

## **Assessment**

In line with current university policy, both summative and formative assessment practices have been incorporated into the course. The 12 principles of student success in HE (as outlined in the University of Strathclyde Academic Strategy Document 2006-09) have been considered as much as possible in designing the assessment content, submission type, and feedback to be provided. As the course aims to develop students' self-reflection and peer-assessment / mentoring skills, these aspects form an integral part of the overall assessment scheme.

In line with Strathclyde University regulations the normal maximum number of attempts at any assessment is two. A satisfactory / unsatisfactory marking scheme will be applied.

Written assessment is subject to anonymous marking. Marked assignments must be retained until the Board of Examiners has met. Comments and feedback about the assignment will be returned as soon as practical.

An external examiner will review a spread of grades including all fail and borderline fail work and any work where the internal team request advice.

The specific structure of assessment is as follows:

### **Module 1 (40 credits):**

Teaching for module 1 will centre on Assessment of MSD in the first week and Treatment of MSD in the second week. Assessment of this input includes both formative and summative methods. In the self-study periods following each teaching week, students will complete a number of compulsory formative individual and group tasks that address the skills necessary to complete the summative assessment, including instrumental data analysis exercises, discussion of assessment and management of a given clinical case (1,500 words each) as well as various online discussion tasks. These tasks will be peer assessed under guidance from the course team and completion will be monitored. The formative part of assessment is intended to provide students with insight into their academic level as preparation for the summative

assessment, and in addition, will enhance their peer-assessment skills, allowing them to develop their abilities to mentor and provide knowledge exchange for colleagues.

The summative assessment consists of a 3,000 word clinical case discussion based on a client treated by the student. This will be assessed by the course team.

### **Module 2 (20 credits):**

The assessment for module 2 consists of a 4000 word research proposal. Although this assignment will only be assessed in a summative way students will still be able to apply the skills developed during completion of the formative assessments for module 1.

### **Assessment Schedule:**

#### Self-study Period 1:

Instrumental Analysis Exercises	29 October 2010
Client Assessment Assignment	17 December 2010
Peer Review of Client Assessment Assignment	17 January 2011

#### Self-study Period 2:

Client Treatment Assignment	21 March 2011
Individual Clinical Case Discussion	23 May 2011

#### Self-study Period 3:

Research Proposal	31 March 2012
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