

Indicators of Authenticity – Using meaningful and challenging assessment to develop the attributes, capabilities and professional skills that prepare our students to become effective life-wide learners and responsible global citizens'

How realistic is the context scenario	How authentic are the tasks / Outputs	How Complex are the Challenges	What opportunities are there for Critical Reflection	Is there any Learner Choice (In relation to Approach / output / timing)?	What are the feedback Process used?
Continuum 1: Purely theoretical 2: Based on Real life Info 3: Case Study 4: .Simulation 5: Real Life Application	Continuum 1: Factual / Theoretical Recall ((Simple Quiz / Knowledge Check measuring recall of facts / figures) 2: Requires that student undertake tasks that are used in Academia but not usually in industry but may have some transferable application (e.g essay / lab report) 3: Tasks have elements with similarity to those used in industry / community 4: Simulates a task used in industry but within protected conditions. 5. Mimics a complex task required in industry / community	Continuum 1: Measures memory 2: Measures understanding 3: Measures evaluation 4: Measures Analyses 5: Measures creation of solution or product	Continuum 1: Limited opp for Self Reflection on own work 2: Supported reflection on own product And / or comparison of work of others to develop Self Awareness. 3: Supported reflection on own product and approach. Critical Evaluate work of others against criteria. Opportunities to demonstrate self improvement. 4: Critical Evaluate Work of others against criteria and reflection on own work / approach and that of their peers. 5: Deep Reflection on own approach, product and outcome and Critical evaluate against work of others. Can use evaluative judgement in decision making	Continuum 1: No Choice (except opt out) 2: Choice of topic from a small range 3: Choice of submission format 4: Choice of approach and topic 5: Students negotiates their assessment that will demonstrate their achievement of the learning outcomes	Continuum 1: Brief and Mark Provided 2: Brief and samples / Exemplars provided / Rubrics and group feedback plus marks 3: Briefs and Samples / Exemplars / Rubrics Individual Marks and comments 4: Briefs and Samples / Exemplars and Rubrics provided and Marks and Individual Feedback (Self / Peer Feedback) 5: The above plus opportunities provided within module (stage) to implement the feedback received

Assessment Type/ Teaching Scaffold	Digital Tools Used?	Estimated workload effort (in hours)	Timing (Week, Semester, Year)	Associated Module(s)
Summary of Year				

Area	Toolkit Resources	Yes / No	Key Points
Programme Awareness:			
» Do you have a good understanding of the current assessments on your programme and the how they are preparing students for future roles?			
If No, what other information do you need and where could you get that information?	Radar Diagram Authenticity Rubrics		
» Consider asking Module leaders to complete the radar authenticity indicators (Link to instructions for the Radar Diagram and Authenticity Rubrics) or » Consider using the Programme Mapping Tool (Link to Instructions to use the Programme Mapping Tool (Asynchronous Version and Workshop Version)	Programme Mapping Tool		

Area	Toolkit Resources	Key Points
Current Assessment Alignment with Programme Assessment Vision and Strategy		
How well the current assessments on the programme match the assessment vision and strategy. Use the Authentic Assessment Quadrants to consider how assessment can be scaffolded across the programme Consider which assessments: » Match the vision and strategy well (Keep) » Can be easily adjusted to better support the assessment vision and strategy (Revise) » Need to be changed (link to alternative assessments / assessment types) (Discard) » How can Assessment be pulled together across the programme – what types of integrative assessment would suit this programme (Capstones. E-portfolios, Reflective Journals)	Quadrants Rubrics Nudges Top Tips Alternative Assessment Types	
Does the programme assessment strategy need a fundamental change, have you identified a key problem that needs to be addressed (Link to Design Sprint Workshop) or Link to LTA for further Support	Design Sprint Workshop) or Link to LTA for further Support	