

# Checklist for good practice in module assessment

on behalf of Loughborough Design School

## The Centre for Engineering and Design Education

### Introduction

This checklist aims to support staff in developing or reviewing the consistency in documentation around module assessment. It will facilitate the development of a coherent process of thought and language in the assessment criteria, marking scheme, intended learning outcomes and feedback documentation. The prompts and supplementary resources provide members of staff with a means of flexibly working through the checklist.

It is essential to ensure that the intended learning outcomes and marking scheme are appropriate to the level and that the message conveyed in the feedback to students highlights these learning outcomes and aligns with the grade descriptors.

### Documents needed

- Module specification
- Assessment matrices for programme (with intended learning outcomes)
- Curriculum Map
- Grade descriptors
- Marking scheme
- Feedback forms

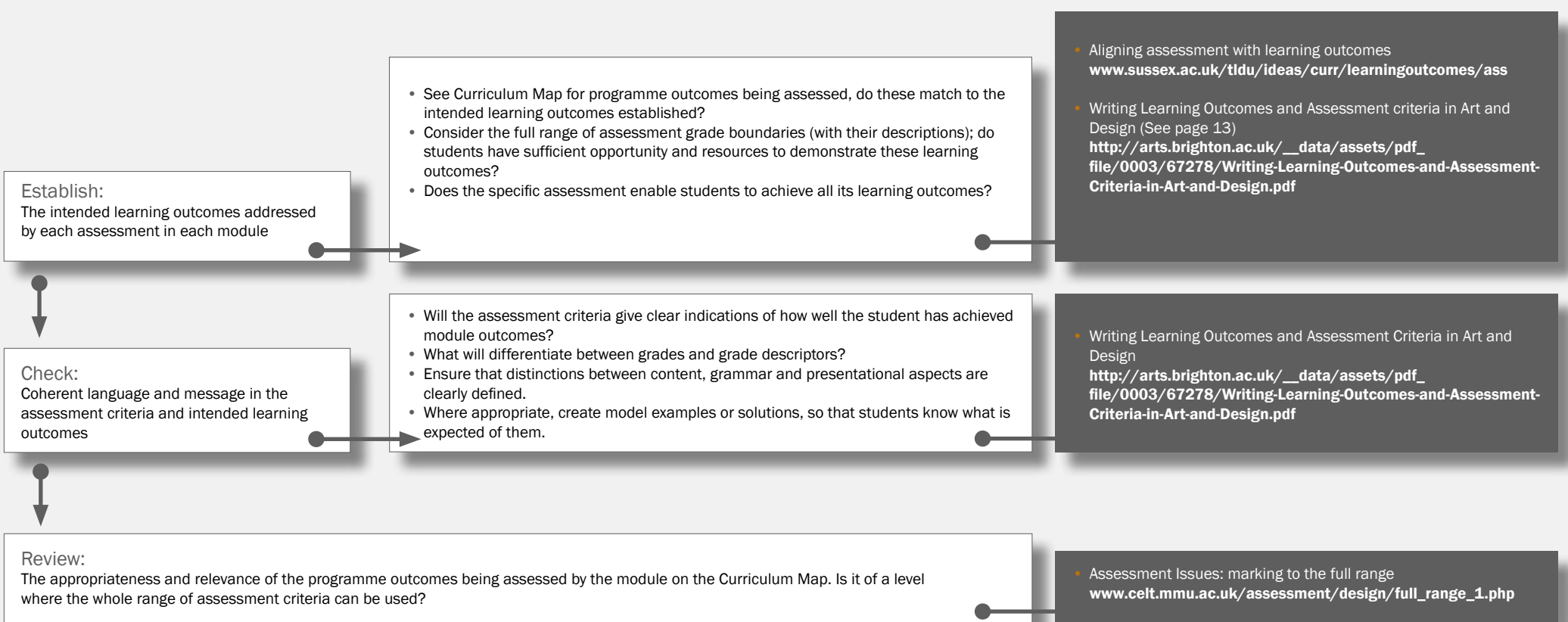
Remember that students, especially international students, may have different understandings of plagiarism, assessment, feedback, the marking criteria and grade boundaries. Will your presentation of the assessment, intended learning outcomes, marking criteria and feedback be clear to **all** students?

