

## 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.

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

**Theme – Assessment**

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>Programme and Course Approval and Management Policy:  <a href="https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf">https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf</a></p> <p>Programme and course design:  <a href="http://www.ed.ac.uk/academic-services/staff/curriculum/programme-and-course-design">www.ed.ac.uk/academic-services/staff/curriculum/programme-and-course-design</a></p>	
<p>2. Assessment is reliable, consistent, fair and valid.</p>	<p>The Principles of Assessment are outlined within the University's assessment regulations (Taught Assessment Regulation 11 in 2019/20). "The University, which engages in a wide diversity of assessment procedures, has established the following general principles of assessment: (a) beneficial –actively fostering learning (b) fair, reliable and valid (c) diverse, varied and representative (d) transparent (e) effective; and (f) secure".  <a href="http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf">www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf</a></p> <p>Processes of moderation operate in order to ensure that students are assessed fairly and consistently. These are covered in the Taught Assessment Regulations (31 in 2019/20), and supplemented with guidance on good practice, provided by the Institute for Academic Development: <a href="https://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/assessment/moderation-guidance">https://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/assessment/moderation-guidance</a></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: <a href="https://www.ed.ac.uk/files/atoms/files/boe_handbook.pdf">https://www.ed.ac.uk/files/atoms/files/boe_handbook.pdf</a></p> <p>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>	
<p>3. Assessment design is approached holistically.</p>	<p>Programme and Course Approval and Management Policy:  <a href="https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf">https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf</a></p> <p>Programme and course design:  <a href="http://www.ed.ac.uk/academic-services/staff/curriculum/programme-and-course-design">www.ed.ac.uk/academic-services/staff/curriculum/programme-and-course-design</a></p>	

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

**Theme – Assessment**

	<p>Edinburgh Learning Design Roadmap (ELDeR):  <a href="https://www.ed.ac.uk/information-services/learning-technology/learning-design/about">https://www.ed.ac.uk/information-services/learning-technology/learning-design/about</a></p>	
<p>4. Assessment is inclusive and equitable.</p>	<p>Taught Assessment Regulations: Reasonable adjustments (Taught Assessment Regulation 19 in 2019/20)  <a href="http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf">www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf</a></p> <p>The Principles of Assessment are outlined within the University’s assessment regulations (Taught Assessment Regulation 11 in 2019/20):  <a href="http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf">www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf</a></p> <p>Accessible and Inclusive Learning Policy  <a href="http://www.ed.ac.uk/files/atoms/files/accessible_and_inclusive_learning_policy.pdf">www.ed.ac.uk/files/atoms/files/accessible_and_inclusive_learning_policy.pdf</a></p> <p>Programme and Course Approval and Management Policy  <a href="https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf">https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf</a>          “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 Taught Assessment Regulation 14 in 2019/20. The statement is expected to made available to students in a prominent place, such as a course or programme handbook, and should include the following information:</p> <p>(a) how each piece of assessed work contributes to the final assessment, progression decision or classification, outlining relevant weightings;          (b) the arrangements for the moderation of the assessed work;          (c) any methods that the Board of Examiners uses for standard setting;          (d) assessment deadlines and any penalties for late submission;          (e) the duration and format of examinations and in which diet they will be held;          (f) how work will be taken into account by a resit Board of Examiners and the number of permitted resits;          (g) the standards and criteria for entry into honours or for progression to Masters dissertation, where relevant.</p>	

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

Theme – Assessment

Assessment policies, regulations and processes are available on Academic Services' website e.g.

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

**Assessment Regulations**

[www.ed.ac.uk/schools-departments/academic-services/policies-regulations/regulations/assessment](http://www.ed.ac.uk/schools-departments/academic-services/policies-regulations/regulations/assessment)

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](http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf)

**Postgraduate Assessment Regulations for research degrees**

[www.ed.ac.uk/files/atoms/files/pgr\\_assessmentregulations.pdf](http://www.ed.ac.uk/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](http://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 Principles of Assessment are outlined within the University's assessment regulations (Taught Assessment Regulation 11 in 2019/20):**

[www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf](http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf)

**Moderation and standard-setting is outlined within the University's assessment regulations (Taught Assessment Regulation 31 in 2019/20)**

[www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf](http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf)

**Doctoral and MPhil thesis assessment process flowchart**

[www.ed.ac.uk/files/atoms/files/doctoralthesisassessment.pdf](http://www.ed.ac.uk/files/atoms/files/doctoralthesisassessment.pdf)

**Board of Examiners principles, policies and guidance**

[www.ed.ac.uk/schools-departments/academic-services/staff/assessment/boards-examiners](http://www.ed.ac.uk/schools-departments/academic-services/staff/assessment/boards-examiners)

**Handbook for Boards of Examiners for Taught Courses and Programmes**

[www.ed.ac.uk/files/atoms/files/boe\\_handbook.pdf](http://www.ed.ac.uk/files/atoms/files/boe_handbook.pdf)

