INDICATOR 1: HE providers operate effective policies, regulations and processes which ensure that the academic standard is rigorously set and maintained at the appropriate level, and that student performance is equitably judged against this standard

INDICATOR 2: Assessment policies, regulations and processes, including those for the recognition of prior learning, are explicit, transparent and accessible to all intended audiences

INDICATOR 3: Those who might be eligible for the recognition of prior learning are made aware of the opportunities available, and are supported throughout the process of application and assessment for recognition

INDICATOR 4: HE providers assure themselves that everyone involved in the assessment of student work, including prior learning, and associated assessment processes is competent to undertake their roles and responsibilities

INDICATOR 5: Assessment and feedback practice are informed by reflection, consideration of professional practice, and subject-specific and educational scholarship

INDICATOR 6: Staff and students engage in dialogue to promote a shared understanding of the basis on which academic judgments are made

INDICATOR 7: Students are provided with opportunities to develop an understanding of, and the necessary skills to demonstrate, good academic practice

INDICATOR 8: The volume, timing and nature of assessment enable students to demonstrate the extent to which they have achieved the intended learning outcomes

INDICATOR 9: Feedback on assessment is timely, constructive and developmental

INDICATOR 10: Through inclusive design wherever possible, and through reasonable adjustments wherever required, assessment tasks provide every student with an equal opportunity to demonstrate their achievement

Sector Expectations : Assessment and Feedback

Katrina Swanton, Gillian Davies, Grant Horsburgh, Petra Klawitter, Elise Russell (Academic Quality)

Edinburgh Napier UNIVERSITY

QAA Scotland UK Quality Assured

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

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 (see A2.3)

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
- QAA Scotland (2014) Thematic Report on Enhancement-led Institutional Review (ELIR) Technical Reports 2013-14: Assessment and Feedback
  http://www.qaa.ac.uk/en/Publications/Documents/Thematic-Report-ELIR-Technical-Reports-Assessment-Feedback-14.pdf
- The Higher Education Academy: Assessment and Feedback
  http://www.heacademy.ac.uk/assessment

INDICATOR 11: Assessment is carried out securely

INDICATOR 12: Degree-awarding bodies assure themselves that the standards of their awards are not compromised as a result of conducting assessment in a language other than English

INDICATOR 13: Processes for marking assessments and for moderating marks are clearly articulated and consistently operated by those involved in the assessment process

INDICATOR 14: HE providers operate processes for preventing, identifying and responding to unacceptable academic practice

INDICATOR 15: Degree-awarding bodies specify clearly the membership, procedures, powers and accountability of examination boards and assessment panels, including those dealing with the recognition of prior learning; this information is available to all members of such boards

INDICATOR 16: Boards of examiners/assessment panels apply fairly and consistently regulations for progression within, and transfer between, programmes and for the award of credits and qualifications

INDICATOR 17: The decisions of examination boards and assessment panels are recorded accurately, and communicated to students promptly and in accordance with stated timescales

INDICATOR 18: Degree-awarding bodies systematically evaluate and enhance their assessment policies, regulations and processes

ABOUT THE INDICATORS: The indicators presented around the edge of this poster are taken from Chapter B6 of the UK Quality Code published by the Quality Assurance Agency (QAA). In preparation for ELIR 2015, the University undertook a final mapping exercise against these indicators and confirmed that through our academic regulations, policies and procedures set out with the Quality Framework and elsewhere, the indicators were met in full. For more information, please contact the Head of Academic Quality - g.horsburgh@napier.ac.uk