 **RAP Strategy**

**Researching Assessment Practices (RAP)**

**Key aims**

To promote a **research-informed** approach to assessment feedback across the University and to develop a cross-disciplinary forum to share and develop ideas.

To promote a **critical pedagogic** and **universal design stance\*** to ensure that assessment is inclusive in that all students and staff have access to the assessment feedback process.

To promote a **shared understanding of principles underpinning effective assessment feedback**.

To promote **authentic and relevant assessment** which encourages students to adopt deep approaches to learning within and across disciplines.

To enhance the **quality of assessment and feedback** at the University.

**Strategy Imperatives\***

We will promote a **holistic and self-regulatory approach** to assessment feedback that considers assessment literacy, feedback, and design (**using the EAT framework – a tool to support effective assessment for teaching**) in supporting a programme level approach to curriculum development.

We will work in **partnership** with students, academics, and professional services staff to develop policy, resources, and to implement strategy.

We will develop a **university framework** to support the development of academic and student discipline RAP representatives across the university working with Associate Deans and Programme Leads.

We will promote a **student entitlement agenda** to clarify the roles of staff and students in the assessment feedback process with explicit guidance as to the nature of the partnership, responsibilities, and protocols for all.

We will promote **sustainable and manageable assessment** practice aligned to the University 10 year plan and Education Strategies (i.e., removing duplication of effort, reducing the volume of assessment; clarifying and simplifying assessment processes; designing assessment from a programme level perspective as part of an integrated and collegiate approach).

\**ensuring discipline specific contexts and requirements of Professional, Statutory and Regulatory Bodies are respected*

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