

What is an assessment scheme?

This term is somewhat peculiar. Not everyone talks of *assessment schemes*.

scheme

noun [C]

UK  /ski:m/ US  /ski:m/

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an organized plan for doing something, especially something dishonest or illegal that will bring a good result for you:

- He has a **hare-brained/crazy** scheme **for** getting rich before he's 20.

B2 mainly UK

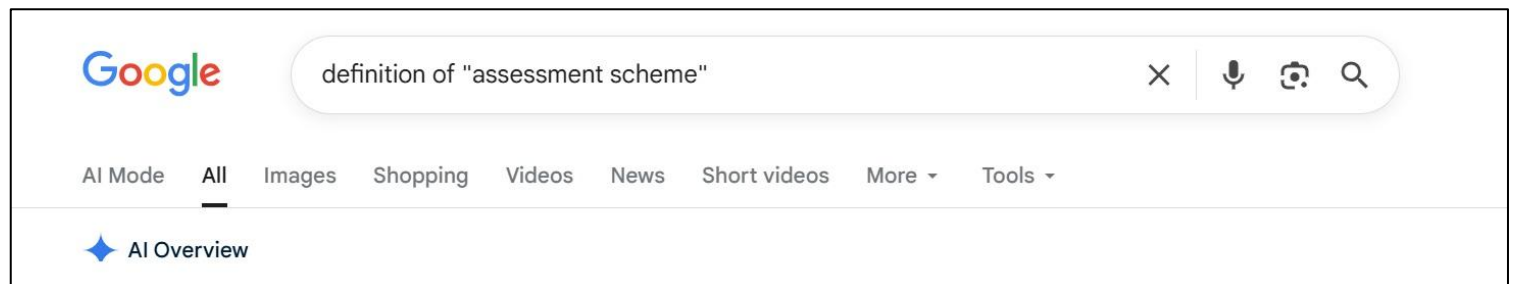
an officially organized plan or system:

- Under the current **marking/mark** scheme, you need 90 percent to get an A.

The definition of **SCHEME** is shown above. A scheme is:

An officially organised plan or system.

The word is related to the word “schema”. An online etymology dictionary tells us that it comes from the Medieval Latin *schema* "a shape, a figure, a form, appearance; figure of speech; posture in dancing,".



The results do not display lots of people clamouring to provide definitions or explanations. Compare this, for example, to searching for the definition of an atom. Rather, there are lots of long university policy documents, which use the phrase “assessment scheme” in passing. For example, the University of Glasgow state:

