

Assessment and Feedback Policy

This version of the policy applies to all assessments delivered under the old academic framework during 2019/20. Please see the Manual of General Regulations for further clarification at <https://www.uel.ac.uk/about/about-uel/governance/policies-regulations-corporate-documents/student-policies/manual-of-general-regulations>.

Updated: September 2019

Assessment and Feedback Policy

1. Introduction
2. Assessment Design
3. Assessment, Moderation and Marking
4. Management of Assessment
5. Feedback
6. Disability
7. Professional, Statutory and Regulatory Body Exemptions
8. Appendices

1. Introduction

1.1 Introduction and purposes of assessment and feedback

Assessment and feedback are fundamental parts of the student learning experience, whether on-campus, by distance or blended learning. The UEL Assessment and Feedback Policy seeks to:

- actively promote student success and academic achievement
- provide clear, accurate, accessible information and guidelines to all staff and students on assessment and feedback
- maximise the potential for consistency and fairness in assessment
- locate assessment and feedback as an integral part of learning and teaching processes.

Assessment, from a student perspective, is the vehicle for obtaining feedback on progress in their learning, enabling them to improve. This is indicated in terms of:

- knowledge acquired
- skills gained, both generic and specific
- general understanding developed.

Assessment, for both staff and students, can be used to determine whether a student:

- has achieved the learning outcomes
- is ready to progress to a higher level
- has the capacity to demonstrate competence
- is able to qualify for an award.

Assessment, from a staff perspective:

- enables evaluation of the success of their input into the student learning experience

- provides an external measure of recognition for the public, the student, the employer and other stakeholders of a student's achievement (as determined by the award of credit or a qualification).

Assessment may be diagnostic, formative or summative - all assessment will contain one or more of these elements (see Glossary and Supporting Information, (Appendix 1)).

The roles and responsibilities of Department, Programme and Module leaders, Schools and Students with regard to the Assessment and Feedback Policy are summarised within Appendix 4 of this document.

1.2 Principles of assessment

In order to serve the above purposes, assessment will be treated in accordance with the following principles and be:

- based on learning outcomes and assessment criteria
- integral to programme design
- fair and free from bias
- valid, transparent and reliable
- timely and incremental
- consistent
- demanding yet manageable and efficient.

All documentation regarding assessment tasks, assessment criteria, submission deadlines and any accompanying guidance, including information relating to the return of work, will be:

- clearly worded
- presented to students at the beginning of each module
- published together in the relevant document
- easily available in the relevant module guide which will be accessible to students via the module's virtual learning environment

2. Assessment Design

2.1 Introduction to Assessment Design

Within programmes, a variety of assessment tasks will be used to provide flexibility for students and to assess students' skills, knowledge and understanding. This may include innovative assessment tasks such as those embraced within e-assessment.

Effective assessment design, within all modules, ensures that:

- assessment tasks enable students to demonstrate the learning outcomes detailed in the module specification
- where possible alternative types of assessment should be provided for assessing learning outcomes (unless otherwise mandated by professional bodies)
- all learning outcomes are assessed through summative assessment tasks
- assessment tasks are efficient in terms of student and staff time and over-assessment is avoided
- assessment is both formative and summative
- each assessment task is accompanied by, and mapped to, a set of assessment criteria which:
 - ensures assessment of the learning outcomes
 - is appropriate to the demands of the level of the assessment undertaken
 - support the development of employability skills
- student effort and the amount of work involved is consistent across modules at each level and aligns with the UEL Assessment Tariff and Equivalences (see Appendix 5)
- students experience a range of assessment types within their programme of study
- the likelihood of academic misconduct is reduced
- all students have an equal chance of understanding the assessment task and of demonstrating their achievement of the learning outcomes

Reassessment offers students fresh opportunities to demonstrate achievement of module learning outcomes. Repetition of coursework and examination questions will therefore be avoided (unless Professional, Statutory and Regulatory Body requirements indicate a need to repeat assessment), particularly since repetition increases the likelihood of plagiarism and/or importation into examinations.

2.2 Relation of Assessment Tasks to Learning Outcomes

All assessment tasks will be clearly mapped to identified learning outcomes.

Learning outcomes will be devised at programme and module level.

- Programme level outcomes enable students to gain an overall understanding of their learning across the programme.
- Module learning outcomes enable students to gain an appreciation of what will be learned by the end of the module.

Learning outcomes will be monitored to ensure that they:

- are each described as specifically as possible in terms of what the student will be able to do, and /or know
- are devised according to the appropriate subject benchmark statement

- are set at the appropriate level for the module /programme.

2.3 Assessment Criteria

A student's performance will be marked and graded according to pre-specified and clear assessment criteria. These will normally be presented in a single document combining marking and grading criteria (see example at Appendix 3). Assessment criteria will:

- be given to students with the assessment task (plus any guidance on what the markers expect the student to address when undertaking the assessment task)
- examine whether learning outcomes have been met by the student, and whether this has been addressed by the markers
- be set at the required standard and level for the module
- reflect the published aims and learning outcomes
- be of a comparable standard to equivalent awards elsewhere in the UK and in keeping with appropriate subject benchmark statements
- be available within the module guide, which will be accessible to students via the module's virtual learning environment
- Where they exist; penalties for exceeding word limits should be clearly communicated to students in the module guide.
- inform the use of any rubrics utilised within e-Submission ² (see Appendix 6 Guidelines: e-Submission, marking and feedback of coursework).

2.4 Levels of Assessment: Qualification descriptors

Qualification descriptors are used to ensure consistency and equity. These have been presented by The Quality Assurance Agency within [the UK Quality Code for Higher Education – Chapter A1: The national level](#) and identify the characteristics and context of learning expected at each level, against which specific learning outcomes and assessment criteria are derived.

Learning outcomes and assessment criteria reflect the appropriate level specified by the qualification descriptors, and reflect increasing levels of demand, complexity and depth of study.

2.5 Assessment Processes

Schools will have effective mechanisms in place for reviewing and monitoring assessment processes. These will ensure that activities are appropriate and are not excessive for students or staff. Monitoring and review processes might be undertaken by a separate School panel or within Department Area meetings. The following will be considered when reviewing assessment processes:

- assessment tasks are appropriate and enable students to demonstrate the learning outcomes of a module

- submission deadlines are scheduled to be spread throughout the period of study wherever possible
- student effort and the amount of work involved is consistent across modules at each level and aligns with UEL Assessment Tariff and Equivalences (see Appendix 5)
- full use is made of e-Submission for appropriate coursework submission, marking and feedback
- Online assessments can only be delivered using Moodle. Other delivery formats cannot be supported.
- In-year retrieval should be made available where practicable and possible to allow students to recover their grades at the earliest opportunity. Consult with your College Director of Learning and Teaching as to how it is implemented in your school and how to implement retrieval of grades in assessments with a number of small components.

All information relating to assessment tasks, assessment criteria, submission deadlines and feedback processes will be clearly provided within module guides, which will be accessible to students via the relevant module's virtual learning environment.

Programme (re)approval panels need to:

- be satisfied that a proposed programme requires students to achieve appropriate standards of work at each level of the award
- ensure assessment within a programme incorporates a varied and appropriate diet of assessment tasks
- consider the overall coherence of the programme of study and progression through the programme.

Periodically, programme teams will review the spread and variety of assessments undertaken across modules that comprise the programme of study. This will acknowledge changes that may have been undertaken within individual modules since the previous approval/review and will ensure that a varied and appropriate diet continues to be offered across the programme.

3. Assessment, Moderation and Marking

3.1 ASSESSMENT PREPARATION: Internal Moderation of Assessment Tasks

Each school will have effective systems and procedures in place for the internal moderation of all methods of assessment for all modules.

Draft assessment and reassessment tasks for each module will be produced simultaneously by module teams. This process will be co-ordinated by the module leader to ensure that assessment at each opportunity is equitable.

All assessment task(s) for each module will be proof-read and checked for fairness and consistency prior to being sent to External Examiners. It is preferable for this process to include academic colleagues from outside the module team, in order to improve objectivity. The assessment task(s) will:

- meet module specifications
- assess the learning outcomes
- be set at the correct level
- conform with expectations of External Examiners (as laid out in the [External Examiners' Manual](#)).
- be designed to limit academic misconduct

Following this scrutiny, assessment task(s) may need to be modified.

3.2 ASSESSMENT PREPARATION: External Moderation of Assessment Tasks

Every component of assessment that contributes to an award, at all levels, is subject to External Examiner moderation. This ensures the maintenance of standards both internally and in comparison with similar programmes delivered at other higher education institutions.

Once finalised, assessment tasks will be forwarded to the relevant External Examiner for comment, prior to being published to students. Any changes required by an External Examiner must be approved by them prior to release to students.

All first and second opportunity assessment and reassessment tasks for each academic year will be submitted to the relevant External Examiner using secure means in the term prior to their required use. Coursework will be submitted and confirmed by external examiners before the academic year starts to enable the assessment information to be within the module guide. For exams (including TCAs), any exam and/or TCA taking place within Term 1 will be submitted and confirmed by external examiners before the academic year starts. For assessments taking place at the end of Term 2 they will be submitted by January (beginning of Term 2). As a minimum external examiners must be able to confirm moderation 12 weeks before an assessment takes place. All assessment tasks sent to External Examiners will be accompanied by:

- a copy of the relevant module specification
- the published assessment criteria
- clear guidance notes i.e. expectations of the assessment task(s)

All information received by External Examiners will duplicate that which the programme team intends to provide to the students (except indicative answers which will only be sent to External Examiners).

