

P1 ASSESSMENT PRINCIPLES

For students on programmes and awards validated by the University of Plymouth this section of the CAPR has been agreed by the University (as the awarding institution) as meeting its requirements for academic assessment. The shaded sections below form GSM London regulatory and policy framework as applied to Plymouth University and GSM awards.

Related guidance and codes of practice can also be found at the [QAA Code of Practice, Assuring and Enhancing Academic Quality](#): Chapter B4 Enabling Student Development and Achievement and Chapter B6, 'Assessment of students and accreditation of prior learning'.

Purpose and scope

1.1 This section of the Consolidated Academic Policies and Regulations (CAPR) explains the principles of assessment at the College. It also provides a framework and guidance for programme teams on types of assessment and how assessment may be managed.

Introduction

Overview

1.2 The College is committed to assessment strategies which:

- (a) maximise the individual potential of students by fostering a culture of high aspiration, high expectation and high standards that support both retention, progression and achievement;
- (b) use a range of pedagogic approaches and technologies to develop collaborative, work-integrated and enquiry-based learning.

1.3 This policy plays a key role in outlining how assessment strategies appropriate to all programmes should be applied alongside the regulatory framework of the College's awarding institutions.

1.4 This policy outlines how assessment and feedback should be implemented so that academic standards are maintained and effective learning encouraged.

Principles

1.5 Assessment in the College is based on a number of principles to which all Faculties and Departments must adhere:

- (a) All information about assessment must be made available to staff, students, placement/practice providers and other relevant stakeholders in a clear, appropriate and accessible format.
- (b) Assessment must be designed to promote effective learning, with students being provided with assessment criteria for individual assessment tasks, as well as an explanation of how the tasks relate to learning outcomes and how marks will be allocated.
- (c) Assessment procedures must ensure that assessment is fair, valid and reliable. They will best do this by being designed in relation to explicit criteria, being inclusive, and scheduled appropriately so that workloads are equitable and feedback can be acted upon.

(d) All assessment must be subject to scrutiny and oversight and be made available to external examiners as required by the awarding body's regulations, with students receiving a single agreed mark afterwards.

1.6 The College requires Faculties and Departments to ensure they inform students and staff of the relevant regulations which can be found on the Quality Portal. In addition, the College requires that assessment be designed to promote good academic practice and integrity. This minimises opportunities for any form of cheating, including plagiarism, collusion, impersonation and use of inadmissible material.

1.7 The College requires all coursework deadlines, including the dates of submission and return of marked work, to be made clear to students at the start of the academic session. Students must be informed of the Extenuating Circumstances policy and procedures and the regulations governing late submission.

1.8 The College will publish the following, on an annual basis:

(a) The names of programme and module leaders, moderators and external examiners for each module and study programme.

(b) The methods of scrutiny and oversight of the assessment for each module and the corresponding marking and double- or second-marking or moderation processes to be used for each module.

(c) Core information provided to students for each module including learning outcomes; assessment structure; timetable for the submission of assignments; marking criteria; scrutiny and oversight; external examining arrangements, and arrangements for feedback.

(d) The dates of Award Boards and the publication of provisional results.

Assessment and feedback: their contribution to student learning

1.09 Assessment must be designed in such a way as to promote effective learning. All modules must provide opportunities for all the intended learning outcomes to be assessed. The range and types of assessment must measure student achievement of module and programme-level learning outcomes.

1.10 Principles from the Re-engineering Assessment Practices in Higher Education Project (REAP 2007) have informed the development of this policy. These are designed to engage and empower students by developing self-regulation. They focus on using assessment tasks to promote the active engagement of students in learning, and best practice in feedback to enable students to become independent life-long learners. Both formative and summative assessments should be incorporated into all programme modules. (Broadly, summative assessment means an assessment that counts towards a student's final grade or mark in a module or programme. Formative assessment means an assessment on which feedback is given but which does not count towards the final grade or mark in the module.)

1.11 Therefore, the College requires programme teams to ensure that assessments promote effective learning and assess a range of learning outcomes. Assessment types should be varied to allow students to demonstrate a range of academic skills and attributes, including group work, oral presentation, report writing and academic writing.

1.12 The potential range of forms of assessment is described at the end of this policy; however, a balance needs to be struck between the range of assessment tasks and the need for students to know how to tackle them. Too much variety and too little opportunity to practise the task can be as problematical as too little. The guiding principle has to be what best assesses the learning outcomes, rather than the provision of variety for its own sake.

