

# Assessment Framework Guidance

## Learning and Teaching Enhancement



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## Assessment Framework

A new assessment framework as part of the overall Academic Framework project was agreed and implemented by the University in March 2024. This is to cover courses designed on the new Academic Framework with start dates from September 2025. The table below refers to the assessment workload as agreed within the assessment framework.

Level	Workload in Words (30 credits)	Workload in Hours* (30 credits)
0	2000	75
4	3000	75
5	4000	75
6	5000	75
7	5000	75

**\*Time on task includes all the preparatory tasks for an assessment, such as researching, reading, note-taking, library time, time taken to generate results, practicing, refining, editing etc. and preparing the assessment itself.**

We have designed this guidance to support course teams to design assessments that are authentic, inclusive, appropriately aligned to the assessment framework for assessment workload, and that meet the ambitions of the Learning, Teaching and Assessment strategy to re-imagine assessment.

The scope of this guidance covers: principles of good assessment design, key information regarding curriculum design as it relates to assessment, pedagogy and practice, and an overview of assessment workload equivalences for varying types of assessment, such as written and non-written coursework, exams, presentations, oral assessment, and media productions etc.

This guidance does not cover effective assessment and feedback, marking procedures, anonymous marking, assessment criteria, academic integrity, GenAI or external examining. Guidance around these topics can be found using the following resources:

[Marking Procedures](#)

[Assessment Resources](#)

[Staff Development Resources](#)

## Key Information – Curriculum Design

Credits relate to student workload.

A 30-credit module is comprised of 300 notional learning hours of student effort in order to engage with the module and meet its learning outcomes. These hours should include all activities that a student needs to undertake, from preparing for and attending classes, to working on formative and summative assessment (QAA 2021a).

Module learning hours are therefore broken down into a) scheduled teaching, b) guided learning and c) independent learning. Time on task assessment hours must be included within the independent learning hours.

Additionally, the level of the credits will impact students' time on task, e.g. certain literature searching, reviewing, and referencing tasks would be more familiar and more quickly completed for level 6 students than level 4 students. Overall, however, the depth and complexity of the assessment task(s) will be greater for level 6 than level 4 or 5 students. Therefore, we have decided to maintain 75 hours of time on task for assessments regardless of level and despite word equivalence ascending through the levels.

**Table 1 = 30 credit**

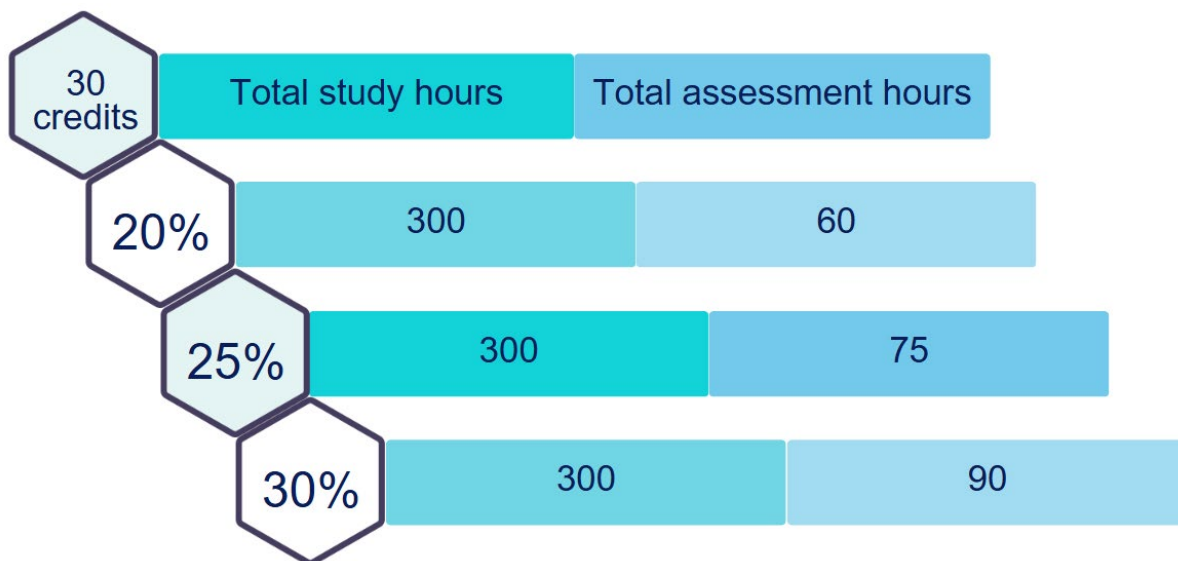
Level	Workload in Words (30 credits)	Workload in Hours* (30 credits)
0	2000	75
4	3000	75
5	4000	75
6	5000	75
7	5000	75

**Proportion of module workload to spend on assessment**

According to several UK universities, 20-30% of a student's module time should be spent preparing for assessment with many in the sector preferring the lower end of this scale. These figures remain notional, especially with a diverse student body and difficulty separating independent learning time (e.g. reading or conducting lab work) from assessment time (i.e. that reading or lab work feeding into production of an assessment).

We have opted to maintain the middle ground position of 25% of notional learning hours to be ascribed to assessment time on task.

**Table 2 = 30 credit**



As part of the curriculum design process, course and module teams are encouraged to discuss expectations regarding assessment within their subject with their external examiners and/or other stakeholders for their perspectives on issues such as over- or under-assessing. This would include discussions regarding the balance of formative and summative assessment, authentic assessment, and what good assessment design looks like in your discipline.

### **Weighting of assessments**

In many cases modules have more than one assessment. In this case you will need to calculate assessment hours available for different weightings. We offer some weighted estimates and guidance in the following pages. All weightings however must be in increments of 5% or 10% and add up to 100% (e.g. 25% and 75% or 30% and 70%).

### **Assessments must measure achievement of Learning Outcomes**

To ensure constructive alignment of module content, learning outcomes, and assessments, assessments need to test the students' achievement of the approved and advertised module Learning Outcomes. If you have more than one assessment you should avoid assessing a single Learning Outcome repeatedly.

### **Consistency and student perception of fairness**

Students will quickly notice if they can complete assessments in one module within roughly the expected 75 hours but find that the assessment in another module of equal credit takes substantially longer. In this instance students would likely respond negatively in module evaluations to the module with substantially more time-consuming assessments.

Students may also notice that some modules use word count and others use time on task to describe assessment workloads. However, there may be valid reasons for these differences, for example, one assessment might be a written task that requires the student to be concise and consider a particular audience, while another assessment requires the student to produce a performance, lab results, piece of music, or coding. Therefore, we ask staff to communicate their rationale for the assessment design to help students to recognise equivalence between assessments across modules.

### **Principles of good assessment design**

Assessment methods and criteria are aligned to learning outcomes, content and teaching activity. Students are taught assessment skills integrated into disciplinary knowledge and skills, and the use of formative assessment is embedded.

Good assessments are:

- Reliable, consistent, fair, valid
- Inclusive and equitable
- Explicit and transparent
- Purposeful and support learning
- Authentic
- Timely
- Efficient and manageable (for students and staff)
- Encourage integrity

### **What do we mean by Authentic Assessment?**

- Often mirrors real, complex challenges
- Results in diverse outputs
- Equips students to work with uncertainty
- Causes students to reflect meaningfully on their learning
- Focus on 'process' as well as product

## **Key Information – Pedagogy and Practice**

### **Less can be more: Tackling over-assessment**

Over-assessment negatively impacts both students and staff. For students, over-assessment can trigger stress and provoke them into a strategic mindset of surface level approach to learning. For staff, over-assessment increases workload and

associated stress. Regularly reviewing your assessment strategy across a course enables you and course team to identify and address over-assessment.

