



Assessment Taxonomy

Aims

This **taxonomy of assessment types** aims to guide module leaders when designing assessments and populating these in the Curriculum Management Environment (CME). It should illustrate the breadth of options of assessment methods and inspire novel, student-centred approaches to allow optimal evidencing of learning outcomes for all students in relevant, meaningful and authentic ways.

Please note:

- The taxonomy only refers to summative assessment types listed in the CME.
- The Assessment Type dropdown menu in the CME appears as a long list, arranged alphabetically (see next page).
- Assessment types here have been grouped by three categories (written, practical, other), so that similar assessment types appear close to each other.
- The examples cited are not to be seen as exemplars of the use of the assessment type but can provide an indication of the scope of approaches that can fall within the assessment type, and some examples of their innovative use in modules

Written	Practical	Other
Essay	Project - Practical	Oral Assessment
Report	Final Year Project	Oral Presentation
Laboratory report	Placement (Practical)	Centrally Time Tabled Examination
Placement (Report)	Practical Skills Assessment	Class Test
Project - Written	Objective Structured Clinical Assessment (OSCA)	
Dissertation	Objective Structured Clinical Examination (OSCE)	
Poster	Discussion/Participation	
Portfolio	Listening Exercise	
Learning Log	Recital	
Reflective Log	Technical Drawing	

Summative assessment types

For all of assessment types listed, the definition here should help to clarify which assessment type you should select to assess your student's achievement of the module's learning outcomes.

Once the most appropriate assessment type has been chosen you should provide a more specific Assessment Title to aid student comprehension. For example, in PSY11104, for component 1, the type of assessment is "Report", but the Assessment Title is "Expert Report", while for component 2 the type is "Essay", and the title is "Comparative Essay".

Each assessment then needs further specification and detail in the 'description' box within the CME Module Record. In addition, specific details for each assessment and its format and requirements needs to be included in the [assessment brief template](#).

Category: Written (in broadest sense, includes alternative formats where possible)

Assessment type (CME)	Definition	Examples of what this assessment type can look like
Essay	A piece of writing dedicated to a chosen or assigned topic and presenting reasoned, evidence-based arguments. Used to assess knowledge and understanding, as well as a student's ability to address and synthesise research literature in a clear and persuasive way to form a position/argument on a topic (or an experience, e.g. placement). This also	MIC09804 (SAS) PSY09606 (SAS) CLP10137 (SACI) – choice by design

	includes the option of an essays in non-traditional formats such as reflective essays, annotated bibliographies or video essays. Video essays are a format where students can use visual evidence to formulate their position/argument as an alternative to a traditional written essay. Brief details of format and any specific requirements for structure, writing or presentation of the assessment should be outlined in the description.	LMD08126 (SACI) – video essay CSI09303 (SCEBE) HSC11174 (SHSC) NUR09722 (SHSC) TSM11107 (TBS) LAW10125 (TBS) – choice by design
Report	A piece of writing usually taking a specific structure, format and length to report on an investigation or project and its findings/conclusions. The precise structure/format of the report should be detailed in the description including any ordering of the report contents. Report types used here may take broad range of possible formats and be flexible in their format if differing from the traditional report structure. For example this could include reports taking the form of a journal article, report of an experience (other than placement) or a specific task or previous/associated assessment.	PSY11104 (SAS) VET08110 (SAS) JAC08316 (SACI) CLP11100 (SACI) SET09102 (SCEBE) CTR11130 (SCEBE) CHN09121 (SHSC) - choice by design SOE11530 (TBS) ENT11507 (TBS)

		IBC11102 (TBS – work proposal) TSM09103 (TBS – Evaluation of policy document)
Laboratory report	A report that documents practical laboratory-based work using a fixed scientific format, e.g. introduction; materials and methods; results; discussion; and conclusion. It may include a lab journal, if assessed. Brief details of format and structure requirements should be outlined in the description.	MIC10106 (SAS) MIC09105 (SAS) BMS07106 (SAS) BMS07109 (SAS) SES08708 (SAS) BMS11105 (SAS) SES07105 (SAS)
Placement report	A written report summarising a student's experience of an external placement. This might include descriptions of key learning, tasks and activities experienced, and critical reflections on the experience, its impact of academic, personal and professional development and knowledge, skills developed from the placement/experience. Brief details of format and structure requirements should be outlined in the description.	HSC11140 (SHSC) NUR11119 (SHSC) NUR07112 (SHSC) JAC09114 (SACI)

