



**L-Università  
ta' Malta**

**THE ASSESSMENT POLICY  
RESOURCE TOOLKIT**

September 2023

Quality Assurance Committee

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## 1. Introduction

This assessment policy resource toolkit aims to support lecturers in implementing the principles outlined in the main assessment policy document. This document has been developed to help educators make decisions and design assessment that promotes a student-centred learning environment.

Given the key role assessment plays, this resource toolkit ensures **a shared understanding of the principles underlying the assessment policy** so that academic standards are maintained, learning is maximised and learners' performance is evaluated fairly, reliably, transparently and holistically.

This resource toolkit aims to further consolidate the enabling student-centred cultures of assessment that have developed over the years within individual departments and Faculties, Institutes, Centres and Schools (FICS). It validates the institution's progress in this area and will continue to be updated as we move forward, in the best interest of the students' right to quality tertiary education, the quality in lecturers' practices, certification, and the community's entitlement to a good return on public investment.

The assessment policy along with this resource toolkit aim to bring to the forefront UM's [mission statement](#):

“to serve the aspirations of the people of these islands through the provision of quality higher education in the arts, sciences, social sciences, the humanities and other areas of knowledge as required for Malta's economic, social and cultural development through the scholarship of critical inquiry, discovery, research and service to the community”.

## 2. Principles of assessment

In education, **assessment** refers to the process of seeking, gathering, interpreting, recording and using information about students' work on a set task. This process is embedded and interlinked to both **learning** and **teaching**. The system of interrelationships among these three components, which are the backbone of UM's programmes of studies, is based on the realisation that assessment practices reflect and communicate notions of what students are expected to learn. It also influences the learning-teaching process and how students are required to demonstrate their learning. Apart from shaping the learning and teaching of a programme, assessment affects how students perceive themselves as learners, how they are perceived by others as learners, and their progression throughout their studies and beyond.

During their educational journey, students experience assessment along two complementary dimensions, both critical in relation to the final outcome. Along the first dimension, **assessment serves to support students' learning** through ongoing constructive feedback that is intended to facilitate the learning progress of all students. The emphasis here is on a collaborative effort to raise everyone's learning and academic standards and professional skills in a convivial learning environment. From this perspective, the important identification of students' strengths and weaknesses is not meant to lead to the creation of official records that carry lasting consequences. On the contrary, this dimension of assessment, which is commonly referred to as **formative assessment** or **assessment for learning**, is about creating learning opportunities to pave the way for improved present and future learning, and to maximise everyone's ability to demonstrate what they know and can do. The underlying spirit of what might be viewed as an informal form of assessment is for students to learn together and from each other, helping them in the process to develop skills in learning how to learn and to be independent learners. When the purpose of assessment is to support learning, and by implication teaching, the three vital components of the educational experience (i.e., learning, teaching and assessment) occur in sync, practically indistinguishable from each other, continually feeding into each other for the benefit of all participants (i.e., students and lecturers).

Formative assessments can be lecturer-led, peer- or self-assessment. Formative assessments have low stakes and usually carry no grade, which in some circumstances may discourage the students from doing the task or fully engaging with it. It is therefore pivotal that across the programme of studies, learners are provided with opportunities to understand the assessment process. Lecturers can assist students to acknowledge the benefits of formative assessment which helps them to identify their strengths and weaknesses, and enables them to improve their self-regulatory skills so that they can plan and manage their educational journey. Lecturers may facilitate this by explaining the rationale behind formative assessment and making it clear to learners that through engaging with formative tasks they get to gain experience with their

assessments. It is risk-free and can help learners to develop far stronger skills in order to obtain better grades in the summative assessments.

**Formative assessment:** Assessment with a developmental purpose, designed to help learners learn more effectively by giving them feedback on their performance and how it can be improved and/or maintained. Reflective practice by students sometimes contributes to formative assessment.

(QAA, 2018)

The second dimension of assessment addresses the need to manage the system within which a programme of studies is located. The emphasis here is on **creating fair, reliable, valid and high-stakes assessment tools**, which are normally applied at the end of parts of a programme of studies, and that are used to evaluate and measure students' often individual performance on set tasks. As such, this type of assessment is detached from the learning and teaching process itself. Commonly referred to as **summative assessment** or **assessment of learning**, it assumes a formal dimension that is normally characterised by the accumulation of records, typically grades and marks, that are used to differentiate officially among the performance of individual students. The ensuing records are then used for certification and/or selection purposes by the issuing educational institution and other stakeholders (e.g., other educational institutions and employers). Ultimately, these records are likely to represent the only official documentation that remain in students' hands at the end of their programme.

