Prifysgol **Abertawe**
Swansea University

Gwasanaethau Ansawdd Academaidd
Academic Quality Services

Assessment Equivalencies

2023-24

OVERVIEW – ASSESSMENT EQUIVALENCIES 2023-24

This document will outline a large number of assessment methods alongside key information to help make informed decisions about the most appropriate method.

The assessment methods have been categorised into larger assessment method groupings also listed on the 'Assessment Methods Overview'.

The equivalencies provided are indicative and can be tailored to suit your programme, module, level or professional body requirements.

Contents

Assessment methods have also been colour coded into the following categories:

Online Exam
On Campus Exam
Continuous Assessment

ASSESSMENT METHODS OVERVIEW

Theme	Title	Theme	Title
Case Study	In-tray exercises	Reports, Reviews and Resources	Abstract
	Case studies / Care plans		Articles for different audiences
Digital/Online	Online discussion boards		Book, website, journal article or programme review
	Wiki / Blogs		Concept / Mind Maps
Dissertation	Dissertation		Designing learning materials
Essay	Essay		Grant application
Exam	Active Examination		Artefact - Make or design something
	Seen Examinations		Media profile
	Short answer questions Examination		Question banks
	Take Home Examination (also see *Open Book Examination (Full)*		Design Reports
	Unseen Examinations	Research Project	Research projects / Group projects
	Open Book Examinations (Restricted)	Role Play	Role play
	Open Book Examinations (Full) *(also see 'Take Home' Examination)*	Simulation	Simulations
Lab/Practical Report	Selective reports / Sampling reports	Test	In Class test (Invigilated)
	Practical Reports / Laboratory books / Reports / Part-written Practical Reports / Instant Reports / Field Reports		In Class test (non-invigilated)
MCQ/EMQs	Multiple choice questions (MCQs) or Extended Matching Questions (EMQs)	Viva/Oral Exam	*Viva Voce*
Patchwork Text	Patchwork texts		
Portfolio	Portfolio		
Poster	Posters		
Practical	Mini-practical		
	Observation		
	Objective Structured Skills Examination (OSSE) / Objective Structured Clinical Examination (OSCE) / Objective Structured Practical Examination (OSPE)		
	Performance		
Presentation	Oral presentations		
Reflective Journal/Log	Critical incident accounts, Journals, Blogs		
	Problem sheets		
	Learning logs / Reflective diaries		

ASSESSMENT METHODS AND DEFINITIONS

Theme	Title	Type of Assessment	Method	Invigilated/ Proctored	Description	Pros	Cons	Time Period (Short/Long)	Individual/Group Assessment
Reports, Reviews and Resources	**Abstract**	Continuous Assessment	Continuous Assessment	No	Students write an abstract (short summary) of a research paper/article within a specified word limit e.g. 300–500 words.	Skills development for summarising content Checks for understanding of content in order to summarise Smaller word count allows for quicker turnaround of marks and feedback	AI tools can be utilised for summarising large quantities of information without students understanding the content Requires clear information on requirements and expectations	Long	Individual or Group
Exam	**Active Examination**	Examination	On Campus	Yes	An exam which requires students to actively engage with something, like read an article, analyse and interpret data *etc.*	Can utilise student analytical skills as well as synthesising and interpreting Can provide the same environment and resources to all students Can utilise AI generate content to then be analyses and evaluated Can increase opportunity for AI generated content	Can be time-consuming in terms of preparation of materials Requires clear criteria to identify difference between understanding and analysis	Short	Individual
Exam	**Active Examination**	Examination	Online	Yes	An online exam which requires students to actively engage with something, like read an article, analyse and interpret data *etc.*	Can utilise student analytical skills as well as synthesising and interpreting Can provide the same resources to all students	Can be time-consuming in terms of preparation of materials Requires clear criteria to identify difference between understanding and analysis Can increase opportunity for AI generated content	Short	Individual

						Can utilise AI generate content to then be analyses and evaluated	Can be disadvantage those with poorer study environments		
Reports, Reviews and Resources	**Annotated bibliographies**	Continuous Assessment	Continuous Assessment	No	Students produce a list of texts, primary sources and internet sites on specified or agreed topics to a particular referencing convention. They annotate these with a commentary, which could include an evaluation of what they have read.	Promotes useful skills in reading and research as well as referencing	Can be a new approach to students and may require in-class formative opportunities to practice	Long	Individual or Group
						Requires students to analyse sources and can support deeper learning	Use of too many sources can restrict deeper learning		
						Good link to real world with analytical and research skills	Can be more difficult to provide feedback on wide ranging and varied sources of information per student		
						Can streamline marking through the use of specified sources of information			
Reports, Reviews and Resources	**Artefact - Make or design something**	Continuous Assessment	Continuous Assessment	No	Students make or design something, *e.g.* radio broadcast, video clip, web page *etc,* useful as a group work exercise.	Can allow students to develop creative skills and technical skills	Can be difficult to identify if students received external help with producing the artefact	Long	Individual or Group
						Can allow students to develop independent learning skills and build confidence	Can be difficult to identify student participation if undertaken as a group		
						Difficult to replicate using AI as based on type of artefact being created or content required			
						Artefact can be retained as portfolio of evidence for employers			
Reports, Reviews and Resources	**Articles for different audiences**	Continuous Assessment	Continuous Assessment	No	Students write on a particular topic(s) to an agreed length in a specific style *e.g.* a journal, newspaper or magazine.	Skills development for tailoring content to a specific audience	AI tools can be utilised for summarising large quantities of information for an intended audience	Long	Individual or Group
						Checks for understanding of content in order to summarise	Requires clear information on requirements and expectations		

							Can utilise AI to assess how students would alter content for specific audiences		
Reports, Reviews and Resources	**Book, website, journal article or programme review**	Continuous Assessment	Continuous Assessment	No	Students write an account or present an oral presentation on designated articles or other programmes *e.g.* TV/radio. These often include an evaluative element to demonstrate depth of reading and level of understanding in concise formats.	Literature and other review skills development such as critical analysis skills	AI tools can be utilised for summarising large quantities of information and providing a review	Long	Individual or Group
						Can utilise AI to assess an existing review of same/similar content	Requires clear information on requirements and expectations		
						Can help students bring multiple sources of information together to produce a review	Can be undertaken using AI		
Case Study	**Case studies / Care plans**	Continuous Assessment -Problem-based - Practical	Continuous Assessment/ Problem-based/Practical	No	Students work through a case study/care plan to identify the problem(s) and to offer potential solutions; useful for assessing students' understanding and for encouraging them to see links between theory and practice. Case studies could also be provided in advance of a time-constrained assessment (see Open Book Examination).	Allows students to apply their learning and linking theory to practice	Time-consuming in terms of preparation for case study assessment	Long	Individual or Group
						Utilises a range of different skills in the students			
						Strong links to real world and particularly within interdisciplinary learning	Requires clear criteria regarding expectations and requirements, especially if used in group work		
						Can be utilised within exam scenarios or ideally within coursework assessments			
Reports, Reviews and Resources	**Concept / Mind Maps**	Continuous Assessment	Continuous Assessment	No	Students 'map out' their understanding of a particular concept, idea or topic.	Can help to identify and assess students' understanding of a topic	Can be difficult for students if they do not fully understand the connections or broader view of a topic/theory	Long	Individual or Group
						Can help students to reflect on their own understanding and identify gaps	Can be difficult to mark without further dialogue with students to understand their process		
						Allows students to map their own progress in a			

						way which makes sense to them			
						Can allow students to link theory/content together and identify pathways and broader views			
						Difficult to replicate using AI as based on own understanding			
Reflective Journal/Log	**Critical incident accounts, Journals, Blogs**	Continuous Assessment	Continuous Assessment	No	Students keep diaries, journals or blogs in which they record their experiences (particularly during internships or placements etc). They can be asked to write about a critical incident in terms of context, what happened, the outcomes, how theoretical material they have learnt underpins the process and how they would do things differently in future.	Ongoing portfolio of evidence can support student reflection and progression	AI can be utilised to summarise or write parts of the entries	Long	Individual or Group
						Depending on requirements, can be difficult to replicate in AI due to reflective nature	Marking across multiple different items or requirements can lead to inconsistencies		
Reports, Reviews and Resources	**Design Reports**	Continuous Assessment	Continuous Assessment	No	Students undertake a detailed design process for a component or system and present results in a written report format.	Can help to remove anxiety of high stakes assessments as developed over time	Timing and completion throughout the assessment to be monitored to avoid bunching at the end	Long	Individual or Group
						Can help to scaffold the learning and assessment for students in sections	Requires clear criteria including word counts to not disadvantage any students who may include more or less		
						Can help to promote reflective practice with the long term format of the assessment			
						Relates to practical or similar, therefore limited			

						opportunity for use of AI generated content			
Dissertation	**Dissertation**	Continuous Assessment	Continuous Assessment	No	Students complete an extended self-directed project resulting in a longer piece of academic writing, often involving original work.	Research skills and review skills development for students		Long	Individual or Group
						Allows students to focus on an area of interest			
Reports, Reviews and Resources	**Designing learning materials**	Continuous Assessment	Continuous Assessment	No	Students prepare a learning package for a particular audience *e.g.* members of the public, school children *etc.* on a specified or agreed topic.	Can develop skills when writing for specific audiences	Can utilise AI to generate the materials	Long	Individual or Group
						Allows students to showcase creativity and adaptability	Greater flexibility in the requirements of the assessment can be more difficult to mark consistently		
						Can be undertaken individually or in a group	Can be difficult for some students with lack of awareness/understanding of intended audience		
						Can utilise AI to provide overview information which can be tailored to the specific audience or requirement	Can be difficult to identify student participation if undertaken as a group		
						Requires students to have a good understanding of the topic in order to prepare materials and convey information			
Essay	**Essay**	Continuous Assessment	Continuous Assessment	No	Students produce a short-moderate length piece of academic writing on specified or agreed topics within given parameters *e.g.* word count, use of different literature sources *etc .For Essay*	Can allow students to develop and showcase analytical, research and summarising skills	Time consuming to mark	Long	Individual or Group
						Can show depth of knowledge	Can be generated using AI and therefore difficult to identify student work		
						Can utilise AI to generate summary information	Marking can often be influenced by length, flow and grammar		

					Examination, see Unseen Written Examination	which can then be reviewed by the students	rather than the students' understanding		
							Can be difficult to identify students' understanding and depth of knowledge		
							Higher frequency of academic misconduct particularly plagiarism		
Reports, Reviews and Resources	**Grant application**	Continuous Assessment	Continuous Assessment	No	Students use real/adapted versions of different grant application forms to plan a research project. This could be assessed using the published criteria as a basis for the marking criteria.	Link to real-world scenarios and authentic assessments	Difficult to identify if a student has utilised AI to generate content	Long	Individual or Group
						Develops employability skills for students	Difficult to identify student participation if undertaken as a group		
						Develops research skills and articulation of ideas, plans and thesis as well as ethics approval	Assessment criteria to clarify between execution of the grant application versus the research project being discussed		
						Can utilise AI to develop content and be adapted by the student for required audience/criteria			
						Can link to ongoing research project assessment to ensure relevance and authenticity			
Test	**In Class test (Invigilated)**	Examination	On Campus	Yes	Time constrained tests usually sat in class and formally invigilated and sat securely, with an unseen or seen paper.	Can align more closely to broader learning outcomes	Can sometimes only assess breadth and not depth of knowledge	Short	Individual
						Can assess breadth of knowledge	Requires time to design the questions		
						Can provide useful formative feedback to students	Can be stressful for some students depending on prior notice		
						Can be quicker to mark and provide feedback to students			
						In-person removes option for AI generated content			

