

Assessment Development Guide and Checklist

Assessment Checklist

This self-assessment checklist and associated guide can be used when designing module and programme assessment strategies.

Checklist Criteria	Comments
Learning outcomes (LO) stated clearly (i.e. in module descriptor) and must be measurable	
All Learning Outcomes are measured in the associated assessment	
Learning and teaching activities are identified in module descriptor and support students in meeting LO	
Formative activities are timely and support students in succeeding in assessment and meeting LO	
Assessment aligned with LO and formative activities	
Assessment is set at appropriate level of study (e.g. level 3, level 4 etc.)	
Assessment is authentic	
Assessment briefs (both formative and summative where appropriate) are clear and supportive	
Assessment methods have a beneficial, constructive impact on student learning	
Marking criteria are clear, set at the appropriate level and can differentiate between performances	
Assessment schedule is appropriate and manageable across the academic year	
Assessment methods are diverse across the programme of study	
Methods of feedback/forward are varied and regular throughout the module	
Equal Opportunities are addressed	

Assessment Checklist Reference Guide:

Checklist Criteria	Explanation
<p>Learning outcomes (LO) stated clearly (i.e. in module descriptor) and must be measurable</p>	<p>Learning outcomes (LO) can:</p> <ul style="list-style-type: none"> ▪ help to guide students in their learning in that they explain what is expected of them, in turn helping them to succeed in their studies. ▪ help staff to focus on exactly what they want students to achieve in terms of both knowledge and skills. ▪ provide a useful guide to inform potential candidates and employers about the general knowledge and understanding that a graduate will possess. <p>The number of LO should be limited (usually about 4) per module. A smaller number of clear LO makes it easier to design aligned L&T activities and assessment tasks.</p> <p>When writing an LO, the following format is recommended:</p> <p style="padding-left: 40px;">Action verb, object of verb, context</p> <p>e.g. <i>By the end of this module, you should be able to:</i> <i>Examine critically (active verb) theoretical frameworks (object) relevant to neonatal development (context)</i></p> <p>ILO should not be too complex/detailed. Ideally, there should be one 'learning activity' i.e. action verb per outcome instead of two or three outcomes posing as one.</p> <p>The action verb identifies the kind of knowledge / skill/activity to be learned and should be appropriate to the level of study (refer to level descriptors and Bloom's taxonomy in appendices). The object may be a topic area but this will be contextualised for a given profession (refer to Professional, Statutory and Regulatory Body standards (PSRB) and Subject Benchmark Statements in appendices).</p> <p>Action verbs should be measurable. Avoid using vague terms such as 'understand', 'comprehend' however, these terms may be supplemented with 'demonstrate' i.e. 'demonstrate understanding of...', as the demonstration of understanding (by whatever means) is measurable.</p> <p>A programme should offer a variety of learning outcomes across the modules to ensure a range of knowledge, skills and learning experiences are developed and assessed (refer to level descriptors in appendices).</p> <p>Module LO should support the achievement of programme level aims and outcomes.</p> <p>The LO should be linked clearly to the module assessment task (see appendix A5))</p>

All Learning Outcomes are measured in the associated assessment	<p>LO indicate what a student should be able to perform/know by the end of a module. We need to <u>measure</u> achievement of these outcomes via summative assessment tasks therefore all LO should be assessed.</p> <p>One item of assessment may cover more than one learning outcome. One LO should not be assessed twice (although a case could be made for triangulation where an LO can be assessed both in theory and in practice).</p> <p>LO should be linked to assessment items as indicated within module descriptors.</p>
Learning and teaching activities are identified in module descriptor and support students in meeting LO	The learning and teaching activities within a module should cover the topic and context identified within the LO but should also support achievement of the <i>kind</i> of knowledge and level of understanding to be achieved i.e. the active verb of an LO should also be considered within a module learning and teaching strategy e.g. if a learning outcome expects a student to 'critically analyse' then learning and teaching activities should develop critical analysis skills.
Formative activities are timely and support students in succeeding in assessment and meeting LO	<p>Formative activities that generate feedback are an important part of module delivery and students should be offered opportunities to engage in well-aligned formative tasks throughout the span of a module. The nature of these formative activities (be they formal or informal) should be highlighted within module descriptors/study guides.</p> <p>Formative activities should be aligned clearly with the summative assessment task/s.</p> <p>Consideration could be given to incremental formative assessments that form stages/patches of a summative task and spread the assessment workload across the term or year.</p>
Assessment aligned with LO and formative activities	Summative (and formative) assessment tasks should be designed at the point of writing module LO as each process informs the other. Key terms/skills identified in the module LO (influenced by level descriptors and subject statements) should also appear within assessment tasks and associated marking criteria.
Assessment set at appropriate level of study (e.g. level 3, level 4 etc.)	<p>Assessment tasks and associated marking criteria should be aligned clearly to the learning outcomes of the module. Learning outcomes should be influenced by the subject-specific requirements (aims) of a programme of study which will have been mapped to national credit level descriptors and subject benchmark statements.</p> <p>Key verbs and skill-types can be incorporated from level descriptors, PSRPB standards, subject benchmark statements and educational taxonomies into module learning outcomes and assessment criteria to ensure that a module is delivered and assessed at the appropriate level (see appendices).</p>
Assessment is authentic	1. The assessment should measure the actual performance/knowledge of an individual (so minimise the risk of plagiarism and inappropriate collusion) Personalising assessments can help to achieve this. For example, a student may generate

