

ASSESSMENT

- 1 In line with established higher education practice, London Met has developed a University-wide tariff for summative assessment. We believe that this will enable:
 - comparability and fairness in assessment practice.
 - transparency of process for students and academic colleagues.
 - a manageable assessment load
 - opportunities for students to demonstrate their ability to perform well on assessment tasks.

This assessment tariff applies to all London Met courses run on campus, online and with our collaborative partners.

Credit Weighting and Assessment Tariffs for summative assessment

- 2 **University-wide tariff at both undergraduate (level 3-6) and postgraduate (level 7 and taught modules at level 8) level:**
 - 2.1 Undergraduate Assessment: Undergraduate courses consist of standard modules whose value is 15 or 30 credits (equivalent to 150 or 300 student study hours). 15 credit modules extend over one term and 30 credit modules generally extend over two terms. It is possible to approve modules with multiples of the standard size, such as 60 credits where a rationale is demonstrated and approved at validation.
 - 2.2 Postgraduate Assessment: Postgraduate courses consist of standard modules whose value is 20 credits (equivalent to 200 student study hours). Modules of up to 60 credits (in multiples of 20 and taught across the whole of one term) may form part of a course structure where a rationale is demonstrated and approved at validation. 40 or 60 credit modules, where permitted, could extend over two terms.
 - 2.3 15 credit modules at undergraduate level will consist of up to two assessment components. Modules of 20 credits (postgraduate) or 30 credits (undergraduate) will have at least one and no more than two assessment components. Where there is more than one assessment component, the balance of the weighting applied to each component with the tariff will be consistent. For example, for a Level 7 20-credit weighting with two components (coursework and written examination) each worth 50% = coursework up to 2000 words, written examination up to 60-70 minutes i.e. each are reduced to achieve the total tariff. The same will apply to equivalent assessment types. Where a module is double the 'standard' credit size, the assessment tariff can be adjusted accordingly – ie where there is a 40 credit Level 7 module.
 - 2.4 Module teams must consider the task (whether as a word count or equivalent) which should reflect the time that students need to achieve the learning outcomes, acknowledging that sometimes the skill is in the ability to be concise. For example, in a 20-credit module, where 200 hours of time-investment is stipulate, the time allocated to the assessment portion of the module may be in the range of 36-72 hours, once class contact time and related self-directed study is taken into account.

3 Undergraduate Assessment

3.1 Undergraduate Assessment Table – This is the maximum amount of summative assessment for 30-credit Level 3-6 modules. As noted above, a 15 credit module has up to two assessment components, and a 30 -credit module can have up to 2 assessment components. For example, for a 30-credit weighting with two components (coursework and written examination) each worth 50% = coursework up to 2000 words, written examination up to 60-70 minutes i.e. each are reduced to achieve the total tariff. The same will apply to equivalent assessment types. Where a module is double the ‘standard’ credit size, the assessment tariff can be adjusted accordingly, though not the maximum number of assessment components.

Paragraph 5 contains more details of assessment types.

| Type of assessment | Assessment Tariff for summative assessment – 15 credit modules |
|-----------------------|---|
| Coursework | Up to 2000 words Up to 15 minute group presentation with up to 1000 word individual written reflection |
| Written Examination | Up to 60 minute examination |
| Practical Examination | Up to 30 minutes |

| Type of assessment | Assessment Tariff for summative assessment - up to 30 credit modules |
|---------------------------|---|
| Coursework | Up to 4000 words Up to 30 minute group presentation with up to 2000 word individual written reflection |
| Written Examination | Up to 120 minute examination |
| Practical Examination | Up to 60 minutes |
| Dissertation (30 credits) | Up to 7000 words |

4 Postgraduate assessment

4.1 Postgraduate Assessment Table . This is the maximum amount of summative assessment for 20-credit Level 7 modules. A 20 -credit module can have up to 2 assessment components. For example, for a 20 credit weighting with two components (coursework and written examination) each worth 50% = coursework up to 2000 words, written examination up to 60-70 minutes i.e. each are reduced to achieve the total tariff. The same will apply to equivalent assessment types. Where a module is double the ‘standard’ credit size, the assessment tariff can be adjusted accordingly, though not the number of assessment components.

Paragraph 5 contains more details of assessment types.

| Type of assessment | Assessment Tariff for summative assessment up to 20 credit modules |
|---------------------|---|
| Coursework | Up to 6000 words Up to 45 minute group presentation with up to 2000 word individual written reflection |
| Written Examination | Up to 200 minute examination |

| | |
|---------------------------|------------------|
| Practical Examination | Up to 90 minutes |
| Dissertation (20 credits) | Up to 6000 words |

5 **Types of assessment**

5.1 Below are indicative lists of types of assessment, grouped under an overarching title from the tariff charts. They should not be seen as exhaustive. Further information on these types of assessment will be included on the Teaching Success Hub.

