# Learning Through Assessment

We will develop a sector-leading, evidence-based inclusive approach to assessment and feedback that enables our students to be life-long, self-regulated learners and to actively contribute to assessment and feedback processes. At the heart of our approach will be meaningful, diverse and inclusive assessment that is responsive to changes in higher education and the workplace.

## Assessment and feedback literacy

### MEANINGFUL

Assessment has a clear, strong connection to the discipline studied.

The requirements of the discipline are clear.

Problems have relevance beyond the classroom or exam context.

Tasks required in environments beyond the University.

Assessment involves developing the skills a student needs in Workplace.

### ITERATIVE

Dialogue with staff gives students a sense of ownership over assessment and feedback.

Students engage with their assessment tasks and their feedback.

We encourage and support self-reflection and self-evaluation by students on their work.

Feedback is clear and focuses on the actions students can take to improve and to advance their learning.

Feedback can be applied in time for the next assessment.

### PROGRAMMATIC

Assessments clearly relate to course/programme ILOs.

A variety of assessment types are used, allowing a range of skills to be assessed.

Assessments and feedback clearly link to each other.

Learning from any one assessment can be applied to other assessments in future.

### INCLUSIVE

Practices and processes support students' self-esteem and wellbeing.

The University gives students equal access to resources and support for learning.

Students have choice over aspects of assessment, including topic and assessment criteria.

## Outcomes

### OUTCOMES AND ASSESSMENT

A more straightforward and rewarding staff and student experience of planning and carrying out assessments, alongside the grading and feedback process:

Students understand the relevance of assessments and the feedback that goes with them. They develop an understanding of how assessment benefits learning.

All students have the same experience of assessment and feedback, irrespective of accessibility requirements.

Reduced administrative paperwork and time spent handling submissions gives Teaching Support staff time to provide support requiring interaction, knowledge of University processes, or guidance.

Access to and understanding of, learning analytics helps academic staff understand their students and their own marking.

Multiple assessment types and formats are handled by our systems, freeing up time and reducing administrative effort.

## Academic integrity