Inclusive assessment

Good practice guide

Content   **Page Numbers**

'Students can escape from the effects of poor teaching, they cannot, by definition if they want to graduate, escape the effects of poor assessment'

                                                                          Boud (1995)

We need parity of assessment experience through strategic change, embedded, consistent practice rather than a 'bolt on' or 'ad hoc' provision"

                                                                    Waterfield & West (2006).

---

1. Introduction

The development of inclusive learning and assessment opportunities to meet the needs of our diverse learners is central to the QAA Assessment and Feedback B6 Quality Code (2013) Plymouth University Teaching, Learning and Student Experience Strategy 2013-2020 and the Plymouth University Assessment Policy 2014-2020.

https://www.plymouth.ac.uk/your-university/teaching-and-learning/guidance-and-resources/plymouth-university-assessment-policy-2014-2020

The University has an enviable reputation in supporting students with additional needs through one-to-one enablers and other specialised provision. As our disabled student numbers have grown we have fallen behind in providing effective and research informed assessment and feedback practices. Improving the assessment experience through an inclusive approach will enhance student experience and staff workload.

Inclusive assessment was first endorsed at Plymouth University through the SPACE project (Waterfield & West 2006). The SPACE project recommended an inclusive assessment approach would meet the needs of the diverse student population. Inclusive assessment does not compromise academic or professional standards but improves the opportunities for all students to demonstrate their acquisition of the learning outcomes.

Student voice has been a key driver for change in assessment practices. For many years the National Student Survey (NSS) responses to the five assessment and feedback questions show markedly lower satisfaction rates than all the other eighteen questions. The Annual Report of the National Student Forum (2009), highlighted the need for change, arguing that one of the key challenges for the future is to 'ensure a university-wide focus on assessment for, and not just of, learning' with emphasis on 'increased flexibility and innovation in course structures and modes of delivery'.

Universities have a growing diverse student population many with additional needs including disability, language concerns and personal or employment commitments. Universities need to ensure teaching, learning and assessment is accessible and supported. In a ministerial statement in April 2014 David Willets stated 'HEIs need to give greater consideration to the delivery of their courses and how to provide student support'.

However at times some modified assessment provisions (MAP) can lead to unreasonable experiences for both staff and students examples include:-

1) A student has MAP of 100% extra exam time with 25% rest breaks. This involves 7 ½ hours for each 3 hour exam. This is untenable for both the student and the university.

2) A student who is unable to take five 2 hour exams due to exam stress and phobia was given 'home papers' with a 2 week time limit and one time constrained exam in their 'own room'. During the exam the student experienced a panic attack and needed to be escorted home by the invigilator.

3) After developing a three hour examination paper a lecturer was required to write five additional different assessments. This enabled a number of students with modified assessment provision and extenuating circumstances to complete the module assessment.

Assessment is a key driver for learning (Biggs and Tang, 2007), and needs to be well-designed. The design process starts with well-written SMART learning outcomes. The teaching, learning and assessment approaches should be designed to support students' development towards achieving the learning outcomes and both the formative and summative assessment should be an accurate test of the extent to which the student has met those intended outcomes.

A key underpinning principle is that inclusive assessment does not mean 'easier assessment', nor does it give students the opportunity to avoid specific tasks which are fundamental to development in their discipline. Inclusivity is about enhancing practice to offer students greater opportunity to develop both skills and disciplinary knowledge in a supported and challenging environment.

An inclusive assessment will provide a clear assessment brief and marking criteria in advance of the task. There will be opportunity to explore this brief with peers and a tutor (this may be in class, or online) so that students can ask questions and clarify key elements of the task before they begin. Teaching and learning approaches used in the module will develop skills that relate to the assessment task, with elements of formative feedback to support the process. By the point of summative assessment the students should have had plenty of opportunity to enhance their disciplinary knowledge and hone the associated skills to the required level.

Inclusive assessment may include offering students a choice of assessment method. If choice is offered, programme teams should consider what approach to take in terms of ensuring that a student has covered all the necessary or required assessment formats during the programme (this is particularly relevant to programmes with associated professional body requirements).

At Plymouth University a model has been developed providing a framework for inclusive assessment illustrating the need for transparency in student and staff engagement in effective assessment practice.

Inclusivity can be enhanced through: 'Feed-in' → Formative tasks → Staging of tasks (building level & complexity)

Feed-in
Set up, briefing , preparation & practice, clear assessment & marking criteria, Q&A, discussion.

Feedback
End of all assessments & exams, written, verbal, mp3, YouTube, grades

Learning

Feed-forward
Formative 'feedback', discussion, mid-way reviews, self assessment, peer or tutor feedback

(Magne 2012 adapted from Brown 2007)

2. Assessment Policy 2014-2020

The Plymouth University Assessment Policy 2014-2020 is student facing and has been written and developed with both staff and students.

The assessment policy has five headings:-

1. The purpose of assessment:
2. If you are a student you can expect the following:
3. The university expects students to:
4. Our schools and staff should make sure of the following:
5. The university will support this by:

The Assessment Policy 2014 is an on-line policy with extensive information linked to the policy. https://www.plymouth.ac.uk/your-university/teaching-and-learning/guidance-and-resources/plymouth-university-assessment-policy-2014-2020

The purpose of assessment at Plymouth University is to:-

- help students to perform to the best of their abilities through assessment that is inclusive and supports their learning and future employment
- encourage, motivate and involve students in extensive learning
- provide a fair and reliable measure of students' performance, knowledge and skills against the learning outcomes and discipline pedagogy
- help students develop, through timely and constructive feedback
- give our stakeholders confidence that a student has achieved the necessary level of achievement, giving a reliable and consistent basis for their award

In conjunction with the consultation and development of the new assessment policy the inclusive assessment ambition and aims were clarified.

Plymouth University Inclusive Assessment ambition:

'all students will have an equitable, supported assessment experience'.

Inclusive assessments aims:-

- ✓ Fairly evaluate students' ability to meet module and programme learning outcomes, academic and professional standards

- ✓ Be accessible for all students

- ✓ Provide every student with an equal opportunity to demonstrate their achievement

- ✓ Support student engagement, learning, progression, retention and address the needs of our diverse student population

- ✓ Be authentic and offer students contextualised meaningful tasks that replicate real world challenges through effective programme design.

- ✓ Reduce the need for modified assessment provision (MAPs)

3. Assessment considerations

Assessment design

1. What is the purpose of the assessment?

2. Does the assessment contribute to the programme aims and the module learning outcomes?

3. Are the assessment activities aligned to the learning outcomes and integrated into the learning process?

4. Is the assessment authentic and aligned to real life work– related practice?

5. How many assessment components are there in each module? (The PU assessment policy 2014-2020 states normally a maximum of two summative assessments for each 20 credit module)

6. Does the programme contain a range of assessment methods with low/simple modified assessment implications?

7. How will the assessment method enable students to practice, progress and improve their assessment performance?

8. Have the assessment tasks been checked to ensure there is no inherent bias that may disadvantage particular groups of students?

9. Is the weighting between the different assessment methods equitable? The traditional 80:20 exam to coursework ratio offers advantage to students who have good short term memory recall. Consider using 50:50 weighting.

10. Does the assessment focus students' attention on productive learning activities and lead them away from cramming and surface learning?

11. Are credits awarded for student engagement in formative activities? (e.g. attendance at seminars or tutorials, presentations and discussion or participation in a blog, wiki, or online discussion forum)

12. Consider offering some modules with a choice of two assessment methods.

13. Are all assessments designed to minimise plagiarism and academic dishonesty? Consider setting different assessment questions or case studies for each student.

14. Are the assessment questions clear and specific?

Scheduling assessments

15. Are student and staff workloads considered when scheduling assessments? Are there any assessment bottlenecks?

16. Assessments designed at programme level offer more control over; the range of assessment methods, scheduling throughout the year and a reduction in assessment pressure points for staff and students.

Pre–assessment briefing activities/Feed-in

17. Are students thoroughly prepared for the assessment with a detailed briefing sheet, handbook, information about the assessment format, referencing convention etc.?

18. Are students given the assessment, marking and grading criteria so they can self-assess their work?

19. Are sessions timetabled for student discussion on the assessment?

20. What pre-assessment support is available/allowable? (e.g. feedback on essay ideas or drafts, marked practice papers, assessment discussion)

21. Are all students with modified assessment requirements invited to a tutorial to discuss any additional needs?

22. Is all the assessment information easily accessible/available on the DLE?

Marking

23. When assessing large groups, consider holding a team marking session. These enable prompt marking, moderation and feedback. Detailed assessment and marking criteria will assist uniformity of marking.

24. Can assessments be marked, and personalised feedback completed and returned within a short timeframe to maximise student learning. (The Assessment Policy 2014-2020 states this must take place within a maximum of 20 days)

Feedback and feed-forward

25. Use a range of approaches to deliver feed-forward and feedback across the programme?

26. Is feed-forward and feedback scheduled so that students can use the learning and improve their next assignments?

27. Consider offering group feedback as soon as possible after an assessment (e.g. instant answers after online tests, post exam workshop, in lectures, through Mp3 or on YouTube) this will ensure students receive immediate feedback.

28. How will students engage with their exam scripts so they can learn from the process? Consider delivering a workshop where they receive feedback and can reflect on the exam through examining the script.

Resits

29. What assessment methods will be used for resits? It is not necessary to always use the same assessment methods as long as they assess the same learning outcomes and assessment criteria.

30. Consider resit assessment methods that can be completed away from the Plymouth campus and have simple or no modified assessment requirements. This will reduce student travel and accommodation costs

4. 1st year intensive module assessment

All programmes at Plymouth University will start with a four week intensive 1st year introductory module. Students with entitlement to modified assessments may not have their arrangements in place so it is vital that this intensive module has only inclusive assessment.

Examples of the types of assessment that can be utilised include:-

- 4 x Problem Based Learning activities – 4 x 500 words with a reflective commentary/e-commentary (what I know now as a result of the module)

- Field work 7 notebook or report with a reflective commentary (what I know now as a result of the module)

- Mini project 'product'/performance and commentary. 3 (1 per week) x 300 word piece of critical writing

- Group presentation of a poster with individual reflection on the process

- 'Multiple Choice Questions' – open time frame or 40 questions in a maximum of 3 hours over a 48 hour period with Practical Lab: work and report

- Group video/podcast and 500-1000 word reflective commentary (what I know now as a result of the module)

5. Assessment workload and equivalences

The QAA Assessment and Feedback Quality code requires the volume of assessment be consistent with the measurement of the learning outcomes. The QAA guidance suggests 'avoiding excessive summative assessment and emphasise supporting student learning through formative assessment'.

A heavy assessment workload can lead to student's surface learning and excessive staff workloads (Kember & Leung 1998, Trigwelll & Prosser 1991). Fewer assessments evenly scheduled during the academic year create space for quality feedback (Fielding 2008). Students work hardest when there is a high volume of formative-only assessment and feedback (Gibbs 2007).

There are two main assessment measures in common use; estimated hours and word limits (Fielding 2008). However, Race (2010) suggests word limits can encourage word spinning and offers advantage to students who are good at waffling. Race (2010) also advocates the need for short word constrained tasks such as a 150-300 word summary, an argument from three perspectives or a work review from three sources. It is difficult to establish university wide assessment equivalence because of the variation between subject disciplines. It is important however to ensure equity between modules and programmes.

Student hours There is national and international acceptance that 1 Credit point equates to 10 hours of student work.

Manchester Metropolitan University (MMU) offers more detailed guidance:-

20 credits	200 hours
Class contact (lectures, practicals, tutorials, seminars, field visits)	50
Reviewing information (for example, organizing and reflecting on learning materials, reading and clarifying lecture notes)	50
Supplementary reading ('reading around' including web materials, journals and text books)	50
Assessment (actual assessment time plus all time specifically related to preparing for, and completing, the assessment).	50

Manchester Metropolitan University (MMU) has further guidance for staff to calculate student hours of effort for each assessment method:-

Assessment	Student Effort	Hours
1 hour of examination (including unseen, time-constrained coursework)	1h assessment plus 9h student preparation	10
Seen essay or similar (1500 words)	1h writing/typing plus 9h student preparation	10
MCQ (1 hour)	1h assessment plus 9h preparation	10
Practical report	Writing/drawing graphs 2h plus 3h student preparation	5
Oral presentation (10 minutes)	5h student preparation	5
Poster (individual)	Assembly 4h (includes drawing figures etc), design 6h (including gathering and organising information)	10
Poster (group)	Assembly 4h (includes drawing figures etc), design 3h (including gathering and organising information), group discussion 3h	10
Tutorial (1 hour)	Preparation and writing	5

6. Assessment word count and equivalence

There is no nationally accepted model of equivalence and word count. There is much varied practice across HEIs.

