

ASSESSMENT LITERACY PROGRAMME DIRECTOR QUESTIONS

AL1

- 1 Do teams have a shared understanding of what constitutes good?
- 2 How is what constitutes 'good academic practice' shared within and across disciplines?
- 3 How are you ensuring that the assessment criteria are fit for purpose?
- 4 How are new colleagues inducted into the requirements of good academic practice?

AL2

- 1 Is the rationale underpinning how the assessment elements fit together clear to all?
- 2 Is information in module / programme handbooks clear and consistent throughout about how the different elements of assessment fit together?
- 3 How effective is the pattern of assessment within and across modules (timing; variety; fitness for purpose; organisation of formative and summative)? Who is overseeing this?
- 4 How are students feeding into the development of modules / programmes to support their understanding of how elements of assessment fit together?

AL3

- 1 How are roles and expectations in assessment made clear to all?
- 2 What does student engagement in assessment look like?
- 3 What baseline of expectations regarding assessment practice has been agreed?
- 4 How have you established where consistency is essential?
- 5 What is being done to develop a shared understanding of assessment feedback approaches?
- 6 How are students being supported to give and act on feedback as part of their role?
- 7 Are hours of required study by students and hours of lecturer support made explicit?
- 8 How are students being supported to recognise and make best use of the support offered?

AL4

- 1 Is it clear what it is to think, act and be in specific disciplines/professions? How are you ensuring shared understandings of this?
- 2 How are you inducting students to become members of your academic discipline?
- 3 What networks beyond the disciplines should colleagues and students be tapping into to support understanding within the disciplines?
- 4 How is the course content linking to the latest research within & beyond the faculty and university?
- 5 How are you promoting innovation within the disciplines, and as part of interdisciplinary research?
- 6 How are students contributing to the knowledge base of the discipline?

ASSESSMENT FEEDBACK PROGRAMME DIRECTOR QUESTIONS

AF1

- 1 Do you have agreed principles of effective feedback underpinning all programmes?
- 2 How are you ensuring consistency in the quality of feedback?
- 3 Is your strategy for implementing University strategy at the Faculty level clear to all?
- 4 How are you evaluating the effectiveness and efficiency of feedback mechanisms?
- 5 Is time built into workload models for training to ensure shared understandings of what the base line of quality is for giving feedback and for agreeing what constitutes good?

AF2

- 1 Do you have a clear policy on the nature and timing of formative feedback that students can expect to receive?
How are you ensuring early assessment of students' needs through the design of assessment?
- 3 How are you ensuring balance between formative and summative assessment?
- 4 What marking can students do for themselves and how can technology support this?
- 5 How are you ensuring that deadline dates enable students to use the whole content of the module (should allow students to use information covered in the last session)?
- 6 How are you managing deadline dates across the whole programme so as to not have negative knock on effects (e.g. can use formative assessment to spread load; can use same dates for final submissions if given interim formative feedback)?
- 7 How can you make summative feedback formative in supporting students to move forward in their next module(s)?

AF3

- 1 How are you defining peer engagement (formative peer support vs summative peer judgements?)
- 2 How are you mobilising students to effectively contribute to the design and delivery of programmes as genuine partners?
- 3 How are you ensuring students are prepared for dialogue (e.g. design of curriculum; pre-tasks)?
How are you ensuring that peer engagement activities are authentic and relevant?
- 4 How do you know which are the most effective peer engagement activities within disciplines?
- 5 How is technology supporting interaction and dialogue?

AF4

- 1 How are students being supported to self-regulate their own learning?
- 2 How are programmes supporting students' development of self-assessment skills?
- 3 How are programmes helping students to understand what critical reflection is, and how to achieve it?
- 4 How can technology support students to develop their self-assessment skills?
- 5 How is getting students up to speed with the requirements of assessment feedback being addressed as part of induction into HE?
- 6 How are you engaging students in assessing their own work?

ASSESSMENT DESIGN PROGRAMME DIRECTOR QUESTIONS

AD1

- 1 What procedures and questions 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?
- 2 Is there 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?
- 3 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)?
- 4 How do Faculty curriculum & quality assurance teams support innovative developments in assessment practice; is colleagues' expertise being used fully?
- 5 How are you ensuring additional support for lecturers new to a module?
- 6 How are you ensuring that assessment policies, regulations, and processes are explicit, transparent, and accessible to all stakeholders?
- 7 How are you ensuring student performance is equitably judged?
- 8 How are you evaluating the effectiveness of marking and moderation processes / procedures?

AD2

- 1 How are you promoting meaningful assessment practices?
- 2 How are you streamlining assessment to ensure that you do not over-assess (e.g., focus on programme level assessment -key considerations include: ensuring coherence of modules; streamlining programme structure; rationalising learning outcomes; rethinking the types and patterns of assessment across the programme as a whole to ensure an integrated and developmental experience for the learner; rethinking the balance of formative and summative assessment)?
- 3 How are you encouraging collaborative design (e.g. involving colleagues beyond the module (programme team; QA team; Library Services etc.)?)
- 4 How are you ensuring mechanisms for the development of programmes are appropriate to enable assessment practice to be responsive to needs?
- 5 How are you providing opportunities for teams to consider assessment holistically across modules to ensure progression; managed choice; rationalisation of learning outcomes?
- 6 How are you ensuring that all lecturers have a clear understanding of how their module(s) fit within the overall programme structure? Do you have a one page outline summarising this?

ASSESSMENT DESIGN PROGRAMME DIRECTOR QUESTIONS

AD3

- How are you ensuring an adaptive design (one that enables all students to access the curriculum)?
- 2 What is the agreed baseline expectation regarding resource provision including online provision? To what extent are assistive technologies mainstreamed?
 - 3 How are you ensuring that all students' needs being addressed as an integral part of design?
 - 4 What is inclusive assessment design? How are you monitoring and evaluating inclusive assessment practice within and across modules and programmes?
 - 5 Do you know who is advantaged and disadvantaged by different forms of assessment design?
 - 6 How is formative assessment supporting students to successfully manage their own learning?

AL4

- 1 How are you using and sharing feedback from students and staff to inform the development of your programmes?
- 2 How are you evaluating with teams what assessment enhancements have had the most impact, and are the most manageable within a short time frame?
- 3 What are the mechanisms to ensure timely processing and sharing of feedback to inform programme development?
- 4 What are your assessment feedback priorities? How do these align with the University plan?
- 5 How are you implementing ideas consistently across modules as part of your strategic plan?
- 6 How are you ensuring regular programme meetings to agree principles underpinning assessment practice to ensure development of modules is in line with potential larger scale programme changes?
- 7 What opportunities are there for staff to evaluate & further develop their assessment practice?