

Marking and Assessment – Project Charter

PROJECT BACKGROUND

- The Assessment Framework was established in 2004 and has not subsequently been reviewed.
- A review is essential due to feedback from students in the NSS and PTES surveys.
- In addition, feedback from staff, as a consequence of the new degree regulations identifies further need for a review of curriculum development/ assessment practices.
- Specific feedback has been received from students which states that they consider assessment deadlines are clustered at key times of the year and that they feel 'over assessed'. These issues have also been raised via the External Examiner reports and Annual Monitoring processes.
- As a result of the implementation of the new taught degree regulations, which included discussions on marking schemes, it was recognised that an institutional approach to marking would be beneficial and would allow greater transparency and clarity to the process across the University, for staff and students.
- The external demands have increased and require more transparency in the institutional reporting of assessment methods.
- Feedback from the Examination board Group included comments on the difficulties of cross faculty marking and how this links to the institutional assessment calendar.

STEERING GROUP

- Chair: Clive Agnew
- UMSU Education Officer: Rosie Dammers
- Faculty Academic Reps: Chris Davies, Norma Hird, Emyr Benbow, Leena Patel, Fiona Kevan, Iain Dupere, Sarah Cartmell, Caroline Bowsher, Thomas Nuhse
- Peter Lawler
- Emma Hilton Wood
- Mike Mercer

OBJECTIVES

- To review the Assessment Framework, making recommendations for revision and additions.
- To review and share good practice in School UG and PGT assessment, in particular the links between Assessment and Intended Learning Outcomes.
- To consider an institutional marking scheme to ensure clarity and transparency with regards the marking process.
- To review practice in peer institutions with regards the setting and marking of assessment.
- To research the issues of clustered deadlines and perceptions of over assessment, with a view to making recommendations to TLG.
- To enhance student's understanding of the marking and assessment process
- To consider the experience of students with resits, including that of an overseas student.
- Review the annual calendar of assessment, including the impact on Student Systems Office and Students Services Centre (Examinations Office).

PROJECT TEAM

Project Manager: Geoff Carter
Project Officer: Kevin Hewitt

PROJECT SPONSOR

Prof Clive Agnew, VP for Teaching, Learning and Students

STAKEHOLDERS

Academic and PSS colleagues in Schools/ Faculties
Associate Deans for Teaching and Learning.
Students and UMSU

RESOURCES

- Project Manager and Project Officer
- In kind contribution of other staff

INITIAL MILESTONES & DELIVERABLES

Short :

- TLG to agree project charter and agreed membership.
- Conduct consultations with students as a result of the NSS free text comments.

Mid/ Long:

- Review School UG and PGT curriculum development & assessment practice; sharing good practice between Schools as appropriate.
- Research marking and assessment practice across the sector.
- Review Assessment Framework making recommendations to TLG for consideration as required.
- Provide briefings and support for Schools throughout.

BENEFITS

- More transparency in the assessment and marking process.
- Potential to improve attainment, progression and retention rates.
- Potential to increase student satisfaction.
- Potential to increase staff satisfaction.

RISKS

- Scale and complexity of project.
- Lack of staff 'buy in'
- Pressure on 'in kind' contributions to the project