Project - written	A written output of a project which may take a more open format than a traditional report, lab report or dissertation, which describes and analyses the project (in the broadest sense). This could take the form of, for instance, a journal article, case study, science communication piece, or blog. This may also include alternative (visual) formats, such as an infographic or slide presentation (see 'Poster' also). All formats require brief descriptions of precise requirements.	SES10132 (SAS): journal article PSY11105 (SAS) JAC08308 (SACI) SCA11715 (SACI) BSV10120 (SCEBE) MEC08419 (SCEBE) HSC11177 (SHSC) NUR08109 (SHSC) SOE11445 (TBS) TBS10115 (TBS)
Dissertation	An (UG/TPG) extended written submission acting as the culmination of a UG or PG degree. This is explicitly structured, i.e. with headings and a contents page, and documents an extensive research effort (primary or secondary). Brief details of format and structure requirements should be outlined in the description.	BMS11607 (SAS) SES11107 (SAS) JAC11106 (SACI) LMD10100 (SACI) ENG09100 (SCEBE) ENG10100 (SCEBE) HSC11705 (SHSC) NUR11125 (SHSC)

		HRM11126 (TBS) MKT10932 (TBS)
Poster	Presentation of ideas and information in an easy-to-digest visual or multimedia format. This might take the form of digital or printed posters, where students might then be called upon to provide verbal commentary. It might also take a digital form, such as (but not restricted to) PDFs, Padlets, infographics, PowerPoint slides, etc. The required or permitted format(s) and other submission requirements should be outlined in the description.	ENT11115 (TBS) ENT11118 (TBS) TBS10102 (TBS) ENV10112 (SAS) BMS09111 (SAS) NUR09727 (SHSC) NUR09906 (SHSC) MEC08701 (SCEBE)
Portfolio	Consists of multiple smaller individual pieces of work documenting a student's learning over a defined period. These might include short essays, reflective pieces, or other media (e.g. visual images), or may take and combine any format that allows the requirements to be met. The required or allowed format(s) and other submission requirements should be outlined in the description.	PSY11108 (SAS) SES11139 (SAS) CLP09127 (SACI) JAC09504 (SACI) DES10116 (SACI) BSV11159 (SCEBE)

		HSC11704 (SHSC) MID11130 (SHSC) TSM11126 (TBS) IBC11102 (TBS – reflections on group work) SSC08104 (SAS) – example using infographic but could also be 'poster' type.
Learning log	A piece of work allowing a student to demonstrate how their learning has progressed over time. A learning log may be one or multiple entries (or logs) usually structured by specified dates of events or regular points of learning. This can take any format (e.g. written, audio, or video) that allows the requirements of the learning outcomes to be met. The required or allowed format(s) and other submission requirements should be outlined in the description. 'Reflective log' may be more suitable for higher SCQF levels with an emphasis on critical reflection.	ENV11119 (SAS) SSC08105 (SAS) CLP07104 (SACI) LMD09168 (SACI) BSV10120 (SCEBE) ENG09100 (SCEBE) MID10108 (SHSC) TSM08126 (TBS)

Reflective log	A piece of work asking students to critical reflection on their development in relation to an experience (e.g. a placement) or their work on a larger project or assessment, to assess understanding, critical analysis of concepts, theories or event and reflection on this. This may be structured by a particular reflective model, specified dates of events or regular points of learning. It may be in any other format which allows the requirements to be met (e.g. oral dialogue/presentation, recorded audio or visual). The required or allowed format(s) and other submission requirements should be outlined in the description.	HSS08100 (SAS) SES11103 (SAS) JAC09120 (SACI) SCA11102 (SACI) MEC09135 (SCEBE) NUR11123 (SHSC) MKT09110 (TBS)
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CATEGORY: Practical

