

Assessment Issues 1 – Assessment Principles			
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1 INTRODUCTION

1.1 Scope of the Guidance

Assessment of students' learning is a key issue for students, those who teach and those who are responsible for the design, accreditation, quality assurance and review of modules.

Faculties and Departments will understand the importance of ensuring effective systems are in place both to safeguard the integrity of the assessment and examination process and to ensure the maintenance and enhancement of quality standards. The same expectation will be found in the codes and processes developed by the UK Quality Assurance Agency for Higher Education and by validating or professional bodies.

To safeguard and maintain the integrity of the assessment and examination process, and to ensure the maintenance and enhancement of quality standards, Faculties and Departments are required to ensure that all assessments and examinations meet a set minimum requirement and conform to BUE Regulations as set out in the University's Examination and Assessment Regulations.

The Assessment Guidance applies a minimum standard for assessments and examinations that all Faculties/Departments should adopt in relation to three key areas:

- a. design of assessments and examination papers;
- b. marking;
- c. the scrutiny of final marks.

The Assessment Guidance has been developed as a result of the consolidation of good practice within the University since its foundation including recommendations from different working groups, and in particular the 2012 working group on Academic Honesty. Furthermore, the Assessment Guidance is based on best UK practice and reflects UK policy and norms as set out by the QAA, The HE Academy as well as a number of UK universities from which the Guidelines have been derived.*

** See Appendix for a full list of sources from which the Assessment Guidelines have been derived.*

2 ASSESSMENT PRINCIPLES

2.1 Purpose of assessment

Assessment is a generic term for a set of processes that measure the outcome of students' learning, in terms of knowledge acquired, understanding developed, and skills or abilities gained.

Developing effective assessment strategies has an important role in the three key areas of learning and teaching, certification, and quality assurance.

Table 1: Key purposes of assessment

Area	Key purposes
Learning & Teaching	<ul style="list-style-type: none">✓ To encourage appropriate student learning✓ To provide feedback to students to improve their learning✓ To motivate students✓ To diagnose a student's strengths and weaknesses✓ To help students to develop their skills of self-assessment✓ To provide a profile of what a student has learnt
Certification	<ul style="list-style-type: none">✓ To pass or fail a student✓ To grade or rank a student✓ To licence to practice✓ To select for future modules, programmes and courses✓ To predict success in future modules, programmes and courses✓ To select for future employment✓ To predict success in employment
Quality Assurance	<ul style="list-style-type: none">✓ To provide feedback to lecturers and learners on the learning achieved✓ To improve teaching and learning✓ To evaluate a module's strengths and weaknesses✓ To assess the extent to which a programme has achieved its aims✓ To judge the effectiveness of the learning environment✓ To ensure the module is credit worthy to other institutions and employers✓ To monitor standards over time

Adapted from: Assessment: A Guide for Lecturers, George Brown, Generic Centre, Learning and Teaching Support Network

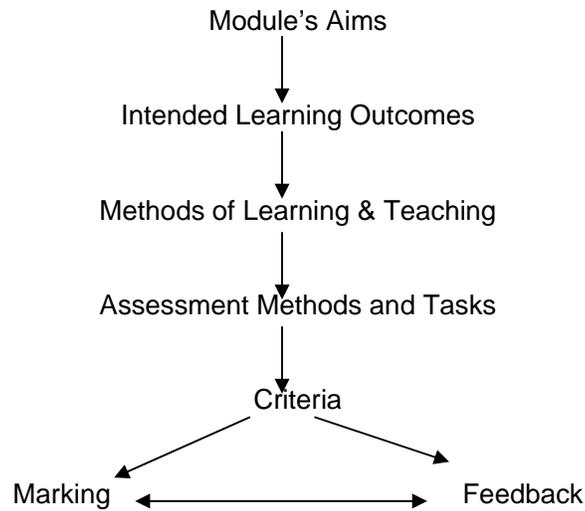
2.2 The process of developing an effective assessment strategy

The QAA Code of Practice on Assessment (2006) stresses the importance of assessment in promoting and enhancing students' learning. Choice of assessment methods by teachers is important in fostering, in students, a deep approach to learning. Research has demonstrated that the use of tests and multiple-choice questions will promote reproductive styles of learning, whereas projects, problem based approaches and open-ended assessment will promote independence and deeper strategies of understanding.

