

Programme Assessment Plan
2026-2027
Master Human Movement Sciences &
Master Sport Sciences

University of Groningen
University Medical Center Groningen

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1. INTRODUCTION

The present document describes the **Assessment Plan** of the master programmes in Human Movement Sciences and Sport Sciences.

The Assessment Plan is a representation of the processes surrounding all assessments, in which the assessment form and content are in line with the objectives and structure of the programme. Assessments are used as a measuring instrument to assess whether students have achieved the learning objectives and final qualifications. Various actors are involved in this process. The document provides insight into how the quality of assessment is guaranteed.

1.1 RELATED DOCUMENTS

The **Teaching and Examination Regulations (TER)** of the programme includes the curriculum components with credits, the form of exams, order requirements, repetition options, right of inspection and admission requirements. Based on the TER, the Board of Examiners draws up the **Rules and Regulations**. These provide practical implementation rules for the assessment.

These documents are drawn up annually by the study programme and can be found [here](#). The TER, Rules and Regulations and the Programme Assessment Plan are in line with the [University of Groningen Assessment Policy](#).

2. VISION ON ASSESSMENT

This chapter describes the vision on assessment within the Department of Human Movement Sciences. It specifically addresses the formative and summative functions of assessment, the programming and distribution of assessments, and transparent structure and appropriate assessment.

2.1 FORMATIVE AND SUMMATIVE FUNCTIONS OF TESTS

Within the programme, both formative and summative assessment are used. Formative assessments are designed to support the learning process and help students develop their knowledge and skills. These tests provide interim feedback and focus on identifying strengths and areas for improvement. Formative assessments are done through various methods, such as peer feedback, knowledge quizzes and discussion questions during lectures. Formative testing eases the workload associated with summative testing and provides students with the chance to experiment and learn without the pressure of a formal grade.

Formative assessment plays a crucial role in the learning process by providing students with continuous and targeted feedback. These tests encourage interaction between students and teachers and use different sources such as peers and technological tools. By using formative assessment strategically, students gain insight into their progress and are encouraged to actively participate in their own learning.

Summative tests are used to assess the mastery of learning objectives after completion of a course unit or programme phase. They serve as a measuring tool to determine the extent to which students have achieved the intended learning outcomes. These tests are carefully distributed throughout the programme to avoid overlap and competition with other educational units. The aim is to assess students individually, with the examiner bearing final responsibility for group assignments.

2.2 PROGRAMMING AND DISTRIBUTION OF ASSESSMENT

The assessment programme meets educational preconditions of regular testing, avoiding competition between assessment and education and offering limited opportunities for resits.

Assessments are optimally distributed over the course units to minimize interference and maintain a balanced workload.

2.3 TRANSPARENT STRUCTURE AND APPROPRIATE ASSESSMENT

Students are assessed at a level that suits the stage of study, within a transparent and coherent programme structure. Written papers and oral presentations form a substantial part of the continuous assessment programme. Choices regarding formative and summative assessment are described at the course unit level in course assessment plans, which are available in the Brightspace learning environment. The most important aspects of academic education, knowledge, skills, behavior and integration of these, are extensively covered in the various forms of assessment.

3. ASSESSMENT PROGRAMME

The master's programmes in Human Movement Sciences and Sport Sciences focus on developing specialist knowledge and skills essential for becoming an academic professional with unique expertise. Students are trained to conduct independent research in the fields of human movement and sport sciences. The programmes emphasize a multidisciplinary approach, integrating scientific disciplines such as anatomy and psychology with practical fields regarding clinical human movement sciences, healthy ageing and sportsy. Throughout the programme, students gain access to toolboxes that equip them to contribute effectively to scientific research teams.

3.1 FINAL QUALIFICATIONS

Upon completing the master's programmes in Human Movement Sciences and Sport Sciences, graduates will have developed advanced academic competencies, including the ability to independently design and conduct research. They will have specialized knowledge within a chosen research domain and be proficient in academic writing and presenting in English. These qualifications prepare students for careers as researchers in academic contexts or as scientific professionals in societal fields related to human movement and sport.

The final qualifications of the programme are divided into three areas of competence: Knowledge, Skills, and Behaviour. A fourth aspect is the integration of the acquired knowledge, skills and behaviour. Within these four parts, a total of nine final qualifications are distinguished.

I Knowledge: M1/2 Integrated and specialist knowledge of human movement or sport.