**Summative assessments** often have high stakes and students tend to prioritise these over formative assessments. However, feedback from summative assessments can be used formatively by both students and lecturers to guide their efforts in subsequent study-units.

**Summative assessment:** Used to indicate the extent of a learner's success in meeting the assessment criteria to gauge the intended learning outcomes of a module or course. Typically, within summative assessment, the marks awarded count towards the final mark of the course/module/award. (QAA, 2018)

UM's assessment policy supports a student-centred learning environment, and therefore, assessments should have both a formative and a summative purpose so that the learners have the chance to practise and develop their learning over time in preparation for summative work. **Effective programme design should include both formative and summative assessment opportunities.**

### 3. Assessment methods

An educational institution that strives to provide quality learning experiences to its students through a fair and equitable certification and selective system needs to operate well along both the formative and summative dimensions of assessment. UM's assessment policy calls for a high level of assessment literacy among staff and students alike. This resource toolkit serves as guidance and support so that the formative and summative dimensions at UM may continue to coexist in a complementary and fruitful manner. The aim is to develop and sustain a quality learning support system that helps students to be better prepared and to perform at their optimal level.

There is a wide variety of assessment methods that one can use and these may be found in the list of [Methods of Assessment for Undergraduate and Postgraduate Study-Units](#). **A programme of studies should have a variety of assessment methods that together create a balance between formative and summative assessments.** The primary goal is for the selected method to effectively assess the outcomes of the study-unit. Ideally, the assessment method chosen will be aligned with the outcomes of the entire programme. Effective planning for the methods of assessment requires cooperation with other colleagues to ensure that there is a planned assessment approach across the programme of studies. The programme co-ordinator and Board of Studies can contribute to facilitate this process.

#### 3.1 *Toolkit resources for formative and summative assessment*

- ⇒ Morris, Perry & Wardle (2021). [Formative assessment and feedback for learning in higher education: A systematic review](#)
- ⇒ Times Higher Education (THE): [Diagnostic, formative or summative? A guide to assessing your class](#)
- ⇒ Times Higher Education (THE): [Open-book assessments](#)
- ⇒ Top hat: [20 Formative Assessment Examples To Use In Your College Classroom](#)
- ⇒ University of Liverpool: [Formative assessment](#)
- ⇒ University of London: [Assessment Toolkit](#)
- ⇒ University of Sussex: [Formative assessment in Higher Education](#)
- ⇒ Yale Poorvu Centre for Teaching and Learning: [Formative and Summative Assessment](#)

## 4. Assessment criteria and rubrics

### 4.1 Context

The Bologna Process encourages higher education (HE) institutions to be explicit about the nature of the learning that programmes and modules are intending to promote. Furthermore, the European Standards and Guidelines (ESG)<sup>i</sup> on student-centred learning, teaching and assessment, emphasise that students should be able to take “*an active role in creating the learning process and that the assessment of students reflects this approach*” (p. 12). Consequently, in the last decade most HE institutions have adopted a learning-outcomes approach in order to explain more precisely the learning that educators are seeking to promote while empowering students to engage meaningfully in their own learning.

The European Higher Education Area defines learning outcomes as:

*“statements of what the individual knows, understands, and is able to do, on completion of a learning process. The achievement of learning outcomes has to be assessed through procedures based on clear and transparent criteria. Learning outcomes are attributed to individual educational components and to programmes as a whole. They are also used in European and national qualifications frameworks to describe the level of the individual qualification”*.<sup>ii</sup>

From the students’ perspective, the learning-outcomes approach communicates what they should know and be able to do, following completion of a unit of study, and the assessment criteria that will be used to allow them to demonstrate that the intended learning outcomes were achieved.

From the higher education institutional perspective, designing a programme means planning a curriculum and its components in credits, indicating learning outcomes and associated workloads, deciding on the learning and teaching activities that will be used, and creating assessment methods, both formative and summative, and criteria that would enable them to distinguish between the varying levels of students’ achievements.

The learning-outcomes approach is predicated on a learning and teaching system that is aligned. Therefore, learning outcomes must be described simply and clearly and must be capable of being reliably assessed.

