University of Reading

University guidelines on module descriptions

Contents

Introduction

The purpose of module descriptions is to provide information about the content, teaching and learning methods, assessment, and learning outcomes of modules offered by the University.

The University is obliged under consumer law to provide accurate and accessible information to students and prospective students about its programmes. The module description template has been designed to ensure that, in respect of modules, the University meets these obligations and baseline regulatory requirements as published by HEFCE in March 2017 (A guide to providing information to prospective undergraduate students).

Approval of module descriptions, their revision and withdrawal are the responsibility of the relevant School Board of Studies and Student Experience (BoSSE) and must comply with the Programme Lifecycle Policies and the Quality Management and Enhancement Processes. The Centre for Quality Support and Development (CQSD), on the basis of the minutes of the BoSSE, creates, updates, and publishes module descriptions and, where a module has been withdrawn, takes it out use and removes it from the published list.

Master copies of all module descriptions covering a six-year period.

Completing the module description template (MDFs)

Appendix A: the module description (MDF) template.

Key module information

The following information must be provided for all modules:

1. **Module name:** Provide the full name of the module. Please do not use the ampersand (&) symbol as it causes formatting errors. The module name will appear on students' transcripts.

2. **Module code:** Provide a suitable module code following the rules below:

   - Module codes should be no longer than 7 characters long.
   - The first two letters indicate the School/Department or subject-area (Appendix B: School/Department letters for use in MDFs).
   - The third character must correspond to the FHEQ level of the module and its assessed outcomes:

FHEQ level	Character
Foundation (F)	0
Level 4 (CertHE)	1
Level 5 (DipHE)	2
Level 6 (Hons)	3
Level 7 (Integrated Masters)	4
Level 7 (Masters)	M
Level 8 (Doctoral)	D

   - The final 1-4 alpha-numeric characters should designate a single module within the School/subject area. They could have mnemonic significance or could be characters of no intrinsic meaning.
   - **NUIST modules:** For modules taught at NUIST, the module code must include the suffix "NU". This may mean that the module code is more than 7 characters.

Examples:
- ADMA90 signifies a level 7 (Masters) module provided in Agriculture. The A90 is an arbitrary identifier designating the module within the subject area.
- PYMCT1 is the code for a level 7 (Masters) module provided in Psychology focusing on Clinical Training.
- AD2A26 signifies a level 5 (DipHE) module provided in Agriculture. The A26 is an arbitrary identifier designating the module within the subject area.
- CH1OR1 is a level 4 (CertHE) module provided in Chemistry focusing on Organic Chemistry.

3. **School/Department:** Give the name of the School and Department (where applicable) offering the module. If the teaching is provided by more than once School or Department a lead School/Department must be identified.

4. **Level:** Indicate the level of the module in relation to the levels of the FHEQ listed above.

5. **Credits:** Indicate the size of the module expressed in credits. A credit is equal to ten notional hours of study (i.e. a 20-credit module equals 200 hours). A year of undergraduate study comprises 120 credits and a year of taught postgraduate study comprises 180 credits.

The expectation is that modules will be 20 credits, or multiples of 20, and will not normally exceed 60 credits.

Guidance on credit weightings (in the "Portfolio Review Approved Programme Design Decisions" document).

6. **Semester(s) in which taught:** Indicate the semester(s) in which the module is taught. This information must match the information provided in the study hours table later.

The expectation is that modules will be taught and assessed over one semester.

Guidance on module shape (in the "Portfolio Review Approved Programme Design Decisions" document).

7. **Module convenor:** Provide the full name of the member of staff with overall responsibility for the module. Note that the correct full name is needed to ensure the appropriate staff record is associated with the module. **Only one member of staff can be listed in this field.**

8. **Module co-convenor / Module lead at partner university:** If the module is taught in the UK, provide the full name of the member of staff with joint convenor responsibility for the module (if relevant). Note that the correct full name is needed to ensure the appropriate staff record is associated with the module. **Only one member of staff can be listed in this field.** Leave blank if not needed.