1. A MSc graduate in HMS or SpS has a thorough and integrated knowledge and understanding of human movement or sport, along with a broad and coherent view of human movement and the underlying interdisciplinary theories and is active in structuring and deepening his knowledge in an independent and focused manner.
2. A MSc graduate in HMS or SpS has specialist knowledge and understanding of theories of human movement or sport, how sport behaviour comes about and can be influenced, and deepens and applies that knowledge to a self-selected research topic within the research areas human movement or Sport, Learning and Performance.

II Skills: M3/4 Advanced academic and research skills and qualification M5 Strengthening collaboration and communication skills.

3. A MSc graduate in HMS or SpS has a command of the basic cognitive, methodological, technological, mathematical and linguistic skills required for an academic level of thought and practice and is able to apply them independently and critically in a specific human movement context.
4. A MSc graduate in HMS or SpS is able independently to identify and analyse research topics and deal with them systematically and in a solution-driven manner in research that is relevant and organizationally practical, making critical use of scientific theories, ideas and techniques.
5. A MSc graduate in HMS or SpS is able, based on his duties and responsibilities as an academic, to work with and for other people in a national or international setting. He is able to communicate clearly with others in and outside his field concerning his work and the results and to make a factual and critical contribution to a scientific or public discussion.

III Behaviour: M6/7 Deepening professional and personal development.

6. A MSc graduate in HMS or SpS views solving movement problems in a broad scientific and social perspective and is able to integrate relevant ideas, opinions and methods in his scientific work. He is able to operate satisfactorily in the broader setting of a professional organization
7. A MSc graduate in HMS or SpS operates independently in a professional working environment. He handles work and duties in a systematic, meticulous, quality-conscious and dedicated manner in open, functional dialogue with his colleagues. He displays initiative, enthusiasm, critical and self-critical faculties and a sense of responsibility and is accustomed to learning from him/herself and others based on self-reflection and feedback. He thus works on deepening and broadening the subject and scientific knowledge and adjusting and enhancing his professional work as a sport scientist.

IV Integration of knowledge, skills, and behaviour: M8/9 Independently conducting and communicating scientific research.

8. A MSc graduate in HMS or SpS is able independently to identify and analyse new or unfamiliar human movement or sport scientific problems in a specific research area, based on acquired subject, academic and professional skills, and deal with them systematically and in a solution-driven manner in research that is relevant and organizationally practical, making critical use of scientific theories, ideas and techniques.
9. A MSc graduate in HMS or SpS is able to document, present and defend his research in accordance with scientific standards.

3.2 STRUCTURE OF THE PROGRAMME

Both master programmes comprise 2 years of study. The first year is divided into 4 blocks of 10 weeks in which 15 ECTS can be obtained. In that year, students follow 5 (master HMS) or 6 (master SpS) compulsory course units of 35 ECTS in total, that prepare them for the master's graduation project (40 ECTS) in year 2. The master's graduation project consists of 4 course units: MGP Research internship; MGP Scientific article (final project); MGP Forum; and MGP Poster. Throughout the entire programme, students work on their personal and professional development in the Master monitor (5 ECTS).

The other 40 ECTS of the programme (25 in the first year and 15 in the second year) can be spent on course units of choice within or outside the department of Human Movement Sciences, provided these are in line with the learning outcomes of the programme. This enables students to adjust the programme to their own interests. See appendix 1 for more details on the internal profiling course units offered by the department of Human Movement Sciences.

3.3 COMPULSORY COURSE UNITS

The table below shows the compulsory course units that together form the master programmes in Human Movement Sciences and Sport sciences. There are programme specific specialisation course units for 10 ECs. The other compulsory course units apply to both master programmes. In the compulsory part of the programme, all final qualifications of the programmes are addressed. Exams usually take place in week 8 of the block and resits in week 10. Deadlines for assignments are communicated on Brightspace. Unless otherwise stated, all courses include 5 ECTS.

