Programme Assessment Audit Overview

This audit document can be used at module and programme levels to explore the extent to which effective assessment and feedback practices are embedded within assessment processes within your programmes. The audit framework draws on the Equity, Agency, and Transparency Assessment Framework (Evans, 2016, 2022) which is based on extensive systematic review of effective assessment practices across the sector in the UK and internationally.

Using the table provided below:

Columns one and two refer to specific dimensions of assessment practice (more information can be found in the EAT Framework, 2022).

Column three asks specific questions around the quality and efficiency of assessment – see the Decision Making Cards ,and focused audit questions on the EAT Dimensions of Assessment (Assessment Literacy, Feedback and Design) in the Instructor's Guide to using EAT, 2022, pp. 19-21). It is important to note that these three core dimensions are all interrelated).

Column four relates to sources of evidence (e.g. module specs, handbooks, student grade profiles, student feedback and satisfaction scores, lecturer feedback, external examiner feedback etc.).

Columns five and six ask you to rate your module/programme according to the extent to which it provides high quality (reliable, valid and inclusive), and efficient (best use of resource) assessment provision (see Principles of Effective Assessment Practice). In rating a module, a score of 1 = indicates that significant improvement is necessary, to 5 = high quality provision.

The programme rating considers assessment quality and efficiency across all modules making up a programme, and in the module column, those modules performing particularly well, or in need of development can be noted.

The final column asks you to identify key priorities in assessment:

- What are your three key priorities that need to be addressed, and where (within all modules, and/or identified specific modules?)
- Where are exemplars of good practice within modules that you can draw on to inform development of others?
- What key training needs have been identified as part of this exercise?

Fundamental Question

How can assessment and feedback be streamlined across a programme to support enhanced quality and efficiency:
- What do we need to do more of?
- What do we need to do less of?

Supporting Documents to illustrate the Assessment Audit:

Programme Assessment Audit Key Considerations (Draft 1)

EAT	Key considerations	Specifics	Sources of information	Overall rating 1-5	Module Ratings 1-5	Key areas to focus on
ASSESSMENT LITERACY CONSIDERATIONS						
AL1	The requirements of the module are clear	• The rationale underpinning assessment is clear • The nature and number of assessment tasks within and across modules is appropriate • The assessment tasks are clearly explained • Assessment criteria are explicit, and made clear at the task level • Weighting of tasks and associated assessment criteria are clearly outlined • Exemplars of work of different standards are available so that students can get an idea of the standards expected				
AL2	How assessment works across a programme is clear	• There is clear route map (blue print) of assessments across a programme for staff and students • The progressive development of knowledge and skills across a programme is mapped • How learning outcomes fit together across a programme is signposted • Distribution of work within and across modules is appropriately spaced to ensure manageability				
AL3	Roles within assessment are clear	• The student role in assessment is made explicit at point of entry including online expectations • The nature of support (academic/pastoral) students can expect to receive is explicit • Students are provided with a routemap of who and where to access for support				
AL4	Discipline requirements and expectations are clear	• Learning outcomes and related activities offer appropriate challenge • Core concepts and skills are signposted • Induction is provided into the ways of thinking, being, and acting in the discipline				

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ASESSMENT FEEDBACK CONSIDERATIONS						
AF11	Feedback is accessible to students and supports their learning	• Feedback is focused (what you did well, what let you down, how to improve) • There is consistency in the quality of feedback within and across modules* • Good use of data is made to identify potentially vulnerable students at point of entry through effective and ongoing use of data. Note: *Assessment teams participate in marking and moderation activities to ensure consistency in the quality of feedback				
AF2	Students are able to use feedback to improve their work	• Students have opportunities to receive formative feedback* within all modules • Formative feedback is given in sufficient time to enable students to use it to inform summative assessment Note: *Formative feedback can come from many different sources including peers; networks etc.)				
AF3	Students have opportunities to work with peers to support their understanding of assessment	• Students are trained in how to identify, use and give feedback • Peer support activities are appropriate (e.g. authentic tasks) • Quality is assured through training and monitoring of activities				
AF4	Students have multiple opportunities within a programme to test their understandings so that they can evaluate the quality of their own work	• Students have regular opportunities to mark and moderate work of different standards				

