

# Assessment Equivalence Framework

2025 Version 1.0

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| Date             | Supersedes                | Description of Change |
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| 20 November 2025 | Assessment Framework 2018 | Review and Update.    |

| Document Owner                      | Approved By                                          | Date Approved    | Review Frequency |
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# Assessment Equivalence Framework



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## About This Document

It is important that we strive for equivalency of assessment load, not only **within modules** but also **across programmes**. Appropriate number, volume, timing and credit weighting of assessments are critical in enabling students to successfully demonstrate achievement of intended learning outcomes.

This document aligns with the UK Quality Code for Higher Education as it applies to Assessment (QAA, 2018). It draws upon review of equivalent practices across several UK universities<sup>1</sup>. It aligns with the BU Regulations for Taught Programmes.

Whilst this Assessment Equivalency Framework serves as a **guide** rather than a set of regulations, deviations away from the document content may require justification and specific approval as part of Quality Assurance processes.

With the aim of making this a practically useful guide, exemplars of assessment equivalency are provided. Where an assessment type is not included as an exemplar, a generic procedure to quantifying the assessment load is to be followed (Appendix 1).

As new assessment types emerge from Quality Enhancement practices, the range of exemplars herein will expand accordingly. By regular review, the goal is to create a dynamic, relevant document.

[<sup>1</sup>] Universities of Reading, Liverpool, Aston, Ulster, UCL, Birmingham, Loughborough, UWTSD

## Notional Learning Hours and Assessment Preparation Time

1. We adhere to the concept of 'notional learning hours', a proxy measure of all facets of workload associated with a programme or module. A notional ten hours of effort per credit is assumed (BU Regulations for Taught Programmes). This tariff aligns with the Higher Education Credit Framework for England: Second Edition (QAA, 2021) as well as the Credit and Qualifications Framework for Wales (CQFW) and its cross-references with the European Qualifications Framework (Colleges Wales, 2019).
2. For the learner, notional learning hours may encompass teaching sessions, preparation for classes, revision of taught material, independent background study, and preparation time for assessment.
3. It is suggested that the assessment preparation time (APT) should normally comprise

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<sup>1</sup> Universities of Reading, Liverpool, Aston, Ulster, UCL, Birmingham, Loughborough, UWTSD

Assessment Equivalence Framework: 2025 Version 1.0  
between 20% to 25% of a given module's notional learning hours (Table 1). However, this proportion may be extended for modules that are supported by fewer contact hours than class-based modules e.g. research projects, academic tutorials etc.

4. Where teaching sessions support an assessment for example to teach technical skills for podcasting or to collect field data, this should be normally be counted in the teaching time, and not the assessment preparation time.
5. Assessment preparation time can only be notional (or indicative) because of differentiating factors. For example, from a student perspective students work at different rates and choose to spend differing amount of time on assessment preparation. From an assessment perspective the time spent on other 'notional learning hours', such as 'independent background study', can drive an assessment submission. Nevertheless, APT can be considered as the notional time that a student dedicates to an assessment from start to submission.

*Table 1: Summary of the Notional Learning Hours and associated range of assessment preparation time:*

| Module credits | Notional Learning Hours | Assessment preparation time (APT) (20% to 25%) Hours |
|----------------|-------------------------|------------------------------------------------------|
| 10             | 100                     | 20 to 25                                             |
| 15             | 150                     | 30 to 37.5                                           |
| 20             | 200                     | 40 to 50                                             |
| 30             | 300                     | 60 to 75                                             |
| 40             | 400                     | 80 to 100                                            |
| 60             | 600                     | 120 to 150                                           |

## **Specific Requirements – Modules**

### **Number of assessment within a module**

6. In deciding on the number of assessments within a module, the Module Organiser:
  - a. must consider the need to test the full breadth of learning outcomes,
  - b. may consider sequencing two, linked assessments e.g. setting a less highly (or zero) credit weighted formative assessment (in the sense of a precursor assessment) that directly supports a subsequent, more highly credit weighted submission; where the emphasis of the former is on providing relevant formative feedback,
  - c. and where a 10 credit module opts for a single summative assessment, a supporting, zero-weighted, formative assessment must be offered.
7. Where the number of assessments differs from Table 2 (below), justification must be provided before approval for validation.

