

6. An Institutional Approach to Assessment

Support Materials: Scaling up (EAT, 2022, pp. 22-23, 65-66)

In supporting scaling of research-informed assessment practices at institutional level the EAT Framework highlights the importance of the following:

- The need for a **clear assessment focus**. It is important to examine a range of data and to also look at variations in student outcomes within and across faculties, and the relationship of these to the design of assessment. A key question to ask is the extent to which assessment design impacts student differential learning outcomes. How does assessment design impact outcomes? In identifying a specific focus flexibility is also needed in how this is interpreted locally to attend to specific module/course issues while still advancing progress in the centrally defined key area of assessment.
- **Consensus around quality** what quality looks like and the different ways in which quality can be achieved.
- **Alignment of and quality of systems and processes** to support the effectiveness of assessment (quality and efficiency).
- **Ensuring the quality of professional development at the discipline level**.
- **Effective monitoring of progress** at all levels through embedding strategy at all levels (individual, module, programme, faculty)
- **Ensuring sustainability**.

See page 22 of EAT (2022) for elaboration on the points raised above.

ACTIVITIES 6

- 6a Review with individuals/teams their perceptions of institutional effectiveness using pages 65-66 of the EAT Framework (2022) – Appendix H.

Table 2 below demonstrates an imaginary profile. How would colleagues rate their own institution's assessment effectiveness? Where do they see strengths and weaknesses at the institutional level? A blank version of the profile document is provided to enable individuals and teams to support discussion around shared and different perceptions of institutional effectiveness in assessment.

Key: 1 = poorly developed to 5 = highly developed and effective

- This activity can be extended to consider facilitators and barriers to enhancing efficiency at the team and individual levels within faculty.
- It is useful to explore senior leaders' perspectives of where they see assessment priorities and in relation to data generated from different disciplinary teams. What are the differences in how senior and middle leaders see the effectiveness of assessment strategies?

Institutional Profile Map

	Quality of Assessment Practice	1	2	3	4	5
1	Assessment and feedback principles are agreed at institutional level and act as a baseline for all assessment.					4
2	There is clear university-level guidance on assessment criteria.					3
3	Student partnership supports co-production of assessment.			2		
4	University structures support an integrated university approach to assessment.			2		
5	Strong alignment between institutional assessment strategic priorities and enactment of assessment at local levels			2		
6	Time is allocated for staff within workload models for team planning of assessment design.			2		
7	Transparency is promoted in all assessment processes.					3
8	Personal academic tutoring assessment support for students is aligned with course and identified cohort needs.					4
9	Transitions management ensures mapping of key crunch points in assessment to ensure appropriate support.			2		
10	Electronic management of assessment fully supports the assessment process.					3
11	Best use is made of technology to support assessment processes.					4
12	Assessment resources have a dedicated website with links to key materials	1				
13	QA structures and processes are agile.					3
14	Processes for checking the integrity of awarded marks / grades are robust.					4
15	There is commitment to inclusive assessment principles.					3
16	Data analysis is used to ensure assessment is not disadvantaging any specific groups of students.	1				
17	Commitment to research-informed assessment and feedback processes and evaluation of effectiveness.					2
18	Staff and students receive comprehensive induction into assessment feedback processes.					2
19	Interdisciplinary assessment communities of practice are supported and leadership training provided.					2
20	There is reward and recognition for effectiveness in assessment and feedback for staff and students.					4
21	Course evaluations place emphasis on students' development of high-level skills.	1				
22	Assessment load and distribution of assessment is regularly reviewed to ensure manageability for staff and students.					4
23	Emphasis is on a programme level approach to assessment where links between modules are clear.					4
24	Emphasis is on best use of resource; and in promoting student engagement and self-regulation of assessment.					2
25	A team approach to assessment engaging with wider stakeholders to support authentic assessment practices.	1				

Table 2: Institutional profiling of assessment performance

Individual/Team Perceptions of Institutional Assessment

	Quality of Assessment Practice	1	2	3	4	5
1	Assessment and feedback principles are agreed at institutional level and act as a baseline for all assessment.					
2	There is clear university-level guidance on assessment criteria.					
3	Student partnership supports co-production of assessment.					
4	University structures support an integrated university approach to assessment.					
5	Strong alignment between institutional assessment strategic priorities and enactment of assessment at local levels					
6	Time is allocated for staff within workload models for team planning of assessment design.					
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8	Personal academic tutoring assessment support for students is aligned with course and identified cohort needs.					
9	Transitions management ensures mapping of key crunch points in assessment to ensure appropriate support.					
10	Electronic management of assessment fully supports the assessment process.					
11	Best use is made of technology to support assessment processes.					
12	Assessment resources have a dedicated website with links to key materials					
13	QA structures and processes are agile.					
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22	Assessment load and distribution of assessment is regularly reviewed to ensure manageability for staff and students.					
23	Emphasis is on a programme level approach to assessment where links between modules are clear.					
24	Emphasis is on best use of resource; and in promoting student engagement and self-regulation of assessment.					
25	A team approach to assessment engaging with wider stakeholders to support authentic assessment practices.					

Table 2: BLANK VERSION - Institutional profiling of assessment performance