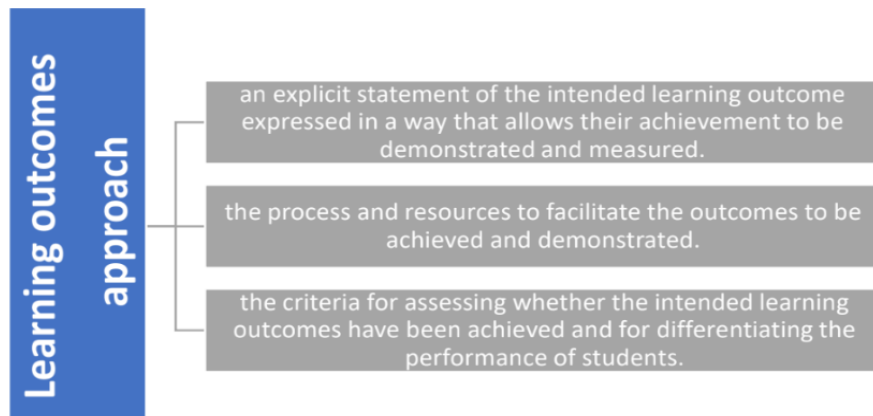


Figure 1: A learning-outcomes approach in its simplest form

#### 4.2 Assessment criteria

While assessment methods are the tasks undertaken by students, that are subject to assessment, assessment criteria are the basis on which judgement of the adequacy of the work is made. Clear assessment criteria provide the students with a better understanding of the expectations and what is required of their work and performance.

Kennedy (2007) defines ‘assessment criteria’ as “*descriptions of what a student is expected to do in order to demonstrate that a learning outcome has been achieved*” (p. 78).<sup>iii</sup> Establishing the assessment methods and clear assessment criteria is one of the most effective ways to help students take ownership of their own learning process.<sup>iv</sup>

**Assessment criteria** help to differentiate the levels of performance of students while empowering them to aim for the highest levels of performance.

