

# BPP University – University Policies and Procedures

## Assessment & Examinations Framework and Procedures



<b>Scope</b>	Students/Staff
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<b>Purpose</b>	Outlines the University's Assessment and Examination Rules, Approach, and Strategy (both for physical and digital assessments/examinations)

### *Regulatory Mapping*

<b>BPP University General Academic Regulations</b>
Section E: Examinations, Assessment & Academic Practice

**BPP University**  
**University Policies and Procedures**  
**Assessment & Examination Framework and Procedures**

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**1. Rules for the Preparation and Administration of Examinations**

1.1. *Definition*

1.1.1. An examination is an assessment of any durations. In the case of a skills performance the examination script may include visual material such as a video recording as well as written materials such as a plan.

1.1.2. Formative assessments which are intended to provide the student with the opportunity of experiencing an examination should adopt the relevant parts of these examinations (such as the invigilation of the examination) as closely as is practicable.

1.2. *Provision of Information for Candidates*

1.2.1. The examination timetable and location of examinations for each year of a programme must be published to candidates on that programme in accordance with the General Academic Regulations, Part E, Examinations, Assessment & Academic Practice.

1.2.2. The details of each examination must be published on the student Virtual Learning Environment two weeks in advance of the examination. The information published shall include the “Rules for the Conduct of Examinations: Information for Candidates” and shall also include information on what materials, if any, are permitted and the rules governing how these may have been annotated. Where there is more than one location for the examination a list of candidates who must attend each location must be published. The Director of University Central Administration, or nominee, shall be responsible for ensuring the timely provision of information about examinations to candidates.

### 1.3. *Preparation of Examination Papers*

- 1.3.1. Each school must have in place effective drafting and scrutiny procedures to ensure that examination papers have been set appropriately.
- 1.3.2. The Director of University Central Administration, or nominee, shall have in place procedures for the production of examination papers.
- 1.3.3. The module leader is responsible for the preparation of the draft question paper and marking scheme.
- 1.3.4. The Award Lead is responsible for ensuring that an appropriate vetting process is undertaken.
- 1.3.5. The external examiner must be invited to review and endorse the examination paper.
- 1.3.6. The secrecy of the contents of examination papers must be preserved at all stages of their development until provided to candidates in the examination. Those involved in the development, approval and handling of the examination paper have a professional duty of confidentiality.
- 1.3.7. All question papers shall state in the opening rubric what examination aids a student may bring to the examination, such as calculators and the nature of any permitted materials.
- 1.3.8. Examination headings and layout shall conform to the University's formal specification obtainable from the production department.
- 1.3.9. The Director of University Central Administration, or nominee, will be responsible for ensuring arrangements are in place for the proper conduct of each examination including the delivery and receipt of examination papers and scripts.

### 1.4. *Examination Accommodation*

- 1.4.1. The location of examinations and furniture and equipment will be determined by the Director of University Central Administration, or nominee in consultation with the Award Lead concerned.
- 1.4.2. Examination accommodation space and furniture shall be sufficient to enable the examination to be conducted with integrity.
- 1.4.3. A clock, visible to all candidates, will be provided in the examination room.
- 1.4.4. When more than one examination is held in the same room, each examination shall commence at the same time to avoid disturbing candidates. In the case of certain

specified rooms, the Deputy Vice-Chancellor may permit the concurrent sitting of two or more examinations of different lengths within the same room.

- 1.4.5. Where a candidate with learning difficulty and/or a disability has been granted additional time or other provision in the taking of an examination, the Director of University Central Administration, or nominee, in liaison with the Learning Support Office, shall determine whether that candidate should take the examination in the main centre with their peers or in separate accommodation.

## 1.5. *Scripts*

- 1.5.1. The Award Lead shall be responsible for having in place procedures for the marking of examination scripts.
- 1.5.2. The Director of University Central Administration, or nominee will arrange for the retention and storage of marked scripts of summative assessments for not less than five years after the external examination board has ratified the outcome of those assessments.

## **2. Rules for the Conduct of Examinations: Information for Candidates**

### 2.1. *Information Published to Candidates*

- 2.1.1. Candidates must ensure that they are aware of the published examination timetable and the location of the examinations which they are to attend as notified by the Director of University Central Administration, or nominee.
- 2.1.2. Candidates must note what additional materials, if any, they may take into the examination.
- 2.1.3. The examinations shall be conducted under the General Academic Regulations of the University and, where appropriate, those of a separate awarding authority (such as the Solicitors' Regulation Authority).

### 2.2. *Conduct of Candidates*

- 2.2.1. Candidates must note from the examination briefing how far in advance of the start time they should be present at the examination centre.
- 2.2.2. Candidates will not be permitted to enter the examination room more than 30 minutes after the commencement of the examination. No extra time will be allowed to candidates arriving late.

