Assessment Management Plan

# Indicative template

This document is intended to help programme teams to develop or update their assessment management plan, to delegate tasks across the team as appropriate, and to support quality assurance and enhancement processes. The questions in italics could form the basis for the agenda for preparing for periodic review or a programme team planning meeting.

On larger programmes, a nominated assessment lead could develop and manage this plan and be given a workload allocation for doing this.

The plan is divided into two sections, which could be reviewed annually to feed into the Education Annual Reviews (EARs).

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| Programme title |  |
| Date produced |  |
| Most recent update |  |

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| **Key principles** | |
| General | *Things to consider:*  *Is there an assessment co-ordinator for the programme?* |
| [Assignment briefs](https://www.mmu.ac.uk/about-us/professional-services/uta/assessment/lifecycle#ai-79785-0) | *Things to consider:*  *What is your approach to the production and distribution of assignment briefs across the programme (this is usually in unit handbooks, but there may be differences eg for seen exams when questions are released shortly before the exam, or for live projects, etc)? Do you have a* [*standard template for the assignment brief*](http://www.celt.mmu.ac.uk/assessment/lifecycle/2_setting.php)*, or does each unit leader produce something independently?*  *When and how are students informed about assignment submission, penalties for late submission, arrangements for requesting* [*Exceptional Factors*](http://www.mmu.ac.uk/sas/studentservices/guidance/) *and any other assessment-related policies? Is all of this in each assignment brief, or as part of induction, programme handbook and ongoing communications, or is a combination of these ways used?*  *How and by whom will assignment briefs be verified across the team before distribution to students?* |
| Submissions | *How are the team working with current submission requirements for assignments?* |
| [Marking criteria](https://www.mmu.ac.uk/about-us/professional-services/uta/assessment/lifecycle#ai-79787-1) | *Things to consider:*  *How are marking criteria for individual assignments developed?*  *How can students see the relationship between marking criteria for different assignments (eg common use of language across the level, or all using the same basic rubric at each level, or for each type of assignment)?*  *Can all assignments show how the* [*standard descriptors*](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.utaresources.mmu.ac.uk%2Fdocuments%2Fassessment%2FExample%2520of%2520university%2520assessment%2520descriptors.docx&wdOrigin=BROWSELINK) *are related to the criteria in use?* |
| Scheduling of coursework | *Do you review all of the assignments across each level of the course and consider how they fit together?*  *Do you have a process to avoid bunching of assignments and where assignments have to be clustered, is the teaching timetable adjusted to support this effectively?* |
| Support for assessment | *How is formative work linked to summative assessment?*  *What support information is provided directly to students?*  *Do you work with The Learner Development team or library staff to provide specific support for particular assignments? Have you considered the use of Peer Assisted Learning leaders (PALs) to extend the range of support?* |
| [Feedback plans](https://www.mmu.ac.uk/about-us/professional-services/uta/assessment/lifecycle#ai-79789-2) | *How does the programme team use feedback for enhancement* [*across the programme*](http://www.celt.mmu.ac.uk/feedback/policy.php)*?*  *Is there a standard approach to feedback plans, eg using the same feedback sheet for all assignments, or can unit leaders tailor the plan to the assignment?*  *What happens to feedback? Is it used in personal tutoring? Is it used to inform future teaching and assessment for a cohort? Do you produce any generic summaries of common features, for students, or for colleagues?* |
| [Marking and moderation policies](https://www.mmu.ac.uk/about-us/professional-services/uta/assessment/lifecycle#ai-80063-0) | *What is the schedule for marking and moderation across the programme? Are there opportunities for standardisation and calibration within the marking process? What support is in place for new markers?*  *How do you decide which pieces of assessment need to be second marked?*  *How are decisions made about samples for internal and external moderation and where are these decisions recorded?*  *Who is responsible for co-ordinating external examiner visits and meetings (eg with students and the programme team)? And identifying and sending moderation samples to them?*  *How is the marking and moderation workload distributed across the team, and what are the timescales for this?*  *What should a moderation record contain?*  *What happens to the moderation records/forms? Do you discuss them as a team? Who else needs to see them?* |
| Scope of annual review of assessment | *For example, you might decide to consider:*   * *Was student achievement in line with what you expected?* * *What are the unit team’s reflections on the assessments?* * *What have students said about the assignments?* * *What did the internal moderators say about the assignments?* * *What did the external examiner say about the assignments?* * *Did the team think that each assignment appropriately aligned to the learning outcomes?* * *Were the marking criteria effective?* * *Was it possible to give useful feedback?* * *Are there any issues?*   *Are you going to try anything different as a result of the review?*  *Has any good practice been identified? How can it be shared more widely?*  *Actions resulting from annual review of assessment can form part of the narrative for EARs . Actions involving changing assignment types, weightings, or learning outcomes need to be actioned in line with the university’s policy for* [*Programme Approval, Review and Amendment*](https://www.mmu.ac.uk/academic/casqe/event/docs/newapprovalpolicy.pdf)*.* |
| Professional development | *Is any staff development activity needed to implement the strategy? Who will organise this?*  *What guidance needs to be provided for staff and students?* |

# Integrating other enhancement activities

Opportunities for developing peer support via the [Peer Observation for Teaching and Learning scheme](https://www.mmu.ac.uk/about-us/professional-services/uta/teaching/peer-observation) with this plan:

* Peer review of unit assessment information such as assignment briefs and formative assessment plans.

Opportunities for student partnership development with this plan:

* Review of student satisfaction data and comments relating to assessment
* Discussion with course representatives about support for assignment preparation, the timings of assignments, and the use which can be made of feedback on assessed work

# Useful links

[Manchester Met Assessment resources](https://www.mmu.ac.uk/about-us/professional-services/uta/assessment)

This action plan may be helpful in implementing the assessment management plan

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| **Assessment Management Task checklist (delete/add as appropriate)** | | | |
| Task | What needs to be done | Date due | Who is responsible? |
| Coursework submission dates | Prepare list of submissions  Decide dates  Communicate dates to Assessment Team |  |  |
| Writing assignment briefs | Decide dates  Develop template if being used |  | Unit leaders |
| Verification of assignment briefs | Produce a schedule  Complete verification  Record outcomes |  | Unit Leaders |
| Marking and moderation schedule | Agree appropriate samples for each assignment  Produce schedule for marking, internal and external moderation  Produce moderation form  Allocate markers and internal moderators  Check that samples have gone to external examiner  Set up an appropriate marking process for the team  Check that marking is complete  Check that moderation has been completed  Record outcomes of moderation |  | Programme/Unit Lead |
| Assessment review | Arrange team meeting to follow assessment board  Identify actions and keep a record as per your QA process |  | Programme/Unit Lead |
| Staff Development | If identified in annual review:  Identify [existing courses](https://www.mmu.ac.uk/about-us/professional-services/uta/workshops) on UTA website and agree who will attend  If nothing suitable, talk to your Departmental Education Lead who will contact the UTA team. |  |  |