**Appendix E: State of Health of Assessment** 

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|  | Core areas | Rating  |
| AL1-AD4 | Agreed assessment and feedback principles act as a baseline for all assessment endeavours. |  |
| AL1-AD4 | There is strong alignment between institutional assessment strategic priorities and enactment of assessment strategy at the local level but flexibility to allow fine-tuning to local contexts. |  |
| AL1 | There is clear university-level guidance on assessment criteria and this is translated to programme and module/course levels by discipline teams involving staff and students. |  |
| AL1/AD1 | There is transparency in marking criteria and moderation processes. |  |
| AL2 / AD2 | Emphasis is on a programme level approach to assessment where assessment is co-constructed with teams and links between modules are clear. |  |
| AL2/AD2 | Progression of knowledge, skills and understanding are mapped with students across their degree programmes. |  |
| AL2 | Assessment load and distribution of assessment is regularly reviewed to ensure manageability for staff and students. |  |
| AL1 -4 | Student partnership in co-production activities is promoted (teaching/marking/moderation, research, leadership, enterprise). |  |
| AL1-AD4 | Assessment and feedback policies are co-constructed with students. |  |
| AL3 | Expectations of staff and students in all dimensions of assessment and feedback within the discipline are explicitly defined at the course level. |  |
| AF1-4 | Co-ownership of feedback is promoted (student and staff shared responsibility). |  |
| AF1-4 | Students and staff are trained in seeking, using and giving feedback. |  |
| AF1-4 | Emphasis is placed on early opportunities for students to test their knowledge, understanding and skills. (e.g., formative activities including peer and self-assessment). |  |
| AF1-4 | Feedback approaches are standardised within modules. |  |
| AF1-4 | The feedback process is made explicit. |  |
| AF1-2 | Feedback is aligned to learning outcomes and reflective of assessment criteria. |  |
| AF2AD1-4 | Assessment support for students is placed where it can have maximum impact in supporting attainment of learning outcomes with greater emphasis on formative rather than summative feedback. |  |
| AF3 | Peer learning is supported – training provided- all students expected to be mentors of each other. |  |
| AF3 | Students map ‘crunch points for assessment with module leads and solutions developed to support ongoing transitions with assessment. |  |
| AF3 | Personal academic tutoring assessment support is aligned closely with course demands with students leading on findings solutions.  |  |
| AD1 | Complaints and appeals processes are transparent. |  |
| AD1 | There is clarity regarding the boundaries of reasonable adjustments that are specified at the course level, to enable students embarking on a course of study to be clear regarding what can and cannot be adjusted to ensure the integrity of assessment while at the same time supporting individual student needs. |  |
| AD1 | Processes for checking the integrity of awarded grades, to fully address issues around grade inflation, are robust. |  |
| AL1-AD4 | Time is allocated for team planning of assessment, marking and moderation within workload models. |  |
| AD1 | Staff are trained in quality assurance assessment literacy. |  |
| AL1-AD4 | There is a commitment to the development of research-informed assessment and feedback processes and training for staff and students in the development and analysis of fine-grained measures of student learning gains at the discipline level (to include ethics, data analysis and programme design; bidding; dissemination). |  |
| AL1-AD4 | Interdisciplinary assessment communities of practice are supported and leadership training provided to sustain and develop them. |  |
| AD1 | There are assessment leads in each discipline and clear priorities established for enhancing assessment practices sensitive to context. |  |
| AL1-AD4 | There is investment in the sophisticated use of data to support assessment and feedback at all levels. |  |
| AL1-AD4 | Staff and students receive comprehensive induction into institutional assessment processes in an iterative and developmental way. |  |
| AL1-AD4 | Assessment resources have a dedicated website and links to all relevant materials and support a dedicated assessment network.  |  |
| AD2 | Electronic management of assessment fully supports the assessment process in providing seamless registration, submission of work, and online support via virtual learning systems aligned to personal networks. |  |
|  | Best use is made of technology to support assessment processes. (e.g., mode of feedback; g opportunities; virtual learning; personalized support using AI). |  |
| AD2 | Disciplines highlight the 4th industrial age key knowledge and skills that students will need to be an ‘expert’ within specific fields.  |  |
| AD2 | Assessment is meaningful and encourages students’ adoption of deep approaches within the disciplines; assessment is relevant and challenging. |  |
| AD2 AF4 | Emphasis is on sustainable assessment – manageable - with consideration of best use of resource; and in promoting student engagement and self-regulation of assessment so that students are trained in how to evaluate the quality of their own work for themselves. |  |
| AD2AL1-4 | Assessment methods are aligned to enable students to fully meet the learning outcomes using the most appropriate assessment tasks. |  |
| AD2 | There is an appropriate range of assessment tasks to support students’ attainment of learning outcomes. |  |
| AD2 | There is an appropriate balance of formative and summative assessment. |  |
| AD3 | There is commitment to inclusive assessment principles, such as Universal Design, to enable all students to have equitable access to, and chances of success within, assessment and feedback. |  |
| AD3 | Data is used to support learning and curriculum development. Regular analysis is undertaken to ensure assessment is not disadvantaging any specific groups of students. |  |
| AD3AL1-AD4 | There is a team approach to assessment engaging with wider stakeholders within and beyond the university to support authentic assessment practices (e.g., IT teams, library, careers, employers, alumni). |  |
| AD4 | There is reward and recognition for effectiveness in assessment and feedback for staff and students. |  |
| AD4 | Evaluation is embedded within regular teaching sessions to inform iterative development of assessment. |  |
| AD4  | Course evaluations are aligned to promoting high level focused learning outcomes that place emphasis on students’ development of high level skills. |  |
| AD4/AD2 | Assessment design is dynamic and QA structures and processes are agile to support ongoing enhancement in assessment design to ensure relevance.  |  |

Priorities:

Institution

Faculty

Discipline