

Learning and Teaching Board

Assessment Procedures

A series of procedural matters related to assessment had been highlighted by students in NSS 2016. The key procedural matters were as follows:

- Marking Criteria
- Scheduling
- Deadlines
- Links to Learning Outcomes

Following an initial discussion at the Learning and Teaching Board Away Day on 7 March 2017, the Learning and Teaching Board agreed that these procedural matters could be addressed in a relatively straight-forwarded manner. At its meeting on 5 April 2017, the Learning and Teaching Board endorsed the following recommendations related to Assessment Procedures:

Marking Criteria

1. Marking criteria should always be produced and made available for assignments, otherwise judgements regarding marks/grades could not be made consistently nor justifiably.

Assessment Scheduling

2. Some Schools had a consistent approach to scheduling; others did not. All Schools should have a consistent approach to assessment scheduling; this could be managed and facilitated by Year Coordinators.

Assessment Deadlines

3. Deadlines for assessments should be published sufficiently far in advance to facilitate workload planning. Schools should seek to ensure that there was no undue bunching of assessment deadlines.

Assessment and Learning Outcomes

4. There should be an explicit link between assessments and course learning outcomes. With regard to learning outcomes, there should be no more than 4-6 learning outcomes per course. The existing course and programme descriptors, and associated guidelines, should be revised to reflect the University's Graduate Attributes. Guidance should be provided on writing appropriate learning outcomes and on mapping learning outcomes to those of other organisations (eg MQA, PSRB's, KHDA), so that there was a single set which was not altered for specific bodies.

Penalties for Late Submission of Assessment

5. There should be a consistent approach to penalties for late submission of assessment: at present, the Student Learning Experience Committee was trying to get all Schools to have a consistent, School-specific policy on penalties; however, in Dubai and Malaysia, where assessments could be handed in centrally, this diversity was proving difficult to manage. A University-wide approach would be more equitable and easier to manage.

Academic Framework Project: Assessment

6. Consideration should be given to different types of assessment, to assessment timings, to frequency of assessment and to potential revision periods as part of the Academic Framework project, which was due to report to Learning and Teaching Board. It was agreed that these types of issues should be owned and developed by Learning and Teaching Board.