Assessment type (CME)	Definition	Examples of what this assessment type can look like
Project - practical	Assessment of the production of or output from a practical project or element of a project (e.g. how students conduct experiments in the lab or a product the students design, build or construct). This assesses students' skills and knowledge in application of theory, concepts, or	BMS11607 (SAS) DES11160 (SACI) JAC09122 (SACI)

	frameworks through (a series of) practical tasks or activity in undertaking and completing a project. The assessment description should clarify precise requirements of what knowledge, skills or competencies are being assessed and how. This differs from final year project, written project and dissertation options where the process of project completion may be assessed via a written method.	MEC10400 (SCEBE) IMD09348 (SCEBE) SOE11167 (TBS) SOE11150 (TBS)
Final year project	Final year projects are substantial undertakings that can be assessed by various methods. This assessment type focuses on assessing the process rather than the product of the project and requires entering details of what is assessed and how. To assess a product of a project please use project – written, project – practical, dissertation or one of the report options. Please do not use for regular dissertations or reports that assess final year projects	DES10117 (SACI) JAC11137 (SACI) LMD10103 (SACI) SSC10106 (SAS)
Placement (practical)	Assessment of the practical aspects of a placement, often performed by or in conjunction with the local supervisor(s). This assessment type requires entering details of what is assessed and how.	NUR07115 (SHSC) TED10101 (SAS) TED10104 (SAS)

	This assessment type differs from a report on a placement, use 'Placement report' option for this.	
Practical skills assessment	Assessment of practical skills (e.g. physiotherapy, but can be any subject) that is used to assess students demonstration of or competency of specific practical skills. This may take place in person or live online. This assessment type requires entering details of what is assessed and how. It should be used alongside another assessment type if there is a supporting (e.g. written) submission which accompanies or follow this assessment.	SES09102 (SAS) CLP11137 (SACI) MUS08154 (SACI) ELE10104 (SCEBE) SOE11167 (TBS) PSY09118 (SAS) SES07105 (SAS)
Objective Structured Clinical Assessment (OSCA)	A specific assessment in nursing and allied health professions. The Objective Structured Clinical Assessment is a simulation-based practice learning assessment related to the realities of professional practice. This assessment type (as opposed to 'OSCE') is used in more complex care with the use of case scenarios forming the basis of an authentic assessment often based on a case study and clinical management of the situation.	NMS09160 (SHSC)

	The assessment description should clarify precise requirements of what skills or competencies are being assessed and how.	
Objective Structured Clinical Examination (OSCE)	A practical exam in nursing which is a test of competence, known as the Objective Structured Clinical Examinations (OSCE). This assessment assesses basic clinical skill levels and competence and communication skills in various stations. The assessment description should clarify precise requirements of what skills or competencies are being assessed and how.	NUR09723 (SHSC) MID08122 (SHSC) HSC11138 (SHSC)
Discussion/ participation	Assessment of communication and participation in class discussions. This can take different forms such as contributing to group projects, class discussions, debates or online discussion forums. It can used for live, synchronous classes on-campus or online or asynchronously through forum contributions over the course of a project or a trimester. Precise details of purpose, format of participation or contribution and expectations need to be added in the description box.	PSY08105 (SAS) JAC09326 (SACI) CLP08125 (SAS) LMD09162 (SACI) MUS08159 (SACI) BSV10100 (SCEBE) IMD10112 (SCEBE) ENT11401 (TBS)

Listening exercise	Used in language or sound teaching to assess proficiency in understanding. Depending on the format of the assessment use of this assessment type may be more relevant than others, for example 'Class Test' or 'Practical skills assessment', in being specific to what is being assessed and the module learning outcomes. The assessment description box needs to explain how the listening skills or proficiency is to be assessed (e.g. written answers to questions about the audio fragment).	<i>Currently no modules using this assessment type as per CME records.</i>
Recital	This assessment type is used in creative arts subjects such as acting and music to assess creative work. It should be used for assessment of live or recorded durational musical, vocal, or movement-based creative work. This typically assesses students' performance of a set of repertoires to a single examiner or panel of examiners. Precise details of purpose, format and expectations to be added in the description box This assessment type should be used to distinguish this type of assessment from films or other creative projects (such as those in design) where editing and other processing might be expected to contribute to the submission.	<i>Currently no modules using this assessment type as per CME records.</i>