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

**Theme – Assessment**

	<p><b>Programme and Course handbooks</b> <a href="http://www.ed.ac.uk/files/atoms/files/progcoursehandbooks.pdf">www.ed.ac.uk/files/atoms/files/progcoursehandbooks.pdf</a>  <b>Key changes for assessment regulations are highlighted annually to staff</b>  <a href="http://www.ed.ac.uk/academic-services/staff/assessment/assessment-regulations">www.ed.ac.uk/academic-services/staff/assessment/assessment-regulations</a>  <b>Degree Regulations archive(DRPS)</b>  <a href="http://www.drps.ed.ac.uk/">www.drps.ed.ac.uk/</a></p>	
<p>6. Assessment and feedback is purposeful and supports the learning process.</p>	<p>Specific provisions for feedback are set in the University’s assessment regulations (Taught Assessment Regulations 15 and 16 in 2019/20). These include a requirement to provide at least one formative feedback or feed-forward event on each course, and to ensure that feedback on assessment is provided to students promptly enough to inform subsequent assessment.  <a href="http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf">www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf</a></p> <p>Information and guidance is provided to help staff consider and develop their approaches to student assessment and feedback  <a href="https://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/assessment">https://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/assessment</a></p> <p>Assessment and feedback practice take place within a context set by the Learning and Teaching Strategy  <a href="http://www.ed.ac.uk/files/atoms/files/learning_teaching_strategy.pdf">www.ed.ac.uk/files/atoms/files/learning_teaching_strategy.pdf</a></p> <p>engagEd in... feedback and assessment  <a href="http://www.docs.hss.ed.ac.uk/iad/Learning_teaching/Academic_teaching/Resources/Student_Engagement/UoE_IADEngage_FeedbackAssess_A5_V4_WEB.pdf">http://www.docs.hss.ed.ac.uk/iad/Learning_teaching/Academic_teaching/Resources/Student_Engagement/UoE_IADEngage_FeedbackAssess_A5_V4_WEB.pdf</a></p>	
<p>7. Assessment is timely.</p>	<p><b>Taught Assessment Regulations (Taught Assessment Regulation 14 Statement of assessment)</b>  <a href="http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf">www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf</a>          ‘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.’  <a href="http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf">www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf</a></p> <p>Specific deadlines for feedback are set in the University’s assessment regulations (Taught Assessment Regulation 16 in 2019/20)  <a href="http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf">www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf</a></p>	

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

**Theme – Assessment**

<p>8. Assessment is efficient and manageable.</p>	<p><b>Programme and Course Approval and Management Policy</b>  <a href="http://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf">www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf</a></p> <p><b>Edinburgh Learning Design Roadmap (ELDeR)</b>  <a href="http://www.ed.ac.uk/information-services/learning-technology/supporting-learning-and-teaching/learning-design/about">www.ed.ac.uk/information-services/learning-technology/supporting-learning-and-teaching/learning-design/about</a></p>	
<p>9. Students are supported and prepared for assessment.</p>	<p><b>Taught Assessment Regulations (Taught Assessment Regulation 15 Provision of formative feedback)</b></p> <p>‘All students will be given at least one formative feedback or feed-forward event for every course they undertake, provided during the semester in 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>The regulations advise staff that feedback and feed-forward may be provided in various formats, for example, to include written, oral, video, face-to-face, whole class, individual. Further advice on feedback and feed-forward is available on the Enhancing Feedback webpages:  <a href="http://www.enhancingfeedback.ed.ac.uk/">www.enhancingfeedback.ed.ac.uk/</a></p> <p>Further guidance for staff on student assessment and feedback is available online.  <a href="http://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/assessment">www.ed.ac.uk/institute-academic-development/learning-teaching/staff/assessment</a></p> <p><b>Academic and Pastoral Support Policy</b>  <a href="http://www.ed.ac.uk/files/atoms/files/academic_pastoral_support.pdf">www.ed.ac.uk/files/atoms/files/academic_pastoral_support.pdf</a></p>	
<p>10. Assessment encourages academic integrity.</p>	<p><b>Good academic practice</b> information, in addition to being covered in courses, is available to students from the Institute for Academic Development.  <a href="http://www.ed.ac.uk/schools-departments/institute-academic-development/undergraduate/good-practice">www.ed.ac.uk/schools-departments/institute-academic-development/undergraduate/good-practice</a></p> <p>Information is provided for students and staff on avoiding, identifying, investigating and handling student misconduct, including academic misconduct.  <a href="http://www.ed.ac.uk/schools-departments/academic-services/staff/discipline/academic-misconduct">www.ed.ac.uk/schools-departments/academic-services/staff/discipline/academic-misconduct</a></p>	

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

Theme – Assessment

[www.ed.ac.uk/schools-departments/information-services/learning-technology/assessment/plagiarism](http://www.ed.ac.uk/schools-departments/information-services/learning-technology/assessment/plagiarism)

[www.ed.ac.uk/schools-departments/academic-services/staff/discipline/code-discipline](http://www.ed.ac.uk/schools-departments/academic-services/staff/discipline/code-discipline)

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](http://www.ed.ac.uk/files/atoms/files/academicmisconductprocedures.pdf)

**Taught Assessment Regulations/Course and Programme Handbooks**

Taught Assessment Regulation 14.2 in 2019/20 '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](http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf)