Office of Quality, Standards and Partnerships

UNIVERSITY OF
LINCOLN

PROGRAMME APPROVAL

Assessment Design Criteria

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Assessment is a fundamental aspect of the student learning experience. Engagement in assessment activities and interaction with staff and peers enables learning, both as part of the task and through review of their performance. It is a vehicle for obtaining feedback. Ultimately, it determines whether each student has achieved their programme's learning outcomes and allows the University, as awarding body, to ensure that appropriate standards are being applied rigorously. Deliberate, systematic quality assurance ensures that assessment processes, standards and any other criteria are applied consistently and equitably, with reliability validity and fairness.

Programmes of study are designed so that curricula, learning outcomes and assessment are aligned with each other, enabling reliable assessment with an effective learning experience. Assessment measures accurately and consistently, the extent to which students have achieved the learning outcomes for the programme. When designing assessment strategies, staff should aspire to make the experience engaging, inclusive, developmental and fair, whilst being aware of the requirements of any Professional, Statutory and Regulatory Bodies[1] and the value of authentic approaches in assessment design.

The University's *Assessment Charter* details the principles of the University's approach to assessment practice. Developed by staff and students, the Charter is accessible to all, supporting partnership working with both staff and students, and understanding the associated responsibilities of each against a set of core principles for effective assessment practice.

Through the University's validation and revalidation processes, we can ensure the University has a consistent approach to assessment, and is approving interesting, engaging, flexible and relevant programmes of study, with learning, teaching and assessment strategies that prepare students for a diverse and demanding future. (Re)Validation Panels will scrutinise programme and module assessment strategies and assessment types against this *Assessment Design Criteria*.

When designing assessments, Programme Teams must ensure the suite of assessment enables a student to demonstrate that they have achieved all the learning outcomes for a programme. Assessment must support student development as they progress through the programme. The University's online Assessment Framework acts as a tool kit to help staff design high quality assessments.
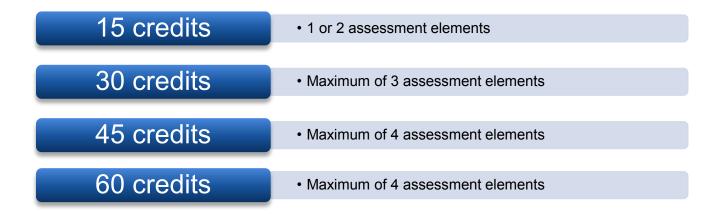
Assessment Loading per Module

Assessment strategies must be a combination of formative and summative assessment elements. Although the guidance below specifically refers to summative assessment planning, where the assessment of learning results in credit, the inclusion of formative assessment within modules, for developmental, monitoring and feedback purposes, is very important.

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[1] It is acknowledged that, where Professional, Statutory and Regulatory Bodies have assessment requirements, these usually take precedent.

Programme Teams must be mindful of the size of assessment loading across modules, academic levels and programmes. We must ensure that assessment loading is relative to credit, and that an equivalence of credit and the extent of assessment is in place across modules and programmes.

We must also ensure that students are assessed using different methods and engaged in a varied diet of assessment throughout their studies, relevant to their discipline and to the world of work beyond their studies. Therefore we would expect students to undertake a range of varied assessments types across modules and levels (see below).

Module learning outcomes should not be over-assessed by multiple assessment elements, and the following assessment loading guidelines should be followed for different module sizes:

15 credits	• 1 or 2 assessment elements
30 credits	• Maximum of 3 assessment elements
45 credits	• Maximum of 4 assessment elements
60 credits	• Maximum of 4 assessment elements

When developing module assessment, staff must be mindful of the types of assessment selected and the assessment loading across each academic level and across the whole programme. This will be tested at (Re)Validation, including through the production of the required Assessment Map.

It is recognised that assessment 'elements' vary hugely in effort depending on factors such as word count, scope, length etc. When designing assessments, this should be carefully considered – for example 30 credits with a large essay should only have a smaller second component.

Assessment Types

The type of assessment (each element) selected should be carefully chosen to relate to the learning outcomes at module and programme level. Using the hierarchy of assessments below, programmes are expected to use a range of assessment types. Please note that this is not an exhaustive list.

Students all approach learning and assessment differently. It is therefore important to ensure an appropriate degree of variety in assessment, so that the level of disadvantage that may result from a narrow range of assessment is minimised.

The type and amount of assessment should be carefully communicated to students at appropriate points in their learning, ensuring they receive clear guidance on the expectations for each assessment type.

Written Coursework *Number of words may vary between disciplines*	Report	
	Dissertation	
	Essay	Literature Review
		Annotated Bibliography
	Data Analysis	
	Consultancy Project	
	Web-based	Blog
		Wiki Contribution
		Web Page
	Lab Report	
	Creative Design Task	Short Story
		Script
		Poem / Novel
		Business Plan

		Software Program
	Reflective Journal or Logbook	

Examination	Traditional Timed 'Unseen'/'Seen' Exam	
	Time Constrained Assessment	
	Timed 'Open Book' Exam	
	In-Class Test	
	Assessment Centre / Psychometric Evaluations	

Live Assessment	Performance or Demonstration	
	Oral Exam or Presentation	Individual Presentation
		Oral Exam / Viva
		Team Presentation

Mixed Mode Coursework	Portfolio or Patchwork[2]
	Poster Presentation

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[2] The level of activity within a portfolio or patchwork should be carefully considered by (Re)Validation panels to ensure the loading across modules and academic levels is fair and consistent.

	Video / Podcast

Practical	Artwork
	Laboratory Practical
	Work-Based Practical
	Entrustable Professional Activities
	OSCE