1.13 The range of assessment types should be designed to ensure inclusivity and acknowledge different learning styles. Assessment tasks should also follow a pattern that ensures assessment is developmental and positively affects future learning. They should reflect the increasing complexity and demands of successive stages in the programme.

1.14 Assessment tasks should promote effective learning through:

- (a) an explicit relationship between individual assessment activities and specific learning outcomes, which can be clearly articulated to students;
- (b) the use of a variety of assessment activities, through which students can demonstrate the achievement of a range of academic or professional skills as described in the College Graduate Attributes;
- (c) a developmental progression that builds on previous learning and promotes subsequent learning on the programme, reflecting the increasing complexity and demands made by successive stages in the programme;
- (d) fostering – through the way that tasks are designed – active and enquiry-based learning, and developing increasing independence and in-depth learning in the student;
- (e) being regularly reviewed, updated (where necessary), and renewed, to ensure the active engagement of students and promote good academic practice and integrity;
- (f) feedback that is timely, positive in orientation and constructive, in a way that guides the student in how to proceed in the future and develops the skills of self-evaluation.

1.15 Assessment tasks should be fair, valid and reliable through:

- (a) being evaluated solely on the basis of the achievement of students against criteria and standards specifically aligned with learning outcomes;
- (b) being designed to promote inclusivity in such a way as not to disadvantage, overtly or by omission, any student or groups of students;
- (c) covering a range of assessment practices that acknowledge and cater for different learning styles;
- (d) being scheduled in such a way as to allow staff and students to plan and manage their workloads successfully;
- (e) clear communication to students of the purposes, extent, timing, weighting, marking and procedures for the scrutiny and oversight of marking for all summative assessments, at the start of every course;
- (f) procedures that ensure all staff who teach on a programme share a common understanding of the purpose of the assessment tasks and the associated marking criteria, with appropriate scrutiny and oversight of the marking processes.

Procedures

1.16 Assessment must be conducted with rigour, probity and fairness, and with due regard for security, taking full account of interlocking regulations, policies, procedures and guidance documents.

1.17 In compliance with the relevant QAA indicator (Chapter B6, Indicator 15), the regulations of the College's awarding bodies identify the composition and conduct of examination and awards boards,

confirming their authority; roles and responsibilities; data; the recording of assessment decisions; and the communication of results to students.

1.18 The College recognises there are several ways of improving the reliability of assessment. This policy highlights two (2) principles relevant to this issue:

(a) Ensuring that the design of assessments and marking criteria or marking schemes is clear, transparent and explicitly related to learning outcomes and to performance descriptors. To this end, the design of assessments and marking criteria or marking schemes must be scrutinised before assessment tasks are given to students and before modules are delivered. The only exception to this would be where the process of developing marking criteria formed part of the assessment task given to the students.

(b) Internal moderation of the marks and double-marking of assessments by internal examiners improves the reliability of marking. It can be useful to use marking and moderation templates for the purpose. Where internal moderation is used, this must take place before students receive their grades for summative assessment and before they receive written feedback on summative assessments.

1.19 Appropriate processes must exist to confirm that items of assessment have appropriate rigour. Departments are responsible for ensuring that assessment tasks are scrutinised and agreed before publication.

Assessment criteria

1.20 Assessment criteria and marking schemes meet the needs of different academic levels and stages of a programme to maintain academic standards, demonstrate openness, fairness and transparency, and encourage use of the full range of available marks.

1.21 Markers are encouraged to use the full range of marks – this means marks above or below a certain level should not be proscribed or discouraged explicitly or by custom and practice. For example, in awarding a first-class mark for undergraduate work, markers should bear in mind what more might reasonably be expected of any undergraduate student performing at a high level.

1.22 The logical corollary of this is that it should be possible for a student on an undergraduate Honours degree to achieve marks in the 90s. Equally, academic staff ought not to feel constrained in marking work in the lower level of achievement bands, although great care must be taken in giving feedback to students in such circumstances.

NOTE: Exemplars of assessment grids, such as that produced by Margaret Price and Chris Rust (Oxford Brookes ASKE project) are available online. Assessment grids (rubrics) can also be produced in GradeMark within Turnitin, which can be useful for a team of tutors marking the same assignment.