External Examiners will be asked to comment on the suitability of the assessment tasks with regard to the module specification, level of work expected and in particular, in relation to

the standards of the tasks in comparison with similar programmes at other institutions. They are also asked to comment upon the clarity of the task, and on the guidance provided.

3.3 Preparing to Mark

For each module, relevant teaching teams agree a marking plan at the beginning of each academic year. This plan will identify:

- first and second (and third, if subsequently needed) markers, and timetables
- indicative content of answers to coursework and/or examination questions/tasks
- provision in relation to e-Submission
- assessment (marking and grading) criteria, which will ensure appropriate use of the full spread of marks

3.4 Marking

Consideration will be given to ensure a wide range of marks is used. In order for the marker to apply a wide range of marks the marking scheme and associated rubrics should cover the range in sufficient detail to allow the marker and the student to understand the rationale for the mark wherever it falls.

When e-Submission has been used for the submission of coursework, marking and second marking will be conducted within e-Submission or other formats appropriate to the module e.g. Audio file or Video file.

In order for marking to be equitable between all markers:

- questions, assessment criteria and a copy of guidance provided to students regarding expectations for the specific piece of assessment will be provided to all markers
- less experienced or probationary colleagues new to the institution or sector will be supported, and guidance and personal development in marking skills provided. Their marking will normally be second marked by experienced members of staff, and will be monitored to ensure:
 - the development of necessary skills
 - that students are receiving equitable marks

3.5 Anonymous Marking

Anonymous marking is a process undertaken to avoid the possibility of unconscious bias entering the marking process. To this end, wherever possible, the identity of students will be masked from markers and work only identified by student number.

Where the method of assessment does not allow anonymous marking (e.g. dissertations, oral presentations, oral examinations, practical examinations, laboratory tests, performance etc.) **all** work will be second marked (see Appendix 2, Second Marking).

For some types of assessment it may be impractical either to second mark or to mark anonymously. On rare occasions where neither anonymous, nor second marking is practicable (normally this would only occur in settings such as the workplace), methods by which students may be protected from unfair or biased assessments in these situations, will be made explicit by the programme leader. These could include for example, bringing in a visiting tutor from UEL to the workplace.

3.6 Second Marking

Second (also known as double) marking is a process undertaken to ensure that the marking scheme has been applied fairly and uniformly. Although several types of second marking have been identified across the sector (see Appendix 2, Second Marking) the preferred method at UEL is **moderation of a sample across the range of marks**, for both written and practical assessments. Where other methods are preferable, such as in the case of Professional, Statutory and Regulatory Body exemption, a justification will be provided to the Head of School.

Every component of summative assessment that contributes towards an award, at all levels, will be subject to **moderation** in order to ensure the maintenance of standards.

A sample of at least **10% or 10 individual pieces** of each assessment task (whichever is the greater) will be **moderated**. The sample should be taken from the full range of student performance, having sight of the full range of marks.

Where the first marking of any module is undertaken by more than one marker, the sample will include a minimum of 10% of the work marked by each individual marker, again relating to a range of performance.

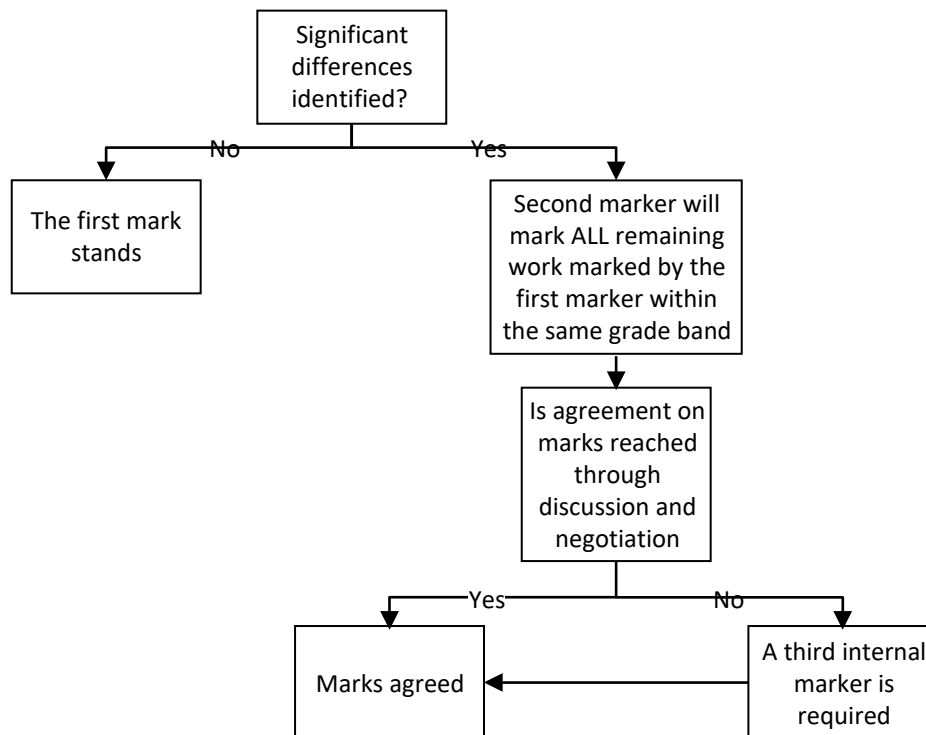
Where e-Submission has been used for first marking, it will be used for second marking.

Resolving differences between markers within modular assessment tasks: **NB Significant differences are defined as** where the difference is 10 marks or more; and/or where marks spread across critical boundaries (even if fewer than 10 marks) i.e. pass/fail or grade boundaries:

- if there are **NO significant differences** revealed by the second marking process, the **first mark stands** as the agreed mark
- if there **ARE significant differences** revealed in the sample that has been second marked, the **second marker will mark ALL remaining work** marked by the first marker that falls **within the same grade band, and possibly other bands if warranted**.
- **after** work has been marked by **both first and second markers**, a revised mark will be agreed by discussion and negotiation. This will ensure moderation to an agreed and consistent standard. **Where agreement cannot be reached**, resort to a **third internal marker** will take place.

- should the second marking process reveal **consistent significant differences in more than one first marker's marking**, the process described above will apply to **ALL** first markers' marking
- Students should not be made aware that their work has been sampled. Sampled work for second marking, whether via Turnitin or hard copy, should not evidence the second marker's comments nor any indication of a series of marks. Rather a second marking marksheet should be completed that is sent to the external examiner that clearly indicates: first mark, second mark, agreed mark and rationale that allows the external to see how that final mark was arrived at. Note: this marksheet is not made available to students.

Significant Differences Flowchart



Where e-Submission is used, should a second marker disagree with the first mark, this must **not be changed within the e-Submission tool** before discussion and negotiation between the markers (see Appendix 6 Guidelines: e-Submission, marking and feedback of coursework).

Marking conducted in all forms of assessment including e-Submission, will ensure that students are *only* presented with one final (agreed) mark, although comments from all markers will be available.

In order to eliminate arithmetic errors, for any component of assessment that requires aggregation of marks, all calculations undertaken by hand will always be checked by a second marker in order to correct, if necessary.

Second markers will provide a short report to the module leader, following the second marking process.

3.7 External Moderation of Marking

For each module, External Examiners will be provided with the following materials and information:

- Module specification
- Details of assessment task(s)
- Assessment criteria
- Any assessment guidance
- Sample of assessed work
- The record of marks and comments from 1st and 2nd (and 3rd) markers
- Schedule of all marks agreed for all candidates assessed in the module following internal moderation

Brief report from the Module Leader providing general comments on the outcomes of the assessment process (e.g. trends in questions answered by candidates, common errors, questions generally answered well/poorly, Second marker's report etc). For guidance on the use of e-Submission in this regard, please refer to Appendix 6 Guidelines: e- Submission, marking and feedback of coursework) A minimum of 10% or 10 individual pieces of each assessment task (whichever is the greater) will also be made available to the External Examiner for moderation.

This sample will be taken from the full range of marks and will include some work that has been second marked.

External Examiners will not be requested to act as a second or third marker or to adjudicate on disagreements between internal markers.

A record of agreed marks for all candidates, evidence of second and/or anonymous marking from all internal examiners, and comments from second markers, will be kept and will be made available for scrutiny by External Examiners. This information will also contribute to the module report.

External Examiners may, based on their moderation process, recommend to the Department Area Progression Board that:

- **all** marks for a particular assessment task are raised or lowered
- request that **all** candidates' work be reconsidered if **significant discrepancies and/or inconsistencies** are revealed

External Examiners are expected to attend *all Department Area Progression and Award Board meetings, including resit Boards*. (Further information is available from [Quality Assurance and Enhancement](#)).

All marks for summatively assessed work (both examinations and coursework) are subject to Department Area Progression or Award Board approval.

