ASSESSMENT DESIGN

AD 1   Ensure robust and transparent processes and procedures: QA literacy

Lecturer / Teacher Focused (LT)

LT1	Make the marking and moderation processes explicit to students and staff to ensure confidence in the process.
LT2	Ensure 'guest lecturers' are aware of the nature of the specific assessment demands on the students.
LT3	Keep marking teams small where possible to make it easier to ensure consistency.
LT4	Ensure programme meetings have a training element to allow time to consider marking and moderation and review best practice.
LT5	Ensure assessment timelines enable students to demonstrate lessons learnt from formative assessment and to allow students to use material covered in the whole module.
LT6	Ensure that you clarify with students how marks have been awarded at the individual task level and how marks are combined at the module / programme levels.

Student Focused (S)

S1	Involve students directly in quality assurance and enrichment processes.
S2	Consult and work with students in the development of University QA assessment and feedback documentation.
S3	Ensure documentation is written in an accessible style for all stakeholders.T6 Ensu

Programme / Director Questions (PD)

PD1	What procedures and processes are in place to ensure that colleagues have a good and current understanding of quality assurance and how this relates to the development of assessment practice?
PD2	Do you have an easily accessible summary on key assessment regulations within Faculty and University that is available to all colleagues and students with clear and active links to relevant and updated information sets?
PD3	Is there agreement on how, when, and where key information on processes and procedures is disseminated to students (e.g. one overarching virtual learning location; one key person or individual module leads; programme handbook)?
PD4	How do Faculty Curriculum & Quality Teams support innovative developments in assessment practice; is colleagues' expertise being used fully?
PD5	How are you ensuring additional support for lecturers new to a module?
PD6	How are you ensuring that assessment policies, regulations, and processes are explicit, transparent, and accessible to all stakeholders?
PD7	How are you ensuring student performance is equitably judged?
PD8	How are you evaluating the effectiveness of marking and moderation processes / procedures?