



Modes of Assessment and Assessed Components at BTH

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Description

This document applies to all summative assessments at preparatory, first- and second-cycle at Blekinge Institute of Technology (BTH).

It replaces *Designation of Summative Assessment Components*, approved in accordance with decision D068/19.



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1 Introduction

The modes used to assess students' performance must be stated in the course syllabus (chapter 6, section 15, Higher Education Ordinance). The assessed components described below are those that are to be primarily used for preparatory, first- and second-cycle course syllabuses at BTH. The use of other assessed components than those listed below requires the written approval of the dean.

Conditions and timeframes for execution may vary for all assessed components. Unless otherwise specified, students may sit summative assessments individually, in pairs, or in groups. If clarification of the implementation of the summative assessment is needed, this is done in the course syllabus, under the '*Assessment and Grading*' heading.

The course syllabus must indicate the value of each assessed component in credits. It is permissible to number them in cases where a component is repeated, e.g. Written Assignment 1, Written Assignment 2. It is also permissible to indicate the component in plural if necessary, e.g. Written Assignments, Seminars.

2 Assessed Components

Building Analysis

Analysis is a mode of assessment in which students break down a whole into essential parts, and identify, describe and explain them in order to understand their interrelationships, characters and properties. The purpose of the summative assessment is to identify, describe and explain the structural and organisational principles of a building or built environment. The analysis can be performed both orally and in writing.

PBL Group Work

PBL group work is part of the pedagogical model of problem-based learning (PBL), with a focus on the processes of learning, problems and groups. PBL group work consists of oral and written problem processing, both individually and in groups, based on a predetermined model.

Multiphase Summative Assessment

A multiphase summative assessment consists of different parts that the student solves individually and/or in a group. It may go on for several days, and may include written, oral as well as practical components.

Take-Home Examination

Take-home examinations consist of written tasks, which the student is to solve with the help of learning materials and other prescribed resources in a limited time with a specified start and end time. Working on the assignment, students should demonstrate that they can put knowledge into a wider context, reflect on the course content, and present more in-depth knowledge.

Written Assignment

A written assignment is a written report of a task (question) that the student(s) solve(s) (answer(s)). The report can consist of a discussion, argument, or reflection.

Clinical Summative Assessment

The clinical summative assessment assesses the student's handling of, and response to, a complex situation with several different components, and/or events involving a patient, and/or a person acting as a patient, and/or a manikin representing a patient.

Laboratory Session

A laboratory session is a practical experiment where the implementation, the solving of a task, is an essential part of the summative assessment.

Pharmaceutical Calculation

This component is an individual written summative assessment that includes the calculation of pharmaceuticals as a basis for the ability to give the correct amount of the correct medicine to the correct patient, in the correct manner, and at the correct time.

Oral Examination

An oral exam is a conversation between the examiner and the student about the course content, or some element of it.

National Examination, Part 1, Part 2, Practical Examination

The National Clinical Final Examination is based on the national qualitative targets of the Higher Education Ordinance for the Degree of Bachelor of Science in Nursing and aims to test whether the student has achieved the clinical competence required of a recently graduated nurse by the end of semester six.

The examination is individual and consists of two parts: a written exam and a practical exam. The written exam is divided into two parts; part 1 – patient case, and part 2 – pharmaceutical calculation.

The written part is carried out simultaneously at all affiliated higher education institutions. The practical exam is carried out at the student's placement during semester 6, and the student is jointly assessed by the assessing nurse in clinical practice, and teachers from BTH.

Public Discussion and Examination

A public discussion and examination can be either written or oral, often in a discussion when an independent project (degree project) is presented. The student(s) appointed by the course coordinator or examiner as external reviewer(s) (opponent) must summarise the main contribution of the submitted work to science, describe its relation to the leading edge of research, ask questions about things that need clarification, and give a summarising judgement. See also Defence.

Portfolio

A portfolio is a compilation of what the student has done during a particular course. It also includes a part that reflects on the student's learning process.