   If the module is taught at a partner university (e.g. NUIST or BIT), provide the full name, title and email address of the member of staff who will be the module lead at the partner university. Leave blank if not needed.

9. **Pre-requisites:** Give the module code(s) and name(s) of any module that must be taken before this module can be studied. Pre-requisite modules are module taken in the previous academic year (or earlier), not the current academic year. Modules which must be taken in the current academic year should be recorded as co-requisite modules, even if they are taken a semester earlier than the module in question. Leave blank if not needed.

   It is extremely important that pre-requisite module codes are accurately listed to avoid problems when the student module selection process is underway. An incorrect code may prevent students from selecting a module online.

10. **Co-requisites:** Give the module code(s) and name(s) of any module which must be taken concurrently (i.e. in the same academic year) with this module. Leave blank if not needed.

    It is extremely important that co-requisite module codes are accurately listed to avoid problems when the student module selection process is underway. An incorrect code may prevent students from selecting a module online.

11. **Modules excluded:** Give the module code(s) and name(s) of any module which cannot be taken if this module is taken (usually due to significant overlap of content). This rule is also used to indicate where you want to prevent a student taking this module if they have previously taken another module (again, usually due to a significant overlap of content). Leave blank if not needed.

It is extremely important that information on excluded module is accurately listed to avoid problems when the student module selection process is underway. An incorrect code may prevent students from selecting a module online.

12. **Non-modular pre-requisites / co-requisites / exclusions:** Give details of any non-modular pre-requisites, co-requisites or exclusions for this module (e.g. if students need to have studied A-Level Chemistry). Leave blank if not needed.

13. **Placement type:** If applicable, provide the placement type this module is categorised as:

   - Maxi (a year)
   - Mini (equal to a whole module)
   - Micro (forms part of a module)

   Guidance to support the design of "Micro" and "Mini" placement modules.

14. **Location:** Indicate where this module is taught (e.g. UoR UK, UoRM, NUIST, BIT etc). If the module is taught in multiple locations, please ensure that all are listed.

15. **Current from:** Indicate the academic year from which the module description will be in use.

16. **Available for visiting students:** Indicate "Yes" or "No". This information feeds into the Study Abroad Office's catalogue of modules for visiting students.

17. **Talis reading list:** Indicate "Yes" or "No" (N.B. Talis Aspire should only be used for creating reading lists for modules delivered at our Whiteknights or London Road campuses. For all other modules, please contact your Academic Liaison Librarian for further advice.).

18. **Should the module be published:** Indicate whether the module needs to be published on the module description webpages. Modules will be published by default unless a reason is given otherwise.

Module overview

1. **Module aims and purpose:** This section must include a concise statement addressing the following (100-150 words):

    -   An opening sentence that summarises the module
    -   The aims of the module in broad terms
    -   The value of the module to students (i.e., what makes the module worth undertaking?)

    Please note: This section will be visible to prospective students via the course pages and is the only content section that appears in the module browser during student module selection.

    Guidance on writing the "Module aims and purpose".

2. **Module learning outcomes:** Provide the module learning outcomes. These should be an explicit description of what students should know, understand and be able **to do** as a result of learning in the context of a particular module. They should offer a destination and explicit goals for learning, indicate the level of learning required to pass, and inform the selection of appropriate teaching, learning and assessment strategies.

    Module learning outcomes should begin "By the end of the module, it is expected that students will be able to:".

    A reasonable expectation is that 20 credit modules should have between 3-4 broad learning outcomes; 40 credit modules should have between 4-5 broad learning outcomes; and modules of more than 40 credits should have a maximum of 6 broad learning outcomes.

    Guidance on writing the "Module Learning Outcomes".