4. Management of Assessment

4.1 Timing of assessment

Appropriate advance notice of the **timing** and **form** of assessments, examination arrangements and the timing of notification of results will be clearly provided to students at the start of each module in the module guide, which will be accessible via the module's virtual learning environment.

Formative and summative assessment

Each module should contain a mix of formative and summative assessment (Appendix 7). Formative assessments should be designed to reflect the types of summative assessment which the students will experience on the module and timed appropriately so that students receive feedback on the formative assignment in adequate time to use the feedback to improve their performance on the summative assignment. Use of formative assessment at an early stage of the module can provide an indication of how well students are engaging and enable early identification of students in need of additional support. Given the value of early feedback to student success, it is important to emphasise to students that formative assessment is a significant measure of student engagement with the module.

Assessment release dates

The dates by which details of specific coursework assignments (as opposed to exam questions) will be released to students will be specified in the module guide, which will be accessible to students via the module's virtual learning environment. Details of specific summative assessment tasks should be released to students either at the start of the module or at least 8 weeks prior to the submission deadline so as to allow sufficient time for the student to adequately prepare. All reasonable adjustments are therefore built into this process for all students.

Submission dates and times must correspond with days/ times when the University is open and technical support is available in case of problems with submission. **Specifically this means that all Turnitin assessment links should be set up during the times of Monday – Thursday 9:30-4:00**, and not during an national holidays or university closures (Appendix 6). This is to ensure that if there is a service disruption that the situation can be communicated to the students. This also ensure that there is support available to student to allow them to make submissions using Turnitin.

Results

Arrangements for the publication of results for both Department Area Progression and Award Boards should be clearly stated in programme handbooks. Results will normally be released to students through their programme leaders or through UELdirect within 8

working days of the Board. Students will be entitled to a transcript each academic year identifying their progress.

4.2 Integrity of Examinations

All examinations will be conducted in a fair, consistent and secure manner. This requires the identification of at least one identified member of staff within the School with responsibility for:

- the maintenance of examination papers throughout the development process
- the coordination of the invigilation process, in association with Timetabling (the team responsible for managing that process)
- Please note that any online assessments can only be delivered using Moodle. Other formats for online tests, quizzes or exams are not supported by UEL.

Students will be instructed to familiarise themselves with the guidelines on conduct for examinations and conduct themselves in the appropriate manner.

4.3 Invigilation

The invigilation process is managed by the Timetabling Team who produce Good Practice Guidelines for Invigilation and train invigilators.

Specific invigilation procedures need to be followed for online assessments. Please contact the Assessment unit for details.

Invigilation will be led by module leaders (or their nominee(s)) and supported by trained external invigilators where appropriate.

Invigilation arrangements for students with disabilities/specific learning difficulties are set out below in Section 7. Where relevant, Schools make the agreed arrangements for students with disabilities/ specific learning difficulties, when these have been notified to the School (normally at least 3 weeks in advance).

Question papers may not be removed from the examination room after completion of the examination, although questions may be made available for students through the virtual learning environment at the time of the release of marks (with the exception of Multiple Choice Question papers, which are not released to students).

4.4 Submission of Coursework

Students will be instructed that all coursework should be submitted by the required submission date, and in accordance with module guidelines (e.g. using student number, word count, word-processed). Work which is submitted late, but within 24 hours of the deadline, will be assessed but subjected to a fixed penalty of 5% of the total marks available (as opposed to marks obtained). This applies to both UG and PG coursework.

4.4.1 E-submission of Coursework

e-Submission, marking and feedback must be used wherever possible for all single pieces of text-based coursework. Tutors must seek agreement from their Department Head if they would like an exception to this for any of their text-based coursework. (Please see Appendix 6 for guidelines on E-submission and on the set up of assessments). For e-submissions UEL uses Turnitin which is an internet-based text matching service that has been developed by a commercial company. It is used, under license, by most UK Universities. Work that is submitted to Turnitin generates a Turnitin Originality report, showing which parts of it have been reproduced from which sources. This policy sets out how we use the service in connection with student work. Turnitin recognises the following file formats: Word; PDF and PPT. For other types of files, e-submission should be made using the Moodle Assignment Dropbox.

- All postgraduate research students will be required to submit their dissertations to Turnitin.
- Students can submit their work up to 7 days after the original submission date and this would be marked as normal.
 - For submissions up to 24 hours late, 5% of the possible total mark is deducted from their grade. This applies to both undergraduate and postgraduate coursework.
 - For submissions after the 24 hour late period, provided the student also submitted a successful claim for extenuation, they would be accredited the full mark through due process.
 - If students submit twice – once before the deadline, and once during the 24 hour late period – then the latter work will be marked and 5% deducted.
 - Extenuation will not be granted where work is submitted within the 24 hour late period, any application would be a ‘technical reject’, but students must also be allowed to submit work beyond the 24hr lateness period where extenuating circumstances apply.
 - Feedback and students’ marks should be provided within 15 working days of the due date
- Students should not be expected to submit a print copy for any e-submissions.

4.4.2 Physical Coursework Submissions

Where coursework is not suitable for e-Submission:

- Published and secure mechanisms will exist within each school, and will be clearly explained to students within their module guides, accessible via the module’s virtual learning environment (See appendix 6).
- the receipt of work submitted will be logged and students will be provided with access to recorded evidence of submission (See Appendix 6))

- feedback on submitted work will be provided in word-processed format unless the nature of the work prevents this e.g. mathematical formula (see Section 5, Feedback to Students)
- a secure method for the return of marked coursework will be in place

4.5 Assessment Registration Responsibilities

Students are only eligible for assessment on a module if registered on the module. Schools will ensure that students have ready access to their module registration data via UEL Direct and will ensure that students are aware that this information is available in UEL Direct. (Students should be informed that it is their responsibility to ensure that the record of registration is accurate and must notify their School of any inaccuracies).

4.6 Breaches of Academic Misconduct Regulations

Assessment tasks are designed to reduce, as far as is practicable, the possibility of plagiarism and collusion and other instances of academic misconduct. Where an instance of academic misconduct is suspected, procedures detailed in [Part 8 of Manual of General Regulations](#) (Academic Misconduct Regulations) will be invoked.

Students should be made aware of the [Academic Integrity Policy](#) to assist in the avoidance of plagiarism.

4.7 Maintenance of scripts and archive

Scripts and/or assessed work are stored for academic reviews, appeals, and other purposes. These are stored and disposed of in accordance with the Data Protection Act and the Freedom of Information Act.

5. Feedback

5.1 Feedback to Students

Feedback is central to learning and is provided to students to develop their knowledge, understanding, skills and to help promote learning and facilitate improvement.

All feedback will be:

- timely (provided within 15 working days³)
- given in relation to the learning outcomes and assessment criteria
- provided on both coursework and examinations
- clear, relevant, motivating, and constructive
- developmental, enabling students to both consolidate learning and achievement
- word-processed where e-submission is not used (unless the nature of the work prevents this e.g. mathematical formula)

- offered in a range of formats appropriate to the module e.g. electronically via Turnitin GradeMark or other e-Submission tools where used, Audio file, Video file, or Screencast

The nature and extent of feedback the student may expect will be indicated for each assessment task at the time it is set.

When feedback (including marks) is provided to a student before an Award or Progression Board, all marks will be clearly identified as:

- being provisional
- available for External Examiner scrutiny
- subject to change and approval by the Assessment Board
- All students will be actively encouraged to collect feedback, review and consider its recommendations and implications, and seek further advice and guidance from academic staff when required.

5.2 Modes of Feedback

Feedback may be:

- Individual – identifying specific issues relating to one student's work
- Generic – referring to general points about the assessment as a whole, arising from an overview of the work produced by the student group

5.3 Feedback on Coursework

Feedback will be provided as soon as possible after the student has completed the assessment task:

- feedback on formative assessment will be given in time for students to make use of it prior to summative assessment
- feedback on summative assessment will be given within 15 working days of the submission date of the work.

Clear guidance will be given regarding the point in the module where it is no longer appropriate for staff to provide formative feedback e.g. when a student is undertaking final dissertation drafts. This will be communicated to students at the time the assessment task is set.

5.4 Feedback on Examinations

Feedback on examinations will be given within 15 working days of the conclusion of the examination period.

Clear guidance will be provided within the module guide, accessible within the module's virtual learning environment regarding:

- the type of feedback that will be given following examination i.e. individual or generic
- whether feedback will include the return of examination scripts and/or work, or not, in accordance with agreed procedures within each School.

6. Disability

6.1 Assessment Needs

6.1.1 Assessment needs of students with disabilities, including specific learning difficulties e.g. dyslexia, are supported in compliance with the [Disability Discrimination Act 2005 \(DDA 2005\)](#) and the [Equality Act 2010](#). They are also informed by the Students, within the [UK Quality Code for HE](#) (until 2013 when it will have been integrated into each chapter of the Quality Code) and UEL's [Equality and Diversity Strategy 2011-15](#).

6.2 Inclusive Approach

We aim to practice an inclusive approach in supporting our students with disabilities/specific learning difficulties. This approach focuses on the capacity of our University to understand and respond to the requirements of individual learners and not to locate the difficulty or deficit within the student. In this way we move away from 'labeling' students and towards creating an appropriate learning environment for all students. In consultation between the student and DDAC, a Learning Support agreement will be drawn up and shared with Schools.