London South Bank University has established equity through equivalences to a 1000 word.

Assessment - Essay/Assignment	1,000 words – equivalent
Examination	1 hour
Essay in foreign language	200-500 words
Group essay	750-1000 words per group member
Unstructured reflective journal	2000-3000 words
Verbal presentation	20 minutes
Group presentation	10 minutes per group member
Clinical/practicum assessment	10 minutes

Roehampton University HEA funded 'What's it Worth' project suggest equivalences:-

Assessment mode	20 credits
Course work/ assignment Problem solving tasks, poster, report, e-project, reflective journal, literature review, case study, wikis	4000–6000 words
Written exam – time controlled, unseen, seen or open book in-class tests, computer aided test	Maximum of 120 minutes
Practical exam (Face-Face) Viva, discussion/debate/role play presentation, mooting, debating, practical skills/laboratory work	Approx. 60 minutes

Where there is more than one component of assessment the tariff will be divided between components

Plymouth School of Law Assessment tariff

Stages 2 and 3: Tariff

20 credit modules with 100% coursework = 4000 word maximum (or equivalent if more than one piece of assessment)	20 credit modules with 100% examination = one 3 hour exam (or equivalent)

7. Review of programme level assessment - gap analysis

The template below can be used/adapted to help programme teams determine the effectiveness of assessment in a programme. The types of assessment listed here are not exhaustive and can be replaced/added to with other options (see the list below for alternative ideas). The traffic light ranking should help teams to identify where development is needed and where good practice should be shared. An A3 version for adaption is available at:-
https://www.plymouth.ac.uk/your-university/teaching-and-learning/guidance-and-resources/assessment

Key: Red: Improvement required - identify and implement;   **Amber:** Identify enhancement;   **Green:** Share good practice

Year	Exam –unseen	Lab work/ OSCE	Case study	Essay / report	Reflective piece	Poster/ leaflet	In class test	Lit review	Presentation	Workbook	Inclusivity indicator/risk factor																				Skills development					
											Feed-in/feed forward/			Scheduling / assessment bottlenecks			Authentic – aligned to work related practice			Low Modified Assessment Provision			Offers progression and practice			Feedback & marking turnaround time			Data analysis			Problem solving		
Example		✓		✓								✓				✓		✓				✓			✓	✓					✓				✓
Module 1																																			
Module 2																																			
Module 3																																			
Module 4																																			
Module 5																																			
Module 6																																			
											none	some	good	none	some	good	none	some	good	High MAP	Some MAP	Low MAP	none	some	good	none	some	good	low	medium	high	low	medium	high

- Other assessment methods include: MCQs; Creative writing; creation of digital resources; blogs; cooperative projects; clinical examinations (OSCE, ISCE, ISPE); performance; improvisation; creation of model/object/piece; viva; peer teach.
- The skills development section can be extended to include all the skills assessed and developed within each module.

8. Assessment methods & modified assessment provision (MAP) implications.

Assessing -Knowledge and understanding
Recalling, describing, reporting, recounting, recognising, identifying, relating & interrelating

Simple or MAP free	Complex MAP implications
Short answer questions Multiple Choice Questions (Paper or computer aided) Weekly short tests Essay Report (individual or group) Report of data analysis encyclopaedia entry A- Z of… Wiki or website Viva voce Group discussion or debate Mooting (law assignment)	Examinations: unseen , open book, seen, case study, problem centred (formative or summative) In class tests

Assessing -Thinking critically & making judgements
Developing arguments, reflecting, evaluating, assessing, judging

Simple or MAP free	Complex MAP implications
Essay Report/portfolio Journal or reflective diary Present a case to an interest group Briefing / conference paper Literature review Written newspaper article Letter of advice to….. Oral presentation to a small or large group or on camera	Examinations: unseen , open book, seen, case study, problem centred (formative or summative) In class tests Individual oral presentation to a large group

Assessing - Problem solving & developing plans
Identifying, posing or defining problems, analysing data, reviewing, designing experiments, planning, applying information

