



Assessment Policy Statement 2008

Assessment practices at Edge Hill should be both *for* and *of* learning. Assessment should have a positive role in supporting the learning of students and in quality management and enhancement. Processes will be underpinned by transparency, supportiveness, respect and value of diversity.

Assessment will be linked to clear statements of intended learning outcomes and assessment criteria in all programmes, which will be available to staff and students. These statements will take in to account the academic level of students learning as informed by *Levels of Academic Credit and Level descriptors*, Edge Hill, 2002 and also relate to the *Framework for Higher Education Qualifications in England, Wales and Northern Ireland*, 2001 respectively.

Assessment serves the following purposes among others:

- diagnosing student potential;
- evaluating student progress and identifying possible challenges they may be experiencing in their learning;
- providing a means of feedback to students;
- motivating students by requiring them to demonstrate the knowledge, understanding, skills and competencies they have developed;
- measuring achievement at appropriate academic levels
- providing staff with information about the effectiveness of their teaching and students' learning;
- contributing to quality assurance, by monitoring the extent to which students are achieving appropriate standards.

Most forms of assessment will serve several of the above purposes. The form of assessment will be fit for the purpose of allowing students to demonstrate their achievement of the intended learning outcomes. **Feedback will normally be provided in 2 to 4 weeks.**

Transparency and engagement of students in understanding the principles, purposes and responsibilities associated with assessment and feedback should positively influence performance. Involvement in assessment should develop students' confidence in self-assessment, evaluation of their own performance and impact upon their autonomy as learners.

All staff will receive induction into assessment practices and continuing professional development opportunities will be provided. Research, debate and good practice in the sector will be considered in monitoring and development of Edge Hill's approaches. Assessment will be a key in evaluation associated with quality management and enhancement.

Where computer aided assessment approaches are used, full cognisance will be given to British Standards code of practice for the use of IT in the delivery of assessments (BS7988).

The 14 principles below will be addressed in the design, validation and implementation of all modules and programmes.

1. Assessment will be *of* and *for* learning.
2. Assessment will be designed so as to maximise opportunities for students to demonstrate what they know, understand and can do.
3. Assessment will be informed by Edge Hill's Equal Opportunities policy and will seek to be inclusive and not to disadvantage specific individuals or groups of students. Where appropriate, 'reasonable adjustments' will be made to a form of assessment in accord with the Academic Regulations for students with disabilities and or learning difficulties.
4. The rationale for a particular type of assessment and grading criteria will be clear to staff, students and the wider community as appropriate.
5. Assessment tasks will be derived from the learning outcomes and allow them to be measured with reliability and consistency. They should measure how well the student has achieved the learning outcomes and accommodate and encourage creativity and originality.
6. The form will be appropriate to the level of the module/programme being delivered and should be both stimulating and demanding.
7. The amount and timing of assessment should be realistic and manageable and relate to notional learning hours avoiding overload, which may impede learning.
8. All summative assessment will be subject to moderation and external examination as appropriate.
9. Assessment items will have clear grading criteria and explicit weightings of components, shared by staff and students.
10. Assessment tasks must be feasible and practicable for students, staff and for any work-based assessors.
11. Students will receive induction into assessment practices.
12. Opportunities for formative assessment will be provided, particularly in preparation for assessment tasks with which students are unfamiliar.
13. Students will receive constructive feedback on all summative assessment.
14. All assessment will be monitored and evaluated as part of module and programme quality management and enhancement.

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