Practical Component

The student demonstrates mastery of practical skills in one or more components. The practical component is often based on real-life tasks in different activities and/or exercises that require participants to demonstrate their knowledge and skills, as well as their ability to apply techniques and processes in the operational field.

Presentation

This summative assessment involves an oral presentation or demonstration by the student of a completed project, such as a laboratory session, a depictive project, a project assignment or independent project (degree project).

A presentation is often followed by an opportunity for the audience to ask questions, which are answered by the presenter.

Project

A project is a cohesive process with several different components, such as inventory, analysis, choice of direction, implementation, criticism, evaluation and revision, but is assessed as a whole. The student(s) must independently produce material and be able to assess its relevance and quality. In some cases, project conditions may be revised and developed during the process.

Project Proposal

A project proposal is a written description of what a student or group of students will study/work on, for example in a degree project or a project assignment. This summative assessment component usually precedes the project assignment component.

Project Plan

A project plan is a written description of what a student is doing, and when the different activities of a project assignment will be performed. This summative assessment component usually occurs in combination with the project assignment component.

Project Assignment

A project assignment consists of improving or developing a model, prototype, product, system, service, etc. The summative assessment is carried out as a project, which means that the work has well-defined objectives and a clear client, and that it is carried out in a temporarily created project organisation within a given framework in terms of time and resources. The summative assessment is often combined with components such as project proposal, project plan, and sometimes report.

Report

A report is written documentation of completed work, such as a depictive project, project, project assignment, or laboratory session.

On-Campus Examination

An on-campus examination consists of written tasks (questions) that students solve (answer) individually and in writing, either using pen and paper or a computer. In an on-campus examination, the concerned students are assessed at the same time, and usually in the same room.

Seminar

Seminars are conducted in groups, and consist of discussion and oral reflection on a presentation and/or jointly read literature about, for example, problem-solving strategies and methods. All participants are expected to actively participate in the discussion. Both examiners and students can be seminar leaders.

Independent Project (Degree Project)

An independent project (degree project) is a project with a high degree of independence, which is completed at the end of the studies. Through the independent project, students must demonstrate that the criteria for obtaining the degree have been met.

It is performed in a manner that is appropriate for the subject area in terms of working process and methods. This means that it can take many forms; it can be written, it can be practical, it can be depictive, it can be the design of a model, product or service. If the independent project consists of practical work, or the development of a product or service, it is often supplemented by an oral presentation and written documentation, such as a project proposal, report, essay/thesis.

Investigation

This summative assessment links a depictive piece with reasoning around it through a scientific text.

Essay/Thesis¹

An essay/a thesis is the written documentation of a study carried out based on a problem. The component teaches and assesses scientific analysis and scientific writing.

Placement

A placement is a mode of assessment that teaches and assesses the performance of relevant tasks after completion of the studies. Placements are carried out in workplaces, i.e. outside the higher education institution, and consist of performance of the practical tasks and work elements that occur in that workplace. The tasks are solved individually under supervision, and are assessed by the supervisor, in consultation with the examiner from BTH.

¹ Essay: first-cycle; Thesis: second-cycle

Workshop

Workshops comprise problem-solving through practical exercises performed in groups. Students work together to develop a solution or product, such as depiction principles, or a model. The exercises are performed in small groups with the support of a supervisor.

The following assessment components usually occur in combination with an independent project (degree project), essay/thesis and similar, but are not recommended for use as a credit-bearing mode of assessment.

Defence

Defence often takes place in connection with the presentation of a degree project or essay/thesis and is done orally. The person who defends his/her work is called the author of the thesis (respondent), and must, in his/her defence, demonstrate that he/she can answer questions, and discuss his/her work.

Method

The component is usually written, and the student must choose an appropriate method based on the problem and describe how they have used the method (how material has been collected, processed and analysed) in their work.

Theory

The component is usually written and should show whether the student has used an appropriate, justified theory connection in a report or essay/thesis, for instance.