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UNIVERSITY OF PLYMOUTH

QUALITY AND STANDARDS 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 |
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| A1 Assessment | 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. |
| C1 Coursework | Assignments set during the module, to assess one or more of the learning outcomes. These are classified as a. Written assignment, including essay. b. Report. A description, summary or other account of an experience or activity. c. Dissertation. An extended piece of written work, often the write-up of a final-year project. 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 |

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| | <p>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.</p> <p>e. Project output. Output from project work, often of a practical nature, other than a dissertation or written 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> |
| 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"> 1. Most assessments under this category will be formal (normally end-of-year) examinations, arranged centrally by the University or College Examinations Office. 2. Examinations are always percentage marked. |
| 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> |
| O1 Remotely delivered assessment | <p>An 'open book' assessment which is time-limited to 48 hours. The assessment is accessible for a 48 hour</p> |

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| | <p>period, but the task(s) should be judged to require no longer than a maximum of 6 hours to complete. Marking criteria should be clear and there should be no other educational activity scheduled for that 48 hours. Students may access additional reference information (e.g. using their notes, books or the internet) throughout the 48 hour period, but use of enablers or provision of additional time are precluded</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. MAP requests must still be given individual consideration to determine whether reasonable alternatives are possible given any competence or safety considerations. For example, in some cases it might be possible to require a student to engage with the assessment under the same conditions but submit answers in an audio recording, or to undertake a viva examination remotely in place of an 'open-book' assessment. 2. To maximise inclusivity, the time required to complete the 'open-book' assessment is very much less than the total duration for which the assessment is available. 3. For PSRB regulated programmes an 'open-book' assessment time-limited to 24 hours is permitted. 4. This is neither an 'open-book' examination nor coursework in lieu of examination. Academic Offences Regulations (AST10.2) apply |
| 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> <ol style="list-style-type: none"> 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. 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. |
| 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</p> |

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| | <p>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> |
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| Summary of any amendments Inclusion of O1 element of assessment | | | | |
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| 2013-14 v1.0 | August 2013 | Pat Wilde | | Draft used as part of annual review and update of Academic Regulations – not circulated. |
| 2013-14 v2.0 | December 2014 | Pat Wilde | V1.0 above | |
| 2014-15 v1.0 | September 2014 | Kate Ellis | 2013-14 v2.0 | |
| 2015-16 v1.0 | September 2015 | Kate Ellis | 2014-15 v1.0 | |
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| 2018-19 v1.0 | September 2018 | Kate Ellis | 2017-18 v1.0 | |
| 2019-20 v1.0 | September 2019 | Kate Ellis | 2018-19 v1.0 | |
| 2022-23 v1.0 | September 2022 | Donna Strickland | 2019-20 v1.0 | Inclusion of definition of O1 element of assessment |