Test	In Class test (Invigilated)	Examination	Online	Yes	Time constrained tests usually sat online through the Digital Learning Platform or other relevant software. These are formally invigilated with an unseen or seen paper, often online.	Can align more closely to broader learning outcomes	Can sometimes only assess breadth and not depth of knowledge	Short	Individual
						Can assess breadth of knowledge	Requires time to design the questions		
						Can provide useful formative feedback to students	Can be stressful for some students depending on prior notice		
						Can be quicker to mark and provide feedback to students	Open to AI usage and generated content		
						Can utilise AI for critical and analytical questions			
Test	In Class test (non-invigilated)	Examination	On Campus	No	Time constrained tests usually sat in class. These need not be invigilated, with an unseen or seen paper, often online and/or formative in nature.	Can align more closely to broader learning outcomes	Can sometimes only assess breadth and not depth of knowledge	Short	Individual
						Can assess breadth of knowledge	Requires time to design the questions		
						Can provide useful formative feedback to students	Can be stressful for some students depending on prior notice		
						Can be quicker to mark and provide feedback to students			
						In-person removes option for AI generated content			
Test	In Class test (non-invigilated)	Examination	Online	No	Time constrained tests usually sat online through the Digital learning Platform or other relevant software. These need not be invigilated, with an unseen or seen paper, often online and/or formative in nature.	Can align more closely to broader learning outcomes	Can sometimes only assess breadth and not depth of knowledge	Short	Individual
						Can assess breadth of knowledge	Requires time to design the questions		
						Can provide useful formative feedback to students	Can be stressful for some students depending on prior notice		
						Can be quicker to mark and provide feedback to students	Open to AI usage and generated content		
						Can utilise AI for critical and analytical questions			

Case Study	**In-tray exercises**	Continuous Assessment	Continuous Assessment	No	Students are provided with an initial dossier of papers to read, prioritise and work on, with a variety of tasks and new information given at intervals throughout the period of assessment. This simulates real practice where unknown elements and irrelevancies are often encountered.	Link to real-world scenarios and authentic assessments Develops analytical skills and adaptability to respond to new elements within the assessment Can use AI to generate content but will require students to identify links or causation Develops employability skills for students Can be undertaken individually or in a group with students taking on clear parts of the assessment	Difficult to identify if a student has utilised AI to generate content Ongoing assessment requiring ongoing marking and feedback potentially If undertaken individually, difficult to identify if students has received information from other students due to long duration	Short	Individual or Group
Reflective Journal/Log	**Learning logs / Reflective diaries**	Continuous Assessment - Practical	Continuous Assessment	No	Students check off lists of activities and outcomes during a period of learning. For example, they could be asked to indicate competencies which they have practised to a specific level during a work placement. Students record their learning over a period of time, interspersing narrative with a reflective commentary which could support the development of an action plan.	Reflective writing to support students development and identification of gaps and achievements Likelihood of plagiarism is low due to reflective and personal nature Development of students analytical skills, creativity and independent learning Supports ongoing dialogue with staff and peers for development Builds over time so avoids pressure of a single assessment	Reflective writing can be a difficult skill to develop for students and builds over time Student buy-in may be low due to dislike for reflective practice Requires specific criteria to ensure it can be marked fairly and consistently between staff and students AI technology can be used to write content, especially if students unsure of how to write reflectively	Long	Individual or Group
Reports, Reviews and Resources	**Media profile**	Continuous Assessment	Continuous Assessment	No	Students use pictures or headlines from newspapers and	Link to real-world scenarios and authentic assessments	Difficult to identify if a student has utilised AI to generate content	Long	Individual or Group

					magazines to illustrate the public perception/profile of a particular aspect of a subject area; useful as a group work exercise.	Can allow students to develop analytical skills in assessing evidence/resources	Difficult to identify student participation if undertaken as a group unless allocated clearly defined roles/themes		
						Can utilise AI and students can assess the validity of the content	Can lead to inconsistencies in marking depending on what is produced or the theme identified		
						If used within a group, students can be allocated specific aspects and work together to create a cohesive piece			
Exam - Practical	**Mini-practical**	Examination	On Campus	No	A series of mini practical sessions conducted under timed conditions which creates potential for assessing a wide range of practical, analytical and interpretative skills.	Skills development for students for performance/practical skills and explaining/synthesising information	Time-consuming approach depending on size of cohort	Short	Individual
						Peer-assessment can help with skills development and confidence as well as build community	Requires clear information on requirements and expectations		
						Allows for questions to be asked to assess student understanding	Requires resources and organisational logistics		
						Questioning helps to reduce academic misconduct			
						Reduces option for AI generated content			
MCQ/EMQs	**Multiple choice questions (MCQs) or Extended Matching Questions (EMQs)**	Examination	On Campus	Yes	A multiple-choice question (MCQ) is composed of two parts: a stem that identifies the question or problem, and a set of alternatives or possible answers that contain a key that is	Can assess breadth of knowledge	Can be time consuming and challenging to produce effective MCQs	Short	Individual
						Develops decision making skills in students	Students may choose options at random if they do not know and still choose correctly		
						Can allow for immediate feedback if designed into the assessment			

MCQ/EMQs	Multiple choice questions (MCQs) or Extended Matching Questions (EMQs)	Examination	Online	Yes	Description	Advantages	Disadvantages	Short	Individual
					the best answer to the question, and a number of distractors that are plausible but incorrect answers to the question. Extended matching questions (EMQ) are similar to multiple choice questions, but responses are more in depth and require the students to apply more diagnostic reasoning. Normally an Unseen Examination (On Campus or online).		Does not allow for use of online tools or AI generated answers		
MCQ/EMQs	Multiple choice questions (MCQs) or Extended Matching Questions (EMQs)	Examination	Online	Yes	A multiple-choice question (MCQ) is composed of two parts: a stem that identifies the question or problem, and a set of alternatives or possible answers that contain a key that is the best answer to the question, and a number of distractors that are plausible but incorrect answers to the question. Extended matching questions (EMQ) are similar to multiple choice questions, but responses are more in depth and require the students to apply more diagnostic reasoning. Normally an Unseen	Can assess breadth of knowledge Develops decision making skills in students Can allow for immediate feedback if designed into the assessment	Can be time consuming and challenging to produce effective MCQs Students may choose options at random if they do not know and still choose correctly Can be open to use of online tools or AI generated answers depending on design/software	Short	Individual

					Examination (On Campus or online).				
Exam - Practical	**Objective Structured Skills / Clinical / Practical Examination (OSSE) / (OSCE) / (OSPE)**	Examination - Practical	On Campus	Yes	Students move around a series of testing stations being assessed on a number of learning outcomes and performative skills, each for a fixed period of time.	Utilises a range of different skills in the students including decision-making	Can be time consuming to set up and administer and requires resources	Short	Individual
						Requires students to link theory to practice	Scenarios need to reflect real-world to maintain authenticity		
						Allows for interaction and personalised feedback	Can be stressful for some students		
						Rotation patterns allows for assessment of many students at same time	Can compartmentalise student knowledge and skills		
						Session can be recording for reflective purposes			
Exam - Practical	**Observation**	Examination	On Campus	No	Students are observed whilst undertaking a 'performance'. This is commonly used in teaching classroom practice and laboratory work.	Skills development for students for performance/practical skills and explaining/synthesising information	Time-consuming approach depending on size of cohort	Short	Individual
						Peer-assessment can help with skills development and confidence as well as build community	Requires clear information on requirements and expectations		
						Allows for questions to be asked to assess student understanding	Requires resources and organisational logistics		
						Questioning helps to reduce academic misconduct			
						Reduces option for AI generated content			
Digital/Online	**Online discussion boards**	Continuous Assessment	Continuous Assessment	No	Students contribute to an online discussion for example, with their peers; this could be hosted on a Digital Learning Platform.	Can allow students to build confidence over time	Requires clear criteria regarding engagement e.g. how many entries and how much detail	Long	Individual or Group
						Can develop summarising skills for students	Can cause inconsistencies when marking students' opinion versus factual information		

					Can encourage peer interaction	Content can be generated via AI		
					Content can be generated online or via AI and assessed for validity			
Exam	**Open Book Examinations (Restricted)**	Examination	On Campus	Yes	A time constrained seen or unseen examination paper sat on campus in a secure venue or online, normally with invigilation/remote proctoring, but students have access to specified external resources and materials, and reasonable adjustments are applied for individual students where relevant.	Allows for more in-depth analysis and review of content	Students may spend longer than advised on the assessment which may be unfair to those with poorer study situations	Short	Individual
						Allows for reflection and research development	Susceptible to AI technology if using easily answered questions		
						Can be based around real world examples or workplace scenarios that are discipline specific	Susceptible to academic misconduct outside of invigilated conditions		
Exam	**Open Book Examinations (Restricted)**	Examination	Online	Yes	A time constrained seen or unseen examination paper sat on campus in a secure venue or online, normally with invigilation/remote proctoring, but students have access to specified external resources and materials, and reasonable adjustments are applied for individual students where relevant.	Allows for more in-depth analysis and review of content	Students may spend longer than advised on the assessment which may be unfair to those with poorer study situations	Short	Individual
						Allows for reflection and research development	Susceptible to AI technology if using easily answered questions		
						Can be based around real world examples or workplace scenarios that are discipline specific	Susceptible to academic misconduct outside of invigilated conditions		

Exam	**Open Book Examinations (Full)** *(also see 'Take Home' Examination)*	Examination	Online	No	A time-constrained examination where students can complete the paper at their own pace, across a predefined timeframe. Students are not always expected to spend the full time allowed working on the paper. Reasonable adjustments are applied for individual students where relevant.	Allows for more in-depth analysis and review of content	Students may spend longer than advised on the assessment which may be unfair to those with poorer study situations	Short	Individual
						Allows for reflection and research development	Susceptible to AI technology if using easily answered questions		
						Can be based around real world examples or workplace scenarios that are discipline specific	Susceptible to academic misconduct outside of invigilated conditions		
Presentation	**Oral presentations**	Continuous Assessment	Continuous Assessment	No	Students give an oral presentation on a particular topic for a specified length of time and could also prepare associated handout(s). Can usefully be combined with self- and peer-assessment.	Skills development for students for presentation skills and explaining/synthesising information	Time-consuming approach depending on size of cohort	Long	Individual or Group
						Peer-assessment can help with skills development and confidence as well as build community	Balance assessment of content versus presentation skills and confidence		
						Allows for questions to be asked to assess student understanding	Expected standards can increase as more presentations are undertaken and assessed		
						Questioning helps to reduce academic misconduct	AI may be utilised for creating presentation content but can be mitigated against with questioning during presentation		
						AI can be utilised to generate content for students to review or debate during presentation			
Patchwork Text	**Patchwork texts**	Continuous Assessment - Problem Based	Continuous Assessment	No	Students write a number of small pieces of work ('patches'), which they then have	Builds over time so avoids pressure of a single assessment	Requires clear criteria regarding content and expectations to ensure all elements are undertaken	Long	Individual or Group

					to later 'stitch' together in a reflective commentary. The patches and the tasks upon which they are based are discrete and complete entities in their own right and can help contribute to a holistic understanding of the module content.	Can help support a whole programme view, rather than individual module(s)	May require additional support if using specific software to support the assessment		
						Can build over time with additional learning and skills	Formative feedback can increase workload but can be very beneficial to student progress through the assessment		
						Allows students to reflect on their own development as they progress through the work			
Exam - Practical	**Performance**	Examination - Practical / Oral	On Campus	Yes	Students are required to give some form of performance, *e.g.* concert, play, dance, *etc.*	Skills development for students for performance skills and explaining/synthesising information	Time-consuming approach depending on size of cohort	Long	Individual or Group
						Peer-assessment can help with skills development and confidence as well as build community	Balance assessment of content versus performance skills and confidence		
						Allows for questions to be asked to assess student understanding	Expected standards can increase as more performance are undertaken and assessed		
						Questioning helps to reduce academic misconduct	AI may be utilised for creating presentation content but can be mitigated against with questioning during performance		
						AI can be utilised to generate content for students to review or debate during performance			
Portfolio	**Portfolio**	Continuous Assessment	Continuous Assessment	No	A sequence of elements (which may comprise a range of other assessment formats) which a student submits in a collated way.	Development over time allows for long term view of content and can adapt to changes in skills and knowledge	Marking process can be longer due to numerous smaller pieces throughout or all at the end	Long	Individual or Group
						Can be developed to reflect the student and their own achievements,	If using multiple markers, can lead to inconsistencies in their view of the portfolio		