- 2.2.3. Candidates will not be permitted to leave the examination within the first 30 minutes of the examination. To do so may be deemed an infraction of the General Academic Regulations because it would compromise the integrity of the examination and the rights of other students to enter within the first thirty minutes as permitted by these rules.
- 2.2.4. Candidates will not be allowed to leave the examination during the last 15 minutes of the examination.
- 2.2.5. On entering the physical examination room candidates must deposit all bags and unauthorised sources of information in a place designated by the invigilator.
- 2.2.6. Where calculators are permitted in an examination, they must be cordless, silent, non-programmable and without case or cover. They must not be designed or adapted to provide access to retrievable information or be able to communicate with other machines or the internet.
- 2.2.7. Candidates in possession of mobile phones or smart watches must switch them off and leave them in their bags in the place designated by the invigilator. Candidates are not permitted to have mobile phones or smart watches on their person during the examination.
- 2.2.8. Candidates must display their student identity card in a prominent position on their examination desk together with any other document which the student is required to produce. Those without their student identity card may be refused entry into the examination.
- 2.2.9. Candidates may not open the examination paper to read the questions or start writing until the chief invigilator announces the commencement of the examination. Neither may candidates commence writing their answers before being authorised to do so by the invigilator. Writing in this regard includes making notes, highlighting text, or making any other marks on any material.
- 2.2.10. Candidates must behave in an orderly manner throughout the period of the examination. The chief invigilator has the discretion to exclude from the examination any student observed behaving in a way which, in the opinion of the chief invigilator, may disturb other candidates or otherwise disrupt the smooth running of the examination. The chief invigilator must report any such occurrence to the University Proctor, or nominee. The University Proctor, or nominee shall decide whether to take the matter further under the student discipline procedures.
- 2.2.11. Candidates must not communicate with any other candidate in the examination room.

- 2.2.12. Candidates may bring water or other soft drinks, with the label removed, into the examination but are not permitted to take food into the examination.
- 2.2.13. Candidates must insert the examination and identification details required at the clearly and accurately.
- 2.2.14. Candidates must use the examination materials provided. Candidates are not allowed to bring additional materials or papers, unless expressly permitted.
- 2.2.15. Candidates must start each answer as instructed, and record their answers as indicated on the materials provided.
- 2.2.16. Candidates must write each question number in the space provided, but otherwise leave the margins blank. All work leading to the solution of each question must be recorded. Rough sheets are provided for notes only and will not be marked.
- 2.2.17. A candidate who wishes to attract the invigilator's attention, for whatever reason, must do so by raising their hand.
- 2.2.18. A candidate who wishes temporarily to leave the examination room must seek the permission of an invigilator and they must be escorted.
- 2.2.19. A candidate wishing to leave the examination permanently must seek the permission of an invigilator and their examination paper and answers must be collected in.
- 2.2.20. Once the end of the examination has been signalled by the chief invigilator candidates must cease writing immediately and remain at their allocated places until all the scripts have been collected.
- 2.2.21. Candidates must not remove any examination materials or aids provided by the University from the examination room.
- 2.2.22. A candidate whose script is deemed illegible by the programme leader concerned in consultation with the Director of University Central Administration, or nominee may be required to contribute to the costs of having the script transcribed professionally. In such cases the charge levied will be used to offset the costs incurred.
- 2.2.23. A candidate suspected of using academic misconduct in an examination will be reported and will be dealt with under the procedure described in the Academic Practice Policy.

### 2.3. *Arrangements for Candidates Undertaking Externally Regulated Programme Examinations and Assessments Overseas*

- 2.3.1. Students who are required to sit their assessment face-to-face and are unable to attend a UK based venue due to Student Visa expiry or not holding a Student Visa to study

and sit their assessments in the UK, may apply to sit their assessments/examinations at a British Council/BPP University approved overseas venue.

- 2.3.2. Students must apply through BPP University's overseas application process by the stated deadlines. Upon approval of the application by BPP University, students will be required to pay the applicable fee to the overseas venue and provide any details of and sign agreements directly with the overseas venues as required in advance of their examination/assessment.
- 2.3.3. Whilst BPP University will support all eligible applications, approval will be subject to availability and approval of the overseas venue.
- 2.3.4. Students who apply, but whose applications are not approved by either BPP University or the overseas venue, and who are unable to find an alternative solution in the given timeframe (e.g., travel to a UK located and approved BPP University examination centre, or use another approved overseas venue) will be encouraged to make an extenuating circumstances application (see Academic Adjustments – University Policies and Procedures).

### **3. Rules for the Invigilation of Examinations**

#### *3.1. Appointment of Invigilators*

- 3.1.1. Any person approved to act as an invigilator must have completed a training session conducted by the Director of University Central Administration, or nominee.
- 3.1.2. The number of invigilators required in each examination room will be determined by the Director of University Central Administration, or nominee.
- 3.1.3. The Director of University Central Administration, or nominee shall appoint a chief invigilator for each examination.
- 3.1.4. The relevant school will nominate invigilators to the Director of University Central Administration, or nominee at least four weeks in advance of the examination.