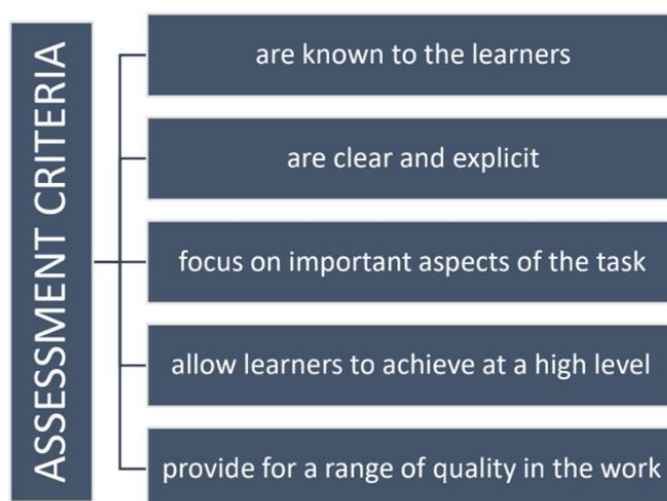


Figure 2: Characteristics of assessment criteria

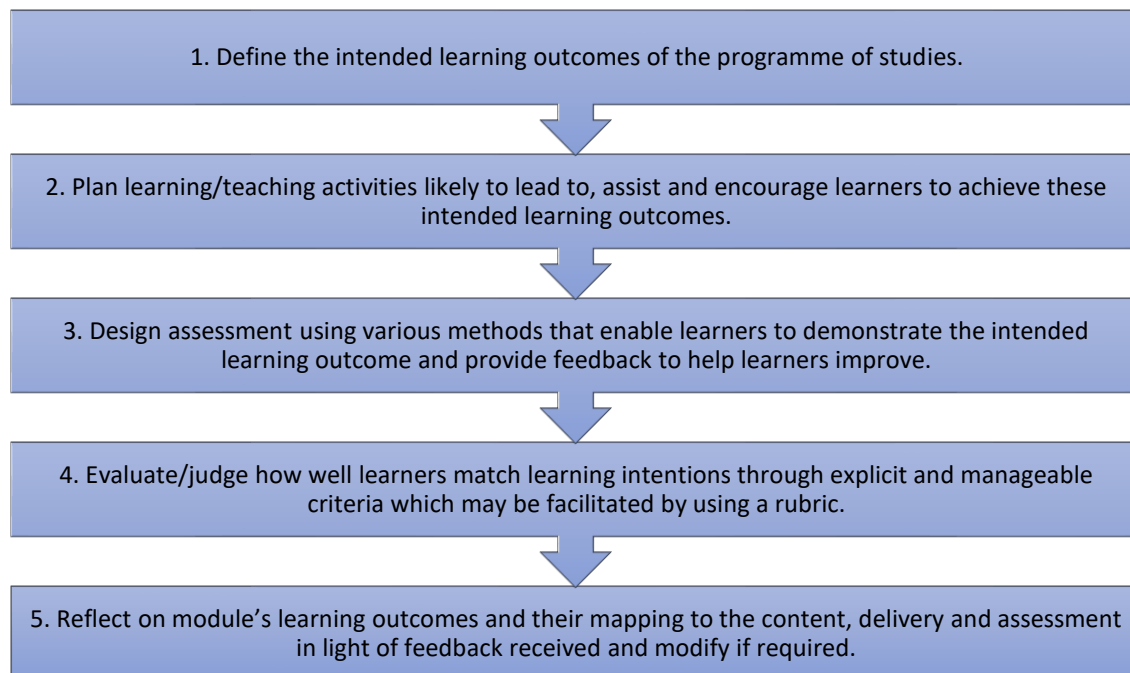


### 4.3 Constructive alignment

Ensuring alignment between teaching methods, learning outcomes and assessment criteria is key to positive assessment outcomes. Such alignment contributes to an enhanced learning experience which is more transparent and meaningful for the students. Clear expectations of what is required of students leads to increased autonomy, responsibility, engagement and more effective learning.

Underlying the outcomes-approach to defining, designing, promoting and assessing students' learning is the notion of constructive alignment.<sup>v</sup> Constructive alignment revolves around the idea that students construct their own learning through meaningful learning and teaching activities. The educator creates a learning environment that supports appropriate learning and teaching activities to assist the students to achieve the desired learning outcomes. The key is that all components - the programme, its intended learning outcomes, the learning and teaching methods used, the assessment methods and criteria for evaluating learning - are aligned to each other and mapped out in order to facilitate the achievement of the intended learning outcomes.

The main steps in the alignment process are:



*Figure 3: Steps in the alignment process*

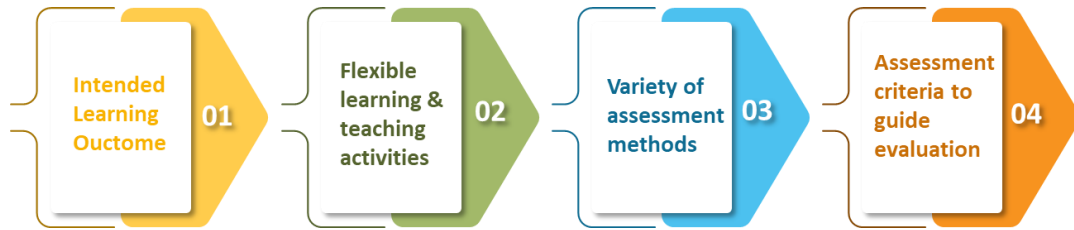


Figure 4: Planning for aligning learning, teaching and assessment

#### 4.4 Toolkit resources for learning outcomes, assessment criteria and constructive alignment

- ⇒ Arafeh, S. (2015): [Curriculum mapping in higher education: a case study and proposed content scope and sequence mapping tool](#)
- ⇒ Biggs, J. (2014): [Constructive alignment in university teaching. HERDSA Review of Higher Education](#), 1, 5-22.
- ⇒ DePaul University: [Mapping Student Learning Outcomes](#)
- ⇒ [Mapping Matrix](#) examples
- ⇒ Moss, P. (2021): [Course learning outcomes: how to create and align them to assessment](#)
- ⇒ National Institute for Learning Outcomes Assessment: [Mapping Learning: A toolkit](#)
- ⇒ University of Aberdeen: [Mapping](#)
- ⇒ University of Bristol: [Intended Learning Outcomes](#)
- ⇒ University College Dublin: [Designing programmes](#)
- ⇒ UCL: [Student Assessment Criteria](#)
- ⇒ University of Tasmania: [Constructive Alignment](#)

## 4.5 Rubrics

Assessment criteria may also serve well to complement a particular grade given to the students. Nonetheless, grades do not provide students with adequate feedback on their performance since they do not indicate what the student did well or less well at specific learning outcomes. However, if the grade is accompanied with a scoring guide, it can be very useful to the students to identify areas for improvement that need to be addressed. Very often scoring guides that are used in assessment are referred to as **rubrics**.

A **rubric** is a set of criteria for evaluating learner performance on an assessment task. These are most effective when learners and educators co-construct them, as they assist learners to take responsibility for their own learning. Kennedy (2007) defines rubric as “a grading tool used to describe the criteria used in grading the performance of students. Thus, a rubric provides a clear guide as to how students’ work will be assessed. In general, each rubric consists of a set of criteria and marks or grades associated with these criteria” (p. 81).

