MANCHESTER 1824
The University of Manchester

Assessment Procedure[1] and Practice (assessment for learning)
Faculty of Humanities

This document sets out the expectations in terms of assessment within taught programmes at undergraduate and postgraduate taught level in the Faculty of Humanities to ensure rigorous assessment practices that achieve and maintain appropriate standards and parity of practice across all programmes.

This document has been produced following consideration of relevant University of Manchester policies and guidance, the Quality Assurance Agency's UK Quality Code: Chapter B6 Assessment of Students and the Recognition of Prior Learning and the Framework for Higher Education Qualifications.

This document should be read in conjunction with the following University of Manchester documents:

- Assessment Framework, especially in relation to:
  - Policy on Submission of Work for Summative Assessment
  - The Policy on Marking
  - Policy on Feedback to Undergraduate and Postgraduate Taught Students
  - Policy on Alternative Assessment
  - Guidance on Assessment for Students with Disabilities
  - Policy on Religious Observance
  - Procedures for Handling Unfair Practice in Examinations
- Academic Malpractice: Procedure for the Handling of Cases
- Guidance on Retaining Student Work

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[1] A Procedure, subsidiary to a Policy, is an official way of doing something which must be followed.

What is Assessment?

In education, the term **assessment** refers to the wide variety of strategies, methods, tools and procedures that educators use to promote student learning as well as to evaluate, measure, and document academic readiness, learning progress, skill acquisition and accreditation of student attainment. Thus assessment involves two distinct aspects.

First, assessment is a means to form judgements as to what extent students intended learning outcomes of a programme, or element of a programme, have been achieved (QAA, 2013).[2]

Second, it forms an essential element of a student's learning process: students learn from assessment tasks and from their interaction with staff about their performance in those tasks. Therefore designing assessment that supports learning, and feedback / feedforward are both core dimensions of teaching and learning.

Purpose of Assessment

There are many different purposes of assessment. These include:
• promoting student learning by providing the student with feedback on work already completed and helping with work yet to be undertaken (feedforward), normally to help improve their performance;
• providing a mark or grade, for summative assessment, that enables a student's performance to be established;
• promoting and improving the quality of student learning;
•evaluating students' developing cognitive powers, knowledge, understanding, subject specific skills, transferable skills and academic progress;
•providing information on the nature and quality of students' achievements and academic standards on programmes of study and to confirm their achievement of course unit and programme learning outcomes;
•allowing, where relevant, the assessment of practice competence and ensuring practice is given appropriate value within the curriculum;
• enabling staff to evaluate the effectiveness of their teaching.

University of Manchester Requirements - Principles of Assessment

Assessment is the process of forming a judgement about a student's attainment of knowledge, understanding or skills.

Each programme of study should include a series of assessment tasks, which together make up the 'assessment scheme' for the programme. The scheme is summarized in the Programme Specification and should satisfy three sets of principles:

(a) **Educational**: the processes of assessment should help students learn, or reinforce previous learning, or both.
(b) **Ethical**: the processes of assessment should be fair and transparent, and must not discriminate according to gender, sexual orientation, ethnicity, religion or belief, age, class or disability.
(c) **Regulatory**: the processes of assessment should conform to University expectations, as detailed in its regulations, policies, procedures and guidance.
Online assessment should be carefully considered in relation to these principles.

[2] Taken from the QAA UK Quality Code for Higher Education, Chapter B6: Assessment of Students and the Recognition of Prior Learning (October 2013).

Assessment is an integral aspect of successful teaching and learning. Detailed below are a number of principles, applicable in the Faculty of Humanities, which are supplementary to the University's Principles of Assessment detailed above.

1. Assessment Design and Innovation

Students learn from assessment tasks and from their interaction with staff about their performance in those tasks. Innovative assessment concerns the design of assessment that best supports student learning and the attainment of intended learning outcomes (ILOs). A range of assessment tasks are presented in Appendix A for indicative purposes.

1.1 Innovative assessment design involves the consideration of a wide range of assessment approaches and tasks and their appropriateness to the attainment of ILOs; a number of approaches to assessment are potentially suitable:

a) Self-assessment, through which a student learns to monitor and evaluate their own learning. This should be a significant element in the curriculum because we aim to produce graduates who are appropriately reflective and self-critical.
b) Peer assessment, in which students provide feedback on each other's learning. This can be viewed as an extension of self-assessment and presupposes trust and mutual respect. Research suggests that students can learn to judge each other's work as reliably as staff.
Producing feedback is more cognitively demanding than just receiving it: the construction of feedback is likely to enhance significantly the level of student engagement, analysis and reflection with feedback processes.[3]
c) Tutor assessment, in which a member of staff or teaching assistant provides commentary and feedback on the student's work.

