**Assessment Brief Template**

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| **Module Title and Number** | Insert title and number. |
| **Module Leader** | Insert name. |
| **Contact for Assessment** | As above or insert details of any other member of staff as the student’s first point of contact for this assessment. |
| **Assessment Method** | Insert brief description of the assessment method, for example, ‘Essay’, ‘Portfolio, ‘Oral assessment, ‘Centrally Timetabled Exam’. The method must be that indicated in the approved CME module record. |
| **Weighting** | For example, ‘50% of module’. This must be as in the approved CME record for this module availability. |
| **Size and/or Time Limits for Assessment** | For example, ‘1,500 words’ or ‘15-minute oral assessment. Delete ‘size’ or ‘time’ as applicable. This must be as in the approved CME module record for this module availability. |
| **Learning Outcomes** | List the Module Learning Outcomes being assessed as identified in the approved CME module record for this module availability. |
| **Purpose and Rationale** | Clearly and briefly explain why students are being asked to this assessment task. |
| **Requirements for the Assessment** | State what students are expected or required to do for the assessment. Insert the assessment details, for example, the essay topic and requirements, details and elements of the project or practical or oral assessment, etc.  Use headings as appropriate to provide any instructions on resources, advice and support, arrangements for working in groups, assessment structure, timetable for presentations/oral assessments etc.  You may direct students to support for academic skills and additional guidance on My Napier: <https://my.napier.ac.uk/your-studies/improve-your-academic-and-study-skills> |
| **Use of Gen AI in this Assessment** | Using the [AI Toolkit](https://livenapierac.sharepoint.com/:p:/s/Grp_DLTE/ESKlYiRyuWdOsT0LG4A-WegBnS1oLi3gMLNoUYRSpQ2u4g?e=TCQydC)’s traffic-light system indicate what use of Generative AI is appropriate in any given assessment:  *GREEN – use of Gen AI is permitted. See below for details;  AMBER – use of Gen AI is permitted with caution. See below for details;  RED - use of Gen AI is not permitted.*  [Delete and elaborate as appropriate]  State what use of Gen AI (if any) is appropriate, including possible use of Grammarly (checking of spelling and grammar) – remind students they need to declare any use of Gen AI tools in the [Assessment Declaration Cover Sheet](https://documentcentre.napier.ac.uk/-/media/files/learning-and-teaching/resources/assessmentdeclarationcoversheet.docx). |
| **Statement on Inclusion** | How have you considered and implemented inclusive assessment practices? Guidance and prompts related to Assessment Principle 1 (Assessments are inclusive) on the Assessment & Feedback intranet page will help you populate this section to inform students of the steps you’ve taken towards inclusive assessment.  Insert statement: ‘The information in the assessment brief hopefully makes it clear what is expected of you for your assessment on this module. |
| **Alternative Assessment Option(s)** | Is there an alternative assessment option for students should they have a need for a specific adjustment or a learning profile?  Please indicate what choice might be available on the method/format for this assessment and offer brief guidance to help students make a choice on what method/format is most appropriate for them. |
| **Deadline for Submission** | Insert Submission Date(s)  *‘Your attention is drawn to the penalties for late submissions* ***– delete as appropriate:***  *All coursework, both at first attempt and reassessment, submitted after the agreed deadline will be marked at a maximum of* ***40 per cent (UG)*** */* ***50 per cent (TPG)****. Coursework submitted over five working days after the agreed deadline will be given a mark of zero per cent, although formative feedback will be offered to the student where requested, as per Academic Regulations Sections B and C.’* |
| **Submission Method** | Insert details of where/how work is to be submitted, and the times when it may be submitted.    Insert instruction: ‘*For every assessment, you must submit an Assessment Declaration Cover Sheet which must confirm that the submission is your own and has not been submitted for another assessment. Follow the instructions on Moodle on where to submit your work and Coversheet’*, or, if the assessment is not a written or similar artefact, give instructions on any alternative procedure which has been agreed.  Insert instruction where appropriate: *‘You are advised to keep your own copy of the assessment’.* |
| **Feedback** | Specify how and when students will receive feedback on their work.  This should include details of the format students can expect to receive their feedback in, e.g. written feedback in document or grade-mark; recorded audio; verbal feedback in class; peer-feedback.  **Note that the Assessment Policy (5.3) and Academic Regulations (A7.9) specify that students are entitled to feedback on coursework within fifteen working days from date of submission**. |
| **Assessment**  **Regulations & Academic Conduct** | **All assessments at Edinburgh Napier University are subject to the University’s Academic Regulations, Academic Integrity Regulations, Student Community Code. Students are expected to adhere to the Student Community Code and maintain acceptable standards of academic practice, as set out in the Academic Integrity Regulations.**  Include here any details where exemption from the University Regulations has been approved. |
| **Marking Criteria** | Insert details of the criteria which will be used in marking the assessment. There is no set method for expressing criteria. However, they **must be developed and directly mapped to the relevant module learning outcomes** for that assessment. Criteria may be highly detailed and prescriptive, for example in the form of descriptors, rubrics and marks/grades.  As per the Assessment Policy (6.2), **marking criteria must not assign weighting/marks against spelling, grammar and referencing** unless explicitly stated in a relevant module learning outcome for that assessment.  That is, unless orthographic mistakes or inaccuracies prevent the module learning outcomes being demonstrated, these mistakes should not be penalized.  For example, in SACI Module [CLP11100](https://www.modules.napier.ac.uk/Module.aspx?ID=CLP11100&Letter=clp11100), to assess the extent to which a student has demonstrated Learning Outcome 6 (“Effectively and efficiently communicate your ideas and learning in a professional and context-appropriate manner”), judgement may need to be made on the accuracy of spelling, grammar, and adherence to citation style; but in SCEBE Module [CSN07905](https://www.modules.napier.ac.uk/Module.aspx?ID=CSN07105) orthographic mistakes would likely not impede the demonstration of any of the learning outcomes.  It is recommended that you make this explicit in the marking criteria: “*As you will see from this marking criteria, you will be marked on the extent to which you have demonstrated the learning outcomes of this module. As per the values outlined in our* [*Community Code*](https://my.napier.ac.uk/your-studies/regulations-conduct-and-safety/student-community-code)*, you should make every effort to ensure your work is prepared for and communicated professionally in terms of spelling, style and grammar. Referencing is not marked in this assessment but you are expected to demonstrate your* [*Academic Integrity*](https://my.napier.ac.uk/your-studies/improve-your-academic-and-study-skills/referencing-and-academic-integrity) *by acknowledging any sources which have informed, directed or shaped your work, and that your submission is representative of your own work and learning.  As accurate referencing is good academic practice, supporting your academic development and preparing you for future assessments, you may receive feedback on referencing to help you with this.*” and link to the requirement for students’ completion and submission of the Assessment Declaration Cover Sheet. |