

1. How effectively does the programme-level assessment regime align with the disciplinary learning outcomes or programme aims?
2. To what extent does the programme-level assessment regime support and integrate learning across courses?
3. To what extent, does the programme level assessment regime enable *every* student to demonstrate the extent to which they have achieved the programme degree in an equitable way?
4. To what extent does the programme team establish clear and consistent assessment processes for setting, marking, grading, moderation and external scrutiny?
5. How effective is the use of assessment guidance make the following information on assessment accurate, accessible, clear, consistent and transparent across programme?
 - a. Rationale for the assessment design
 - b. Assessment brief
 - c. Assessment criteria
 - d. Marking rubrics
6. To what extent do the assessment design at course level consider the contexts of programme?
 - a. Characteristics of students
 - b. Departmental, disciplinary, interdisciplinary and personal norms, expectations and ideas
 - c. Learning environment, for example, mode and class size
 - d. Professional or employment-related requirements

6a. To what extent can the tensions between different needs be reconciled?

7. Does the programme design ensure that students receive feedback on their summative assessments in good time to use it for development in subsequent and related assessments, including those on other courses?
8. To what extent are opportunities for timely formative feedback, either formal or informal, built into the overall design of the programme?
9. Have assessment and feedback arrangements for the programme overall been scrutinised to ensure that the volume and timing of assessment tasks reflect the unit and half unit courses, and that they take into account the nature and timing of assessments on other courses?
10. Have you scrutinised the number and type of assessment points and ensured that decisions are being made on the basis of quality rather than quantity, to ensure that students are not being over-assessed?
11. To what extent do you ensure that feedback across the programme (or department) is consistently progressive i.e. it is constructive and can feedforward, recognising both strengths and areas for improvement?
12. With what frequency across the programme are students supported to develop their assessment literacy and feedback literacy?