As well as relating to the amount of assessment, the 'less is more' idea also applies to word counts or equivalences. Shorter authentic assessments can demand as much student time (and often more engagement) than a higher word count assessment as well as incorporate the benefits of authentic assessment. Equally, asking students to produce something different to a word-counted assessment, such as a short video report rather than a written report, can exercise their digital literacy and visual communication skills and create greater variation in their overall assessment diet.

Innovative assessment formats such as infographics, videos, podcasts, vlogs etc. may be both faster and more enjoyable to mark and result in higher-quality student work within the appropriate allocated time (dependent of weighting of the assessment within the module and/or the module credit) and involve fewer marking hours for you as staff.

### **Inclusive approaches and variety in assessment**

According to the QAA, '[a]ssessment employs a variety of methods, embodying the values of academic integrity, producing outcomes that are comparable across the UK and recognised globally' (QAA Quality Code 2024, principle 11, pg. 14). Also, '[p]roviders [should] design assessments that test appropriate learning outcomes and are fair, reliable, accessible, authentic and inclusive. Where applicable and sustainable students are offered different options for undertaking assessments to promote accessibility and inclusion.' (QAA Quality Code 2024, principle 11, pg. 14). Rather than providing alternative assessments, it is now simpler to offer an inclusive, whole-cohort assessment approach by providing student choice within an assessment type. For example, a reflection could be written, or could be produced as a screencast, talking-head, multi-media, photographic, artistic submission, etc. As long as the approved assessment type aligns to the Learning Outcomes, content and teaching, and the module descriptor identifies the modes of assessment available to students, then student choice can be embedded (see Appendix 1 for the list of Approved Assessment Types).

### **Transparency for students**

For clarity, always tell your students how much time you notionally expect them to spend on an assessment (whether using word count or time on task as your descriptor) (Carless and Boud 2018). Of course, some students will spend more time and some less. This will help students perceive both expectations and equivalences across modules.

After an assessment, it is useful to ask students how long they spent on the task so that you can gauge if the assessment task is reliable and valid in relation to expectations, the guidance you gave and the meeting of the Learning Outcomes. This helps you to hone your guidance for the assessment and determine if any changes need to be made for future iterations of the module.

## **Formative assessment**

The Assessment Framework (2024) and the Learning, Teaching and Assessment Strategy (2023-2030) both demonstrate an expectation that formative assessment is embedded in all modules as part of our commitment to 'reimagine' assessment. The purpose of this is to engage students in active learning and provide the assessment scaffolding required for students to be successful in their modules.

Formative assessment can happen both within and outside of scheduled teaching hours so remember to count in-class formative assessment tasks as part of scheduled teaching or from the 75 hours of time on task for assessment, if asking students to complete formative assessment tasks outside of scheduled teaching. This will also support you to determine the appropriateness of the summative assessment tasks you are setting for your students.

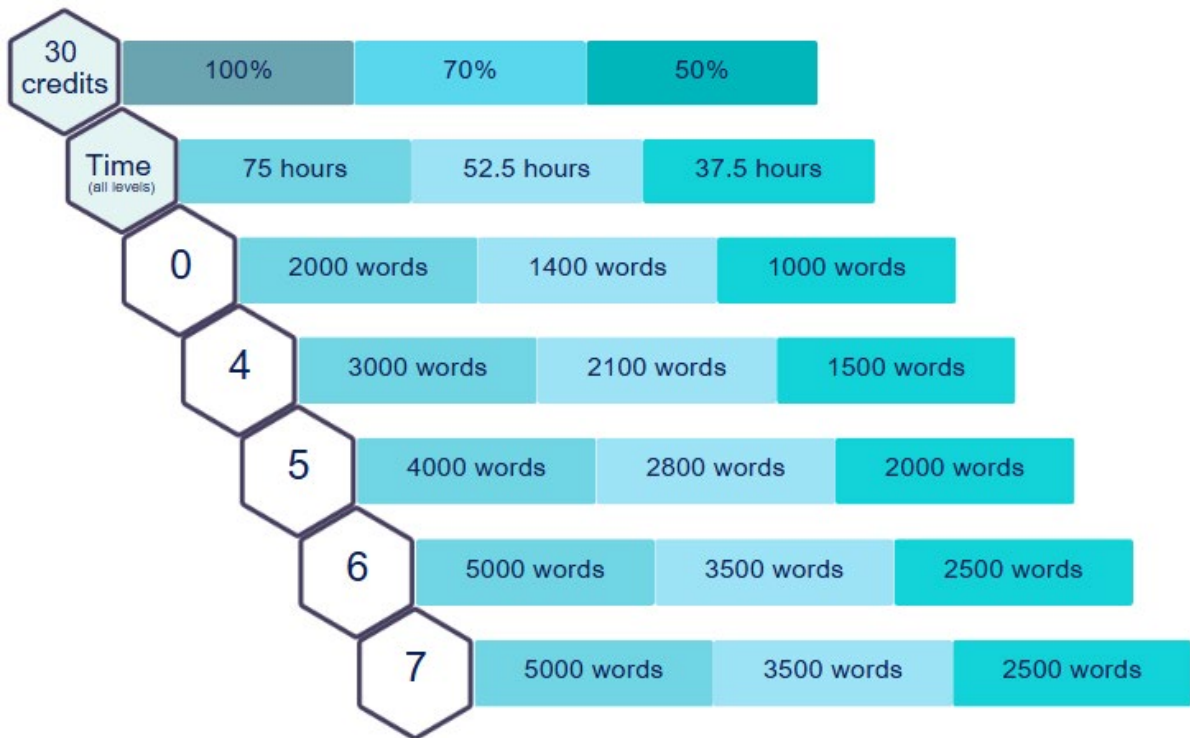
Linking formative tasks to summative assessments may also decrease or better distribute the time you need to spend marking assessments (Imperial College n.d.). For example, if you have provided good feedback following formative assessment tasks then the summative assessment feedback that follows clarifies to the student how successfully they have used your formative feedback to complete their summative assessment task, and little other commentary is required.

The following pages contain information and thoughts about different categories of summative assessment (written coursework, primarily non-written coursework, exams, presentations, oral assessments, portfolios, media production etc.). These categories contain many overlapping ideas, themes etc. so please use them as guidance rather than considering them exhaustive.

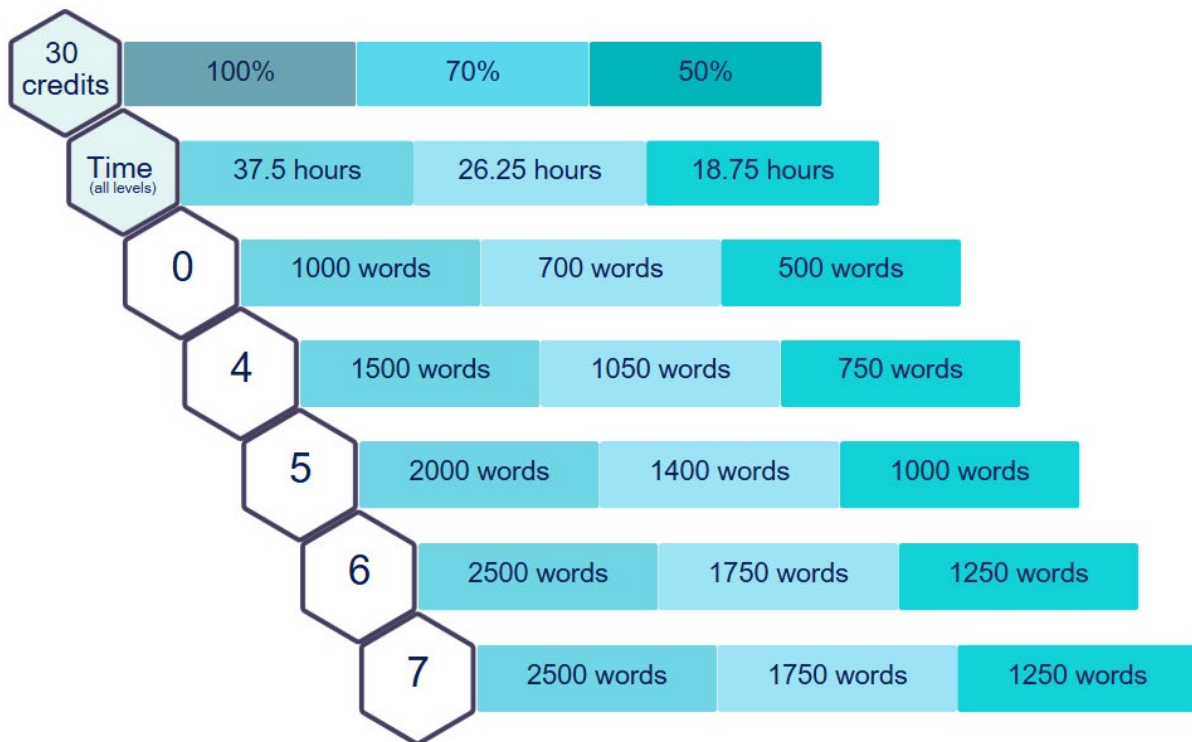
## **Written Coursework (excluding dissertation / major project)**

