

Appendix 5

UEL Assessment Tariff and Equivalences



1. RATIONALE

Review of current practice in Higher Education (HE) suggests that a university-wide tariff for summative assessment promotes:

- comparability and fairness in assessment practice
- transparency of process for students and academic colleagues
- a reduction in assessment load
- students to bring their best efforts to bear on assessment tasks

Word count and examination length have been the focus for standardisation within HE to date. Since a diverse range of assessment approaches is key to inclusive practice, extending the focus to include definition of suitable equivalence for a wider array of activities constitutes the next task.

2. PRINCIPLES

- A diverse menu of assessment approaches, flexibility and innovation are integral to good assessment practice
- Choice of mode of assessment remains at the discretion of the module team
- The tariff shall include 'equivalences' for the most commonly used assessment activities
- Colleagues using modes of assessment not specified in the tariff *will require a defined equivalence to be approved by a School Quality Committee.*
- In line with the sector, tariffs are proportionate to the credit weighting of the module. Since a mechanistic approach is to be avoided, level 0 need not be 50% less than levels 1-3 nor M level 50% more.
- The maximum number of components permitted in one 15 credit module is two, in accordance with the Academic Framework (UEL 2014)
- For programmes with permission from Academic Board to operate outside UEL's Academic Framework and carry different credits per module, the tariff will be calculated on a pro rata basis
- Professional, Statutory and Regulatory Body requirements take precedence over stated tariffs but require the approval of the Director of Academic Practice and Student Experience.

3. MODES OF ASSESSMENT

A varied diet of assessment might include some of the following:

- Coursework: reports, essays, projects, portfolios, database/software/statistical activities, research proposals, critical reviews, annotated activities e.g. bibliography or module spec, reflective accounts, case studies, laboratory and fieldwork reports, creation of websites, blogs, wikis,
- Written exams: essays, multiple choice questions, open book, seen questions
- Practical exams: practical demonstrations, oral presentations, Viva Voce, Objective Structured Clinical Examination (OSCE), posters, performances.

4. SUMMATIVE ASSESSMENT TARIFF

The summative assessment tariff comprises the maximum assessment load for a module, lesser loads may be preferable.

SUMMATIVE TARIFF: Maximum Assessment loads per module		
Assessment Mode *	Level 3 - 7 (15 credits)	Level 3 - 7 (30 credits)
	or	
Coursework	3000 words	6000 words
	or	
Written Examination	135 minutes	270 minutes (with no one component exceeding 180 minutes)
	or	
Practical (face-to-face) examination, viva, presentation or practical skills demonstration	45 minutes	90 minutes
	or	
Dissertation	4500 words	9000 words

** The above list is not exhaustive, and modes of assessment not represented will require a defined equivalence to be approved by a School Quality Committee.*

Where more than one component of assessment is specified per module:

- the tariff will be divided between components
- the balance of the weighting applied to each component with the tariff will be consistent. e.g. for a 15 credit module with two components (coursework and written examination) each worth 50% = coursework 1500 words, written examination 60-70 minutes i.e. each are reduced to achieve the total tariff.