Simple or MAP free	Complex MAP implications
Report on cause and effect Research bid Field work report Case study analysis Analysis of a problem Action plan Oral presentation to a small or large group or on camera Group plan, report and presentation Laboratory practical & report Group or individual poster Simulation exercise	Examinations: unseen , open book, seen, case study, problem centred (formative or summative) When a student is unable to participate in field trips Individual oral presentation to a large group

Assessing- Designing, creating performing
Imagining, visualising, designing, producing, creating, innovating, performing

Simple or MAP free	Complex MAP implications
Exhibition Portfolio Oral presentation – group Project work Performance	Individual oral presentation to a large group

Assessing -Procedures and techniques
Working co-operatively, independently, being self-directed, managing time or tasks, organising

Simple or MAP free	Complex MAP implications
Laboratory practical & report (group or individual) Field work report (group or individual) Illustrated manual (group or individual) Produce a leaflet or poster (group or individual) Portfolio Observation of real or simulated practice Viva voce Video/podcast Demonstration Website or Wiki	When a student is unable to participate in field trips Role play

Assessing -Accessing and managing information
Researching, investigating, interpreting, organising information, reviewing and paraphrasing information, collecting data, searching and managing information sources, observing and interpreting

Simple or MAP free	Complex MAP implications
Report on data interpretation Report on applied problem/task Essay Task report Annotated bibliography	Examinations: unseen , open book, seen, case study, problem centred (formative or summative) In class tests

Assessing -Managing and developing oneself
Recalling, describing, reporting, recounting, recognising, identifying, relating & interrelating

Simple or MAP free	Complex MAP implications
Reflective journal/portfolio/diary Group oral presentation Report on group activity Website/wiki E-journal Podcast Blogs	Individual oral presentation to a large group

Assessing -Communicating
One, two-way,group, verbal, written and non-verbal communication. Arguing, describing, advocating, interviewing, negotiating and presenting.

Simple or MAP free	Complex MAP implications
Discussion/debate Oral presentation to a small group or on camera Real or simulated practice Court of enquiry Story boards Viva voce	Role play Individual oral presentation to a large group

9. Table of assessment options at 5, 7.5, 10 & 20 credits – These options have either Simple MAPs **(M)** or no MAPs implications.

5 credits	Continuous assessment	Project
	5 x bi-weekly or monthly short assignments based on 2-5 specific questions or 10 multiple choice questions	Problem-solving project based on data analysis, a written project report and a short in-class presentation. Group presentation – *(M)* Individual presentation - *(M)*

7.5 credits	Group or individual poster + Q & A session	Group or individual presentation
	Present two posters to a scientific meeting Students need to be prepared to answer questions	Deliver a 20 minute scientific presentation *(M)* Students need to be prepared to answer questions

10 credits	Seen exam	Problem solving assignment	Essay	Summative in -class tests (open book)	Presentation- group or individual
	90 minute seen exam. Students are required to show understanding analysis and evidence answers with examples - *(M)*	4 x two weekly or monthly assignments problem solving, interpreting data and making recommendations.	2,000 word essay evidencing knowledge, critical/analytical skills and intellectual complexity	Two time controlled end of module open book tests - *(M)*	30 minute presentation with visual and written resources. Students are required to evidence their analysis and understanding and propose solutions. Group presentation – *(M)* Individual presentation - *(M)*
	Individual audio visual assignment	**Group wiki**	**Work/lab based practice report**	**Coursework**	**Portfolio**
	An electronically submitted presentation and commentary evidencing knowledge, critical/analytical skills and intellectual complexity	Provide theoretical and legal background and consider the application of theory into practice	Provide theoretical and legal background and consider the application of theory into practice	Students produce work examples to show knowledge, analysis and understanding of a number of worked examples. (viva if required)	Students keep a portfolio/ learning resource including weekly tests, diagrams, examples, presentations, photos showing knowledge and understanding including calculations and words. (viva if required)

20 credits	Summative essay	Group presentation & individual reflective writing assignment	Reflective journal	E-photo journal/video diary & presentation
	4,000 word research essay evidencing knowledge, critical/analytical skills and intellectual complexity	30 minute group presentation - *(M)* 2,000 word reflective writing based on experience of working and learning as a group	5,000 word reflection based on work experience or placement include relating theory to practice	Develop a photo project. Each photo must be accompanied by an audio/ video or written reflection relating theory to practice. 20 minute video diary of the experience 20 minute individual presentation - *(M)*

10. Assessment choice

Rationale

Fundamental to the university experience is encouraging students to take responsibility for their own learning. Extending this to offering a choice of assessment methods is an inclusive approach to assessment. Inclusive assessment benefits students as they can chose assessment to suit their strengths, learning style, needs, time constraints, personal or employment commitments (O'Neill 2011). A choice of assessment methods reduces the need for complex modified assessment provisions, alternative arrangements, the cost of additional invigilators, exam rooms and the increasing number of case conferences held each year. Assessment choice is popular; it accommodates students' diverse circumstances and environmental needs (O'Neill 2013).