Criteria increase students’ metacognition by guiding them on how to improve their performance. Rubrics complement criteria by clarifying the expectations for an assessment task by helping both examiners and students to develop a shared understanding of an assessment task’s most important aspects and the standards expected. Rubrics are scoring tools that may be used for both summative and/or formative assessment purposes.<sup>vi</sup> When students are provided with an opportunity to be partners in the creation of assessment criteria and rubrics, they will have a voice in the assessment process and be empowered to become active participants in their own learning. This will help students to learn more effectively and be more engaged, resulting in higher motivation to learn and improved performance.

A rubric is structured like a matrix or table which includes two main components:<sup>vii</sup>

**Criteria:** the evaluative criteria which are listed on the left side of a matrix or table;

**Descriptors:** the quality level of achievement or mastery which are listed across the top of the matrix or table.

	TASK DESCRIPTION			
Exemplar 1	Incomplete Understanding 5 pts	Basic Understanding 10 pts	Target Understanding 15 pts	Exceeds Target Understanding 20 pts
Exemplar 2	Professionally competent 4 pts	Meets Expectations 3 pts	Developing 2 pts	Needs improvement 1 pt
Evaluative Criteria 1	Level of Mastery or Achievement	Level of Mastery or Achievement	Level of Mastery or Achievement	Level of Mastery or Achievement
Evaluative Criteria 2	Level of Mastery or Achievement	Level of Mastery or Achievement	Level of Mastery or Achievement	Level of Mastery or Achievement
Evaluative Criteria 3	Level of Mastery or Achievement	Level of Mastery or Achievement	Level of Mastery or Achievement	Level of Mastery or Achievement

Annotations in the image:

- Assessment task description:** Points to the 'TASK DESCRIPTION' header.
- Performance levels & scoring scale:** Points to the four columns of the table.
- Criteria based on the learning outcomes:** Points to the three rows of 'Evaluative Criteria'.
- Standards for performance:** Points to the content within the table cells.

Figure 5: Sample rubric

The focus on learning outcomes calls for assessment methods to be transparent and based on well-defined and unambiguous criteria which very often are better articulated through the use of rubrics, which exhibit this information in a clear and accessible way for students and examiners. The assessment criteria need to be aligned to and reflect the learning outcomes, the learning and teaching activities and the assessment methods. In a context where active engagement of students is promoted, this approach will contribute to creating a student-centred learning and teaching environment which stimulates students' motivation, self-reflection and engagement in the learning process.

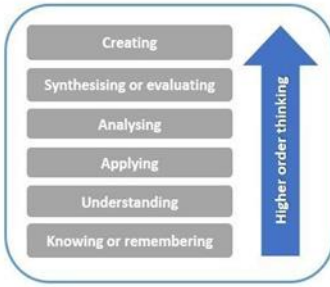
Learning outcomes	Learning & Teaching activities	Assessment methods	Criteria to guide evaluation of whether the intended learning outcomes have been achieved
<p><b>Cognitive</b></p>  <p><b>Affective</b></p> <p>Integration of beliefs, ideas and attitudes</p> <p><b>Psychomotor</b></p> <p>Acquisition of physical skills</p>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Tutorials</li> <li>• Discussions</li> <li>• Laboratory work</li> <li>• Clinical work</li> <li>• Group work</li> <li>• Practice work</li> <li>• Seminar</li> <li>• Peer group presentation</li> <li>• etc.....</li> </ul>	<ul style="list-style-type: none"> <li>• End of study-unit exam</li> <li>• Written assignment</li> <li>• Multiple choice tests</li> <li>• Practical assessment</li> <li>• Fieldwork</li> <li>• Clinical practice</li> <li>• Presentation</li> <li>• Research project</li> <li>• Etc....</li> </ul>	<p>Determine the criteria in terms of knowledge, attitudes and skills and create unambiguous, measurable expectations in the performance levels.</p> <p>Criteria should clearly outline what we expect from our students based on learning outcomes.</p> <p>The actual quality or level of achievement or performance are refined through a rubric.</p>

Figure 6: Linking learning outcomes, learning and teaching activities, and assessment (adapted from Kennedy, 2007)

#### 4.6 Toolkit resources for rubrics

- ⇒ Cornell University: [Using Rubrics](#)
- ⇒ Times Higher Education (THE): [Designing Rubrics](#)
- ⇒ University College Dublin: [Rubrics](#)
- ⇒ University of Edinburgh: [Rubrics](#)
- ⇒ University of Reading: [Rubrics](#)
- ⇒ Yale Poorvu Centre for Teaching and Learning: [Creating and using rubrics](#)

## 5. Feedback

This section is predicated on the principle that the point of teaching is for learning to take place, and that assessment is a way of supporting learning as well as verifying that learning has indeed taken place. Viewed in this way, the perspective changes quite radically as the process is not driven by assessment, but by learning. Feedback is critical to the overall assessment process and has a significant impact on student learning.

