

Valid from: September 2020
Prepared by: Head of Quality and Academic
Development
Approved by: Deputy Dean

Assessment Creation Guide

Introduction

The below guide is designed to assist you in creating an assessment that meets the requirements and expectations of BUV and partner universities, as well as producing a high-quality assessment that adequately and fairly tests students on the learning outcomes of the module. Some of the below steps are relevant to assignments only.

1. Open the relevant assessment template file by double clicking it. A new blank assessment will appear.
2. Name and save the file by in the following formats:
 - a. Standard assessment: <Module Code> <Assessment Acronym> <Assessment Element Number-Total Assessment Elements> <Date Due for Release to Students>
 - b. Resit assessment: <Module Code><R> <Assessment Acronym> <Assessment Element Number-Total Assessment Elements> <Date Due for Release to Students>
 - c. Remote assessment: <Module Code> <Assessment Acronym> <Assessment Element Number-Total Assessment Elements> <Date Due for Release to Students> <REMOTE>
 - d. Previously approved assessment: <Module Code> <Assessment Acronym> <Assessment Element Number-Total Assessment Elements> <Date Due for Release to Students> <APPROVED>
 - e. For more information regarding the current versions of templates and file names, please refer to the document “BUV Templates and Assessment Naming’
3. Fill in the course information on the front cover using the information from the Module Descriptor (MD) sent by the Course Office. Do not rely on previous assessment versions as the MD may have changed.
 - a. The ‘Assignment Valid until’ date allows us to request for an approval for one academic year (two semesters). This can only be requested if there would be no significant advantage gained from students viewing previously completed assessments, and the questions are generic and would tend to be repeated over multiple periods. If the assessment meets these criteria enter a date that is one year later than when you are writing it (e.g. October 2021). If the assessment date does not meet these criteria, enter the date of the start of the next semester for that cohort. Please refer to the academic calendar for dates.

4. **Assignments only:** Enter the module Learning Outcomes (LOs) which will be assessed by this assessment. These may be specified in the MD or you may select specific LOs based on the content covered. Do not just copy all LOs if they are not being assessed in that specific assessment.
5. **Exams only:** Adapt the instructions according to the needs of your particular exam. Refer to the module descriptor to determine if the length of the exam is already specified. For remote exams, please consider how you would administer this through Canvas: Would you do a quiz style assessment, or ask student to submit a file? For any exams conducted on Canvas, add an additional 15 minutes per hour to the time.
6. Add the question/s into the paper. Be aware of the following:
 - a. Has this assessment been used before, and 3a does not apply? If so, it cannot be used again for a minimum of 5 academic years (3 years if it is a resit paper).
 - b. Are the questions appropriate for the academic level of the students?
 - c. Can students achieve the task in a reasonable time period? Think about the weighting of the assessment when allocating tasks.
 - d. Do the questions allow for the Learning Outcomes to be demonstrated by the student response?
 - e. Is there is a suitable level of guidance given to assist in answering the question? More guidance should be provided at earlier levels.
 - f. Do different sections of the assessment have clearly identified marks for each section?
 - g. Do the total marks available add up to 100/100%?
 - h. If additional information like case studies is referred to, are these included as an appendix? All assessment information must be in one document.
 - i. Are the questions clear and unambiguously written?
 - j. Is the assessment inclusive? Is it clear to ESL students and students with conditions which may affect comprehension of written text?
7. **Assignments only:** Adjust the guidance section to account for the specifics of the assignment. If there is a presentation, give advice on how this will be run. Ensure that students are aware that once the time limit is reached, the presentation must end.
8. There may be a possibility that a lockdown, restrictions on movements or gathering of people etc would affect some assessment such as exams, fieldwork, presentations, practical assessments etc. If there would only be a minor change to the assessment submission (e.g. a presentation given online instead of in person, or different exam instructions) then add additional instructions or an alternative exam cover sheet to indicate this. If changes would need to be made to the content, tasks or questions of the assessment, then you will need to prepare a remote assessment paper. Refer to point 15 for further information.
9. Do not adjust any of the template information relating to academic misconduct or wordcount.
10. Create a marking rubric or an answer paper:
 - a. Generic rubrics are available for adaptation from the BUV Quality Assurance course on Canvas, or from the faculty drive.
 - b. Consider the weighting of basic elements like introductions and conclusions. Each of these, should account for no more than 10% of the final grade

- c. Is the rubric clear and does it explain exactly how students can score highly? Student should know what they need to do in order to achieve specific grades. It's not a secret!
 - d. If you are creating a presentation rubric, add three columns to the end of the rubric for when the marking is being carried out: 'First marker grade', 'Second marker grade', and 'Agreed grade'.
 - e. For exams, an answer paper is usually more appropriate. Double check all answers provided to ensure that they are correct.
11. Delete any blank pages or pages which are not relevant to the specifics of the assessment
 12. Proof-read the document to ensure that:
 - a. The questions are free from spelling, punctuation and grammar errors.
 - b. The font 'Brandon Grotesque (Regular)' has been used throughout, and font sizes are appropriate and consistent.
 - c. Any highlighted yellow template text is removed.
 13. Save the document.
 14. Create a resit assessment following the above instructions.
 - a. **Assignments only:** In some cases, it is acceptable for this to be a chance for the students to re-work the existing submission by improving the areas which did not meet the passing standards. If this is the case, make sure that appropriate instructions are given in the resit document to specify exactly what text can and cannot be used for the resubmission. Highlight any areas which the students need to re-write completely. In other cases, it may be more appropriate to ask students to attempt another question or complete a different task. Please seek further guidance from your programme leader if needed.
 - b. **Exams only:** Resit exams should be an equivalent level of difficulty compared to the first sit paper. Try to avoid the direct reuse of questions used in the first sit paper.
 15. If the content of your assessment would be affected by any lockdowns or restrictions on movements or gathering of people (Exams, fieldwork, presentations, practical assessments) then you will need to prepare a remote assessment. Further information on this is provided in the 'BUV Remote Assessment Guidance' document.
 16. Send all of the documents related to the assessment of the module to your internal moderator for checking and approval. Programme leaders may refuse to review documents if all the required elements have not been included.

Assessment Creation quick checklist

Before you send assessment papers to your internal moderator, can you answer yes to all of the below questions?

- ✓ Is the assessment filename in the correct format?
- ✓ Is all the front-page information completed accurately?
- ✓ Are all LO's listed on the front page actually covered in the assessment?
- ✓ Are the questions written to the appropriate level, are unambiguous, and have enough guidance?
- ✓ Is a rubric or answer copy (which adds up to 100%) included?

- ✓ Is the second-sit paper complete?
- ✓ If needed, is there a remote assessment complete?
- ✓ Have you checked for spelling, grammar and formatting problems?

For any clarification of the above, please contact the Head of Quality and Academic Development (Mike Perkins) or the Deputy Dean (Tony Summers) for additional advice.