6.3 Coursework

All information including submission dates and coursework assignments will be released to students at the start of each module in the module guide, accessible to students via the module's virtual learning environment. Specific wording of assignment questions should be released to students at the start of the module or at least 8 weeks prior to the date of submission. All reasonable adjustments are therefore built into this process for all students, ensuring adequate opportunity to explore taught material prior to assessment.

6.4 Examinations

Any student who discloses a disability to a member of staff will be referred to the Disability, Dyslexia and Access Centre (DDAC).

Students will be informed that they must be registered with the DDAC for any examination adjustments.

Students will need to provide valid professional evidence by the specified deadline date.

Deadline dates, by which students must apply to the DDAC in order to have reasonable adjustments in examinations, will be set by the Head of the DDAC at the start of each academic year

- a minimum of four working weeks prior to the start of each examination period
- published on all relevant websites and in all appropriate publicity and information material for students, applicants and staff.

6.5 Shared responsibility between Schools and DDAC

Schools and the DDAC will share joint responsibility for ensuring that reasonable adjustments are put into place in an efficient and timely manner and for ensuring that students are kept appropriately informed (see Appendix 4, Roles and Responsibilities for further details).

6.6 Exceptional Circumstances

In exceptional circumstances, where a needs assessment or learning support agreement has been undertaken, alternative forms of assessment may be required as a result of a student's disability. In such cases, the Head of DDT will approach the relevant Module and/or Department Area Leader to discuss. In line with our legal obligations, consideration will be given to any relevant competence standards that apply to the programme to ensure fairness and consistency of practice and the maintenance of professional practice requirements where relevant⁴. A final decision will be made by the Chair of the Assessment Board (or Head of School if the Chair has been previously involved) in consultation with the Chair of the University Learning and Teaching Committee.

6.7 Extenuation

If a student with a disability/ specific learning difficulty is unable to complete a piece of coursework on time or attend an examination (or feel their performance may have been seriously impacted during an examination), the only way in which a disability would come within the scope of the extenuation procedures would be if there was a serious, unpredictable, and unpreventable increase in the disability which might be expected to have a serious impact on performance. In this case full independent evidential support for the increase would need to be provided, in addition to evidence of the history of the disability. In these instances, students will be able to apply using UEL's [Extenuation procedures](#) in the usual way.

7. Professional, Statutory and Regulatory Body Exemptions

Should any module/programme be unable to comply with any aspect of this Assessment and Feedback Policy as a result of requirements from a Professional, Statutory and Regulatory Body, a written request for relevant exemption(s), together with associated evidence from the Professional, Statutory and Regulatory Body, will be made to the Director of Academic Practice and Student Experience.

Exemption(s) will only be valid upon receipt of written approval from the Director of Learning and Teaching.

8. APPENDICES

1. Glossary and Supporting Information
2. Second Marking
3. Assessment Criteria
4. Roles and Responsibilities
5. Assessment Tariff and Equivalences
6. Guidelines: Electronic submission, marking and feedback of coursework
7. Using assessment to enhance learning

1 The Assessment Policy is appropriate for all UEL programmes within the UEL Academic Framework. Programmes with permission from Academic Board to function outside the Academic Framework (e.g. credit ratings for modules; ; other Professional, Statutory and Regulatory Body requirements) may have alternative arrangements approved by Academic Board.

2 References to e-Submission throughout the Assessment and Feedback Policy refer to Turnitin GradeMark which is the institutional tool utilised for e-Submission. at UEL.

3 Working days refer to 'normal' working days i.e. Monday to Friday (excluding public holidays and periods of university closure)

4 Individual programmes may have particular standards and other requirements relating to performance and skills that are set by external organisations, professional bodies etc. it is therefore important to ensure that any alternative forms of assessment do not compromise these requirements.

Appendix 1

Glossary and Supporting Information



The 2014 revised Assessment and Feedback Policy has been informed by the:

- Higher Education Academy: Assessment Special Interest Group
- National Union of Students' Charter on Feedback and Assessment
- Quality Assurance Agency Quality Code; Section B6 Assessment of Students and the recognition of prior learning (2013)
- Quality Assurance Agency Understanding assessment: its role in safeguarding academic standards and quality in higher education (2012)
- Quality Assurance Agency Quality Code; Section B3 Learning and Teachings (2012)

Assessment Criteria - these are based on the intended learning outcomes for the work being assessed. They describe the knowledge, understanding and skills that markers expect students to display in the assessment task and which are taken into account in marking the work (QAA, 2006)

Criterion-referenced Assessment - Assessment system in which students' performance is marked and graded according to pre-specified criteria and standards. The criteria need not be restricted to minimum thresholds of competent, acceptable or safe performance; they can also include elements of mastery and excellence. In theory all students could fail to meet the standards set or all could achieve the highest possible grade

Diagnostic Assessment - is used to show a learner's preparedness for a module or programme, and identifies, for the learner and the teacher, any strengths and potential gaps in knowledge, understanding and skills expected at the start of the programme, or other possible problems. Particular strengths may lead to a formal consideration of accreditation of prior learning (QAA, 2006)

e-submission - refers to the electronic submission, marking and feedback of text-based coursework, submitted by an individual. Turnitin Grademark is the tool used for e-Submission at UEL (Appendix 6).

Formative Assessment - has a developmental purpose and is designed to help learners learn more effectively by giving them feedback on their performance and on how it can be improved and/or maintained. (QAA, 2006)

Learning Outcomes - Statements indicating what a learner should have acquired at the end of a given learning period (HEA, 2007)

Marking Criteria: Qualitative descriptions of various levels of performance that markers use to judge/assess student work (see: Marking/Quality Criteria in Rubric)

Moderation - A process intended to assure that an assessment outcome is fair and reliable and that assessment criteria have been applied consistently (QAA, 2006)

Rubric: An tool used to evaluate student performance over a range of criteria. As cited by Hack (HEA, 2013), Reddy and Andrade (2010) note that a rubric generally consists of:

- **Assessment/Evaluation Criteria:** Main categories for judging/assessing student performance. They are

mapped directly to the learning outcomes/competencies.

- Marking/Quality Criteria: Qualitative descriptions of various levels of performance for each of the main categories/evaluation criteria
- Scoring System: The range of grades or points assigned to the quality descriptions for each level of performance.

Summative Assessment - is used to indicate the extent of a learner's success in meeting the assessment criteria used to gauge the intended learning outcomes of a module or programme (QAA, 2006)

Reference:

Reddy, Y.M. & Andrade, H. (2010) A review of rubric use in higher education. *Assessment and Evaluation In Higher Education*, 35, 435-448.

Appendix 2

Second Marking



1. WRITTEN ASSESSMENT TASKS

1.1 MODERATION OF A SAMPLE ACROSS THE FULL RANGE OF MARKS

NB This is the preferred practice at UEL

The moderator samples work already first marked, with annotations and marks attached, in order to check overall standards. This may be used where first markers are less experienced, where there are several first markers and consistency may be a problem or where unusual patterns of performance are expected or observed. It may require extensive second /third marking if problems are detected (please refer to Policy). The moderator will add relevant comments and indicate their agreement on the script or on a separate marking sheet.

Alternative methods of second marking may be selected, conditional on a justification being given to, and accepted by the Head of School. These may include:

1.2 UNIVERSAL SECOND MARKING AS CHECK OR AUDIT

The first marker annotates the work fully and awards a mark. The role of the second marker is to check that first marking has been done correctly, that mark schemes have been properly applied, and that the total mark is arithmetically correct. The first marker leaves a clear trail to be audited. The purpose of second marking is to check on standards for all work and may be extended to reviews or thorough second marking of selected work e.g., fails, marks just below the lower boundary of a class, or firsts.

1.3 UNIVERSAL SEEN / DOUBLE MARKING

The first marker writes comments on the script and the second marker assesses the work with this information known. No actual marks are disclosed; or marks are, for example, written on the back cover of an examination book. Second markers may be required or advised not to take into account the first marks in determining their own marks or may be required to resolve differences in marks for all cases or within ranges as part of their second marking responsibilities. Written comments by the first examiner make second marking easier by guiding the second marker.

1.4 UNIVERSAL DOUBLE UNSEEN MARKING

The first marker makes no notes of any kind on the work being marked and the second marker examines the script as it was submitted by the student. Both examiners record their marks and comments separately and then compare marks and resolve differences to produce an agreed mark. Agreed marks and comments may only then be entered.

Note that the methods 1.2 – 1.4 above involve **every** piece of work being marked by 2 markers.

2. NON-WRITTEN AND PRACTICAL ASSESSMENT TASKS

2.1 MODERATION OF A SAMPLE ACROSS THE FULL RANGE OF MARKS

NB This is the preferred practice at UEL.

There are a specified number of staff who act as 2nd markers in the examination room. They sample the marking of the 1st markers and pay special attention to issues of equity across markers and to fair application of the marking scheme.

Alternative methods of second marking may be selected, conditional on a justification being given to, and accepted by the Head of School. These may include:

2.2 COLLABORATIVE MARKING

Examiners collaborate on the marking and discuss and negotiate the whole process, including the final mark awarded.

