**Annex 1: Assessment Types and Workload Equivalence**

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# Overview of this Document

This document establishes the types of assessment to be used for all taught courses.

This document is designed to ensure transparency and consistency across all taught courses, as applicable.

## Consulting Other Documents

This document must be followed in conjunction with:

* Annex A: Requirements for Taught Courses of Study
* Annex A: Appendix A: Requirements for Modules
* Annex B: Approval of Courses
* Annex C: Approval of Modules
* Assessment Regulations Framework

# Assessment Definition

“Assessment” refers to any component of a course that is used to assess student achievement and the level of achievement demonstrated in relation of the intended learning outcomes specified for modules and courses of study that contribute to a specific academic award.

# Main Assessment Principles

All assessments will follow these principles:

* 1. Will be categorised under three main types (see section 3, below).
	2. Will be broken down to the approved assessment components (see section 5, below).
	3. No single piece of assessment should be worth less than 20% or more than 80% of the final module mark.
	4. Each 20-credit module should have no fewer than **two** and no more than **three** pieces of assessment. Where possible, students should not have more than **five** pieces of assessment in any term aggregated across two modules.
	5. Students should not have more than **three** in-person examinations in any stage of study, and no more than **two** in any one term.
	6. All assessment deadlines must fall before the end of the term in which the module is taught, and at least one before the end of the sixth week of that term.

# Types of Assessment

The University categorises assessment under three main types:

* Written
* Practical skills
* Examination

## Written Assessment

Written assessment is normally written work completed in a student’s own time and submitted to a specified deadline. It is normally undertaken and submitted during the taught part of the course. The exception to this timeframe is where a student is required to submit written work for reassessment purposes. Written assessments can either be formative or summative. See section 5 for a list of assessments defined as written assessment.

## Practical Skills Assessment

Practical skills assessment is normally work that tests the practical skills of a subject, focusing on whether, and/or how well, a student performs a specific practical skill or technique (or competency). They can simulate authentic scenarios that replicate situations that would be encountered in the workplace and/or discipline. Practical skills assessments can either be formative or summative. See section 4 for a list of assessments defined as practical skills assessment.

## Examination

Examinations are invigilated and held in person, on campus within a restricted time window in a centrally allocated venue. Students answer a question, or set of questions, relating to a particular area of study. Students respond to questions in writing. All examinations are summative.

# Formative and summative assessments

All modules should include at least one opportunity to provide students with evaluative performance feedback on their work and future focused feedback to help them improve prior to undertaking subsequent assessment opportunities. Where a module is assessed by assessment representing a single unit of assessment (such as in a dissertation), there is a requirement for formative assessment and feedback prior to the summative submission. See 5.1.2, below, for more information on single forms of assessment.

## Summative Assessment

Summative assessment is defined as work which provides a mark that is recorded and contributes to the overall module mark.

## Formative Assessment

Formative assessment is defined as work which does not provide a mark that is recorded and contributory to the overall module mark. Its purpose is to allow students and their teachers to monitor learning through the provision of feedback on work in order to determine areas of strength, areas for improvement and an opportunity to enact the feedback.

# Assessment Types and Components

The assessment **types** in section 3 (written, practical skills and examination) can be broken down into the following assessment components. When designing assessment, these are the assessment **components** that are approved for use at Kent. Within each component, there is flexibility to allow for innovative assessment design. Please note that the list of **examples** is not intended to be an exhaustive list, rather illustrative and will evolve over time, appreciating different disciplinary approaches.

In order for students to have a consistent understanding of their assessment and for the University’s student record system to accurately record the assessment, one of these components must be used.

## Written Assessment

For Written Assessments, the following assessment components are approved for use. See [guidance](https://livekentac.sharepoint.com/sites/EducationModernisation/2025%20Course%20and%20Module%20Development/Forms/Gallery.aspx?id=%2Fsites%2FEducationModernisation%2F2025%20Course%20and%20Module%20Development%2FEM25%20Module%20Information%2FCSHE%20EM25%20Guidance%20%2D%20Assessment%20Design%2Epdf&parent=%2Fsites%2FEducationModernisation%2F2025%20Course%20and%20Module%20Development%2FEM25%20Module%20Information) for more detailed explanations of each example.

| **Assessment Component** | **Example** |
| --- | --- |
| Extended writing | Dissertation, annotated bibliography, case studies, field report, grant application, essay, designing learning materials, book |
| Test | Question bank, multiple choice questions, online test using the Virtual Learning Environment (VLE), language skills, open book test, take home test |
| Portfolio | Laboratory books, collection of reports, learning logs, problem sheets, patchwork texts, e-portfolio, collection of MCQs, collection of works (NB: NB: some portfolios will contain a variety of work, some of which will not be written assessment, however, this is acceptable) |
| Reflection | Reflective diary, critical incident account, journals, online discussion boards |
| Report | Instant reports, part-written practical report, selective report, sampling report, research project report, group project report |
| Short Writing Piece | Abstract, articles for different audiences, short answer questions, blog, journal article |
| Visual Representation | Essay plan, poster, media profile, concept map |

## Practical Skills Assessment

For Practical Skills Assessments, the following assessment components are approved for use. See [guidance](https://livekentac.sharepoint.com/sites/EducationModernisation/2025%20Course%20and%20Module%20Development/Forms/Gallery.aspx?id=%2Fsites%2FEducationModernisation%2F2025%20Course%20and%20Module%20Development%2FEM25%20Module%20Information%2FCSHE%20EM25%20Guidance%20%2D%20Assessment%20Design%2Epdf&parent=%2Fsites%2FEducationModernisation%2F2025%20Course%20and%20Module%20Development%2FEM25%20Module%20Information) for more detailed explanations of each example.

