

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – Assessment

Expectations for standards

- The academic standards of courses meet the requirements of the relevant national qualifications framework.
- The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.

Core practices for standards

- The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks.
- The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.
- Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.
- The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent.

Common practices for standards

The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.

Expectations for quality

- Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.
- From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.

Core practices for quality

- The provider designs and/or delivers high-quality courses.
- The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.

Common practices for quality

- The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement.
- The provider's approach to managing quality takes account of external expertise.
- The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.

<https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/assessment>

The guiding principles given here are not mandatory for any provider. They are a concise expression of the fundamental practices of the higher education sector, based on the experience of a wide range of providers. They are intended as a framework for providers to consider when establishing new or looking at existing higher education provision. They are not exhaustive and there will be other ways for providers to meet their requirements.

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Guiding Principle	Mapping to the University's policies and/or practices	Additional notes
<p>1. Assessment methods and criteria are aligned to learning outcomes and teaching activities.</p>	<p>The University's Assessment and Feedback Principles and Priorities guide practice in assessment, and set baseline expectations for assessment practice. The Principles states that assessment will be fit for purpose and that methods will be appropriate to, and align with the programme, and course learning outcomes. https://www.ed.ac.uk/sites/default/files/atoms/files/assessmentfeedbackprinciplespriorities.pdf</p> <p>Programme and Course Approval and Management Policy: https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf</p> <p>Programme and course design: www.ed.ac.uk/academic-services/staff/curriculum/programme-and-course-design</p>	
<p>2. Assessment is reliable, consistent, fair and valid.</p>	<p>Assessment and Feedback Principles and Priorities. The principles state that assessment and feedback will be inclusive, equitable and fair. https://www.ed.ac.uk/sites/default/files/atoms/files/assessmentfeedbackprinciplespriorities.pdf</p> <p>The University's Taught Assessment Regulations outline processes of moderation which operate to ensure that students are assessed fairly and consistently. These are covered in the Taught Assessment Regulations https://www.ed.ac.uk/sites/default/files/atoms/files/taughtassessmentregulations.pdf The regulations are supplemented with guidance on good practice, provided by the Institute for Academic Development: https://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/assessment/moderation-guidance</p> <p>The assessment and moderation processes are overseen by a Board of Examiners, which operate in line with the provisions of the Taught Assessment Regulations, and the Handbook for Boards of Examiners for Taught Courses and Programmes: https://www.ed.ac.uk/files/atoms/files/boe_handbook.pdf The Handbook articulates their role as: "Boards of Examiners are a key part of enabling the University to judge that students have achieved their intended learning outcomes in a consistent, fair and reliable way, using agreed evidence and processes to reach their decisions".</p>	

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<p>3. Assessment design is approached holistically.</p>	<p>Assessment and Feedback Principles and Priorities The principles state that assessment and feedback will be inclusive, equitable and fair. https://www.ed.ac.uk/sites/default/files/atoms/files/assessmentfeedbackprinciplespriorities.pdf</p> <p>Programme and Course Approval and Management Policy: https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf</p> <p>Programme and course design: www.ed.ac.uk/academic-services/staff/curriculum/programme-and-course-design</p> <p>Edinburgh Learning Design Roadmap (ELDeR): https://www.ed.ac.uk/information-services/learning-technology/learning-design/elder</p>	
<p>4. Assessment is inclusive and equitable.</p>	<p>Taught Assessment Regulations: Reasonable adjustments www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf</p> <p>Assessment and Feedback Principles and Priorities The principles state that assessment and feedback will be inclusive, equitable and fair. https://www.ed.ac.uk/sites/default/files/atoms/files/assessmentfeedbackprinciplespriorities.pdf</p> <p>Accessible and Inclusive Learning Policy www.ed.ac.uk/files/atoms/files/accessible_and_inclusive_learning_policy.pdf</p> <p>Programme and Course Approval and Management Policy https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf “Design courses and programmes to be accessible to all students and to avoid any unnecessary barriers to students with protected characteristics”</p>	
<p>5. Assessment is explicit and transparent.</p>	<p>All courses and programmes are required to provide a Statement of Assessment, which covers in detail how students will be assessed. This is covered in the Taught Assessment Regulations https://www.ed.ac.uk/sites/default/files/atoms/files/taughtassessmentregulations.pdf</p> <p>Assessment policies, regulations and processes are available on Academic Services’ website:</p>	

Information for students: <https://www.ed.ac.uk/academic-services/students/assessment>

Assessment and Feedback Principles and Priorities

The principles state that assessment and feedback will be reliable, robust and transparent.

<https://www.ed.ac.uk/sites/default/files/atoms/files/assessmentfeedbackprinciplespriorities.pdf>

Assessment Regulations

<https://www.ed.ac.uk/academic-services/students/assessment/assessment-regulations>

The Assessment Regulations set minimum requirements and standards for students and staff, expressing in practical form the academic goals and policies of the University.

Taught Assessment Regulations

www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf

Postgraduate Assessment Regulations for research degrees

https://www.ed.ac.uk/sites/default/files/atoms/files/pgr_assessmentregulations.pdf

Common Marking Schemes

The University has Common Marking Schemes which are used for specific categories of assessment: undergraduate (except BVM&S and MBChB); BVM&S; MBChB; taught postgraduate; and Edinburgh College of Art Degree Programmes which use the Assessment Grade Scheme.

www.ed.ac.uk/timetabling-examinations/exams/regulations/common-marking-scheme

Principles and guidelines

The University engages in a wide diversity of assessment procedures, which have supporting guidance, and has established general principles for assessment.

The University has Assessment and Feedback Principles and Priorities to guide practice in assessment and feedback.