2.3 INDIVIDUAL SECOND MARKING

Every student has an individual 1st and 2nd marker. Both mark the student separately and marks are subsequently compared and a final mark awarded

Appendix 3

Using Assessment Criteria



It is essential that students are supplied with assessment criteria which provide guidance on what markers will be expecting to see in the work. These should be provided to students together with the assignment. A common way of compiling assessment criteria is by use of grids- see the example below. These can be created manually but can also be generated within the Grade Mark facility of Turnitin.

Ideally you should avoid the use of subjective terms such as Excellent, Good and Poor in your assessment criteria as people will define these in a different manner and certainly students will not gain much benefit from simply being told something is good or poor. It is better to try and describe what you would expect to see. For example 'poor use of English' is less informative for students than 'significant errors in sentence construction*/ grammar*/ spelling* (*delete as appropriate)'

When designing marking criteria it can be helpful to subdivide the fail and first class categories into 0-30% and 30-40% and 70-80% and 80-100% respectively. This is particularly important for the fail category as 30% is a threshold value for passing a module. At the upper end, having more clearly defined characteristics can also encourage staff to award marks above 80%. The indicative rubrics below shows how the full range of marks can be used for this purpose but subdivisions can be used .

GENERIC DESCRIPTORS: DISCIPLINE AND ASSESSMENT TYPE NEUTRAL	Command of the Subject	Subject Specific Skills & Practices	Scholarly and Professional Skills & Attributes
90-100%	<ul style="list-style-type: none"> • Demonstrates a breadth and depth of substantive knowledge that is excellent and informed by the highest level of scholarship • Excellent integration of the full range of appropriate principles, theories, evidence and techniques • Goes beyond the material displaying exceptional flair in tackling issues identified 	<ul style="list-style-type: none"> • Exceptional application of theoretical and technical knowledge to achieve learning outcomes • Exceptional professional presentation using an appropriate range of resources and reflecting professional norms 	<ul style="list-style-type: none"> • Work that influences how academics and students think about their discipline through: being original within the discipline; achieving the highest level of compelling, coherent and concise argument attainable within the level of study; using a full range of high quality sources to inform but not dominate the argument
80-89%	<ul style="list-style-type: none"> • Demonstrates a breadth and depth of substantive knowledge that is comprehensive, accurate, relevant and informed by advanced scholarship • Excellent integration of the full range of appropriate principles, theories, evidence and techniques • Goes beyond the material with excellent conceptualization which is original, innovative and/or insightful 	<ul style="list-style-type: none"> • Excellent and original application of theoretical and technical knowledge to achieve the learning outcomes • Excellent professional presentation using an appropriate range of resources and reflecting professional norms 	<ul style="list-style-type: none"> • Work that has real potential to influence how academics and students may think about the discipline through: being original on the basis of its excellence in the context of the level of study; a compelling, coherent and concise argument; drawing on a full range of high quality sources
70-79%	<ul style="list-style-type: none"> • Informed by a breadth and depth of substantive knowledge that is comprehensive, accurate, relevant with awareness of advanced scholarship 	<ul style="list-style-type: none"> • Constantly applies theoretical and technical knowledge to achieve learning outcomes with some originality 	<ul style="list-style-type: none"> • Work that has some potential to influence how academics and students may think about the discipline through: some originality on the basis of its excellence in the

	<ul style="list-style-type: none"> • Very good integration of a full range of appropriate principles, theories, evidence and techniques • Goes beyond the material with very good conceptualization which is often original, innovative and/or insightful 	<ul style="list-style-type: none"> • Very good professional presentation using an appropriate range of resources and reflecting professional norms 	<p>context of the level of study; arguments which are coherent, concise, and frequently compelling; drawing on a wide range of high quality sources</p>
60-69%	<ul style="list-style-type: none"> • Demonstrates a breadth and depth of substantive knowledge that is comprehensive and accurate • Good integration of a range of appropriate principles, theories, evidence and techniques • Some good insight into the material 	<ul style="list-style-type: none"> • Clear evidence of the application of theoretical and technical knowledge to achieve learning outcomes with few obvious flaws • Professional presentation using a good range of resources and reflecting professional norms 	<ul style="list-style-type: none"> • Work that critically engages with current thinking in the discipline through: clear differentiation between the quality and appropriateness of the sources used; arguments which are coherent and concise and offer robust conclusions; the development of a good analytical model
50-59%	<ul style="list-style-type: none"> • Demonstrates an adequate breadth and depth of substantive knowledge but with only a few errors or omissions • Demonstrates an adequate understanding of a range of appropriate principles, theories, evidence and techniques • Shows some ability to critically engage with the material 	<ul style="list-style-type: none"> • Adequate application of theoretical and technical knowledge to achieve learning outcomes although with some obvious flaws • Presentation which adequately reflects relevant professional norms 	<ul style="list-style-type: none"> • Work that accurately reports on current thinking in the discipline through: the repetition of, rather critical engagement with, limited sources; adequate differentiation between the quality and appropriateness of sources used; drawing adequate conclusions which do not always fully reflect the complexity of the subject matter; an adequate if unsophisticated analytical model
40-49%	<ul style="list-style-type: none"> • Incomplete breadth and depth of substantive knowledge with some errors or omissions 	<ul style="list-style-type: none"> • Demonstrates limited ability to put theory into practice 	<ul style="list-style-type: none"> • Work that offers a limited understanding of thinking in the discipline through: limited attention

	<ul style="list-style-type: none"> • Demonstrates an awareness of appropriate principles, theories, evidence and techniques • Limited and underdeveloped critical engagement with the material 	<ul style="list-style-type: none"> • Demonstrates limited technical ability but lacking theoretical and reflective insights • Presentation which reflects professional practice in a limited manner 	<p>paid to the quality, range and appropriateness of the sources used; poorly informed opinion led work which lacks a clear evidence base; a limited and underdeveloped structure of argument; work that is of limited coherence and clarity</p>
30-39%	<ul style="list-style-type: none"> • Little relevant knowledge which is minimal in its breadth and depth with major errors or omissions • Minimal awareness of the appropriate principles, theories, evidence and techniques • Fails to demonstrate sufficient critical engagement with the material 	<ul style="list-style-type: none"> • Demonstrates a minimal ability to meet learning outcomes in the grasp of both theory and technical knowledge • Presentation which displays little more than cursory attention to professional norms 	<ul style="list-style-type: none"> • Work that often misrepresents or misunderstands thinking in the discipline through: minimal attention paid to the quality, range and appropriateness of sources used; poorly informed opinion led work with a minimal evidence base; no real underlying structure of argument; work that is frequently confused and incoherent
20-29%	<ul style="list-style-type: none"> • Does not demonstrate even a basic understanding of the subject matter • Insufficient awareness of appropriate principles, theories, evidence and techniques • Little evidence of critical engagement with the material 	<ul style="list-style-type: none"> • Lacks any real application of skills to meet learning outcomes • Fails to demonstrate any substantive meeting of learning outcomes • No real attention to the disciplinary norms of presentation 	<ul style="list-style-type: none"> • Work that fundamentally misrepresents or misunderstands thinking in the discipline through: a lack of attention to the quality, range and appropriateness of sources used; poorly informed opinion-led work rather than evidence based argument; no real underlying structure of argument
10-19%	<ul style="list-style-type: none"> • Demonstrates confusion over the subject matter • Little awareness of appropriate principles, theories, evidence and techniques 	<ul style="list-style-type: none"> • Fails to demonstrate the use of skills to meet learning outcomes • Fails to demonstrate any substantive meeting of learning outcomes 	<ul style="list-style-type: none"> • Work that completely misrepresents or misunderstands thinking in the discipline through: inadequacy of sources used; unsubstantial assertion with no evidence base; failure to

	<ul style="list-style-type: none"> No evidence of critical engagement with the material 	<ul style="list-style-type: none"> No real attention to the disciplinary norms of presentation 	structure the argument being presented
0-9%	<ul style="list-style-type: none"> Demonstrates mainly ignorance of the subject matter by presenting information of minimal relevance Little or no awareness of appropriate principles, theories, evidence and techniques 	<ul style="list-style-type: none"> Learning outcomes are not met No real attention to any norms of presentation 	<ul style="list-style-type: none"> Work that completely misrepresents or misunderstands thinking in the discipline through: absence or misuse of sources; work that is confused and incoherent

School of ADI: Grade Performances in Essay Writing

Classification	Knowledge & Understanding (reading & application)	Analysis (and logical development)	Synthesis/Creativity (and independent thinking)	Presentation/ Technique
75 plus 72 70 FIRST	Excellent: in-depth use of knowledge from a wide range of relevant sources. Applied and illustrated understanding of material.	Excellent: comprehensively well-made structure, argument and use of evidence. Sharply incisive analysis of material. Insightful conceptual links developed.	Excellent: illuminating integration of material and construction of strongly supported and distinctive, perspective.	Fluent. No errors of grammar, syntax, spelling and punctuation. Clear, coherent and style of writing. Instructive use of paragraphs.
68 - 9 67	Good: thorough use of knowledge, fairly wide range of sources, demonstrating relevance of these by well-made indicative example.	Good: effective structure, coherent argument and use of evidence, connections made.	Good: effective and appropriate integration of source, argument and illustration. Evidence of	Quotes appropriately cited and set out. Mood and tone apt.