	<p>a poster as an assessment artefact but they should also offer their own, personal rationale for including each of the poster elements and this rationale would be based on wider reading/literature but crucially would draw from personal experiences and perspectives. The student would then claim ownership of this assessment task.</p> <p>2. The assessment should measure student achievement of the LO in contexts that are true to the intentions of those outcomes i.e. if an outcome is to demonstrate good verbal communication skills then students should be assessed through verbal interactions rather than via a written assignment about verbal communication.</p>
<p>Assessment briefs (both summative (and formative where appropriate) are clear and supportive</p>	<p>Briefing documents for all forms of assessment must be available within module study guides (and on BBL module sites). They should include clear and thorough instructions about the nature of the assessment, submission timings and modes of submission (e.g. via Turnitin or BBL etc.). Where briefs are particularly complex, summary guides with key deadlines may also be included as an example of good practice.</p> <p>Assessment briefs will not be limited to just assignments. For example, invigilated exams and OSCE's will also benefit from assessment briefs to provide students with some indication about the nature / format of questions and the dates/timings of exams.</p>
<p>Marking criteria are clear, set at the appropriate level and can differentiate between performance</p>	<p>Assessment criteria are more detailed descriptions of what the learner is expected to do in order to demonstrate that a learning outcome has been achieved. They are set at a threshold level of achievement that will have been influenced by level descriptors and subject benchmark statements.</p> <p>Assessment criteria should be reliable in that they should aim to ensure good <i>inter</i>-assessor reliability (when more than one assessor marks) and promote good <i>intra</i>-assessor reliability (assessors come up with the same results when marking the same work on different occasions). Assessment criteria should be closely aligned with the actual assessment task to enhance assessor reliability (vague criteria will increase the risk of subjective marking).</p> <p>Criteria should also allow for students to excel at an assessment task and demonstrate (and be rewarded for) unintended outcomes.</p> <p>Assessment criteria may also include more generic skills e.g. organisation and presentation of content however, the weighting of these criteria should be considered when compared with weighting of essential knowledge and skills criteria.</p> <p>Share assessment criteria with students during formative activities to enhance their assessment literacy.</p> <p>Share and discuss assessment criteria with your marking team to establish baseline requirements, prior to the assessment launch.</p> <p>Suggested steps in writing assessment criteria:</p> <ol style="list-style-type: none"> 1. consider which learning outcome is being assessed (e.g. demonstrate critical awareness of ...) 2. consider the assessment task set (e.g. present a self-made artefact to the group to represent your critique of ...)

	<ol style="list-style-type: none"> 3. work out requirements for successful performance of the assessment, or the attributes required for this (e.g. clarity and fluency in terms of presentation; logical argumentation and marshalling of information in terms of content) 4. if necessary, specify the range to clarify contextual factors and the level (e.g. demonstrate critical awareness of <i>social housing issues since the introduction of right-to-buy in the UK</i>, making appropriate reference to the recommended reading for the module) 5. focus on what is essential and categorize the requirements or attributes into clearly worded criteria 6. check that the criteria are measurable or assessable in valid and reliable ways and that the criteria are clear and unambiguous (e.g. ask colleagues to read the criteria to see if they interpret them in the same way) 7. repeat steps 3, 4, 5 and 6 until fully satisfied. <p>Grading Assessment Criteria</p> <p>In order to motivate students further, it is helpful to include grading schemes with assessment criteria. Grading criteria not only encourage students to aim higher, but also give them greater confidence in the objectivity and transparency of the marking process.</p> <p>Once you have identified your assessment criteria (which help to expand on the LO in more detail), you can then apply a grading scheme. Discriminator labels may be applied within the grading scheme to help differentiate between grades e.g. inadequate, marginal, capable, proficient, exemplary, original.</p> <p>Assessment schemes will:</p> <ul style="list-style-type: none"> • Grade against criteria referenced performance standards aligned with module learning outcomes and national level descriptors. • Include criteria and descriptors that provide the detail on how to achieve a given learning outcome. • Include criteria that assess <i>essential</i> knowledge/skills (pass level) • Include criteria that are clear and succinct for students and staff.
Assessment schedule is appropriate and manageable across the academic year	Module leads should be mindful of the programme assessment schedule to ensure that assessments are spread across the academic year. When students are over-assessed then this may lead to surface learning and heightened levels of anxiety. Bunching of assessments within a module will make it difficult for formative feedback/feed-forward to be received and acted upon by students before the next assessment.
Assessment methods are diverse across the programme of study	Utilising a range of different assessment methods encourages the development of different skills and different types of knowledge. Diverse assessment methods will ensure that all students have an opportunity to demonstrate their strengths. Assessment should be equitable and should not discriminate between students. Some students excel in exams where others may excel in presentations so avoid heavy loading of one type of assessment (though assessment <i>must</i> be appropriate to meet LO).
Methods of feedback/forward are varied and regular throughout module	There should be many opportunities for students to receive formative feedback (and feed-forward) throughout the module. This may be through self-assessment, peer-assessment and through tutor-generated feedback.
	Guidelines for equitable assessment:

<p>Equal Opportunities are addressed</p>	<ul style="list-style-type: none"> • Link assessment content to student experiences in and out of the classroom. • Construct or modify (capitalise on flexibility) assessment tasks to suit students' known ways of thinking and demonstrating their learning. • Consider language demands of assessments, students' competence to respond, and ways to expand opportunities to build necessary language proficiency. • Be sure that students understand what it is they are expected to do on an assessment. Re-phrase, translate, give synonyms, use examples, paraphrase as necessary. • Allow students the time they need to complete an assessment. • Allow students choices whenever possible. • Always use more than one measure to evaluate student learning across a programme. • Document contexts of assessment (conditions, supports, mediation, time required, particular problems/solutions). • Moderate assessments with other teachers (to aid in interpretation of student work), especially including teachers or paraprofessionals from students' own linguistic/cultural communities. <p style="text-align: right;">(Koelsch, Estrin and Farr, 1995)</p>
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Some useful Reading:

Biggs, J. and Tang, C. (2011) *Teaching for Quality Learning at University* (4th Ed.) Open University Press, McGraw Hill

Race, P. and Smith, B. (2005) *500 Tips on Assessment* (2nd Ed.) Routledge

Moon, J., (2002) *Linking Levels, Learning Outcomes and Assessment Criteria*. London: SEEC

[QAA UK Quality Code for Higher Education](#)

Appendices

Level descriptors, subject statements and educational taxonomies are useful resources to refer to when developing module ILO and assessment criteria. The appendices include:

A1. FHEQ level descriptors - set out the generic outcomes and attributes expected for the award of individual qualifications. They are to be used as a reference point during curriculum design to ensure that there is alignment between the academic standards of the award to be offered and the levels referred to in the FHEQ. Key terms/skills may be identified within programme philosophies, aims and outcomes and these will transfer down to module aims/outcomes, module learning outcomes and assessment criteria.

A2. [Subject Benchmark Statements](http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Benchmarking-academic-and-practitioner-standards-in-healthcare-subjects.aspx) - set out expectations about standards of degrees in a range of subject areas. They describe what gives a discipline its coherence and identity, and define what can be expected of a graduate in terms of the abilities and skills needed to develop understanding or competence in the subject. <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Benchmarking-academic-and-practitioner-standards-in-healthcare-subjects.aspx>

A3. SEEC level descriptors – although these descriptors are not officially referenced within the QAA UK Quality Code, they provide another example of a generic level descriptor framework that can be used as a reference point for contextualising credit-rating learning.

A4. Bloom's Taxonomy (revised cognitive domain) – a method of categorising learning objectives within education from lower to higher order thinking.

A5. Fig. 1 Writing Module Learning Outcomes and Assessment Criteria

A1. FHEQ Level Descriptors

<u>FHEQ Credit Level Descriptors</u>
Level 4 Cert HE
Knowledge of the underlying concepts and principles associated with the subject and their chief professional, vocational, social or artistic applications;
Ability to comprehend and interpret the underlying concepts and principles within the context of the subject
Ability to identify, collect, present, evaluate and interpret qualitative and quantitative data;
an ability to develop lines of argument and make sound judgments in accordance with the basic theories and concepts of the subject;
Evaluate the appropriateness of different approaches to solving problems related to their subject and/or work
Communicate orally and in writing the results of their study/work accurately and reliably, and with structured and coherent arguments
Undertake further study and/or training and develop new skills within a structured and managed environment
Qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility
Where relevant, an understanding of the basic ethical framework applicable to practice in their field of study
Level 5 Dip HE
knowledge and critical understanding of the well-established principles of their subject, and of the way in which those principles have developed
ability to evaluate, interpret and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles to professional practice
knowledge of the main methods of enquiry in their subject, and ability to evaluate critically the appropriateness of different approaches to solving problems in the subject
an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge

use a range of established approaches to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis

effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences

deploy key techniques of the subject effectively

reflect on their learning and/or practice needs and, accordingly, undertake further study and/or training, develop existing skills, and acquire new competences that will enable them to assume significant responsibility within organizations

Will have qualities and transferable skills necessary for employment requiring the exercise of personal responsibility for determining and achieving personal and group outcomes

where relevant, an understanding of, and ability to act in accordance with, the ethical framework applicable to practice in their field of study