Specialisation course unit Master Human Movement Sciences

Course unit	Period	Qualifications	Intended Learning Outcomes	Assessment methods
BWM190 Human Movement Sciences in Rehabilitation and Healthy Aging 10 EC	1.1-1.2	M1/2; M3/4; M5; M6/7	The student: - Has knowledge of relevant challenges in selected societal domains related to rehabilitation and healthy aging - Can describe different scientific approaches and theoretical concepts from the interdisciplinary field of Human Movement Sciences to address these challenges - Is able to translate societal challenges into explicit research objectives and put these in the context of theoretical frameworks from Human Movement Sciences - Is able to design and write a project proposal to address the postulated research objective - Is able to analyze and report available information on these research topics from scientific and practice-based literature and information - Is able to communicate project results to peers and different stakeholders	2b; 3b; 4*

* Final grade based on group assessment

Specialisation course units Master Sport Sciences

Course unit	Period	Qualifications	Intended Learning Outcomes	Assessment methods
BWM178 Introduction to Sport Sciences	1.1	M1/2; M3/4; M6/7	- Acquire knowledge of basic ideas and approaches in sport sciences for different populations - Acquire knowledge on sport science as a scientific discipline - To develop academic skills: writing and discussing in English	1b; 2b
BWM179 Capita Selecta in Sport Sciences	1.2	M1/2; M3/4; M5	By the end of this course, the student is able to: - Understand theoretical frameworks and theoretical issues within the research topics 'Child and youth development in sports and exercise' (A) and 'Perception, action and performance optimization in sports' (B); - Evaluate relevant scientific literature on topic A or topic B; - Present a scientific paper in a short oral presentation; - Develop a research proposal and present it in a short oral presentation.	2a; 3a

Compulsory course units Master Human Movement Sciences & Master Sport Sciences

Course unit	Period	Qualifications	Intended Learning Outcomes	Assessment methods
Year 1				
BWM176 3D Movement Analysis	1.1	M3/4	- Recall and identify basic mathematical concepts such as vectors and Newton's laws relevant to 3D movement analysis. - Recognize and recall key terminology related to 3D movement analysis, such as position, velocity, and acceleration. - Explain the principles of vector mathematics and their application in describing 3D movements. - Demonstrate an understanding of Newton's laws and their significance in analyzing and interpreting movements in three dimensions. - Apply vector operations to represent and manipulate 3D movement data. - Utilize Newton's laws to model and solve practical problems related to complex movements in a three-dimensional space. - Analyze the components of a given 3D movement and identify the forces and vectors involved. - Break down a complex movement into its elements to understand the forces and accelerations. - Evaluate the accuracy and precision of data collected through the OptiTrack system for 3D movement analysis. - Critically assess the appropriateness of using Newtonian principles in the analysis of specific movement scenarios. - Develop a Python program to process and analyze 3D movement data collected using the OptiTrack system. - Design and implement a group project to measure, analyze, and present a unique 3D movement scenario, incorporating mathematical principles and Python programming.	1a; 2b; 3b
BWM136 Advanced statistics	1.2	M3/4; M5	The student is able to - translate research questions and hypotheses in statistical hypotheses, - select and execute statistical tests adequately, - interpret output, and - report the results.	1f
BWM152/162/172 Review	1.3-1.4	M1/2; M3/4	The student acquires and demonstrates knowledge, insight and overview with regard to a small section of the international state of the art of a specific domain of human movement sciences and is able to write a scientific manuscript accordingly. More specifically, the student is be able to... - Use relevant sources of online information (e.g., PRISMA, Cochrane)	2a

Course unit	Period	Qualifications	Intended Learning Outcomes	Assessment methods
10 EC			- Distinguish different types of review papers - Define and formulate a suitable research question - Formulate eligibility criteria (if relevant using PICO) - Develop a search strategy in Pubmed and at least one other bibliographic database (e.g., Web of Science, PsychINFO, Scopus, CINAHL) - Import hits to Endnote (or other reference manager) and remove duplicates - Screen hits in accordance with eligibility criteria (using e.g., Rayyan) - Make a flow chart of screening process - Extract relevant data from included papers - Systematically judge methodological quality of included papers (using e.g., Cochrane risk-of-bias tool for randomized trials (RoB 2), PEDro or another design-specific tool) - Calculate effect sizes for main outcome measures (if relevant) - Describe, interpret, integrate and discuss knowledge from included papers - Formulate conclusions and recommendations	
BWM143 Philosophy of science and ethics	1.4	M3/4; M6/7	The student is able to describe the different perspectives in philosophy of science and ethics, and to critically reflect on them in the context of human movement sciences and sport sciences.	1e
BWMMO Master monitor	1.1-2.4	M6/7	In line with the final qualifications of the programme, the student should be able to continuously work on their professional and personal development. The Master Monitor supports the student in accomplishing this qualification by being able to... - recognise the context in which Human Movement/Sport scientists operate in the labour market - critically reflect on their strengths and points for improvement, and how these can be implemented in a professional setting - critically reflect on their professional and personal development concerning their motivation, goals and (soft) skills - convey others of their worth as a Human Movement/Sport scientist for a professional organisation - 5) create a Personal Development Plan (PDP) that enables them to keep developing themselves as Human Movement/Sport scientists (during their studies and beyond)	3a; 4; 6
Year 2				
BWM205 MGP Research internship 25 EC	2.1-2.4	M8/9	Based on acquired knowledge, insight and skills the student must show: - to be able to independently perform scientific research within a human movement sciences or sport sciences research context to be familiar with an academic way of thinking and acting and to be proficient regarding the necessary instrumental and communicative skills - to be able to adapt research to the scientific, societal and organizational context, and to function in a task-conscious and improvement-oriented manner	5

