

## EAT: Appendix H: Institutional Approach to Assessment

Score 1 = not addressed to 5 = fully addressed	Rating 1- 5
<b>AGREED PURPOSES/PRINCIPLES/ETHICS</b>	
1. <b>Assessment and feedback principles are agreed</b> at institutional level and act as a baseline for all assessment feedback endeavours.	
2. There is clear <b>university-level guidance on assessment criteria</b> , and this is translated to programme and module/course levels by discipline/department teams involving staff and students.	
3. <b>Student partnership in co-production of assessment</b> is promoted (policy/ teaching/marking/ feedback/moderation/ research/ leadership/enterprise).	
<b>ALIGNMENT OF SYSTEMS AND PROCESSES</b>	
4. <b>University structures support an integrated university approach to assessment.</b> There are designated assessment leads in each discipline/department and clear priorities established for enhancing assessment practices sensitive to context.	
5. There is <b>strong alignment between institutional assessment strategic priorities and enactment of assessment strategy at the local level</b> but flexibility to allow fine-tuning to local contexts.	
6. <b>Time is allocated for staff within workload models</b> for team planning of assessment design, marking and moderation.	
7. <b>Transparency is promoted in all assessment processes</b> (rationale behind assessment design and how marks are allocated and moderated, appeals managed etc.).	
8. <b>Personal academic tutoring assessment support for students is aligned</b> with course demands/and identified cohort needs.	
9. <b>Transitions management</b> ensures mapping of key crunch points in assessment for students and academics to ensure appropriate monitoring and support.	
10. <b>Electronic management of assessment fully supports the assessment process</b> in providing seamless registration, submission of work, and online support via virtual learning systems aligned to personal support networks (people and resources).	
<b>AGILITY AND QUALITY OF SYSTEMS TO SUPPORT ASSESSMENT</b>	
11. <b>Best use is made of technology to support assessment processes</b> (e.g. mode and timing of feedback; virtual learning; personalized support using AI; predictive analytics).	
12. <b>Assessment resources have a dedicated website</b> with links to key materials to support an institutional assessment network	
13. <b>QA structures and processes are agile</b> to support ongoing enhancement in assessment design to ensure relevance.	
14. <b>Processes for checking the integrity of awarded marks/grades</b> , to fully address issues around grade inflation, are <b>robust</b> .	

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<b>INCLUSIVE</b>	
15. There is commitment to <b>inclusive assessment principles</b> , such as Universal Design, to enable all students to have equitable access to, and chances of success within, assessment and feedback.	
16. <b>Data analysis is used to ensure assessment is not disadvantaging any specific groups of students.</b>	
<b>RESEARCH-INFORMED</b>	
17. There is a commitment to the development of <b>research-informed assessment and feedback processes and evaluation of effectiveness</b> using fine-grained measures of student learning gains at the discipline level.	
18. Staff and students receive <b>comprehensive induction into assessment feedback processes</b> in an iterative and developmental way (quality assurance processes; peer and self-assessment, mentoring etc.).	
19. <b>Interdisciplinary assessment communities of practice are supported and leadership training provided</b> to sustain and develop them.	
<b>REWARD</b>	
20. There is <b>reward and recognition for effectiveness in assessment and feedback</b> for staff and students.	
21. <b>Course evaluations are aligned to high-level focused learning outcomes</b> that place emphasis on students' development of high-level skills.	
<b>SUSTAINABILITY</b>	
22. <b>Assessment load and distribution of assessment is regularly reviewed</b> to ensure <b>manageability for staff and students.</b>	
23. Emphasis is on a <b>programme level approach</b> to assessment where assessment is <b>co-constructed with teams and links between modules are clear.</b>	
24. <b>Emphasis is on best use of resource</b> ; and in promoting student engagement and self-regulation of assessment so that students are guided in how to evaluate the quality of their own work for themselves.	
25. There is a <b>team approach to assessment engaging with wider stakeholders</b> within and beyond the university to support <b>authentic assessment practices</b> (e.g., IT teams, library, careers, employers, professional bodies, alumni).	

## Using Appendix H

This resource was developed from a European Universities Association project designed to support academic and student partnership in scaling up what we know about effective assessment practices.

Using a scale of 1 – 5 to assess your organisation's areas of strength and areas for development.

Key read: Evans, C., & Bunescu, L. (Eds.). (2020, March). [Student assessment: Thematic peer group report](https://eua.eu/downloads/publications/eua_report_student_assessment_web.pdf) (Learning and Teaching Paper No. 10). European University Association.  
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