Level 5 Foundation Degree

knowledge and critical understanding of the well-established principles of their subject, and of the way in which those principles have developed;

ability to evaluate, interpret and apply underlying concepts and principles outside the context in which they were first studied and, in particular, the application of those principles in an employment context related to the subject;

knowledge of the main methods of enquiry in their subject, and ability to evaluate critically the appropriateness of different approaches to solving problems in the subject and in a related employment context;

ability to reflect upon learning undertaken in the workplace and to use that to inform their practice and/or studies in the subject;

an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

use a range of established approaches to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis;

effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences;

demonstrate competence in the application of number and use of information technology;

effectively deploy technical and work-specific skills related to the subject;

reflect on their learning needs and, accordingly, undertake further study and/or training, develop existing skills, and acquire new competences that will enable them to assume significant responsibility within organisations;

qualities and transferable skills necessary for employment requiring the exercise of personal responsibility for determining and achieving personal and group outcomes;

where relevant, an understanding of, and ability to act in accordance with, the ethical framework applicable to practice in their field of study.

Level 6 Bachelor's Degree

a systematic understanding of key aspects of their subject, including acquisition of coherent and detailed knowledge, at least some of which is at or informed by, the forefront of defined aspects of a subject and/or professional practice;

an ability to deploy accurately established techniques of analysis and enquiry within a subject and/or professional practice;

The conceptual understanding needed:

- to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a subject and/or professional practice; and
- to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the subject and/or profession;

understanding of the implications of the uncertainty, ambiguity and limits of knowledge the ability to manage their own learning, and to make appropriate use of scholarly reviews and primary sources (for example refereed research articles and/or original materials appropriate to the subject);

apply the methods and techniques they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects;

effectively communicate information, ideas, complex problems and solutions, in a variety of forms, to specialist and non-specialist audiences;

make sound judgements by critically evaluating arguments, assumptions, data (that may be incomplete), abstract concepts and/ or forms of artistic expression, and to frame appropriate questions to achieve a solution – or identify a range of solutions –to a problem;

reflect on their learning and/or practice needs and, accordingly, undertake appropriate further training of a postgraduate, professional or equivalent nature.

qualities and transferable skills necessary for employment requiring:

- The exercise of initiative
- Decision-making in complex and unpredictable contexts
- The ability to work autonomously and accept accountability
- the exercise of personal responsibility for determining and achieving personal and group outcomes;

where relevant, an ability to assess and take account of competing ethical issues within the context of practice in their field of study.

Level 7 Postgraduate Certificate

a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic subject, or area of professional practice;

a comprehensive understanding of techniques applicable to their own research or advanced scholarship;

originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the subject;

the conceptual understanding needed:

- to evaluate critically current research and advanced scholarship in the subject;
- to evaluate methodologies and develop critiques of them and, where appropriate to propose new hypotheses.

deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;

demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;

continue to advance their knowledge and understanding, and to develop new skills to a high level;

the qualities and transferable skills necessary for employment requiring:

- the exercise of initiative and personal responsibility;
- decision-making in complex and unpredictable situations; and
- the independent learning ability required for continuing professional development;

where relevant, an ability to assess and reconcile complex ethical issues within the context of practice in their field of study.

Summary of key level characteristics / differentiators:

Level 4: Interpretation and evaluation of knowledge; structured communication and coherent argument

Level 5: Critical understanding, analysis and evaluation of knowledge; application of knowledge outside its original context; communication and argument in a variety of forms

Level 6: Systematic and critical understanding, analysis and evaluation of detailed knowledge, some of it leading; ability to make and sustain arguments, make judgements and propose solutions; self-managed learning

Level 7: Systematic understanding of knowledge, critical awareness and evaluation of current and complex issues and developments; comprehensive understanding of research techniques; original application of knowledge, making sound judgements and proposing new hypotheses; self-direction and autonomous working

A3. [SEEC Level Descriptors \(2016\)](#)

Level 3

Summary: Apply knowledge and skills in a range of complex activities demonstrating comprehension of relevant theories; access and analyse information independently and make reasoned judgements, selecting from a considerable choice of procedures in familiar and unfamiliar contexts and direct own activities, with some responsibility for the output of others.

Setting	
Operational Context	Operates in predictable and defined contexts that require the use of given techniques and information sources
Autonomy and responsibility for actions	Acts largely under direction or supervision, within defined guidelines. Takes responsibility for initiating and completing tasks and procedures.
Knowledge and Understanding	
Knowledge and Understanding	Has an understanding of defined areas of the knowledge base. Demonstrates an awareness of current areas of debate in the field of study
Cognitive Skills	
Conceptualisation and Critical Thinking	Relates principles and concepts to underlying theoretical frameworks and approaches
Problem Solving, Research & Enquiry	Carries out defined investigative strategies and communicates results effectively in a given format.
Synthesis and Creativity	Collects information to inform a choice of solutions to standard problems in familiar contexts.
Analysis and evaluation	Analyses a range of information using pre-defined principles, frameworks or criteria.
Performance and practice	
Adaptation to Context	Undertakes a given and clearly defined role.
Performance	Undertakes given performance tasks that may be complex
Team and organisational working	Adapts own behaviour to meet obligations to others.
Ethical awareness & application	Has an awareness of the ethical issues in the main areas of study.
Personal and enabling skills	
Personal evaluation and development	Assesses own capabilities against given criteria. Engages in guided development activity
Interpersonal and communication skills	Uses interpersonal and communication skills to clarify tasks and communicate outcomes in narrowly defined contexts.