A number of good practice principles are commonly cited as good assessment design in Higher Education (Appendix B).

1.2. Appropriate marking criteria and descriptors specific to the skills evaluated should always accompany innovative assessment designs. Marking criteria and descriptors should always be made explicit to students.

1.3 Assessment tasks must be designed with due regard to preventing academic malpractice (see Appendix C).

1.4 The Programme Director should review course unit level assessment practices regularly to ensure that the strategy is adhered to in terms of assessment design and load in relation to the programme as a whole.

Manual of Academic Procedures (MAP) – University of Manchester

All taught programmes offered by the University should be designed in accordance with the general principles set out in the Curriculum design section of the MAP.

[3] Nicol, D. (2010). From monologue to dialogue: improving written feedback processes in mass higher education. Assessment & Evaluation in Higher Education, 35(5), 501-517.

2. Relationship between Assessment Tasks and Intended Learning Outcomes (ILOs)

2.1 Assessment tasks must be designed to enable students to demonstrate that they have achieved programme and course unit ILOs and assessment criteria, with due regard to relevant subject benchmark statements, qualifications framework and requirements of relevant professional, statutory and/or regulatory bodies.

2.2 A programme must ensure that the assessment tasks are sufficient for the full spectrum of knowledge and skills (both subject specific and generic) for the programme and course unit ILOs to be appropriately assessed individually or cumulatively.

2.3 In line with the University's Principles of Assessment, there should be an appropriate mix of formative and summative assessment tasks throughout a programme.[4]

2.4 Assessment tasks must be appropriate to the academic level[5] of the course unit.

3. Volume, Range and Balance of Assessment

3.1 The volume of assessment tasks will not exceed that required to assess the ILOs i.e. assessment overload must be avoided.

3.2 Assessments tasks should be interesting, challenging, level appropriate, reasonable in number and a meaningful and relevant learning experience for students.

3.3 Within any assessment task students must be able to achieve the full range of marks.

3.4 Diversity of assessment tasks between and within different subject areas is to be expected.

3.5 It is good practice for students to have guidance and practice in assessment techniques before embarking on summative assessments. Where less familiar types of assessment tasks are used, it is good practice for timely opportunities to be made available for a student to practise and to receive constructive feedback.

3.6 Where possible, consideration should be given to the planning and scheduling of assessment tasks in order to provide balanced workloads across students' study time, to avoid over-assessment, be timed to support learning and not over-burdensome for either students or staff.

Policy on Submission of Work for Summative Assessment on Taught Programmes – University of Manchester

4.4 Students are responsible for managing their time in order to meet published deadlines.

[4] A formative assessment task is one which is developmental for students' learning and does not contribute to the final mark of a course unit. Summative assessments however result in a final grade (and feedback) which reflects the standard of achievement of the student work against intended learning outcomes. While formative assessment can be classed as assessment for learning, summative assessment concerns mainly the assessment of learning. Harlen, W., & James, M. (1997). Assessment and Learning: differences and relationships between formative and summative assessment. Assessment in Education: Principles, Policy & Practice, 4(3), 365-379.

[5] levels 4, 5 & 6 Bachelor's degree and level 7 Masters' degree

4. Assessment Workload

Too much assessment may lead to superficial approaches to learning. The amount of assessment tasks should provide a reliable and valid profile of achievement without overloading students or staff.

University of Manchester Assessment Framework – Educational Principles

Excessive and unnecessary assessment should be avoided (an intended learning outcome should not normally be assessed repeatedly).

There should be an appropriate mix of formative and summative assessment throughout the programme, with summative assessments being used formatively, where possible.