Amount and timing of assessment

1.23 Programme teams must ensure that the quantity of assessment is appropriate to ensuring that the learning outcomes are met and that it matches the volume of credit on the course. Faculties and Departments should also ensure there is comparability in workload within courses across their programmes, with appropriate ratios between credits, learning times, assessment loadings and, where relevant, wordage. Assessment tariffs and equivalencies are below.

1.24 Scheduling assessment should take account of the need to provide feedback to enable students to improve in future assessment tasks, and links made between learning on modules running in parallel. Assessments should be scheduled to ensure that students have time to review and prepare their work and act on any formative feedback they have received. The policy requires students to be given clear information

about the scheduling of assessments in advance. This enables them to work effectively and time-manage their work.

Assessment tariff and equivalences

1.25 The College believes an institution-wide tariff for summative assessment promotes:

- (a) comparability and fairness in assessment practice;
- (b) transparency of process for students and academic colleagues;
- (c) a reduction in assessment load; and
- (d) students making their best efforts on assessment tasks.

1.26 The principles of the assessment tariffs are:

- (a) a diverse menu of assessment approaches – flexibility and innovation are integral to good assessment practice;
- (b) the choice of mode of assessment remains at the discretion of the module team;
- (c) the tariff must include ‘equivalences’ for the most commonly used assessment activities;
- (d) in line with the sector, the tariffs are proportionate to the credit weighting of the module. A mechanistic approach should be avoided, so Level 3 need not be 50% less than Levels 4-6 nor Level M 50% more;
- (e) the maximum number of components permitted in a 15-credit module is two (2);
- (f) professional, statutory and regulatory body requirements may take precedence over stated tariffs but will be decided during programme approval.

Summative Assessment Tariff

The summative assessment tariff comprises the maximum assessment load for a module, lesser loads may be preferable. Credits per module must be taken into consideration.

SUMMATIVE TARIFF: Maximum Assessment loads per module		
Assessment Mode *	Level 4-6 (15/30 credits)	Level 7 15 – 20 credits
Coursework	Research Essay 2000-5000 Technical Report, Briefing or Opinions 1000-2000 words Independent Research Projects 2000-5000 words Group Research Reports 2000- 7000 words	3000-4000 words

Written Examination	Level 4 / Level 5 / Level 6 1.5 hrs/2 hrs/3hours	3 hours
Practical (face-to-face) examination, viva, presentation or practical skills demonstration	Oral Presentations 5-15 minutes Oral Group work 15-30 minutes	60 minutes
Dissertation	7,000 - 10,000 words	40 credits 8,000 60 credits 12,000
PhD (Plymouth)	80,000	
PhD (Wales)	100,000	

** The above list is not exhaustive, and modes of assessment not represented will require a defined equivalence.*

These are indicative for each assessment type and may vary depending on subject.

1.27 If more than a single component of assessment is specified per module:

- (a) the tariff will be divided between components;
- (b) the balance of the weighting applied to each component with the tariff will be consistent.
Example: two (2) components at Levels 0-3 (coursework and written examination) each worth 50% = coursework 2,000 words or written examination 90 minutes, so each are reduced to achieve the total tariff.

Roles and responsibilities

1.28 Module leaders are responsible for ensuring that all assessment tasks are:

- (a) appropriately designed to offer formative and summative opportunities;
- (b) mapped to learning outcomes and enable students to demonstrate achievement of these;
- (c) devised at the same time, together with reassessment tasks (coursework, examinations etc.);
- (d) efficient in terms of student and staff time;
- (e) accompanied by a set of assessment criteria, task guidelines, submission dates and information about return of work, clearly published to students;
- (f) operated through appropriate processes that facilitate e-submission where relevant;

- (g) clearly worded and presented, within designated timeframes;
- (h) followed by appropriate feedback, within designated timeframes;
- (i) adequately invigilated (applies to examinations only).

1.29 Programme leaders are responsible for ensuring that:

- (a) a variety of assessment tasks and types are employed and mapped across the programme;
- (b) learning outcomes and associated assessment tasks and criteria are monitored to ensure they:
 - meet the programme's published aims;
 - are in keeping with qualifications descriptors and subject benchmark statements;
 - reflect increasing levels of demand, complexity and depth of study.

1.30 Heads of Department are responsible for ensuring that:

- (a) all assessment and reassessment tasks (coursework, examinations etc.) are devised at the same time for each module;
- (b) adequate systems and procedures are in place for the internal moderation of all methods of assessment for all the modules;
- (c) there is adequate communication with external examiners.