The alignment of assessment with the key features of a module is the basis of module design and

central to effective assessment. The process shown in Figure 1 summarises the relationships.

Figure 1: The alignment of assessment with the key features of a module



Adapted from: Assessment: A Guide for Lecturers, George Brown, Generic Centre, Learning and Teaching Support Network

2.3 UK Framework for HE qualifications (FHEQ)

In developing an appropriate assessment strategy it is important that this should be aligned to the UK Framework for HE qualifications (FHEQ):

Typical HE qualifications	Level
Doctoral degrees eg PhD	8
Master's degrees, postgraduate diplomas and certificates	7
Bachelor's degrees, graduate diplomas and certificates	6
Foundation degrees and HE diplomas	5

Typically, programmes are designed so that they are aligned to the different generic credit level descriptors for England, Wales and Northern Ireland (EWNI):

Degree Year	Generic credit level descriptors
Preparatory Year	P
Degree Year 1	4
Degree Year 2	5
Degree Year 3 & 4	6

The level descriptors should be seen as a developmental continuum in which preceding levels are necessarily subsumed within those which follow. The descriptors are outlined in Table 2 below.

Table 2: Generic credit level descriptors for England, Wales and Northern Ireland (EWNI)

Level 3

Apply knowledge and skills in a range of complex activities demonstrating comprehension of relevant theories; access and analyse information independently and make reasoned judgements, selecting from a considerable choice of procedures, in familiar and unfamiliar contexts, and direct own activities, with some responsibility for the output of others.

[Modules studied in the preliminary/foundation year leading to entry to an initial degree scheme.]

Level 4

Develop a rigorous approach to the acquisition of a broad knowledge base; employ a range of specialised skills; evaluate information using it to plan and develop investigative strategies and to determine solutions to a variety of unpredictable problems; and operate in a range of varied and specified contexts, taking responsibility for the nature and quality of outputs.

[Modules typically studied in the first year of a full-time degree scheme or the equivalent.]

Level 5

Generate ideas through the analysis of concepts at an abstract level, with a command of specialised skills and the formulation of responses to well defined and abstract problems; analyse and evaluate information; exercise significant judgement across a broad range of functions; and accept responsibility for determining and achieving personal and/or group outcomes.

[Modules typically studied in the second year of a full-time degree scheme or the equivalent.]

Level 6

Critically review, consolidate and extend a systematic and coherent body of knowledge, utilising specialised skills across an area of study; critically evaluate new concepts and evidence from a range of sources; transfer and apply diagnostic and creative skills and exercise significant judgement in a range of situations; and accept accountability for determining and achieving personal and/or group outcomes.

[Modules typically studied in the third and/or final year of a standard full-time degree scheme or the equivalent.]

Level 7

Display mastery of a complex and specialised area of knowledge and skills, employing advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for related decision-making including use of supervision.

[Modules typically studied in the final year of an integrated master's full-time initial degree scheme or as part of a Taught Master's scheme, including the dissertation, or the equivalent.]

Level 8

Make a significant and original contribution to a specialised field of inquiry demonstrating a command of methodological issues and engaging in critical dialogue with peers; accepting full accountability for outcomes.

[This represents research work at doctoral level.]