4.1 The amount of assessment tasks must be compliant with that specified in the tables below:

Maximum Summative Assessment - Undergraduate

Level	Credits	Assessment
4	10	Coursework equivalent to 3,000 word assignment (100%) **OR** 1.5hr examination (100%) **OR** a combination of coursework and examination equivalent to the above.
4	20	Coursework equivalent to 3,000 word assignment **AND** 1.5hr examination
5	10	Coursework equivalent to 3,500 word assignment (100%) **OR** 2hr examination (100%) **OR** a combination of coursework and examination equivalent to the above.
5	20	Coursework equivalent to 3,500 word assignment **AND** 2hr examination
6	10	Coursework equivalent to 4,000 word assignment (100%) **OR** 2hr examination (100%) **OR** a combination of coursework and examination equivalent to the above.
6	20	Coursework equivalent to 4,000 word assignment **AND** 2hr examination

Undergraduate Dissertation

Level	Credit	Words
6	20	10,000
6	40	12,000

Maximum Summative Assessment – Postgraduate Taught

Level	Credit	Assessment
7	15	Coursework equivalent to 4,000 word assignment **OR** Coursework equivalent to 2,500 word assignment **AND** 2.5 hr examination
7	30	Coursework equivalent to 6,000 word assignment **OR** Coursework equivalent to 4,000 word assignment **AND** 3 hr examination

Postgraduate Taught Dissertation (or equivalent)

Level	Credit	Words
7	60	15,000

5. Alternative Assessment

Various categories of students may experience difficulties with the University's normal assessment procedures through circumstances beyond their control. In order to overcome these difficulties, the normal place, time or form of assessment or re-assessment may need to be changed. Such changes yield an alternative assessment.

Alternative assessments are available only for students in approved categories where the need is foreseeable. At present the categories so approved are students on recognized exchange or collaborative programmes including Erasmus; and students who hold an approved sports scholarship.

Further information is available in the Policy on Alternative Assessments.

A guidance document on alternative assessments for Study Abroad, Exchange and Erasmus students (produced by the University's International Programmes Office) is available.

6. Assessment for Students with Disabilities

The University has responsibilities under the Disability Discrimination Act to make reasonable adjustments to its provision, including methods of assessment, to ensure that students with disabilities are not disadvantaged for reasons relating to their disability.

Further information is available in the Guidance on Assessment for Students with Disabilities.

7. Approval and Review

7.1 The School's Teaching and Learning Committee (or equivalent) is ultimately responsible for approval of all course unit outlines; in practice this is usually devolved to the programme committee. Particular attention should be paid to the appropriateness of the type, breadth, weighting and quantity of

assessment, prior to their delivery. A 'Checklist of Considerations in the Approval of New and Amended Course Units' is available to assist committees.

7.2 Any significant changes to a course unit should automatically trigger a review of whether the assessment tasks and criteria remain congruent with the course unit's intended learning outcomes.

7.3 Through the continuous monitoring process Schools should ensure that they are compliant with the requirements outlined in this document.

7.4 Heads of School must ensure that new members of staff receive appropriate induction to assessment procedures; this responsibility is normally delegated to an appropriate member of staff.

8. Terminology

Terminology	Definition
Assessment	The process of forming a judgement about a student's attainment of knowledge, understanding or skills.
Assessment Criteria	The characteristics by which students' achievement is judged or appraised. It is what students have to do during assessment tasks in order to demonstrate that they have achieved the intended learning outcomes.
Assessment Framework	A University of Manchester document detailing the practice, policies and procedures related to assessment.
Assessment Scheme	A series of assessment tasks, which together make up the 'assessment scheme' for a programme.
Assessment Task	Method of assessment used to enable students to demonstrate that they have met the intended learning outcomes.
Continuous Monitoring	Process to ensure that the standard of all programmes and the student experience is being maintained and/or enhanced, and to ensure that all resources are being used efficiently in teaching, learning, assessment and student support.
Curriculum	A planned sequence of learning experiences.
Formative Assessment	Assessment that does not contribute to the final mark of a unit. Formative assessment focuses on measuring progress to date and feedback on formative assessments should enable the recipient to develop and improve before completing summative assessments.
Framework for Higher Education Qualifications	A document, produced by the Quality Assurance Agency, which sets out the requirements for qualifications.
Intended Learning Outcome (ILO)	What students should typically know and be able to do, and/or value at the completion of a course unit or programme of study, as set out in course unit and Programme Specifications.
Manual of Academic Procedures (MAP)	University of Manchester web page designed to provide a quick route for academic and Professional Support Service staff to information on rules, policies, procedures, people and other sources of information concerning teaching, learning and assessment.
Programme Specification	Summarises essential information about a programme in a single document.
Quality Assurance Agency for Higher Education (QAA)	An independent body entrusted with monitoring, and advising on, standards and quality in UK higher education.
Subject Benchmark Statements	Part of the Quality Assurance Agency's Quality Code which 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.
Summative Assessment	Assessment that contributes to the final mark of a unit. Summative assessment can include both coursework and examinations. The completion of all required elements of summative assessments normally indicates the end of a unit of study.