2.1 Assessment Scheme

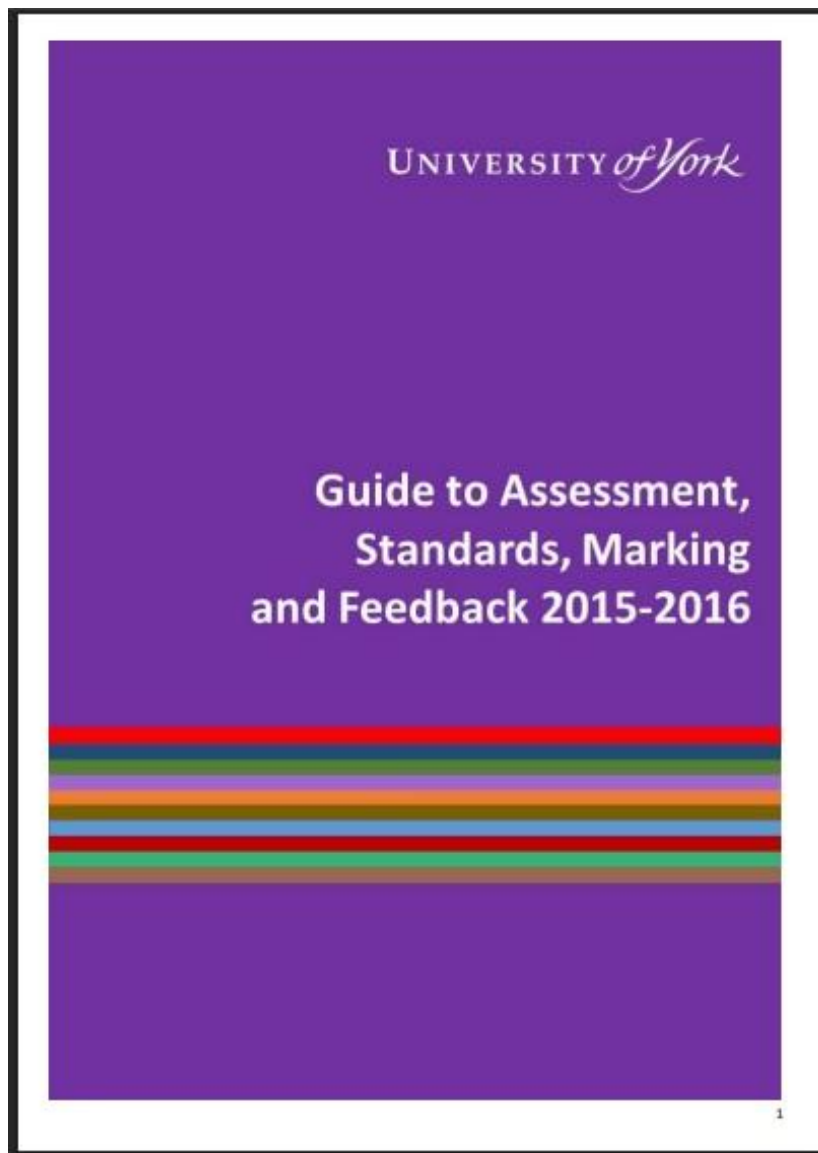
21. Each course taught by GSA and contributing to an award of the University of Glasgow shall incorporate an assessment scheme which ensures:
 - a. each student's learning is assessed against the stated intended learning outcomes of the course.
 - b. an appropriate range of assessment methods are utilised to effectively assess the intended learning outcomes of the course.
 - c. an appropriate combination of formative and summative assessment points to support the learning process, determine each student's performance and guide subsequent learning.
 - d. assessment methods are designed to take account of the course SCQF level and credit volume.
22. Assessment schemes are approved by the Academic Council of GSA and any amendments to a scheme would require the approval of Council as outlined within the Programme and Course Amendment policies.
23. Any and all proposed changes to an assessment scheme shall require Equality Impact Assessment (EIA). This should be completed prior to submission of amended programme and course specifications for approval, and recorded within an updated programme EIA report.

Google AI tells us the four key components of an assessment scheme:

Key components of an assessment scheme:

- **Structure:** It specifies the types of assessments used, such as individual and team projects, exams, or portfolios. It can also include a mix of formative (ongoing) and summative (final) assessments.
- **Progression:** It outlines how assessments contribute to a student's overall progress through a program of study, ensuring they demonstrate a gradually increasing level of knowledge and skill.
- **Requirements:** It defines the requirements for passing a module or course, including the overall marks or grades needed to achieve the intended award.
- **Policies and procedures:** It includes the rules and regulations that govern the assessment process, such as the procedures for appeals or special considerations. 

University of York:



Old Modular Scheme – Category 1 Students – Rules for Assessment, Progression and Award

Undergraduate students who enrolled at the University prior to Autumn 2010 and taught postgraduate students who enrolled prior to Autumn 2011 are Category 1 students (also called transitional students) and are not subject to all of the current assessment, progression and award rules. Category 1 students, who are studying on programmes in the previous **assessment scheme**, have module codes (eg 2010015) that carry a 35% pass mark. Programme specifications for these programmes are available from the relevant departments.

Details of the Rules for Assessment, Progression and Awards for these programmes are available in the 2014/15 Guide to Assessment, Standards, Marking and Feedback.

Individual departments are responsible for providing External Examiners with a Written Statement of Assessment policies and procedures. Departments must have published a Written Statement of Assessment in accordance with the policy outlined in Appendix A of this booklet.

When planning **assessment schemes** and schedules departments should ensure that they are not overloading External Examiners, but also take into account the need for effective moderation by External Examiners.

Departments are responsible for ensuring that all written or recorded work contributing to the final award or to progression decisions is available for external examination or comment. Where such work has been returned to students, students are responsible for retaining it in a portfolio for

Bibliography

[Etymonline]

<https://www.etymonline.com/word/scheme>