Higher education credit framework for England: guidance on academic credit arrangements in higher education in England, August 2008, <http://www.qaa.ac.uk/en/Publications/Documents/Academic-Credit-Framework.pdf>

A fuller description of the performance level expected of students at each level can be found in the Credit Level Descriptors for Higher Education – 2016, SEEC, <http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf>

2.4 Principles of assessment

Assessment practices contribute to the maintenance of academic standards. To ensure this they must meet a number of key principles as set out in table three.

Table 3: Key principles of assessment

Validity
✓ Assessments should measure the intended learning outcomes of the module or programme and there should be a clear and obvious link in this regard.
Fairness
✓ Assessments should be reasonable in the expectations placed on students. ✓ It should be conducted in an equitable and consistent manner. ✓ The assessment result should be dependent only on measures of the intended learning outcomes of the module or programme, and should be free from bias caused by the individual or group background, either of the assessors or the students. ✓ Thus questions should be intelligible to all those being assessed, and in large modules, with students from a range of groups, should not favour any particular group.
Reliability
✓ Assessments should deliver repeatable and accurate judgements. ✓ Consistent results should be obtainable for different assessors on each assessment decision.
Effectiveness
✓ All assessment tasks should ensure they encourage good quality, 'deep' approaches to learning in the students; that is learning with understanding. ✓ Whether we like it or not, assessment signals to students what really matters in a programme of study so you need to use assessment 'for learning' rather than think of it as assessment 'of learning'. ✓ Use of both formative and summative assessment should take place to ensure that students have an opportunity to learn from assessment for future use and staff should ensure that students have adequate time to reflect on learning before being assessed on it.
Rigour
✓ Assessments should measure performance at the level of the module or programme and defined procedures, processes and standards should be adhered to strictly.
Discrimination
✓ Assessments should enable assessors to distinguish between students who meet and those who fail to meet the intended learning outcomes. ✓ Where performance is to be graded, assessments should ensure that students who perform better are appropriately rewarded in the marks given.
Practicability
✓ Assessment tasks must be practicable for both staff and students in terms of the time needed for completing and marking. Students should have access to the means needed to complete assessments successfully including equipment where appropriate.
Transparency
✓ Information, guidance, rules and regulations on assessment should be clear, accurate, consistent and accessible to all staff, students and external examiners.
Authenticity
✓ Tasks should generate clear evidence that the work (of whatever nature) has been produced by the candidate.

Adapted from: Assessment: A Guide for Lecturers, George Brown, Generic Centre, Learning and Teaching Support Network

2.5 Recognising cognitive demands

Knowledge of different types of cognitive demand is an essential ingredient of designing and marking assessments and examination scripts. A useful approach is provided by Blooms Taxonomy set out in Figure 2.

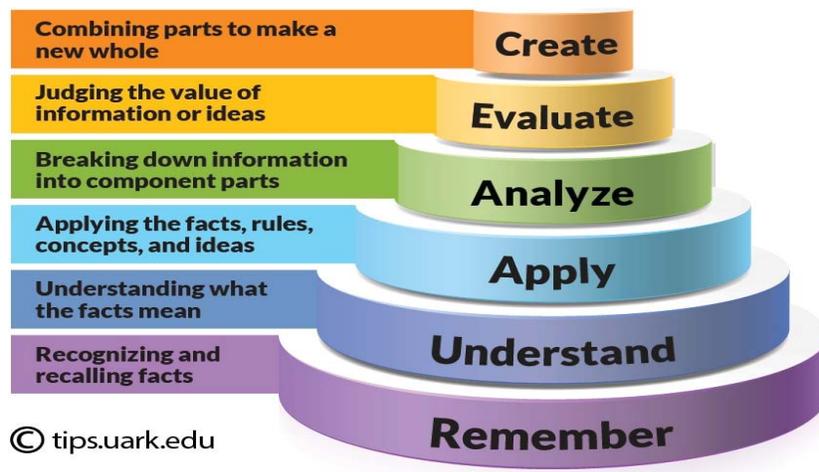


Figure 2: Bloom's Hierarchy of cognitive domains

The developmental nature of BUE's programmes mean that assessment tasks should enable students to develop the necessary skills through the different levels/years of the programme. The lower three levels are related to 'surface' learning and the higher levels to 'deep' learning. However, this should be applied in the context of the programme, the year/level of study and the capabilities of the students. What may require synthesis and evaluation by a level one student may be routine recall for a final-year student. The relationship between Bloom's different conceptual levels and the types of activities that might be expected of students is set out in Table 4.