#### *3.2. Instructions to Invigilators*

- 3.2.1. Instructions to invigilators, incorporating the rules set out here, shall be provided by the Director of University Central Administration, or nominee in advance of each assessment, including:
  - a) The location of the examination;
  - b) The number of candidates and their candidate numbers;

- c) Examination materials provided by the Director of University Central Administration, or nominee;
- d) Additional materials to be provided by the School;
- e) The names of the invigilators;
- f) Any examination-specific instructions provided by the module leader;
- g) any arrangements for exam concessions for students with learning difficulties and/or disabilities as outlined in the University Policies and Procedures – Academic Adjustments, and Learning Support.

### 3.3. *Preparation before the Examination*

- 3.3.1. Each chief invigilator will collect the examination pack from University Central Administration (or such other place as may be notified) in good time to enable them to set up the examination.
- 3.3.2. Invigilators shall be at the examination location as specified in the invigilation instructions issued by the Director of University Central Administration, or nominee, to receive a briefing. This is normally no later than one hour before the examination is due to commence.
- 3.3.3. The chief invigilator shall be responsible for conducting the laying out of the examination room.
- 3.3.4. Invigilators will ensure appropriate set up of examination materials before the candidates are admitted to the room.

### 3.4. *Admission of Candidates to the Examination Room*

- 3.4.1. Candidates will be admitted to the room in sufficient time, as deemed by the chief invigilator, to enable them to be seated and all instructions to be read out so that the examination can commence at the designated time. “Sufficient time” may vary depending on the number of candidates who are taking the examination.
- 3.4.2. A candidate who arrives late should be admitted without question during the first half hour of an examination. Admission after the first half hour is not permitted.
- 3.4.3. No extra time will normally be allowed to a candidate who arrives late for an examination session.
- 3.4.4. Invigilators must check that each candidate has displayed their candidate identification card on their examination desk and that the photographic identification corresponds with the candidate. Where a student does not have their identification card they should

be requested to provide another form of photographic identification and to collect a new identification card.

### 3.5. *Announcements to Candidates before the Start of the Examination*

3.5.1. The chief invigilator must make announcements to candidates covering the following matters before the start of the examination.

- a) Only authorised materials should be retained on candidates' desks during the examination. All other materials not specifically allowed in the rubric of the examination paper and all other belongings should be placed in the designated part of the room.
- b) Each student must display their identification card and any other document previously specified on their desk throughout the examination.
- c) Candidates should complete the relevant examination details to register their attendance and identification of examination scripts at the start of the examination.
- d) Candidates should read carefully all the instructions on the examination paper.
- e) Candidates should check that they have the correct question paper, and note the duration of the examination.
- f) Any queries regarding the question paper should be raised with the invigilator. The answer to any query will be announced to all candidates taking the examination.
- g) Candidates will not be permitted to leave the examination room during the first 30 minutes or the last 15 minutes of the examination.
- h) If a candidate needs to leave the room temporarily they will be accompanied by an invigilator.
- i) The times at which candidates will be informed of the time remaining before the end of the examination.
- j) Once the examination has been completed, candidates must obey the chief invigilator's instructions to remain silent in their seats examination scripts are collected.

### 3.6. *Availability of the Internal Examiner*

3.6.1. Throughout the examination, an internal examiner or nominee familiar with the examination paper shall be available for consultation either in person or by telephone to answer any queries raised by candidates. The chief invigilator will be responsible for contacting the examiner or nominee and will be provided with contact details on the

day of the examination. The examiner or nominee shall be responsible for communicating this information to the University Central Administration, which will ensure that the outcome of any such clarification is communicated to all students taking the examination.

### 3.7. *End of the Examination*

- 3.7.1. The chief invigilator shall end the examination punctually and require candidates to stop writing immediately and to remain in their seats until all the examination scripts have been collected.
- 3.7.2. Candidates should not be permitted to remove any examination materials, or aids provided by the University from the examination room.
- 3.7.3. The chief invigilator should check that the correct number of examination scripts have been collected and may then release the candidates. Where one or more examination scripts are missing a check should be conducted by candidate ID to identify which candidates' examination script(s) are missing. All other candidates may then be released. The candidates for whom examination scripts are missing should be asked to search their bags and make such other checks as may be appropriate.
- 3.7.4. Examination scripts and any other materials must be returned to the University Central Administration unless collected from the examination room by examiners, in which case the examiners must sign the chief invigilator's report form to indicate that the examination scripts have been removed.
- 3.7.5. The chief invigilator must complete a report on the conduct of the examination, noting in particular any exceptional circumstances, and submit it to the Director of University Central Administration, or nominee.

### 3.8. *Exceptional Circumstances*

- 3.8.1. If an examination room has to be evacuated for any reason (such as a fire alarm), candidates should be instructed to leave all examination papers and materials on their desks and proceed to the nearest exit. The chief invigilator should be the last person to leave the room. Invigilators should then seek guidance from the Director of University Central Administration, or nominee. On re-admittance to the examination room, candidates should be instructed to await instructions from the chief invigilator as to the start time and length of additional time (if any) allowed. If any candidate becomes ill during an examination, the invigilators should take appropriate action and report to the University Central Administration.