Type	Name(s)			Exam	Description	Pros	Cons	Duration	Mode
						less chance of academic misconduct			
						Useful reflective tool for students			
						Can be utilised for dialogic feedback between staff and students and between peers			
						Builds over time so avoids pressure of a single assessment			
Poster	**Posters**	Continuous Assessment	Continuous Assessment	No	Students produce a poster (physical or digital) on a particular topic.	Can allow for creativity and choice in poster topic/design	Difficult to assess consistently if students have option to select topic	Long	Individual or Group
						Can support visual learners	Can advantage those with better resources if using printed posters or subscription software		
						Can support reflective practice as well as summarising of information to highlight key points	Difficulty in assessing visual representation versus content		
						Can be retained as evidence in a portfolio for employment	Can cause inconsistencies in marking between markers due to subjectivity		
						Can be difficult to generate via AI but AI content could be utilised	Content can be generated via AI		
Lab/Practical Report	**Practical Reports / Laboratory books / Reports / Part-written Practical Reports / Instant Reports / Field Reports**	Continuous Assessment	Continuous Assessment	No	Students write a report for all (or a designated sample) of a practical in a single lab book. Students are informed that a sample of lab books will be collected each week to mark any reports of labs completed in previous weeks; this encourages them to keep lab books	Can help to remove anxiety of high stakes assessments as developed over time	Timing and completion throughout the assessment to be monitored to avoid bunching at the end	Long	Individual or Group
						Can help to scaffold the learning and assessment for students in sections	Requires clear criteria including word counts to not disadvantage any students who may include more or less		
						Can help to promote reflective practice with the long term format of the assessment			

					up to date. Each student should be sampled the same number of times throughout the module with a designated number contributing to the assessment mark. Students produce a detailed written report of a practical activity, including experimental details, results and analysis of results and interpretations of these. Lab sheets given to students provide some of the write-up in full but leave sections such as error analysis, theoretical explanation etc. for the students to complete. Students produce a written/oral report relating to a field/site visit.	Relates to practical or similar, therefore limited opportunity for use of AI generated content			
Reflective Journal/Log	**Problem sheets**	Continuous Assessment	Continuous Assessment	No	Students complete problem sheets, *e.g.* on a weekly basis. This can be a useful way of providing regular formative feedback on students' work and/or involving elements of self- and peer assessment.	Can support reflective practice and development of knowledge and skill Can support decision making skills and identification of problems Good link to real world with use of project management style tools Content can be generated online or via AI and assessed for validity	Requires regular formative feedback which can be time consuming Content can be generated via AI If using in group based assessment, can be difficult to identify student participation unless allocated prior	Long	Individual or Group

Category	Type				Description	Advantages	Disadvantages	Length	Mode
							Can be undertaken individually or in a group with students taking on clear parts of the assessment		
Reports, Reviews and Resources	**Question banks**	Continuous Assessment	Continuous Assessment	No	Students are assessed on their ability to produce a certain number of questions on a topic. This helps students to recognise what they do and do not understand about a topic and is a useful way for staff to collate a question bank that could be used for quick formative quizzes throughout the module.	Can help to identify gaps in knowledge	Can be difficult to identify gaps in knowledge if the students cannot recognise them	Long	Individual or Group
						Can help to build confidence in identifying how much students have learnt	Students can often be resistant to reflective practice therefore limiting engagement and depth		
						Can help to identify key difficult concepts to raise to staff for further development	Consistency in marking may be difficult with different questions based on the students' individual understanding		
						Whilst content could be generated online or via AI, the reflective element may limit this	Whilst content could be generated online or via AI, the reflective element may limit this		
						Can be utilised with future cohorts to assess understanding			
Research Project	**Research projects / Group projects**	Continuous Assessment	Continuous Assessment	No	Potential for sampling wide range of practical, analytical and interpretative skills. Can assess wide application of knowledge, understanding and skills.	Can help to remove anxiety of high stakes assessments as developed over time	Timing and completion throughout the assessment to be monitored to avoid bunching at the end	Long	Individual or Group
						Can help to scaffold the learning and assessment for students in sections	Requires clear criteria including word counts to not disadvantage any students who may include more or less		
						Can help to promote reflective practice with the long term format of the assessment			
						Relates to practical or similar, therefore limited opportunity for use of AI generated content			
						Can support peer assessment and reflection			

						Advantages	Disadvantages		
Role Play	**Role play**	Continuous Assessment	Continuous Assessment	No	Students write or enact a particular role, *e.g.* a journal reviewer/editor, consultant, art critic *etc*. This type of assignment could be paired up, for example, with a grant application exercise.	Skills development for tailoring content to a specific audience	AI tools can be utilised for summarising large quantities of information for an intended audience	Long	Individual or Group
						Checks for understanding of content in order to summarise	Can be difficult for certain students due to learning difficulties and understanding perspectives of others		
						Can utilise AI to assess how students would alter content for specific audiences	If presentation format adopted, expectations of marker can increase following prior presentations		
						Can develop empathy skills in students understanding other perspectives			
						Useful assessment within larger assessment piece such as research project			
Exam	**Seen Examinations**	Examination	On Campus	Yes	Students answer questions in a time-constrained context, which have been released in advance of the examination. Alternatively, the examination topics may be released in advance, but the precise questions are unseen until the exam.	Allows for more in-depth analysis and review of content	Students may spend longer than advised on the assessment which may be unfair to those with poorer study situations	Short	Individual
						Allows for reflection and research development	Susceptible to AI technology if using easily answered questions		
						Can be based around real world examples or workplace scenarios that are discipline specific	Susceptible to academic misconduct outside of invigilated conditions		
Exam	**Seen Examinations**	Examination	Online	Yes	Students answer questions online in a time-constrained context, which have been released in advance of the	Allows for more in-depth analysis and review of content	Students may spend longer than advised on the assessment which may be unfair to those with poorer study situations	Short	Individual
						Allows for reflection and research development	Susceptible to AI technology if using easily answered questions		

					examination. Alternatively, the examination topics may be released in advance, but the precise questions are unseen until the exam.	Can be based around real world examples or workplace scenarios that are discipline specific	Susceptible to academic misconduct outside of invigilated conditions		
Lab/Practical Report	**Selective reports / Sampling reports**	Continuous Assessment	Continuous Assessment	No	Students either write up specific sections of a report each week, *e.g.* methods section or results section. Alternatively, students write practical reports in full but they are told in advance that only a percentage of the reports will be assessed.	Can help to remove anxiety of high stakes assessments as developed over time Can help to scaffold the learning and assessment for students in sections Can help to promote reflective practice with the long term format of the assessment Relates to practical or similar, therefore limited opportunity for use of AI generated content	Timing and completion throughout the assessment to be monitored to avoid bunching at the end Requires clear criteria including word counts to not disadvantage any students who may include more or less	Long	Individual or Group
Exam	**Short answer questions Examination**	Examination	On Campus	Yes	Examination paper with questions that are broken down into parts that each require a concise answer.	Can align more closely to broader learning outcomes Can assess breadth of knowledge Fairer option than exams including choice of questions to answer Can be quicker to mark and provide feedback to students In-person removes option for AI generated content	Can sometimes only assess breadth and not depth of knowledge Requires time to design the questions	Short	Individual

Exam	**Short answer questions Examination**	Examination	Online	Yes	Online examination paper with questions that are broken down into parts that each require a concise answer.	Can align more closely to broader learning outcomes Can assess breadth of knowledge Fairer option than exams including choice of questions to answer Can be quicker to mark and provide feedback to students	Can sometimes only assess breadth and not depth of knowledge Requires time to design the questions Can be open to AI generated content	Short	Individual
Simulation	**Simulations**	Examination	On Campus	Yes	Text or virtual computer-based simulations are provided for students who are required to answer questions, resolve problems, perform tasks and take actions *etc.* according to changing circumstances within the simulation, which are usually time constrained.	Innovative and can be enjoyable assessment method for the student Can utilise student skills and knowledge, including technical skills and professional competencies Can bring together theory and practice and promote higher level thinking Good links with real world and authentic assessment	Can be stressful for some students Requires resource and software, as well as high level of organisation Can require formative opportunities to practice if new software, environment, approach for students If using in group based assessment, can be difficult to identify student participation Student absence may impact effectiveness of simulation	Short	Individual
Simulation	**Simulations**	Examination	Online	Yes	Text or virtual computer-based simulations are provided for students who are required to answer questions, resolve problems, perform tasks and take actions *etc.* according to changing circumstances within	Innovative and can be enjoyable assessment method for the student Can utilise student skills and knowledge, including technical skills and professional competencies Can bring together theory and practice and promote higher level thinking	Can be stressful for some students Requires resource and software, as well as high level of organisation Can require formative opportunities to practice if new software, environment, approach for students	Short	Individual

					Description	Pros	Cons		
					the simulation, which are usually time constrained.	Good links with real world and authentic assessment	If using in group based assessment, can be difficult to identify student participation		
							Student absence may impact effectiveness of simulation		
Exam	**Take Home Examination (also see _Open Book Examination (Full)_**	Examination	Online	No	A longer time-constrained examination where students can complete the paper at their own paper, across a predefined timeframe. Students are not expected to spend the full time allowed working on the paper. Reasonable adjustments are applied for individual students where relevant.	Allows for more in-depth analysis and review of content	Students may spend longer than advised on the assessment which may be unfair to those with poorer study situations	Short	Individual
						Allows for reflection and research development	Susceptible to AI technology if using easily answered questions		
						Can be based around real world examples or workplace scenarios that are discipline specific	Susceptible to academic misconduct outside of invigilated conditions		
Exam	**Unseen Examinations**	Examination	On Campus	Yes	Unseen examination which can feature papers in a number of formats (Short answer, multiple choice, Essay), which are sat either on campus or online in University approved spaces, independently invigilated or subject to remote proctoring.	Can assess level of students' understanding of a topic/research	Often time pressured and high stakes adding anxiety for students	Short	Individual
						Can allow students to develop an argument or application of theory at length, providing depth of knowledge	Can often showcase memory rather than understanding of topic/theme		
						Usually familiar to majority of students in terms of method	Exam conditions are not suitable to all students learning needs/difficulties		
						Cannot use AI to generate content	Large scale marking required can be time consuming and delays marks and feedback to students		
							Negatively impacted by grammar, spelling and legibility in handwritten exams		
Exam	**Unseen Examinations**	Examination	Online	Yes	Unseen examination which can feature papers in a number of	Can assess level of students' understanding of a topic/research	Often time pressured and high stakes adding anxiety for students	Short	Individual

Viva/Oral Exam	Viva Voce	Examination	Location	No	Description	Advantages	Disadvantages	Short	Individual
					formats (Short answer, multiple choice, Essay), which are sat either on campus or online in University approved spaces, independently invigilated or subject to remote proctoring.	Can allow students to develop an argument or application of theory at length, providing depth of knowledge	Can often showcase memory rather than understanding of topic/theme		
						Usually familiar to majority of students in terms of method	Exam conditions are not suitable to all students learning needs/difficulties		
							Large scale marking required can be time consuming and delays marks and feedback to students		
							Online exams depending on circumstances may allow for AI generate content to be included		
Viva/Oral Exam	Viva Voce	Examination	On Campus	No	An oral defence of a dissertation or thesis, where the student answers questions about their work from experts.	Authentic assessment developing skills for students in discussing their work/research	Students' lack of confidence resulting in anxiety pre-assessment so can require low-stakes practice opportunities	Short	Individual
						Valued dialogue between staff and students	Potential bias based on appearance		
						Generally more enjoyable for staff compared to marking essays/large written pieces	Difficulties for students where English is not their first language		
						Can assess level of students' understanding of a topic/research	Reliability regarding decisions by staff due to differing views and opinions		
						Robust method of assessment against academic misconduct			
Viva/Oral Exam	Viva Voce	Examination	Online	No	An oral defence of a dissertation or thesis, where the student answers questions about their work from experts using online meetings.	Authentic assessment developing skills for students in discussing their work/research	Lack of confidence or skills in students resulting in anxiety ahead of the assessment	Short	Individual
						Valued dialogue between staff and students	Potential bias based on appearance		
						Generally more enjoyable for staff compared to marking essays/large written pieces	Difficulties for students where English is not their first language		