Technical drawing	Assessing knowledge and skills by graphical/visual representation with specific subject-related requirements. This assessment type may include additional elements such as a written reflection or explanation. The required or allowed format(s) and other submission requirements need to be specified in the description.	BMS11100 (SAS - Vaccine adjuvants poster) BMS09100 (SAS - Complex flow diagram) BSV09105 (SCEBE - Design Project - Technical drawings)
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CATEGORY: Other

Assessment type (CME)	Definition	Examples / what this can look like
Oral assessment	An oral assessment is interactive involving a two-way discussion between students and tutors rather than a one-way presentation and is likely to be less structured than a question and answer. This can be, for instance, a <i>viva voce</i> , or a professional or reflective dialogue, or other	EDU11122: professional dialogue SSC08104: reflexive dialogue

	assessment that is 'live' (synchronous) either face to face or online and can be individual, paired or group-based. This assessment type aims to assess students' communication, understanding, and articulation of concepts, arguments and their own views and/or ideas. Details regarding length and other requirements need to be added in the description. For presentations use the 'Oral presentation' assessment type.	SSC08105: Recorded reflective discussion of a text SES07114: presentation MKT08109: deliver a tutorial BMS10107: Oral Interview ENG11100: Presentation and Discussion
Oral presentation	A presentation to assess students' communication skills as well as knowledge, understanding and analytical skills. Presentations can be individual or group assessment, they can be in person or online, and they can be 'live' or asynchronous (i.e. pre-recorded video or presentation). You should explain all of these details in the assessment description section.	SES10132: present an artefact, then defend TSM10109: group presentation TSM09103: group presentation IBC07102: Paired/group presentation CLP09140: presentation

		SSC09121: poster presentation JAC09316: progress review SES09126: observation and interview JAC09502: recorded debate
Centrally Time Tabled Exam (CTE)	A synchronous examination testing knowledge and understanding, usually held during the formal exam period. The default for exams is to be held online, with a duration of 1.5 times that of on-campus exams to account for extra time for technical issues and any disruption that might occur during an online exam. On-campus exams run only for the duration set for the exam but must take account of students with Learning Profiles who have an agreement for specific requirements such as extra time specific to the student. The default for CTE is online. There is a window at the start of each trimester for requests to be made to Student Administration for on-campus examinations. Exams can be written or digital in format depending on the related learning outcomes, module and subject area. Inclusion should be an explicit consideration when specifying written or digital	PSY09106 (SAS) PSY09606 (SAS) MEC08406 (SCEBE) MEC11523 (SCEBE) IBC08103 (TBS) LAW09134 (TBS)

	format for an exam. Full details need to be explained in the description related to specific requirements for the exam and its format. <i>Please note: Information should be correctly populated in the CME module record assessment section to enable Student Administration to arrange the timetabling of the exam.</i>	
Class test	A test of knowledge, understanding and skills taking place during the trimester, held on the VLE (Moodle) or on-campus. Class tests can be written, digital or practical in format depending on the related learning outcomes, module and subject area. This may include quizzes, take home tests or assessment. Class tests are not centrally timetabled , module leaders take responsibility to lead and organise class tests, including booking rooms for this purpose where necessary. <i>Students' learning profiles must be accounted for and accommodated by module leaders.</i> Details of format and requirements need to be added in the CME Assessment Description box.	ENV07100 (SAS) SES10127 (SAS) BMS08106 (SAS) BMS07107 (SAS) BMS09111(SAS) BMS10112 (SAS) CLP07114 (SACI) LMD07107 (SACI) ELE08101 (SCEBE) CTR09131 (SCEBE) CSN10111 (SCEBE) CTR07100 (SCEBE) CTR08101 (SCEBE)



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