### Checklist item

### Prompts

### Suggested resources available from the links below

## A Mapping the assessment to the intended learning outcomes



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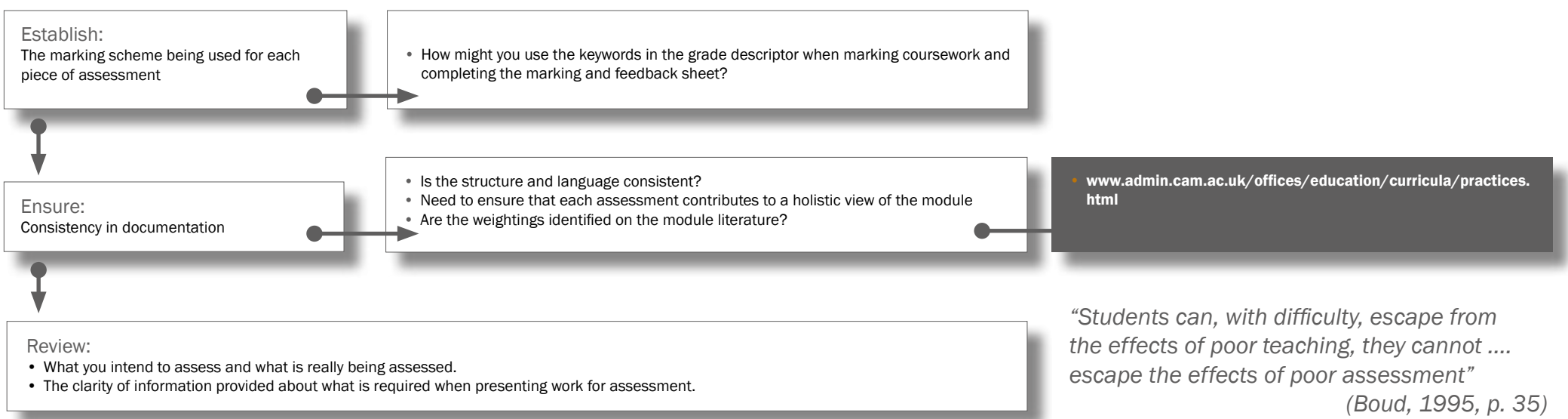
This checklist has been developed by the Centre for Engineering and Design Education at Loughborough University. Written by Raimat Ali and designed by Glenda McMahon.

for Loughborough Design School

*"Design is not just what it looks like and feels like. Design is how it works."*  
Steve Jobs

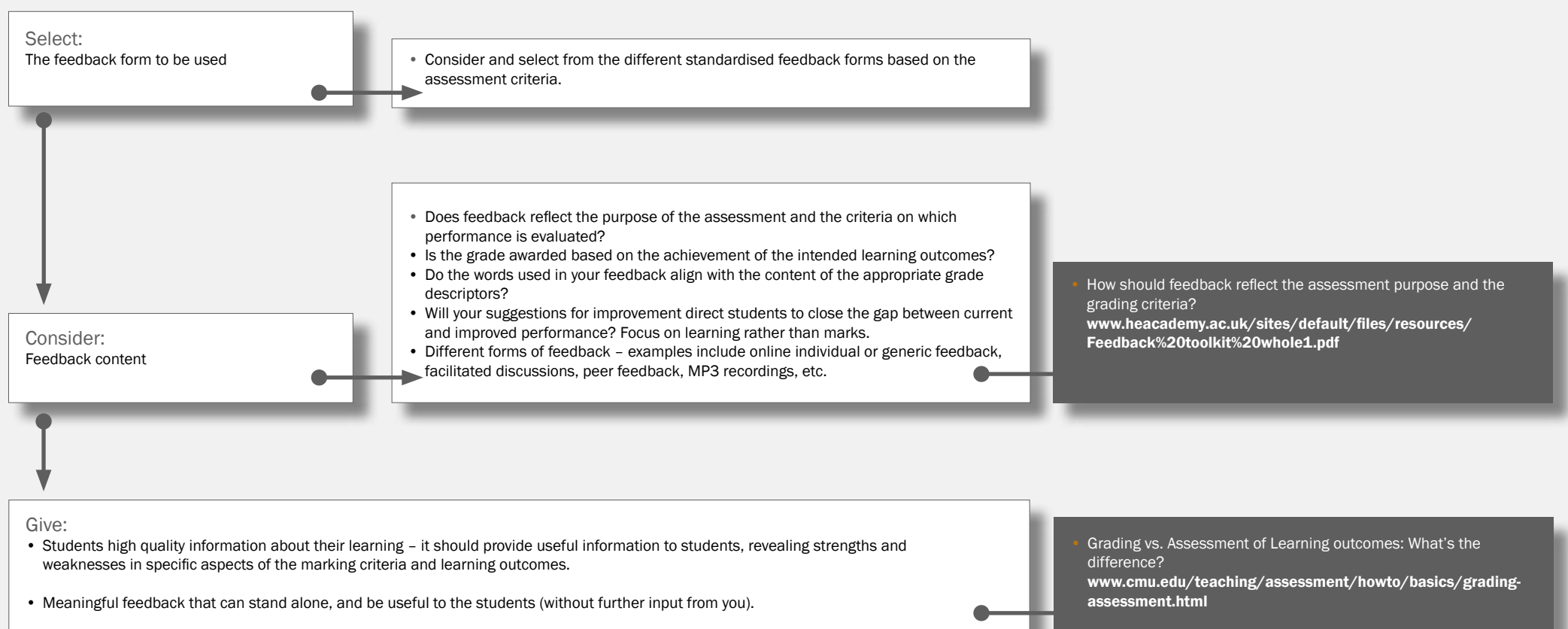
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## B Mapping the assessment to the marking scheme



Reference: Boud, D. (1995) Enhancing Learning through Self-Assessment. London: Kogan Page

## C Mapping the assessment criteria to feedback forms



## D Key characteristics of good practice in assessment (as questions)