As noted above, the word counts ascend through the levels of study, however time on task hours remain the same as a percentage of module notional learning hours. Here are some examples of how you may wish to weight assessment tasks when you have more than one assessment task within a module.

### **30 credit module**



**15 credit module**



### Written Coursework (dissertations / major project)

These are summative assessments at Level 6 and Level 7. Often, scheduled teaching time is reduced to enable module teams to support students with these projects and allow them to work on these independent pieces of work. As a result, the balance of scheduled teaching, guided learning and independent learning might differ from other modules. There is also scope to offer these modules as 60 credits.

**Table 3**

	30 credits	60 credits
Word count (Level 6 & 7)	5000	10000
Time on task (hours)	75	150

Although the word count and time on task remains the same as for other modules at the same level, you can use the time on task assessment descriptor to articulate to students the expectations of an independent piece of work so that they understand the need to demonstrate particular skills or knowledge that require more independent learning. For example, you might guide students to produce a summary of evidence related to their chosen topic as a formative assessment, presented in class to their peers, which can then be used as an appendix to their summative assessment.

Factors to consider when setting written coursework for summative assessment:

- Student readiness for the assessment, especially if they are unfamiliar with the assessment type or mode and need to process advice and exemplars in their own time.
- Research load and complexity of the material, dependent on the level of study, disciplinary norms, and theoretical complexity. Aim to build on related formative assessment so students can apply previous feedback.
- Students creating a primary artefact (formatively or to gather data), and the potentially significant amount of analytical work required (e.g. calculations, computer coding, lab tests / experiments, writing music, choreography for performance etc. that contribute to a written piece).
- Quality of the output if students are required to condense into a concise form, or presentation standards important in a written piece e.g. graphs, tables, results, etc.

Taking the nature of the task and your discipline into account, can you think of other reasons you might chose a particular piece of written coursework?

### Coursework (not primarily written)

This category includes coursework that is not primarily written, but that is submitted within a document and can be calculated by time on task rather than word count. This kind of work might include diagrams, tables, infographics, drawings, lab results, multi-media portfolios, reflections etc.

Determining the balance of assessment for the time on task will require you to break down what the student will need to accomplish for each task, estimating the average time needed for each stage. A rough guide is provided below but you will also need to consider (1) the level of study, (2) whether there is more than one assessment within the module and (3) the guidance you provide students to be successful in the task(s).

As time on task remains the same throughout the levels of study – at 75 hours for 30 credits – any guidance given to students on page counts needs to reflect how word counts increase through levels 0-7. The tables below are examples, and an approximation would be dependent on the context.

For portfolios and reflections that may also include written elements, consider the other guidance in this document to help determine the number of objects or multi-media tasks you might guide your students to complete. This could be considerably fewer than the examples given here.

### 30 credit module

	100%	70%	50%
Example page count	35 pages or equivalent	25 pages or equivalent	18 pages or equivalent
Time on task (hours)	75	52.5	37.5

### 15 credit module

	100%	70%	50%
Example page count	20 pages or equivalent	14 pages or equivalent	10 pages or equivalent
Time on task (hours)	37.5	26.25	18.75

Factors to consider when setting primarily non written coursework for summative assessment:

- Student readiness for the assessment, especially if they are unfamiliar with the assessment type or mode and may need to process advice and exemplars in their own time.
- Students' familiarity with the tools required (e.g. software, visual presentation packages, PebblePad etc.).
- Allowing significant time for students to creatively devise the output.
- The research load and complexity of the material will be dependent on the level of study, disciplinary norms, and theoretical complexity.
- Are significant amounts of analytical work required (e.g. calculations, computer coding, lab tests / experiments, writing music, choreography for performance etc.)?
- What are the implications for the quality of the output if students are required to condense down into a concise form? E.g., presentation standards might be important in a primarily non-written piece e.g. graphs, tables, illustrations, visual media, written music etc.

Taking the nature of the task and your discipline into account, can you think of other reasons you might chose a particular primarily non written piece of coursework?

### Portfolio and Set Exercises


These assessment types include portfolios and set exercises submitted in various formats and using various platforms, for example PebblePad. A portfolio is defined

as a collection of work which creates a whole. Set exercises are a collection of 2 or more ‘tasks’ the student will need to complete to create a set where each component part stands alone but is connected to create a single assessment grade.




Determining the balance of assessment for the time on task will require you to break down what the student will need to accomplish for each task (each portfolio ‘object’ or each set exercise), estimating the average time needed for each stage, to ensure you are not over-assessing students with the range and number of objects or exercises required. A guide is provided below, but you will also need to consider (1) the level of study, (2) whether there is more than one assessment (another assessment alongside the portfolio or set exercises) within the module (3) the guidance you provide students to be successful in the task(s) and (4) the requirements for each task.

As time on task remains the same throughout the levels of study, at 75 hours for 30 credits, any guidance around number of objects/exercises given to students needs to reflect that word counts increase through levels 0-7. The tables below are examples and approximation and would depend on the context.

### 30 credit module

			
Example number of objects or exercises	4-8	3-5	2-4
Time on task (hours)	75	52.5	37.5

### 15 credit module

			
Example number of objects or exercises	3-6	2-5	2-4
Time on task (hours)	37.5	26.25	18.75

Factors to consider when setting portfolio or set exercises as an assessment type for summative assessment:

- Student readiness for the assessment especially if they are unfamiliar with the assessment type or mode and may need to process advice and exemplars in their own time.
- Students’ familiarity with the tools required (e.g. software, visual presentation packages, PebblePad etc.).

- Allowing significant time for students to creatively devise the output.
- The research load and complexity of the material will be dependent on the level of study, disciplinary norms, and theoretical complexity.
- Are significant amount of analytical work required (e.g. calculations, computer coding, lab tests / experiments, writing music, choreography for performance etc.)?
- What are the implications for the quality of the output if students are required to condense down into a concise form? E.g., presentation standards might be important in a portfolio or set exercise e.g. graphs, tables, illustrations, visual media, written music, etc.

Taking the nature of the task and your discipline into account, can you think of other reasons you might chose a portfolio or set exercise as a piece of coursework?

### Examinations: Face to face (incl. OSCEs) and online on-site exams (controlled conditions)

These estimates may vary considerably from what happens within your discipline, given different types of exams, e.g. essay-based exams, short answer exams, MCQs etc.

Consider the level when determining the exam length as well as the ascent through levels, student preparation and that revision time should align to 75 hours of time on task etc.

