

WP7 Quality and Students

1. a) What is the institutional policy on student assessment?
- b) How is the relevant information communicated to students?

Key respondents: senior + mid-level managers, students

2. How are student assessment procedures made appropriate for their purpose (diagnostic, formative, summative)?

Note: good to discuss especially:

- pre-testing of student abilities/skills/competences (if in place for what courses, study modules);
- strategies for developing student abilities/skills/competences through interaction and feedback (formative assessment);
- measures for assessing student performance (summative assessment).

If a strategy for student self-assessment exists, it may turn out to be an example of good practice.

Key respondents: front-line teaching staff, students, mid-level managers

3. How are student assessment procedures designed to measure the intended learning outcomes and other programme objectives?

Note: good to briefly discuss the procedure of specifying learning outcomes and aligning them with the national QF-EHEA. Robust measurement of learning outcomes as part of student assessment procedures may turn out to be an example of good practice.

Key respondents: front-line teaching staff, senior + mid-level managers

4. a) Are student assessment procedures undertaken in accordance to the officially stated examination rules/regulations by qualified personnel?
- b) To what extent are the procedures dependent on the judgement of a single examiner?

Key respondents: students, front-line teaching staff, senior + mid-level managers

5. Do student assessment procedures have clear and published criteria for:
 - marking?
 - student absence, illness, or other mitigating circumstances?
 - informing students on the type, method, and criteria of assessment?
 - student class participation?
 - exam enrolment?

Key respondents: students, front-line teaching staff

6. a) Are student assessment procedures subject to administrative verification checks?

b) If so, how are the verification checks made?

Key respondents: students, senior + mid-level managers

7. How do student assessment procedures reflect on students' knowledge and skills gained at the secondary education level?

Key respondents: front-line teaching staff, senior + mid-level managers, senior managers (heads) of secondary schools

8. What is the role of external actors, including QA agencies, in student assessment procedures?

Note: linkage to external regulations (if any).

Key respondents: senior managers, Ministry officials, QA agency officials

9. a) Have there recently been significant changes made in student assessment procedures to improve their effectiveness?

b) Can you identify any aspect of student assessment procedures you especially approve of?

Note: questions as a lead-on to barriers (9a) and examples of good practice (9b).

Key respondents: students, front-line teaching staff, senior + mid-level managers