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| **Course title** |  |

# Phase 3 Assessment strategy

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| **If you have already completed Phase 2 approvals, as part of your Phase 2 rationale you will have outlined your assessment strategy, and you are now asked to expand on this by describing how you are realising your plans for assessment through Phase 3 design.**  **If you are submitting Phase 2 and 3 information simultaneously, please provide a single written statement on your assessment strategy here.**  **Please describe your assessment strategy with reference to:**  **a) the Assessment for** [Learning Design Principles](https://www.bath.ac.uk/publications/qa-ct-curriculum-transformation-phase-3/attachments/assessment-for-learning-design-principles.pdf)  **b) your course-level assessment mapping (please attach this – see guidance below)**  **c) how you plan to use formative assessment.**  *(No more than one page in length, in total)* |
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# Course-level assessment mapping

* EQSC has approved (November 2021/January 2022):
  + a requirement that departments provide a course-level mapping of assessment as part of CT Phase 3 approvals going forward
  + [Assessment Taxonomy](https://www.bath.ac.uk/publications/qa-ct-curriculum-transformation-phase-3/attachments/assessment-taxonomy.pdf)
  + Assessment for [Learning Design Principles](https://www.bath.ac.uk/publications/qa-ct-curriculum-transformation-phase-3/attachments/assessment-for-learning-design-principles.pdf).
* The aim of the assessment mapping is to present, for the benefit of the approving F/SLTQC, a course-level overview of the assessment information provided at the individual unit level (in Annex 7 documents). The mapping will enable the F/SLTQC to take a view on whether there is an appropriate overall volume and diversity of assessment on the course, and no undesirable bunching of assessments. In addition it will facilitate an overview of the approaches to assessment across different courses (and provide an ongoing reference point for future reviews or change proposals).
* **There is no set format for the mapping.** The appendices to this note contain two different illustrative formats for the assessment mapping, for your reference. These are examples only. However, as a minimum the mappings should include all summative assessments by course year, including assessment type (using the Taxonomy; coursework types should be specified) and indicative timing (specific enough to give assurance that the potential for assessment bunching has been considered).
* Where an assessment (e.g. a lab report or a portfolio) has multiple submission points, these should be identified separately. This would not be taken as an indication that assessment is being increased; rather, it is to ensure that we are consistent, clear and transparent - for our institutional understanding and for students – about what the assessment experience will be.
* Assessment mappings should provide information about the assessment of optional units. In cases where a course year wholly or largely comprises optional units, it may be helpful to consider including one or two examples of a typical route through the available choice i.e. what the assessment experience would be for a particular student who had chosen a likely combination of options.
* Course teams are recommended, but not required, to include formative assessment plans in their mappings. The inclusion of formative assessment plans would be for the benefit of the approving committee only; it would not form part of information published for students and therefore would not represent a binding commitment. Course teams are asked to outline how they intend to use formative assessment in their Phase 3 assessment strategy (see above).
* You may develop your own way of presenting the information depending on what is useful for you, although it may be helpful to consider standardising this across your department. You may also wish to discuss this with your Curriculum Development Officer.