

SECTION 31: QUALITY MANAGEMENT AND ENHANCEMENT

Contents

31.1	Development and approval of assessment regimes.....	1
31.2	Monitoring of standards	2
31.3	Review of assessment regulations	2
31.4	Staff development	3

31.1 DEVELOPMENT AND APPROVAL OF ASSESSMENT REGIMES

The University requires that assessment regimes for programmes and modules are fitted to their purpose, which includes promoting effective student learning and enabling students to show the extent to which they have met the intended learning outcomes of the modules or programmes.

Assessment regimes at programme-level are a major focus of the Curriculum Framework. The Framework supports Schools in reflecting holistically on their approaches to assessment and feedback for each of their programmes, with reference to the distinctiveness of the curriculum at Reading and the attributes of the Reading graduate. A range of resources is available in the Engage in Assessment and Engage in Feedback websites to inform the development of evidence-based practice in these areas.

The University's procedures for programme approval include consideration of the assessment regime's fitness for purpose, and its effectiveness in measuring student attainment of intended learning outcomes and in promoting student learning ([Programme Lifecycle Policies](#)).

The University requires that assessment regimes are reviewed in the periodic review of programmes on a six-year cycle, and are also considered in the annual programme report process. In these processes, consideration is given to the requirements of PSRBs, where relevant.

The periodic review of programmes incorporates student evaluation of programmes, including assessment and feedback.

Module providers, in consultation with Boards of Studies, should give due consideration to assessment criteria and their communication to students, and to deadlines for submission of major pieces of assessed coursework and for dates for feedback.

Assessment Handbook: Section 31

Schools are required to ensure that staff-student liaison committees include consideration of assessment matters in their business at least once in their annual cycle, and that they have the opportunity to consider relevant External Examiners' Reports.

In those cases where an External Examiner meets informally with students to discuss programmes, External Examiners are encouraged to discuss with them matters of assessment and feedback.

Such arrangements as may be approved by the School Board for Teaching and Learning and University Board for Teaching and Learning shall apply to the assessment of work placements or periods of study abroad.

Information about the assessment regime is included in the relevant programme specification and module description, as appropriate, and in the Programme Handbook, Further Programme Information or the relevant website.

The University's Centre for Quality Support and Development (CQSD) provides access to expertise and materials which support staff in reflecting on appropriate methods of assessment and feedback. CQSD offers sessions on assessment and feedback, and these matters are also addressed in the development programme for new lecturers.

31.2 MONITORING OF STANDARDS

The University's external examining system is designed to ensure the evaluation and maintenance of academic standards and their comparability with those of other institutions. External Examiners' Reports are reviewed by the Pro-Vice-Chancellor and the Teaching and Learning Deans. Boards of Studies and the Staff-Student Liaison Committee consider the reports. Boards of Studies are required to include in their annual programme report details of action taken in response to the External Examiner's comments. School Directors of Teaching and Learning, in liaison with Programme Directors, are responsible for ensuring that External Examiners are advised in writing of actions taken in response to their Reports.

The distribution of results for all Parts are evaluated by Boards of Studies, School Boards for Teaching and Learning, and the University Board for Teaching and Learning on an annual basis. Statistical analyses are available to Boards of Studies and other bodies.

The University Board for Teaching and Learning advises Boards of Studies to select issues for particular consideration in soliciting feedback from students and in evaluating programmes.

31.3 REVIEW OF ASSESSMENT REGULATIONS

Changes to assessment regulations are variously discussed by Boards of Studies, School Boards for Teaching and Learning, the Sub-Committee on Delivery and Enhancement of Learning and Teaching, the University Board for Teaching and Learning, and the Senate. These committees, which include student representation, provide for appropriate discussion and consultation on examination-related issues. External Examiners are consulted by Boards of Studies, as appropriate.

University-wide assessment regulations are reviewed periodically by the Sub-Committee on Delivery and Enhancement of Learning and Teaching.

Changes to regulations are normally applied to the next cohort of students entering the programme or, provided that the students' consent has been obtained, to current students; however, where changes are introduced with the intention of ensuring the integrity of the examination process (e.g. in relation to regulations on academic misconduct) new regulations would normally take immediate effect.

31.4 STAFF DEVELOPMENT

CQSD provides resources and support to staff in the development of assessment and feedback.

CQSD provides all new lecturers with sessions on the theory and practice of assessment and its implementation in the institution. Sessions relating to assessment issues are also made available to longer-standing members of staff.