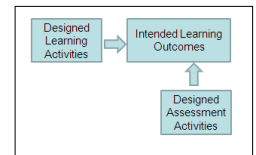
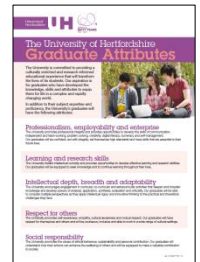


# Top tips for designing assessments

- 1. Assess the learning outcomes.** Identify the module and programme learning outcomes, the graduate attributes and the discipline specific qualities that the programme aspires to develop. Considering the designed learning activities and specific skills you hope to assess, ensure that your assignment design will assess the identified learning outcomes for the module.
- 2. Vary the assessment diet.** One form of assessment is often overused in a module/programme or even within a discipline. Varying assessment methods enhances student skills, caters for individual abilities and can improve engagement with the task.
- 3. Ensure the assessment fits.** Be aware of how the assessment task fits within the module, other modules in that year (ensuring appropriate levelness), and the programme as a whole. It is easy to design assessment tasks in isolation or for modules to undergo 'drift' as assessment activities change over time. Do not drift away from the intended module and/or programme learning outcomes.
- 4. Focus on student development.** Assessment tasks should encourage effective learning behaviours (i.e. deep not surface, understanding not just memory). Designing formative tasks across weeks and/or topics should facilitate, for example, the learning of complex concepts; the practicing of skills; the development of slowly learnt literacies. Formative activities enable students to make mistakes, share misconceptions and reflect on their own learning.
- 5. Consider the authenticity of the assessment.** Designing an assessment that relates to a real world task or discipline specific attributes (such as simulation, role play, placement assessment, live projects, debates) should make the activity meaningful to the student, and therefore be motivating as well as developing employability skills and discipline specific attributes.
- 6. Support personalised learning.** Giving students some choice in the topic or mode of submission (e.g. video/podcast/report/poster) can make the task relevant to the individual and accommodate different learning preferences. The student can choose something they are personally interested in, which will be motivating, will help develop independent learning and may provide opportunities for creativity.
- 7. Design the feedback.** When designing the assignment, consider how (e.g. oral, written, peer etc.) and when, you will provide feedback. Also think about the design of subsequent assignments to ensure opportunities for the students to act on the feedback.
- 8. Validity of the assessment.** Ensure that the assessment task truly assesses what it claims to assess. If you are planning to assess oral communication skills do not set a reflective essay discussing oral communication. Communicating the requirements of the assessment task clearly within the assignment brief is essential.
- 9. Design out plagiarism.** Reusing essay titles or setting general questions where material is easily accessible on the internet could lead to plagiarism (accidental or purposeful). Consider assessing the process of completing the assignment as well as the final product.
- 10. Considers staff and student effort.** Effective assessments should distribute the students' effort across the study-period and topic areas. Assessment guidance should communicate clear expectations of the 'typical' time that the assignment should take. Assessment design should also take into account staff time. There should be adequate time for teachers to create and deliver feedback in ways that support student learning.



Module	Year 1	Year 2	Year 3	Year 4
Professionalism				
Communication				
Leadership				
Teamwork				
Problem Solving				
Self-reflection				
Resilience				
Time Management				
Organisation				
Self-motivation				
Self-direction				
Self-management				
Self-awareness				
Self-regulation				
Self-efficacy				
Self-compassion				
Self-empowerment				
Self-actualisation				