*Table 2: Number of summative assessments normally allowable by module credit rating:*

| Module credits | Number of summative assessments |
|----------------|---------------------------------|
| <10            | 1                               |
| 10             | 1 - 2                           |
| 15             | 2                               |
| 20             | 2 - 3                           |
| 30             | 2 - 3                           |
| 40             | 2 - 4                           |
| 60             | 2 - 4                           |

8. An exception to the above may be Level 7 individual research project modules. These may be assessed by a single assessment e.g. dissertation, journal-style article.
9. Some modules may structure multiple low credit weighted assessments in a 'staged' way that are reported as a single assessment. Whilst allowable, the number and timing of each sub-component should be stipulated in the Worktribe record. Careful consideration is required in reviewing the use of such assessment structures in terms of the temporal distribution and overall load experienced by a student at programme level. The total assessment preparation time should not exceed that which is stipulated in Table 1. It is advised that this 'staged' approach is used sparingly.

### **Credit weighting of assessment within a module**

10. For modules of  $\geq 15$  credits, no single assessment should normally be credit weighted at  $>80\%$ .
11. An exception to this may be granted for Level 7 research project modules.
12. For 10 credit modules, an exception may be granted if a lower credit weighted assessment acts as a formative (precursor) exercise, linked directly to and supporting a second, higher credit weighted assessment (6b, above).

### **Volume of assessment within a module**

13. Module organisers must ensure that a limit is clearly stipulated in regard of the required volume (e.g. word count, duration, page count) of each assessment submission on the Worktribe system.
14. Maximum limits are provided for a range of exemplar assessments, in Table 3..
15. For written assessment that comprises combinations of words, code, diagrams, maps etc., it may be more appropriate for the assessment instruction to students to be quantified in terms of page count. For the purposes of data entry into Worktribe and Quality Assurance processes, staff are asked to state the page count as the definition of the length, but also to include some form of stipulation of word count for clarity e.g. a 10-credit technical report assessment may be stipulated as "a max of 6 pages and no more than 900 words of text (this is smaller than would be the case for an essay of equal credit weighting - because of the requirement for the creation of maps,

diagrams, illustrations etc.).”

16. Where assessment volume differs from the maximum values quoted in Table 3, the rationale underpinning that volume should be made clear to students. For example where students may be asked to write an abstract of a longer piece, the word count is likely to be substantially smaller than specified in the exemplars shown in Table 3.
17. Where assessments differ in form to the point where the exemplars are not relevant or not adaptable, then an estimate must be made of the assessment preparation time and quoted in the Worktribe entry for that assessment. A procedure for estimation is given in Appendix 1.

Table 3 (use with Table 2): Equivalency of assessment volume for different assessment types across typical module credit ratings.

**Equivalent values of assessment volume should be applied on a *pro rata* basis** e.g. an essay worth 75% of a 10 credit module should be  $2000 \times (75/100) = 1500$  words max. For modules of >10 credits, no single assessment should be >80% of module weighting (exception may be PGT dissertations).

|                                                                                                                                                      | 10 credits<br>20 ~ 25h prep<br>time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 15 credits<br>30 ~ 37.5h prep<br>time | 20 credits<br>40 ~ 50h prep<br>time | 30 credits<br>60 ~ 75h prep<br>time | 40 credits<br>80 ~ 100h prep<br>time | 60 credits<br>120 ~ 150h prep<br>time |
|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|-------------------------------------|-------------------------------------|--------------------------------------|---------------------------------------|
| <b>Written work</b><br>For example:<br>Essay<br>Policy brief<br>Research proposal<br>Reflective account<br>Popular science piece<br>Peer reviews     | 2000 words max                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 3000 words max                        | 4000 words max                      | 6000 words max                      | 8000 words max                       | 12000 words max                       |
|                                                                                                                                                      | Written assessments where succinctness is required e.g. precis or abstract writing may have lower or much lower word counts. Explain the rationale to students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                       |                                     |                                     |                                      |                                       |
| <b>Other coursework</b><br>For example:<br>Computer code<br>Numerical problems<br>Technical report that includes figures, diagrams etc.<br>Portfolio | Equivalent of 6<br>A4 pages.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Equivalent of 9<br>A4 pages.          | Equivalent of 12<br>A4 pages.       | Equivalent of 15<br>A4 pages.       | Equivalent of 24<br>A4 pages.        | Equivalent of 36<br>A4 pages.         |
|                                                                                                                                                      | Page counts are based on an equivalency with a text-rich assessment (above) at a rate of 3 pages per 1000 words in Arial font 12 at 1.5 line spacing.<br><br>These works typically involve lower word counts because of preparation time elsewhere e.g. for coding, numerical problem solving, the production of figures and diagrams. Where useful, word counts should also be specified. Page counts may be fewer or more numerous than indicated here, depending on the intensity of the format e.g. completing a page of code may require more hours of preparation time than producing a simple location map. Poster assessments may vary considerably in scope e.g. perhaps involving presentation |                                       |                                     |                                     |                                      |                                       |