Many students thrive on taking examinations, others do not. Having another choice of assessment such as coursework, presentation, e-journal or a portfolio enables students to be assessed against learning outcomes without being disadvantaged.

1. Consider offering a choice of two assessment methods in a number of modules, this may reduce the numbers of complex modified assessments required.

2. Students have different strengths, learning styles, time commitments; these affect their performance in assessment.

3. Some simple modified assessment provisions may still be required (e.g. the use of computers in written exams and extra time in tests).

4. Ensure both assessment methods use the same detailed assessment criteria.

5. Consider offering all students a choice of typing or handwriting in examinations.

6. Are the assessment methods commensurate and equitable? Consider the equity of hours, effort and standards.

7. Is the assessment method suited to individual, group work or both?

8. When offering assessment choice what is the 'default' assessment method? This can be used if students fail to inform staff of their assessment choice?

Plymouth University Education degree programmes piloted the use of assessment choice during 2012/13. After some refinements students are now able to choose from two assessment methods in each module. The logistics of offering individual presentations as an assessment method with a student cohort of 200 was not sustainable and is now used only in cohorts of 60 or less. Assessment is conducted as early as possible in a module; this is to provide early summative feedback in each module. The education digital literacy pathway has developed a process where co-constructing the material to be assessed is part of the module and includes the co-development of action research.

'Offering two modes for assignments has enabled me to demonstrate my strengths and achieve'.

(Education Student 2014)

Assessment criteria and assessment choice

To ensure equity all different assessment methods need to share similar assessment and marking criteria. Assessment criteria are descriptions of what the learner has to do in order to demonstrate that the learning outcomes have been achieved.

Gosling & Moon (2009) argued the need for clear assessment criteria available to students prior to starting work on the assessment. SEEC argue the link between the learning outcomes and assessment criteria. http://www.seec.org.uk/publications/how-use-learning-outcomes-and-assessment-criteria

Examples of equitable assessment criteria for a range of assessment methods:-

Essay	Group presentation	Individual reflective assignment
Articulate understanding Originality of argument Clear structure Use of theory Coherence/Clarity Evidence a range of reading Relevance Correct length Grammar and spelling accurate with fluent language	Articulate understanding Originality of argument Clear structure Use of theory Coherence/Clarity Evidence a range of reading Relevance Correct length Presentation skills Use of resources	Articulate understanding Originality of argument Clear structure Use of theory Coherence/Clarity Evidence a range of reading Relevance Correct length Grammar and spelling accurate with fluent language Insights – reflection

Group poster or presentation

- Clear structure and organisation
- Enhancements to assist in communication (visual/audio/physical)
- Verbal delivery: clarity and coherence
- Evidence of appropriate depth and breadth of research into topic
- Evidence of group's comprehension of this topic
- Ability of group to suggest improvements for future work and for being a better team
- Ability of group to give 'constructive' feedback to other student group(s)

Exam, essay or coursework

- Analytical and clear conclusions well-grounded in theory and literature, showing development of new concepts
- Clear evidence of application of theory/critical analysis
- Consistent understanding demonstrated in a logical, coherent and lucid manner
- Thoughts and ideas clearly expressed
- Grammar and spelling accurate with fluent language

Example of Assessment Choice:

Digital Swimming – 20 credits – Level 4
Current Assessment method – Complex MAP implications. 70 % **Summative unseen exam 2 hours** (3 questions from a choice of 9) 30 % **4 x Multiple Choice exams** (5/5/5/15% November/December/February/March)