<https://www.ed.ac.uk/sites/default/files/atoms/files/assessmentfeedbackprinciplespriorities.pdf>

Moderation and standard-setting is outlined within the University's Taught Assessment Regulations

www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf

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	<p>Doctoral and MPhil thesis assessment process flowchart www.ed.ac.uk/files/atoms/files/doctoralthesisassessment.pdf</p> <p>Board of Examiners principles, policies and guidance www.ed.ac.uk/schools-departments/academic-services/staff/assessment/boards-examiners</p> <p>Handbook for Boards of Examiners for Taught Courses and Programmes www.ed.ac.uk/files/atoms/files/boe_handbook.pdf</p> <p>Programme and Course handbooks www.ed.ac.uk/files/atoms/files/progcoursehandbooks.pdf</p> <p>Key changes for assessment regulations are highlighted annually to staff www.ed.ac.uk/academic-services/staff/assessment/assessment-regulations</p> <p>Degree Regulations archive(DRPS) www.drps.ed.ac.uk/</p>	
<p>6. Assessment and feedback is purposeful and supports the learning process.</p>	<p>Assessment and Feedback Principles and Priorities The principles state that assessment and feedback will be constructive, developmental and timely with the primary purpose of feedback to facilitate learning. https://www.ed.ac.uk/sites/default/files/atoms/files/assessmentfeedbackprinciplespriorities.pdf</p> <p>Information and guidance is provided to help staff consider and develop their approaches to student assessment and feedback https://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/assessment</p> <p>engagEd in... feedback and assessment http://www.docs.hss.ed.ac.uk/iad/Learning_teaching/Academic_teaching/Resources/Student_Engagement/UoE_IADEngage_FeedbackAssess_A5_V4_WEB.pdf</p>	
<p>7. Assessment is timely.</p>	<p>Assessment and Feedback Principles and Priorities The principles state that assessment will be fit for purpose and shall be appropriate to, and align with, the programme and course learning outcomes.</p>	

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	<p>Feedback on assessment will be constructive, developmental and timely. Feedback shall be provided on all assessed work. https://www.ed.ac.uk/sites/default/files/atoms/files/assessmentfeedbackprinciplespriorities.pdf</p> <p>Taught Assessment Regulations Statement of assessment www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf ‘Students must be given a clear statement of how and when each of their courses and programmes is to be assessed. The statement needs to be issued at the start of each course; on entry into the honours component of a degree programme; and at the start of each postgraduate programme.’</p>	
<p>8. Assessment is efficient and manageable.</p>	<p>Assessment and Feedback Principles and Priorities The principles state that assessment and feedback will be proportionate to the amount and level of credit. The principles state that students shall be given sufficient time to reflect and act upon feedback between assignments, where this is practical. https://www.ed.ac.uk/sites/default/files/atoms/files/assessmentfeedbackprinciplespriorities.pdf</p> <p>Programme and Course Approval and Management Policy www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf</p> <p>Edinburgh Learning Design Roadmap (ELDeR) https://www.ed.ac.uk/information-services/learning-technology/learning-design/elder</p>	
<p>9. Students are supported and prepared for assessment.</p>	<p>Assessment and Feedback Principles and Priorities The principles state that assessment and feedback will involve conversation with students, and students shall be supported to undertake assessment and to develop assessment and feedback literacy. The principles state that assessment and feedback will be proportionate to the amount and level of credit, shall facilitate student learning by helping students evaluate and develop their performance, and be returned to students with sufficient time to reflect and act upon feedback between assignments, where this is practical. https://www.ed.ac.uk/sites/default/files/atoms/files/assessmentfeedbackprinciplespriorities.pdf</p> <p>Taught Assessment Regulations (Provision of formative feedback)‘All students will be given at least one formative feedback or feed-forward event for every course they undertake, provided during the semester in</p>	

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	<p>which the course is taken and in time to be useful in the completion of summative work on the course. Such feedback may be at course or programme level, but must include input of relevance to each course in the latter case.’</p> <p>https://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf</p> <p>Further guidance for staff on student assessment and feedback is available online. www.ed.ac.uk/institute-academic-development/learning-teaching/staff/assessment</p> <p>Students’ academic life – information about student and study support and curriculum, assessment and exams</p> <p>https://www.ed.ac.uk/students/academic-life</p>	
<p>10. Assessment encourages academic integrity.</p>	<p>Good academic practice information, in addition to being covered in courses, is available to students from the Institute for Academic Development. www.ed.ac.uk/schools-departments/institute-academic-development/undergraduate/good-practice</p> <p>Information is provided for students and staff on avoiding, identifying, investigating and handling student misconduct, including academic misconduct. www.ed.ac.uk/schools-departments/academic-services/staff/discipline/academic-misconduct https://www.ed.ac.uk/academic-services/students/conduct/academic-misconduct/plagiarism www.ed.ac.uk/schools-departments/academic-services/staff/discipline/code-discipline</p> <p>The Academic Misconduct Investigations Procedures set out the University’s procedures for dealing with suspected cases of academic misconduct by students or graduates of the University. www.ed.ac.uk/files/atoms/files/academicmisconductprocedures.pdf</p> <p>Taught Assessment Regulations/Course and Programme Handbooks Taught Assessment Regulation ‘The assessment statement is included in a course or programme handbook or provided by the School, along with other relevant information about assessment, feedback, good academic practice and the avoidance of plagiarism.’ www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf</p> <p>Assessment and Feedback Principles and Priorities</p>	

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The principles state that assessment and feedback will involve conversation with students, and students and teaching staff shall develop a shared understanding of academic integrity in general and expected academic practices in relation to specific assessments.

<https://www.ed.ac.uk/sites/default/files/atoms/files/assessmentfeedbackprinciplespriorities.pdf>

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