

**HEYTHROP COLLEGE, UNIVERSITY OF LONDON
LEARNING AND TEACHING COMMITTEE**

Undergraduate Assessment Pattern for 2011/12 and following

Status: Approved by LTC, May 2011

A Introduction

This revision responds to the recommendations of the themed audit of assessment (09/2009) and the Learning, Teaching & Assessment Strategy (approved by LTC, 05/2010; AB 17/11/2010). It applies to all undergraduate programmes.

B General Requirements for Summative Assessment of Thirty and Fifteen Credit Modules

1. **Purpose of Assessment Activities:** The purpose of summative assessment activities is as set out in the Learning, Teaching & Assessment Strategy, section 4.3. In particular, *“summative assessment is used to indicate the extent of a learner’s success in meeting the intended learning outcomes specified within programme specifications and/or module outlines. The College will award credit for successfully meeting intended learning outcomes as measured by performance in summative assessment tasks”* (section 4.3.4.iii)
2. **Components of Assessment:** All modules (30 and 15 credit) will include both a coursework component and an end of year component.
3. **Weighting of Assessment:** The coursework component will contribute 40% of the overall mark, and the end of year component will contribute 60% of the overall mark.
4. **Hours of Student Learning and Magnitude of Assessment:** A 30 credit full-module represents 300 notional hours of student learning, and a 15 credit module represents 150 notional hours of student learning. Assessment tasks should be designed with the aim that the total number of hours required for completion of all aspects of learning, teaching and assessment is either 300 or 150 as appropriate.
5. **Additional Assessment Tasks:** Additional diagnostic or formative assessments may also be incorporated within a module, bearing in mind the requirement to manage the overall hours of student learning, as described above. For example, in-class tests, research tasks, presentations, etc.
6. **The Honours Dissertation module** (or Honours Psychology Research Project) will be assessed through a single piece of work (100%). However, the module outline may dictate that the mark be derived from multiple sources such as both a written report and a verbal presentation.
7. **Passing a Module:** Unless otherwise stated below, to pass a module, students must make a reasonable attempt at all assessment tasks, pass the end of year assessment, and achieve an overall module mark of at least 40%.

C Level 4 from 2010 onwards

- The number, weight and magnitude of coursework tasks and end of year assessments will normally be defined in the module outline, in accordance with the pattern specified in the following sections.

C.1 All modules other than language modules

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| LEVEL 4 (TYPICALLY YEAR 1) | 30 Credit Module | <p><u>COURSEWORK ELEMENT: 40% of overall module mark</u> Three points of assessment, each contributing to a combined total of 40% of the module mark (100% of the overall coursework contribution is 40% of the overall module mark).</p> <ul style="list-style-type: none"> ▪ Normally, the tasks will be weighted as follows: task 1, 20%; task 2, 40%; task 3, 40%. ▪ No individual task may be weighted at less than 20% of the overall coursework contribution. |
| | | <p><u>END OF YEAR ELEMENT: 60% of overall module mark</u> The module outline will specify EITHER a 3000-word essay OR a 2.25 hour exam (3 questions or equivalent).</p> |
| | 15 Credit Module | <p><u>COURSEWORK ELEMENT: 40% of overall module mark</u> Two points of assessment, each contributing to a combined total of 40% of the module mark, and facilitating a feedback loop within a single term.</p> <ul style="list-style-type: none"> ▪ The two points of assessment will <u>normally</u> relate to two parts of a single task, or to two tasks, distinguished as follows: <ul style="list-style-type: none"> ▪ Task 1 (or Task part 1): weight 25% with a lower magnitude appropriate to weighting (e.g. review of a journal article, library research task, contribution to a group presentation, etc). ▪ Task 2 (or Task part 2): weight 75% with a greater magnitude appropriate to weighting (e.g. essay, presentation) ▪ No individual task may be weighted at less than 20% of the overall coursework contribution. ▪ It is particularly important to ensure that the magnitude of 15 credit module coursework does not place requirements on students which cause the module to exceed 150 notional hours of student learning). |
| | | <p><u>END OF YEAR ELEMENT: 60%</u> The module outline will specify EITHER a 2000-word essay OR a 1.5 hour exam (2 questions or equivalent).</p> |

C.2 Language modules:

The number, weight and magnitude of coursework tasks and end of year assessments will normally be defined in the module outline, in accordance with the following pattern:

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| LEVEL 4 (TYPICALLY YEAR 1) | 30 Credit module | <p><u>COURSEWORK ELEMENT: Compulsory, making no contribution to the module mark.</u></p> <ul style="list-style-type: none"> ▪ Coursework in the form of class tests and exercises as required by the module teacher. Work is required but contributes 0% to final assessment. ▪ Normally, students who do not fulfil coursework requirements will not be permitted to sit the final examination. |
| | | <p><u>END OF YEAR: 100% of overall module mark</u> The module outline will specify a 2.25-hour examination, contributing 100% of the final mark.</p> |

D Level 5 from 2011 onwards

- The number, weight and magnitude of coursework tasks and end of year assessments will normally be defined in the module outline, in accordance with the pattern specified in the following sections.