Digital/Online	Wiki / Blogs					Can assess level of students' understanding of a topic/research	Reliability regarding decisions by staff due to differing views and opinions		
						Robust method of assessment against academic misconduct	Online vivas could have potential for input from others if technology is causing lags or poor quality		
Digital/Online	**Wiki / Blogs**	Continuous Assessment	Continuous Assessment	No	Students keep an individual blog, *e.g.* to record their progress on a project, critically review something or create a wiki on a specific topic; Often used as part of a group project exercise.	Development over time allows for long term view of content and can adapt to changes in skills and knowledge	Marking process can be longer due to numerous smaller pieces throughout or all at the end	Long	Individual or Group
						Can be utilised for dialogic feedback between staff and students and between peers	If using multiple markers, can lead to inconsistencies in their view of the portfolio		
						Builds over time so avoids pressure of a single assessment	Online or AI generated content may be utilised		
						Dependent on topic, online or AI generated content may be utilised and assessed			

N.B. 'Online Assessment' assumes all students have access to a PC

**Alternative assessment may not be feasible where clear competence standards are required for professional practice

*Duration includes length/time/number of elements/entries etc. Information is to provide guidance on comparability/equivalency. Assessment duration should be designed to ensure it meets the need of the assessment,

ASSESSMENT METHODS IMPLEMENTATION INFORMATION

Theme	Title	Type of Assessment	Method	Invigilated/ Proctored	Scalable	Validity	Fairness	Real World	Feedback to Learners
Reports, Reviews and Resources	**Abstract**	Continuous Assessment	Continuous Assessment	No	Can be undertaken with large or small cohorts, online or in person	Good link to learning outcomes	Good based on the quality of the students ability to synthesise but may utilise AI	Strong links to real world in synthesising and summarising information	Can be provided individually and quickly after submission due to smaller word count
Exam	**Active Examination**	Examination	On Campus	Yes	Can be undertaken with large or small cohorts	Good validity with same experience for all students and focus on their own work	Clear criteria can ensure good level of fairness	Very good links to real world	Feedback can be provided to students individually with additional generic cohort feedback
Exam	**Active Examination**	Examination	Online	Yes	Can be undertaken with large or small cohorts	Can disadvantage students with poorer study environments and is open to AI generated content	Clear criteria can ensure good level of fairness	Very good links to real world	Feedback can be provided to students individually with additional generic cohort feedback
Reports, Reviews and Resources	**Annotated bibliographies**	Continuous Assessment	Continuous Assessment	No	Can be undertaken with large or small cohorts, online or in person	Good link to learning outcomes and deeper learning	Good, based on the quality of the students analysis and commentary	Strong links to real world utilising analytical skills and research skills	Can be time consuming due to range and depth of sources used but can be valuable
Reports, Reviews and Resources	**Artefact - Make or design something**	Continuous Assessment	Continuous Assessment	No	Can be scaled up for larger cohorts	Good links to learning outcomes and personalisation	Good for individual assessment, but harder to identify	Very good links with real world	Individualised feedback can be provided as well as group based feedback if required

							individual input in group based assessments		
Reports, Reviews and Resources	**Articles for different audiences**	Continuous Assessment	Continuous Assessment	No	Can be undertaken with large or small cohorts, online or in person	Good for assessing skills and adaptability for students, particularly with links to employability	Can be completed quickly via AI	Very good links with real world	Can be provided individually and quickly after submission due to smaller word count
Reports, Reviews and Resources	**Book, website, journal article or programme review**	Continuous Assessment	Continuous Assessment	No	Can be undertaken with large or small cohorts	Can allow for group work to be undertaken but reports to be completed individually	If using multiple options for students e.g. different titles to review, can lead to inconsistencies in marking	Good links to real world	Individualised feedback can be provided as well as group based feedback if required
Case Study	**Case studies / Care plans**	Continuous Assessment -Problem-based - Practical	Continuous Assessment/Problem-based/Practical	No	Can be scaled up for larger cohorts but will increase marking and feedback requirements	Can provide whole programme view and bring different topics and skills together	Requires clear criteria for marking to ensure consistency	Very good links to real world	Feedback can be provided at different stages of the assessment and individually or in group approaches
Reports, Reviews and Resources	**Concept / Mind Maps**	Continuous Assessment	Continuous Assessment	No	Can be scaled up but follow-up dialogue with students can be time consuming with larger cohorts	Personalised and reflective reducing opportunities for conferring or plagiarism	Personalised nature of the assessment can lead to different interpretations in marking, requires clear criteria	Useful link to real world and promotes reflective practice	Can be time consuming due to range and depth of concepts maps and may required dialogue with students
Reflective Journal/Log	**Critical incident accounts, Journals, Blogs**	Continuous Assessment	Continuous Assessment	No	Can be scaled up with larger cohorts	Reflective nature supports validity of assessment method and links to practice	Potential inconsistency in marking due to different reflections by students based on	Very good link to real world	Individual feedback required to respond fully to individual student reflections

									their own understanding
Reports, Reviews and Resources	**Design Reports**	Continuous Assessment	Continuous Assessment	No	Can be scaled up to larger cohorts	Can allow for group work to be undertaken but reports to be completed individually	Requires clear criteria to distinguish between design process and outcome	Relevant to many careers	Feedback often later in assessment process therefore may not be timely to students
Dissertation	**Dissertation**	Continuous Assessment	Continuous Assessment	No	Can be scaled up but will require further dissertation supervisors	Elements of dissertation can benefit from AI	Robust marking procedures but can have	Often not relevant method in real	Detailed feedback often provided through supervision and viva
Reports, Reviews and Resources	**Designing learning materials**	Continuous Assessment	Continuous Assessment	No	Can be scaled up with larger cohorts however, greater flexibility in output can make marking consistently more difficult	Can be used in a group assessment with clear identification of roles but can be easily generate by AI	Can easily be generated by AI and would require clear parameters for marking if using multiple topics/audiences	Good links to real world	Individual and group feedback can be provided as well as peer feedback
Essay	**Essay**	Continuous Assessment	Continuous Assessment	No	Can be scaled up with larger cohorts but will increase marking and feedback time	Can often assess only memory and not understanding or depth of knowledge	Can lead to inconsistent marking if using multiple markers	Often not relevant method in real world	Due to time required for marking, can lead to delays in timely feedback for students
Reports, Reviews and Resources	**Grant application**	Continuous Assessment	Continuous Assessment	No	Can be scaled up for larger cohorts	Can be used in a group assessment with clear identification of roles but can be easily generate by AI	Can be completed quickly via AI but does require synthesis and application of information by students	Very good links to real world	Individual and group feedback can be provided
Test	**In Class test (Invigilated)**	Examination	On Campus	Yes	Can be scaled for large or small cohorts	Can align to learning outcomes and breadth of knowledge	If using same questions for all students then fairer	Breadth of knowledge required better	Feedback can be provided to students individually with

								reflects real world	additional generic cohort feedback
Test	**In Class test (Invigilated)**	Examination	Online	Yes	Can be scaled for large or small cohorts	Can align to learning outcomes and breadth of knowledge	If using same questions for all students then fairer	Breadth of knowledge required better reflects real world	Feedback can be provided to students individually with additional generic cohort feedback
Test	**In Class test (non-invigilated)**	Examination	On Campus	No	Can be scaled for large or small cohorts	Can align to learning outcomes and breadth of knowledge	If using same questions for all students then fairer	Breadth of knowledge required better reflects real world	Feedback can be provided to students individually with additional generic cohort feedback
Test	**In Class test (non-invigilated)**	Examination	Online	No	Can be scaled for large or small cohorts	Can align to learning outcomes and breadth of knowledge	If using same questions for all students then fairer	Breadth of knowledge required better reflects real world	Feedback can be provided to students individually with additional generic cohort feedback
Case Study	**In-tray exercises**	Continuous Assessment	Continuous Assessment	No	Can be scaled up for larger cohorts	Utilises skills for summarising information and prioritising which can be personalised and avoid use of AI	Personalised nature of the assessment can lead to different interpretations in marking, requires clear criteria	Very good links to real world	Feedback can be provided during the assessment before new elements/information is added
Reflective Journal/Log	**Learning logs / Reflective diaries**	Continuous Assessment - Practical	Continuous Assessment	No	Can be scaled for large or small cohorts	Reflective nature supports validity of assessment method	Potential inconsistency in marking due to different reflections by students based on	Very good link to real world	Individual feedback required to respond fully to individual student reflections

							their own understanding		
Reports, Reviews and Resources	**Media profile**	Continuous Assessment	Continuous Assessment	No	Can be scaled up for larger cohorts	Can be generated using AI but can be utilised to evaluate AI generated content in creating media profile	Requires clear criteria of content as well as presentation	Very good links to real world	Individual and group feedback can be provided quickly following submission
Exam - Practical	**Mini-practical**	Examination	On Campus	No	Can be scaled up but will become more time-consuming the larger the cohort	Can favour students with confidence presenting/oral interaction	Can lead to inconsistent marking as more performances are seen and expectations increase	Very good links to real world	Can provide immediate feedback
MCQ/EMQs	**Multiple choice questions (MCQs) or Extended Matching Questions (EMQs)**	Examination	On Campus	Yes	Can be scaled for large or small cohorts	Can assess breadth of knowledge	Good level of fairness due to design of questions	Good for developing decision making skills	Immediate feedback can be very useful if of high quality and provides detail
MCQ/EMQs	**Multiple choice questions (MCQs) or Extended Matching Questions (EMQs)**	Examination	Online	Yes	Can be scaled for large or small cohorts	Can assess breadth of knowledge	Good level of fairness due to design of questions	Good for developing decision making skills	Immediate feedback can be very useful if of high quality and provides detail
Exam - Practical	**Objective Structured Skills/ Clinical/ Practical Examination (OSSE) / (OSCE) / (OSPE)**	Examination - Practical	On Campus	Yes	Can be utilised for large or small cohorts	Can favour students with confidence in oral interaction	Good as utilises students own knowledge, analysis and decision making	Very good links to real world	Can provide immediate feedback

Exam - Practical	**Observation**	Examination	On Campus	No	Can be scaled up but will become more time-consuming the larger the cohort	Can favour students with confidence presenting/oral interaction	Can lead to inconsistent marking as more performances are seen and expectations increase	Very good links to real world	Can provide immediate feedback
Digital/Online	**Online discussion boards**	Continuous Assessment	Continuous Assessment	No	Can be scaled up for larger cohorts	Good for ongoing development but can be difficult to identify student content versus generated AI content	Difficulties marking between opinion and factual information	Good link to real world	Feedback can be difficult for each entry for each student, therefore tends to be more general, however, peer assessment can support this
Exam	**Open Book Examinations (Restricted)**	Examination	On Campus	Yes	Can be undertaken with large or small cohorts, online or in person	Susceptible to plagiarism depending on question(s)	All students have access to the same environment and resources	Very good links to real world	Feedback can be provided to students individually with additional generic cohort feedback
Exam	**Open Book Examinations (Restricted)**	Examination	Online	Yes	Can be undertaken with large or small cohorts, online or in person	Susceptible to plagiarism depending on question(s)	All students have access to the same environment and resources	Very good links to real world	Feedback can be provided to students individually with additional generic cohort feedback
Exam	**Open Book Examinations (Full)** *(also see 'Take Home' Examination)*	Examination	Online	No	Can be undertaken with large or small cohorts, online or in person	Susceptible to conferring between students and plagiarism	Some students may spend longer than the allotted time which may disadvantage those unable to do so due to poorer study	Very good links to real world	Feedback can be provided to students individually with additional generic cohort feedback
Presentation				No					