|                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                |                                |                                 |                                 |                                 |
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| Pamphlet<br>Poster                                                                                                                                                      | <p>of precursory data analysis, or involving a Q&amp;A session with the audience. As an exemplar, an A1 poster, half of which is 20 pt text, 1.5 line spacing, would equate to ~1000 words. Depending on the requirement for data presentation within the poster, this may be equivalent to 10 credits.</p> <p>If the work is multi-dimensional, making the equivalency difficult to align to the above criteria e.g. an exercise requiring data analysis, poster production and conference-session discussion, then consider using the procedure outlined in Appendix 1.</p> |                                |                                |                                 |                                 |                                 |
| <b>Written groupwork</b><br><br>Word counts relate to the student's personal contribution.                                                                              | 1500 words max<br>(4.5 A4 pages)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 2300 words max<br>(6 A4 pages) | 3000 words max<br>(9 A4 pages) | 4500 words max<br>(12 A4 pages) | 6000 words max<br>(18 A4 pages) | 8000 words max<br>(27 A4 pages) |
| Written groupwork is set at a tariff of 75% of individual equivalents, on the assumption that extra preparation time is required to create a coherent group submission. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                |                                |                                 |                                 |                                 |

|                                                                                                                                | 10 credits<br>20 ~ 25h prep<br>time                                                                                                                                                                                                                                                                                                                                                              | 15 credits<br>30 ~ 37.5h prep<br>time | 20 credits<br>40 ~ 50h prep<br>time | 30 credits<br>60 ~ 75h prep<br>time | 40 credits<br>80 ~ 100h prep<br>time | 60 credits<br>120 ~ 150h<br>prep time |
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| <b>Independent research</b><br><br>For example:<br>Review (scoping, systematic, literature)<br>Journal article<br>Dissertation | 3000 words max                                                                                                                                                                                                                                                                                                                                                                                   | 4000 words max                        | 6000 words max                      | 8000 words max                      | 10000 words max                      | 15000 words max                       |
|                                                                                                                                | For these modules, contact time would take the form of small-group or one-to-one teaching, typically comprising fewer contact hours than more standard class-taught modules. This affords higher notional hours of preparation time dedicated to the assessment and therefore higher maximum word counts may be justified, as stipulated. Lower counts may be justifiable in some subject areas. |                                       |                                     |                                     |                                      |                                       |