Some examples given in the tables below:

#### 30 credit module

	100%	70%	50%
Example exam length (hours)	3	2-2.5	1
Student preparation and revision (hours)	72	50	36

#### 15 credit module

	100%	70%	50%
Example exam length (hours)	1.5-2	1.5	1
Student preparation and revision (hours)	35.5	24.75	17.5

Assessing a 30-credit module by a single exam (100%) is not recommended.

## Examinations: Take-home exams

Assessing a 30-credit module by a single exam (100%) is not recommended.

A 24-hour window is provided for students to complete a take-home exam, however, do consider the opportunity to provide a timeframe within the 24 hours for a student to complete the exam once started. Some examples are below:

### 30 credit module

	100%	70%	50%
Suggested timeframe for exam completion (hours)	5	4	3
Student preparation and revision (hours)	70	48.5	34.5

### 15 credit module

	100%	70%	50%
Suggested timeframe for exam completion (hours)	4	3	2
Student preparation and revision (hours)	33.5	23.25	16.75

### Factors to consider when setting examinations for summative assessment

- Student readiness for the assessment, for example, revising for everything as opposed to being safely able to be more selective dependent on the LOs being assessed by the exam.
- Student familiarity with the examination format. For an unfamiliar format, budget time for students to process advice and exemplars, and complete formative opportunities in advance.
- Students' familiarity with the tools required to complete the examination (e.g. software, platforms, etc.). They may need scheduled class time to learn how to use these.
- How do you build in formative assessment so students can apply previous feedback within a take-home exam context?
- Appropriately theoretically complex material for the students' level of study.

Taking the nature of the task and your discipline into account can you think of other reasons you might chose a particular type of examination for a summative assessment?

## Media Productions

Media productions vary greatly in style, type, and how long they will take students to complete. Typically, productions such as editing live action videos will take longer than using a digital tool that supplies pre-drawn objects/characters and recording screencasts, vlogs, narrated PowerPoints, podcasts etc. will take less time.

Unless technical proficiency is required by a learning outcome and taught on the module, the marking criteria are likely to focus primarily on the content and it is important to guide your students about your expectations on this.

Effective videos are often quite short for example between three and five minutes.

Consider the level of learning when selecting your assessment type and length, especially as equivalence increases through the levels. The estimates in the tables below give some guidance but are suggestions rather than requirements.

### 30 credit module

	100%	70%	50%
Suggested length (mins of content)	15	10	7
Time on task (hours)	75	52.5	37.5

### 15 credit module

	100%	70%	50%
Suggested length (mins of content)	7	5	4
Time on task (hours)	37.5	26.25	18.75

Given these are approximate you might want to provide guidance to your students that breaks down the process of creating the media production and some of the typical processes involved. As time on task is set at 75 hours per 30 credit module, regardless of level, you will need to consider the complexity of the tasks in relation to the level and the typical time taken to complete the task. In these pages we are trying to anticipate all the processes that might be needed. Depending on the assessment you set, student may not need to accomplish all of these or may need to fulfil additional processes.

While you might find it difficult to estimate student workload in relation to time on task for media production assessments, your students are likely to learn a great deal in

the process of working on a well-designed media production assessment and often engage deeply and enthusiastically as a result.

This is also true for those producing other production-based assessments for example in music and performing arts as well as other forms of digital production such as games design. For those assessments, you might also like to see the section on other assessment types.

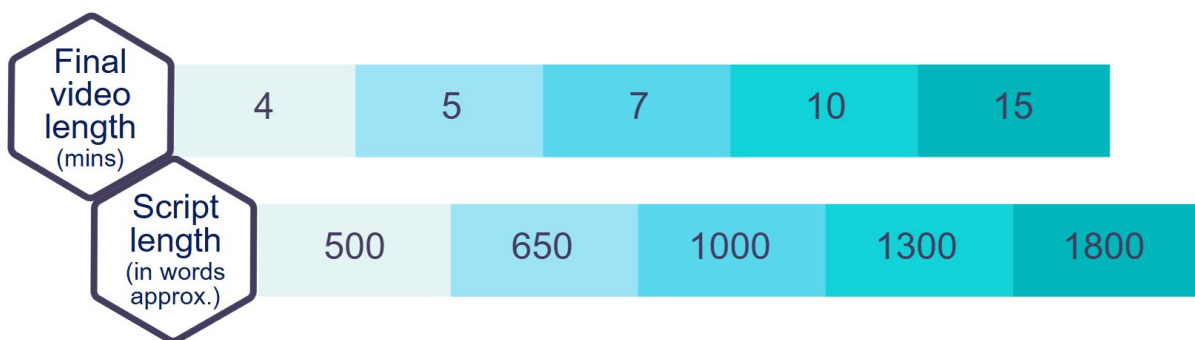
We recommend that you consult with students following the assessment to find out how long they took to produce the assessment and then adjust any guidance, process tasks, etc. for future iterations of the module, if required.

## Estimating time on task to create a live-action edited video

### Pre-production

Consider how long it might take students to write the script?

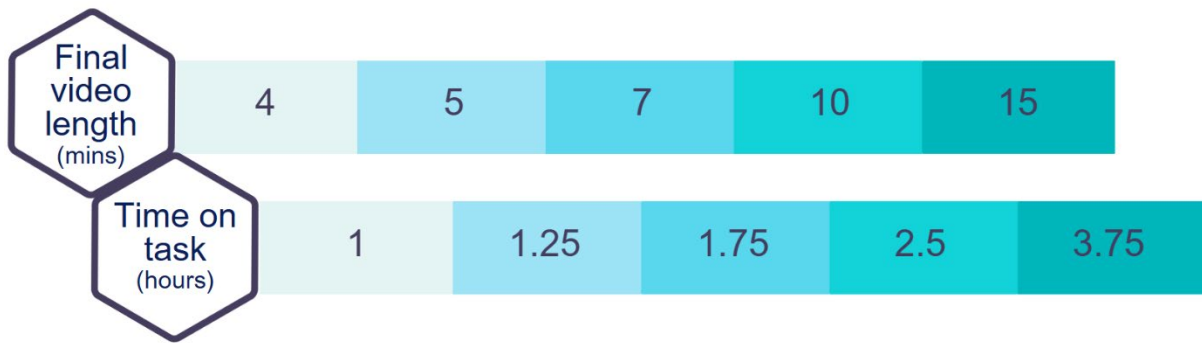
Bear in mind that in many cases a concise script, which distils material down, may take longer to write and edit, therefore fewer words may take longer to produce in media contexts. You will also need to consider the overall assessment workload for the level of student to ensure that you are not over-assessing by expecting the full range of media production tasks in one assessment.



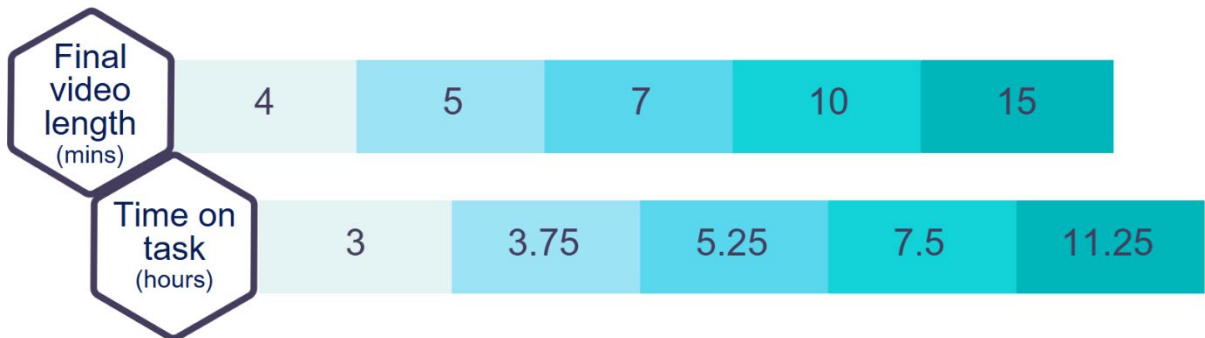
How long might students take to complete the other pre-production tasks for a live action edited video?