Table 4: Bloom's conceptual levels and action verbs

Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Bloom's Definition					
<i>Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.</i>	<i>Demonstrate understanding of facts and ideas by organising, comparing, translating, interpreting, giving descriptions, and stating main ideas.</i>	<i>Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</i>	<i>Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalisations.</i>	<i>Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.</i>	<i>Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.</i>

Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Verbs					
<ul style="list-style-type: none"> ➤ Choose ➤ Define ➤ Find ➤ Label ➤ List ➤ Match ➤ Name ➤ Recall ➤ Record ➤ Relate ➤ Repeat ➤ Select ➤ Show ➤ Tell ➤ Underline 	<ul style="list-style-type: none"> ➤ Classify ➤ Compare ➤ Contrast ➤ Describe ➤ Demonstrate ➤ Discuss ➤ Explain ➤ Express ➤ Extend ➤ Identify ➤ Illustrate ➤ Infer ➤ Interpret ➤ Locate ➤ Outline ➤ Recognise ➤ Relate ➤ Report ➤ Rephrase ➤ Review ➤ Show ➤ Summarise ➤ Tell ➤ Translate 	<ul style="list-style-type: none"> ➤ Apply ➤ Build ➤ Choose ➤ Construct ➤ Demonstrate ➤ Develop ➤ Dramatise ➤ Employ ➤ Experiment with ➤ Identify ➤ Illustrate ➤ Interpret ➤ Interview ➤ Make use of ➤ Model ➤ Operate ➤ Organise ➤ Plan ➤ Practice ➤ Schedule ➤ Select ➤ Solve ➤ Use ➤ Utilise 	<ul style="list-style-type: none"> ➤ Analyse ➤ Appraise ➤ Assume ➤ Calculate ➤ Categorise ➤ Classify ➤ Compare ➤ Contrast ➤ Criticise ➤ Debate ➤ Differentiate ➤ Discover ➤ Dissect ➤ Distinguish ➤ Divide ➤ Examine ➤ Inspect ➤ List ➤ Question ➤ Simplify ➤ Relate ➤ Solve ➤ Survey ➤ Take part in ➤ Test for 	<ul style="list-style-type: none"> ➤ Agree ➤ Appraise ➤ Assess ➤ Award ➤ Choose ➤ Compare ➤ Criticize ➤ Decide ➤ Deduct ➤ Defend ➤ Determine ➤ Disprove ➤ Estimate ➤ Evaluate ➤ Explain ➤ Interpret ➤ Judge ➤ Justify ➤ Mark ➤ Measure ➤ Perceive ➤ Prioritise ➤ Prove ➤ Rate ➤ Recommend ➤ Revise ➤ Rule on ➤ Select ➤ Support 	<ul style="list-style-type: none"> ➤ Adapt ➤ Arrange ➤ Assemble ➤ Build ➤ Change ➤ Choose ➤ Collect ➤ Combine ➤ Compile ➤ Compose ➤ Construct ➤ Create ➤ Delete ➤ Design ➤ Develop ➤ Discuss ➤ Elaborate ➤ Estimate ➤ Formulate ➤ Improve ➤ Invent ➤ Make up ➤ Manage ➤ Maximise ➤ Minimize ➤ Modify ➤ Organise ➤ Plan ➤ Predict ➤ Prepare ➤ Propose ➤ Set-up ➤ Test

Adapted from: Anderson, L.W., & Krathwohl, D.R. (2001). *A taxonomy for learning, teaching, and assessing, Abridged Edition*. Boston, MA: Allyn and Bacon

2.6 Developing assessment items that reflect the appropriate cognitive demand and level

This suggests that in developing appropriate assessment strategies, consideration should be given to the cognitive demands required by a module of students.