	Oral presentations	Continuous Assessment	Continuous Assessment		Can be scaled up but will become more time-consuming the larger the cohort	Can favour students with confidence presenting	Can lead to inconsistent marking as more presentations are seen and expectations increase	Very good links to real world	Can provide immediate feedback
Patchwork Text	**Patchwork texts**	Continuous Assessment - Problem Based	Continuous Assessment	No	Can be undertaken with large or small cohorts	Reflective nature supports validity of assessment method	Personal nature of patchwork and link with practice reduces likelihood of cheating	Very good links to real world	Formative feedback helps student progress through the patches
Exam - Practical	**Performance**	Examination - Practical / Oral	On Campus	Yes	Can be scaled up but will become more time-consuming the larger the cohort	Can favour students with confidence presenting	Can lead to inconsistent marking as more performances are seen and expectations increase	Very good links to real world	Can provide immediate feedback
Portfolio	**Portfolio**	Continuous Assessment	Continuous Assessment	No	Can be undertaken with large or small cohorts	Good for assessing breadth of knowledge and can have requirements for depth of knowledge	If using multiple markers, can lead to inconsistencies in marking	Good link to real world and reflective practice	Feedback can be good if provided during development of the portfolio rather than at the end
Poster	**Posters**	Continuous Assessment	Continuous Assessment	No	Can be undertaken with large or small cohorts	Good for assessing breadth of knowledge and can have requirements for depth of knowledge	If using multiple markers, can lead to inconsistencies in marking and inconsistencies in resources available to students	Good link to real world	Formative feedback can be very useful along with dialogue based opportunities between staff and students
Lab/Practical Report	**Practical Reports / Laboratory**	Continuous Assessment	Continuous Assessment	No	Can be scaled up to larger cohorts	Can allow for group work to be undertaken but	Requires clear expectations on content and word	Relevant to many careers	Feedback often later in assessment process

	books / Reports / Part-written Practical Reports /				reports to be completed individually	limits to ensure fairness between students who may submit more or less		therefore may not be timely to students
Reflective Journal/Log	**Problem sheets**	Continuous Assessment	Continuous Assessment	No	Ongoing formative feedback requirements can restrict this to smaller cohorts	Good for ongoing development and reflective practice	Requires clear allocation of roles if using in group based assessment	Very good links to real world	Formative feedback to support student development and confidence
Reports, Reviews and Resources	**Question banks**	Continuous Assessment	Continuous Assessment	No	Can be scaled up to larger cohorts	Can be easily generated online but reflective element may reduce this	Potential inconsistency in marking due to different reflections by students based on their own understanding	Good link to real world	Whilst quick to mark and turnaround on feedback quicker, personalised feedback may be more difficult with reflective element and require further dialogue
Research Project	**Research projects / Group projects**	Continuous Assessment	Continuous Assessment	No	Can be scaled up to larger cohorts	Can allow for group work to be undertaken but reports to be completed individually	Requires clear allocation of roles if using in group based assessment	Good link to real world	Feedback often later in assessment process therefore may not be timely to students
Role Play	**Role play**	Continuous Assessment	Continuous Assessment	No	Can be scaled up to larger cohorts but if using presentation format this can be time consuming	Dependent on criteria, can be a valid assessment and restrict AI generated content	Inconsistencies in marking and increased expectations if using presentation format	Good link to real world for development of empathy and understanding other perspectives	Feedback can be immediate on presentation style format, may take longer for written role plays
Exam	**Seen Examinations**	Examination	On Campus	Yes	Can be undertaken with large or small cohorts, online or in person	Susceptible to plagiarism depending on question(s)	All students have access to the same	Very good links to real world	Feedback can be provided to students individually with

							environment and resources		additional generic cohort feedback
Exam	**Seen Examinations**	Examination	Online	Yes	Can be undertaken with large or small cohorts, online or in person	Susceptible to plagiarism depending on question(s)	All students have access to the same environment and resources	Very good links to real world	Feedback can be provided to students individually with additional generic cohort feedback
Lab/Practical Report	**Selective reports / Sampling reports**	Continuous Assessment	Continuous Assessment	No	Can be scaled up to larger cohorts	Can allow for group work to be undertaken but reports to be completed individually	Can disadvantage students due to absence during practical element	Relevant to many careers	Feedback often later in assessment process therefore may not be timely to students
Exam	**Short answer questions Examination**	Examination	On Campus	Yes	Can be scaled for large or small cohorts	Can align to learning outcomes and breadth of knowledge	If using same questions for all students then fairer	Breadth of knowledge required better reflects real world	Feedback can be provided to students individually with additional generic cohort feedback
Exam	**Short answer questions Examination**	Examination	Online	Yes	Can be scaled for large or small cohorts	Can align to learning outcomes and breadth of knowledge	If using same questions for all students then fairer	Breadth of knowledge required better reflects real world	Feedback can be provided to students individually with additional generic cohort feedback
Simulation	**Simulations**	Examination	On Campus	Yes	Can be scaled up to larger cohorts but requires logistical organisation, resource and process for assessing multiple	Good alignment to theory and practice in learning outcomes - but can lead to some conferring or	Requires numerous assessors to observe multiple students at once - can cause	Very good links to real world depending on simulation content and quality	Feedback can be provided immediately, both group or individually

					students at once or recordings	favour confident students	inconsistencies in marking	
Simulation	**Simulations**	Examination	Online	Yes	Can be scaled up to larger cohorts but requires logistical organisation, resource and process for assessing multiple students at once or recordings	Good alignment to theory and practice in learning outcomes - but can lead to some conferring or favour confident students	Requires numerous assessors to observe multiple students at once - can cause inconsistencies in marking	Very good links to real world depending on simulation content and quality	Feedback can be provided immediately, both group or individually
Exam	**Take Home Examination (also see *Open Book Examination (Full)***)**	Examination	Online	No	Can be undertaken with large or small cohorts, online or in person	Susceptible to conferring between students and plagiarism	Some students may spend longer than the allotted time which may disadvantage those unable to do so due to poorer study	Very good links to real world	Feedback can be provided to students individually with additional generic cohort feedback
Exam	**Unseen Examinations**	Examination	On Campus	Yes	Easy to scale up to larger cohorts	Often pressured and high stakes, no room for editing/drafting	If using multiple markers, can lead to inconsistencies in marking	Very little relation to real world	Feedback can be provided to students individually with additional generic cohort feedback
Exam	**Unseen Examinations**	Examination	Online	Yes	Easy to scale up to larger cohorts	Often pressured and high stakes, no room for editing/drafting	If using multiple markers, can lead to inconsistencies in marking	Very little relation to real world	Feedback can be provided to students individually with additional generic cohort feedback
Viva/Oral Exam	***Viva Voce***	Examination	On Campus	No	Time consuming to arrange for large cohorts but is scalable	Can favour students with confidence presenting/speaking	Good level of fairness due to design of questions	Very good links to real world	Can provide immediate feedback or in follow-up
Viva/Oral Exam	***Viva Voce***	Examination	Online	No	Time consuming to arrange for large cohorts but is scalable	Can favour students with confidence presenting/speaking	Good level of fairness due to	Very good links to real world	Can provide immediate feedback or in follow-up

								design of questions		
Digital/Online	**Wiki / Blogs**	Continuous Assessment	Continuous Assessment	No	Can be scaled up to larger cohorts	Good for ongoing development and reflective practice	Can reflect individual student development and understanding	Relevant to many careers	Feedback often later in assessment process therefore may not be timely to students

ASSESSMENT METHODS AND EQUIVALENCIES

Theme	Title	Type of Assessment	Method	Invigilated/ Proctored	FHEQ Level	Word Count Equivalent	Time Equivalent	Elements/ Entries	Duration (Preparation & Completion)
Reports, Reviews and Resources	**Abstract**	Continuous Assessment	Continuous Assessment	No	3	300	-	1	3 Hours
					4	400	-	1	4 Hours
					5	500	-	1	5 Hours
					6	600	-	1	6 Hours
					7	700	-	1	7 Hours
Exam	**Active Examination**	Examination	On Campus	Yes	3	-	1 Hour	2-3 Exams	20-30 Hours
					4	-	1 Hour	2-3 Exams	20-30 Hours
					5	-	1 Hour	2-3 Exams	20-30 Hours
					6	-	1 Hour	2-3 Exams	20-30 Hours
					7	-	1 Hour	2-3 Exams	20-30 Hours
Exam	**Active Examination**	Examination	Online	Yes	3	-	1 Hour	2-3 Exams	20-30 Hours
					4	-	1 Hour	2-3 Exams	20-30 Hours
					5	-	1 Hour	2-3 Exams	20-30 Hours
					6	-	1 Hour	2-3 Exams	20-30 Hours
					7	-	1 Hour	2-3 Exams	20-30 Hours
Reports, Reviews and Resources	**Annotated bibliographies**	Continuous Assessment	Continuous Assessment	No	3	300	-	1	3 Hours
					4	400	-	1	4 Hours
					5	500	-	1	5 Hours
					6	600	-	1	6 Hours
					7	700	-	1	7 Hours
Reports, Reviews and Resources	**Artefact - Make or design something**	Continuous Assessment	Continuous Assessment	No	3	-	10-15 mins	1	6 Hours
					4	-	15-20 mins	1	8 Hours
					5	-	20-25mins	1	10 Hours
					6	-	25-30mins	1	10 Hours
					7	-	30-40mins	1	12 Hours
Reports, Reviews and Resources	**Articles for different audiences**	Continuous Assessment	Continuous Assessment	No	3	300	-	1	3 Hours
					4	400	-	1	4 Hours
					5	500	-	1	5 Hours
					6	600	-	1	6 Hours

					7	700	-	1	7 Hours
Reports, Reviews and Resources	**Book, website, journal article or programme review**	Continuous Assessment	Continuous Assessment	No	3	500	-	1	5 Hours
					4	500	-	1	5 Hours
					5	750	-	1	7.5 Hours
					6	1000	-	1	10 Hours
					7	1500	-	1	15 Hours
Case Study	**Case studies / Care plans**	Continuous Assessment - Problem-based - Practical	Continuous Assessment/Problem-based/Practical	No	3	1000-1500	-	1	15 Hours
					4	1000-1500	-	1	15 Hours
					5	1500-2000	-	1	20 Hours
					6	2000-2500	-	1	25 Hours
					7	2500-3000	-	1	30 Hours
Reports, Reviews and Resources	**Concept / Mind Maps**	Continuous Assessment	Continuous Assessment	No	3	500	10 mins	1	5 Hours
					4	500	10 mins	1	5 Hours
					5	750	15 mins	1	7.5 Hours
					6	1000	20 mins	1	10 Hours
					7	1500	30 mins	1	15 Hours
Reflective Journal/Log	**Critical incident accounts, Journals, Blogs**	Continuous Assessment	Continuous Assessment	No	3	500	-	1	5 Hours
					4	500	-	1	5 Hours
					5	750	-	1	7.5 Hours
					6	1000	-	1	10 Hours
					7	1500	-	1	15 Hours
Reports, Reviews and Resources	**Design Reports**	Continuous Assessment	Continuous Assessment	No	3	600	-	1	6 Hours
					4	600	-	1	6 Hours
					5	800	-	1	8 Hours
					6	1000	-	1	10 Hours
					7	1000-1500	-	1	15 Hours
Dissertation	**Dissertation**	Continuous Assessment	Continuous Assessment	No	6	6000-8000	-	1	80 Hours
					7	12000-20000	-	1	150 Hours
Reports, Reviews and Resources	**Designing learning materials**	Continuous Assessment	Continuous Assessment	No	3	500	10 mins	1	5 Hours
					4	500	10 mins	1	5 Hours
					5	750	15 mins	1	7.5 Hours
					6	1000	20 mins	1	10 Hours
					7	1500	30 mins	1	15 Hours
Essay	**Essay**	Continuous Assessment	Continuous Assessment	No	3	1000-2000	-	1	20 Hours
					4	2000-3000	-	1	30 Hours

Category	Type				Level	Word Count	Duration	Number	Hours
					5	3000-4000	-	1	40 Hours
					6	4000-5000	-	1	50 Hours
					7	4000-6000	-	1	60 Hours
Reports, Reviews and Resources	**Grant application**	Continuous Assessment	Continuous Assessment	No	3	500	-	1	5 Hours
					4	500	-	1	5 Hours
					5	750	-	1	7.5 Hours
					6	1000	-	1	10 Hours
					7	1500	-	1	15 Hours
Test	**In Class test (Invigilated)**	Examination	On Campus	Yes	3	-	1 Hour	2-3 Tests	20-30 Hours
					4	-	1 Hour	2-3 Tests	20-30 Hours
					5	-	1 Hour	2-3 Tests	20-30 Hours
					6	-	1 Hour	2-3 Tests	20-30 Hours
					7	-	1 Hour	2-3 Tests	20-30 Hours
Test	**In Class test (Invigilated)**	Examination	Online	Yes	3	-	1 Hour	2-3 Tests	20-30 Hours
					4	-	1 Hour	2-3 Tests	20-30 Hours
					5	-	1 Hour	2-3 Tests	20-30 Hours
					6	-	1 Hour	2-3 Tests	20-30 Hours
					7	-	1 Hour	2-3 Tests	20-30 Hours
Test	**In Class test (non-invigilated)**	Examination	On Campus	No	3	-	1 Hour	2-3 Tests	20-30 Hours
					4	-	1 Hour	2-3 Tests	20-30 Hours
					5	-	1 Hour	2-3 Tests	20-30 Hours
					6	-	1 Hour	2-3 Tests	20-30 Hours
					7	-	1 Hour	2-3 Tests	20-30 Hours
Test	**In Class test (non-invigilated)**	Examination	Online	No	3	-	1 Hour	2-3 Tests	20-30 Hours
					4	-	1 Hour	2-3 Tests	20-30 Hours
					5	-	1 Hour	2-3 Tests	20-30 Hours
					6	-	1 Hour	2-3 Tests	20-30 Hours
					7	-	1 Hour	2-3 Tests	20-30 Hours
Case Study	**In-tray exercises**	Continuous Assessment	Continuous Assessment	No	3	500-700	-	1-3 tasks	7 Hours
					4	500-700	-	1-3 tasks	7 Hours
					5	600-800	-	3-5 tasks	8 Hours
					6	700-1000	-	5-10 tasks	10 Hours
					7	1000-1500	-	8-12 tasks	15 Hours
Reflective Journal/Log	**Learning logs / Reflective diaries**		Continuous Assessment	No	3	1000-1500	-	1	5 Hours
					4	1000-1500	-	1	5 Hours

