

Assessment Framework

The Assessment Framework sets out the principles that underpin the design and delivery of inclusive, authentic and effective assessments at Canterbury Christ Church University, in line with the Academic Framework and the University's Learning, Teaching, and Assessment Strategy.

Inclusive assessment is at the heart of our approach, aiming to provide all our students, regardless of background, ability, or learning style, with an equitable opportunity to demonstrate their knowledge, understanding and skills. This approach considers the diverse needs of our students, employing a variety of assessment methods to adapt to individual circumstances while maintaining academic rigour and standards.

A hallmark of our curriculum is the opportunity for students to work on real-world challenges in an authentic way as part of their learning and assessment. Authentic assessment aims to test abilities in ways that mirror the practical application of students' learning in real-world situations. Our tasks are therefore designed to resonate with future professional and life experiences relevant to our graduates.

All our courses provide opportunities for formative as well as summative assessments. Formative assessments play a pivotal role in our educational approach, offering students timely insights into their academic progress. This formative process equips students with the reflective skills necessary to maximise their learning as they progress through their course. Summative assessments evaluate student learning against clearly defined criteria at specific points in their academic journey. Although summative evaluations culminate in a grade, constructive feedback from these assessments provides further academic development, linking back to our cyclical approach to learning and assessment.

Assessment does not take place in a vacuum, therefore, planning for assessment should be an integral part of the curriculum design and development, taking into consideration the types of assessment, outcomes, the expected assessment workload, and the average time on task expected for completion of the assessment tasks.

Principles

1. Authentic Assessment

- 1.1. Assessments are designed to reflect the practical application of learning in as close to real-world situations as possible.
- 1.2. Students have the opportunity to engage in practical problem-solving that mirrors industry challenges, encouraging the application of theoretical knowledge to tangible scenarios.
- 1.3. Group work is an important part of students' futures and usually needs to be incorporated into courses with support and appropriate discussion with students.
- 1.4. Implementing new or innovative authentic assessment tasks should not simply be an addition to existing assessment tasks, but a module introducing new tasks should review and consider replacing any existing methods.

2. Constructive Alignment

- 2.1. Assessment tasks are explicitly aligned with Learning Outcomes, and Learning Activities.
- 2.2. Assessment criteria are clearly communicated and relevant to the knowledge, skills and understanding that students are expected to acquire.

3. Continuous and Constructive Feedback

- 3.1. All modules include formative assessment opportunities that support performance in, and connect to, summative assessment strategies.
- 3.2. Feedback is ongoing and formative, with opportunities for drafts and revisions that reflect professional iterative processes.
- 3.3. Formative feedback includes information for students on what they are already doing well, and about where they need further development including guidance on how and where to find the required support.
- 3.4. Peer and self-assessment strategies are used to enhance critical evaluative skills and autonomy in learning.

4. Assessments are valid, reliable, fair and equitable

- 4.1. Information provided to students including assessment regulations, briefs, submission methods, assessment criteria is clear, accessible and available at the start of the module.
- 4.2. Rubrics align with the University's assessment criteria and articulate expectations clearly.
- 4.3. Students have access to examples of good academic practice illustrating a range of performance levels to contextualise the assessment standards.
- 4.4. Assessments focus on enabling students to demonstrate what they have achieved, rather than what they haven't.
- 4.5. Assessment workload should ensure equity and consistency across a course or cognate disciplines, providing clarity to students on the relative effort required to complete an assessment task.
- 4.6. In setting assessment workload cognisance should be taken of the level of study with volume of work increasing with the year (level) of study, and the avoidance of over-assessment.
- 4.7. The scheduling of submission points should seek to avoid excessive bunching of assessments.
- 4.8. The academic standards of each assessment are rigorously set, maintained and informed by sector recognised standards.
- 4.9. Assessment design should promote academic integrity by providing clarity in briefs and assessment tasks that require the active demonstration of students' knowledge and skills.

5. Diversity of Assessment Methods

- 5.1. A spectrum of assessment types, including portfolios, presentations, live briefs, simulations, and projects, caters to different learning styles and foregrounds various aspects of professional practice.
- 5.2. Accommodation is provided for diverse learners, ensuring that all students can demonstrate their abilities in an equitable manner.
- 5.3. Assessment formats are flexible, allowing for the accommodation of various circumstances without compromising academic standards.

6. Active Student Involvement

- 6.1. Opportunities are provided to engage students in the co-creation of assessment strategies to ensure relevancy and engagement.
- 6.2. Opportunities are provided for students to select topics or the focus of their assessments, fostering a deeper connection to their work.

7. Assessment Workload

- 7.1. Assessment workload guidance is based on a 30-credit module and the larger/smaller size modules can be extrapolated from these. The workload guidelines cover undergraduate and taught masters (PGT).

- 7.2. Authentic assessment shifts the focus from quantity (word counts) to the quality and applicability of skills through the use of authentic tasks that foster meaningful learning and reflection of real-world capabilities.
- 7.3. Nevertheless, the use of the word count for certain types of assessment such as essays is a familiar concept to many staff and students. Therefore, guidance is provided on the length of such written assessments in the table below.
- 7.4. The implementation of assessment word equivalences for authentic assessment tasks and other diverse tasks should include consideration of discipline context and the time that students are expected to spend on task.
- 7.5. Assessment 'time on task' should constitute approximately 20-30% of the module overall Notional Learning Hours. Example equivalent 'time on task' is given in the table below.
- 7.6. Time on task does not only include preparing the assessment itself but also includes all the preparatory tasks such as researching, reading, note taking, library time, time taken to generate results, practicing, refine, editing, group work.
- 7.7. There is an understanding and acceptance that time on task will be different for every student. Further guidance will be provided to support academic teams in the design of assessments that use the concept of time on task or notional learning hours.

Level of Study	Assessment workload in words (30 credits)	Assessment workload in time on task* (30 credits)
Level 0	2000	75 Hours
Level 4	3000	75 Hours
Level 5	4000	75 Hours
Level 6	5000	75 Hours
Level 7	5000	75 Hours