

*This regulation applies to students in all UoP sites of delivery and in all UK and international partnerships, unless exceptions to regulations have been formally approved.*

## UNIVERSITY OF PLYMOUTH

### ACADEMIC REGULATIONS SUB-COMMITTEE

#### Definitions of Elements and Components of Assessment

Each module is assessed by one or more elements of assessment. The formally approved Module Record defines the proportion of the module's assessment derived from each element and this cannot be amended without following due process. Each element of assessment may contain more than one component of assessment, the results of which are aggregated together to produce a single percentage mark or pass/fail assessment. The components of assessment are subject to annual review by module and programme teams; the nature and proportion of marks they contribute must be defined in the Module Record before the module is offered for selection by students for study in the following academic Year.

| Element Code and Title  | Definition   |
|-------------------------|--|
| E1 Examination          | <p>A task or set of tasks relating to a particular area of study. Written exams usually occur at the end of a period of learning and assess whether students have achieved the intended learning outcomes. They may be 'seen', where the student is aware in advance of the task(s) they are expected to complete, or 'unseen', where the tasks are only revealed 'on the day'. In an 'open-book' exam, a student is allowed to use a selection of reference materials during the assessment. The tasks set as part of a written exam may be essay, short answer, problem, multiple-choice or computer-based. Examinations take place under timed conditions.</p> <p>Notes:</p> <ol style="list-style-type: none"><li>1. Most assessments under this category will be formal (normally end-of-year) examinations, arranged centrally by the University or College Examinations Office.</li><li>2. Examinations are always percentage marked.</li></ol> |
| E2 Clinical Examination | <p>A clinical examination taken under timed conditions. A clinical examination can be either percentage marked or pass/fail. Examples include: OSCE – Observed Structured Clinical Examination, OSPA – Observed Simulated Practice Assessment, ISPE – Individual Structured Practical Examination, ISCE – Individual Structured Clinical Examination.</p>  |

|               |  |
|---------------|--|
| T1 Test       | <p>A task or set of tasks relating to a particular area of study taken in a similar way to a formal examination (see E1 for definition), but normally held in a timetabled slot and room for the module. . They may be 'seen', where the student is aware in advance of the task(s) they are expected to complete, or 'unseen', where the tasks are only revealed 'on the day'. In an 'open-book' test, a student is allowed to use a selection of reference materials during the assessment. The tasks set as part of a written test may be essay, short answer, problem, multiple-choice or computer-based.</p> <p>Notes:</p> <p>1. Most assessments in this category will be arranged through normal timetabling in the faculty and not by the University or College Examinations Office.</p>   |
| C1 Coursework | <p>Assignments set during the module, to assess one or more of the learning outcomes. These are classified as</p> <ol style="list-style-type: none"> <li>a. Written assignment, including essay.</li> <li>b. Report. A description, summary or other account of an experience or activity.</li> <li>c. Dissertation. An extended piece of written work, often the write-up of a final-year project.</li> <li>d. Portfolio. A collection of work that relates to a given topic or theme, which has been produced over a period of time. Typically, a portfolio contains a number of pieces of work, usually connected by a topic or theme. Students are usually required to organise the collection of examples and the portfolio often includes some reflective accounts (diaries/logs). Examples include, in education, that students may collect in a portfolio essays around particular teaching methods, lesson plans, teaching materials that they have developed and a report about the teaching experience itself. Examples also include a creative arts portfolio which may contain a strong practical element. This does not include a portfolio which documents clinical competencies normally assessed through practice.</li> <li>e. Project output. Output from project work, often of a practical nature, other than a dissertation or written</li> </ol> |

|               |   |
|---------------|---|
|               | <p>report. Students are assessed on the output of a period of project work (other than in the form of a dissertation or written report). Examples are diverse and include the staging of a play or other performance, a piece of artwork, a new product or a poster.</p> <p>f. Set exercise. Questions or tasks designed to assess the application of knowledge, analytical, problem-solving or evaluative skills. This includes tests (written or computer-based) of knowledge or interpretation that are not conducted under examination conditions.</p>  |
| P1 Practical  | <p>Assignments set during the module, to assess one or more of the learning outcomes by practical skills assessment, oral assessment or presentation.</p> <p>a. Oral assessment and presentation. Examples of oral assessments and presentations include conversations, discussions, debates, presentations and individual contributions to seminars or a viva voce exam.</p> <p>b. Practical skills assessment. Practical skills assessment focuses on whether, and/or how well, a student performs a specific practical skill or technique (or competency). Examples include clinical skills, laboratory techniques, identification of or commentary on artwork, surveying skills, language translation or listening comprehension.</p> |
| A1 Assessment | <p>A generic element of assessment that enables a student to demonstrate some of the learning outcomes of a module by, for example, satisfactory attendance at seminars, performances, laboratory or practical sessions or field courses, achievement of specified competencies or attitudes, behaviour and engagement in groupwork. This element of assessment is always assessed as pass/fail only. This element of assessment does not need to be included on every professionally accredited programme.</p>   |

|  |                                |   |
|--|--------------------------------|---|
| <b>Version number</b><br>2019/20 v1.0  | <b>Status (final)</b><br>Final | <b>Owned by</b><br>Academic Regulations Co-ordinator  |
| <b>Summary of any amendments</b><br>See <a href="#">Summary of Recent Changes</a>  |                                |   |
| <b>Document objectives</b><br>To provide the definitions of elements and components of assessment as used by the University effective for the academic year 2019/20. |                                |   |
| <b>Intended recipients</b><br>Students and staff   |                                |   |
| <b>Approving Body and Date approved</b>  |                                | Originally approved by Academic Board July 2013       |
| <b>Date of Issue</b>   |                                | This version – September 2019                         |
| <b>Review date</b>   |                                | Summer 2020   |
| <b>Contact for review</b>  |                                | <b>Job Title</b><br>Academic Regulations Co-ordinator |

| Version         | Date              | Author(s)  | Replaces        | Comment  |
|-----------------|-------------------|------------|-----------------|--|
| 2013-14<br>v1.0 | August<br>2013    | Pat Wilde  |                 | Draft used as part of annual review and update of Academic Regulations – not circulated. |
| 2013-14<br>v2.0 | December<br>2014  | Pat Wilde  | V1.0<br>above   |  |
| 2014-15<br>v1.0 | September<br>2014 | Kate Ellis | 2013-14<br>v2.0 |  |
| 2015-16<br>v1.0 | September<br>2015 | Kate Ellis | 2014-15<br>v1.0 |  |
| 2016-17<br>v1.0 | September<br>2016 | Kate Ellis | 2015-16<br>v1.0 |  |
| 2017-18<br>v1.0 | September<br>2017 | Kate Ellis | 2016-17<br>v1.0 |  |
| 2018-19<br>v1.0 | September<br>2018 | Kate Ellis | 2017-18<br>v1.0 |  |
| 2019-20<br>v1.0 | September<br>2019 | Kate Ellis | 2018-19<br>v1.0 |  |