1.31 Deans are responsible for ensuring that:

- (a) examinations are conducted in a fair, proper and secure manner for each module;
- (b) adequate systems and procedures are in place for the internal and external moderation of all assessment tasks, for all modules and programmes;
- (c) adequate liaison takes place with the Disability and Wellbeing Officer, and adequate provision is supported, to ensure disabled students are provided with equality of opportunity to participate and achieve success in assessment tasks;
- (d) adequate systems and procedures are in place for the storage and disposal of assessed work;
- (e) a sound process is maintained to accredit experiential and certificated learning, in line with College policies, and to recognise credit awarded by other UK Higher Education institutions.

1.32 The Academic Registrar is responsible for ensuring that:

- (a) there is a published mechanism for logging the receipt of submitted work and giving students a dated receipt for it;
- (b) there is a secure method for students to collect marked coursework;

(c) scripts/examples of work are stored and disposed of in line with the Records Retention Schedule.

1.33 Students are responsible for ensuring they:

- (a) are aware of, and act in line with, guidance given on assessment processes including submission dates and timeframes;
- (b) seek further clarification, advice and guidance where needed;
- (c) tell the College of any disabilities, including dyslexia, that may affect assessment and may require additional support;
- (d) engage and participate fully in learning, teaching and assessment practice;
- (e) maintain good attendance, and liaise with school staff in the event of difficulty;
- (f) follow 'Instructions to candidates' provided for examinations, and follow all directions given by invigilators;
- (g) uphold the principles of academic integrity, avoiding instances of academic misconduct.

1.34 The Learning Support and Wellbeing Team is responsible for:

- (a) maintaining records of agreed reasonable adjustments for students;
- (b) with the student's permission, conveying relevant information to relevant examination administrators at least three (3) weeks before the start of the examination period;
- (c) providing specialist software and equipment when required;
- (d) recruiting and training support workers to help students with disabilities/specific learning difficulties during the exams if needed;
- (e) confirming to the student the details of their support worker in sufficient time for the student to practise for the exam if needed (normally a week);
- (f) giving the student a record of all reasonable adjustments they need during examinations. (This record will have been signed by the student and the Learning Support and Wellbeing Team.)

1.35 Faculties are responsible for:

- (a) conveying all relevant information on a student's reasonable adjustments in exams to staff as appropriate;
- (b) arranging for the reasonable adjustments to be put into place;
- (c) informing the student, in writing, about specific exam arrangements. This information should be made available to the student at least five (5) working days before the exam;

- (d) arranging technical back-up (in liaison with IT services) when computers or specialist equipment are used;
- (e) providing invigilators who have been trained in providing reasonable adjustments;
- (f) liaise with Timetabling about the allocation of specific rooms where reasonable adjustments will be provided.

Advice and support

1.36 Advice for students on assessment and examination principles, and the associated lower-level College rules is available from their programme leader or Head of Department. More complex queries may be referred to appropriate individuals.

1.37 Advice for staff on assessment and examination principles is available from their nominated Academic Policy Partner or Head of Department.

Fees

1.38 No additional fees or charges are associated with this policy.

1.39 The College is not liable for financial or other consequences arising from action under these regulations.

Legal and regulatory context

1.40 This policy embodies the College commitment to the Quality Assurance Agency (QAA) UK Quality Code for Higher Education. In particular, it reflects the guidelines in Parts A and B, and more specifically, the indicators outlined in Chapter B6 of the Code, 'Assessment of students and accreditation of prior learning' (2011).

1.41 The College may not be bound by the principles in 1.41 and this policy alone may not provide the procedure to meet all these principles. It uses the principles as guidance only, to help it deal soundly with these matters.

Enforcement, monitoring and review

1.42 If any person or body in the College refuses to comply with a request or decision made to enforce this policy, their refusal must be reported to the Academic Registrar, who will take whatever action is necessary to enforce this policy as they think necessary.

1.43 Each year, the College must receive a report that enables it to monitor, identify and act on any shortfalls in how this policy is interpreted and applied.

1.44 The annual report must include statistical data on the number of workplace and placements, Departments and programmes from which they originate; the length of the process; and the equality characteristics (including sex, disability and ethnicity) of those in placements.

1.45 The context of assessment is evolving, so this policy will be continually reviewed. However, at least every two (2) years, the College must review this policy to ensure that:

- (a) it remains up to date and continues to meet the expectations of the UK Quality Code, applicable legislation and guidance;
- (b) areas of improvement, or any concerns, raised by students, external examiners, or professional bodies have been addressed; and
- (c) opportunities to reduce unnecessary bureaucracy have been taken.

