

## **Guidance for design of assessment in modules**

### *1. Why this guidance exists*

In a modular programme it is necessary to ensure that the load of assessment on students is equivalent between the different modules and that the overall demand on students is not very different when the various different combinations of modules are compared.

### *2. Notes on Terminology*

In this paper the credit value of assessments is used as a means of describing the size of an assessment. So an in course essay that is 33% of a 15 credit modul

4.2. Load Guidance for Taught Modules at Levels 5, 6, 7

<b>Examinations</b>				
<b>Credit Value</b>	<b>Typical Time Allocated for unseen written examination</b>	<b>Minimum Time Allocated for unseen written examination</b>	<b>Maximum Time Allocated for unseen written examination</b>	<b>Notes</b>
15	3 hours	2 hours	3 hours	Other forms of examination e.g. open book are likely to have

#### 4.3. *Format Guidance for Modules at levels 5,6 and 7*

Taught Modules should contain at least 7.5 credits awarded by examination or one third of the module credit whichever is the greater.

Taught Modules should contain at least one third of the module