Assessment involves two distinct aspects:

1) It is an essential element of the learning process. Students learn from the assessment activities and from their interaction with staff through feedback on their assessment and through focus on future learning (feed-forward).

2) It is the means by which academic staff form judgements on the extent to which students have achieved the intended learning outcomes.

“Higher Education providers operate equitable, valid and reliable processes of assessment, including for the recognition of prior learning, which enable every student to demonstrate the extent to which they have achieved the intended learning outcomes for the credit or qualification being sought.”

Expectation, Chapter B6, UK Quality Code

http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code

In the UK Higher Education sector, assessment processes are based on explicit intended learning outcomes. Judgements of student performance are then based on the extent to which the student demonstrates achievement of these learning outcomes.

However, each University is responsible for determining how student achievement is judged and reported as well as determining how the assessment tasks are combined at module and programme level and at Edinburgh Napier University, this is determined through our Academic Regulations (see A2.3).

Equitable assessment should ensure that tasks and procedures do not disadvantage any group or individual.

Valid processes ensure that assessment tasks and associated criteria effectively measure student attainment of the intended learning outcomes at the appropriate level.

Reliable assessment requires clear and consistent processes for the setting, marking, grading and moderation of assignments.

These key principles are set out within our Academic Regulations

QAA Enhancement Themes Focus on...Assessment and Feedback

Assessment and feedback are themes commonly identified within the areas for development and areas of positive practice as part of the Enhancement-led Institutional Reviews (ELIRs) undertaken in the Scottish HE sector. As a result, QAA Scotland has begun work on a project examining three strands:

• How technology can be used to support assessment and feedback
• Student friendly feedback – how feedback is created and used by students
• Assessment and feedback policy and practice summit

Further information can be found at:

http://www.enhancementthemes.ac.uk/ focus-on

References and additional resources:

• UK Quality Code

http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code


• The Higher Education Academy: Assessment and Feedback

http://www.heacademy.ac.uk/assessment