Not all these processes may be required but here are some rough estimates which tend to estimate minimum time on task for non-experienced student film/media production makers. This is also dependent on the length of production you are expecting your student to produce with the suggestions for these in the tables above.

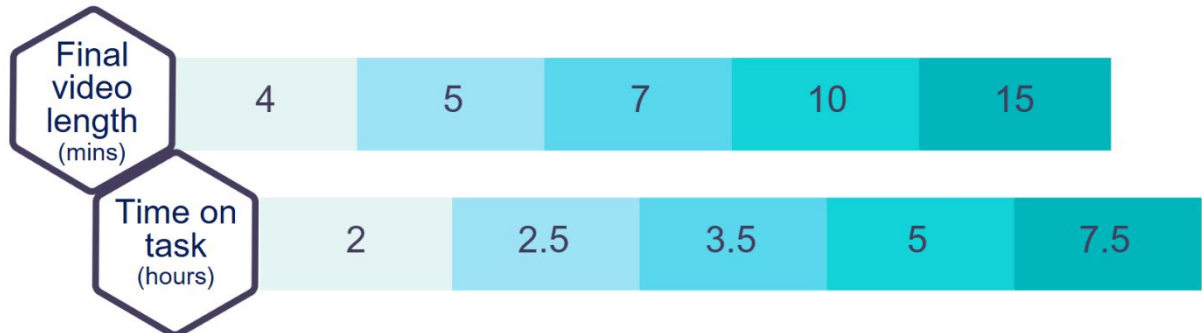
### Storyboarding / list of shots



### Location recce, lighting design, equipment planning, scheduling

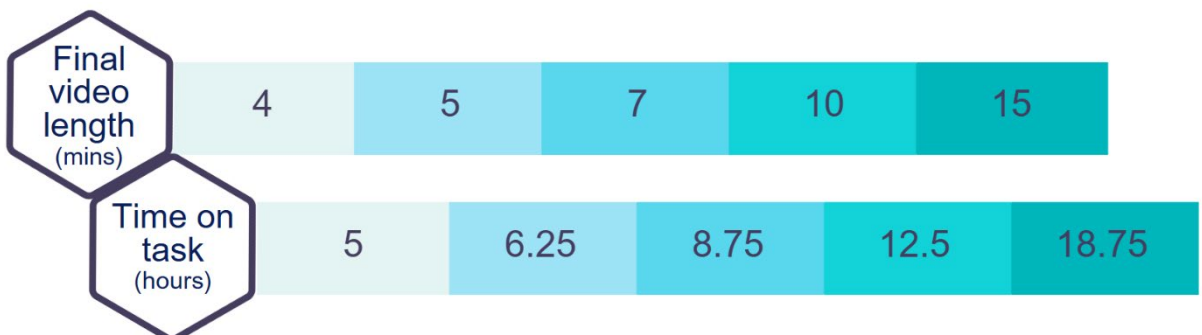


### Casting, permissions, messaging



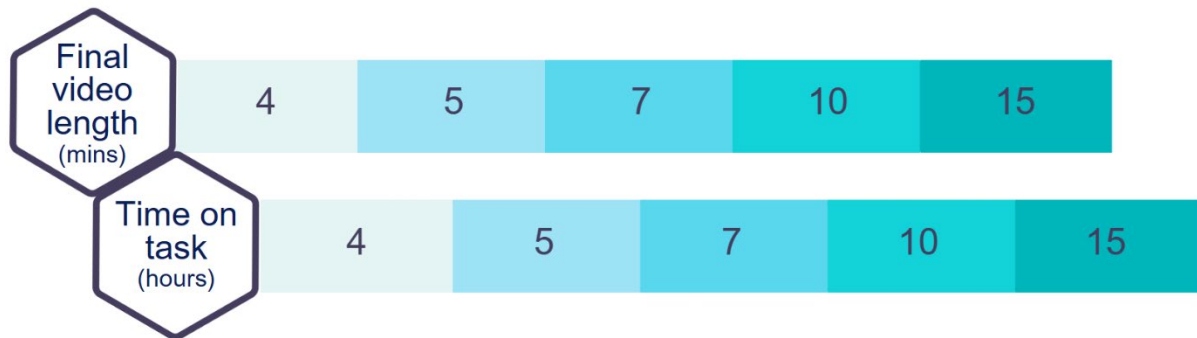
### Production

Set-up, testing, recording content and audio, taking photographs, sourcing images and music if required.



### Post-production

Editing, designing titles, creating simple animations, generating subtitles for accessibility



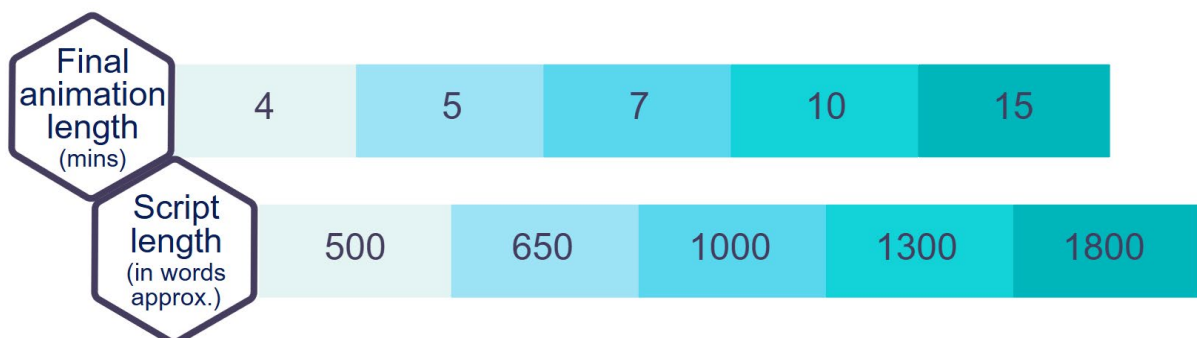
In total then, should all these elements of the process be required, we estimate that the minimum hours for creating live-action edited video content would range from between 15-56.25 hours, excluding the time required for scriptwriting, dependent on the length of content expected and level of the student. The remaining time on task hours would be allocated to the preparation, research, note-taking, library time etc. required to be successful in the media production task itself. This makes it likely that media production of this kind would need a high assessment weighting and is best suited to a 30-credit module assessment.

### Estimating time on task to create an animated media production using a digital tool

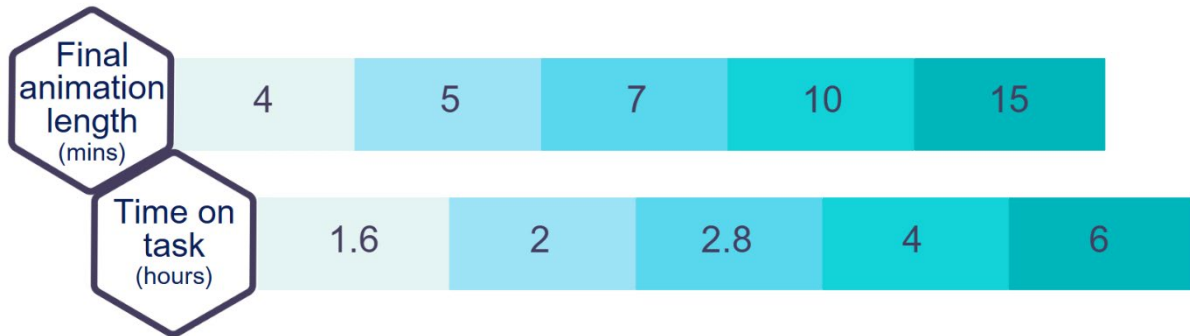
The following estimates relate to students using an animation tool that offers pre-drawn characters and objects as well as a range of choices for introducing text and transitioning between scenes/slides.

