Authentic Assessment – PSEQ Self-Assessment Rubric

"Authentic assessment requires students to undertake tasks which demonstrate meaningful and integrated application of relevant academic knowledge, skills and understanding. These tasks mirror those that students can expect to undertake as a citizen or graduate-level professional. 'Authentic', or mimicking real life, could refer to the format of the output (e.g. performance, report, video), the intended audience or the purpose of the task. In addition, authentic could refer to the nature of available resources, the collaborative nature of the task, its typical duration, or the potential scope for negotiation in the brief."

Emergent (Em)	Developed (De)	Extended (Ex)
3.1a There are few opportunities within the programme (e.g. within a few modules or programme components dependent on pedagogic choices of the module/ programme component lead) for students to undertake authentic assessment tasks such as those that mirror activities undertaken by graduate level professionals within the discipline (e.g. project work, group work, research/ enquiry-based assignments, work placements and/ or development of disciplinary relevant outputs).	**3.1b** There are opportunities for students to undertake increasingly authentic assessment tasks such as those which mirror activities undertaken by graduate level professionals within the discipline (e.g. project work, group work, research/ enquiry-based assignments, work placements and/ or development of disciplinary relevant outputs) as they progress through the later stages of the programme (for example in final year of study).	**3.1c** The programme has been designed with authentic assessment as a core principle. There are opportunities for students to continuously undertake increasingly authentic assessment tasks such as those that mirror activities undertaken by graduate level professionals within the discipline (e.g. project work, group work, research/ enquiry-based assignments, work placements and/ or development of disciplinary relevant outputs) as they progress through the programme, with each authentic assessment task increasing in complexity and building on previous assessment requirements over the duration of the programme.
3.2a There are few assessments across the programme that require students to demonstrate an integration of skills and knowledge as part of a holistic assessment activity.	**3.2b** There are frequent integrated assessments across the programme (e.g within at least 50% of compulsory programme credits) that require students to demonstrate an integration of skills and knowledge as part of a holistic assessment activity.	**3.2c** The majority of assessments across the programme (e.g. around 75% of compulsory programme credits) are integrated assessments that requires students to demonstrate an integration of skills and knowledge as part of a holistic assessment activity (including cross module or synoptic holistic assessments).
3.3a There are few instances of authentic assessment across the programme and these are contained to specialist modules or programme components (e.g. a placement module/ programme component).	**3.3b** The use of authentic assessment within compulsory modules/programme components increases through the duration of the programme.	**3.3c** *The use of authentic assessment is built up progressively and maximised across the programme.*

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Emergent (Em)	Developed (De)	Extended (Ex)
3.4a Formative assessment and feedback/feedforward are used in few modules (e.g. within a few modules or programme components dependent on pedagogic choices of the module/ programme component lead) to engage students in active learning.	**3.4b** *Formative assessment and feedback/feedforward are used to engage students in active learning in all compulsory modules/ programme components.*	**3.4c** *Formative assessment and feedback/feedforward are used to engage students in active learning in all compulsory modules/ programme components* and students are taught how to use this to help them improve their future performance. Students have the opportunity in at least one module or programme component per year to provide peer feedback/feedforward to develop their skills further.
There is no criterion 3.5a within this document	**3.5b** External industry or sector professionals are involved in the development of relevant student assessments.	**3.5c** External industry or sector professionals are involved in the development and grading of relevant student assessments.