EAT	Key consideration	Specific questions	Sources of information	Overall rating 1-5	Module Ratings 1-5	Key areas to focus on
ASSESSMENT DESIGN CONSIDERATIONS						
AD1	The rules and processes of assessment are clear	- Explicit information is available to staff and students on how final grades are calculated (assessment algorithm) - The full mark range is used when assessing students work - Students are given explicit guidance on who to contact and how if they are unhappy about any stage of the assessment process				
AD2	Emphasis is on promoting a deep approach to learning relevant to acquisition of 4th industrial skills	- Learning outcomes are pitched at an appropriate level - Assessment tasks are valid and reliable* Note: i.e.: Do assessment tasks cover the knowledge and skills indicated in LOs? Does the method of testing satisfactorily probe understanding at the required level?				
AD3	Equality of access and equal opportunities to do well	- Reasonable adjustments are embedded within assessment design within modules - Resources are available to all students prior to commencing a module/programme - Data evidences that no specific groups of students are being disadvantaged by the nature of assessment				
AD4	Students are engaged in development of assessment	- Student feedback activities are built into module design to ensure students have regular opportunities to feedback on their learning experiences. - It is clear how student feedback is being used to inform assessment design				

Key Pointers when Auditing Assessment Practices

Assessment Literacy

AL1 What Constitutes Good

- Have key discussions been had on the **appropriateness of assessment tasks** (relevance, level of difficulty, progression across programme, number), and **associated assessment criteria**?
- To what extent are **assessment criteria accessible?** Are they translated down to the task level, and <u>with</u> students? (Appropriateness – level of difficulty; Alignment-with learning outcomes).
- Do lecturers and students have **shared conceptions of what good is**? How is consensus achieved around what good is? Are there multiple ways to demonstrate good?
- To what extent are **lecturer and student goals aligned**?
- How are lecturers supporting **students to understand what good is for themselves** (AF4)?

AL2: How Assessment Fits Together

- How clear is it to students how **different assessment tasks link together** across a module/course? Is this information clear from the outset?
- Do lecturers have a clear understanding of how **assessment connects across modules** making up a programme?

AL3: Roles and Entitlement

- Is guidance explicit around the **boundaries of support for** students?
- Is guidance clear about how **students are expected to engage in assessment as co-partners**?
- How are lecturers working with students to **clarify the nature of the student role** and to address established schema (ways of thinking) relating to views of assessment and one's role within it?

AL4: Discipline Requirements

- How are disciplines making it clear **what it is to think, be, and act within the subject /profession**? (e.g., how assessment is underpinned by the practices, required competencies and theoretical requirements of the discipline).
- Are the **key skills, knowledge and dispositions** required **explicit**?
- Are there **shared understandings of what constitutes core concepts** within a module/ programme?
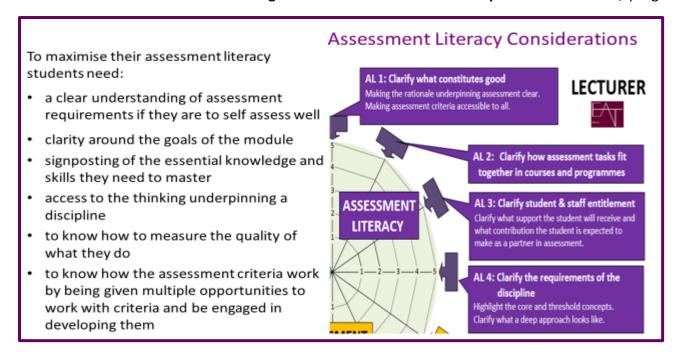

Figure: Assessment Literacy Considerations

Assessment Feedback

AF1: Focused feedback

- Is **feedback appropriate and focused** (i.e., What was good? What was not? How to improve?) (focused so the message is not lost, and prioritised to highlight issues that are most relevant).
- How are you ensuring that students can **understand the feedback received**?
- Is **feedback** accurate and related explicitly to assessment criteria and learning outcomes?
- Is there consistency in the **quality of feedback?** How is **moderation of feedback** managed?
- Are students **supported and encouraged to generate feedback for themselves** as active agents in the process? (This includes supporting students to build effective networks of support and being more cue conscious in making best use of all information available to them, and discerning in use of feedback; not all feedback is useful).

AF2: Early feedback

- Are **students provided with frequent opportunities to test their understanding, and from the outset** so they are under no illusions around gaps in understanding/misconceptions? (Co-construction of tasks also supports understanding, but students need to be trained in this).
- How are you ensuring **feedback is placed where it can have the most benefit**?