64 – 5 'Very good'			writer's own point of view emerging.		
62					
60	II.1				
58 - 9					
57	'Quite good'	Satisfactory: shows evidence of reading and learning. Material generally relevant. Examples acceptable but sometimes derivative, not always well-chosen or convincingly developed.	Satisfactory: structure generally sufficient, argument and use of evidence acceptable, but some structural weakness and inconsistencies of argument. Connections underdeveloped.	Satisfactory: material holds together in generally satisfactory but not distinctive way.	Satisfactory: for the most part competent use of language. Evidence of undue reliance on original source, paraphrasing etc.
55	'Satisfactory'				
52					
50	II.2				
48 - 9		Barely adequate: Descriptive &/or mainly reliant on recapitulation of source, demonstrating weak grasp of knowledge. Unconvincing examples.	Barely adequate: some structuring and attempt made to use evidence, but overall effect is fragmentary and unconvincing. Links poorly developed.	Barely adequate: material not integrated to reasoned argument. Negligible evidence of genuine authorial presence.	Barely adequate: uneven, unruly, poor use of language. Dependent on source. Confused and confusing.
47					
42					

40	THIRD (pass)				
38 - 9 37 32		Very Poor: Inappropriate use of source material. Little or no evidence of knowledge. Much irrelevant material. Inadequate reading.	Very Poor: unstructured. Reliant on lists of unconnected points. Muddled, illogical and incoherent thinking.	Very Poor: no connecting argument or explanation in the work.	Very Poor: close paraphrasing, perhaps edging over into plagiarism. Error-ridden, inarticulate, disjointed writing.
30	FAIL	Unacceptably Poor: no evidence of reading or learning. Inaccurate and inappropriate.	Unacceptably Poor: no structure or logic of development. Confused, disconnected, irrelevant thinking.	Unacceptably Poor: entirely lacking integration or evidence of effort to develop it. Writer adopts inconsistent point of view.	Unacceptably Poor: Badly crafted to the point of being non-sense. Incomprehensible.
		BELOW 30% LEVEL IS AN UNACCEPTABLE FAILURE (RESUBMIT)			
The comments inscribed in the boxes above correspond to the benchmark score highlighted in the left-most column. That is to say, these indicative remarks relate to the signal numerical mark pointed-to within each class (42%, 62%, etc.) and do not encapsulate the whole band or class (40-50, 60-70, etc.)					

Appendix 4

Roles and Responsibilities



1. MODULE LEADERS

are responsible for ensuring that all assessment tasks are:

- appropriately designed to offer formative and summative opportunities
- mapped to learning outcomes and enable students to demonstrate achievement of these
- devised at the same time, together with reassessment tasks (coursework, examinations etc)
- efficient in terms of student and staff time
- accompanied by a set of assessment criteria, task guidelines, submission dates and information regarding return of work, clearly published to students
- operated through appropriate processes that facilitate e-Submission where relevant
- clearly worded and presented, within designated timeframes
- followed by appropriate feedback, within designated timeframes

2. PROGRAMME LEADERS

are responsible for ensuring that:

- a variety of assessment tasks and types are employed and mapped across the programme
- learning outcomes, and associated assessment tasks and criteria are monitored to ensure they
 - meet the published aims of the programme
 - are in keeping with qualifications descriptors and subject benchmark statements
 - reflect increasing levels of demand, complexity and depth of study.
- arrangements are in place to notify students of their results following the assessment boards

3. HEADS OF DEPARTMENT

are responsible for ensuring that:

- all assessment and reassessment tasks (coursework, examinations etc) are devised at the same time for each module
- adequate systems and procedures are in place for the internal moderation of all methods of assessment for all the modules within their Department Area
- all text-based assessment tasks are submitted by e-submission
- adequate communication is undertaken with external examiners.

4. HEADS OF SCHOOL/ DIRECTORS OF LEARNING AND TEACHING

(or their designated nominee) are responsible for ensuring that:

- adequate systems and procedures are in place for the internal and external moderation of all assessment tasks, for all modules and programmes
- adequate liaison takes place with DDAC, and adequate provision is supported, in order to ensure disabled students are provided with equality of opportunity to participate in, and achieve success in assessment tasks
- adequate systems and procedures are in place for the storage and disposal of assessed work
- a sound process is maintained to accredit experiential and certificated learning, in line with UEL Policies, and to recognise credit awarded by other UK Higher Education Institutions.

5. THE HUB

(or their designated nominee) are responsible for ensuring that:

- there is a published mechanism for logging the receipt of, and providing students with, a dated receipt for submitted work
- there is a secure method for student collection of marked coursework
- Scripts/examples of work are stored and disposed of in line with UEL's Records Management Policy for submitted work.

6. STUDENTS

are responsible for ensuring that they:

- are aware of, and act in accordance with, guidance given on assessment processes including submission dates and timeframes
- seek further clarification, advice and guidance where needed
- tell us of any disabilities including dyslexia which may impact on assessment and may require additional support.
- engage and participate fully in learning, teaching and assessment practice
- maintain good attendance, and liaise with school staff in the event of difficulty
- follow 'Instructions to candidates' provided for examinations, and follow all directions given by invigilators
- endeavour to uphold the principles of academic integrity, avoiding instances of academic misconduct.

7. DISABILITY

The DDAC is responsible for:

- maintaining records of agreed reasonable adjustments for students
- with the student's permission, conveying relevant information to each School registrar and 'named' administrator at least three working weeks before the start of the examination period

- providing specialist software and equipment when required
- recruiting and training support workers to assist students with disabilities/ specific learning difficulties during the examinations if required
- confirming to the student the details of their support worker in sufficient time for the student to practice for the examination, where required (normally one week)
- providing the student with a record of all reasonable adjustments required during examinations. (This record will have been signed by the student and the DDAC)
- training invigilators, identified by the Schools, in the process and procedure of providing reasonable adjustments.
- providing invigilators who have been trained in the provision of reasonable adjustments
- conveying all relevant information on a student's reasonable adjustments in examinations to School staff and assessment unit as appropriate

8. THE ASSESSMENT UNIT

are responsible for ensuring that:

- examinations are conducted in a fair, proper and secure manner for each module
- all examinations are adequately invigilated
- assessment boards are conducted in accordance with UEL regulations
- adequate liaison takes place with DDAC, and adequate provision is supported, in order to ensure disabled students are provided with equality of opportunity to participate in, and achieve success in assessment tasks (mainly within examinations)

Appendix 5

UEL Assessment Tariff and Equivalences



1. RATIONALE

Review of current practice in Higher Education (HE) suggests that a university-wide tariff for summative assessment promotes:

- comparability and fairness in assessment practice
- transparency of process for students and academic colleagues
- a reduction in assessment load
- students to bring their best efforts to bear on assessment tasks

Word count and examination length have been the focus for standardisation within HE to date. Since a diverse range of assessment approaches is key to inclusive practice, extending the focus to include definition of suitable equivalence for a wider array of activities constitutes the next task.

2. PRINCIPLES

- A diverse menu of assessment approaches, flexibility and innovation are integral to good assessment practice
- Choice of mode of assessment remains at the discretion of the module team
- The tariff shall include 'equivalences' for the most commonly used assessment activities
- Colleagues using modes of assessment not specified in the tariff *will require a defined equivalence to be approved by a School Quality Committee.*
- In line with the sector, tariffs are proportionate to the credit weighting of the module. Since a mechanistic approach is to be avoided, level 3 need not be 50% less than levels 4-6 nor level 7 50% more.
- The maximum number of components permitted in one 15 credit module is two, in accordance with the Academic Framework (UEL 2014)
- For programmes with permission from Academic Board to operate outside UEL's Academic Framework and carry different credits per module, the tariff will be calculated on a pro rata basis
- Professional, Statutory and Regulatory Body requirements take precedence over stated tariffs but require the approval of the Director of Academic Practice and Student Experience.

3. MODES OF ASSESSMENT

A varied diet of assessment might include some of the following:

- Coursework: reports, essays, projects, portfolios, database/software/statistical activities, research proposals, critical reviews, annotated activities e.g. bibliography or module spec, reflective accounts, case studies, laboratory and fieldwork reports, creation of websites, blogs, wikis,
- Written exams: essays, multiple choice questions, open book, seen questions

- Practical exams: practical demonstrations, oral presentations, Viva Voce, Objective Structured Clinical Examination (OSCE), posters, performances.

4. SUMMATIVE ASSESSMENT TARIFF

The summative assessment tariff comprises the maximum assessment load for a module, lesser loads may be preferable.

SUMMATIVE TARIFF: Maximum Assessment loads per module		
Assessment Mode *	Level 3 - 7 (15 credits)	Level 3 - 7 (30 credits)
	or	
*Coursework (Please see the above list for different types of coursework that can be used).	3000 words	6000 words
	or	
Written Examination	135 minutes	270 minutes (with no one component exceeding 180 minutes)
	or	
Practical (face-to-face) examination, viva, presentation or practical skills demonstration	45 minutes	90 minutes
	or	
Dissertation	4500 words	9000 words

** The above list is not exhaustive, and modes of assessment not represented will require a defined equivalence to be approved by a School Quality Committee. Please consult with your College Director of Learning and Teaching for how to apply the tariff to coursework assessments with multiple components.*

Where more than one component of assessment is specified per module:

- the tariff will be divided between components
- the balance of the weighting applied to each component with the tariff will be consistent. e.g. for a 15 credit module with two components (coursework and written examination) each worth 50% = coursework 1500 words, written examination 60-70 minutes i.e. each are reduced to achieve the total tariff.