Schedule (not part of the policies or regulations):

Responsible Officer: Dean of Faculty

Approved by: Board of Directors and Academic Board

Version: 2.0

Date: June 2017

Monitoring and Review Body: Academic Regulations and Awards Committee

Effective From: July 2017

Next Scheduled Review: April 2018

Types of assessment

- **Essay:** Classically, the discursive presentation of an argument, in a relatively short piece of work (typically between 1,000–5,000 words). The term ‘essay’ can, however, be used to cover such things as a photographic essay, in which a connected series of images are put together, with or without linking text.
- **Dissertation:** A more sustained piece of argument embodying an extended analysis, usually the result of a small research project (empirical or theoretical), presented at undergraduate or Master’s level (typically 5,000–20,000 words, depending on level).
- **Thesis:** Sustained presentation of the results of an independent piece of research (empirical or theoretical), containing detailed and sophisticated argument, for a PhD or other form of doctorate (typically, for a PhD, 80,000–100,000 words).
- **Proposal:** Usually, a description of a proposed project or piece of research. Normally it entails some methodological discussion and a description of the techniques or methods the student intends to use. It perhaps also suggests hypotheses to be tested (a first step towards a dissertation or thesis).

- **Literature review:** Often a component of a dissertation or thesis, but sometimes conducted as an exercise in its own right, whether or not it is ultimately to form part of a dissertation or thesis. Normally, it examines the existing literature to discover strengths and weaknesses in the field, identifying gaps in the literature that the thesis/dissertation is intended to address or fill. It thereby provides the rationale for conducting the research.
- **Bibliography:** This is most often annotated and may be related to a dissertation or project or to a topic specified on a course. It may form part of training students in the skills of research. It can be especially useful in helping them in the early stages of undergraduate work to develop a sense of themselves as independent researchers as part of enquiry-based learning.
- **Outline:** A coherent plan of a programme of work, whose required format will be set but will probably include the following: an introduction indicating the main thrust of the argument and a justification of it; the division of the argument into sections; a list of the main sources to be used with a note of their salient points, and how this information is likely to be integrated into a conclusion. This is usually among the preparatory stages of writing up a dissertation or project.
- **Project:** This is typically an individual or collective enterprise designed to achieve an objective, but is often used simply to describe the kind of activity that will result in the writing of a dissertation, and is understood to mean 'research project'. It could equally be used, however, about the design of a piece of software and the writing of the relevant code. In terms of work-related activity, a project could mean an activity by one (1) or more students for a client (whether real or imaginary).
- **Portfolio:** This is typically, but not exclusively, a collection of creative pieces of work designed to showcase skill in a synoptic way. It can be used in a variety of productive ways and for a range of purposes. It could combine formative and summative assessment – for example, by gathering together work that had previously been subject to formative feedback and been improved upon to be submitted for summative assessment.
- **Supervision meeting/review:** Many supervision meetings can be relatively informal and designed simply to provide feedback. But these will often be punctuated by more formal review processes where progress is assessed against a series of defined markers or expectations.
- **Supervisor's report:** As a part of work-based learning, a supervisor report is used extensively to assess the student's capacity to work safely, competently and appropriately within a professional environment, according to defined criteria. This can be compiled in discussion and through consultation with the student.
- **Report:** Normally a written text intended to convey information, a report is usually intended to convey the results of an investigation or inquiry, tailored to a specific audience. Report-writing can often be useful in giving students a way of rehearsing work-related activities, providing a simulation of something they may later be doing in their professional lives.

