

## Assessment Tariff

### 1 Introduction

The first iteration of the Assessment Tariff was introduced in 2013 as one of the appendices to support the Assessment Policy which had been introduced in September 2012. The Assessment Policy sought to address a number of issues associated with the consistency of the student learning experience. In particular, the Policy highlighted the concept that assessment should be fair and equitable and that the assessment burden for students taking joint and single honours programmes should be comparable and consistent. The Assessment Tariff was therefore seen as one way of helping programmes to comply with these aspects of the Assessment Policy at the time.

The Assessment Tariff was commended by the Quality Assurance Agency (QAA) in its report of the University's 2015 Higher Education Review. The report identified that the Assessment Tariff plays an important role in ensuring that a consistent, transparent and equitable approach is applied to assessment at St Mary's during curriculum design, validation and delivery. The report also indicated that St Mary's staff regard the Tariff as a helpful framework, particularly for designing and modifying module assessments.

As a result of the QAA's observations and feedback from staff, this second iteration of the Assessment Tariff is largely unchanged. The significant change is the reduction in the maximum wordage for Level 7 written work, which is now in line with the maximum wordage for Level 6 written work. This change has stemmed from Level 7 programmes which offer 30 credit modules having significantly high wordage in written assessments as a result of trying to achieve a pro-rated wordage in line with the 20 credit maximum figures outlined in the Tariff.

The other change is that the viva voce has been included in both the presentation and the examination category.

### 2 Guidance

The Assessment Tariff has been structured to provide the maximum wordage or time allowed for most types of assessments depending on their weightings. The Tariff should act as a useful starting point for those staff involved in designing modules and programmes, particularly those staff new to the University. Programme Directors may also find the Tariff useful when devising an overarching assessment strategy for their programmes.

On occasions where the wordage or time limit proposed is considered significantly lower than the maximum figures stated in the Tariff, staff must be confident that the time spent preparing for and completing the assessment is equitable to other assessments in the programme and that the assessment enables the student to achieve the module learning outcomes.

Lower wordage or time limits will likely be queried during the approval process so staff are expected to provide a clear rationale in the appropriate submission (validation/revalidation document, new module or module modification forms) and ensure that potential queries about equity of workload and students' ability to achieve module learning outcomes are addressed within this. This information should also be provided in the Assessment Rationale as part of the Module Outline.

There is no firm definition of what would be deemed as ‘significantly lower’ wordage or time limits than those stated in the Assessment Tariff. This is a matter of judgement for staff designing modules and programmes, and for those staff involved in approving assessments either as members of validation/revalidation panels or School/University Teaching and Learning Quality and Enhancement Committees.

However, the Tariff has not been designed to be completely prescriptive and it is advised that proposed lower wordage or time limits supported by a clear rationale (normally stemming from discipline-specific needs) are considered appropriately by those involved in the approval of assessment and are not rejected purely on the basis of failing to comply with the maximum figures in the Tariff.

On occasions where the wordage or time limit proposed exceeds the maximum figure stated in the Tariff, staff must also provide a clear rationale for this in the appropriate submission (validation/revalidation document, new module or module modification forms). Reasons for exceeding the maximum figure may be discipline-specific or to ensure compliance with requirements of a Professional, Statutory or Regulatory Body (PSRB).

### **3      Contacts**

The Assessment Tariff is the responsibility of the Learning and Teaching Directorate. Any queries about the content and guidance in the Tariff, particularly at the stage of designing assessments, should therefore be sent to the Learning and Teaching Directorate.

The Quality and Standards Office can advise about the use of the Assessment Tariff as part of the wider approval processes for programmes and individual modules.

SS July 2013  
SS Updated May 2016

**Assessment Tariff**  
**Maximum figures based on 20 credit modules**

Assessment Group	Assessment Examples	Weighting	Level			
			4	5	6	7
Written	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Literature Review</li> <li>• Report</li> <li>• Creative Writing</li> <li>• Case Study</li> <li>• Research Proposal</li> <li>• Critical Evaluation</li> <li>• Timed Essay</li> <li>• Portfolio</li> <li>• Workbook</li> <li>• Lab Report</li> </ul>	100%	3,000 words	4,000 words	5,000 words	5,000 words
		50%	1,500 words	2,000 words	2,500 words	2,500 words
		25%	1,000 words	1,000 words	1,500 words	1,500 words
Dissertations and Research Projects should be prorated accordingly e.g. a 40 credit Level 6 Dissertation contributing 100% to the overall module mark should normally be no more than 10,000 words						
Practical	<ul style="list-style-type: none"> <li>• Production</li> <li>• Micro Teaching</li> <li>• Student-Led Session</li> <li>• Coaching Session</li> </ul>		No set tariff is proposed for practical assessments due to the discipline specific nature of these tasks. However, staff are asked to consider the time required to prepare for and complete the tasks to ensure equity with other assessments in the programme			
Presentation	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Poster</li> <li>• Group</li> <li>• Viva Voce</li> </ul>	50%	10 mins	15 mins	20 mins	20 mins
		25%	5 mins	10 mins	15 mins	15 mins
It is advised that presentations do not normally contribute more than 60% to the overall module mark						
Examination	<ul style="list-style-type: none"> <li>• Disclosed</li> <li>• Open Book</li> <li>• Closed Book</li> <li>• Oral</li> <li>• Practical</li> <li>• Class Test</li> <li>• Viva Voce</li> </ul>	100%	2.5 hrs	2.5 hrs	3 hrs	4 hrs
		50%	2 hrs	2 hrs	2.5 hrs	3 hrs
		25%	1 hr	1.5 hrs	2 hrs	2 hrs
It is advised that staff consider the use of 100% weighted examinations sparingly and that written examinations during semester one of Level 4 are avoided where possible. Staff should also be mindful when determining the duration of written examinations that students with additional needs will be eligible for extra time (usually 25% but occasionally 50%)						

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