### 3.9. *Academic Misconduct*

3.9.1. Where an invigilator suspects a candidate of academic misconduct the chief invigilator shall warn the candidate that a report will be made. The candidate's examination scripts should be removed and endorsed by the chief invigilator as having been completed prior to the discovery of the incident and any unauthorised materials should be removed and attached to them. The candidate shall then be issued with fresh examination scripts and permitted to continue. A full report shall be made on the chief invigilator's report form and the candidate shall be invited to verify the report and/or add a statement to the report. Ideally this should be done contemporaneously but may be done later if necessary.

### 3.10. *Chief Invigilator's Discretion*

3.10.1. The chief invigilator shall have a discretion to deal with any exceptional circumstance arising in relation to the examination as they deem appropriate. In exercising any such discretion the chief invigilator shall usually seek the advice of the Director of University Central Administration, or nominee. The exercise of any such discretion shall be reported immediately to the Director of University Administration, or nominee and included in the chief invigilator's report form. The exercise of any such discretion by the chief invigilator shall not bind the action that may be taken by the board of examiners.

## **4. Digital Assessment Procedures and Guidance**

### 4.1. *Purpose*

4.1.1. The following procedures and guidance provide information on the management of digital assessments within the University, and seek to supplement the policy and guidance on the development and conduct of physical examinations.

### 4.2. *Assessment General Expectations*

#### *Professional, Statutory and Regulatory Bodies*

4.2.1. If the assessment is not being taken within the BPP assessment software candidates must check with their school and the exam provider for any specific details or regulations as they may be subject to different procedures which fall outside of the regulations and procedures listed here.

### *BPP Preparation and Administration of Assessment*

- 4.2.2. Digital assessments may take place remotely or on-site (in a BPP centre or other venue arranged by BPP). Students must have access to a device that meets the minimum requirements set out in the Student Terms and Conditions.
- 4.2.3. A list of technical equipment specifications is set out in the Student Terms and Conditions.
- 4.2.4. Students must ensure that they download and test the latest version of software in advance of their Examination using the instructions provided by the University Assessment Office.
- 4.2.5. Students must ensure they have a reliable internet connection to undertake the assessment.
- 4.2.6. Schools setting the assessment will ensure in advance that all assessment materials are available in all countries where candidates are completing them.
- 4.2.7. BPP will provide candidates with detailed guidance on specific preparation and conduct of each digital assessment.
- 4.2.8. The University Assessment Office will provide candidates with any login details, pin codes and access codes they need to access and complete their assessment. Use of access codes given to student who face technical difficulties will be subject to the academic misconduct policy and monitored for misuse.

### *Digital Assessment Framework Assessment Types*

- 4.2.9. The following table provides updated assessment terms and definitions, including those used in digital assessment:

#### **General Assessment Terms**

<b>Assessment</b>	A broad term used to refer to all methods whereby a student's work may be assessed. Assessment can be Diagnostic, Formative or Summative.
<b>Synoptic Assessment</b>	A form of assessment which tests candidates' understanding of the connections between the different elements of a subject.
<b>Formative Assessment</b>	An assessment task with a developmental purpose. It is designed to help students learn more effectively by giving them feedback on their performance and on how it can be improved, maintained or both.

<b>Summative Assessment</b>	A form of assessment used to certify that students have achieved an appropriate level of performance. It is used to indicate how far a student has met the assessment criteria used to judge the intended learning outcomes of a module or programme.
<b>Diagnostic Assessment</b>	Diagnostic assessment helps identify a student's attributes or skills.
<b>Assignment</b>	A broad term for an assessment that is not an exam. An assignment will be time-based and have a specified format for the output.

### Exam Terms

<b>Exam or Examination</b>	An examination is an assessment of any duration. In the case of a skill performance the examination script may include visual material such as a video recording as well as written materials such as a plan.
<b>Invigilated Exam</b>	An exam whereby an 3rd party observes the candidates for evidence of academic misconduct. Exams can be face-to-face or online (often referred to as proctored). Online invigilation can be done synchronously (live) or asynchronously (observation of recording after the event).
<b>Closed book</b>	Students are not permitted to take notes, books or other reference material into the examination environment, relying entirely on their memory to answer the questions.
<b>Open book</b>	Involves allowing students access to various reference sources during the examination, e.g., textbooks, tables, or other materials.
<b>Restricted book</b>	Students are not permitted to take notes, books or other reference material into the examination environment, other than approved BPP materials listed prior to the examination.
<b>Seen Exam</b>	A time-constrained assessment task, where materials and/or questions are presented to students in advance.
<b>Unseen Exam</b>	A time-constrained assessment task, which is not seen until the start of the examination.