- **Review:** A detailed review of a single book, artwork or performance of the kind found in the book review section of a journal, arts magazine or quality newspaper. Used with academic texts, this can be a very useful way of developing in students the skill of identifying and evaluating arguments.
- **Briefing paper:** This has the primary purpose of communicating to a defined audience the basic features of a problem or issue, together with the relative merits of alternative approaches to tackling the problem or issue. This could be a component of a simulation (see below).
- **Case study:** Usually an analysis of one (1) or more individuals, events, decisions, periods, projects, policies, institutions, etc., considered holistically, possibly from a number of different vantage points or using a range of methods, to provide a picture 'in the round'. Like the report, this can be especially useful as a rehearsal for students, related to their future professional lives. The case study could be selected by the student or given them by the teaching team.
- **Simulation:** Students are given a task that in some senses 'mimics reality' and provides a holistic experience, perhaps taking on specific roles. This may result in a range of activities that could be assessed, for which a variety of forms of assessment might be used, depending on the role and the learning outcomes the activity is designed to engender. The simulation could be broken down into a series of stages, with different forms of assessment associated with each stage.
- **Assessment of practice:** This is a collaborative, constructive process between students, academic staff and the student's mentor or practice internal examiners. It involves the practice outcomes and skills developed during placements being assessed, based on observation of students in practice and evidence presented in a practice assessment document or equivalent.
- **Presentation:** This involves the student(s) demonstrating and explaining the content of a topic. Although it is most often associated with a business context, almost anything could be the subject of a presentation, which means this is a skill students could acquire in several contexts and with several purposes in mind: e.g. an interior designer presenting information to a client; a fund-raiser working for a charity; a campaigner for a political party; or a lecturer on antique porcelain talking to museum curators.
- **Poster:** Posters are increasingly being used as a form of presentation at scientific conferences and can act as a useful simulation activity for students. Typically, they are used to present information gleaned from research, identifying research methods used and outcomes, but that adopt a visual format to do so.
- **Reflective writing:** This is normally understood to mean a form of writing that explores the meaning or significance of an experience in a broader context to try to evaluate what might be learned or what conclusions might be drawn from the experience. Any practitioner who is required to be or to become self-aware will probably need to do some form of reflective writing.

- **Journal:** This could cover a range of different activities, but is usually understood to mean a piece of reflective writing in the form of a professional diary of some kind. It records a process or set of experiences and analyses their meaning by continually recording processes, events and experiences.
- **Self-assessment:** This is similar to various forms of reflective writing but focuses on a student applying criteria to their own work. The student may need training in evaluation and support, but self-assessment can be very valuable in developing awareness of the meaning of various criteria applied to their work by tutors.
- **Peer assessment:** This may take different forms (e.g. mutual assessment of group presentations), but it focuses on developing students' awareness of the meaning of assessment criteria.
- **Peer review:** Students are given the role of internal examiners for one another's written work. This may entail involving them in building the assessment criteria and giving feedback.
- **Group work:** Group work is a task or tasks set to students as a group. It then requires evaluation as such, but may also demand evaluation of individual contributions, depending on the nature of the learning outcome(s) it aims to address. Group work can therefore be complex to design, manage and assess, but has the advantage of developing a different set of skills from those engendered in students working on their own.
- **Log/workbook:** Compared to the journal, this places greater emphasis on the process of recording (in the way that a ship's log might). It is intended as a means of keeping track of something, usually over time, so it might be used in a number of different contexts with students, where accuracy in recording is important. This could, for example, be a production log for a video or a workbook related to a project for a client.
- **Blog:** This is an online journal created by an individual or group, which allows users to post content, and allows readers to comment on posts. A collaborative or individual blog could be used to provide evidence of understanding of key themes, concepts and ideas.
- **Learning diary:** This is a reflective account by a student of the learning undergone during a specified time period (e.g. on a single course, or over a placement period). This needs to entail identification of issues related to their learning, and evidence of developing understanding and of any progress made. The student pulls together and synthesizes the points through ongoing reflection.
- **Document pack assessment:** Usually within an unseen examination, students are given a set of documents on which they have to answer questions or comment, or use as the basis for an analysis.
- **Seen/open book/open note examination:** The student responds to material to which they have been given access before the exam, or are able to bring in specified materials with them. This exam could assess the student's skills in reading and interpretation, research, problem-solving or communication, or any combination of these.

- Multiple-choice questions: Since the correct answers for these can be pre-programmed, this is an example of an assessment task that can be marked online, and would require moderation only at the setting stage.
- Short answer: This form of assessment may be used instead of an essay, for example to evaluate a student's skill in assessing or understanding something (say, an argument in a short piece of text, or key features of a case study presented to them). Unlike an essay, where argumentation is key, a short answer can test a student's capacity to respond to something on the spur of the moment.
- Concept note: Students are required to write a short synoptic account of a fundamental but complex or contentious concept, e.g. 'nationalism' or 'culture'.
- Exercise: A short written, practical or oral task (e.g. involving the manipulation of data, the analysis of a document, identification of specimens, the provision of a solution to a problem).
- Quiz: In one respect, this is self-explanatory, but a quiz can be used in quite a wide variety of ways, from group activity in the seminar room to online self-assessment.