Mindful Assessment Design (MAD)

> **Purpose(s) –** What is the rationale for the assessment approach adopted on the module? How does the approach 'fit' with broader graduate attributes or equivalent?

> **Interactions –** What nature and form of interactions do the chosen assessment tasks/activities encourage? For whom and to what end?

> **Context(s) –** Where does the assessment take place? What kind of Learning Climate does the assessment approach and associated activities create on the module?

> **Feedback Processes –** How, when and in what form do students receive feedback on their work? Is feedback timely – i.e., sustainable?

> **Tasks –** Are tasks authentic, challenging and relevant to the aims of the programme? Is there a balanced diet of tasks throughout module/programme? Is there continuity between tasks (across modules and levels) – how is this captured/articulated?

> **Learner Outcomes –** Are learner outcomes clearly articulated for assessment tasks? Is there an element of student choice in how these outcomes are conceptualised and realised?

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