Appendix A – Assessment Design: Tasks

There is a wealth of assessment tasks used in higher education to assess students' achievements. The assessment task(s) which most effectively assesses the intended learning outcomes of the course unit and programme should be used. Below is an indicative list of assessment tasks, most of which are used in the Faculty of Humanities.

Assessment Task	What is it?
Unseen written examination	Time constrained assessment task widely used. Method of synoptic assessment which is most suitable for summative assessment of students' abilities. Takes place in a controlled environment, most commonly at the end of a course unit. It can test a range of attributes e.g. knowledge and depth of understanding; analytical abilities; written communication skills; ability to synthesise information. Offers minimal opportunity for academic malpractice.
Open book examination	Time constrained assessment task involving giving / allowing students access to various reference sources during the examination e.g. textbooks, law statutes, statistics etc. Takes place in a controlled environment. Tests skills in application, analysis and evaluation rather than recall and memorisation. Increased risk of academic malpractice; this can be reduced by having questions which require analysis and synthesis.
Seen examination	Time constrained assessment task presented to students at some point in advance of the assessment, giving them time to research and prepare. Examination takes place in a controlled environment. Students are usually not allowed to take in texts or notes to these examinations. Increased risk of academic malpractice; students may be tempted to prepare for seen exams in small groups which may result in accusations of collusion.
Assessed coursework	Piece of structured writing used to assess depth of knowledge, construction of arguments, synthesis of the breadth of material covered. Students are normally given deadlines within which to complete assessed coursework, with penalties being applied for late submission. Increased risk of academic malpractice.
Blogs	Blogs (short for web log) are a form of online site where a student (as author) shares (with a class) views or commentary on a subject matter in a diarised manner. Blogs can be individual or collective, and allow for visitors to comment/feedback. Blogs can be used to develop analysis and higher level thinking. Blogs promote reflective learning and peer review.
Wikis	A wiki is a website where the content can be edited by anyone who has access to it. Wikis are a tool for collaborative group work and collaborative document writing. Wikis provide the ability to identify contributions and therefore facilitate accountability in the assessment of group work.
Multiple choice question tests (MCQs)	Form of assessment task where students are asked to select the best possible option out of choices from a list. . MCQs tests can be used for diagnostic, formative self-assessment or summative purposes. Well design questions can assess more than factual recall of information e.g. assertion or scenario questions, True/False, or multiple response questions such as ranking or matching items can evaluate comprehension and deductive reasoning. Typically MCQs design require initial time investment but are time effective and efficient when assessing large numbers of students. No risk of academic

	malpractice when used in an invigilated setting. MCQs tests may be done online in Blackboard, or on paper e.g. integrated into summative exams - through Optimal Marking Recognition (OMR method).
Group annotated bibliographies	Form of group work where reading and analysis of key sources is shared by cohort. Annotated bibliography tasks model academic and study skills, and promote concise writing. Bibliographies can be annotated with critical commentaries by students. Commentaries on bibliographies can also be assessed. Annotated bibliographies promote critical thinking and peer review.
Oral presentation / assessment	Oral presentations within a prescribed length of time are tasks that promote learning from elaboration and self-assessment. Oral presentations are opportunities to develop presentational skills and on-stage confidence.
Written abstracts	Form of assessment particularly useful in large cohorts and at PG level. Students are required to write an abstract of an article or on own coursework within a given word limit. Abstracts promote academic skills, self and peer assessment.
Learning log or Journals	Account of activities, tasks, reflections or outcomes that students are asked to record to demonstrate attainment of knowledge, skills or behaviours. It can be in a diarised manner but not necessarily e.g. competence-based logs/journals. Learning logs/journals, accompanied by supported Action Planning, promotes pro-active learning and student self-regulation.
Pre-module diagnostic assessment	Diagnostic testing is an effective tool for tutors to capture diversity and levels of knowledge and understanding across a cohort as well as a tool for student self-evaluation. Where MCQ format can assess knowledge and understanding, online testing provides the advantage of automatic marking and feedback to the student.
Critical incident accounts	Students are asked to write about the context of a critical incident, what happened, the outcomes and implications, how they felt, and how they would do things differently in the future. Typically students working on placements keep diaries/journals/blogs to record their experiences and in particular the learning from those experiences, however more broadly, critical incident accounts support reflective and experiential learning and can be a tool for academic advising.
Essay plans	Often a formative type of assessment that encourages academic writing and self-assessment. Instead of writing a full essay, students are asked to produce a plan that demonstrates their preparation, planning and reading on a topic.
Portfolio assessment	Portfolio assessment is most often used where the final product(s) of student work needs to be open or publicly reviewed. However it is also instrumental in more discursive subjects to (a) encourage construction of meaning, (b) developing awareness and evaluation of own learning (c) where student progression needs to be recorded, tracked or reported e.g. academic advising. Portfolio assessment is most suited where both *process* and *product* of student earning must be captured.
Posters	Students are asked to produce (and often present) a poster that syntheses and presents, in a visual manner, knowledge and understanding of a topic. Linked to presentation skills, posters can be an effective way to assess large cohorts including analytical, collaborative and oral skills.
Maths-based assessment	Testing and assessing the understanding of maths based concepts including statistics. Support student learning of mathematical notation, homework