AF3: Engagement with peers

- Is **training provided for students around the expectations and ways of working in peer assessment activities** with others? (Have students done the **necessary preparation** to be able to engage meaningfully with each other in peer assessment activities?).
- How is **formative peer assessment supporting students' marking and moderation skills**?
- How are you ensuring an emphasis on **authentic peer assessment** activities that support teams in learning to use the combined skills sets of the team to best effect in authentic tasks?
- How are you maintaining **individual ownership of assessment** within the group process (e.g., emphasis being on how an individual utilises feedback from others) rather than the emphasis being on an individual being judged by others)?

AF4: Self-evaluation

- Are students provided with **multiple opportunities to test their understanding** (e.g., multiple acts of comparison to gain an understanding of quality for themselves?
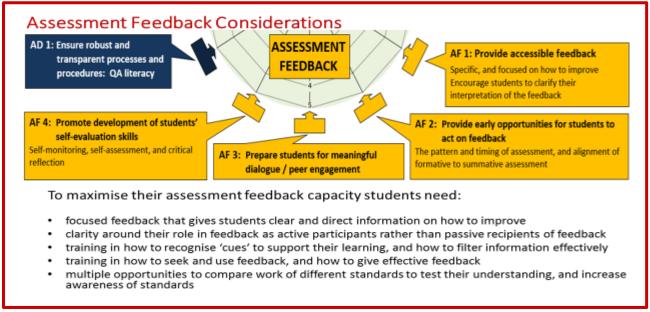- To what extent are **self-assessment opportunities embedded within the curriculum from the outset?**

Figure: Assessment Feedback Considerations

Assessment Design

AD1: Processes and Procedures

- To what extent do lecturers and students have **shared understanding of policy and procedures**? (There is a need to address myths around policy rights and wrongs).
- To what extent do students get opportunities to **experience the processes of marking and moderation?** How is the marking and moderation process made explicit?
- To what extent is the **algorithm for calculating final grade clear** to lecturers and students?

AD2: Meaningful Assessment

- Does the design of assessment require students to use a **deep approach** to their learning?
- Does the **assessment have value beyond the immediate assessment** point to the individual and wider community?
- Is the **assessment relevant** and aligned to the 21st century knowledge and skill demands? (This is dependent on the appropriateness of the learning outcomes in the first place).

AD3: Does Assessment enable Equal Access and Equal Opportunities to do well?

- How is assessment being checked to ensure it provides **equal access and equal opportunities** for all students to do well (i.e., inclusive)?
- How is **inclusive assessment being framed – what makes it inclusive**? What understandings is this based upon? (e.g., fundamental issues to address access to the meaning of requirements; physical access to resources; design issues to ensure that assessments are fair and that students from all dispositions have equal opportunities to do well).
- Are **reasonable adjustments embedded in programme** design from the outset?

AD4: Embedded Evaluation

- How are students being given the **opportunities to provide feedback on the curriculum, and the assessments they have undertaken**? (This includes regular opportunities within teaching sessions throughout a module/programme, and being empowered to feel able to give informed feedback).
- How is **feedback being used judiciously to inform agile (timely) module/programme design** in collaboration with students, and responsive to identified student needs?
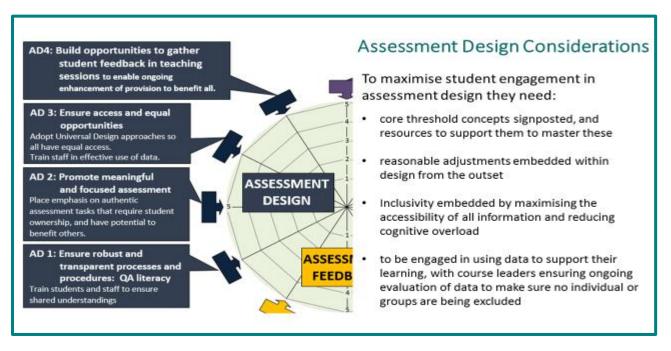