Level 4

Summary: Develop a rigorous approach to the acquisition of a broad knowledge base; employ a range of specialised skills; evaluate information, using it to plan and develop investigative strategies and to determine solutions to a variety of unpredictable problems; and operate in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs.

Level 5

Setting	
Operational Context	Operates in a range of varied but predictable contexts that require the use of a specified range of techniques and information sources.
Autonomy and responsibility for actions	Acts with limited autonomy, under direction or supervision, within defined guidelines. Takes responsibility for the nature and quality of outputs.
Knowledge and Understanding	
Knowledge and Understanding	Has a broad understanding of the knowledge base and its terminology or discourse. Demonstrates awareness that areas of this knowledge base are open to ongoing debate and reformulation.
Cognitive Skills	
Conceptualisation and Critical Thinking	Identifies principles and concepts underlying theoretical frameworks and begins to identify their strengths and weaknesses
Problem Solving, Research & Enquiry	Identifies a well-defined focus for enquiry, plans and undertakes investigative strategies using a limited and defined range of methods, collects data from a variety of sources, and communicates results effectively in an appropriate format
Synthesis and Creativity	Collects information from a variety of authoritative sources to inform a choice of solutions to standard problems in familiar contexts.
Analysis and evaluation	Judges the reliability of data and information using pre-defined techniques and/or criteria.
Performance and practice	
Adaptation to Context	Locates own role within poorly defined and/or flexible contexts requiring a level of autonomy.
Performance	Undertakes performance tasks that may be complex and non-routine engaging in self-reflection.
Team and organisational working	Works effectively with others and recognises the factors that affect team performance.
Ethical awareness & application	Demonstrates awareness of ethical issues and is able to discuss these in relation to personal beliefs and values.
Personal and enabling skills	
Personal evaluation and development	Is aware of own capabilities in key areas and engages in development activity through guided self-direction.
Interpersonal and communication skills	Uses interpersonal and communication skills to clarify tasks and identify and rectify issues in a range of contexts.

Summary: Generate ideas through the analysis of concepts at an abstract level with a command of specialised skills and the formulation of responses to well-defined and abstract problems; analyse and evaluate information; exercise significant judgement across a broad range of functions; and accept responsibility for determining and achieving personal or group outcomes.

Setting	
Operational Context	Operates in situations of varying complexity and predictability requiring the application of a wide range of techniques and information sources.
Autonomy and responsibility for actions	Acts with limited supervision and direction, within defined guidelines accepting responsibility for achieving personal and/or group outcomes and/or outputs.
Knowledge and Understanding	
Knowledge and Understanding	Has detailed knowledge of well-established theories and concepts. Demonstrates an awareness of different ideas, contexts and frameworks and recognises those areas where the knowledge base is most/least secure.
Cognitive Skills	
Conceptualisation and Critical Thinking	Identifies, analyses and communicates principles and concepts recognising competing perspectives.
Problem Solving, Research & Enquiry	Undertakes research to provide new information and/or explores new or existing data to identify patterns and relationships. Uses appropriate theoretical models to judge the significance of the data collected recognising the limitations of the enquiry.
Synthesis and Creativity	Collects and synthesises information to inform a choice of solutions to problems in unfamiliar contexts
Analysis and evaluation	Analyses a range of information comparing alternative methods and techniques. Selects appropriate techniques/criteria for evaluation and discriminates between the relative relevance and significance of data/evidence collected.
Performance and practice	
Adaptation to Context	Identifies external expectations and adapts own performance accordingly
Performance	Undertakes complex and non-routine performance tasks. Analyses performance of self and others and suggests improvements.
Team and organisational working	Interacts effectively within a team, giving and receiving information and ideas and modifying responses where appropriate. Recognises and ameliorates situations likely to lead to conflict.
Ethical awareness & application	Is aware of personal responsibility and professional codes of conduct.
Personal and enabling skills	
Personal evaluation and development	Assesses own capabilities using justifiable criteria set by self and others taking the wider needs of the context into account. Uses feedback to adapt own actions to reach a desired aim and reviews impact.
Interpersonal and communication skills	Adapts interpersonal and communication skills to a range of situations, audiences and degrees of complexity.