Feedback may take many forms and may be designed for a range of purposes such as:

- a) pre-assessment feedback (formative or assessment for learning)
- b) post-assessment feedback (summative or assessment of learning)

**Pre-assessment feedback** creates valuable opportunities for assessment for learning, during which lecturers can gain an understanding of the learning taking place, investigate misconceptions or incomplete understanding, and communicate with the students the level of thinking and preparation that they are expected to reach for their summative assessment. Students can likewise seek to clarify knowledge and concepts and raise questions - processes which will feed into a realisation of where they are and where they need to go, if they are to be successful when assessed. Lecturers may therefore use this kind of feedback to engage in dialogue that enables the students to take control of their own assessment by making them active participants in the process.

**Post-assessment feedback** may appear to be challenging and at times is regarded as being difficult to organise. However, there is increasing evidence that students value feedback from exams and much can be gained from exam feedback. The timed, written examinations where feedback is no more than a score and a grade does little to help students improve in their learning. It is a broad-brush approach that signals to students that they are struggling, or performing very well, or are in the middle ground but it does not indicate clearly why that grade was achieved. Whether high or low, a grade by itself is not interpretable as students cannot use it effectively unless it is accompanied by the reasons for the grade, articulated in a meaningful way.

The assessment policy supports pre- and post-assessment feedback that has a positive impact on the person receiving it in such a way that it enables the person to continue to work. It should clearly link to the learning outcomes and encourage students to reflect on their learning. Feedback that is timely is more likely to be effective in impacting on their future assessments. Furthermore, feedback that is constructive should assist students to understand what the strengths of the work are as well as where they can improve.

**One of the most common methods of structuring feedback** is to combine positive and critically constructive observations. This would be a format which starts off with a positive comment about the task, followed by area(s) that require correction or further improvement and finishing with another positive suggestion for future work and how it can improve.