		Continuous Assessment - Practical			5	1500-2000	-	1	7 Hours
					6	2000-2500	-	1	10 Hours
					7	2500-3000	-	1	12 Hours
Reports, Reviews and Resources	**Media profile**	Continuous Assessment	Continuous Assessment	No	3	500	-	1	5 Hours
					4	500	-	1	5 Hours
					5	750	-	1	7.5 Hours
					6	1000	-	1	10 Hours
					7	1500	-	1	15 Hours
Exam - Practical	**Mini-practical**	Examination	On Campus	No	3	-	1 Hour	2-3 Tests	20-30 Hours
					4	-	1 Hour	2-3 Tests	20-30 Hours
					5	-	1 Hour	2-3 Tests	20-30 Hours
					6	-	1 Hour	2-3 Tests	20-30 Hours
					7	-	1 Hour	2-3 Tests	20-30 Hours
MCQ/EMQs	**Multiple choice questions (MCQs) or Extended Matching Questions (EMQs)**	Examination	On Campus	Yes	3	-	1 Hour	2-3 Tests	20-30 Hours
					4	-	1 Hour	2-3 Tests	20-30 Hours
					5	-	1 Hour	2-3 Tests	20-30 Hours
					6	-	1 Hour	2-3 Tests	20-30 Hours
					7	-	1 Hour	2-3 Tests	20-30 Hours
MCQ/EMQs	**Multiple choice questions (MCQs) or Extended Matching Questions (EMQs)**	Examination	Online	Yes	3	-	1 Hour	2-3 Tests	20-30 Hours
					4	-	1 Hour	2-3 Tests	20-30 Hours
					5	-	1 Hour	2-3 Tests	20-30 Hours
					6	-	1 Hour	2-3 Tests	20-30 Hours
					7	-	1 Hour	2-3 Tests	20-30 Hours
Exam - Practical	**Objective Structured Skills/ Clinical/ Practical Examination (OSSE) / (OSCE) / (OSPE)**	Examination - Practical	On Campus	Yes	3	-	120 Mins	5-12 Stations	4 Hours
					4	-	120 Mins	5-12 Stations	4 Hours
					5	-	160 Mins	5-12 Stations	5 Hours
					6	-	240 Mins	5-12 Stations	6 Hours
					7	-	240 Mins	5-12 Stations	6 Hours
Exam - Practical	**Observation**	Examination	On Campus	No	3	-	1 Hour	1	10 Hours
					4	-	1 Hour	1	10 Hours
					5	-	1 Hour	1	10 Hours
					6	-	1 Hour	1	10 Hours
					7	-	1 Hour	1	10 Hours
Digital/Online	**Online discussion boards**	Continuous Assessment	Continuous Assessment	No	3	400-600	-	4-6 Entries	6 Hours
					4	400-600	-	4-6 Entries	6 Hours

					5	500-800	-	5-8 Entries	8 Hours
					6	500-1000	-	5-10 Entries	10 Hours
					7	800-1200	-	8-12 Entries	12 Hours
Exam	**Open Book Examinations (Restricted)**	Examination	On Campus	Yes	3	-	1 Hour	2-3 Exams	20-30 Hours
					4	-	1 Hour	2-3 Exams	20-30 Hours
					5	-	1 Hour	2-3 Exams	20-30 Hours
					6	-	1 Hour	2-3 Exams	20-30 Hours
					7	-	1 Hour	2-3 Exams	20-30 Hours
Exam	**Open Book Examinations (Restricted)**	Examination	Online	Yes	3	-	1 Hour	2-3 Exams	20-30 Hours
					4	-	1 Hour	2-3 Exams	20-30 Hours
					5	-	1 Hour	2-3 Exams	20-30 Hours
					6	-	1 Hour	2-3 Exams	20-30 Hours
					7	-	1 Hour	2-3 Exams	20-30 Hours
Exam	**Open Book Examinations (Full)** *(also see 'Take Home' Examination)*	Examination	Online	No	3	-	1 Hour	2-3 Exams	20-30 Hours
					4	-	1 Hour	2-3 Exams	20-30 Hours
					5	-	1 Hour	2-3 Exams	20-30 Hours
					6	-	1 Hour	2-3 Exams	20-30 Hours
					7	-	1 Hour	2-3 Exams	20-30 Hours
Presentation	**Oral presentations**	Continuous Assessment	Continuous Assessment	No	3	-	10-15 mins	1	6 Hours
					4	-	15-20 mins	1	8 Hours
					5	-	20-25mins	1	10 Hours
					6	-	25-30mins	1	10 Hours
					7	-	30-40mins	1	12 Hours
Patchwork Text	**Patchwork texts**	Continuous Assessment - Problem Based	Continuous Assessment	No	3	1000-1500	-	1	15 Hours
					4	1000-1500	-	1	15 Hours
					5	1500-2000	-	1	20 Hours
					6	2000-2500	-	1	25 Hours
					7	2500-3000	-	1	30 Hours
Exam - Practical	**Performance**	Examination - Practical / Oral	On Campus	Yes	3	-	10-15 mins	1	12 Hours
					4	-	15-20 mins	1	16 Hours
					5	-	20-25mins	1	20 Hours
					6	-	25-30mins	1	20 Hours
					7	-	30-40mins	1	24 Hours
Portfolio	**Portfolio**	Continuous Assessment	Continuous Assessment	No	3	1000-1500	-	1	15 Hours
					4	1000-1500	-	1	15 Hours

					Level	Word Count	Duration	Number	Hours
					5	1500-2000	-	1	20 Hours
					6	2000-2500	-	1	25 Hours
					7	2500-3000	-	1	30 Hours
Poster	**Posters**	Continuous Assessment	Continuous Assessment	No	3	500-700	-	1	7 Hours
					4	500-700	-	1	7 Hours
					5	600-800	-	1	8 Hours
					6	700-1000	-	1	10 Hours
					7	1000-1500	-	1	15 Hours
Lab/Practical Report	**Practical Reports / Laboratory books / Reports / Part-written Practical Reports / Instant Reports / Field Reports**	Continuous Assessment	Continuous Assessment	No	3	500	-	1	5 Hours
					4	500	-	1	5 Hours
					5	750	-	1	7.5 Hours
					6	1000	-	1	10 Hours
					7	1500	-	1	15 Hours
Reflective Journal/Log	**Problem sheets**	Continuous Assessment	Continuous Assessment	No	3	500	-	1	5 Hours
					4	500	-	1	5 Hours
					5	750	-	1	7.5 Hours
					6	1000	-	1	10 Hours
					7	1500	-	1	15 Hours
Reports, Reviews and Resources	**Question banks**	Continuous Assessment	Continuous Assessment	No	3	500	-	1	5 Hours
					4	500	-	1	5 Hours
					5	500	-	1	5 Hours
					6	500	-	1	5 Hours
					7	500	-	1	5 Hours
Research Project	**Research projects / Group projects**	Continuous Assessment	Continuous Assessment	No	3	600 per person	-	1	6 Hours
					4	650 per person	-	1	6.5 Hours
					5	700 per person	-	1	7 Hours
					6	750 per person	-	1	7.5 Hours
					7	800 per person	-	1	8 Hours
Role Play	**Role play**	Continuous Assessment	Continuous Assessment	No	3	500	10 mins	1	5 Hours
					4	500	10 mins	1	5 Hours
					5	750	15 mins	1	7.5 Hours
					6	1000	20 mins	1	10 Hours
					7	1500	30 mins	1	15 Hours
Exam		Examination	On Campus	Yes	3	-	1 Hour	2-3 Exams	20-30 Hours

Type	Assessment	Category	Mode		Level		Duration		
	Seen Examinations				4	-	1 Hour	2-3 Exams	20-30 Hours
					5	-	1 Hour	2-3 Exams	20-30 Hours
					6	-	1 Hour	2-3 Exams	20-30 Hours
					7	-	1 Hour	2-3 Exams	20-30 Hours
Exam	**Seen Examinations**	Examination	Online	Yes	3	-	1 Hour	2-3 Exams	20-30 Hours
					4	-	1 Hour	2-3 Exams	20-30 Hours
					5	-	1 Hour	2-3 Exams	20-30 Hours
					6	-	1 Hour	2-3 Exams	20-30 Hours
					7	-	1 Hour	2-3 Exams	20-30 Hours
Lab/Practical Report	**Selective reports / Sampling reports**	Continuous Assessment	Continuous Assessment	No	3	500-700	-	1	7 Hours
					4	500-700	-	1	7 Hours
					5	600-800	-	1	8 Hours
					6	700-1000	-	1	10 Hours
					7	1000-1500	-	1	15 Hours
Exam	**Short answer questions Examination**	Examination	On Campus	Yes	3	-	1 Hour	2-3 Exams	20-30 Hours
					4	-	1 Hour	2-3 Exams	20-30 Hours
					5	-	1 Hour	2-3 Exams	20-30 Hours
					6	-	1 Hour	2-3 Exams	20-30 Hours
					7	-	1 Hour	2-3 Exams	20-30 Hours
Exam	**Short answer questions Examination**	Examination	Online	Yes	3	-	1 Hour	2-3 Exams	20-30 Hours
					4	-	1 Hour	2-3 Exams	20-30 Hours
					5	-	1 Hour	2-3 Exams	20-30 Hours
					6	-	1 Hour	2-3 Exams	20-30 Hours
					7	-	1 Hour	2-3 Exams	20-30 Hours
Simulation	**Simulations**	Examination	On Campus	Yes	3	-	1 Hour	1	10 Hours
					4	-	1 Hour	1	10 Hours
					5	-	1 Hour	1	10 Hours
					6	-	1 Hour	1	10 Hours
					7	-	1 Hour	1	10 Hours
Simulation	**Simulations**	Examination	Online	Yes	3	-	1 Hour	1	10 Hours
					4	-	1 Hour	1	10 Hours
					5	-	1 Hour	1	10 Hours
					6	-	1 Hour	1	10 Hours
					7	-	1 Hour	1	10 Hours
Exam		Examination	Online	No	3	-	1 Hour	2-3 Exams	20-30 Hours

