

UNIVERSITY of STIRLING



ASSESSMENT STRATEGY

VERSION CONTROL STATEMENT

Version No:	1.0
Author:	Dean for Learning, Teaching and Student Experience
Approved by:	Education and Student Experience Committee (ESEC)
Approval date:	19 June 2024

Introduction

1. This strategy provides a clear direction for assessment which builds on the innovation of colleagues, scholarship in teaching and learning, and our learning in the recent period of rapid social and technological change. Student learning behaviours and preferences are changing, and our student body is becoming more diverse. Technology, including generative artificial intelligence (AI), is moving at pace.
2. Against this background of change, our students still need a consistent experience of assessment which builds progressively across their years of study to support their learning and achievement. This requires a shared and scholarly approach to assessment design in a changing context, built on a strong foundation.
3. Clear assessment principles will help us support the aims of the wider Education Strategy.

Scope

4. This strategy applies to all the University's taught programmes, at both undergraduate and postgraduate levels.

Points of strategy

5. Assessment is a fundamental aspect of the student learning experience that enables learning, both as part of the task and through review of performance. It is an opportunity to receive feedback and ultimately, it determines whether a student has achieved learning outcomes. At Stirling, assessment is used to develop students' knowledge and graduate attributes while enhancing their confidence and development as autonomous learners.
6. Assessment will be designed based on the Stirling design principles for assessment and will take account of the inclusive assessment guidelines in Appendix 1 of the Assessment and Marking Policy and Procedure.

Stirling design principles for assessment

Programme-based

7. Assessment will be designed across programmes of study with a range of assessment types which support learning and test achievement at each stage of study, towards ultimately achieving the relevant programme learning outcomes. Assessment will be constructively aligned to programme and/or module learning outcomes. It will be progressive across programmes, sequencing tasks and feedback to help students learn, integrating summative and formative assessment and feedback, encouraging students to reflect and act on feedback as part of the process.
8. Summative assessment delivery, load and timing will be designed across programmes of study to minimise burden and pressure on students and staff.
9. Formative assessment will provide students with opportunity to practice skills and receive feedback, particularly as they move between stages of study, when developing new skills and in advance of unfamiliar forms of assessment.

Authentic

10. Assessment will provide students with the opportunity to apply skills and learning in authentic ways which develop their graduate attributes and reflect “real world” application. We will use a range of assessments across programmes and through stages of study to develop confidence and mastery.
11. Our range of assessments will include those which mirror real-life situations or tasks to allow our students to apply their knowledge and skills in real-world scenarios, which may relate to the world of work. In doing so, they can demonstrate deep understanding, higher-order thinking, problem solving and professional skills.

Robust and reliable

12. Assessment methods will be reliable in demonstrating achievement of the intended learning outcomes, while recognising that not all learning or assessment outcomes can be precisely specified. Marking standards will be calibrated and consistently applied in subject areas.
13. The assessment process and assessment design will be robust and will promote confidence in standards of assessments and marking and academic integrity.

Assessment for learning

14. The assessment process will offer rich opportunities for students to give and receive assessment feedback from a variety of sources and build their ability to reflect. See [assessment feedback policy](#).
15. Assessment and feedback literacy and academic integrity will be designed into programmes, modules and assessments, and time given to help students understand and recognise standards and the process of assessment, marking and feedback.
16. Assessment criteria, instructions, requirements, and marking must be transparent and explicit for all assessments to support learning.

Sustainable

17. Assessment design, marking load and processes will also be considered from the staff perspective, to ensure they are scalable and sustainable. Available technology will be used, where appropriate, to improve efficiency of assessment processes, inclusion and assessment design.
18. University policy and procedure and faculty processes will be adhered to, to ensure assessment practices are efficient, consistent and robust.

Inclusive and promotes wellbeing

19. Assessment content, design and assessment processes will be accessible and inclusive for student from different backgrounds. Assessment is high stakes and is a potentially stressful activity. Through fostering simple and transparent assessment processes, positive staff attitudes, student co-production of aspects of assessment and embedding assessment and feedback literacy training in each programme, staff will seek to reduce unnecessary stress, build confidence, resilience and independence in students.