**Developing an assessment strategy: potential components**

1. **Assessment for learning**: is assessment fully integrated within learning activities or is it an add-on that adds nothing to student engagement?
2. **Preparation**: are you developing students’ assessment literacy, so they understand fully what is required of them and can optimise their performances in a range of assessment contexts? Are staff inducted so they all share understandings of assessment practice?
3. **Purpose:** are you clear about why on each occasion you are assessing? Is it to give students guidance on how to improve or remediate work, or it is a scoring exercise to determine final grades? Is it focussing on theory or practise (or an integration of the two)?
4. **Pacing** **and timing:** are you offering feedback and assessment opportunities throughout the learning period or are assignments bunched together (particularly right at the end of the module)? Are you ensuring that students don’t have multiple assignments from different modules with the same submission date?
5. **Volume of assessment**: are you offering sufficient opportunities for students to learn through assessment without exhausting staff and putting excessive pressure on students in terms of workload?
6. **Constructive alignment**: is it clear how the assignments link to the learning outcomes, and do you offer good coverage of subject material and capabilities (or are you encouraging guessing of topics and risk taking activities)?
7. **Variety**: are you enabling students to demonstrate capability in diverse ways or are you reusing the same methods (essays, reports, unseen time-constrained exams) over and over again?
8. **Inclusivity**: Are students’ special needs in terms of assessment designed into assignments from the outset or do you have to make special arrangements for students with dyslexia, visual or aural impairments or other disabilities responsively rather than proactively?
9. **Agency**: is all your assessment undertaken by tutors or do you also use peers, students themselves, employers and clients?
10. **Feedback:** how fast can you provide it and what assurances can you give to students about its usefulness and ability to feed into future assignments?
11. **Quality assurance**: are you able to demonstrate that your assessment is fair, consistent and reliable? Will external scrutineers recognise the integrity of the assessment process?
12. **Technology**: are you using computer aided assessment where it is most useful (for drills and checking learning) enabling assessor time to be used most effectively where judgment is required?