Level 6

Summary: Critically review, consolidate and extend a systematic and coherent body of knowledge, utilising specialised skills across an area of study; critically evaluate concepts and evidence from a range of sources; transfer and apply diagnostic and creative skills and exercise significant judgement in a range of situations; and accept accountability for determining and achieving personal and/or group outcomes

Setting	
Operational Context	Operates in complex and unpredictable contexts, requiring selection and application from a range of largely standard techniques and information sources.
Autonomy and responsibility for actions	Acts with minimal supervision or direction, within agreed guidelines taking responsibility for accessing support and accepts accountability for determining and achieving personal and/or group outcomes.
Knowledge and Understanding	
Knowledge and Understanding	Has a systematic understanding of the knowledge base and its inter-relationship with other fields of study. Demonstrates current understanding of some specialist areas in depth.
Cognitive Skills	
Conceptualisation and Critical Thinking	Works with ideas at a level of abstraction, arguing from competing perspectives. Identifies the possibility of new concepts within existing knowledge frameworks and approaches. .
Problem Solving, Research & Enquiry	Demonstrates confidence and flexibility in identifying and defining complex problems. Identifies, selects and uses investigative strategies and techniques to undertake a critical analysis, evaluating the outcomes.
Synthesis and Creativity	Applies knowledge in unfamiliar contexts, synthesising ideas or information to generate novel solutions. Achieves a body of work or practice that is coherent and resolved.
Analysis and evaluation	Analyses new, novel and/or abstract data using an appropriate range of established subject- specific techniques. Judges the reliability, validity and significance of evidence to support conclusions and/or recommendations suggests reasons for contradictory data/results.
Performance and practice	
Adaptation to Context	Locates own role within poorly defined and/or flexible contexts requiring a level of autonomy.
Performance	Seeks and applies new techniques and processes to own performance and identifies how these might be evaluated.
Team and organisational working	Works effectively within a team, supports or is proactive in leadership, negotiates in a professional context and manages conflict. Proactively seeks to resolve conflict.
Ethical awareness & application	Is aware of personal responsibility and professional codes of conduct and incorporates this into their practice.
Personal and enabling skills	
Personal evaluation and development	Takes responsibility for own learning and development using reflection and feedback to analyse own capabilities, appraises alternatives and plans and implements actions.
Interpersonal and communication skills	Sets criteria for, and is effective in, professional and interpersonal communication in a wide range of situations.

Level 7

Summary: Display mastery of a complex and specialised area of knowledge and skills, employing advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for related decision making, including use of supervision.

Setting	
Operational Context	Operates in complex and unpredictable and/or specialised contexts, requiring selection and application from a wide range of advanced techniques and information sources.
Autonomy and responsibility for actions	Acts with initiative in decision-making and accessing support, within professional or given guidelines, accepting full accountability for outcomes.
Knowledge and Understanding	
Knowledge and Understanding	Has a deep and systematic understanding within a specialised field of study and its interrelationship with other relevant disciplines. Demonstrates an understanding of current theoretical and methodological approaches and how these affect the way the knowledge base is interpreted.
Cognitive Skills	
Conceptualisation and Critical Thinking	Uses ideas at a high level of abstraction. Develops critical responses to existing theoretical discourses, methodologies or practices and suggests new concepts or approaches
Problem Solving, Research & Enquiry	Designs and undertakes substantial investigations to address significant areas of theory and/or practice. Selects appropriate advanced methodological approaches and critically evaluates their effectiveness.
Synthesis and Creativity	Flexibly and creatively applies knowledge in unfamiliar contexts, synthesises ideas or information in innovative ways, and generates transformative solutions.
Analysis and evaluation	Undertakes analysis of complex, incomplete or contradictory evidence/data and judges the appropriateness of the enquiry methodologies used. Recognises and argues for alternative approaches.
Performance and practice	
Adaptation to Context	Autonomously adapts performance to multiple contexts.
Performance	Autonomously implements and evaluates improvements to performance drawing on innovative or sectoral best practice.
Team and organisational working	Works effectively with multiple teams as leader or member. Clarifies tasks and make appropriate use of the capacities of team members resolving likely conflict situations before they arise.
Ethical awareness & application	Incorporates a critical ethical dimension to their practice, managing the implications of ethical dilemmas and works proactively with others to formulate solutions.
Personal and enabling skills	
Personal evaluation and development	Uses personal reflection to analyse self and own actions. Makes connections between known and unknown areas, to allow for adaptation and change.
Interpersonal and communication skills	Identifies, evaluates and maintains capabilities and qualities to support effective communication in a range of complex and specialised contexts.

These level descriptors have been developed by SEEC members on behalf of the wider community. SEEC (2016). www.seec.org.uk

A4. Bloom's Taxonomy – Revised Cognitive Domain

Category (simplest to most complex)	Example and Key Words (verbs)
Remembering: Recall previous learned information.	Examples: Recite a policy. Quote prices from memory to a customer. Knows the safety rules. Key Words: defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.