<b>Timed long-form question</b>	A timed examination question which is looking for a structured answer as would be the case with an essay or report. These can be anything from a paragraph to multiple pages in length.
<b>MCQ (Multiple-Choice Question)</b>	A question type where the candidate must select one or more correct answers from a list with no scope to answer in any other way.
<b>MCT (Multiple-Choice Test)</b>	An examination or test that comprises exclusively of Multiple-choice questions.
<b>Practical Exam</b>	An examination that decides whether, or how well, a student performs a specific practical skill or technique (or competency). Examples include clinical skills, laboratory techniques, surveying skills, language translation and listening comprehension.

### Coursework Terms

<b>Coursework</b>	An assignment or task that is set in response to a problem or question. May be set to an individual or group. May be part of a series of pieces of coursework leading to a final summative grade.
<b>Dissertation</b>	A substantial piece of writing deriving from research that a student has undertaken. Dissertations are the result of a student's independent work.
<b>Essay</b>	A piece of writing that gives the author's own argument.
<b>Report</b>	A piece of writing that is practical, concise which has a clear purpose and for a specific audience.

### Presentation Terms

<b>Presentation</b>	Requires students to research a particular topic, prepare and deliver a visual and/or oral presentation. Can be assessed individually or as a group, synchronously or asynchronously.
<b>Oral Presentation</b>	Oral assessment includes students presenting their work, as individuals or in groups, informally or in a seminar and can be audio or video submission types.

<b>Viva Voce</b>	Viva voce - from Medieval Latin, literally meaning 'with/by the living voice', is a form of oral examination or academic discussion with senior academic colleagues. A viva voce examination is often used in the context of research dissertations where it constitutes the verbal defence of the written thesis.  A viva voce examination may be used a supplementary form of assessment to determine a student's overall achievement.
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### **Portfolio Terms**

<b>Portfolio</b>	a collection of work that relates to a given topic or theme, which has been produced over a period of time.
<b>Reflective Journal</b>	Personal records of students' learning experiences. Students typically are asked by their instructors to record learning-related incidents, sometimes during the learning process but more often just after they occur.

#### 4.3. *Invigilation of Examinations*

##### *Online Invigilation*

- 4.3.1. Online invigilation will be in the form of either live invigilation or via invigilation of recordings made of candidates' examinations through the examination platform.
- 4.3.2. BPP, clients or PSRBs may determine the method of online invigilation to be used and BPP will clearly communicate this to candidates prior to the examination.
- 4.3.3. Where online invigilation is via recordings, videos will be sampled according to the following flagging system and thresholds:

<b>Red Flag</b>	Threshold of 2.1+% cases of academic misconduct = sample size of 50%
<b>Amber Flag</b>	Threshold of 1.1-2% of cases of academic misconduct = sample size of 50%
<b>Green Flag</b>	Threshold of 0-1% of cases of academic misconduct = sample size of 25%

Threshold and sample size allocations to be reviewed on a quarterly basis. Should a programme sample indicate a higher threshold upon review, it will move to the relevant sample size and additional videos will be reviewed in accordance with the flag going forward. Should a regulatory body give an indication for sample size, the regulatory body recommendations will be applied.

#### *Academic Misconduct*

- 4.3.4. Upon entering an online exam, candidates may be required to provide evidence that there are no prohibited exam aids in the location that they are sitting the examination in. Student sitting proctored examinations must conduct a room scan using their webcam at the start of their examination as prompted by the software.
- 4.3.5. Where an invigilator suspects a candidate of academic misconduct the chief invigilator shall report the incident to a programme representative.

#### 4.4. *Fit to Sit Policy*

- 4.4.1. Candidates undertaking an online exam will be subject to the general 'Fit to Sit policy' in the University Policies and Procedures – Academic Adjustments.
- 4.4.2. Candidates citing illness as a reason for non-participation in, or failure to complete, the online exam will be subject to the standard assessment procedures.

#### *Unforeseen Circumstances*

- 4.4.3. Unforeseen circumstance which are non-technical in nature (such as illness or a personal emergency). Students, taken ill, or who experience any unforeseen or unavoidable incidents during an assessment, are expected to notify the University Assessment Officer to ensure that the time and nature of the illness or incident is noted. Students are required to seek medical attention on the day of the assessment or as close to it as possible if they feel their performance was adversely affected by illness.

#### 4.5. *Conduct During Online Examinations*

##### *Conduct of Candidates*

- 4.5.1. Candidates must not communicate with any other person during the examination via any means.

##### *Technical Failures*

- 4.5.2. In the case of digital examinations, exceptional circumstances may affect the whole cohort, a sub-group of the cohort or an individual student. In such circumstances, the University Assessment Office will escalate the incident to a senior member of the Programme team where appropriate and suitable remedial action will be taken. This

may include but is not limited to; referring students to follow mitigating circumstances procedures, additional time to be added to an exam, arranging an additional examination sitting, or amending marking criteria, and always subject to internal and external programme regulations. The Remedial decision will be at the absolute discretion of the Programme team Representative or University Assessment Office.