Course unit	Period	Qualifications	Intended Learning Outcomes	Assessment methods
BWM206 MGP Scientific article (FINAL PROJECT) 10 EC	2.1-2.4	M8/9	- to be able to analyse research results Based on acquired knowledge, insight and skills the student must show: - to be able to produce a scientific article	2a
BWM207 MGP Forum 4 EC	2.1-2.4	M8/9	Based on acquired knowledge, insight and skills the student must show: - to be able to defend the research outcomes in front of a competent panel (forum)	3a
BWM208 MGP Poster 1 EC	2.1-2.4	M8/9	Based on acquired knowledge, insight and skills the student must show: - to be able to produce a scientific poster	3c

Summative assessment method (see Appendix 2)

1. Exam

- 1a Multiple choice questions
- 1b Multiple choice + open questions
- 1c Multiple choice + essay questions
- 1d Open questions
- 1e Essay questions
- 1f Open book
- 1g Open book, multiple choice + essay questions
- 1h Oral

2. Assignment

- 2a Individual
- 2b Group

3. Presentation

- 3a Individual
- 3b Group
- 3c Poster

4. Mandatory attendance

5. Research project

6. Portfolio

4. ACTORS INVOLVED

4.1 PROGRAMME COMMITTEE

The Programme Committee (PC) is the participation body whose task, pursuant to Article 9.18 of the Higher Education and Scientific Research Act (HRA), is to advise on promoting and ensuring the quality of the study programme.

According to the HRA, the Programme Committee has the following duties and powers:

- giving solicited and unsolicited advice to the board of the programme and the dean on the coherence, quality, feasibility and studyability of the curriculum,
- discussing evaluations of course units on the basis of student feedback and teacher reactions, and signalling points of attention to the programme leader,
- exercising the right of consent regarding parts of the Teaching and Examination Regulations (TER),
- exercising the right to advise regarding other parts of the TER, and
- annual assessment of how the TER is implemented.

Periodic evaluation

The Programme Committee draws up an annual report each year, explaining the composition and activities of the committee, as well as the advice issued and how it has been responded to. Based on this reflection, the committee formulates points of attention for the coming academic year. The annual report is shared with the programme director, programme leaders, the Faculty Board and the Faculty Council.

4.2 BOARD OF EXAMINERS

The Board of Examiners (BoE) is the body that determines in an objective and expert manner whether a student meets the conditions set by the Teaching and Examination Regulations with regard to knowledge, insight and skills that are necessary for obtaining a degree. The Board of Examiners is appointed by the dean. Pursuant to Article 7.12b of the Higher Education and Research Act (WHW), the Board of Examiners has the following tasks:

- guaranteeing the quality of the examinations and examinations,
- establishing guidelines and instructions within the framework of the Teaching and Examination Regulations,
- granting an exemption from taking one or more examinations, and
- guaranteeing the quality of the organization and the procedures surrounding exams and examinations.

Periodic evaluation

Every year, the Board of Examiners evaluates the implementation of the assessment and chooses the points of attention for the coming academic year, as reflected in the Annual Plan BoE. The Board of Examiners reports annually on its activities to the dean in an annual report.

4.3 EXAMINERS

The Board of Examiners appoints examiners to administer examinations and determine the results. The examiners are UTQ certified (university) or otherwise qualified lecturers, who, as coordinators/lecturers, are responsible for (the level of) one or more study units of the bachelor's programme in Human Movement Sciences and both master's programmes.

Examiners have the following tasks:

- drawing up the learning objectives,
- compiling, determining the cut-off score, administering, assessing and analysing tests and determining and providing feedback on the result achieved,
- providing information about assessment to the student,
- reporting on the assessment of the course unit (in the Assessment file) to the programme leader and the Board of Examiners, and
- providing the requested information to the Board of Examiners.