Appendix 6

e-Submission and Physical Submission Guidelines



1. INTRODUCTION

This document describes the processes for enabling and managing submission of student assessments and coursework. Academic quality, accountability and moderation and assessment review processes and requirements are not covered.

This document is intended for all academic staff who have assessment responsibilities.

Table of Contents

1	Online Coursework Submissions	37
1.1	What is Turnitin?	37
1.1.1	The Assessment policy	37
1.2	Setting up Turnitin for a coursework assignment	38
1.2.1	When can I set up my assessment links?	
1.2.2	Setting up three parts links to monitor late submissions	38
1.2.3	What to do if your assignments don't follow this process	38
1.3	Grading work in Turnitin	40
1.3.1	Grading Late Submissions	40
1.4	Procedure for Systems Failure in relation to Online Submissions	
1.5	Summary of Key e-submission guidelines	
2	Physical Coursework Submissions and Hand Back	46
2.1	Hand in	46
2.2	Hand-in Exceptions	46
2.3	Grading and provision of feedback for physically submitted work	47
2.4	Physical Hand-in: Feedback and External Examiners	47

1 Online Coursework Submissions

All summative assessed work should be submitted online, unless this is impossible (for example, for a physical submission, presentation, or performance; details for physical submissions are in section 2 of this document) (Section 4.4.1). The method for e-submission at UEL is Turnitin for files of the following formats: Word; PDF and ppt. For other file formats please use the MOODLE Assignment Dropbox.

1.1 What is Turnitin?

Turnitin is an internet-based text matching service that has been developed by a commercial company. It is used, under license, by most UK Universities, including the University of East London. Work that is submitted to Turnitin generates a Turnitin originality report, showing which parts of a piece of submitted work can be matched to other sources.

Turnitin allows students to submit their coursework remotely, and provides an online facility called GradeMark which allows staff to mark students' work and provide feedback directly to them.

Guidance for students on the use of Turnitin and Electronic Submission is available to view and download at: <http://www.uel.ac.uk/lls/study/studentsupport/esubmission/>.

Guidance for staff on the use of Turnitin and Electronic Submission is available to view and download via the Centre for Excellence in Learning and Teaching's Staff Development site at: <https://moodle.uel.ac.uk/course/view.php?id=11102>

1.1.1 The Assessment policy

The following guidance outlines the methods to be used to allow students to submit their course work online Section 4.4.1 In particular the methods chosen must take into account the following;

- We recognise the educational desirability that all of our students should enjoy the opportunity to self-submit their work to Turnitin (before submitting for assessment). We also recognise that Turnitin Originality Reports will sometimes assist in the identification of plagiarised work submitted for assessment.
- Turnitin is available to all of our students by way of our virtual learning environment and we will encourage them to use it to improve their referencing skills.
- All students will be given the opportunity to make multiple submissions of their written work to Turnitin.
- Students require preparation time and sufficient opportunities to respond to an initial Turnitin Originality Report – and subsequently to submit their work on time.
- All work submitted online by students should be marked regardless of lateness

- Marking should take place anonymously, to avoid any accidental bias, and in cases where anonymity cannot be preserved, work by all students for a given assignment must be second marked
- We will publish advice on what to do in the event that the Turnitin service is not available in the period immediately before an assessment deadline (see Procedure for disruption of service in Appendix 6).
- Where Turnitin submission is required of work that will contribute to summative assessment and the student fails to submit, s/he will be awarded a mark of 0 for the component in question.
- An Originality Report should never be advanced as the sole reason for suspecting that a piece of work is plagiarised, because the judgement as to whether work is plagiarised must always be an academic judgement.

1.2 Setting up Turnitin for a coursework assignment

1.2.1 When can I set an assessment deadline?

As stated in the assessment policy (Section 4.1) the deadlines for all Turnitin assessment links should be set up from Monday –Thursday 9:30-4:00, and not during a national holiday or university closure. This is to ensure that if there is a service disruption that the situation can be communicated to the students. This also ensures that there is support available to students to allow them to make submissions using Turnitin.

1.2.2 Setting up three part links to monitor late submissions


Tutors need to monitor when late submissions are made in order to deduct the appropriate marks (Section 4.4.1) One method of doing this is to set up assignment links with 3 parts to each assignment. Each 'part' is visible to the student for a specific period: up to the deadline; up to 24 hours after the deadline; from 24 hours onwards. This makes it easy for academic staff to identify late submissions, and where a student is claiming extenuating circumstances. This can be particularly useful for large classes. Additional guidance can be sought to assist with the set-up by contacting the CELT Learning Technologists (LTA@uel.ac.uk)

[A guide to setting up your three part, final submission Turnitin assignment is available here. https://moodle.uel.ac.uk/course/view.php?id=11102](https://moodle.uel.ac.uk/course/view.php?id=11102)

1.2.3 What to do if your assignments don't follow this process

If your current or pre-existing Turnitin Assignments do not follow the recommendations above you can apply these settings by editing the Turnitin links. In Moodle, turn editing on, select 'Edit' next to the Turnitin assignment you wish to update, and select 'Edit Settings' from the drop-down menu.

Module and Assessment Information

- ⚙️
- ✚️ [Student Guide to Turnitin URL](#) [↗️](#) Edit ▾
- ✚️ [Module guide ES3006](#) [↗️](#) Edit ▾
- ✚️ [Submit to check academic integrity here](#) [↗️](#) Edit ▾ 
- ✚️ [FINAL coursework submission here](#) [↗️](#)

Edit settings

- ➔ Move right
- 👁️ Hide
- 📄 Duplicate
- 👤 Assign roles
- ✕ Delete

1.3 Grading work in Turnitin

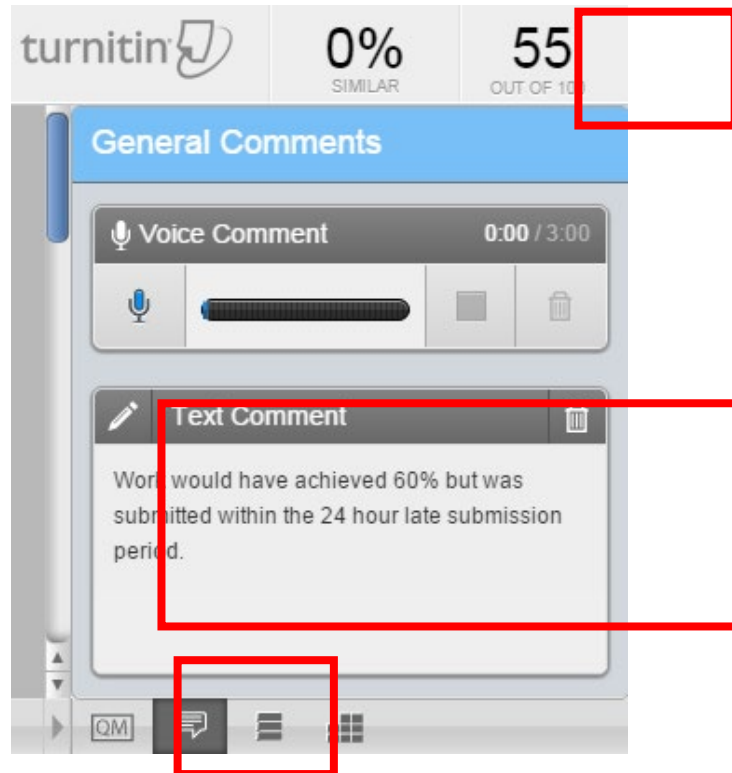
Guides to grading work and feeding back in Turnitin are available here.

<https://moodle.uel.ac.uk/course/view.php?id=11102>

1.3.1 Grading Late Submissions

Where the work is submitted up to 24hrs late, a manual update of the final grade in GradeMark is needed. Tutors should be aware of the following;

- Tutors must make the deduction of 5% themselves and enter this mark in their spreadsheets.
- Tutors should also put the reduced mark in GradeMark but in the comments should note that the piece of work achieved, for example, 60% but due to lateness the final grade is 55%.



Work submitted to the 'Extenuation' link should be marked as normal and the mark will be released to the student through due process.

The marks assigned to each Assignment 'part' are aggregated into a single GradeBook Column. The marks are averaged so will appear low in the GradeBook if each part is configured to be a mark out of 100 (for example). To ensure that this does not happen, the 24hr late and Extenuation links can be set to mark out of 0 (zero). The consequence of this is that those students who submitted on time and not late receive their correct mark in the GradeBook, but because Turnitin ignores the marks for papers scored out of zero, **markers must manually add the grades for**

students who submit under late and / or extenuation circumstances to their records before uploading to Delta.

(Please note that the 5% rule applied to undergraduate submission before 2015-16; it now also applies to coursework submissions by postgraduates.)