#### Consider how long students might take to write the script?

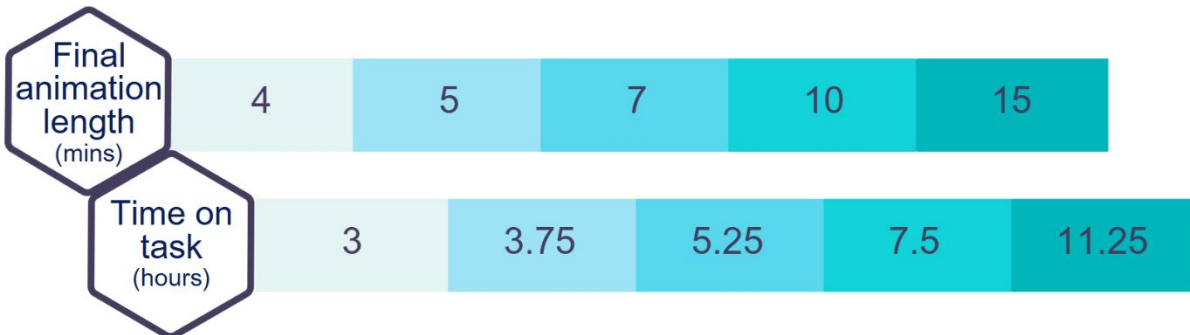
Most media production tasks require students to write and deliver a script. The following estimates bear in mind that in many cases a concise script, which distils material that would take many words in an essay may take students longer to write and edit therefore fewer words may take longer to produce in media production assessment contexts.



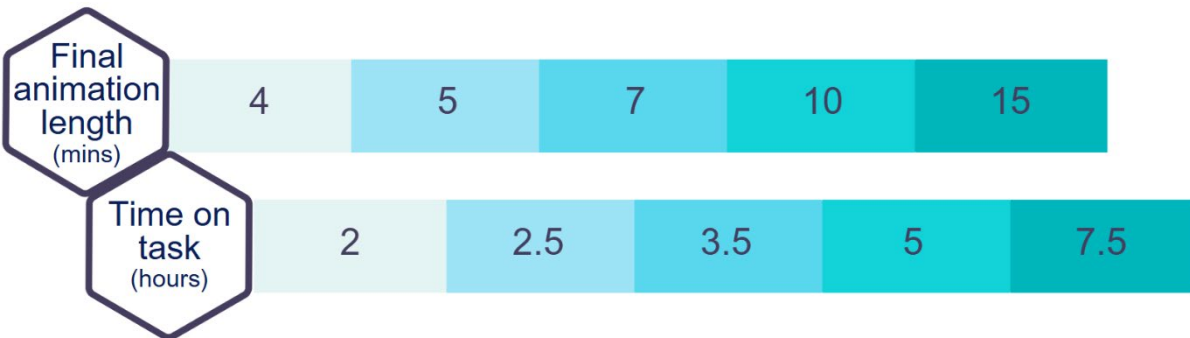
**How long might students spend on devising the storyboard, finding ways to both visually and textually represent ideas?**



**How long might students spend on constructing scenes/slides by selecting characters and objects and text items, creating, sequencing and synchronising animations?**



**How long might students take to record voiceover and generate subtitles?**



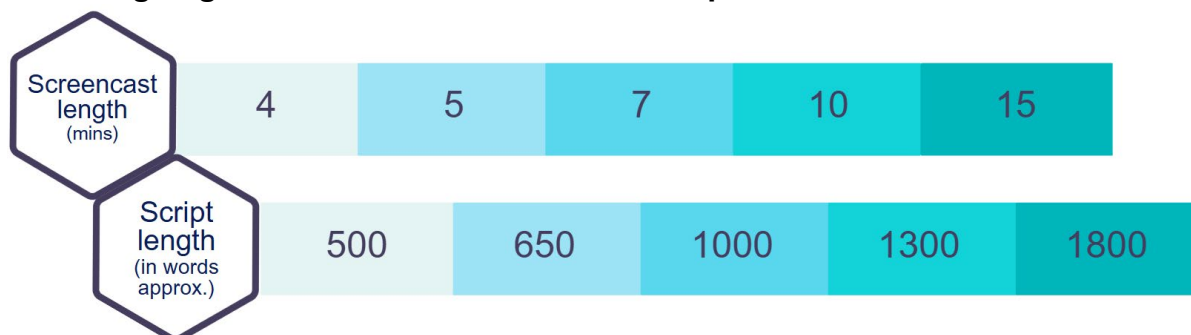
In total then, should all these elements of the process be required, we estimate that the minimum hours for creating animated video content using a digital tool would range from between 6.6-24.75 hours, excluding the time required for scriptwriting, dependent on the length of content expected and level of the student. The remaining time on task hours would be allocated to the preparation, research, note-taking, library time etc. required to be successful in the media production task itself. This makes it likely that media production of this kind would need a high assessment weighting and is best suited to a 30 credit module assessment.

## Estimating time on task to create a recorded narrated screencast

Typically, students will need to devise, research, and create a set of slides, create a script, and record the presentation. This may take longer than a traditional 'live' presentation for two reasons:

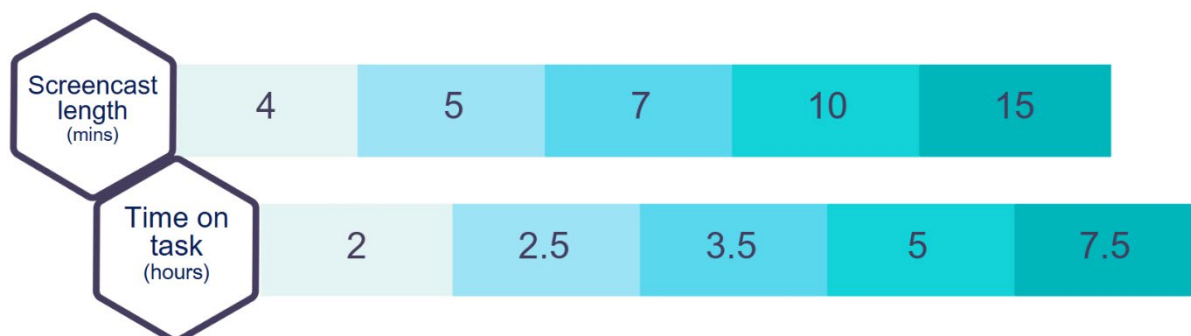
1. Students will want to re-record their narration on some or all slides until they have it as they want it.
2. Often recorded screencasts work best when more work is put into the visual elements of the slides including images and small animations to compensate for the absence of engaging 'live' presence afforded by live presentations.

### How long might students take to write the script?

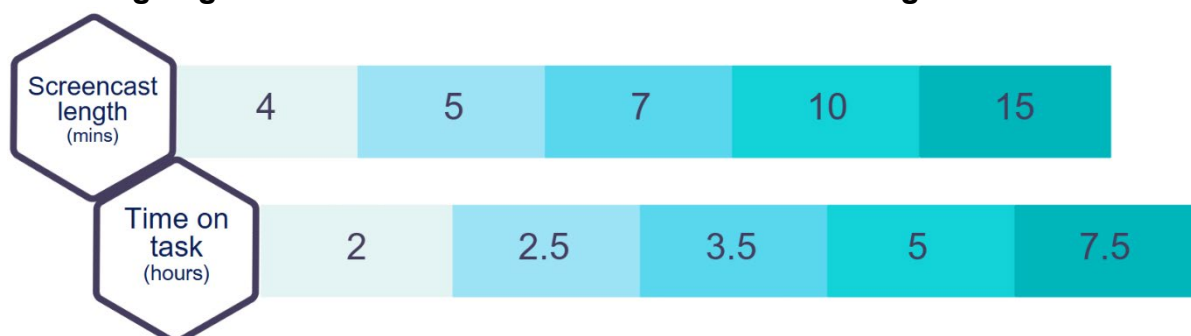


Bear in mind that in many cases a concise script, which distils material that would take many words in an essay may take students longer to write and edit therefore fewer words may take longer to produce in media production assessment contexts.

