



Anglia Ruskin
University

Assessment Protocol

Assessment Excellence at ARU



This protocol encapsulates our approach to assessment. It includes a set of principles and responsibilities for our University, our Students' Union, our staff, and our students, who have a shared commitment to the implementation of this protocol.

The protocol can be used to:

- facilitate a common understanding of our approach to assessment, and the value of developing assessment literacy amongst students and staff
- promote discussion about assessment strategy in Student Staff Liaison Committees, course team review meetings, or as part of course development or periodic review
- support dialogue and the sharing of good practice on enhancing assessment, feedback and feed-forward practice at course and module levels.

Assessment literacy is relevant to both students and staff, and involves:

- developing an understanding of assessment in relation to learning
- relating the established terminology and practice in assessment and feedback to one's own practice
- building capabilities and skills in self- and peer-assessment
- selecting and applying appropriate techniques and strategies in undertaking assessment tasks.¹

¹ Based on Price, M. et al (2012) *Assessment Literacy: The Foundation for Improving Student Learning*. Oxford, UK: The Oxford Centre for Staff and Learning Development.



Principles

- Assessment and feedback are integral to learning as part of personal and professional development.
- Success in assessment and feedback depends on a shared responsibility between students and staff.
- Assessment, feedback and feed-forward requires ongoing dialogue between students and staff, and is based upon active participation and discussion.
- Assessment is a complex process and, consequently, the development of assessment literacy is essential for students and staff.
- All summative assessment should be supported by formative assessment.

Responsibilities

We will ensure that:

- as part of an inclusive curriculum, the highest standards of assessment and feedback practice are developed to enable all students, irrespective of their mode of study, to demonstrate the extent to which they have achieved the intended learning outcomes.
- using a holistic approach, new courses and those undergoing periodic review undertake a comprehensive review of their assessment strategies to ensure coherence, avoidance of over assessment, and opportunities for students to demonstrate excellence.
- academic staff have opportunities to engage in Continuing Professional Development on assessment, including developing their assessment literacy.
- students are afforded opportunities to develop their assessment literacy through effective engagement in curricular and extra-curricular activities.
- subject and disciplinary communities of practice, involving both students and staff, are supported and fostered through regular forums for discussion and exchange of practice.
- in the pursuit of excellence, students and staff are supported fully in exploiting the benefits of technology for assessment and feedback.
- assessment strategies support more than the 'measurement' of knowledge and promote the growth of personal and professional skills and the development of ARU graduate attributes.
- systems, policies and regulations relating to assessment, feedback and feed-forward, are reviewed on an annual basis to ensure that these remain effective, fair, and in step with other UK HEIs.

Our Students' Union will:

- engage with the ongoing processes to enhance assessment and feedback at ARU, through their input to committees, working groups and strategies, based on the aspirations in this protocol
- support student representatives in their role in enhancing assessment and feedback, through dissemination of information, and opportunities for professional and personal development
- in cooperation with our University, develop a formal route for student representatives to become involved in academic processes related to assessment and feedback, including quality assurance
- support student-led campaigns and projects for enhancement in assessment and feedback, based on informed dialogue between students, teaching staff and our University.



Our Students will:

- actively participate in all forms of assessment relating to their course, including the planning and organisation of their workload to complete and submit their assessment tasks on time
- develop a working awareness of the assessment process and regulations relating to their studies and course
- make effective use of the feedback and feed-forward they receive on their assessment tasks, so that they can enhance their learning and future performance
- develop their assessment literacy by proactively engaging with activities involving, for example, group-, self- and peer-assessment
- engage in activities involving the review and refinement of assessment practice
- use this protocol to support good assessment practice with their peers
- recognise the importance of assessment literacy and take ownership of their personal development to support their own success with assessment.



Our Staff will:

- adopt a holistic, curriculum-based approach to the design of assessment and feedback using appropriate and inclusive forms of formative and summative methods that promote as well as measure learning
- review assessment strategies regularly to ensure the burden of assessment on students and course teams is kept to minimum threshold levels, such that academics have sufficient time to mark and construct good quality feedback, and students have time to act on assessment feedback
- ensure that students receive feedback and feed-forward that enables them to monitor and reflect on their performance and understand what they need to do in order to improve their learning
- work together to actively promote a shift in the balance of feedback, with greater emphasis placed on formative feedback or feed-forward, to improve student performance in summative tasks
- design and provide opportunities to develop students' assessment literacy, including activities that enhance the appreciation of assessment processes and criteria - for example, through involvement in module and course assessment design, self- and peer-assessment and the use of exemplars
- ensure students have complete information for each assessment task including intended learning outcomes and marking criteria
- develop practice and process to ensure that students are afforded opportunities to understand the nature of, and arrangements for, the assessment and marking process
- effectively communicate the course assessment strategy detailing how each of the assessment elements, formative and summative, are linked together to meet the course learning outcomes
- review assessment design annually, including response to student feedback, to ensure that methods used continue to be 'fit for purpose' and designed to promote good academic practice amongst students.

This Assessment Protocol was prepared by a consortium of stakeholders from across Anglia Ruskin, led by Anglia Learning & Teaching and the ARU Students' Union.

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