

Principles of Assessment

Principle 1 - Assessment should be valid

Validity ensures that assessment tasks and associated criteria effectively measure student attainment of the intended learning outcomes at the appropriate level.

Principle 2 - Assessment should be reliable and consistent

There is a need for assessment to be reliable and this requires clear and consistent processes for the setting, marking, grading and moderation of assignments.

Principle 3 - Information about assessment should be explicit, accessible and transparent

Clear, accurate, consistent and timely information on assessment tasks and procedures should be made available to students, staff and other external assessors or examiners.

Principle 4 - Assessment should be inclusive and equitable

As far as is possible without compromising academic standards, inclusive and equitable assessment should ensure that tasks and procedures do not disadvantage any group or individual.

Principle 5 - Assessment should be an integral part of programme design and should relate directly to the programme aims and learning outcomes

Assessment tasks should primarily reflect the nature of the discipline or subject but should also ensure that students have the opportunity to develop a range of generic skills and capabilities.

Principle 6 - The amount of assessed work should be manageable

The scheduling of assignments and the amount of assessed work required should provide a reliable and valid profile of achievement without overloading staff or students.

Principle 7 - Formative and summative assessment should be included in each programme

Formative and summative assessment should be incorporated into programmes to ensure that the purposes of assessment are adequately addressed. Many programmes may also wish to include diagnostic assessment.

Principle 8 - Timely feedback that promotes learning and facilitates improvement should be an integral part of the assessment process

Students are entitled to feedback on submitted formative assessment tasks, and on summative tasks, where appropriate. The nature, extent and timing of feedback for each assessment task should be made clear to students in advance.

Principle 9 - Staff development policy and strategy should include assessment

All those involved in the assessment of students must be competent to undertake their roles and responsibilities.