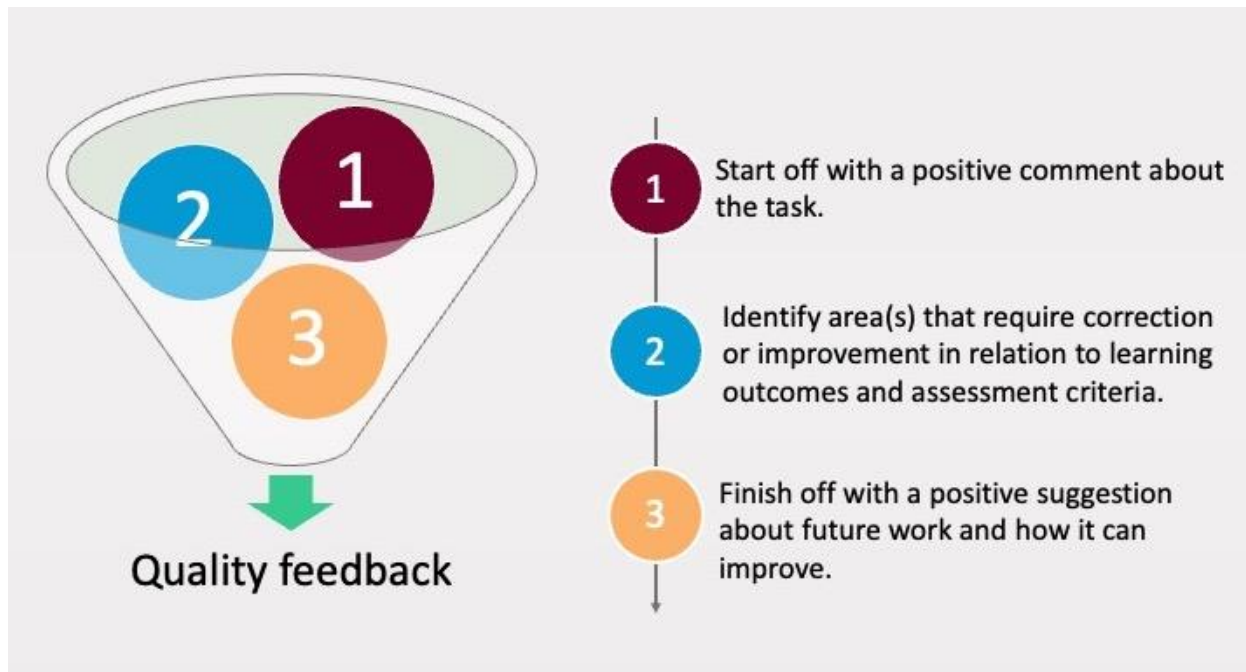


Figure 7: Structure of feedback

Feedback may be given individually or collectively. **Whole group feedback** is a useful and relatively fast way of providing information in relation to overall performance in a task or exam. It highlights areas that proved to be difficult for students but also identifies areas that were particularly successful. It helps students understand and compare their performance against the marking criteria, but also provides important information to the lecturers outlining the assessment criteria where students are under-performing. This may lead to better support in the future to try to eliminate common mistakes.

Whole group feedback is to be provided electronically via the Virtual Learning Environment (VLE). However, feedback can be provided during a feedback session (or a dedicated part of a regular lecture to feedback).

The benefits of providing whole group **feedback online** via the VLE include the opportunity for students to re-read the comments and go through the feedback at home, at their own pace.

Whole group feedback can also be provided **face-to-face** either during a feedback session organised with that purpose in mind, or during part of a lecture which would be dedicated to feedback. The face-to-face feedback discussion allows the opportunity for students' realtime reactions. This would create an opportunity for deeper engagement with feedback and further clarifications of any misunderstandings.

Very often, particularly in situations when oral feedback is given, it would not be recognised by students as feedback. This would result in frustration on the part of the lecturer who provides a lot of feedback, and on the part of the students who quite often think the opposite. It is therefore crucial to make students aware that a whole group activity of discussing their work or exam papers is in fact a feedback opportunity. Educating students about assessment processes

including the different ways that feedback may be given will lower the frustration on both parts.

Learning, teaching, assessment and feedback should form a seamless whole. Students' successful performance is heavily reliant on the first two aspects but also on **clear and unambiguous assessment tasks** where the criteria for a successful performance, the scope of the task, and the lecturer's expectations are clearly articulated. This will in turn facilitate the feedback, as this is informed by the assessment task requirements – whatever shape that task may take. Such assessment tasks also make for more reliable marking, as the criteria for success, possibly co-constructed with the students, are laid out ahead of the assessment and feedback given against the success criteria. Making clear what it is that the assessment seeks to assess and how it will be graded facilitates the process for the students, and allows for more consistent marking and feedback.



Figure 8: Characteristics of meaningful feedback

### 5.1 Toolkit resources for providing feedback to students

- ⇒ King's College London: [Assessment for Learning in Higher Education](#)
- ⇒ University College Dublin: [Giving Effective Feedback](#)
- ⇒ University of Greenwich: [Principles of good feedback](#)
- ⇒ University of Melbourne: [Providing effective feedback to students](#)
- ⇒ University of Oxford: [Giving effective feedback](#)
- ⇒ University of South Carolina: [Importance of Providing Meaningful Student Feedback](#)
- ⇒ University of Tasmania: [Feedback](#)

## 6. Assessment and international mobility

Internationalisation is one of the strategic goals of the University of Malta. The benefits of student mobility are well documented and recognised internationally.

In line with a decision taken by Senate in 2009, student mobility should be actively encouraged and supported within the different FICS through the identification of a mobility study period in undergraduate programmes of studies. During such mobility study period and as far as possible, there should not be any compulsory study-units and all study-units in the chosen academic year should start and end in the given semester.

FICS follow the procedure that is implemented uniformly across UM, which procedure falls under the responsibility of the [International Office](#). This will ensure transparency and equity while safeguarding the students' holistic educational experience. The procedures include a **learning agreement** between FICS and the International Office with the purpose of providing a transparent and efficient preparation of the mobility to make sure that students receive recognition for the activities successfully completed abroad. The International Office in liaison with FICS will establish the required Learning Agreements prior to the mobility.

The Learning Agreement **sets out the programme of the studies or the traineeship to be followed abroad**. It must be approved by the student, the sending and the receiving institution before the start of the exchange. Therefore, the learning agreement will be approved by the academic and administrative arms of FICS to clearly indicate the approved study-units that will be recognised for transfer to the student's programme of studies in part fulfilment of the programme requirements. Students should always be in a position of leaving the country fully cognisant of the assessment implications of their mobility.

