

University of Lincoln Assessment Charter

Assessments are challenging for both staff and students, and we recognise this and aim to work to the following core principles. This Charter has been developed by staff and students working together.

	Staff should:	Students should:
Design	Design assessments that are relevant, engaging and aligned to teaching. Test application of knowledge wherever possible.	Be prepared to apply knowledge in a range of relevant contexts.
	Be flexible with assessment type, allowing choice if possible and relevant.	Make choices when they are available, aligning them with potential future workplace activities.
Communication	Ensure students fully understand the purpose and type of assessments, preferably in scheduled sessions. Utilise group sessions for peer discussion of assessments and grading.	Attend information sessions asking questions when unsure. Read information and guidance and discuss assessments with peers to support each other.
	Deliver assessment schedules and information in a timely and effective manner.	Communicate with staff about assessments in a professional and courteous manner.
	Communicate effectively within programme teams to ensure appropriate timing and amounts of assessment.	Feed back to programme leads if assessment is scheduled in a challenging way.
Transparency and Fairness	Aim to be as fair as possible. Whilst assessments cannot be 100% objective, processes such as second and double marking improve reliability and this should be explained to students.	Recognise that academics are utilising professional judgment when assessing work.
	Provide helpful explanations of marking processes and grading systems used.	Use marking and grading information appropriately, discussing with peers to extend understanding.
Integrity	Respond to student feedback on assessments. Support students in avoiding academic offences by providing relevant information and training.	Be honest and accountable throughout assessment processes. Be aware of academic offences and how to avoid plagiarism.
Feedback	Provide constructive, timely, specific and helpful feedback on students' work. Recognise that feedback needs vary between students, and be prepared to give further explanation.	Read and reflect on feedback provided. Use generic feedback to help with the next assessment (feedforward). Ask questions if feedback is not understood.
	Be open to feedback on assessments.	Provide helpful and timely feedback on assessments.
Partnership	Innovate in assessment and feedback types, working in partnership with students.	Engage with innovations in assessment and feedback types. Give feedback and work in partnership to evolve initiatives.
	Work professionally and courteously with External Examiners, utilising their feedback to improve assessments.	Attend discussions with External Examiners where scheduled, and provide helpful and professional comments on assessment and feedback.