# PG Course Level Assessment Strategy (Behavioural Engagement)

**This means considering how all assessments across your course relate to one another and to the course and level outcomes.**

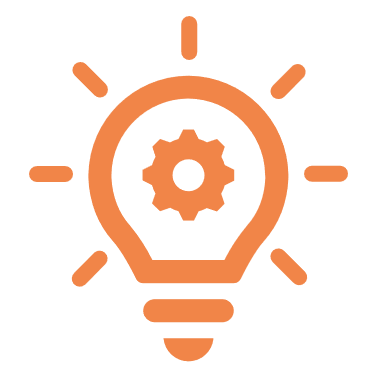
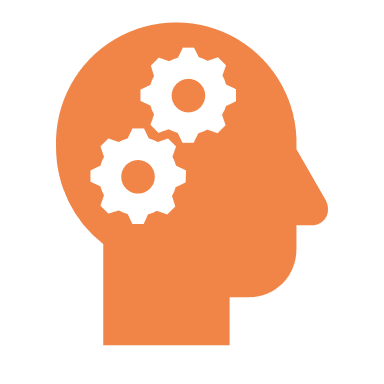
**Overview**

Assessment is a major driver of student learning. Designing an effective, well- aligned assessment strategy which supports a course’s outcomes is key to a successful course design. This helps to underpin a coherent student learning experience.

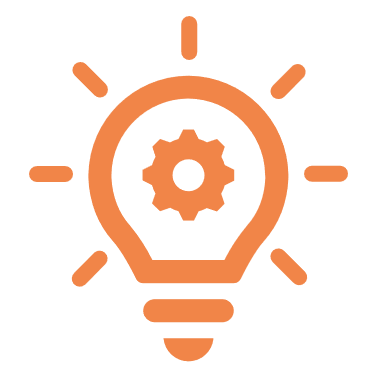
It has been common in some parts of higher education to design and discuss assessment primarily at module level, often after the other elements of a course/module have been decided. This may lead to piecemeal assessment and overuse of particular assessment methods. Course teams should strike a balance between creating a variety of assessment methods (online and face to face as appropriate) and enabling students to progressively develop expertise related to those assessment methods. Course teams should also build in timetabled opportunities to build on feedback.

Different assessment practices have significant impact on students' approaches to learning ([Rust, 2002](https://journals.sagepub.com/doi/pdf/10.1177/1469787402003002004)). One of the most important things we can do when designing assignments is to regard assessment as being a tool we can use to support our students’ learning, i.e. assessment *for* learning as well as *of* learning.

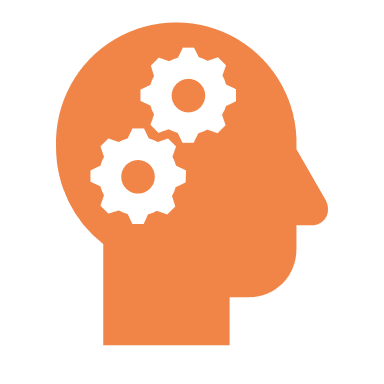
The methods of assessment and feedback, and the use of a good range of self-assessment and peer-assessment, is fundamental to student learning ([AdvanceHE, 2019](https://www.advance-he.ac.uk/guidance/teaching-and-learning/transforming-assessment)).

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| **Course teams could ask:**   * What will a student’s assessment experience or **assessment journey** through all modules of this course be? Is student engagement core to the design of this experience? Is assessment varied across a level of study and designed to support progression towards learning outcomes? If you are interested in expanding the range of your online [assessment methods](https://teachlearn.leedsbeckett.ac.uk/teaching-and-learning/assessment/assessment-methods/) then see the [Teach/Learn website](https://teachlearn.leedsbeckett.ac.uk/teaching-and-learning/assessment/assessment-methods/). * Where assessment is online, have you chosen **the right digital tool** to support the assessment outcome? Are the right digital tools and technological support available for the students to feel confident with the assessment method? The document [mapping assessment types to tools and feedback mechanisms](https://teachlearn.leedsbeckett.ac.uk/-/media/files/digital-learning/online-feedback.pdf?la=en) may be useful.   **When your assessment is robust, varied, supported by use of technology and possible in both face-to-face and online environments, also consider:**   * Are formative (assessment for learning) and summative (assessment of learning) assessment **deadlines sensibly spaced** across the course? * Has the appropriate preparation for assessment been designed so that students feel supported and **scaffolded** when they meet a new assessment type, whether it be online or campus based? * Does our approach to assessment support our students’ **learning and development of life skills** e.g. leadership skills? How can the course assessment, whether it be online or face to face, help students to build these skills?  Students can be given access to [MyBeckett](https://my.leedsbeckett.ac.uk/webapps/login/) areas for group work, using the online [MS office tools](https://login.microsoftonline.com) to work collaboratively on a single document, or can a space can be created in [MS Teams](https://teachlearn.leedsbeckett.ac.uk/guides/mybeckett-and-digital-learning-guides/microsoft-teams/) for students to work on group projects with oversight from academic staff? * How are opportunities built in for students to **develop what they have learned** in one assessment in subsequent assessments? |



**References**

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References and further reading for this section can be found in the [Course Level Assessment Strategy](https://rl.talis.com/3/beckett/lists/086BF37E-85D6-9E4A-D3A6-B7EA51D08C98.html?lang=en-US&login=1#505E099C-E7CF-C351-822C-137D49CCD2CB) section of the [Course Development Principles reading list](https://beckett.rl.talis.com/lists/086BF37E-85D6-9E4A-D3A6-B7EA51D08C98.html) Talis Aspire.