The study-units followed during mobility periods as approved in the Learning Agreement shall be graded according to the marking and grading scheme of the host institutions, and will be recognised for transfer to the student's programme of studies in part fulfilment of the programme requirements. The assessment grades awarded by a host institution are converted to the University's marking and grading scheme in accordance with a conversion grade scale approved by the Office of the Registrar and the International Office.

## 7. Assessment and diversity

UM is committed to equity in diversity. A learning environment which is committed to equity is one which affirms diversity by creating a flexible learning environment. Flexibility plays an important part in creating a successful learning environment which allows for opportunities to develop personal learning pathways. A **flexible learning environment** allows for different ways and means to represent content, different options to allow for increased engagement and different assessment methods that meet the needs of diverse learners and faculties, including flexibility in the timetable and more opportunities for independent learning to provide space for different learning preferences. More flexibility with regard to mode of assessment and deadlines



for submission of assignments is being recommended in very special circumstances.



Figure 9: Characteristics for a flexible learning environment

The assessment policy embraces a genuinely inclusive and universally designed assessment space and supports the University's pledge to address inclusion by providing the necessary pedagogical training and resources with a view to improving its pedagogical as well as educational experience.

Effective universal pedagogical designs unfold within learning-teaching communities that are sensitive to collective empathy and solidarity. The assessment policy recommends consensual disclosure of the diverse needs of students with a view to helping academics address such needs and supporting the learning community to act in solidarity with students with diverse needs.

### 7.1 *Toolkit resources for flexible learning*

- [Beyond Flexible Learning - introductory video](#)
- [Beyond Flexible Learning - practice guide](#)
- [Flexible learning – how far can higher education bend?](#)

## 8. Digital assessment

UM is increasingly putting digital assessment on its agenda and has a [Digital Education Committee](#) tasked to *provide advice and recommendations to the Senate on educational technologies for learning, teaching and assessment*. Digital assessment impacts learning, teaching and assessment and it can present various challenges. It has been included in the main policy document since it is deemed as integral to the assessment policy.

Digital assessment affects the whole assessment process from design to grading and feedback, and should therefore take into consideration both the challenges and the opportunities linked to online learning.

### 8.1 Toolkit resources for digital assessment

- ⇒ University of Malta: [Turnitin](#)
- ⇒ University of Malta: [Guidelines for Academic Staff on the use of Generative AI Tools in Class and in Assessments](#)
- ⇒ Brock University, College Boreal and McMaster University: [Beyond the Exam: An Alternative Online Assessment Toolkit](#)
- ⇒ Jisc: [Principles of good assessment and feedback](#)
- ⇒ Times Higher Education (THE): [Redesigning Assessment for the Digital Era](#)
- ⇒ University College London: [Designing effective online assessment](#)
- ⇒ University of New South Wales: [Digital Assessment Toolkit](#)

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<sup>i</sup> Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015). Brussels, Belgium. [https://www.enqa.eu/wp-content/uploads/2015/11/ESG\\_2015.pdf](https://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf)

<sup>ii</sup> European Commission, Directorate-General for Education, Youth, Sport and Culture, (2017). *ECTS users' guide 2015*, Publications Office. <https://data.europa.eu/doi/10.2766/87192>

<sup>iii</sup> Kennedy, D. (2007). *Writing and using learning outcomes: A practical guide*. University College, Cork.

<sup>iv</sup> Balloo, K., Evans, C., Hughes, A., Zhu, X., & Winstone, N. (2018). Transparency isn't spoon-feeding: How a transformative approach to the use of explicit assessment criteria can support student self-regulation. *Frontiers in Education*, 3(69). <https://doi.org/10.3389/feduc.2018.00069>

<sup>v</sup> Biggs, J. B. (2003). *Teaching for quality learning at university* (2nd ed.). Open University Press/Society for Research into Higher Education.

<sup>vi</sup> Panadero, E., and Jonsson, A. (2013). The use of scoring rubrics for formative assessment purposes revisited: a review. *Educational Research Review* 9, 129–144. <https://doi.org/10.1016/j.edurev.2013.01.002>

<sup>vii</sup> Brookhart, S. M. (2018). Appropriate criteria: Key to effective rubrics. *Frontiers in Education*, 3(22). <https://doi.org/10.3389/feduc.2018.00022>

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*Updated as at 5 December 2023 – added two additional links to section 8.1.*