TU Dublin AA Dimensions	Emerging	Developing	Mature
Realism **Position learners** within realistic situations or relevant scenarios that mirror and prepare them for professional, disciplinary contexts or life outside college.	The assessment approach provides limited opportunities for engagement with real-world problems or questions, with a significant separation between the educational tasks and practical application.	The assessment moderately provides opportunities for engagement with real-world problems or questions that have relevance beyond the University. The gap between educational and real-world tasks begins to overlap.	The assessment engages students with real-world problems or questions that have relevance in professional/practical contexts with clear overlap between educational and real-world settings. Transfer of knowledge/skills is clearly demonstrated/required. Tasks involve designing/presenting a product/performance.
Cognitive Challenge **Challenge learners** to use their higher-order cognitive abilities to apply and develop their knowledge and skills to complex problems and tasks as individuals and in groups.	Focus on memorisation requiring students to identify/provide facts/information. Words typically used in these assessment include: identify, describe, summarize, define, explain. Students are provided with instructions/marking scheme).	Requires application/analytical skills, and the organisation of information based on a hypothetical situation presented. Typical words associated with these assessments include: compare /contrast, relate, interpret, integrate.	The activities encountered are complex, include an overlap of concepts. These type of assessments provide opportunities to exercise judgement/critical evaluation of the solution(s), and emphasise the practical/application of knowledge/skills. Typical Words associated with the assessments include create, critically evaluate, analyse, justify, synthesise.
Critical Reflection **Empower learners** to develop their evaluative judgement and personal autonomy through making informed choices and reflection on their capabilities and achievements.	Students have limited choice in how they approach a very structured assessment. The assessment provides minimal opportunities to reflect on one's own learning. The marking scheme is set solely by the instructor and shared with students. Assessment provides opportunities to draw on published work.	Assessment provides some degree of choice in approach to the assessment. The assessment provides some opportunities to reflect on one's own learning, performance approach to the assessment. Students are supported to develop self-awareness. Assessment provides opportunity to critically compare and contrast work of others.	Students are actively engaged in choosing their approach to the assessment. The assessment provides opportunities for critical reflections on one's own work, that of their peers and published works. Students are supported to develop their evaluative judgements skills and to opportunities to demonstrate self-improvement. The assessment may provide opportunities to influence the marking scheme/judgement criteria both before completion of the assessment.
Feedback Processes **Enable learners** to provide, receive, engage with and enact feedback, from diverse sources, and in a variety of contexts.	Feedback focuses on content-specific accuracy and the grades used to examine the assessment. Typically feedback is delivered in one mode/type.	Multiple types and modes of feedback are provided in with focus on approach as well as content-specific accuracy.	Multiple types of feedback is provided in multiple modes with opportunities to reflect on one's own work and to enact the feedback received in future assessment tasks within the programme.