Assessment choice : Digital Swimming		
Assessment Choice	**Option 1:**	**Option 2:**
Number of credits toward module	20 credits	20 credits
Details of assessment method	**4 x MCQ tests** - computer assisted **Course work – based on a case study (2500 words)**	**4 x assignments based on short answer questions** **Group Case study** - 2500 words **Group Presentation** - 5 minute Digital Swimming case study presentation
MAP implications	Extra time for MCQ	None
Learning Outcomes to be assessed	Comprehend & implement the fundamental concepts of Digital Swimming. Apply learned concepts in realistic situations and begin to develop an appreciation of the integrated Digital Swimming process.	Comprehend & implement the fundamental concepts of Digital Swimming. Apply learned concepts in realistic situations and begin to develop an appreciation of the integrated Digital Swimming process.
Assessment Criteria	Demonstrate Digital Swimming concepts underpinned by analysis, evaluation and reflection. Apply an effective work orientated approach to solve a range of Digital Swimming problems. Accuracy in expression of technical terminology. Coherence and relevance in the development of argument/discussion. Range of reading and sources used appropriately.	Demonstrate Digital Swimming concepts underpinned by analysis, evaluation and reflection. Apply an effective work orientated approach to solve a range of Digital Swimming problems. Accuracy in expression of technical terminology. Coherence and relevance in the development of argument/discussion. Range of reading and sources used appropriately. Effective presentation skills.
Equity in Marking Procedures	Same marker for course work and MCQ.	Same marker for assignments & case study. Seminar tutor assesses presentation.
Equity in Teaching and Learning activities to support the assessments	Assessment briefing with Q+A Practice on line MCQ Tutorial on coursework planning	Assessment briefing with Q+A Tutorial on draft case study Written feedback on presentations in seminars
Equity in Feedback	Correct answers to MCQ supplied Feedback sheet on coursework	Feedback sheets on assignments & case study Feedback sheet on presentation
Student workload Time/hours expectation	<table><tr><td>Lectures</td><td>50</td></tr><tr><td>Seminars</td><td>20</td></tr><tr><td>MCQ</td><td>4</td></tr><tr><td>Reading, research course work</td><td>62</td></tr><tr><td>Revision, planning & writing course work</td><td>64</td></tr><tr><td>Total</td><td>200</td></tr></table>	<table><tr><td>Lectures</td><td>50</td></tr><tr><td>Seminars</td><td>20</td></tr><tr><td>Assignment + case study writing</td><td>65</td></tr><tr><td>Presentation + plan</td><td>5</td></tr><tr><td>Reading, research</td><td>60</td></tr><tr><td>Total</td><td>200</td></tr></table>
Date for assessment choice decision	end of October	

Template for assessment choice: equity of hours, standards and support

Module name and number :		
Assessment Choice	**Option 1:**	**Option 2:**
Number of credits toward module		
Details of assessment method		
MAP implications		
Learning Outcomes to be assessed		
Assessment Criteria		
Equity in Marking Procedures (examiners, etc…)		
Equity in Teaching and Learning activities to support the assessments		
Equity in Feedback		
Student workload Time/hours expectation	e.g. Lectures / Lab work / Total — Hours* *Should be relatively equal, but may be different in breakdown	Total — Hours* *Should be relatively equal, but may be different in breakdown
Date for assessment choice decision		
Module leader & contact details		
Other components of module if not 100%		

Adapted from O'Neill, G.2011. *A Practitioner's Guide to Choice of Assessment Methods within a Module: Case Studies for University College Dublin.* Dublin: UCD Teaching and Learning http://www.ucd.ie/teaching/resources/assessment/howdoyouassessstudentlearning/

11. Preparing students (pre-assessment activities/feed- in) for assessment

- Allocate time for an information session – students should have detailed and explicit assessment information, expectations and standards.

- Assessment briefing sheet for each assessment or exam – outlining any different assessment choices and detailed assessment information including:-

    - Learning outcomes
    - Assessment criteria
    - Marking scheme
    - Grading criteria
    - Feedback sheet
    - Value (weighting)
    - Support that is available and allowed; in-class discussion, tutorials, email correspondence, feedback on practice assessments
    - Referencing convention guidance
    - Assessment format guidance
    - All information about dates (as soon as they are available)

- Information on examinations/tests including:

    - Format of examination/test (seen, unseen , open book, group etc.)
    - Dates and times (if available) or when and how they will be available
    - Value (i.e. weighting)
    - Links to past papers

- Detailed information asking students to notify the programme & module leader of any modified assessment provision as soon as possible.