|                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |             |                                          |     |     |     |
|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|------------------------------------------|-----|-----|-----|
| <b>In-person exam</b><br><b>Online tests</b> | 2 hours max                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 3 hours max | 4 hours max<br>(as multiple assessments) | N/A | N/A | N/A |
|                                              | <p>When calculating <i>pro rata</i> test/exam durations, the advice is to round-up to the nearest half-hour e.g. an exam worth 60% of a 20 credit module is calculated as <math>3h \times (60/100) = 108</math> minutes. This should be set as 2 hours.</p> <p>Online tests are typically set outside the BU examination periods and focus on specific module content; they are available to access for several days or weeks but once opened, they are usually time limited. The above tariffs can apply in those situations.</p> <p>PLSP specifications in terms of 'extra time' must be adhered to.</p>                                                                                                                                                                                       |             |                                          |     |     |     |
| <b>Practical exam</b><br><b>Online exam</b>  | 3 hours max                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 4 hours max | 5 hours max                              | N/A | N/A | N/A |
|                                              | <p>When calculating <i>pro rata</i> exam durations, you are advised to round-up to the nearest half-hour e.g. an exam worth 60% of a 20-credit module is calculated as <math>3h \times (60/100) = 108</math> minutes. This should be set as 2 hours.</p> <p>Online ("take-home") versions of exams are typically open for completion within a <math>\leq 12h</math> period within the BU examination period and often assess large tracts of the module content. The assessment should be designed to be possible to complete within the above tariffs.</p> <p>During practical exams of <math>&gt;3h</math> duration, arrangements should be made for sufficient breaks e.g. for the consumption of food and drink.</p> <p>PLSP specifications in terms of 'extra time' must be adhered to.</p> |             |                                          |     |     |     |



|                                                                                                            | 10 credits<br>20 ~ 25h prep<br>time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 15 credits<br>30 ~ 37.5h prep<br>time | 20 credits<br>40 ~ 50h prep<br>time  | 30 credits<br>60 ~ 75h prep<br>time | 40 credits<br>80 ~ 100h prep<br>time | 60 credits<br>120 ~ 150h<br>prep time |
|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|--------------------------------------|-------------------------------------|--------------------------------------|---------------------------------------|
| <b>Individual oral presentation</b><br><br>For example:<br>Live in-class seminar<br>Recorded seminar       | 20 mins max                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 30 mins max                           | 40 mins max                          | N/A                                 | N/A                                  | N/A                                   |
|                                                                                                            | Presentations at Level 3 and 4 are likely to be somewhat shorter in duration than the maximum values stipulated here. Time for questions and discussion would be considered in addition to these values but would not normally be more than 50% of the presentation time.<br><br>Any format requiring new technical skills should normally have the teaching of those skills integrated within the teaching time (not the assessment preparation time time).                                                                                                                                                    |                                       |                                      |                                     |                                      |                                       |
| <b>Group oral presentation</b><br><br>For example:<br>Live in-class seminar<br>Recorded seminar<br>Podcast | Personal contribution<br>15 mins max                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Personal contribution<br>23 mins max  | Personal contribution<br>30 mins max | N/A                                 | N/A                                  | N/A                                   |
|                                                                                                            | Presentations at Level 3 and 4 are likely to be somewhat shorter in duration than the maximum values stipulated here. Individual contribution times are reduced to account for the greater preparation time likely required to organise and deliver a team presentation. Time for questions and discussion would be considered in addition to these values but would not normally be more than 50% of the presentation time.<br><br>Any format requiring new technical skills should normally have the teaching of those skills integrated within the teaching time (not the assessment preparation time time). |                                       |                                      |                                     |                                      |                                       |
| <b>Interview / oral assessment</b>                                                                         | 30 mins max                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 40 mins max                           | 50 mins max                          | 60 mins max                         | 60 mins max                          | 60 mins max                           |
|                                                                                                            | This form of assessment should not normally constitute more than 30% of a module mark. Appropriate supporting, formative assessment should be provided if students are unfamiliar with this assessment type. As a further guide: 30% of a 10 credit module equates to 9 minutes; at 15 credits, it is 12 minutes; at 20 credits it is 15 minutes; for larger credit modules, the duration should not exceed 18 minutes. Shorter durations could be considered e.g. for Levels 3 and 4, though the application of this assessment type at those levels should be carefully considered.                           |                                       |                                      |                                     |                                      |                                       |