4.4 PROGRAMME DIRECTOR

Within the programme, the programme director draws up a coherent, feasible, adequate, and studyable educational programme, including the assessment. The programme director delegates

executive tasks to the programme leader. In addition, the programme director ensures good support for examiners, so that they can perform their tasks adequately.

4.5 PROGRAMME LEADER

In close cooperation with the lecturers, educationalist/quality assurance officer and the programme director, the programme leader carries out the following tasks:

- the composition and planning of the education and assessment programme within the academic year, with attention to studyability and test load,
- monitoring and promoting the quality of education and testing, in line with the educational vision of the study programme,
- facilitating examiners by providing clear frameworks, support and room for professional development,
- identifying bottlenecks and initiating improvement actions in consultation with the relevant bodies such as the Board of Examiners and the Programme Committee.

APPENDIX 1 INTERNAL PROFILING COURSE UNITS

Course unit	Period	Qualifications	Intended Learning Outcomes	Assessment methods
BWM137 Motor control	1.1	M1/2; M3/4; M5; M6/7	The student... - gets a basic understanding of fundamental problems in motor control - gets the core ideas of a Coordination Dynamics account to action-perception - is able to read scientific texts: get core concepts from a paper but also - is able to understand properties of the account that is underlying the paper - can orally discuss her ideas with others - is able to transfer her knowledge into a framework - is able to use this framework to discuss papers from an alternative approach	1h
BWM134 Physiology of training and exercise	1.2	M1/2; M3/4	By the end of this course, the student is able to: - describe physiological performance indicators; - explain adaptations as a result of training and exercise; - explain training principles and programs; - describe tools to monitor and test adaptations to training and exercise; - select and evaluate scientific articles based on quality and practical relevance for the design of a training program; - develop a training program aimed to improve physiological variables. All learning objectives are in the domain of healthy ageing, rehabilitation and sport.	1e; 2b
BWM139 Sport and Talent	1.3	M1/2; M3/4; M5; M6/7	The overarching goal is to bridge the gap between science and practice. Subgoals are: - Understand the scientific models on sport and talent; - Describe the underlying mechanisms of talent detection, identification, selection, development, and transfer; - Evaluate relevant scientific literature on practical application for sport and talent; - Detect a practical problem in the domain of sport and talent; - Develop a 'product' in order to address the practical problem; - Evaluate the value, feasibility and practical use of the product for the practical field by interviewing a stakeholder (athlete/trainer/coach/...). - Present the link between science and practice in original ways (i.e., with a group in an elevator pitch) - Design an Infographic with a group	2a; 2b; 3b

Course unit	Period	Qualifications	Intended Learning Outcomes	Assessment methods
			- Reflect individually upon the process of bridging the gap between science and practice in a portfolio.	
BWM177 Musculoskeletal Modelling and Biomechanics	1.3	M3/4	After completion of the course Musculoskeletal Modelling & Biomechanics students are able to..... - apply biomechanical principles of healthy locomotion (walking) in scientific and clinical contexts - describe the biological, mechanical and neurological aspects of how muscles produce movement. - explain the interaction between muscles, bones, tendons and ligaments during movement based on mathematical and mechanical principles. - model joint angular trajectories, joint loads, muscle-tendon and ligament parameters from kinematic and kinetic data with the musculoskeletal models in OpenSim. - analyse mechanical load and performance of normal and impaired movement (e.g. crouch gait in cerebral palsy).	1a; 2b; 4
BWM146 Big Data in Sport Sciences and HMS	1.4	M3/4	The students achieve theoretical knowledge of data analytics, machine learning, and data visualisation. Students learn to utilize their knowledge to analyse, interpret, merge and visualize complex data sets in human movement science context.	2a; 3b
BWM149 Signal analysis using machine learning (2027-2028)	2.1	M3/4; M5	- Demonstrate basic knowledge on signal acquisition. - Explain the working principles of machine learning. - Assess and compare different techniques for the analysis of signals using machine learning. - Formulate and appraise innovative technical solutions to analyze signals using machine learning based on scientific research questions in human movement sciences. - Analyze signals using a programming language and environment. - Perform measurements to collect movement datasets for analysis with machine learning. - Demonstrate professionalism while interacting with lecturers and other students during the formulation and presentation of innovative solutions to signal analysis problems.	2a; 2b; 3b
BWM142 Introduction to	2.2	M1/2; M3/4	- Acquiring acquaintance with the field of linear and non-linear dynamical systems	1f; 2a