3. **Module content:** Give a brief account of the material covered, indicate the structure of the module, and provide other information which may be appropriate (e.g. a basic bibliography/key references for the module). If naming individual staff, then include the caveat "the staffing of this module is correct at the time of writing".

Structure

1. **Brief description of teaching and learning methods:** Give a brief account of the teaching and learning methods for this module. Describe the in-person and digital methods, what their relationship is and how they work together to form a coherent learning experience.

2. **Study hours:** This section includes the statement: "At least X hours of scheduled teaching and learning activities will be delivered in person, with the remaining hours for scheduled and self-scheduled teaching and learning activities delivered either in person or online. You will receive further details about how these hours will be delivered before the start of the module". Please indicate the number of hours which applies to this module. Please ensure that the statement is accurate, as this forms part of our compliance with consumer law. You should maintain a record of the hours delivered face-to-face and those online.

   In the study hours tables, indicate the hours for each item of learning for each semester. Please ensure that these match the "semesters in which taught" information provided earlier. Please also ensure that the total number of hours is correct in relation to the credit value (e.g. a 20-credit module should have 200 study hours).

   - If hours fall within the Christmas vacation period, please include them in the "Semester 1" column.
   - If hours fall within the Easter vacation period, please include them in the "Semester 2" column.
   - If hours fall within the Summer vacation period, please include them in the "Summer" column.

   Appendix C: Study hours categories and definitions.

Assessment

1. **Requirements for a pass:** Indicate whether the module is assessed using a numerical scale or whether it is "pass/fail". Also indicate whether there are particular constraints governing the assessment of the module (e.g. a requirement that the candidate pass both coursework and examination, that the candidate pass in both papers of an examination, or if there are any specific professional accreditation requirements etc).

   a) The pass mark for all modules at levels 4-6 (Parts 1, 2 and 3 of an undergraduate programme) is 40%.
   b) The pass mark for all modules at level 7 (Part 4 of an integrated masters programme) is 50%
   c) The pass mark for all modules at level 7 (in a taught postgraduate programme) is 50%.

Summative assessment: Summative assessment is work which contributes towards the overall module mark.The expectation is that a 20-credit module should have one or two items of summative assessment and no more than three.

Guidance on volume and distribution of assessment (in the "Portfolio Review Approved Programme Design Decisions" document).

Guidance on designing summative assessment.

Each item of summative assessment should be entered on a separate line. Where an item has one submission point and comprises of more than one task (e.g. portfolios), this should be entered on one line, with a more detailed breakdown of the requirements provided in the 'size of assessment' and/or 'additional information' columns.

   d) **Assessment item:** This should be the name or a short description of the summative assessment (e.g. 'Essay', 'Group presentation, 'Portfolio of work with written commentary', 'Laboratory report').
   e) **Type of assessment:** Indicate the assessment "type" (Appendix D: Definition of assessment and reassessment types).
   f) **Percentage contribution towards module mark:** Give the percentage of each item of assessment, ensuring that the total percentage adds up to 100%. If the assessments are marked as pass/fail, then this information isn't required.

g) **Size of assessment:** Indicate the length of the assessment (e.g. 2,000 words) or the length of the test/exam (e.g. 2 hours). If this isn't appropriate, please leave this blank.

h) **Submission date:** If known, please indicate when the assessment is due. This should be expressed as a teaching or assessment week number of a specific semester (e.g. Semester 1, Teaching Week 10).

i) **Additional information:** Include any additional information about the assessment here (e.g. how the assessment relates to the module learning outcomes or rationale for the choice and design of the task). **Please note, there is a 500-character limit to this field (including spaces).** This column is not mandatory.

Here is an example of how the table could be completed (based on MC1PP Presenting the Past).

