

UKCGE Residential meeting: 13 November 2008



Theme D
workshop
Good practice in
assessment of
research degrees

Facilitator: Gill Clarke

Framework for the assessment process

Convergence of regulatory framework (P1-3):

- Assessment regulations that are not open to different interpretations
- Alignment between institutional and local guidance
- Clarity for staff and students about conduct and implications of assessment

Progress monitoring

Achieving satisfactory progress through effective support and monitoring (P15-17):

- Are there clear procedures and stages, differentiating between formal and informal review?
- Are all concerned aware of the implications of progress / review outcomes?
- Importance of accurate record-keeping

Preparing for assessment - staff

- Do all examiners have a common understanding of what they are looking for?
- What help are they given by way of guidance documents?
- Role of supervisor?
- Is there formal reference to academic standards (internal and external)?
- Joint or individual reports?
- Outcomes: do examiners know what the options are?

Preparing for assessment - students

- Have they had opportunities to practice?
- How do they know what is expected of them:
 - With respect to the academic defence of the dissertation?
 - In a practical sense – how will viva be conducted?
- How do you know what their experience was like? (PRES)

Conduct of assessment

Assessing students appropriately (P22-24):

- Are vivas conducted fairly and consistently?
- How and when should students receive feedback?
- How do you recruit suitable examiners?
- How do *you* know due process has been followed?

If it all goes wrong...

- Are there clear procedures for everyone?
- Do they stand up to external scrutiny?
- How do you know there is an accurate picture of events?

Making clear to students how they can
complain or appeal (P25-27):

- Do you differentiate between informal and formal processes?