	assignments. Online tools to promote formative assessment are available (Maple TA).
Designing a learning object or learning material	Often used in languages, students prepare a learning package addressed to fellow students or another audience. Predicated on the principle that learning emerges from elaboration on a topic, completion of the task (either individually or in a group) requires excellent understanding of the topic as well as pedagogic design and delivery.
Discussion boards	Students are assessed on the basis of their contribution to an online discussion board. Discussion boards require careful design and moderation to ensure student participation - from ice breaking to information sharing activities to more meaningful exchanges. Discussion Boards promote critical thinking, peer review and are a way to model constructive criticism.
Simulation or role play	Assessment where students adopt or embody a specific role in a context of real practice. Supports authenticity in assessment and promotes deeper understanding of practice in specific disciplines e.g. law, teaching.
Case study/Report	Assessment by case study promotes factual examination of a given situation, analysis of different perspectives and the informed recommendations. Case Studies/reports promote authenticity in assessment and support the development of practice skills and employability.
Problem-based tasks	In Problem Based Learning or Enquiry Based Learning (PBL/EBL), an initial problem serves as the trigger as well as the organising focus for student learning. The 'teacher' acts as a facilitator in a multi-stage process that involves problem analysis, scoping and discussion in groups, and where the student actively identifies learning issues and plan to acquire the necessary knowledge to address initial problem or to develop an approach to it. Promotes knowledge reorganisation and serves to model self-directed learning.
Book reviews	Mostly used in PG teaching, critical review of a book or a chapter are an effective method to deepen student's knowledge of a book or a subject, sharpen their analytical focus and critical skills, as well as teaching output-specific skills i.e. how to write and structure a Book review within a limited word count.
Write a Wikipedia entry	Getting students to write a Wikipedia entry as a form of assessed coursework can be an engaging task for students as well as a valid method to assess knowledge and understanding, analysis and synthesis, writing skills and style awareness, and expose students to group work.

Appendix B – Assessment Design in Higher Education: Good Practice

Research suggests that good assessment design should not only promote and assess the attainment of intended learning outcomes but also be a vehicle for broader educational aims[6], namely:

Good Assessment Design	Examples of how can it be pursued
Engage students in the value of formative assessment This concerns the role of formative assessment within a framework of student active and self-regulated learning.	• Supporting students to understand the relevance of each formative task to their overall learning / summative assessment; • Designing formative tasks and feedback into course overview so that students know from the beginning when these will happen and when work is due - if formative assessment is presented as 'have a go if you want but there aren't any marks attached to it' then it will most likely fail to engage students; • Linking feedback in formative task directly to assessment criteria, ILOs and students' broader graduate goals; • Devising a series of regular tasks leading to a portfolio.
Engage students in understanding assessment criteria This concerns providing opportunities for students to engage actively with goals, criteria and standards before during and after an assessment task.	• Providing clear definition of academic requirements and providing opportunities for discussion and reflection about criteria and standards before students engage in the assessment task; • Asking students to reformulate in their own words the documented criteria before they begin the task; • Engaging students by asking students to add their own specific criteria to the general criteria you provided or require students in groups to generate the criteria used to assess their projects; • Modelling how you would think through and solve similar (exemplar) tasks or providing model answer.
Target the development of self-assessment and reflection in learning This concerns providing opportunities for students to become aware and be actively in charge of their own learning (self-regulation).	• Asking them to draw up their own work plan for a complex assessment task: let them define their own milestones and deliverables before they begin. Assign some marks if they deliver as planned and on time; • Providing students with opportunities to work through problem sets in tutorials where feedback from you is available; or have learners undertake regular small tasks that carry minimal marks with regular feedback; • Providing online tasks where feedback and reflection on performance is integrated into the task; • Giving feedback in advance of students attempting an assessment task e.g. a 'frequently occurring problems' list; • Model the strategies that might be used to deal with difficulties in completing the assessment task; • Ask students to self-assess their own work before submission and provide feedback on this self-assessment as well as on the assessment itself. Asking learners to make a judgment about whether they have met the stated criteria and estimate the mark they expect; • Ask learners, in pairs, to produced MCQ tests with feedback for the correct and incorrect answers; • Use confidence-based marking (CBM): learners must rate their confidence that their answer is correct. The higher the confidence the higher the penalty in the answer is wrong; • Promoting programme-long and cross-module reflection and self-

