

ASSESSMENT EQUIVALENCIES GUIDANCE

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EXPECTATIONS:

- ‘Students will have the opportunity to engage with formative assessments to enhance their development.’ ([Assessment, Marking & Feedback Policy](#)). This will support student readiness for the assessment, student learning and understanding of both the learning content and the assessment type.
- ‘Assessments are designed to be valid and robust, recognising the impact of Generative AI.’ ([Assessment, Marking & Feedback Policy](#)). The assessment equivalencies calculator will provide some insight into the impact or vulnerability of generative AI on different assessment types; however, it will also outline where generative AI can be used within an assessment, utilising critical analysis and evaluation skills; and real-world scenarios for students.
- ‘Programme Directors will also lead the coherent scheduling of assessments across the programme to ensure the workload is balanced and there are no ‘pinch points’ or deadline bunching for students.’ ([Assessment, Marking & Feedback Policy](#)). It is the responsibility of programme teams to have a whole programme view of assessments to ensure comparable assessment and workload across modules as well as opportunities for varied assessment types and skills development for students.

CONSIDERATIONS:

CREDITS AND ASSESSMENT HOURS

Each module is allocated a specified number of assessment hours based on the number of credits. The assessment hours are as follows:

CREDIT	LEARNING HOURS (comprises contact time, directed study, independent study including assessment preparation)	% ASSESSMENT LEARNING HOURS Assessment learning hours/preparation constitutes approx. 20% of notional module learning hours	NOTIONAL ASSESSMENT WORK HOURS
20	200 hours	20%	40 hours
30	300 hours	20%	60 hours
40	400 hours	20%	80 hours
60	600 hours	20%	120 hours

WEIGHTING

The assessment equivalencies calculate provides the equivalent word counts, time allocation or pages of content per assessment type based on the single assessment being 100% of the module's assessment.

Further breakdowns of these areas are provided for 20-80% of the module's assessment.

These are intended as a guide and will need to be considered alongside professional body requirements, learning outcomes and competencies.

STUDENT EFFORT

For each assessment, staff will need to consider the student effort allocated to the assessment type.

Student effort on an assessment is dependent on the assessment type and not necessarily dependent on the higher word counts or time allocation.

STUDENT READINESS

For each assessment, staff will need to consider the student readiness for the specific assessment type.

If the assessment type is new to students, this may require more preparation time than other assessment methods which the students may be more familiar with.

LEVEL OF STUDY

While some assessment types may increase in word count or time allocation with level of study, this is not necessarily the case for all assessment types or disciplines.

The level of study will need to be considered alongside the chosen assessment type along with weighting of the assessment within the module, student effort and student readiness for the assessment.

PEDAGOGY AND CURRICULUM DESIGN

- a. **Maximum Loads** – the assessment equivalencies calculator provides maximum word counts or time allocation. Lower word counts or time allocation can be used as appropriate for the discipline, assessment type and intended learning outcomes.
- b. **Discipline-led** – the assessment types listed within the assessment equivalencies calculator cover a broad range of assessment types, however, it may not explicitly mentioned specific assessment types that may be related to specific disciplines. Therefore, this is to be used a supportive tool for staff in deciding what assessment methods are most appropriate for their discipline and learning outcomes and how similar assessment types are being utilised.
- c. **Learning Outcomes and Competencies** – the assessment calculator provides information regarding each assessment type and reasonable adjustments. Staff will need to consider their own learning outcomes and competencies alongside when choosing the most appropriate assessment type, using the information provided to make an informed decision.

EQUIVALENCIES:

ASSESSMENT TYPES

The assessment types provided within the assessment equivalencies calculator have been grouped into the following categories:

- Case Studies
- Digital/Online
- Dissertation/Major project
- Essay
- Exam
- Lab/Practical report
- MCQ/EMQs
- Patchwork text
- Portfolio
- Poster
- Practical
- Presentation
- Reflective journal/log
- Reports, reviews and resources
- Research project
- Role play
- Simulation
- Test
- Viva/Oral exam

Additional assessment types are to be included following further testing and research: computational assessments, mathematical assessments, technical design.

(As stated previously, the tool covers a large range of assessment types, but more discipline-specific assessment types may not appear in the list. Please contact quality@swansea.ac.uk if you have a specific assessment-related query or scenario you require support with.)

FORMATIVE V SUMMATIVE ASSESSMENTS

As outlined previously in the expectations, all modules should include opportunities for students to undertake formative assessments. This helps to support student understanding of the content and the assessment type, as well as support student learning.

The assessment equivalencies calculator allows you to consider using the assessment methods for either formative or summative assessment, providing information on student preparation time and information about each assessment type.

USING ASSESSMENT EQUIVALENCY ESTIMATES

To use the assessment equivalencies calculator, please follow this link:

[Assessment Equivalencies Calculator v2.xlsx](#)

Within the calculator tab, select the assessment type from the drop-down menu at the top of the page. The content on the page will automatically update to show you the notional word count, time allocation, preparation time, comparison by weighting of assessment and number of credits, as well as the pros, cons and reasonable adjustments linked to the assessment type.

NOTE: The calculator does not include dissertation or major project equivalencies.

If you have any queries regarding use of the calculator, please contact quality@swansea.ac.uk

USEFUL RESOURCES

[Assessment Type Descriptors.pdf](#)

[Assessment Type Pros Cons and Feedback Approaches.pdf](#)

[Assessment Type Reasonable Adjustments.pdf](#)

[Assessment, Marking and Feedback Policy - Swansea University](#)

[Approaches to Inclusive Assessment \(Code of Practice\)](#)