5.2 **Coursework:**

The following types of assessment would all be considered as coursework:

- Written essay
- Portfolio
- Group presentation
- Individual presentation
- Reflective learning journal/writing
- E-photo journal/video diary & presentation
- Photo/video essays
- Case studies
- Reports
- Research project/dissertation
- In class tests/assessments
- Artefacts and exhibition pieces
- Multiple Choice Questionnaires (MCQ)

5.3 **Examination:**

The following types of assessment would all be considered as examinations:

- Written examinations (both seen and unseen)

There will be no written examinations at Level 3 or 4 for all modules, though students may be given formative assessed tasks (e.g. mock examinations) in preparation for formal examinations at Levels 5 and 6. However, if Professional, Statutory and Regulatory Bodies (PSRB) requirements state otherwise, then PSRB requirements will be adhered to.

5.4 **Practical assessment:**

The following types of assessment would all be considered as practical assessments:

- Practical skills demonstrations
- Objective Structure Clinical Examinations (OSCEs)
- Performance routines
- Viva
- Laboratory/studio-based assessment
- End point assessment (for apprenticeship provision)

5.5 Placements

For all placements (e.g. non-credited placements, year-long placements, module-based placements), there will be an authentic assessment of a reflective piece of work as evidence of engagement in the placement, unless mandated otherwise by a PSRB.

6 Other Information

6.1 Online assessment

- 6.2 Where online assessment forms part of a module the task must provide students with the opportunity to perform at a comparable standard to other assessment methods and the security of assessment must be assured.
- 6.3 Online assessments can only be delivered using the virtual learning environment (VLE) supported by the institution. Other delivery formats cannot be supported.

7 Portfolios

- 7.1 Portfolios can include a maximum of 3 tasks. The tasks can be of varied assessment type (see section 5) but must assess relevant learning outcomes, and not overload students with multiple assessments therefore causing assessment bunching. Portfolios can be online or paper-based. The portfolio must not have more than one submission date.
- 7.2 The tasks within a portfolio must be included in the assessment section of the module specification. Where portfolios are included, it is usual practice to not include more than a portfolio as part of the module assessment. Written exams cannot be considered as part of a portfolio.
- 7.3 Where professional body or Apprenticeship requirements apply, exceptions to 7.1 and 7.2 may be approved through the validation process.

8 In-class Assessments

- 8.1 In-class assessments take place during seminar or lecture periods (not during the standard exam period) and tend to be formative, however can include summative assessments. The assessment format is best suited for MCQs, objective tests, oral presentations Objective Structured Clinical Examinations (OSCE) problem sets and group presentations. The assessment timings should be appropriate and students should be given enough notice. Careful consideration must be given to the scheduling, invigilation and logistics of space, especially for summative assessments. For summative assessment two assessors should be available to assess any group/work presentation, or the assessment must be recorded.

9 Dissertations/Independent Learning Projects/Advanced Learning Projects

- 9.1 An academic member of staff will be assigned by the relevant School to each student undertaking a dissertation to agree the topic with the student and to supervise the student whilst they are working on their dissertation.

9.2 Module Specifications: All module specifications for dissertations/projects should indicate the number of contact hours that students can expect to be offered for dissertation supervision, identified within the section relating to 'Contact Hours'. The typical number of contact hours will be as follows:

UNDERGRADUATE - All UG supervision and marking regardless of credit volume: 6 hours supervision + 2 hours marking = 8 in total

POSTGRADUATE - All PG supervision and marking regardless of credit volume: 12 hours supervision + 4 hours marking = 16 in total

It should be made clear to students the nature of the individual supervision – eg will it all occur face-to-face or will there be online interaction via MS Teams. All module specifications should be updated to include this information, including those at collaborative partners.

9.3 The Dissertation Supervisor is expected to:

- To support the student by providing advice and guidance on how to research, including providing support about the process of getting ethical approval, prepare and improve their dissertation.
- To give advice on choosing a suitable topic
- To support the preparation of a preliminary bibliography
- To help the student plan primary and secondary research with suitable methods, including obtaining any necessary research ethics approval.
- Work with the student to place a schedule for submission drafts and supervision meetings
- Provide appropriate feedback on submission drafts via agreed feedback methods
- Provide at least three meetings prior to the final dissertation submission

9.4 In relation to the dissertation or research project, the Student is expected to:

- Initiate contact with their supervisor once allocated.
- Work with their supervisor to agree a schedule for submission drafts and supervision meetings.
- Provide their supervisor with drafts of their work.
- Secure any necessary research ethics approval with the guidance of their supervisor.

9.5 Any concerns a student has about their supervision of their dissertation, should be raised informally at first, if possible, directly with their supervisor. If this is not possible, students may raise concerns with their Module Leader or Course Leader. Student concerns which cannot be resolved within the School via informal means may be raised as a formal complaint under the University's Complaints Procedure.

10 Mark entry and Feedback

10.1 Mark entry dates for each assessment period are published in advance and need to be met in order to allow for marks to be processed for boards.

10.2 Feedback to students on coursework should be detailed, substantive, constructive, detailed and specific and include feed forward. It should support development at both individual and cohort level. Feedback should be timely and clear minimum standards of feedback should be identified and communicated. Feedback on summative assessment should be provided to students on their assessment within 20 calendar days of the submission date.