| **Assessment Component** | **Example** |
| --- | --- |
| Digital Output | Digital Output, website, showreel of created media |
| Practical competency | Simulation, mini-practical, viva voce, assessment stations, observation, performance, in-tray exercise, role play |
| Presentation | Individual presentation, group presentation, poster presentation |
| Project | Mini-project, collaborative project, large project, artefact(s) |

## Examination Assessment

For assessment by Examination, the following assessment components are approved for use. See [guidance](https://livekentac.sharepoint.com/sites/EducationModernisation/2025%20Course%20and%20Module%20Development/Forms/Gallery.aspx?id=%2Fsites%2FEducationModernisation%2F2025%20Course%20and%20Module%20Development%2FEM25%20Module%20Information%2FCSHE%20EM25%20Guidance%20%2D%20Assessment%20Design%2Epdf&parent=%2Fsites%2FEducationModernisation%2F2025%20Course%20and%20Module%20Development%2FEM25%20Module%20Information) for more information.

|  |  |  |
| --- | --- | --- |
| **Assessment Component** | **Example** | **What’s Involved?** |
| Examination | Examination | Examinations are invigilated and held in person, on campus within a restricted time window in a centrally allocated venue. Students answer a question, or set of questions, relating to a particular area of study. Students respond to questions in writing. All examinations are summative.  |

#  Assessment Workload Equivalence

The Assessment and Feedback Strategy 2022-25 (Annex 5) aims to “support a transformation of assessment and feedback processes and practices consistent with … level qualifications (Annex 2) including **assessment equivalence across different types of assessment and across modules within a course of study**”.

The primary aim is to establish clear and consistent expectations concerning the extent of workload for assessments within a course of study, and University-wide. This uniformity is pivotal for overseeing student anticipations, ensuring impartial demands on students, and diminishing the likelihood of overwhelming assessments and grading.

The University does not stipulate specific word restrictions for assessments. It would not be possible to achieve this type of uniformity due to the varying requirements that arise due to differences within academic disciplines and adherence to Professional, Statutory, and Regulatory Bodies (PSRB) standards. Instead, workload equivalence is determined by conducting course-level assessment mapping, with effort defined in hours expected for an average student to achieve the assessment learning outcomes at the threshold level, ie, to achieve a pass mark.

The following assessment workload equivalence principles are intended to provide a framework and generate discussion around assessment design as a whole, not to prevent innovation and creativity of assessment.

## Principles of Assessment Workload Equivalence

The following **principles** should be followed in order to develop consistent subject/Divisional **assessment workload equivalence**:

1. Assessment workload equivalence should always be considered in the context of the overall Course Assessment Strategy (see 7.6, Assessment Regulations Framework);
2. The principles and aims of Annex 5 (Assessment and Feedback Strategy, 2022-25) and Annex 7 (Designing Assessment and Feedback for Learning) should be incorporated in the design of assessment workload equivalence;
3. There should be consistency in assessment workload for modules in the same course of study;
4. Assessment workloads are part of the total module learning hours, and these hours should represent the effort required for an **average student to achieve the assessment learning outcomes at the threshold level**, ie, to achieve a pass mark;
5. The expected workload for an assessment should be defined in hours, ie, the amount of time a student should, on average, expect to spend preparing and completing their assessment;
6. Subject/Division assessment workload guidance and rules must be published and communicated to students in order to allow them to understand the effort expected of them;
7. The assessment workload for a module should be a minimum of 25% of the total module learning hours, ie, for a 20-credit module, the average student can expect to spend 50 hours on preparatory work, planning and production of their assessments.
8. No single piece of assessment should be worth less than 20% or more than 80% of the final module mark;
9. Each 20-credit module should have no fewer than **two** and no more than **three** pieces of assessment. Where possible, students should not have more than **five** pieces of assessment in any term aggregated across two modules;
10. Students should not have more than **three** in-person examinations in any stage of study, and no more than **two** in any one term.
11. All assessment deadlines must fall before the end of the term in which the module is taught, and at least one before the end of the sixth week of that term.

### Assessment Workload Equivalence and Accreditation

The University offers a diverse range of subjects that are, in some cases, governed by PSRB requirements. For this reason, the imposition of University-wide assessment equivalence rules are not appropriate. However, Divisions should define and publish assessment equivalence guidance according to the needs of their subject(s) and PSRB requirements. This gives students assurance of the expected workload for their discipline and what to expect if they are studying a module outside of their usual subject area.

### Single Assessment

“High stakes” assessment is not permissible, i.e., a single assessment weighted at 100%. Instead, a range of assessment types appropriate to the discipline is encouraged in order to measure learning outcomes in a varied and stimulating way. By exception, there may be occasion when a high stakes assessment is appropriate to the discipline, however, assessment design should then ensure the opportunity for students to benefit from formative assessment feedback prior to submission of the summative assessment (see section 3, above).

Where a course or module assessment deviates from the principles of assessment workload equivalence outlined in this document, a clear rationale must be put forward as part of the course or module approval process (see Annexes B and C).

NB: some dissertation modules are assessed exclusively by a single unit of assessment; in this case, there is a requirement that the module assessment provides an opportunity for formative assessment to be undertaken and feedback to be provided prior to the submission of the dissertation.