Figure: Assessment Design Considerations

Exemplar Quality Assurance Review Questions

Item	Key concern	Questions to consider	Suggested action points
	Assessment Design		
AD 1	Academic Standards Key issues Variations in standards; Inconsistency in how QA enacted Variations in standards and clarity around moderation processes within and across modules/programmes need to be comprehensively addressed. Rigour of individual vs team assessment needs consideration.	• How are module leads reporting on actions to address External Examiner / Review Board recommendations? • How is progress against targets being monitored? • What instruction is being given to teams to enhance QA? • What is the role of programme leads in auditing quality of provision in UK and overseas where transnational provision in operation? • How can the roles of module leads, markers and verifiers within the QA process be made more explicit? • How is transparency in how marks are reconciled as part of the verification process provided? • Mark range – how are students being supported to achieve at the highest level?	**Ensuring shared understanding of moderation processes: Clarifying protocols for auditing and evaluating the quality of provision within and across modules.** 1.1. Clarify moderation processes for reviewing within and across module variations in marks, and benchmarking with comparator programmes/ institutions (distribution of marks; use of whole mark range; accuracy of data, differential student learning outcomes; patterns over last three years etc.). 1.2. Ensure standardised evaluation forms across modules to support the review process and clarify milestones in reporting on progress against feedback from review boards taking into account external examiner feedback. 1.3. Provide training in quality moderation processes – and shadowing opportunities for colleagues to observe effective QA processes being utilised. 1.4. Review roles relating to checking consistency and quality in the implementation of policies and processes especially in promoting transparency around moderation of student work.

	Integrity
	
	Issues of reliability and validity
	
	Grade inflation
	Plagiarism
		• How ensuring forms of assessment:
		  o are reliable and valid
		  o enable equal access and opportunity to do well
		• **How are you designing assessment to minimise plagiarism issues:**
		  o Training in what plagiarism is
		  o Roles of students as co-partners
		o Measuring process and outcomes over sustained period
		o Authentic assessment
			Ensuring shared understandings of academic integrity issues and sharing of resources to support this.
			1.5 Clarify processes for checking and reporting on academic integrity issues especially similarity scores.
			1.6 Enhance academic integrity training for students. Consider how turnitin can be used as a training tool.
			1.7 Explore modes of assessment that minimise potential for plagiarism.

		Assessment Design		
AD2	Meaningful Assessment:	- To what extent is there shared understanding of what assessment quality looks like as part of team-based development? - To what extent do the assessment tasks adequately measure the knowledge and skills required? - To what extent are authentic approaches to assessment being adopted to encourage deep approaches to learning? - How current are the techniques, tools, and information sets being used in modules to best assist students in their learning? - How is the distribution of assessment tasks supporting students' learning?	**Ensuring the design of assessment tasks promotes the development of high level skills.** 2.1 Review how the design of assessment cam enable students to develop high level skills (opportunities to collaborate, to take a lead in assessment; use of authentic assessment etc.)? 2.2 Ensure module information is up to date with current examples and references. Ensure opportunities for students in the use of up to date technologies/knowledge bases as required by business/industry/disciplines. 2.3 Review the appropriateness of assessment tasks and level of difficulty in those modules where issues have been consistently raised around student mark distribution. 2.4 Review the process for checking the quality and accuracy of examination questions. 2.5 Address training needs in relation to quality of assessment design to cover key issues (setting of appropriate LOS, tasks, criteria, weightings etc. (provide examples of good practice). 2.6 Address training needs for staff in supporting student transition into and throughout their programmes to ensure development of key skills.	
AD3	Inclusive assessment	- To what extent do all students have equal opportunities to do well? - Does the nature of assessment impact how certain students do? - Do all students have equal access to resources? - How is consistency in the quality of resource provision being assured (e.g. standards regarding student access to recordings of sessions, online materials, opportunities to engage in discussions etc.)?	**How are you monitoring the impact of assessment on student learning outcomes: Do all students have equal opportunities to do well?** 3.1 Review how student differential learning outcomes are being reported on across provision as part of module reporting. 3.2 Establish clear baselines regarding provision of resources: What experiences /core resources should students expect to get as part of their teaching? 3.3 Review currency and relevance of programme / module content to ensure content is appropriate to the context of learners.	