### How long might students spend on constructing slides, including sourcing relevant images, creating simple animations, formatting text etc.?



### How long might students take to record the voiceover and generate subtitles?



In total then, we estimate that the minimum hours for creating recorded narrated screencast would range from between 4-15 hours, excluding the time required for scriptwriting, dependent on the length of content expected and level of the student. The remaining time on task hours would be allocated to the preparation, research, note-taking, library time etc. required to be successful in the media production task itself.

### **Suggested factors to consider when estimating workload for media productions**

If you are offering students a choice of video/media production formats, specify an appropriate content length for each format and explain the differences to the students. Consider different expectations for content length for each format given that the time to complete each format differs or offer students a range of appropriate content length dependent on the choice they make.

Consider reducing the assessment's content length for each of the following factors that apply, bearing in mind the number of credits and level of the student.

Student readiness for the assessment:

- Are students familiar with the assessment format? If not, they may need to process advice and exemplars in their own time.
- Are students unfamiliar with the digital tools required but not given scheduled class time to learn how to use these tools?
- Will students require significant time to creatively devise the output?

Research load and complexity of material:

- Research-intensive for the level of study, considering disciplinary norms.
- Theoretically complex material for students' level of study.

Quality of output:

- Students are creating a live action edited video.
- Students are required to condense extensive research down into a concise form.
- The module learning outcomes and marking criteria mean that you will be assessing the student technical proficiency and/or visual communication choices.

Taking the nature of the task and your discipline into account, can you think of other reasons you might chose a particular type of media production for a summative assessment?

## **Presentations**

The content required by presentation assessments makes it difficult to estimate a realistic generic time frame for all disciplines for how long students will spend on the task. The tables below offer some sense of how presentation tasks relate to

assessment workload and overall time on task. However, these are still estimates so should be used as a guide rather than as requirements.

## Individual presentations

### 30 credit module

	100%	70%	50%
Suggested length (mins of content)	20-25	15-19	8-12
Time on task (hours)	75	52.5	37.5

### 15 credit module

	100%	70%	50%
Suggested length (mins of content)	10-12	7-10	5-7
Time on task (hours)	37.5	26.25	18.75

In the same way that time on task relates to other assessment types, this includes the tasks required to put together a presentation for assessment, research, library time, editing, practicing etc.

## Group presentations and group practical assessment

While it might seem logical to multiply the length of an individual presentation by the number of group members, this is not recommended as it is difficult and unwieldy for students to produce and staff to mark. Students will spend time on the group work itself e.g. forming the group/team, negotiating objectives, distributing roles and tasks etc. as well as devoting time to the preparing of the assessment. This also applies to groups who are producing other types of 'presented/visual' practical assessments such as film/video, games, apps, pitches etc.

Other institutions (UCL, for example) suggest adding 20% more time to the length of an individual assessment when calculating the length of a group assessment. However, you will need to take into account the number of students within a group to ensure that this is workable, and you can still fairly assess each member of the group.

### 30 credit module

	100%	70%	50%
Suggested assessment length (mins)	25-30	19-25	10-15
Time on task (hours)	75	52.5	37.5

### 15 credit module

	100%	70%	50%
Suggested length (mins of content)	12-15	10-12	6-10
Time on task (hours)	37.5	26.25	18.75

### Suggested factors to consider when estimating workload for presentations/ practical group assessment

Consider reducing the presented length for each of the following factors that apply to the assessment task:

Student readiness for the assessment:

- Are students familiar with the assessment format? If not, they may need to process advice and exemplars in their own time.
- Will students need to use unfamiliar digital tools (e.g. poster design tools, visual presentation tools, animations or image tools), without developing familiarity with the tools in the classroom?
- If it is a group presentation, members might not know each other yet and will need to use time outside of class to do so.

Research load and complexity of material:

- In a group presentation, the task is usually complex requiring members to meet more than once for periods of time.
- Research intensive for the level of study, considering disciplinary norms
- Theoretically complex material for students' level of study.

Additional elements:

- Student will be assessed and/or required to peer-assess on the process of group work as well as its product, the presentation itself.

## Oral assessment

The content required by oral assessments makes it difficult to estimate a realistic generic time frame for all disciplines of how long students will spend on the task. The tables below offer some sense of how oral assessment tasks relate to assessment workload and overall time on task.

Oral assessments often take longer than presentations due to their more discursive nature, with time built in for questions and discussion points etc. However, these are still estimates so should be used as a guide rather than as requirements.

Although preparation time may be similar to presentations they are less prescriptive due to prompts, questions and exploration during the assessment itself. Consider providing likely questions or prompts in advance and ensuring students are clear about the expectations for the assessment.

### Individual oral assessment

#### 30 credit module

	100%	70%	50%
Suggested assessment length (mins)	30-45	20-35	15-25
Time on task (hours)	75	52.5	37.5

#### 15 credit module

	100%	70%	50%
Suggested length (mins of content)	15-25	10-20	7-15
Time on task (hours)	37.5	26.25	18.75

In the same way that time on task relates to other assessment types, this includes the tasks required to prepare for an oral assessment, research, library time, practicing etc.

- Students need to research and construct their style in addition to planning their thinking in preparation for an oral assessment.
- Significant amount of analytical work required for the oral assessment (e.g. calculations, experiment results, computer coding, digital artefact etc.).
- Preparation of any materials required for the oral assessment such as bring notes, lab results, project outputs etc.

## Quality of output

- Marking criteria should ensure that the marking is predicated on the oral assessment itself rather than any materials produced to support the assessment.

Taking the nature of the task and your discipline into account, can you think of other reasons you might chose a particular type of presentation as a summative assessment?

## Other assessment types

There are many other potential assessment types, often innovative and authentic that have not been covered by this guide.

The University has a list of 26 approved assessment types (see appendix 1). It is more than likely that your proposed assessment will fit into one of these assessment types for curriculum set up and administrative purposes.

If you wish to use an assessment type that is not covered specifically here, we suggest that you use the five-stage method laid out below to help you estimate the number of hours students will need (on average) to spend on your particular assessment task.

This will ensure that you are not over- or under-assessing students whilst still meeting the assessment framework for word-count or time on task in the setting of your assessment.

Five stage method for estimating time on task:

### Stage 1

Itemise each different process students will need to undertake in order to complete the assessment and estimate how long each will take, drawing on your own knowledge of your discipline and its practices. For instance, here are a few examples of processes, though there are potentially many more particularly discipline specific so draw up your own list.

Process/stage	Initial estimate	Final estimate
Devising/planning		
Initial research		
Formulating and refining a research question		
Experimenting with a digital tool		
Constructing X		

Annotating		
Testing		
Interviewing		
Writing up		
Editing		
Presenting/practicing		
Peer reviewing		
Proof reading		
<b>Total time on task per student</b>		

## Stage 2

Consider reducing the assessment length to meet the assessment framework for any of the following factors that apply to the assessment task:

Student readiness for the assessment:

- Are students familiar with the assessment format? If not, they may need to process advice and exemplars in their own time.
- Will students need to use unfamiliar digital tools without developing skills in class?

Research load and complexity of material:

- Research intensive for the level of study, considering disciplinary norms.
- Theoretically complex material for students' level of study.