Table 5: Designing assessments to develop skills through a programme

	Prep Year	Degree Year 1	Degree Year 2	Degree Years 3 & 4
Balancing Theory and Practice from Year 1 (more theory) to Year 4 (more application/practical)	Theoretical basics	Practical Application	Ability to relate to previous modules in previous years	Application & practical links with all modules and external sources
Examples of expected question types based on Blooms Taxonomy	<ul style="list-style-type: none"> ✓ Explain ✓ List ✓ Define ✓ Describe ✓ Giving examples 	<ul style="list-style-type: none"> ✓ Interpret/demonstrate ✓ Compare & contrast ✓ Apply ✓ Classify ✓ Decide 	<ul style="list-style-type: none"> ✓ Predict ✓ Associate ✓ Discuss ✓ Connect ✓ Plan ✓ Support 	<ul style="list-style-type: none"> ✓ Combine/integrate ✓ Rearrange ✓ Argue/debate ✓ Invent ✓ Analyse ✓ Judge/evaluate

Adapted from: BAEPS Staff Handbook

In developing assessment items, it is important that these should reflect both the required cognitive demand of a particular module as well as its overall level in the UK Framework for HE qualifications. Table 6 begins to set how assessment items need to be aligned to the cognitive demands of a particular module.

Table 6: Designing assessments items that reflect the required cognitive demand

REMEMBER / KNOWLEDGE		
What is ___? Where is ___? Who were the main ___? Why did ___? When did ___? How would you show ___?	How did ___ happen? Which one ___? How is ___? When did ___ happen? List three ___. How would you describe ___?	What do you recall about ___? Select ___. How would you explain ___? Who was ___?
UNDERSTAND / COMPREHENSION		
How would you explain ___? How would you identify ___? How are these alike? Different? How would you differentiate between ___? What do you conclude from ___?	What characteristics identify ___? What is the difference between ___? What relationship exists between ___? What patterns exist ___?	What could be a reason for ___? What can you interpret from the graph/table? Which does not belong? What would happen if ___?
APPLY / APPLICATION		
How would you make use of ___? How does ___ apply to ___? How would you modify ___? Under what conditions would you ___? How could you apply what you have	How would you use the facts to investigate ___? Using what you know, how would you design ___? Utilise ___ to ___. Illustrate a way to ___.	Predict what would happen if ___? What would result if ___? Show me a way to organize ___. Why does ___ work? Using what you have learned, how would you solve ___?

read to construct ____?	What other way would you demonstrate ____? Identify the results if ____.	
ANALYSE / ANALYSIS		
Determine what could have caused ____. Discuss the pros and cons of ____. Explain why it is not possible for ____. How would you order ____? How would you document ____? Justify your conclusion about ____. Why do you think ____? What fallacies influenced ____?	What are the components of ____? What is the reason for ____? What observations can you make from ____? What evidence will support/refute ____? What relationship exists between ____? What inference can you make/were made from ____?	What assumptions can you make/were made about ____? What is your analysis of ____? What ideas validate ____? What conclusions can you deduce ____? Under what conditions ____? Using the assumption of the ____ theory, analyse ____.
EVALUATE / SYNTHESIZE		
Create/propose an alternative to ____? How would you improve ____? Devise a way to ____. Hypothesize the reason for ____. Design a fair test for ____. Predict the outcome of ____. Develop a theory to explain ____.	Propose a hypothesis/an experiment for ____. Develop a model to represent ____. Think of an original way to represent ____. Develop an experiment to determine ____. What solutions would you suggest for ____? Elaborate on ____.	What could be done to integrate ____? How would you test ____? What would happen if ____? How would you combine ____ to create a different ____? What changes would you make to revise ____?
CREATE / EVALUATION		
Based upon the evidence, explain your choice. Compare the ideas of ____. How else would you ____? How would you critique ____? How would you interpret ____? How would you verify ____?	How would you determine the facts about ____? How would you prove/disprove ____? Rate the ____. State a case that would support/reject ____. What is the most important ____? What data was used to evaluate ____? What would you conclude about ____?	What is the significance of ____? What criteria would you use to assess ____? What choice would you have in ____ situation? What data was used to evaluate ____? What is your opinion of ____? Which ____ is valid? Would it be better if ____? Why/why not?

