# Assessment Type Catalogue

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## Description:

A blank template catalogue document for departments, schools or even individual lecturers to record all of the assessment types in use on the modules and/or across the entire programme on which they teach, designed to help ensure that there is sufficient variety in assessment across lots of modules or teaching activities.

## Instructions for use:

Complete the table by filling in the details of the assessments in use across your area of practice. This could be across all of your own modules, or across the entire programme if you are working on a larger-scale basis. There are two tables – examinations and coursework. The tables also provide a space for you to evaluate the pros and cons of each assessment type, how these are mitigated against, rate the authenticity of each assessment (according to your own interpretation of this term) and whether it is suitable for group work.

If you find this resource useful, please feel free to share with others. Please do so, while also retaining this cover sheet. If you are using this resource from outside the University of Liverpool, we would ask you to attribute our text – thank you.



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# Assessment Type Catalogue

**School/Department:**

**Faculty:**

Use this document to outline the different assessment types used by your school/department, and to describe the pros, cons, potential integrity issues and potential authenticity of the assessment type. There are two tables: coursework and examinations. An example in each table has been provided.

## Coursework

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| **Assessment Type** | **Brief Description** | **Skills Tested/ Developed** | **Pros** | **Cons** | **Potential Integrity Issues** | **Potential Solutions** | **Used For** | **Authenticity (1-3)** | **Suitable for Group Work?** |
| **Essay** | A coherent piece of extended writing that answers a specific question or responds to a specific title (e.g. a statement). Usually consists of introduction, main body and conclusion. | Written Communication  Literature Research  Evaluation  Synthesis  Criticality  Argument Development  Referencing | Familiar to staff and (most) students. Develops scientific writing, applicable to a variety of other formats. | Time consuming to mark and give feedback. Usually only covers a small part of the syllabus. | Significant risk of plagiarism of secondary material. Potential for contract cheating. | Outline or (at least) gesture towards AI policy/procedure in the assessment instructions. Provide formative assessment opportunities across teaching. Use of Turnitin/SpeedGrader. Consistent adaptation of essay questions to prevent collusion between years. | Any | 2 | N |
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## Examinations

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| **Assessment Type** | **Brief Description** | **Skills Tested/ Developed** | **Pros** | **Cons** | **Potential Integrity Issues** | **Potential Solutions** | **Used For** | **Authenticity (1-3)** | **Suitable for Group Work?** |
| **Written Exam** | Usually a set of questions that may vary in length and format. Formats are usually either short answer questions or essays, but could also include annotated diagrams, problem solving, etc. Students cannot consult sources. | Knowledge  Understanding  Application  Problem solving  Written communication  Essays: synthesis and evaluation | Short answer questions can test a wide range of topics. Requires students to revise the whole syllabus (unseen questions). | Marking of hand-written answers can be difficult.  Time consuming to mark esp. with large classes.  Stressful for students.  Relies on memorisation. | Potential use of hidden notes or concealed devices in examination situation, however this is perhaps unlikely. Potential for copying and/or collusion. | Outline or (at least) gesture towards AI policy/procedure in the assessment instructions. Effective invigilation. Check students’ IDs. Consider the question design to mitigate the opportunity for cheating. | Any | 1 | N |
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