Category	Name	Type	Delivery	Invigilated	Level	Word Count	Duration	Number	Hours
	Take Home Examination (also see *Open Book Examination (Full)*				4	-	1 Hour	2-3 Exams	20-30 Hours
					5	-	1 Hour	2-3 Exams	20-30 Hours
					6	-	1 Hour	2-3 Exams	20-30 Hours
					7	-	1 Hour	2-3 Exams	20-30 Hours
Exam	**Unseen Examinations**	Examination	On Campus	Yes	3	-	1 Hour	2-3 Exams	20-30 Hours
					4	-	1 Hour	2-3 Exams	20-30 Hours
					5	-	1 Hour	2-3 Exams	20-30 Hours
					6	-	1 Hour	2-3 Exams	20-30 Hours
					7	-	1 Hour	2-3 Exams	20-30 Hours
Exam	**Unseen Examinations**	Examination	Online	Yes	3	-	1 Hour	2-3 Exams	20-30 Hours
					4	-	1 Hour	2-3 Exams	20-30 Hours
					5	-	1 Hour	2-3 Exams	20-30 Hours
					6	-	1 Hour	2-3 Exams	20-30 Hours
					7	-	1 Hour	2-3 Exams	20-30 Hours
Viva/Oral Exam	***Viva Voce***	Examination	On Campus	No	3	-	30 Mins	1	3 Hours
					4	-	30 Mins	1	3 Hours
					5	-	45 Mins	1	4.5 Hours
					6	-	1 Hour	1	10 Hours
					7	-	1-1.5 Hours	1	15 Hours
Viva/Oral Exam	***Viva Voce***	Examination	Online	No	3	-	30 Mins	1	3 Hours
					4	-	30 Mins	1	3 Hours
					5	-	45 Mins	1	4.5 Hours
					6	-	1 Hour	1	10 Hours
					7	-	1-1.5 Hours	1	15 Hours
Digital/Online	**Wiki / Blogs**	Continuous Assessment	Continuous Assessment	No	3	-	-	4-6 Entries	6 Hours
					4	-	-	4-6 Entries	6 Hours
					5	-	-	5-8 Entries	8 Hours
					6	-	-	5-10 Entries	10 Hours
					7	-	-	8-12 Entries	12 Hours

ASSESSMENT METHODS AND REASONABLE ADJUSTMENTS

Theme	Title	Reasonable Adjustment Type	Considerations	Support Available to Learner	Support Not Available to Learner	Indicative Reasonable Adjustments	Reasonable Adjustment Guidance
Reports, Reviews and Resources	**Abstract**	Continuous Assessment adjustments - written	Access to resources online or on campus Access to computer	Study Support, Proof Reading, Academic Mentoring, access to computer/internet and other resources	N/A	Study Support and SPLD Marking Guidelines apply; consideration of extensions to deadlines. Consideration of how some students may engage in any group aspects.	LINK
Exam	**Active Examination**	Continuous Assessment adjustments - written	Access to resources online or on campus	Examination preparation and Revision support	Study Support, Proof Reading, Academic Mentoring, access to computer/internet and other resources	additional time; reduction in expectation (e.g. fewer questions answered); coloured paper; enlarged font; rest breaks; separate room; SPLD Marking Guidelines; Use of PC or Scribe/Reader; alternative assessment provision.	LINK
Exam	**Active Examination**	Individual examination adjustments - written	Access to resources online or on campus Access to computer	Examination preparation and Revision support	Study Support, Proof Reading, Academic Mentoring, access to internet and other resources	additional time; reduction in expectation (e.g. fewer questions answered); coloured paper; enlarged font rest breaks; separate room; SPLD Marking Guidelines; Use of Scribe/Reader; alternative assessment provision.	LINK
Reports, Reviews and Resources	**Annotated bibliographies**	Continuous Assessment adjustments - written	Access to resources online or on campus Access to computer	Study Support, Proof Reading, Academic Mentoring, access to computer/internet and other resources	N/A	Study Support and SPLD Marking Guidelines apply; consideration of extensions to deadlines. Consideration of how some students may engage in any group aspects.	LINK

Reports, Reviews and Resources	**Artefact - Make or design something**	Continuous Assessment adjustments - written	Access to specific software or physical resources - cost implication?	Study Support, Proof Reading, Academic Mentoring, access to computer/internet and other resources	N/A	Study Support and SPLD Marking Guidelines apply; consideration of extensions to deadlines. Consideration of how some students may engage in any group aspects.	LINK
Reports, Reviews and Resources	**Articles for different audiences**	Continuous Assessment adjustments - written	Access to resources online or on campus Access to computer	Study Support, Proof Reading, Academic Mentoring, access to computer/internet and other resources	N/A	Study Support and SPLD Marking Guidelines apply; consideration of extensions to deadlines. Consideration of how some students may engage in any group aspects.	LINK
Reports, Reviews and Resources	**Book, website, journal article or programme review**	Continuous Assessment adjustments - written	Access to resources online or on campus Access to computer	Study Support, Proof Reading, Academic Mentoring, access to computer/internet and other resources	N/A	Study Support and SPLD Marking Guidelines apply; consideration of extensions to deadlines. Consideration of how some students may engage in any group aspects.	LINK
Case Study	**Case studies / Care plans**	Continuous Assessment adjustments - written	Access to resources online or on campus Access to computer	Study Support, Proof Reading, Academic Mentoring, access to computer/internet and other resources	N/A	Study Support and SPLD Marking Guidelines apply; consideration of extensions to deadlines. Consideration of how some students may engage in any group aspects.	LINK
Reports, Reviews and Resources	**Concept / Mind Maps**	Continuous Assessment adjustments - written	Access to specific software or physical	Study Support, Proof Reading, Academic Mentoring, access to computer/internet and other resources	N/A	Study Support and SPLD Marking Guidelines apply; consideration of extensions to deadlines. Consideration of how some students may engage in any group aspects.	LINK

			resources - cost implication?				
Reflective Journal/Log	**Critical incident accounts, Journals, Blogs**	Continuous Assessment adjustments - written	Access to resources online or on campus Access to computer Student absence from practical element	Study Support, Proof Reading, Academic Mentoring, access to computer/internet and other resources	N/A	Study Support and SPLD Marking Guidelines apply; consideration of extensions to deadlines. Consideration of how some students may engage in any group aspects.	LINK
Reports, Reviews and Resources	**Design Reports**	Continuous Assessment adjustments - written	Access to resources online or on campus Access to computer	Study Support, Proof Reading, Academic Mentoring, access to computer/internet and other resources	N/A	Study Support and SPLD Marking Guidelines apply; consideration of extensions to deadlines. Consideration of how some students may engage in any group aspects.	LINK
Dissertation	**Dissertation**	Continuous Assessment adjustments - written	Access to resources online or on campus Access to computer Access to any practical elements	Study Support, Proof Reading, Academic Mentoring, access to computer/internet and other resources	N/A	Study Support and SPLD Marking Guidelines apply; consideration of extensions to deadlines. Consideration of how some students may engage in any group aspects.	LINK
Reports, Reviews and Resources	**Designing learning materials**	Continuous Assessment adjustments - written	Access to specific software or physical resources - cost implication?	Study Support, Proof Reading, Academic Mentoring, access to computer/internet and other resources	N/A	Study Support and SPLD Marking Guidelines apply; consideration of extensions to deadlines. Consideration of how some students may engage in any group aspects.	LINK

Essay	**Essay**	Continuous Assessment adjustments - written	Access to resources online or on campus Access to computer	Study Support, Proof Reading, Academic Mentoring, access to computer/internet and other resources	N/A	Study Support and SPLD Marking Guidelines apply; consideration of extensions to deadlines. Consideration of how some students may engage in any group aspects.	LINK
Reports, Reviews and Resources	**Grant application**	Continuous Assessment adjustments - written	Access to resources online or on campus Access to computer	Study Support, Proof Reading, Academic Mentoring, access to computer/internet and other resources	N/A	Study Support and SPLD Marking Guidelines apply; consideration of extensions to deadlines. Consideration of how some students may engage in any group aspects.	LINK
Test	**In Class test (Invigilated)**	Individual examination adjustments - written	Additional learning needs or disabilities	Examination preparation and Revision support	Study Support, Proof Reading, Academic Mentoring, access to computer/internet and other resources	additional time; reduction in expectation (e.g.fewer questions answered); coloured paper; enlarged font rest breaks; separate room; SPLD Marking Guidelines; Use of PC or Scribe/Reader; alternative assessment provision.	LINK
Test	**In Class test (Invigilated)**	Individual examination adjustments - written	Additional learning needs or disabilities	Examination preparation and Revision support	Study Support, Proof Reading, Academic Mentoring, access to internet and other resources	additional time; reduction in expectation (e.g.fewer questions answered); coloured paper; enlarged font; rest breaks; SPLD Marking Guidelines; Use of Scribe/Reader; alternative assessment provision.	LINK
Test	**In Class test (non-invigilated)**	Individual examination adjustments - written	Additional learning needs or disabilities	Examination preparation and Revision support	Study Support, Proof Reading, Academic Mentoring, access to computer/internet and other resources	additional time; reduction in expectation (e.g.fewer questions answered); coloured paper; enlarged font rest breaks; separate room; SPLD Marking Guidelines; Use of PC or	LINK

						Scribe/Reader; alternative assessment provision.	
Test	**In Class test (non-invigilated)**	Individual examination adjustments - written	Additional learning needs or disabilities	Examination preparation and Revision support	Study Support, Proof Reading, Academic Mentoring	additional time; reduction in expectation (e.g.fewer questions answered); coloured paper; enlarged font; rest breaks; SPLD Marking Guidelines; Use of Scribe/Reader; alternative assessment provision.	LINK
Case Study	**In-tray exercises**	Continuous Assessment adjustments - written	Access to resources online or on campus Access to computer	Study Support, Proof Reading, Academic Mentoring, access to computer/internet and other resources	N/A	Study Support and SPLD Marking Guidelines apply; consideration of extensions to deadlines - students may need more time to complete the assessment and/or reduction in overall amound of assessment. Consideration of how some students may engage in any group aspects.	LINK
Reflective Journal/Log	**Learning logs / Reflective diaries**	Continuous Assessment adjustments - written	Access to resources online or on campus Access to computer Student absence from practical element	Study Support, Proof Reading, Academic Mentoring, access to computer/internet and other resources	N/A	Study Support and SPLD Marking Guidelines apply; consideration of extensions to deadlines. Consideration of how some students may engage in any group aspects.	LINK
Reports, Reviews and Resources	**Media profile**	Continuous Assessment adjustments - written	Access to resources online or on campus Access to computer	Study Support, Proof Reading, Academic Mentoring, access to computer/internet and other resources	N/A	Study Support and SPLD Marking Guidelines apply; consideration of extensions to deadlines. Consideration of how some students may engage in any group aspects.	LINK

Exam - Practical	**Mini-practical**	Individual examination adjustments - written/practical	Physical disabilities within practical setting	Examination preparation and Revision support	Study Support, Proof Reading, Academic Mentoring, access to computer/internet and other resources	additional time; reduction in expectation (e.g.fewer questions answered); coloured paper; enlarged font; rest breaks; separate room; SPLD Marking Guidelines; Use of PC or Scribe/Reader; alternative assessment provision.	LINK
MCQ/EMQs	**Multiple choice questions (MCQs) or Extended Matching Questions (EMQs)**	Individual examination adjustments - written	Additional learning needs or disabilities	Examination preparation and Revision support	Study Support, Proof Reading, Academic Mentoring, access to computer/internet and other resources	additional time; reduction in expectation (e.g.fewer questions answered); coloured paper; enlarged font; rest breaks; separate room; SPLD Marking Guidelines; Use of PC or Scribe/Reader; alternative assessment provision.	LINK
MCQ/EMQs	**Multiple choice questions (MCQs) or Extended Matching Questions (EMQs)**	Individual examination adjustments - written	Additional learning needs or disabilities	Examination preparation and Revision support	Study Support, Proof Reading, Academic Mentoring, access to internet and other resources	additional time; reduction in expectation (e.g.fewer questions answered); coloured paper; enlarged font; rest breaks; SPLD Marking Guidelines; Use of Scribe/Reader/reader; alternative assessment provision.	LINK
Exam - Practical	**Objective Structured Skills / Clinical / Practical Examination (OSSE) / (OSCE) (OSPE)**	Individual examination adjustments - practical	Physical disabilities/communication difficulties within practical setting	Examination preparation and Revision support	Study Support, Proof Reading, Academic Mentoring, access to computer/internet and other resources	additional time; reduction in expectation (e.g.fewer stations); coloured paper; enlarged font; rest breaks; separate room; SPLD Marking Guidelines; Use of Scribe/Reader; alternative assessment provision**.	LINK
Exam - Practical	**Observation**	Individual examination adjustments - practical	Physical disabilities/communication difficulties within practical setting	Examination preparation and Revision support	Study Support, Proof Reading, Academic Mentoring, access to computer/internet and other resources	additional time; reduction in expectation (e.g.fewer questions answered); coloured paper; enlarged font; rest breaks; separate room; SPLD Marking Guidelines; Use of PC or Scribe/Reader; alternative assessment provision.	LINK