Course unit	Period	Qualifications	Intended Learning Outcomes	Assessment methods
dynamical systems (2027-2028)			with reference to the study of human movement - Acquiring understanding of some of the basic underlying mathematical principles, concepts and methods. - Understanding these principles with regard to reading such concepts and terms in (scientific) literature about these subjects. - Understanding these principles, concepts and terms through adopting practical methods (i.e., the practical assignments are a means rather than a goal)	
BWMAA Academic Assignment 5, 10 or 15 EC	1.1-2.4	M5; M6/7	After completing this course, the student is able to: - independently write a project proposal. - function appropriately in a professional context. - communicate the results of their work in a usable product. - critically reflect on their own professional development.	2a
BWM410 Studentassistentie - Orientation to teaching	1.1-2.4	M5; M6/7	The student... - acts professionally in the role of student assistant, understands the associated responsibilities and boundaries, and is able to reflect on their own performance. - creates a safe and supportive learning environment during instructional and supervision moments. - communicates effectively and professionally with students, instructors, and fellow assistants. - applies basic principles of motivation, feedback, questioning techniques, and other didactic skills that enhance student engagement. - supports educational activities and conveys subject-specific knowledge clearly, using the materials and instructions provided for the course.	4; 6
BWM441 Mentoraat - Orientation to teaching 10 EC	1.1-2.4	M5; M6/7	The student... - takes responsibility for fostering study progress, group dynamics, and a positive learning climate within the assigned mentor group, and communicates clearly and supportively to promote a safe and motivating environment. - designs and facilitates meetings, workshops, and presentation sessions, applying appropriate didactic strategies during delivery. - provides constructive written and oral feedback and supports the assessment of assignments, presentations, and	4; 6

Course unit	Period	Qualifications	Intended Learning Outcomes	Assessment methods
			examinations in accordance with established criteria. - conducts structured academic progress meetings with individual students, reports on them accurately to the study advisor, and advises students on study skills, motivation, and possible referral when necessary. - collaborates effectively and communicates clearly with fellow mentors, didactic supervisors, and coordinators to ensure a coherent and high-quality mentoring programme. - reflects critically on their own actions and development as a mentor, and integrates insights from training sessions, workshops, and peer-intervision into their mentoring practice.	

APPENDIX 2 SUMMATIVE ASSESSMENT METHODS

Exam/Resit	Written or oral assessment of knowledge and skills. An exam is taken individually and consists of <u>multiple-choice questions</u> (multiple choice, true/false, fill in, organize, match, drag and drop), <u>open questions</u> (short answer questions) and/or <u>essay questions</u> (long answer questions). <u>Form</u> <table> <tr> <td>Open book</td><td>Exam where it is allowed to use books and/or other approved material, such as notes.</td></tr> <tr> <td>Digital</td><td>Digital exam taken in Aletta Jacobs Hall or Combizaal.</td></tr> <tr> <td>Written</td><td>Exam that is made by hand.</td></tr> <tr> <td>Oral</td><td>Exam that is taken orally.</td></tr> </table>	Open book	Exam where it is allowed to use books and/or other approved material, such as notes.	Digital	Digital exam taken in Aletta Jacobs Hall or Combizaal.	Written	Exam that is made by hand.	Oral	Exam that is taken orally.
Open book	Exam where it is allowed to use books and/or other approved material, such as notes.								
Digital	Digital exam taken in Aletta Jacobs Hall or Combizaal.								
Written	Exam that is made by hand.								
Oral	Exam that is taken orally.								
Presentation	Assessment of skills in conveying knowledge and/or ideas to an audience. A distinction is made between individual and group presentations. A <u>poster presentation</u> (presentation based on a poster) falls under presentation.								
Assignment	Assessment of proficiency in applying knowledge or performing a practical activity. A distinction is made between individual and group assignments. A <u>computer assignment</u> (assignment that involves the use of software or programming tools) and <u>written assignment</u> (broad term referring to different types of written work) fall under assignment.								
Mandatory attendance	<u>Assessed attendance at educational activities, linked to learning objectives and part of the summative assessment</u>								
Research project	Comprehensive, practical assignment in which students conduct research to investigate a specific problem or issue.								

Portfolio	Collection of documents and materials that show the continuous progress and learning process over a period of time.
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