Alignment of essay style questions to reflect the cognitive demands of the module and assessment strategy is also required and Table 7 begins to provide some example of how essay stems can be aligned.

Table 7 Essay stems aligned to cognitive demand

Intellectual Skill	Stem
Comparing	<ul style="list-style-type: none"> ➤ Describe the similarities and differences between... ➤ Compare the following two methods for...
Relating & Effecting	<ul style="list-style-type: none"> ➤ What are the major causes of...?

Intellectual Skill	Stem
	➤ What would be the most likely effects of...?
Justifying	➤ Which of the following alternatives do you favour and why? ➤ Explain why you agree or disagree with the following statement.
Summarising	➤ State the main points included in... ➤ Briefly summarise the contents of...
Generalising	➤ Formulate several valid generalizations for the following data. ➤ State a set of principles that can explain the following events
Inferring	➤ In light of this information, what is most likely to happen when...? ➤ How would person X be likely to react to the following issue?
Classifying	➤ Group the following items according to... ➤ What do the following items have in common?
Creating	➤ List as many ways as you can think of for/to... ➤ Describe what would happen if...
Applying	➤ Using the principles of X describe how you would solve.... ➤ Describe a situation that illustrates the principle of...
Analysing	➤ Describe the reasoning errors in the following paragraph. ➤ List and describe the main characteristics of...
Synthesising	➤ Describe a plan for providing that...
Evaluating	➤ Describe the strengths and weaknesses of...

Writing Good Exam Questions, A Self-study Workbook Written by Dr Kate Exley

2.6 Delivering a range of assessment tasks

Using a range of assessment tasks in the modules within a programme has many benefits, including:

- the opportunity for students to demonstrate different skills as well as the traditional intellectual skills (for example professional skills, subject-specific skills, problem solving, working with others, using a range of communication skills, being creative and imaginative, etc);
- variety and choice for students (related to increased motivation);
- opportunities to do something that has intrinsic worth as well as the demonstration of learning. Helps to motivate students and encourages them to see wider relevance in their work. (e.g. *designing learning materials for others, presenting ideas to other students, reflection on personal development and learning, analysis of work-based learning, completion of small-scale research, and designing a web page*);
- reduced marking loads for staff and student involvement in the assessment process (for example group, peer and self-assessment tasks);

- reduced likelihood of plagiarism.

Module teams should identify a range of different assessment tasks. Examples of different assessment tasks and how they can be adapted are provided in tables 8 and 9 below.