<p>Understanding: Comprehending the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.</p>	<p>Examples: Rewrites the principles of test writing. Explain in one's own words the steps for performing a complex task. Translates an equation into a computer spreadsheet.</p> <p>Key Words: comprehends, converts, defends, distinguishes, estimates, explains, extends, generalises, gives an example, infers, interprets, paraphrases, predicts, rewrites, summarises, translates.</p>
<p>Applying: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.</p>	<p>Examples: Use a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test.</p> <p>Key Words: applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.</p>
<p>Analysing: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences</p>	<p>Examples: Troubleshoot a piece of equipment by using logical deduction. Recognise logical fallacies in reasoning. Gathers information from a department and selects the required tasks for training.</p> <p>Key Words: analyses, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.</p>
<p>Evaluating: Make judgments about the value of ideas or materials.</p>	<p>Examples: Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget.</p> <p>Key Words: appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports</p>
<p>Creating: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.</p>	<p>Examples: Write a company operations or process manual. Design a machine to perform a specific task. Integrates training from several sources to solve a problem. Revises and process to improve the outcome.</p> <p>Key Words: categorises, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organises, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarises, tells, writes.</p>

Bloom's Taxonomy – Affective Domain (includes the manner in which we deal with things emotionally)

Category (simplest to most complex)	Example and Key Words (verbs)
<p>Receiving phenomena: Awareness, willingness to hear, selected attention</p>	<p>Examples: Listen to others with respect. Listen for and remember the name of newly introduced people.</p> <p>Key Words: acknowledge, asks, attentive, courteous, dutiful, follows, gives, listens, understands</p>

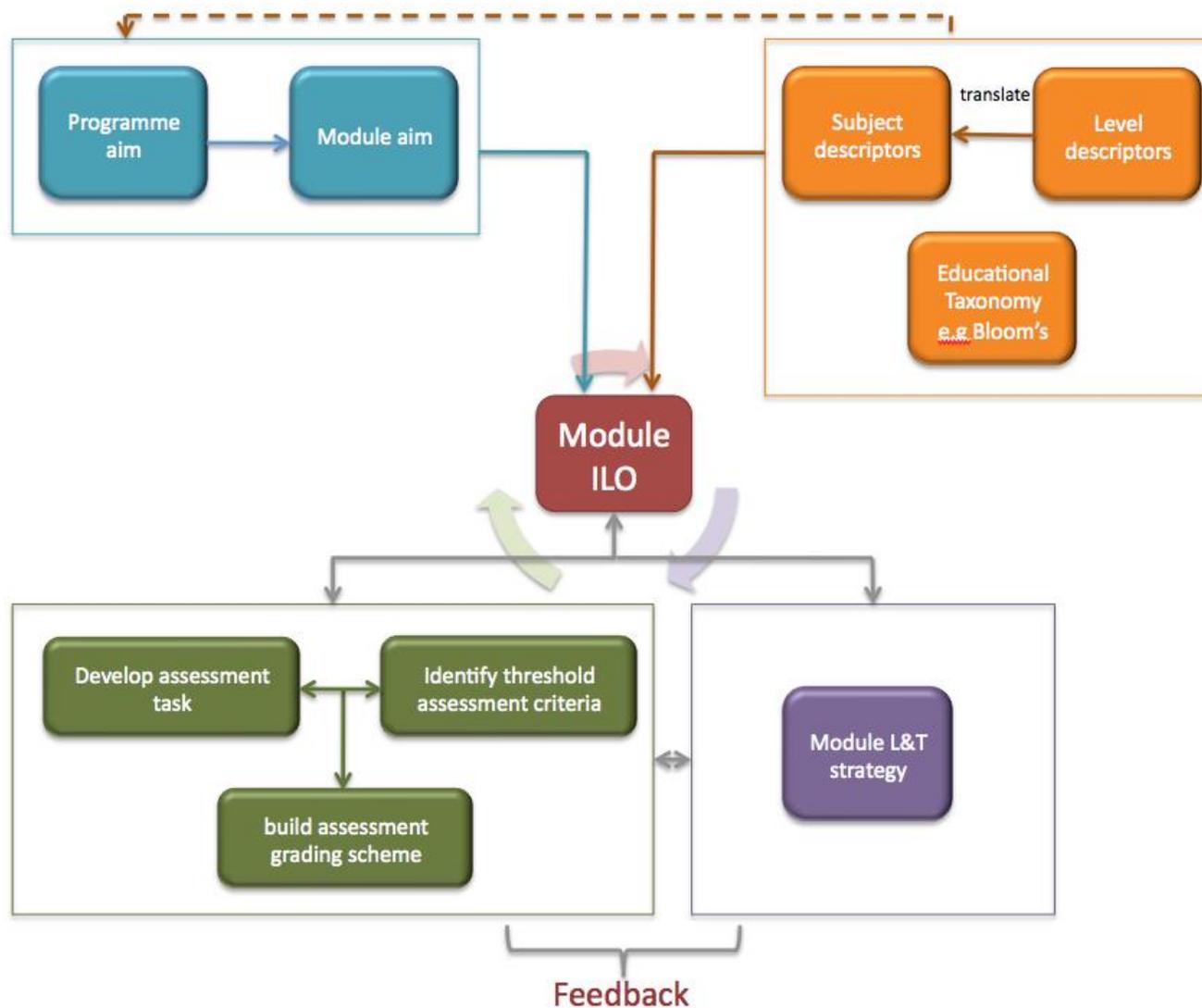
<p>Responds to phenomena: Active participation on the part of learners. Attend and react to a particular phenomenon. Learning outcomes may emphasise compliance in responding, willingness to respond or satisfaction in responding (motivation).</p>	<p>Examples: Participates in class discussions. Gives a presentation. Questions new ideals, concepts, models etc. in order to fully understand them. Know the safety rules and practice them.</p> <p>Key Words: answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, presents, tells.</p>
<p>Valuing: The worth or value a person attaches to a particular object, phenomenon or behaviour. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behaviour and are often identifiable.</p>	<p>Examples: demonstrates belief in the democratic process. Is sensitive towards individual and cultural differences (value diversity). Shows the ability to solve problems. Proposes a plan to social improvement and follows through with commitment. Informs management on matters that one feels strongly about.</p> <p>Key Words: appreciates, cherish, treasure, demonstrates, initiatives, invites, joins, justifies, proposes, respect, shares.</p>
<p>Organisation: Organises values into priorities by contrasting different values, resolving conflicts between them, and creating a unique value system. The emphasis is on comparing, relating and synthesising values.</p>	<p>Examples: Recognises the need for balance between freedom and responsible behaviour. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Creates a life plan in harmony with abilities, interests, and beliefs. Prioritises time effectively to meet the needs of the organisation, family and self.</p> <p>Key Words: compares, relates, synthesises</p>
<p>Internalises values: Has a value system that controls their behaviour. The behaviour is persuasive, consistent, predictable and the most important characteristic of the learner. Instructional objectives are concerned with the learner's general patterns of adjustment (personal, social, emotional).</p>	<p>Examples: shows self-reliance when working independently. Cooperates in group activities (displays teamwork). Uses an objective approach in problem solving. Displays professional commitment to ethical practice on a daily basis. Revises judgments and changes behaviour in light of new evidence. Values people for what they are, not how they look.</p> <p>Key Words: acts, discriminates, displays, influences, modifies, performs, qualifies, collaborates, questions, revises, serves, solves, verifies.</p>