- Detailed information asking students to notify the programme & module leader of any extenuating circumstances as soon as possible.

- Is there peer or self-assessment? – Students need a full explanation.

- Are the time lines for support, feed-forward and hand in dates explicit?

- Clear deadline for any assessment choice – what is the default assessment method?

- Does the scheduled hand in date avoid assessment overload for staff and students?

- Consider using a cover sheet with space for student reflection and self-assessment.

- Do students understand plagiarism? – does any electronic submission allow for checking through originality checking software.

- ***Ensure all the assessment information and documentation is uploaded onto the DLE***

12. Writing clear assessment questions

Another essential part of design is to ensure well written and clearly structured questions. Student Complaints offices and the Office of the Independent Adjudicators (OIA) are experiencing a number of upheld student complaints with reference to poorly framed questions.

Zimmerman *et al.,* (1990) defined a number of precepts in relation to writing assessment questions:

1. Present a clearly-defined problem based on relevant concept
2. Determine appropriate level for students
3. Use simple, precise, and unambiguous wording
4. Exclude extraneous or irrelevant information
5. Refrain from providing unnecessary clues to the correct answer
6. Eliminate any systematic pattern that would allow students to guess answers correctly
7. Guard against cultural, racial, ethnic, and sexual bias
8. Avoid test items that assume stereotyped behaviour

The TAP model (Hilsdon 1993) is used to explain clear question design. The model assists staff when writing assessment questions and students to support unpacking assignment questions. The TAP model helps determine, which topics are the question focus, what action is required and any essential considerations to enable students to achieve.

The TAP model

Topics

Actions

Parameters

> The TAP model is widely used to 'unpack' assignment questions. It helps students to determine what they need to do, which topics they need to focus on and how they should limit their answer. In addition it assists staff to structure good questions.

Example

Identify the **causes** and **explain** the **potential effects** of decompression sickness. **Outline** the most **effective treatment for this condition**.   (12 marks)

Topic – **Blue**
Actions – **Red**
Parameters – underlined

13.   Bibliography

Biggs,J.& Tang,C.(2007) Teaching for quality learning at university :what the student does. OU Press.Maidenhead.UK

Boud, D (1995) *Enhancing learning through self assessment*. London: Kogan Page

Boud, D.& Falchikov, N. (2007). Rethinking Assessment in Higher Education. Routledge, Oxon.

Brown, S. (2007). "Feedback and Feed-Forward." Centre for Biosceince Bulletin 22 (Autumn 2007).

Fielding. A., (2008) Student assessment workloads: a review http://www.celt.mmu.ac.uk/ltia/issue17/fielding.pdf accessed 4/3/13

Gibbs, G., (2007) Commentary on The Academic Experience of Students in English Universities (2007 report) survey results http://www.hepi.ac.uk/downloads/33-Gibbs-commentary.doc

Gosling, D.,& Moon, J., (2002) How to use learning outcomes and assessment criteria. SEEC Publications

Hilsdon, J. (1993) TAP model of assessment question design. University of Central Lancashire.

Kember, D.& Leung, D. Y. P. (1998). Influences upon students' perceptions of workload, Educational Psychology, 18(3): 293–307.

National Student Forum Annual Report (2009) Downloaded from: http://www.nationalstudentforum.com (20/03/2014)

O'Neill, G. (2011). A Practitioner's Guide to Choice of Assessment Methods within a Module: Case Studies for University College Dublin. Dublin

O'Neill, G.(2013) Choice of assessment methods: Designing, Implementing and Evaluating Equity (unpublished)

Race,P.,(2010) Making Learning Happen 2nd edition London: Sage.

Trigwell, K.,& Prosser, M., (1991). Improving the quality of student learning: the influence of learning context and student approaches to learning on learning outcomes, *Higher Education*, 22: 251–266.

Waterfield,J., & West,B.,(2006) Inclusive Assessment in Higher Education: A Resource for Change. Plymouth University

Willets, D .(20140 Ministerial Statement. http://www.practitioners.slc.co.uk/media/744663/ssin_01-15_apr2014.pdf

Zimmerman, B., Sudweeks, R., Shelley, M. & Wood, B. (1990) *How to Prepare Better Tests: Guidelines for University Faculty.* Salt Lake: Brigham Young University Testing Services and The Department for Instructional Science