Table 8: Approaches to coursework assessment

Assessment type	Brief Rationale
Essays	<ul style="list-style-type: none"> ✓ A standard method, essentially concerned with trying out ideas and arguments, supported by evidence. ✓ Has potential for measuring understanding, synthesis and evaluative skills. In most essays, there are no absolutely right or wrong answers and marking for feedback can be time consuming.
Dissertations	<ul style="list-style-type: none"> ✓ Good all-round ability testing. Wider application of knowledge, understanding and skills, with a measure of project and time management. ✓ Motivation can be high although students who are good at examinations are not always good at dissertations. They present greater potential for providing feedback and can test methods as well as results.
Case studies and open problems	<ul style="list-style-type: none"> ✓ Case studies have potential for measuring application of knowledge, analysis, ✓ Problem -solving and evaluative skills. ✓ Allows students to apply theory to practical situations.
Projects and group projects	<ul style="list-style-type: none"> ✓ Good all-round ability testing. Potential for sampling wide range of practical, analytical and interpretative skills. ✓ Develops tutor/student and student/student relationships. Wider application of knowledge and skills to real/simulated situations. Motivation tends to be high. ✓ Feedback potential (especially in incorporating self or peer assessment). Tests methods as well as end results. ✓ May include seminars and tutorials, case studies, simulation, role-plays, problem solving exercises, team-building and experiential ('live' project) learning.
Seminar presentations	<ul style="list-style-type: none"> ✓ Feedback potential from tutor, self and/or peers. ✓ Tests preparation, understanding, knowledge, capacity to structure information and oral communication skills. ✓ Can broaden possible topic and approaches.
Laboratory and practical work	<ul style="list-style-type: none"> ✓ Potential for measuring knowledge of experimental procedures, analysis and interpretation of results. ✓ Can also test preparation and practical skills and can help broaden topic and approaches, particularly in terms of application of knowledge.
Plans and drafts	<ul style="list-style-type: none"> ✓ Threats of plagiarism reduced by discussion of essay plans and drafts with tutor/other students.
Peer assessment and self-assessment	<ul style="list-style-type: none"> ✓ Develops reflective skills. Helps clarify criteria. Potential for developing teamwork, central to professional competence. ✓ Develops reflective skills, important for effective lifelong learning. ✓ Both self and peer assessment can offer a supplement and/or alternative to tutor assessment. Adequate training needed though, and the learning task should be clearly defined.

Portfolios	<ul style="list-style-type: none"> ✓ Typically, portfolios are compilations of evidence of students' achievements, including major pieces of their work, feedback comments from tutors, and reflective analyses by the students themselves. ✓ Multi-dimensional assessment of student using a range of different methods but can be time consuming to prepare and mark.
Posters	<ul style="list-style-type: none"> ✓ Students summarise their work by preparing a poster. ✓ Encourages students to think creatively about their work and present it effectively, as well as presenting findings and interpretations succinctly and attractively. ✓ Presentation and feedback potential, from tutor, self and peers.
Question-setting by students	<ul style="list-style-type: none"> ✓ Students are involved in preparing the questions to be asked. ✓ Helps clarify criteria and tutor's intentions. Provides an estimate of what students see as important in a module.

Adapted from: Assessment: A Guide for Lecturers, George Brown, Generic Centre, Learning and Teaching Support Network

Table 9: Modifying existing assessments

Assessment type	Alternative tasks
Essay	<ul style="list-style-type: none"> ✓ Article for a serious newspaper ✓ Article for a professional magazine ✓ Article for a popular newspaper (i.e. encourage students to target work towards a particular audience) ✓ Book review ✓ Paper to a committee ✓ Case for an interest group ✓ Popular book review ✓ Serious book review ✓ Script for a radio programme ✓ Script for a TV programme
Experimental design	<ul style="list-style-type: none"> ✓ Marketing research bid ✓ Research bid ✓ Design of a survey, or other research tool ✓ Tender for a contract
Laboratory report	<ul style="list-style-type: none"> ✓ Instructional guide for a beginner ✓ Popular account of experiment and its findings ✓ Brief seminar paper on experiment ✓ Group report of a set of linked experiments
Problem solving	<ul style="list-style-type: none"> ✓ Real case ✓ Match ideal and possible ✓ Compare precise solution and estimate
Short answer questions	<ul style="list-style-type: none"> ✓ Set them on a theme which provides more information or complexity as they proceed through the set of questions
Multiple-choice	<ul style="list-style-type: none"> ✓ Set some that require reasoning or distinguish assertions and reasons
Survey design	<ul style="list-style-type: none"> ✓ Design a task for a real client's problem
Project	<ul style="list-style-type: none"> ✓ For a real client ('live' project) or based in a work setting
Dissertation	<ul style="list-style-type: none"> ✓ Convert into a brief publication, illustrated presentation or exhibition