[6] Adapted from University of Ulster Viewpoints Project (http://viewpoints.ulster.ac.uk) and University of Strathclyde Re-engineering Assessment (REAP) Project (www.reap.ac.uk)

	assessment through ePortfolios, asking students to make a judgement about whether they have met programme ILOs and graduate attributes.
Provide opportunities for feedback interaction and dialogue Feedback is still generally conceptualised as a transmission process, however students need to actively construct an understanding of the feedback provided – this can be done with peers or with tutor.	• Instead of providing the correct answer, pointing learners to where they can find the correct answer; • Asking learners to attach three questions that they would like to know about an assessment or what specific aspects or assessment criteria they would like feedback on from their performance; • Review feedback in tutorials e.g. Ask learners to read the written feedback on an assessment and discuss this with peers; • Encouraging learners to give each other feedback on an assessment in relation to published criteria before assessment; • Use response systems (clickers/Responseware) to make engage students in peer feedback; • Ask students to set tasks for each other, or encourage students to form peer study groups.
Provide opportunities to apply what is learned in new tasks This concerns the ways in which feedback is attended to and acted upon by the learners	• Writing down some action points alongside the normal feedback you provide. This would identify for learners what they should do next time to improve their performance; • Using teaching time to involve learners in identify action points for future assessments. Students could formulate these action points after having read the feedback comments they have received; • Ensuring that feedback is provided in relation to previously stated criteria and this helps to link the feedback to the expected learning outcomes; • Asking learners to find one or two examples of feedback comments that they found useful and explain how there might help them with future assessments.
Assessment and Feedback to shape teaching Assessment performance is a diagnostic tool for teachers	• MCQ tests before class can be a source of information to shape what is taught in class; • Response systems (clickers) can be a source of immediate feedback for teachers; • Record of student self-assessment and reflection provides information about the learner's ability to evaluate their own learning.

Appendix C- Minimising Opportunities for Academic Malpractice

Academic Malpractice can be tackled at the course unit design stage, assessment design stage and also through communication with students throughout a programme. Assessment tasks must be designed with due regard to preventing academic malpractice.

At assessment design stage:
• vary the assessment each year, e.g. different type (e.g. a web page instead of a report; a poster instead of an essay), wording and title.
• avoid general questions.
• don't set assessment questions which have only one answer or an 'oven-ready' answer.
• set assessment tasks which can only be completed if students apply their own thinking, and give evidence of having done so.
• consider asking for submission of "work in progress reports/drafts" to encourage students to manage their time and avoid last minute panics which may tempt them to plagiarise.
• ensure that assessment criteria reward higher level learning.
• have a specific or unique element to the assessment (related to personal experience, a particular case or theory, a unique data set, a recent event, a building or location).
• avoid words like …… 'explain', 'describe'. Use instead 'justify', 'create' , 'rank', 'defend', 'interpret', 'analyse', 'catalogue', 'critique', 'plan', 'invent', 'revise'.

Plagiarism and other forms of Academic Malpractice - Guidance for Teaching Staff – University of Manchester

Teaching staff responsible for assessment can minimize the opportunity for academic malpractice by following a few simple practices:

(a) Wherever practicable try to vary assessment tasks and topics from year to year.

(b) Consider forms of assessment requiring the demonstration of the understanding of knowledge rather than the relatively straightforward repetition of such knowledge.

(c) Ask students to submit a draft or outline of major pieces of work such as long essays; this allows useful formative feedback, affords you the opportunity to spot possible plagiarism, and helps to combat plagiarism from the web.

Learn Higher has a free resource on Top 10 Tips on Deterring Plagiarism. This resource also has links to other resources on deterring plagiarism in assessment.

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