Assessment item	Type of assessment	Percentage contribution towards module mark	Size of assessment	Submission date	Additional information
Reading journal	Written coursework assignment	40%	7 entries of 300-400 words each	Semester 1, Teaching Week 10	This task assesses students' breath of knowledge of museum theory.
Essay: Critique of a museum exhibition	Written coursework assignment	60%	2,000 words, including appendix of materials from self- led visit to exhibition	Semester 1, Assessment Week 2,	This task assesses students' depth of knowledge of museum theory and ability to link this to practice through a clear and concise observational and critical analysis of a chosen museum exhibition.

2. **Penalties for late submission:** If the standard University policy applies then leave this section blank and it will automatically be populated when the MDF is published. If an alternative process has been **approved,** then details should be entered here.

Penalties for late submission policy.

3. **Formative assessment:** Provide details of any task or activity which creates feedback (or feedforward) for students about their learning, but which does not contribute towards the overall module mark.

   There should be an appropriate balance between formative and summative assessment, and formative assessment should prepare students well for summative assessment.

   Guidance on designing formative assessment.

4. **Reassessment:** Provide details of the reassessment arrangements that students will undertake.

   Guidance on reassessment.

   Each item of reassessment should be entered on a separate line. Where a reassessment item has one submission point and comprises of more than one task (e.g. portfolios), this should be entered on one line, with a more detailed breakdown of the requirements provided in the 'size of reassessment' and/or 'additional information' columns.

   a) **Reassessment item:** This should be the name or a short description of the summative assessment (e.g. 'Essay', 'Group presentation, 'Portfolio of work with written commentary', 'Laboratory report').
   b) **Type of reassessment:** Indicate the reassessment "type" (Appendix D: Definition of assessment and reassessment types).
   c) **Percentage contribution towards module mark:** Give the percentage of each item of reassessment, ensuring that the total percentage adds up to 100%. If the items are marked as pass/fail, then this information isn't required.
   d) **Size of reassessment:** Indicate the length of the reassessment (e.g. 2,000 words) or the length of the test/exam (e.g. 2 hours). If this isn't appropriate, please leave this blank.
   e) **Submission date:** If known, please indicate when the reassessment is due. This should be expressed as a teaching, assessment or vacation week number of a specific semester (e.g. Summer, Vacation Week 10). Alternatively, enter "during the University resit period".
   f) **Additional information:** Include any additional information about the reassessment here (e.g. how the reassessment relates to the module learning outcomes or rationale for the choice and design of the task). **Please note, there is a 500-character limit to this field (including spaces).** This column is not mandatory.

Additional costs

List any additional costs that are outside of the tuition fee for the following:

- Required textbooks
- Specialist equipment or materials
- Specialist clothing, footwear, or headgear
- Printing and binding
- Computers and devices with a particular specification
- Travel, accommodation, and subsistence

Please note that there is a 300-character limit to this field (including spaces).

Please note: to enable the University to be compliant with the Competition and Markets Authority (CMA) and HEFCE any additional costs **cannot be added** after students have selected and registered for the module.

The following disclaimer will be added to the end of each module description: ***The information contained in this module description does not form any part of a student's contract.***

Appendix A – MDF template

Module description template

Please refer to the University's Guidelines on Modules Descriptions when completing this form. Please email completed forms to cqsdmodulepublishing@reading.ac.uk (for non-HBS modules), or henleyschooloffice@henley.ac.uk (for HBS modules).

Please do not change any of the section headings.

Text in blue italics will not appear on the published MDF.

KEY MODULE INFORMATION	
Module name	
Module code	
School/Department	
Level	
Credits	
Semester(s) in which taught	
Module convenor	
Module co-convenor / Module lead at partner university	
Pre-requisites	
Co-requisites	
Modules excluded	
Non-modular pre-requisites / co-requisites / exclusions	
Placement type *(please delete as appropriate)*	Maxi (full year) Mini (equivalent to a whole module) Micro (forms part of the module) N/A
Location	