Assessment type	Alternative tasks
Group project	✓ On a theme or task in a setting outside the university. It may in some cases be useful to assess some of the skills of effective group work (i.e. process assessment)

Adapted from: *Assessment: A Guide for Lecturers*, George Brown, Generic Centre, Learning and Teaching Support Network

2.7 Providing information to students

Module Leaders are responsible for providing students with clear information about the assessment strategy of the Module. A full list of material that should be provided for each module on eLearning is provided in the [University's eLearning Musts](#). All students should be provided with:

Key documents
<ul style="list-style-type: none"> the Module Specification
<ul style="list-style-type: none"> a module weekly plan which sets out: <ul style="list-style-type: none"> ✓ details of the assessment tasks for the module - e.g. assessment titles, type/length of exams etc ✓ the Intended Learning Outcomes addressed by the different assessment tasks ✓ the relative weighting of the assessment tasks ✓ deadlines for submission of assessments/examinations
<ul style="list-style-type: none"> the assessment criteria for the Module
<ul style="list-style-type: none"> a marking scheme for the assessment
<ul style="list-style-type: none"> assessment brief
Key information
<ul style="list-style-type: none"> arrangements for submission of assessments (or reference to such details in programme handbook)
<ul style="list-style-type: none"> when and how the marked work and feedback will be returned to students
<ul style="list-style-type: none"> a reminder to students with disabilities or special educational needs about how and when to request alternative assessment arrangements
<ul style="list-style-type: none"> links to assessments in other modules/fieldwork if applicable
<ul style="list-style-type: none"> key sources of information
<ul style="list-style-type: none"> appeals procedures

2.8 Assessing students with Specific Learning Difficulties and Disabilities (SLDD)

Assessment can present special problems for SLDD students including:

- access to learning resources
- the physical environment
- their rates of information processing
- their capacity to communicate their learning

In the UK 'SENDA' (the Special Educational Needs and Disabilities Act, 2001) requires education providers to make 'reasonable adjustments' so that no learner should be unfairly discriminated. Inclusive assessment is an important way in which teaching teams can ensure that the needs of all

learners are addressed. The University of Bath has useful advice on how best to meet the needs of SLDD students in the learning and assessment process <http://www.bath.ac.uk/disabilityadvice/index.html> .

3 APPENDIX: KEY REFERENCES

The Assessment Guidance has been derived from a number of sources.

plagiarismadvice.org

<http://www.plagiarismadvice.org/>

Plagiarism, A Good Practice Guide, By Jude Carroll and Jon Appleton, May 2001

<http://www.plagiarismadvice.org/resources/good-practice-guide>

QAA

The UK Quality Code for Higher Education: A brief guide

<http://www.qaa.ac.uk/Pages/default.aspx>

The Higher Education Academy

<http://www.heacademy.ac.uk/home>

Supporting academic integrity: Approaches and resources for higher education

http://www.heacademy.ac.uk/assets/documents/academicintegrity/SupportingAcademicIntegrity_v2.pdf

Policy works

http://www.heacademy.ac.uk/assets/documents/academicintegrity/policy_works.pdf

An Introduction to Assessment, The Higher Education Academy HE in FE: Teaching and Learning, Written and prepared by Gary Hargreaves EIAT, Consultancy Ltd, December 2006

<http://www.heacademy.ac.uk/assets/documents/subjects/engineering/intro-to-assessment.pdf>

Assessment: A Guide for Lecturers, George Brown, Generic Centre, Learning and Teaching Support Network

<http://www.bioscience.heacademy.ac.uk/ftp/Resources/gc/assess03Lecturers.pdf>

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