#### *Breaks*

- 4.5.3. Candidates must follow the rules set out within the proctored assessment guide in relation to breaks during exams.

## **5. BPP University Assessment Strategy and Framework**

### *5.1. Definitions*

- 5.1.1. These are defined as:

- a) Diagnostic examinations and assessments help identify a student's attributes or skills.
- b) Formative examinations and assessments are assessment tasks with a developmental purpose. They are designed to help students learn more effectively by providing them with feedback on their performance and on how it can be improved, maintained, or both.
- c) Summative examinations and assessments are a form of assessment used to certify that students have achieved an appropriate level of performance. They are used to indicate how far a student has met the assessment criteria used to judge the intended learning outcomes of a module or programme.

- 5.1.2. Each of these types of assessment may take a wide variety of forms such as a traditional unseen examination, a project report or an oral presentation. They may be specific to an individual learning outcome or a set of learning outcomes from a module or they may seek to assess whether a student has integrated the knowledge and skills across different modules or is able to transfer knowledge and skills learned in one context to a different context. This latter form of assessment, in providing an overview or summary, may be termed synoptic, and is most often used in capstone assessments.

### *5.2. Assessment Principles*

- 5.2.1. Assessment is a fundamental part of the process of designing a programme. The validity, reliability and authenticity of assessment will indicate whether the intended

learning outcomes for a programme are realistic and achievable. The assessment instruments will then influence the design of the learning and teaching methodology.

5.2.2. The following principles have been adopted to inform the design of assessment frameworks and instruments within the University. These principles are expanded on further in guidance that follows in the paper.

- a) The assessments for a particular programme award must:
  - i) cover all the intended learning outcomes for that programme award;
  - ii) offer an appropriate range of relevant assessment techniques;
  - iii) be proportionate in the assessment burden placed on students.
- b) All of a programme's intended learning outcomes specified for an award must be assessed and passed;
- c) All of a module's learning outcomes will contribute to the intended learning outcomes of the stage and programme within which the module is delivered;
- d) Where a module claims to deliver an intended learning outcome, that intended learning outcome must be demonstrated to have been achieved, and consequently must be assessed within the module;
- e) In addition to the intended learning outcomes delivered by a module, a module may also deliver learning experiences that are designed to support intended learning outcomes that are assessed in other modules in capstone assessments. In such cases, such modules should be noted as pre- or co-requisites. Alternatively, where there is no necessity to cause a module to be a pre- or a co-requisite, the inter-relationship of the modules should be articulated to demonstrate the integrity of the programme.
- f) Assessment instruments must be designed to assess the specified, intended learning outcomes rather than a broad syllabus.
- g) To ensure equity in assessment and minimise the assessment burden on students and the resource cost involved, unnecessary repetition of the assessment of intended learning outcomes should be avoided.
- h) The assessment instrument chosen must be a reliable, authentic and provide a valid test of the achievement of the intended learning outcomes covered (see definitions below).

- i) Online assessments may be used where they meet the criteria set out in these principles and where there can be confidence that the work submitted is that of the student.
- j) The assessment for a module may have one or more than one component, e.g. an unseen, time-limited examination or a written report and a presentation. Where a module is assessed by more than one component, each component must be passed.
- k) It follows from the specificity of the design and assessment of the intended learning outcomes that a module's result for an individual student may only be condoned by a board of examiners, where there is demonstrable evidence elsewhere that the intended learning outcomes of the stage and programme have been achieved.

### 5.3. *Purposes and Forms of Assessment*

5.3.1. Assessment may be used for a variety of reasons under the three broad headings of diagnostic, formative and summative set out above. The purpose of these forms of assessment include:

- i) provide the basis for decisions on students' learning needs;
- ii) provide feedback to students to help with their learning;
- iii) provide a basis for a decision on students' readiness to progress;
- iv) provide a basis for a decision whether students qualify for an award; and,
- v) provide a basis for a decision on the grading of student achievement.

5.3.2. To different extents the first three bullet points may be achieved by diagnostic, formative and summative assessment. However, bullet point one can be seen to align most strongly with diagnostic assessment. Diagnostic assessment identifies the student's current attributes and skills and the best route for their learning journey. Bullet points two and three align most strongly with formative assessment and can be seen as important vehicles which enable students to move towards their goals. Bullet points four and five may only be delivered through summative assessment, which determines whether the student has achieved their goals.

5.3.3. Formative assessment has an additional purpose, which is to enable students to experience the assessment instrument in a mock or practice form, and therefore prepare appropriately for the format and challenges of summative assessment. Consequently, each module or programme should provide a formative assessment that mimics as closely as is reasonably possible the form and content of the summative

assessment. Formative assessment can also be used to help students identify their strengths and areas for development, and therefore aid student progress towards intended learning outcomes.