Current from *(academic year)*	
Available for visiting students? *(please delete as appropriate)*	Yes/No
Does the module have a Talis reading list? *(please delete as appropriate)* *N.B. Talis Aspire should only be used for creating reading lists for modules delivered at our Whiteknights or London Road campuses. For all other modules, please contact your Academic Liaison Librarian for further advice on the provision of accessible reading lists.*	Yes/No
Should this module be published on the University Module Description pages? *(please delete as appropriate)*	Yes/No

MODULE OVERVIEW

Module aims and purpose

(please note that this is the only content section that appears in the module browser during student module selection, and it will also be visible to prospective students in the course catalogue)

Modules learning outcomes

By the end of the module, it is expected that students will be able to:

Module content

STRUCTURE

Brief description of teaching and learning methods

Study hours

At least X hours of scheduled teaching and learning activities will be delivered in person, with the remaining hours for scheduled and self-scheduled teaching and learning activities delivered either in person or online. You will receive further details about how these hours will be delivered before the start of the module.

Please note that the hours listed below are indicative and for guidance purposes only.

*(please enter the number of hours against each relevant item of learning. **Please do not change any of the item names or column headings**)*

	Semester 1 [1]	Semester 2 [2]	Summer [3]
Scheduled teaching and learning activities	**[Total]**	**[Total]**	**[Total]**
Lectures			
Seminars			
Tutorials			
Project supervision			
Demonstrations			
Practical classes and workshops			
Supervised time in studio/workshop			

Scheduled revision sessions			
Feedback meetings with staff			
Fieldwork			
External visits			
Work-based learning			

Self-scheduled teaching and learning activities	[Total]	[Total]	[Total]
Directed viewing of video materials/screencasts			
Participation in discussion boards/other discussions			
Feedback meetings with staff			
Other *(please specify here:)*			

Placement and study abroad	[Total]	[Total]	[Total]
Placement			
Study abroad			

Independent study hours	[Total]	[Total]	[Total]
Independent study hours			

[1] The hours in this column may include hours during the Christmas holiday period.

[2] The hours in this column may include hours during the Easter holiday period.

[3] The hours in this column will take place during the summer holidays and may be at the start and/or end of the module.

ASSESSMENT

Requirements for a pass

Summative assessment

(work which contributes towards the overall module mark)

Assessment item	Type of assessment	Percentage contribution towards module mark	Size of assessment *(e.g. word count / duration)*	Submission date	Additional information

Penalties for late submission, where different from the University policy

(leave this section blank if the standard policy applies; pre-agree text will be populated automatically on the published MDF)

Formative assessment

(any task or activity which creates feedback (or feedforward) for students about their learning, but which does not contribute towards the overall module mark)

Reassessment

Reassessment item	Type of reassessment	Percentage contribution towards module mark	Size of reassessment *(e.g. word count / duration)*	Submission date	Additional information

ADDITIONAL COSTS

Item	Additional information	Cost
Required textbooks		
Specialist equipment or materials		
Specialist clothing, footwear, or headgear		
Printing and binding		
Computers and devices with a particular specification		
Travel, accommodation, and subsistence		

The following text will appear for students:

The information contained in this module description does not form any part of a student's contract.

Appendix B - School/Department letters to use when creating module codes

LETTERS	FULL NAME
AA	Architecture
AC	Accounting
AD	Agriculture Policy and Development
AR	Archaeology
BI	Biological Sciences
CE	Construction Management and Engineering
CH	Chemistry
CL	Classics
CS	Computer Science
EC	Economics
ED	Education
EH	Centre for Economic History
EN	English Literature
FA	Fine Art
FB	Food and Nutritional Sciences
FR	French Studies
FT	Film, Theatre & TV
FZ	Food ATP
GM	German
GV	Geography and Environmental Science
HS	History
IC	ICMA
ID	International and Rural Development
IF	International Foundation Programme
IL	International Study and Language Institute
IN	Informatics Research Centre
IT	Italian Studies
LA	Institution Wide Language Programme
LB	Leadership, Organisations and Behaviour
LS	English Language and Applied Linguistics
LW	Law
MA	Mathematics
MB	Management – MBA Greenlands
MC	The Museum of English Rural Life
MF	Cert Bus Admin (HBS) for Pharmacy
ML	Modern Languages
MM	Management Studies
MN	Management - MBA Greenlands (Progr 7)

