

ASSESSMENT POLICY and PRACTICE **A document for discussion**

This document presents a preliminary output from the Assessment Working Group (AWG) formed by Academic Committee to review the University's Assessment Policy. The AWG decided to establish some principles for good assessment practice and their rationale before working on procedural matters. This meant returning to basics to unpack why we assess students and what we hope to achieve. The result has been that more attention has probably been paid to assessment for learning than assessment of learning at this point in time: that is, there is a stronger focus on how assessment and feedback might be used to help develop students as independent and lifelong learners than on the technicalities and issues surrounding the grading of student performance. The latter will however be addressed more fully by the AWG in its future work which will look at how those principles and those governing summative assessment can best be implemented through the revision of the university's guidelines, policies and procedures for assessment.

The paper contains a main section and two appendices. The paper begins with an outline of the scope of the work of the AWG. There is a brief discussion of the background context with regard to the Academic Strategy, the Strategic plan, the new QAA Code of Practice and the REAP project. However the bulk of this main section is a presentation of twelve principles of good assessment and feedback practice in relation to the development of independence and autonomy in learning. Each principle is described and its rationale presented. There is a substantial body of research evidence in support of each principle but this has not been provided here. Instead the intention has been to try to produce a clear document that would be accessible to a general readership and that does not use unfamiliar educational terminology. We hope that we have been successful in this endeavour. The main section ends with a short commentary on issues surrounding the implementation of the principles.

Appendix 1 gives some examples of implementation across a range of disciplines some drawn from Strathclyde and some from elsewhere.

Appendix 2 provides a list of the membership of the Assessment Working Group.

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APPENDIX 2

Members of the Assessment Working Group

Dr David Nicol (Convenor), Deputy Director, Centre for Academic Practice and Learning Enhancement

Professor Ray Land, Director, Centre for Academic Practice and Learning Enhancement.

Ms Rowena Kochanowska, Head of Academic Office

Ms Katy McClosky, Academic Affairs Officer (USSA: student representative)

Faculty representatives

Dr Stephen Tagg, Senior Lecturer, Department of Marketing

Dr Nigel Watson, Lecturer, Department of Pure and Applied Chemistry

Dr Anne Greive, Associate Dean, Education

Mr Andrew Wilkin, Senior Lecturer, Modern Languages (Italian)

Dr Roy Chapman, Vice-Dean (Academic), Faculty of Engineering

Co-opted members

Ms Catherine Owen, Project Manager, REAP project

Secretary

Miss Jess Robinson, Administrative Officer, Academic Office

External Advisor

Professor Mantz Yorke, Emeritus Professor attached to Lancaster University