Bloom's Taxonomy – Psychomotor Domain

Category (simplest to most complex)	Example and Key Words (verbs)
<p>Perception: the ability to use sensory cues to guide motor activity. This ranges from sensory stimulation through cue selection to translation</p>	<p>Examples: detects nonverbal communication cues. Estimate where a ball will land after it is thrown and then moving to the correct location to catch the ball. Adjusts heat of stove to correct temperature by smell and taste of food. Adjusts the height of forks on a forklift by comparing where the forks are in relation to the</p>

	<p>pallet.</p> <p>Key Words: chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects</p>
<p>Mindset: Readiness to act. It includes mental, physical and emotional mindsets. These three sets are dispositions that predetermine a person's response to different situations.</p>	<p>Examples: knows and acts upon a sequence of steps in a manufacturing process. Recognise one's abilities and limitations. Shows desire to learn a new process (motivation).</p> <p>Key Words: begins, displays, explains, moves, proceeds, reacts, shows, states, volunteers.</p>
<p>Guided response: The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.</p>	<p>Examples: performs a mathematical equation as demonstrated. Follows instructions to build a model. Responds hand-signals of instructor while learning to operate a forklift</p> <p>Key Words: copies, traces, follows, react, reproduce, responds</p>
<p>Mechanism (basic proficiency): This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.</p>	<p>Examples: use a personal computer. Repair a leaking tap. Drive a car</p> <p>Key Words: assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organises, sketches.</p>
<p>Complex Response (expert): The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance.</p>	<p>Examples: manoeuvres a car into a tight parallel parking spot. Operates a computer quickly and accurately. Displays competence while playing the piano.</p> <p>Key Words: key words are the same as mechanism (above) but will have adverbs or adjectives that indicate that the performance is quicker, better, more accurate etc.</p>
<p>Adaptation: skills are well developed and the individual can modify movement patterns to fit special requirements</p>	<p>Examples: responds effectively to unexpected experiences. Modifies instruction to meet the needs of the learners. Perform a task with a machine that it was not originally intended to do.</p> <p>Key Words: adapts, alters, changes, rearranges, reorganizes, revises, varies</p>
<p>Origination: creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasise creativity based upon highly developed skills.</p>	<p>Examples: constructs a new theory. Develops a new and comprehensive training programme. Creates a new gymnastic routine. Key Words: arranges, builds, combines, composes, constructs, creates, designs, initiate, makes originates</p>

A5. Fig. 1 Writing Module Learning Outcomes and Assessment Criteria



When writing module LO:

LO should be influenced by programme aims and module aims (as well as subject specific requirements identified by PSRB)

Programme aims will have been influenced by national level descriptors and subject level descriptors. Key terms/skills from these descriptors (and Bloom's) should appear in module LO to help identify the level of academic study.

The assessment task should be developed at the same time as writing module LOs. The assessment task should be aligned to the LOs. The assessment pass level requirements should be identified (from level descriptors) when considering the assessment task and a grading scheme can then be built around these essential requirements.

Learning and teaching methods should support achievement of the assessment task and in turn, achievement of the LOs.

Assessment feedback should reflect assessment criteria and LOs.

The development of module LOs and assessment tasks is cyclical as one informs the other.