Additional elements:

- Students create more than one output (e.g. a product design and a marketing pitch).
- Significant amount of analytical work required (e.g. calculations, experiment results, computer coding etc.).

Quality of output:

- Students required to condense research down into a concise form (fewer words may take more time to produce).
- Presentational standards are particularly important (e.g. graphs, tables, poster, performance expected to be at publication / conference / professional standard).

Taking the nature of the task and your discipline into account can you think of other reasons you might reduce or lengthen the assessment and its scope, within the assessment framework boundaries for word count and time on task?

### Stage 3

Add up the total hours for this assessment, taking weightings and level of study into account. Are you over- or under- assessing students? Does your assessment meet the assessment framework for student assessment workload? Do you need to adjust your assessment, the weighting, or some tasks to ensure you are not over or under assessing?

A reminder:

<b>30 credit module</b>	
Proportion of hours allocated to assessment	25%
Notional total learning hours on the module	300
Notional student assessment hours	75 hours
<b>15 credit module</b>	
Proportion of hours allocated to assessment	25%
Notional total learning hours on the module	150
Notional student assessment hours	37.5 hours

### Stage 4

Check that the hours on task are proportionate to the learning outcomes that the task assesses. For instance, if you were asking students to spend half of their notional assessment workload hours on a task that assesses a small part of one of the four module learning outcomes, you might want to consider if that is justified and revise the assessment plans accordingly.

### Stage 5

Check with colleagues teaching modules at the same level that there is parity between what each of you is asking students to do in terms of the hours they are estimated to spend of their assessments.

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## Appendix 1

Below is the assessment types list approved by Education Committee in January 2025 for use from the 2025/26 academic year for courses on the new Academic Framework. This sets out the available assessment types that can be used to describe the assessment activities and tasks you are asking your students to complete for their summative assessments in modules. The assessment type must be listed in the module descriptor on Courseloop, with a brief outline in the assessment descriptor box and rationale in the summative assessment strategy box. Some examples are given below. The information column gives examples of when an assessment type should be used but is not exhaustive and remains a decision for module teams. However modes of assessment should be given, for example, specify if only a written mode is offered, or whether students will have a choice of mode such as written, video, screencast, multi-media etc. Student choice within an assessment type is not automatic and the mode(s) will still need to be identified.

	<b>Assessment type</b>	<b>Assessment descriptor (250 characters for Courseloop)</b>	<b>Information to support the appropriate selection of assessment type</b>
1	Written exam	Timed examination organised centrally by the University, which students complete on-site.	Only select for a centrally managed written assessment.
2	Multiple choice exam	Timed multiple-choice examination organised centrally by the University, which students complete on-site.	Only select for a centrally managed written assessment.
3	Open book exam	Timed examination organised centrally by the University, which students complete on-site, and for which they can bring in a book or other material to the exam room, or for whose question is released in advance of the day of the exam.	Only select for a centrally managed written assessment, includes 'seen' exam.

4	Computer based exam	Exam organised via specific Computer-Based Testing services.	Only select for a centrally managed digital assessment.
5	Take home exam	Timed examination organised centrally by the University, which students complete online in their chosen environment within standard 24 hour window.	Only select for a centrally managed written assessment.
6	Locally managed exam	Time-Constrained Assessment (TCA), organised locally by the course, which can be written, open book, multiple choice, computer based, take home, practical, oral, mixed (MCQ, SBA, Short answer, long answer), etc.	Only select for a locally managed time constrained assessment.
7	Group based assessment	For example: Group poster, group fieldwork report, group presentation, group practical, group performance, group project.	Please select for all categories of assessment carried out as a group (even if marked individually). Mode(s) offered must be stated in the assessment descriptor.
8	Reflection	For example: Reflective diary, reflective Journal, reflective video, reflective discussion, reflective journey. The mode(s) of submission are the most appropriate for the assessment.	Where assessed work is designed to encourage reflection, typically first person. Mode(s) offered must be stated in the assessment descriptor.
9	Digital assessment	For example: Blog, vlog, wiki, podcast, coding, webpage, etc.	Coursework work captured using a digital medium. Mode(s) offered must be stated in the assessment descriptor.
10	Case study	For example: derived from placement, chosen from a selection, determined by module team. Any mode of submission can be used such as	In-depth investigations of a person, group, event, community, society or element of such as legislation, policy, etc. Mode(s)

		written, oral, presented, screencast, poster, etc.	offered must be stated in the assessment descriptor.
11	Written coursework	Written coursework other than others mentioned elsewhere in the table such as report, reflection. For example; essay, literature review, critical analysis, critical commentary, annotated bibliography.	Only select where no other written assignment category applies. Mode(s) offered must be stated in the assessment descriptor.
12	Preparatory assessment	For example: A brief, a proposal, a plan, research proposal, project plan, learning needs plan.	Work which captures the preparatory work required for a subsequent piece of work.
13	Report	For example: business report, legal report, work-based learning report, fieldwork report, laboratory report, clinical report, workbook.	Work following a recognised or prescribed reporting format. Mode(s) offered must be stated in the assessment descriptor.
14	Dissertation / major project	For example: Dissertation, research study, systematic literature review, thesis, independent major project (incl. other aspects of independent project such as reports, posters, presentations).	An independent study using recognised or prescribed methodology. This can include publishable articles, ministerial briefs, policy and legislation critiques as long as work is chosen independently. Mode(s) offered must be stated in the assessment descriptor.
15	Portfolio	For example: Design portfolio, production portfolio, teaching portfolio, project portfolio. Any mode of submission such as written, oral, screencast, mixed media etc.	A collection of objects which creates a whole and is assigned an overall mark (not for components). Mode(s) offered must be stated in the assessment descriptor.
16	Artefact	For example: sculpture, painting, photograph, new product, website, social media campaign, computer software.	Assessment of a produced artefact other than those captured elsewhere in the table

			such as poster. Mode(s) offered must be stated in the assessment descriptor.
17	Exhibition	Artistic or other presentation of creations in any curated format.	A collection of work which is displayed/curated for assessment. Mode(s) offered must be stated in the assessment descriptor.
18	Individual performance	Artistical performance in music, dance, drama, etc.	Assessed holistically as a complete performance.
19	Clinical skills	Objective Structured Clinical Evaluation (OSCE), skill demonstration, clinical role play/simulation.	This should be selected even if it is under Exam conditions.
20	Technical/practical skills	Laboratory Skills, Media/Arts Skills, Computer-Aided Design (CAD), simulation.	This should be selected even if it is under Exam conditions.
21	Individual presentation	Presentation live or recorded with or without an audience. For example; Leaflet, booklet, poster, screencast, live presentation, pitch etc.	This should be selected even if it is under Exam conditions, work incorporating visual design elements. Mode(s) offered must be stated in the assessment descriptor.
22	Aural assessment	Listening exercise organised locally.	Where the predominant mode of assessment is through listening.
23	Oral assessment	For example: Debate, discussion, interview, language oral, professional conversation.	Where the predominant mode of assessment is through speech – only select where no other category applies e.g. reflection, report etc.

24	Viva voce	A conversation between assessor/s and student on a prepared topic, thesis, etc.	This should be selected even if it is under Exam conditions.
25	Set exercises	Data interpretation/analysis, problem-solving, set of identified tasks that are related, e.g. tasks that build knowledge and understanding iteratively.	Questions or tasks designed to assess application of knowledge, analytical, problem-solving or evaluative skills. Mode(s) offered must be stated in assessment descriptor.
26	Learner choice	Where a choice is provided to students across different assessment types.	This should only be selected if a genuine student choice across assessment types is being offered and both assessment types and modes offered must be stated in the assessment descriptor. Please note that this assessment type cannot be used in conjunction with any of the Exam assessment types.