|                                                                             | 10 credits<br>20 ~ 25h prep<br>time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 15 credits<br>30 ~ 37.5h prep<br>time | 20 credits<br>40 ~ 50h prep<br>time | 30 credits<br>60 ~ 75h prep<br>time | 40 credits<br>80 ~ 100h prep<br>time | 60 credits<br>120 ~ 150h<br>prep time |
|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|-------------------------------------|-------------------------------------|--------------------------------------|---------------------------------------|
| <b>Individual live<br/>action, scripted,<br/>edited video<br/>recording</b> | 6 mins max                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 9 mins max                            | 12 mins max                         | 15 mins max                         | N/A                                  | N/A                                   |
|                                                                             | <p>It is recognised that these values are highly dependent on a range of difference potential scenarios. It is assumed here that the videos are scripted, storyboarded, contain some narration or voice-over, and are subtitled.</p> <p>Any format requiring new technical skills should normally have the teaching of those skills integrated within the teaching time (not the assessment preparation time time).</p> <p>If the work is multi-dimensional, making the equivalency difficult to align to the above criteria, then consider using the procedure outlined in Appendix 1.</p> |                                       |                                     |                                     |                                      |                                       |

## **Specific Requirements – Programmes**

### **Number of Assessments Across a Programme**

18. As part of the annual programme review (through the QA1 and QA2 process), the number, temporal distribution, and type of assessments experienced by students at each level should be monitored, reviewed and relevant action plans specified.
19. Where the total number of assessments exceeds 18 across any given level (i.e. averages more than three assessments per 20 credits), it is possible that staff and students are experiencing over-assessment. Assessment loads above this level therefore require specific attention and justification as part of QA review and/or approval processes. This guide figure is the *trigger threshold* for specific review by the Programme Director or equivalent; it is not an absolute upper limit if there is a pedagogically justifiable reason to have a higher number of assessments. However, both student feedback and student performance data should be scrutinised and reviewed under such circumstances, and reported upon in the QA1.

### **Temporal spread of assessment submission dates across a programme**

20. Schools must, prior to the start of each term, undertake checks to avoid excessive clashing or bunching of deadlines at programme level particularly for high credit-weighted submissions.
21. However, it is recognised that the assessment workload will vary across a semester. Occasionally, deadlines have associated long lead-in times (typically larger written pieces) that necessitate time-management skills. Students should be encouraged and supported in developing skills and strategies in this regard. This support should be sign-posted from module- or programme-level information outlets.

## **Appendix 1: Procedure for estimating the Assessment Preparation Time (APT) for assessment types that are not covered in the exemplars.**

For assessment types that are not covered in the exemplars given, the assessment load must still be considered, must align with the number of assessments, the credit weighting and assessment volume, and must be reported in Worktribe module documentation.

The procedure outlined below provides a systematic approach to estimating the assessment preparation time (APT) for the student. It involves:

1. a consideration of potential influences on the APT for the assessment under consideration,
2. a breaking down of the preparation process into component parts and estimates made of the APT for each component, using an Estimation Table (below).
3. comparison with the total APT with the allowable limits given in Table 1 (p.3)
4. adjusting the assessment content, assessment weighting or teaching delivery to align the assessment weighting with the allowable APT
5. sense checking – the initial APT estimate with professional colleagues and the student cohort; and a post-assessment review with the student cohort.
6. uploading the APT Estimation Table to the 'Documents' tab of the Worktribe module page.

### **The Procedure**

It is assumed that the weighting of the assessment is provisionally ascribed at the start of the programme development process and reflects the extent of the intended learning outcomes tested by the assessment.

1. Consider and reflect on the following potential influences on the APT:
  - a. The nature of the "assessment" to be submitted, compared to the preparatory effort:

Some submission types could appear to be of little volume but are based on much hidden preparatory work. Typically, this would be academic research, but might equally involve practical elements of data collection, or in the case of group work, the practicalities of arranging meetings between group members. In some academic areas e.g. production of a creative work, the 'assessment submission' may be a very small proportion of the total effort, or the volume of the assessment submission is not a relevant measure. It is, therefore, important to identify such preparatory effort in calculating the assessment preparation time.
  - b. The complexity and scope:

The depth and breadth of the assessment content can significantly impact preparation time. More complex topics or broader scopes will naturally require more time to understand and cover.
  - c. Prior knowledge

Students' existing familiarity with the subject matter can influence how much time they need. If they are already well-versed in the topic, they might need less preparation time compared to a less familiar subject.

## d. Presumed prior skill-base:

Students' existing skill-base can greatly influence the preparation time e.g. the need for coding skills, multimedia skills, familiarity with associated software, interview skills etc. Consider, even for cases where the skills form part of the module (or previous modules), what level of expertise the students possess and how much learning and development is expected as part of the assessment preparation, as opposed to simple application of skills at their current level of expertise.