MQ	Management - MSc P6 Greenlands
MS	Graduate Centre for Medieval Studies
MT	Meteorology
MW	Management (Post-Experience MBA)
PH	Physics
PI	Graduate Institute for Politics and International Studies
PL	Clinical Language Sciences
PM	Pharmacy
PO	Politics
PP	Philosophy
PY	Psychology
RE	Real Estate and Planning
SP	Spanish Studies
ST	Statistics
TG	Typography & Graphic Communication

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Appendix C - Study hours categories and definitions

Top level study hours categories & definitions

These are the top-level category headings that will be used in module descriptions.

Scheduled teaching and learning activities

These are activities that are planned and designed by the module convenor/lecturers.

- They take place at a specific time
- They have a member of teaching staff (e.g. lecturer, teaching assistant, technician) present
- They can be face-to-face or online

Examples:

- Lectures, seminars, tutorials
- Practicals, labs, studio sessions (when scheduled and with a member of teaching staff present)

Self-scheduled teaching and learning activities

These are required activities that are planned and designed by the module convenor/lecturers.

- They are typically not at a specific time - students have some choice when to do these (noting any deadline requirements)
- A member of teaching staff is involved but may not be present in real-time
- They can be face-to-face or online

Examples:

- Directed viewing of video materials or screencasts created by a member of teaching staff
- Participation in discussion board / other discussions facilitated by staff
- Feedback meetings with staff

Placement

This is learning that takes place in another organisation. Some supervision or monitoring is likely be involved and may be carried out either by a member of staff or a mentor within the host organisation.

Study abroad

This is learning that takes place in another country, either as a compulsory or optional part of the programme of study. The exact hours of study for each module will be determined by the host institution

Independent study hours

These activities are for students to plan and design themselves as part of their learning and include preparing for and working on assessments. They are undertaken independently of teaching staff.

- They are typically not at a specific time - students have flexibility to schedule these themselves
- A member of teaching staff is not present

Examples:

- Preparing for and working on group or individual assessments
- Directed / suggested reading and wider knowledge acquisition
- Preparing for taught sessions
- Participation in a discussion / group assessment activity with other students (not staff)
- Consolidating and organising learning
- Reflecting on feedback
- Learning with peers (this may be scheduled by your module convenor for convenience)

Learning sub-categories and definitions

These are the sub-category headings, and under which top-level study hour category they come.

Scheduled teaching and learning activities

Lectures

The term 'lecture' covers everything from the traditional model, where a single member of the institution's staff or an affiliate introduces ideas or delivers facts to a group of students, to approaches that might be much more interactive, involve a variety of contributors, make use of

a range of media and technologies, and take place online as well as face-to-face. Lectures are assumed, in general, to involve larger groups of students than do seminars and tutorials but size will vary depending upon the nature of what is being taught, the size of the overall student cohort, and practical concerns.

Seminars

Seminars are defined as sessions that provide the opportunity for students to engage in discussion of a particular topic or piece of assessment and/or to explore it in more detail than might be covered in a lecture - the extent of interaction will depend on the delivery method. A typical model would involve a guided, tutor-led discussion in a small group. However, the term also encompasses language classes, Q&A sessions, and student or peer-led classes with a staff member or affiliate present. As with lectures, use of technology means seminars may take place online. Seminars are assumed in general to involve smaller groups of students than lectures, but size will vary depending upon the nature of what is being taught, the size of the overall student cohort, and practical concerns.