#### 5.4. *Authenticity, Validity and Reliability*

- 5.4.1. Each assessment must be valid and reliable and strive for authenticity. However, the balance between all three should be informed by the outcomes being assessed and the benefit of the learning and assessment process to the student. For example an unseen multiple choice test is highly reliable and may have strong though limited validity but will have little authenticity. In contrast, a pro bono activity is highly authentic, is a rich learning experience and may be highly valid; however it may not be reliable as a measure in determining pre-set outcomes or providing an equal opportunity for all students. In such cases a balanced view of the value of the assessment instrument in the overall diet of assessments should be taken.
- 5.4.2. Authenticity of assessment relates to two aspects of assessment. Firstly, that the alignment of assessment with the learning outcomes is not only valid but takes place within a context that reflects the demands of reality in which those outcomes would be utilised. For example, an unseen, written examination on the content of the Code of Conduct for the Bar may be a valid assessment, but the embedding of an ethical issue within a live advocacy performance or a client conference would be authentic.
- 5.4.3. Authenticity also applies to the certainty of the submitted work being that of the student. In such cases an assessment that has a high level of security enhances authenticity, or the assessment instrument matrix has been designed in such a way to ensure that the overall result is based on a diet of assessments which provides reassurance that the student has achieved the outcomes, (e.g. through the use of a short supplemental assessment such as a viva or presentation, or the individualisation of the assessment to the student, or the monitoring of the development of the assessment answer over a period of time).
- 5.4.4. Validity refers to the alignment of the assessment instrument with the outcomes it is intended to assess both in terms of the subject matter and the skills covered by the outcomes. Validity would be high where the assessment instrument tested the student's ability to demonstrate their achievement of the outcomes in a realistic and replicable way and where the assessment instrument accurately predicted the student's ability to apply the outcomes in a real world environment.
- 5.4.5. Reliability refers to the consistency of an assessment. A reliable assessment is one which consistently achieves the same results with the same (or similar) cohort of

students under the same conditions. There are three major areas within the assessment process within which reliability applies: construction of the assessment (ambiguous questions, unclear rubric, poorly structured, too great a variety of questions), context of the assessment (distraction, a novel environment, variability in the physical situation, personnel conducting the examination, invigilation etc.), marking and moderation of the assessment (rigour of the marking scheme, consistency of the examiners, strength of the moderation process, approach to second marking).

## 5.5. *Methodology*

### *Outcomes*

5.5.1. The University defines the content of outcomes according to the following four broad categories;

- 1) Knowledge and Understanding;
- 2) Cognitive Skills;
- 3) Professional Skills and Attitudes;
- 4) General Transferable Skills.

5.5.2. The level at which an outcome is to be demonstrated is defined by the stage of the programme to which it contributes. Stages are defined in the QAA Framework for Higher Education Qualifications of UK Degree-Awarding Bodies ([www.qaa.ac.uk](http://www.qaa.ac.uk)), and in the University's General Academic Regulations. In brief, the levels extend from level 4, first-year undergraduate, through to level 8, doctorate level. Each level is defined by a set of descriptors relating the breadth, depth, coherence and context within which the outcomes must be performed. The descriptors that BPP University has adopted are those set out in the Qualifications Frameworks and in the South-East England Consortium of Universities (SEEC) descriptors.

5.5.3. Outcomes are set within three contexts: that of the programme, that of the stage and that of the module. The programme outcomes must all be assessed. The module outcomes must align with the programme outcomes but may go beyond them.

## 5.6. *Assessment Instruments*

5.6.1. Assessment instruments should align as closely as practicable with the performance criteria to demonstrate that the outcome has been met. The performance criteria will inform how validity, authenticity and reliability are balanced, which will in turn indicate the type of assessment instrument to be applied.

5.6.2. Standard types of assessment instrument include:

- unseen written examinations
- essays
- reports
- coursework
- oral presentation
- research questions
- group-work reports
- in-tray exercises
- learning logs and reflective journals
- portfolios
- case studies.

5.6.3. The criteria for these, including the duration of exams and performances and the length of written work, will be influenced by the demands of the outcome(s) assessed. For example, in the context of business the validity and authenticity of a report to a board of directors may dictate that the report is no more than 500 words but may be supported by oral questioning reflecting a board environment. Alternatively, a complex legal question may require a 5000-word opinion to cover the subject appropriately.

5.6.4. Set out below are guidelines on the length of generally applied assessment instruments. However, it must be remembered that these are guidelines and the intended learning outcomes have primacy in the design of an assessment instrument.

Assessment Instrument <sup>1</sup>	Module Credit Weighting	Length
1. Seen/unseen <sup>2</sup>	15/20/30/60	1.5 hrs/2 hrs/3hrs/6hrs <sup>3</sup>
2. Viva Voce <sup>4</sup>	15/20/30/60	15-45 minutes
3. Oral Presentations	15/20/30/60	20-60 minutes

<sup>1</sup> Various assessment instruments can be combined at relative credit weightings to make up an appropriate assessment diet relative to a module's credit weighting.

<sup>2</sup> Assessment instruments 1-3 are classified as an examination (physical or online invigilated).