## e. Resource availability:

Access to necessary resources such as textbooks, articles, public records, archive data, and online materials can affect preparation time. If resources are readily available, students can spend more time preparing their submission, rather than searching for materials and information.

## f. Feedback and revision:

Allow time for students to review and revise their work if there are in-built formative elements of peer or instructor review.

2. Break the assessment preparation down to component parts. Reflect on the level challenge of each component, on the basis of the above considerations and your professional judgement. Make estimates of how long each component will take and calculate the total. Generic examples of components are given in Table 4 (note these examples are not inter-connected to a single assessment).

**Table 4: Assessment Preparation Time Estimation Table**

| Component                                                                 | Challenge                                                                                                                                                                                                                                                                          | Estimate time allowance |
|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| Administrating team meetings                                              | This Y1 class don't know each other, but they have been allocated to 'Teams' groupings                                                                                                                                                                                             | 2 h                     |
| Defining the idea                                                         | They've done this previously several times in the context of similar subject matter                                                                                                                                                                                                | 1 h                     |
| Designing the data acquisition / survey                                   | Most <u>but not all</u> the class have experience of this.                                                                                                                                                                                                                         | 4 h                     |
| In-person visits to local libraries to source and inspect primary sources | This will be the first time for most                                                                                                                                                                                                                                               | 12 h                    |
| Writing and testing code to adapt the computer model                      | It's a model that is very familiar to them, they've had extensive coding tasks previously and the required adaptations are minor                                                                                                                                                   | 2 h                     |
| Writing and testing code to adapt the computer model                      | The model is introduced as part of the module and only briefly described in class; further reading required. Whilst students have coding experience, this is limited, and part of the assessment tests their ability to self-develop their coding skills. The required adaptations | 6 h                     |

|                                                                                                                                                                      |                                                                                                                                                                                                                                           |      |
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|                                                                                                                                                                      | are relatively minor.                                                                                                                                                                                                                     |      |
| Performance practice                                                                                                                                                 | Experience shows that for the duration of performance involved, it will likely take six, 3h sessions.                                                                                                                                     | 18 h |
| Interviewing                                                                                                                                                         | The class are familiar with interviewing; sessions are on-campus and pre-arranged and therefore do not require much longer than the actual interview time to be allocated.                                                                | 16 h |
| Creating the storyboard                                                                                                                                              | This is the first time that they will have created a storyboard independently, but they will have prepared one as a group in the previous semester.                                                                                       | 6 h  |
| Generate an 'opinion piece' for a specified audience using two different (specified) GAI LLM models and ...                                                          | Up to five honing 'prompts' are allowed and student have to comment on the response of the models to the prompts. They have been provided with the relevant links to GAI LLMs but have only seen ChatGTP 3.5 being demonstrated in-class. | 5 h  |
| ... evaluate the factual correctness of the final generated content. Test and report on the veracity of at least five claims made in the pieces (600 words or fewer) | Generously assume that 1 h is required to test each claim.                                                                                                                                                                                | 10 h |
| <b>Estimated Assessment Preparation Time total</b>                                                                                                                   |                                                                                                                                                                                                                                           |      |

3. Check Table 4 and note the notional assessment preparation time for the weighting of the assessment in question. Compare with the estimated APT total.
4. In the cases of a substantial mismatch e.g. >20% difference between estimated and allowable APT, make necessary adjustments. These may include changes to the assessment requirements but could involve, for example, more support and training. Once adjusted, repeat the total APT estimation process until it aligns with the allowable limit (Table 1).
5. Confer with colleagues to sense check your approach for example; that all the component parts of the preparation have been considered and that time estimates are appropriate. Likewise, you could consider checking your estimates with the student cohort *before* running the assessment. For the first time of running, you must confer with the student cohort after marking and feedback, to discuss their perceptions of the APT. Report this in the Annual Module Review and note any actions, should they be required.
6. For the purposes of validation, please append the Assessment Preparation Time Estimation Table to the module Worktribe record, Documents tab.