	Owner: Academic Quality **Version number:** 7 **Effective date:** August 2022 **Date of last review:** May 2023 *This document is part of the Academic Regulations, Policies and Procedures which govern the University's academic provision. Each document has a unique document number to indicate which section of the series it belongs to.*

6C - Principles of Assessment Design: Policy

CONTENTS

1. SCOPE AND PURPOSE

1.1 The policy is aimed at Bournemouth University staff and those at partners involved in the delivery of taught academic provision. The policy sets out the principles underpinning assessment design and applies to all undergraduate and postgraduate taught provision.

2. KEY RESPONSIBILITIES

2.1 **Senate:** to approve new policies or amendments to existing policies relating to assessment design.

2.2 **Education Committee:** to consider the effectiveness of the arrangements for assessment design and recommend changes to current policy to Senate. will approve new and revised policies by exception.

2.3 **Faculty:** To work with staff across the faculty in developing the design of assessments based on pedagogical principles.

3. ACCESSING TO OTHER RELEVANT BU DOCUMENTS

3.1 All documents can be accessed here:
- *4B - Programme and Unit Modifications: Policy*
- *6N - External Examining: Policy and Procedure*
- *6D - Marking, Independent Marking and Moderation: Policy and Procedure*
- *6E - Assessment Feedback and Return of Assessed Work: Policy and Procedure*
- *6F - Generic Assessment Criteria: Procedure*
- *6H - Academic Offences: Policy and Procedure for Taught Awards*
- *6J - Exceptional Circumstances : Policy and Procedure*
- *6K - Assessment Boards: Policy*
- *6L - Assessment Board Decision-making, Including the Implementation of Assessment Regulations: Procedure*

Policy

4. PRINCIPLES OF ASSESSMENT

4.1 Assessment provides a measure of student performance, provides students with exposure to a range of assessment methods appropriate to the discipline and/or profession, informs student development through feedback and feedforward and acts as a tool to monitor student progress. Assessment consists of both formative and summative assessment tasks.

4.2 The purpose of assessment is to enable all students to demonstrate that they have fulfilled the learning outcomes of the programme of study and achieved the standard required for the award(s) they seek. The assessment requirements of each programme must therefore relate to the learning outcomes, reflect the achievement of the individual student in fulfilling programme learning outcomes, adhere to the principles of inclusive assessment, and at the same time relate that achievement to a consistent national standard of awards.

4.3 BU supports the principle of assessment *for* learning rather than assessment *of* learning. This is underpinned by a requirement for formative assessment tasks in which students develop assessment literacy and become active learners by taking responsibility for self-evaluation and development of their learning through acting on feedback and feedforward.

4.4 BU recognises that assessments must enable students to demonstrate their achievement of level and programme outcomes, including where relevant, Professional and Statutory Regulatory Body (PSRB) requirements and develop appropriate employability skills through a broad range of assessment types that allow for authentic, discipline-relevant and profession-relevant assessments based on sound pedagogic principles.

4.5 BU recognises that technology enhanced learning and assessment tools can develop and reinforce the learning that takes place, and as such should be considered in the development of innovative, inclusive and authentic formative and summative assessment, including exams.

4.6 Definitions

BU defines assessment under the following categories:

Assessment category	Key principles	Example types of assessment
Coursework	• Non-invigilated activities	Essays, dissertations, portfolios, time-contrained papers (greater than 3 hours), reports, journals and blogs, wiki, products, artifacts, digital assets (video, audio, website), observations, field reports, lab-based, peer review, posters, pitches, presentations, viva, essential skills clusters, festivals, vlog
Exam	• Unseen question(s) • Onsite • invigilated • time constrained (max 3 hours unless dictated by PSRB) • This type of exam should only be used where there is a PSRB requirement or other pedagogical drive requirement	Invigilated onsite exams, invigilated open book, e-learning for health (ElfH), Objective Structured Clinical Exam (OSCE)
	• Locally administered and/or invigilated • Unseen	Quiz,in-class test, multiple choice questions (MCQ)

	• Onsite or online • Time constrained (max 3 hours)	

4.7   The design of assessments should be informed by sound pedagogic practice and take account of feedback received from peers, students and external examiners.

5.   DESIGNING ASSESSMENTS

5.1   In line with the principles set out in section 4, assessment design should be student-centred, must relate directly to the intended learning outcomes and aims of a unit, and contribute to level and programme learning outcomes. This can be achieved through the selection of appropriate types of assessment, and ensure that inclusive, authentic and discipline-relevant knowledge and skills are developed.

5.2   In line with the requirement from the Office for Students (OfS), the assessment of English language proficiency should be embedded in all assessments in a way which appropriately reflects the level and content of the course.

5.3   All assessments must have clearly articulated assessment criteria included at the point of briefing. Assessment criteria should be designed and reviewed in line with the principles of the BU Generic Assessment Criteria Grid (See *6F - Generic Assessment Criteria: Procedure*) to ensure inclusion of appropriate feedback and feedforward statements and a common language for describing attainment at each level of study.

5.4   Student attainment should not include a measurement of attendance unless there are specific PSRB requirements. In such instances this should be clearly stated in the learning outcomes of a unit.

5.5   **Alternative assessments for students requiring Additional Learning Support**

5.5.1   Reasonable adjustments may be required for individual students with learning differences or disabilities and in line with the Equality Act 2010. However, if the principles of inclusive assessment are applied at the point of design, there may be less need for individual reasonable adjustments.

5.5.2   Reasonable adjustments are required where students with disabilities and those with temporary conditions experience substantial disadvantage in comparison to other students. These adjustments aim to enable all students to demonstrate their abilities to meet the learning outcomes of a unit and programme without changing the purpose of assessment. In these cases, an alternative mode or form of assessment may be appropriate to ensure these students are not disadvantaged, nor advantaged compared with their peers.

5.6   **Assessment workload**

5.6.1   The workload for a unit should consider the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection).

5.6.2   Each 20-credit unit should normally, unless required by PSRBs, have no more than 2 elements of summative assessments. These elements are formal (i.e. each assessment must be passed for the student to pass the unit). There should be no sub-elements.

5.6.3   In addition to summative assessment, formative assessment must be included in each unit to promote effective learning, but this does not contribute to the final unit mark and whilst feedback/feedforward is required it is not required to be independently marked or moderated. The feedback/feedforward provided may be self-assessed, peer assessed or tutor-assessed.

5.6.4 Assessment per 20 credit unit should normally consist of 3,000 words or equivalent. Dissertations and Level 6 and 7 Final Projects are distinct from other assessment types: the word count for these assignments is 5,000 words per 20 credits, recognising that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically sound.

General

6.   REFERENCES AND FURTHER INFORMATION

6.1   UK Quality Code for Higher Education (2018)

6.2   This policy was reviewed according to the University's *Equality Analysis Procedure* in July 2019.

7.   APPENDICES

FLIE Assessment and Feedback Toolkit