areas of knowledge, skills, and understanding to enable students to benchmark where they are at, and where they need to get to.
AF2.2	Feedback should be given in sufficient time to enable a student to use the feedback prior to summative assessment.
AF2.3	Formative feedback tasks should directly relate to summative tasks and the links between them should be made clear.
<b>AF3: Prepare students for meaningful dialogue / peer engagement</b>	
AF3.1	There should be regular opportunities for students and staff to engage in dialogue to enhance understandings of assessment and feedback and relevant standards in order to understand what is required from, and entailed in, the assessment process.
AF3.2	Peer engagement activities should be authentic and relevant.
AF3.3	Where students are involved in peer teaching and feedback activities expectations regarding student participation should be made clear from the outset.
<b>AF4: Promote development of students' self-evaluation skills</b>	
AF4.1	Assessment and feedback practices should support students to successfully manage their own learning.
AF4.2	Learning opportunities should be made available to students to support them in reflecting on their own learning and enable them to develop the skills to self-monitor and self-evaluate their performance.
AF4.3	Students should be made aware of existing networks of support that are available to them (discipline and University) and supported in developing their own networks of support.

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		Assessment Design
Dimension	Description	
<b>AD1: Ensure robust and transparent processes and procedures</b>		
AD1.1	Assessment policies should be created in partnership with students.	
AD1.2	Assessment policies, regulations, and processes must ensure that the academic standard for each award of credit/qualification is rigorous and maintained at the appropriate standard.	
AD1.3	Assessment should be fit for purpose. Assessment tasks should be designed to effectively measure the intended module/programme learning outcomes.	
AD1.4	Student performance should be equitably judged against the standards set.	
<b>AD2: Promote meaningful and focused assessment</b>		
AD2.1	Assessment and feedback practices should be informed by best practice underpinned by research, discipline-specific and educational scholarship.	
AD2.2	Assessment design should be underpinned by effective assessment and feedback principles.	
AD2.3	Assessment practices should be holistic in considering assessment literacy, assessment feedback, and assessment design. Learning and assessment should be integrated and fully aligned.	
AD2.4	Assessment should be relevant and enable students to be engaged in the production of meaningful products.	
AD2.5	Assessment tasks should be sufficiently challenging to enable all students to demonstrate the best level of attainment of which they are capable.	
AD2.6	Technology should be used appropriately to support the sustainability and enhancement of assessment practices.	
AD2.7	Assessment practices should be sustainable and manageable for students and staff.	
<b>AD3: Ensure access and equal opportunities</b>		
AD3.1	Assessment and feedback practices should be inclusive. They should provide every student with an equal and effective opportunity to access learning and teaching opportunities and to achieve the intended learning outcomes.	
<b>AD4: Ensure ongoing evaluation to support development of sustainable assessment and feedback practice</b>		
AD4.1	Students should be given a range of opportunities to effectively contribute to the design, delivery, and evaluation of assessment and feedback.	
AD4.2	Feedback from a range of sources (staff and student feedback; external examiner reports; learning gain measures/ analytics) should be analysed appropriately to ensure the continued effectiveness of the assessment feedback strategy.	
AD4.3	How student feedback has been used to inform programme/ module development should be clearly communicated to students.	
AD4.4	Assessment practices should be regularly evaluated and developed.	
AD4.5	Assessment practice should be aligned to University Plans and Strategies. It should be cognisant of the wider HE context.	