Tutorials

A meeting involving one-to-one or small group supervision, feedback or detailed discussion on a particular topic or piece of assessment. Tutorials may be distinguished from seminars for the stronger emphasis that they place on the role of the tutor in giving direction or feedback. Tutorials can happen online as well as face-to-face.

Project supervision

The term 'project supervision' is used to refer to the meetings that a student or group of students would have with a supervisor, to plan, discuss, and monitor progress on a particular piece of work, such as a dissertation or extended project. Meetings can take place online or face-to-face. The size of a project supervision meeting will depend upon the number of students involved in the work concerned and the nature of that work, but supervisions will frequently also take place on a one-to-one basis.

Demonstrations

A session involving the demonstration of a practical technique or skill. Examples might include the demonstration of laboratory skills, clinical skills, performance art or fieldwork techniques. Demonstrations can take place online or face-to-face. The size of a demonstration is likely to depend upon the number of students involved in the work concerned, as well as the nature of that work, but could also take place on a one-to-one basis.

Practical classes and workshops

A session involving the development and practical application of a particular skill or technique. Examples are wide ranging and could include a laboratory class, recital, artefact handling/identification, sports match and so on. Practical classes and workshops might incorporate elements of teaching or guided learning, and they are at least likely to be supervised or observed. These sessions are more likely to take place face-to-face but, depending on the nature of the subject, may also be conducted online. The size of a practical class or workshop will depend upon the nature of the activity. Workshops are likely to involve at least a small group of students but practical classes could take place on a one-to-one basis.

Supervised time in studio/workshop

Time in which students work independently but under supervision, in a specialist facility such as a studio or workshop. Examples might include time spent in an art or design studio, or in a rehearsal space such as a workshop theatre. Peers as well as staff or affiliates may be involved. Due to the nature of the activity, it is unlikely to take place online. Supervised time in a studio/workshop might involve a group or individual.

Scheduled revision sessions

These are structured activities designed to support students' revision of material previously presented, usually in advance of assessment (typically an examination, but not exclusively so). New material is not usually presented. Revision activities may take place face-to-face or online.

Feedback meetings with staff

This term is used to cover meetings that teaching staff or tutors schedule with students to provide individual or group feedback on formative or summative work. This activity can be face-to-face or online

Fieldwork

Practical work conducted at an external site. Examples of fieldwork might include survey work and other forms of data collection, excavations, and explorations. The work might be unsupervised or supervised, and supervision could be provided by staff or appointed representatives. Some fieldwork may be conducted online. Fieldwork might be conducted in groups of various sizes, or by individuals, depending on the nature of the work involved.

External visits

A visit to a location outside of the usual learning spaces, to experience a particular environment, event, or exhibition relevant to the course of study. Examples are wide ranging and could include a visit to a business or industrial site, built environment site, museum, or collection, to attendance at a performance or exhibition. These visits might be unsupervised or supervised, and supervisors could include staff or appointed representatives. Site visits may be carried out in groups of varying sizes, or by individuals, depending on the nature of the visit and the location. They could be online.

Work-based learning

The term covers any learning that takes place through an organised work opportunity and includes managed placements. Some supervision or monitoring is likely be involved and may be carried out either by a member of staff or a mentor within the host organisation. Work-based learning may take place online. Students might undertake work-based learning individually or in groups, depending on the nature of the workplace and the learning involved.

Self-scheduled teaching and learning activities

Directed viewing of materials/screencasts

Examples are recordings that students are required to watch either before or after a scheduled teaching session, and recorded material relating to assessment. Materials that students choose to watch to enhance their understanding of a topic are not included here. The video materials / screencasts have been created by a member of staff.

Participation in discussion boards/other discussions

Examples are posting questions to staff-facilitated online discussion boards and contributing to other discussions on a topic. Staff participate in the discussions as well as students. Discussions may be one to one between a member of staff and a student (e.g. a question and answer discussion board), or may be one to many or many to many. This activity is most likely to take place online as it is a self-scheduled activity, but could be face-to-face.