	Assessment Design		
AD4	Student feedback to support development of the course	• How is student feedback being captured and used to inform module development in a dynamic way so it benefits the current students on a module? • How is student feedback access to external reports and feedback being used to inform programme development?	**How is student voice being used to inform course development and to encourage engagement?** 4. 1 Review how student voice is being captured and used to inform module design on a regular basis and not just as end of module evaluations. 4.2 Clarify how information on QA/QE is used with students to inform program development
	Assessment Literacy		
AL1	Achieving shared understandings of quality	• How are students being inducted into the requirements of a course? • What baseline entitlement of support has been agreed within and across modules? • How are students being given opportunities to understand assessment criteria for themselves?	**Ensuring student access to the requirements of assessment** 1.1. Clarify with all module teams what the baseline expectation is in terms of what support students should expect to receive to support their understanding of the course requirements? (e.g. exemplars of good practice; opportunities to mark and moderate work for themselves) 1.2. Encourage translation of generic assessment criteria to task level to support student understanding of requirements. 1.3. Ensure students have opportunities to work with and make sense of assessment criteria.
AL2	Understanding how the assessment tasks fit together Understanding how Note: *If students cannot see the relevance of current work to future work it impacts approaches to learning impacting some students much more than others. If lecturers*	• How is the design of a programme explained to students in terms of how the modules fit together and how the pattern of assessment tasks works?	**Students and academics need to have a clear understanding of how modules and assessment tasks fit together if they are to use their time most effectively and be able to apply what they have learnt across the programme.** 2.1:Ensure students are being prepared in Year 1 for the requirements in future years of study (progressive development of critical thinking skills)

	cannot see the connections – it can lead to duplication and also reduce the progression potential of tasks.		
	Assessment Literacy		
AL3	Student roles and responsibilities Shared understandings of the role of the student in assessment	• How are students being engaged in the assessment process and encouraged to take a more active role? • How explicit is it as to what support students will receive?	**How students engage and are enabled to engage with a course impacts their ability to be able to manage their learning for themselves. Building shared understandings of the importance of student engagement with staff and students is essential.** 3.1 The role of the student in the assessment process needs to be central to training; to what extent are students being enabled to manage learning for themselves? Ensure training for lecturers receiving around engaging students as active learners/ co-designers.
AL4	Making discipline requirements explicit	• How are important concepts and skills signposted to students?	4.1 Clearly signpost key concepts and skills that students need to master in each module. 4.2 Ensure programme/module teams have signposted what the core concepts, knowledge and skills are.
	Assessment Feedback		
1	Feedback quality	How are baselines in feedback being established and monitored to ensure consistency in the quality of feedback for all students?	**Importance of focused and efficient feedback – simple in form- in the right place – key messages clear.** 1.1 Ensure feedback provides focused information on what students did well, what let them down and how to improve. 1.2 Ensure students receive formative feedback in sufficient time in order for them to be able to apply it within summative assessment. 1.3 Review processes used to monitor consistency and quality of feedback to ensure that students receive

			personalised feedback on their work, and that feedback is tightly aligned with marks given and specified assessment criteria.
	Assessment Feedback		
2	Maximise opportunities for students to test their understanding of key concepts at early points within the course.	How are students being engaged in feedback activities that support their understanding of what they need to do to do well? To what extent are students engaged in designing assessment tasks for each other?	**How can students be engaged in designing assessment activities to support their own learning as part of module design?** 2.1 Ensure module design provides early opportunities for students to formatively test their understanding through focused activities (e.g. quizzes, online tests; focused questions).
3	Encourage peer activities to support learning	Ensure students are trained in how to engage in peer assessment activities	**Peer assessment supports students' own learning but how are students prepared to do this well?** 3.1 Review how peer assessment activities are being used to support student learning and evaluate the impact of these on student learning profiles to ensure appropriateness of activities and student preparation to engage in them. 3.2 Ensure students are trained in how to give and receive feedback.
4	Development of student evaluation skills	How are opportunities embedded throughout modules/programmes to enable students to get opportunities to develop the skills to be able to judge the quality of their own work	**Students need frequent opportunities to test their understanding and need to be supported to do this for themselves** 4.1 Ensure that students have opportunities to mark and moderate work to and to actively engage in activities that show how assessment criteria are used in practice.

Sample questions for students

Awareness of requirements

1. Are you clear about what the assessment requirements of the module(s) are?
2. Have you been given the assessment criteria for your module(s)? Do you know what you need to do to do well?
3. Do you have any opportunities to mark work and look at work of different standards from other students?
4. Do you understand the rules around ensuring the work you submit is your own work (plagiarism issues)?

Organisation and Access to resources

1. Are you clear about how the assessment in your module is organised?
2. Are you able to access resources easily to support your understandings of assessment?
3. If you need support, is it clear who you need to ask?

Understanding of how marks are awarded

1. Are you clear about how your work was marked and why you got the grade(s) you received?

Feedback

1. Have you received feedback on your work?
2. Did the feedback come in sufficient time for you to be able to use it to inform your work?
3. Is it clear from the feedback what you need to do to improve the quality of the work?

General comments

1. What have you found really helpful in the way the module assessment has been delivered?
2. How could the module assessment be better?