<sup>3</sup> For a 6hr exam - it is not required to be sat in one sitting, the examination may be broken down into two or three sittings.

<sup>4</sup> *Viva voce* oral examinations may only be used in conjunction with another assessment method, usually a seen assessment to which the *viva voce* adds.

4. Essays <sup>5</sup>	15/20/30	2500/3500/5000 words <sup>6</sup>
5. Tech Report, Briefing or Opinions	15/20/30	1500/2000/3000 words
6. Ind Res Projects	15/20/30/60	2500/3500/5000/8000 words
7. Group Res Reports	15/20/30	3500/4500/7000 words
8. Oral Groupwork	15/20/30	15-45 minutes

5.6.5. Wherever possible only one assessment should be used for each module, particularly in relation to 15 and 20 credit modules.

5.6.6. The diet of assessments will be dictated by the needs of the modules and how they build to meet the outcomes of the programme. However, programme designers should attempt to ensure:

- 1) as broad a range of assessment instruments in the diet as possible;
- 2) as few assessments as possible should be used;
- 3) that repetition of assessment of an outcome is avoided;
- 4) that common outcomes among modules are assessed by a single assessment within the programme;
- 5) that capstone assessments are used where appropriate to demonstrate the integration of learning outcomes and meta learning;
- 6) that the diet provides confidence that the work submitted is that of the student.

5.6.7. Set out below is an indicative programme assessment matrix. The principles on which this matrix has been constructed are that the fewest possible number of assessments are applied, that where there is a written coursework assignment that is not unique to the individual student it is authenticated by an oral assessment, that there is a spread of assessment types to ensure that a range of learning outcomes and skills are being assessed, and that the assessment matrix is not dominated by unseen assessments but that some are included to demonstrate rigour in assessing the students own work.

<sup>5</sup> Assessment instruments 4-8 are classified as coursework and are to be carried out over a length of time.

<sup>6</sup> Total words shall include all footnotes and references but not a bibliography.

## Masters

	Unseen Exam	Report	Essay/ Opinion	Team Re-search Project	Individual Re-search Project	Viva Voce	Oral Presentation	Dissertation
Mod 1 (15)	2hr							
Mod 2 (15)		1500				10 mins		
Mod 3 (15)			2500					
Mod 4 (15)					2000			
Mod 5 (30)				7000			15 mins Q&A	
Mod 6 (30)				2500			45 mins	
Mod 7 (30)	3hr							
Mod 7 (60)						20 mins		12000

## 6. Digital Assessment Framework

- 6.1. The Digital Assessment Framework has been developed in support of the delivery of BPPs Learning Teaching and Assessment Strategy 2022-2025. The strategy outlines BPPs commitment to excellence in learning, teaching, and assessment which is supported by flexible learning environments which incorporate technology and which are accessible to all. The development of the Digital Assessment Framework has allowed a structured review of practice and an opportunity to build on the good work that has already been done in moving assessment online.
- 6.2. The framework assists staff in choosing the right tool for the type of digital assessment planned to be delivered. Support guidance has been included to support staff with pedagogical and technical knowledge of how to set these up.
- 6.3. To use the framework effectively, staff must identify the type of summative assessment required to implement and which submission point and tool is best to use for this type. Following the link in the far-right column will direct staff to guidance and support on how to set-up the assessment using the tool and submission point suggested for use, pedagogical and technical considerations, delivering effective feedback for this assessment type as well as who to contact for further support.

Summative Assessment Type		Submission Point	Tool to use
Timed long-form question		Inspira	Inspira
Open book		Inspira	Inspira
Closed book		Inspira	Inspira
Restricted book		Inspira	Inspira
Multiple Choice Test (MCT)		Inspira	Inspira
Diagrammatical		Inspira	Inspira
Practical		Inspira	Inspira
Oral	Live		Adobe Connect
	Recorded	The Hub/VLE	Panopto
Advocacy	Live		MS Teams
	Recorded	The Hub/VLE	Panopto
Interview/Viva Voce	Live		Adobe Connect
	Recorded	The Hub/VLE	Panopto
Essay/Dissertation		The Hub/VLE	Turnitin
Timed long-form question		The Hub/VLE	Turnitin
Code/Software submission		The Hub/VLE	The Hub/VLE
Synoptic Assessment			OneFile
Reflective Journal			OneFile
Evidence Documents			OneFile

## Policy Revision History

Version Number	Description	Author	Reviewed by	Date
1.0	<p>Revised and re-organised following Stage 2 review of the GARs and UPPs. Previously part of the Assessments and Examinations UPPs.</p> <p>Inclusion of Section 2.3., Arrangements for Candidates Undertaking Externally Regulated Programme Examinations and Assessments Overseas</p>	Director of Academic Governance & Proctor	Dean of Academic Quality & Policy	July 2023
2.0	Removal and relocation of the Assessment Feedback Policy to 18. Internal examination and assessment feedback policy.	Director of Academic Governance & Proctor	Dean of Academic Quality & Policy	July 2024