Feedback meetings with staff

This term is used to cover drop-in sessions or meetings that students schedule with teaching staff or with their academic tutor to discuss feedback on formative or summative assessments. This activity can be face-to-face or online.

Appendix D – Assessment and reassessment types

In-person written examination

This includes centrally-timetabled in-person examinations held in the end-of-semester Assessment Period (details of the type of examination should be stated in the Summative Assessment information section of the MDF).

Online written examination

This includes centrally-timetabled 8-hour take-home examinations and timed-online examinations held in the end-of-semester Assessment Period (details of the type of examination should be stated in the Summative Assessment information section of the MDF).

In-class test administered by School/Dept

This includes in-person and online tests that take place outside of the end-of-semester Assessment Period.

Practical skills assessment

This includes assessments of practical laboratory work, clinical skills (OSCEs), performance, role play, observed teaching session.

Oral assessment

This includes presentations, *viva voce*, oral language assessment. This may be carried out in person, or submitted as an audio or video recording, podcast, or screencast. Includes poster presentations where the mark for content is combined with the oral presentation.

Capstone project

This includes final year and Masters' projects and dissertations or other significant 'capstone' projects, usually requiring students to undertake a substantial piece of independent research. May also include significant work-orientated or community-based projects.

Written coursework assignment

Essays; analytical, evaluative, critical or review piece; blog; literature review; case study; reflective statement/account; management or care plan; project proposal/outline.

Set exercise

Problem sheets, (non-capstone) mini-projects and associated reports (or oral presentations, where these are only a small component of the overall project task and marking scheme), data analysis or modelling, bibliographic tasks, practical or lab write up, fieldwork notebooks.

Portfolio or Journal

Differentiated from written coursework assignment in that these are built from multiple entries from across a period of time.

Artefact production

This includes submission/exhibition of art or design work, photograph, website, poster, press release, or other specialist/technical output.

Placement

This includes study abroad, fieldwork activity.

An A-Z of assessment methods.

	Written examination (In-person or online)	In class test	Practical skills assessment	Oral assessment	Capstone project	Written c/w assignment	Set exercise	Portfolio / journal	Artefact production	Placement
Abstract						X				
Annotated bibliography						X				
Articles for different audiences						X			X	
Assessment stations			X							
Book, website, journal article, or programme review						X				
Case studies, care plans				X		X				
Concept maps				X			X			
Critical incident accounts, journals, blogs						X	X			
Designing learning materials				X					X	
Dissertation					X					
Doing it exam	X	X								
Essay						X				
Essay plans						X				
Field report							X			
Grant application						?	?			
Instant reports							X			
In-tray exercises			X							
Lab books / reports							X			

	Written examination (In-person or online)	In class test	Practical skills assessment	Oral assessment	Capstone project	Written c/w assignment	Set exercise	Portfolio / journal	Artefact production	Placement
Learning logs								X		
Make or design something									X	
Media profile							X			
Mini practical			X							
MCQs	X	X								
Observation			X							
Online discussion boards							X			
Open book exams	X	X								
Oral presentations				X						
Part-written practical reports							X			
Patchwork texts								X		
Performance			X							
Portfolios								X		
Posters				X					X	
Problem sheets							X			
Question banks							X			
Reflective diaries								X		
Research projects / group projects					X		X			
Role play			X							
Seen exams	X	X								
Selective reports / sampling reports						X	X			

	Written examination (In-person or online)	In class test	Practical skills assessment	Oral assessment	Capstone project	Written c/w assignment	Set exercise	Portfolio / journal	Artefact production	Placement
Short answer question	X	X								
Simulations			X							
Wiki / blogs						X			X	
Viva voce				X						

Version control

Version	Keeper	Reviewed	Approved by	Approval date
1.0	CQSD	Annually	UBTLSE	2 November 2022