D.1 All modules other than language modules

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| LEVEL 5 (TYPICALLY YEAR 2) | 30 Credit Module | <p><u>COURSEWORK ELEMENT: 40% of overall module mark</u> Three points of assessment, each contributing to a combined total of 40% of the overall module mark (i.e. 100% of the coursework element is 40% of the overall module mark).</p> <ul style="list-style-type: none"> ▪ Normally, the tasks forming the coursework element will be weighted as follows: task 1, 20%; task 2, 40%; task 3, 40%. ▪ No individual coursework task may be weighted at less than 20% of the coursework element. |
| | | <p><u>END OF YEAR ELEMENT: 60% of overall module mark</u> <i>EITHER</i> the module outline will specify a 4000-word essay <i>OR</i> the module outline will specify a 3-hour exam (3 questions or equivalent).</p> |
| | 15 Credit Module | <p><u>COURSEWORK ELEMENT: 40% of overall module mark</u> Two points of assessment, each contributing to a combined total of 40% of the module mark (100% of the coursework element is 40% of the overall module mark), and facilitating a feedback loop within a single term.</p> <ul style="list-style-type: none"> ▪ The two points of assessment will <u>normally</u> relate to two tasks, distinguished as follows: <ul style="list-style-type: none"> ▪ Task 1: weight 25% with a lower magnitude appropriate to weighting (e.g. review of a journal article, library research task, contribution to a group presentation, etc). ▪ Task 2: weight 75% with a greater magnitude appropriate to weighting (e.g. essay, presentation) ▪ No individual task may be weighted at less than 20% of the overall coursework contribution. ▪ It is particularly important that the magnitude of coursework for 15 credit modules does not cause the module as a whole to require more than the 150 notional hours of student learning) |
| | | <p><u>END OF YEAR ELEMENT: 60% of overall module mark</u> <i>EITHER</i> the module outline will specify a 2500-word essay <i>OR</i> the module outline will specify a 2-hour exam (2 questions or equivalent).</p> |

D.2 Language modules

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| LEVEL 5 (TYPICALLY YEAR 2) | 30 Credit module | <p><u>COURSEWORK ELEMENT: Compulsory, making no contribution to the module mark.</u></p> <ul style="list-style-type: none"> ▪ Coursework in the form of class tests and exercises as required by the module teacher. Work is required but contributes 0% to final assessment. ▪ Normally, students who do not fulfil coursework requirements will not be permitted to sit the final examination. |
| | | <p><u>END OF YEAR: 100% of overall module mark</u> The module outline will specify a 3 hour examination, contributing 100% to the final mark.</p> |

E Level 6 in 2011-2012 ONLY

The coursework assessment pattern for students at level 6 will be as for level 5 (above), except that:

- As a pilot scheme for thirty credit modules at level 6 in 2011, and in order to allow students to demonstrate progression in self-directed study and understanding appropriate to level 6, the module leader may choose to specify only two points of assessment for students at level 6, with each task having a magnitude 1.5 times what would be required if three tasks were being set (e.g. a 2500 word essay becomes a 3750 word essay).¹
- The coursework contribution will be calculated as follows:
 - For 30-credit modules with three tasks, the best two of three marks will each contribute 50% to the coursework element.
 - For 30-credit modules with two larger tasks, each task will contribute 50% of the coursework element.
 - For 15-credit modules, the best one of two marks will contribute 100% of the coursework element.
- To pass the module, students must make a reasonable attempt at all assessment tasks, and achieve an overall module mark of at least 40%.

F Level 6 from 2012-13 onwards

- The number, weight and magnitude of coursework tasks and end of year assessments will normally be defined in the module outline, in accordance with the pattern specified in the following sections.

F.1 All modules other than language modules

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| LEVEL 6 (TYPICALLY YEAR 3) | 30 Credit Module | <p><u>COURSEWORK ELEMENT: 40% of overall module mark</u> Normally, three points of assessment, each contributing to a combined total of 40% of the overall module mark (i.e. 100% of the coursework element is 40% of the overall module mark).</p> <ul style="list-style-type: none"> ▪ Normally, the tasks forming the coursework element will be weighted as follows: task 1, 20%; task 2, 40%; task 3, 40%. ▪ No individual coursework task may be weighted at less than 20% of the coursework element. |
| | | <p><u>END OF YEAR ELEMENT: 60% of overall module mark</u> <i>EITHER</i> the module outline will specify a 4000 word essay <i>OR</i> the module outline will specify a 3-hour exam (3 questions or equivalent).</p> |
| | 15 Credit Module | <p><u>COURSEWORK ELEMENT: 40% of overall module mark</u> Two points of assessment, each contributing to a combined total of 40% of the module mark (100% of the coursework element is 40% of the overall module mark), and facilitating a feedback loop within a single term.</p> <ul style="list-style-type: none"> ▪ The two points of assessment will <u>normally</u> relate to two tasks, distinguished as follows: <ul style="list-style-type: none"> ▪ Task 1: weight 25% with a lower magnitude appropriate to weighting (e.g. review of a journal article, library research task, contribution to a group presentation, etc). ▪ Task 2: weight 75% with a greater magnitude appropriate to weighting (e.g. essay, presentation) ▪ No individual task may be weighted at less than 20% of the overall coursework contribution. ▪ It is particularly important that the magnitude of coursework for 15 credit modules does not cause the module as a whole to require more than the 150 notional hours of student learning. |
| | | <p><u>END OF YEAR ELEMENT: 60% of overall module mark</u> <i>EITHER</i> the module outline will specify a 2500 word essay <i>OR</i> the module outline will specify a 2 hour exam (2 questions or equivalent).</p> |

F.2 Language Modules

There are no level 6 language modules.

¹This scheme is based on that used by Department of Philosophy, University of Sheffield. Along with the levelisation project, use of this pattern will be monitored in 2011/12. The pattern may then be subsequently developed or withdrawn.

G Assessment of University of London International Programmes Modules

Modules taught as part of the University of London International Programmes (Bachelor of Divinity / Certificate of Higher Education in Philosophy, Religion & Ethics, CertHE in Theology, and DipHE in Theology) are assessed entirely by means of an end of year three-hour examination (appropriate to level), with the exception of the honours dissertation, which operates as for the College-based degrees.