Digital/Online	**Online discussion boards**	Continuous Assessment adjustments - written	Access to specific software	Study Support, Proof Reading, Academic Mentoring, access to computer/internet and other resources	N/A	Study Support and SPLD Marking Guidelines apply; consideration of extensions to deadlines. Consideration of how some students may engage in any group aspects.	LINK
Exam	**Open Book Examinations (Restricted)**	Individual examination adjustments - written	Additional learning needs or disabilities	Examination preparation and Revision support	Study Support, Proof Reading, Academic Mentoring, access to computer/internet and other resources	additional time; reduction in expectation (e.g.fewer questions answered); coloured paper; enlarged font; rest breaks; separate room; SPLD Marking Guidelines; Use of PC or Scribe/Reader; alternative assessment provision.	LINK
Exam	**Open Book Examinations (Restricted)**	Individual examination adjustments - written	Additional learning needs or disabilities	Examination preparation and Revision support	Study Support, Proof Reading, Academic Mentoring, access to internet	additional time; reduction in expectation (e.g.fewer questions answered); coloured paper; enlarged font; rest breaks; SPLD Marking Guidelines; Use of Scribe/Reader; alternative assessment provision.	LINK
Exam	**Open Book Examinations (Full)** *(also see 'Take Home' Examination)*	Individual examination adjustments - written	Access to online or on campus resources Access to computer Access to appropriate study environment	Examination preparation and Revision support	Study Support, Proof Reading, Academic Mentoring	additional time; reduction in expectation (e.g.fewer questions answered); coloured paper; enlarged font; rest breaks; SPLD Marking Guidelines; Use of Scribe/Reader; alternative assessment provision.	LINK
Presentation					N/A		LINK

	Oral presentations	Continuous Assessment adjustments - Oral	Additional learning needs or difficulties with communication	Study Support, Proof Reading, Academic Mentoring, access to computer/internet and other resources		consideration of deadlines; additional time; alternative approach - e.g. podcast, online presentation; alternative assessment format - e.g Poster
Patchwork Text	**Patchwork texts**	Continuous Assessment adjustments - written	Access to resources online or on campus

Access to computer

Student absence - missed patch | Study Support, Proof Reading, Academic Mentoring, access to computer/internet and other resources | N/A | Study Support and SPLD Marking Guidelines apply; consideration of extensions to deadlines. Consideration of how some students may engage in any group aspects. | LINK |
Exam - Practical	**Performance**	Individual examination adjustments - practical	Physical disabilities/communication difficulties within practical setting	Examination preparation and Revision support	Study Support, Proof Reading, Academic Mentoring, access to computer/internet and other resources	additional time; reduction in expectation (e.g. shorter performance); rest breaks; separate room; SPLD Marking Guidelines; alternative assessment provision*.	LINK
Portfolio	**Portfolio**	Continuous Assessment adjustments - written	Access to specific software	Study Support, Proof Reading, Academic Mentoring, access to computer/internet and other resources	N/A	Study Support and SPLD Marking Guidelines apply; consideration of extensions to deadlines. Consideration of how some students may engage in any group aspects.	LINK
Poster	**Posters**	Continuous Assessment adjustments - written	Access to specific software or physical	Study Support, Proof Reading, Academic Mentoring, access to computer/internet and other resources	N/A	Study Support and SPLD Marking Guidelines apply; consideration of extensions to deadlines. Consideration of how some students may engage in any group aspects.	LINK

			resources - cost implication?				
Lab/Practical Report	**Practical Reports / Laboratory books / Reports / Part-written Practical Reports / Instant Reports / Field Reports**	Continuous Assessment adjustments - written	Access to resources online or on campus Access to computer Student absence from practical element	Study Support, Proof Reading, Academic Mentoring, access to computer/internet and other resources	N/A	Study Support and SPLD Marking Guidelines apply; consideration of extensions to deadlines. Consideration of how some students may engage in any group aspects.	LINK
Reflective Journal/Log	**Problem sheets**	Continuous Assessment adjustments - written	Access to resources online or on campus Access to computer Student absence - missed a week	Study Support, Proof Reading, Academic Mentoring, access to computer/internet and other resources	N/A	Study Support and SPLD Marking Guidelines apply; consideration of extensions to deadlines. Consideration of how some students may engage in any group aspects.	LINK
Reports, Reviews and Resources	**Question banks**	Continuous Assessment adjustments - written	Access to resources online or on campus Access to computer	Study Support, Proof Reading, Academic Mentoring, access to computer/internet and other resources	N/A	Study Support and SPLD Marking Guidelines apply; consideration of extensions to deadlines. Consideration of how some students may engage in any group aspects.	LINK
Research Project	**Research projects / Group projects**	Continuous Assessment adjustments - written	Access to resources online or on campus Access to computer	Study Support, Proof Reading, Academic Mentoring, access to computer/internet and other resources	N/A	Study Support and SPLD Marking Guidelines apply; consideration of extensions to deadlines. Consideration of how some students may engage in any group aspects.	LINK

			Student absence from practical element				
Role Play	**Role play**	Continuous Assessment adjustments - written	Access to resources online or on campus

Access to computer | Study Support, Proof Reading, Academic Mentoring, access to computer/internet and other resources | N/A | Study Support and SPLD Marking Guidelines apply; consideration of extensions to deadlines. Consider alternate methods to engage in role play e.g. remotely, podcast. Consideration of how some students may engage in any group aspects. Alternative assessment may be required for physical role play elements. | LINK |
| Exam | **Seen Examinations** | Individual examination adjustments - written | Additional learning needs or disabilities | Examination preparation and Revision support | Study Support, Proof Reading, Academic Mentoring, access to computer/internet and other resources | additional time; reduction in expectation (e.g.fewer questions answered); coloured paper; enlarged font; rest breaks; separate room; SPLD Marking Guidelines; Use of PC or Scribe/Reader; alternative assessment provision. | LINK |
| Exam | **Seen Examinations** | Individual examination adjustments - written | Additional learning needs or disabilities | Examination preparation and Revision support | Study Support, Proof Reading, Academic Mentoring, access to internet and other resources | additional time; reduction in expectation (e.g.fewer questions answered); coloured paper; enlarged font rest breaks; SPLD Marking Guidelines; Use of Scribe/Reader; alternative assessment provision. | LINK |
| Lab/Practical Report | **Selective reports / Sampling reports** | Continuous Assessment adjustments - written | Access to resources online or on campus

Access to computer

Student absence from | Study Support, Proof Reading, Academic Mentoring, access to computer/internet and other resources | N/A | Study Support and SPLD Marking Guidelines apply; consideration of extensions to deadlines. Consideration of how some students may engage in any group aspects. | LINK |

			practical element			
Exam	**Short answer questions Examination**	Individual examination adjustments - written	Additional learning needs or disabilities	Examination preparation and Revision support	Study Support, Proof Reading, Academic Mentoring, access to computer/internet and other resources	additional time; reduction in expectation (e.g.fewer questions answered); coloured paper; enlarged font rest breaks; separate room; SPLD Marking Guidelines; Use of PC or Scribe/Reader; alternative assessment provision.	LINK
Exam	**Short answer questions Examination**	Individual examination adjustments - written	Additional learning needs or disabilities	Examination preparation and Revision support	Study Support, Proof Reading, Academic Mentoring, access to computer/internet and other resources	additional time; reduction in expectation (e.g.fewer questions answered); coloured paper; enlarged font rest breaks; separate room; SPLD Marking Guidelines; Use of PC or Scribe/Reader; alternative assessment provision.	LINK
Simulation	**Simulations**	Individual examination adjustments - written	Additional learning needs or disabilities	Examination preparation and Revision support	Study Support, Proof Reading, Academic Mentoring, access to computer/internet and other resources	additional time; reduction in expectation (e.g.fewer questions answered); coloured paper; enlarged font rest breaks; separate room; SPLD Marking Guidelines; Use of PC or Scribe/Reader; alternative assessment provision.	LINK
Simulation	**Simulations**	Individual examination adjustments - written	Additional learning needs or disabilities	Examination preparation and Revision support	Study Support, Proof Reading, Academic Mentoring, access to internet and other resources	additional time; reduction in expectation (e.g.fewer questions answered); coloured paper; enlarged font; rest breaks; separate room; SPLD Marking Guidelines; Use of Scribe/Reader; alternative assessment provision.	LINK
Exam	**Take Home Examination (also see *Open Book***	Individual examination adjustments - written	Access to online or on campus resources Access to	Examination preparation and Revision support	Study Support, Proof Reading, Academic Mentoring	additional time; reduction in expectation (e.g.fewer questions answered); coloured paper; enlarged font rest breaks; SPLD Marking	LINK

	Examination (Full)		computer Access to appropriate study environment			Guidelines; Use of Scribe/Reader; alternative assessment provision.	
Exam	**Unseen Examinations**	Individual examination adjustments - written	Additional learning needs or disabilities	Examination preparation and Revision support	Study Support, Proof Reading, Academic Mentoring, access to computer/internet and other resources	additional time; reduction in expectation (e.g.fewer questions answered); coloured paper; enlarged font rest breaks; separate room; SPLD Marking Guidelines; Use of PC or Scribe/Reader; alternative assessment provision.	LINK
Exam	**Unseen Examinations**	Individual examination adjustments - written	Additional learning needs or disabilities	Examination preparation and Revision support	Study Support, Proof Reading, Academic Mentoring, access to internet and other resources	additional time; reduction in expectation (e.g.fewer questions answered); coloured paper; enlarged font; rest breaks; SPLD Marking Guidelines; Use of Scribe/Reader; alternative assessment provision.	LINK
Viva/Oral Exam	*Viva Voce*	Individual examination adjustments - Oral	Additional learning needs or disabilities, communication difficulties	Examination preparation and Revision support	Study Support, Proof Reading, Academic Mentoring, access to computer/internet and other resources	additional time;	LINK
Viva/Oral Exam	*Viva Voce*	Individual examination adjustments - Oral	Additional learning needs or disabilities, communication difficulties	Examination preparation and Revision support	Study Support, Proof Reading, Academic Mentoring, access to internet and other resources	additional time;	LINK

Digital/Online	**Wiki / Blogs**	Continuous Assessment adjustments - written	Access to specific software	Study Support, Proof Reading, Academic Mentoring, access to computer/internet and other resources	N/A	Study Support and SPLD Marking Guidelines apply; consideration of extensions to deadlines. Consideration of how some students may engage in any group aspects.	LINK

ASSESSMENT EQUIVALENCIES CALCULATIONS

CREDIT	LEARNING HOURS (comprises contact time, directed study, independent study including assessment preparation)	% ASSESSMENT LEARNING HOURS Assessment learning hours/preparation constitutes approx. 20% of notional module learning hours	NOTIONAL ASSESSMENT WORK HOURS	NOTIONAL WORD COUNT EQIVALENCE
10	100 hours	20%	20 hours	2000 words
20	**200 hours**	**20%**	**40 hours**	**4000 words**
30	300 hours	20%	60 hours	6000 words
40	400 hours	20%	80 hours	8000 words
60	600 hours	20%	120 hours	12000 words

Equivalent to 1000 essay words:
Examination or timed test 1 hour
Essay in foreign language 300 words
Group report 750 words per member
Reflective journal or learning log 2000 – 2500 words
Oral presentation 20 minutes
Group presentation 10 minutes per member
Clinical assessment 10 minutes

	4000 Words	40 Hours
20 Credits	100 Words	1 Hour
	1000 Words	10 Hours

REFERENCES

Exeter University - referencing 'Making Learning Happen: 3rd Edition', Phil Race (2014)	Critical-comparison-of-assessment-types-PR-w.pdf
University of Edinburgh	Assessment types & their pros & cons | The University of Edinburgh
Bournemouth University	Centre for Fusion Learning Innovation and Excellence | 6C: Assessment Equivalencies – what you need to know! (bournemouth.ac.uk)
Ulster University - Referencing Lancaster University also	Assessment workload equivalence guide (revised 2018) (ulster.ac.uk)
Lancaster University	AssessmentWorkloadEquivalencyv1Aug2021.pdf (lancaster.ac.uk)
University of Adelaide, Australia	Mind Mapping (adelaide.edu.au)
LSE	Case studies (lse.ac.uk)
Charles Sturt University, Australia	Annotated bibliography - Division of Learning and Teaching (csu.edu.au)
Warwick University	Patchwork assessment (warwick.ac.uk)