1.4 Procedure for Systems Failure in relation to Online Submissions

1. Overview

This document outlines the procedures for when there is a systems failure that impacts on submission of online assessments. The procedure covers all online submissions via the virtual learning environment (VLE) or Turnitin, as well as any other appropriate submission portal.

This procedure was introduced to ensure that an appropriate communications plan was in place in the event of a system failure. The plan will:

- Help ensure with clarity of the action that is required from staff and where responsibilities lie.
- Ensure that regulations are able to be adhered to in a fair way.
- Be transparent and consistent in approach across the institution
- Alleviate the stress to students where there is a systems failure that impacts on the submission of an assessment
- Allow staff to disseminate an agreed message in a timely fashion

2. What signals an interruption to service?

An interruption to service may be identified by students alerting programme staff or the VLE and/or IT Service Desk or possibly via academic staff or the CELT department.

However the interruption to service is identified, the Learning Systems Team should be informed as quickly as possible to enable the communications plan to be put into action.

3. Turnitin Incident Guidelines

A Turnitin incident is classified according to the duration, day and nature of the disruption. The following types of disruptions have been identified as being **significant** and show the resulting action for deadlines changes that will be automatically taken.

1	A continuous failure of service for one or more hours in any portion of the period of time 12 hours prior to an assessment deadline.	24 hour extension of deadline
2	Repetitive brief outages of service occurring at any time in the 6 hour period prior to assessment deadlines.	24 hour extension of deadline

3	A subsequent system failure either of (1) or (2) above that occurs again on a Friday.	Assessment deadline to be extended to Monday at the same time as the original deadline.
---	---	---

4. Procedure for an interruption to service

1. The Turnitin Systems Manager is made aware of the interruption in service.
2. The Turnitin Systems Manager to verify that Turnitin is affected
3. The Turnitin Systems Manager to Consult Turnitin Incident Guidelines (above). The guidelines outline the criteria that will be used to decide if assignment dates should be changed.
4. After consulting the guidelines the Turnitin Systems Manager will decide on the appropriate action.

This action will be dependent on the Specifics and nature of each situation (duration of interruption imminence of deadline, potential effect on students, etc.)

The action taken could be any of the following:

- **No Action Required**

The submission deadline is not imminent or the duration of the interruption is deemed not to be significant.

- **Partial Communication Plan implemented**

Inform key staff (as set out in 5.a.below) that there has been a systems failure but students will NOT be informed as the impact is minimal and the submission deadline is not imminent. Staff, if questioned, should inform students to wait and try to submit again in due course.

- **Full Communication Plan Implemented - Significant disruption to service**

Inform key staff (as set out in 5.a. below) that there has been a systems failure. The students WILL be informed that there is a problem with the submission process and the deadline for submission has been suspended.

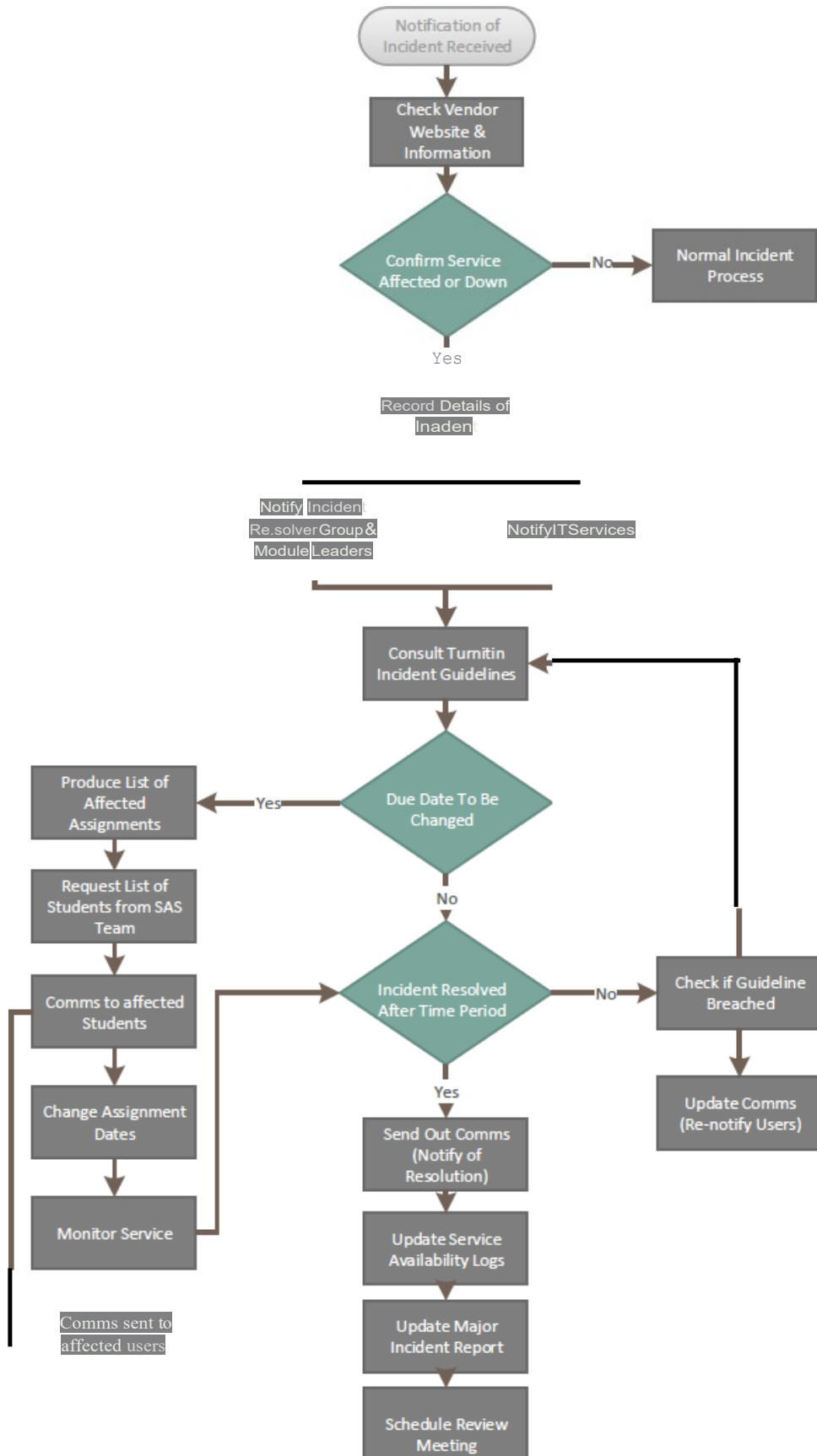
Students are then responsible for regularly checking their emails and the VLE for updates, to establish the revised submission deadline

5. The Systems Manager will initiate the following Communications Plan:

- a. An email containing as much information as possible to be sent to the following key Members of staff informing them of a loss of service:
 - Learning Systems Manager
 - BRM's
 - Service Delivery Team
 - Business Owner (CELT)
 - CIS Management Team
 - Hub Staff
- b. The Turnitin Systems Manager to identify students who are impacted by service failure
- c. The Turnitin Systems Manager sends XXXXX staff an email informing them of the issue along with a list of the affected students.
- d. XXXXX Staff to contact affected students via email, informing them of the failure of service, and provide the new submission deadline OR that the deadline of submission has been suspended and that they MUST continue to check both their email and the VLE for the new submission deadline.
- e. XXXX staff to post the same notification as in 5.d on the institutions Intranet Student landing page, The Turnitin Systems Manager will also post this notification on the institutions VLE Home page.
- f. The revised submission deadlines to be configured on Turnitin by the Turnitin Systems Manager once the duration of the interruption is known or the issue is resolved.
- g. The Turnitin Systems Manager to send to the Registry and the Business Owner(CELT) a log of the interruptions (for records purposes). The log should include:
 - Date and time that the interruption to service commenced.
 - Date and time that the full service resumed.
 - What specific system(s) were affected (in relation to online submission)

6. Service desk to send Notification of Incident resolution to all staff and students

Turnitin P1 Process Diagram



1.5. SUMMARY OF KEY E-SUBMISSION GUIDELINES

1. Turnitin is the method for the electronic submission of coursework by students.
2. In specific circumstances, where Turnitin is not appropriate (e.g. group work, e-Portfolio or visual/graphical/numerical submissions), we recognise other submission methods are available (e.g. via the VLE Assignment Manager).
3. Students will be provided with guidance in their module guides/information as to the nature of their assessment and the electronic submission process they will have to undertake.
4. All coursework required to be submitted electronically should comply with the regulations as set out in [UEls Assessment and Feedback Policy](#).
5. Assessment deadlines on Turnitin should be set up from Monday-Thursday from 9:30-4:00. They should not be set up for periods when the university is closed.
6. Students should not be expected to submit hard copies for any e-submissions.
7. Electronic feedback will be provided to students within '15 working days' of their coursework submission. The preferred method of student feedback is via the GradeMark function of Turnitin.
8. Second marking will be conducted in accordance with parameters set in the Assessment Policy and made available via Turnitin GradeMark.
9. External examining will be undertaken in accordance with the [External Examiners' Manual](#). The preferred method is for External Examiners to access Turnitin directly and moderate electronically.
10. Provisions will need to be made to enable students who wish to submit their work late and claim extenuation. Students with extenuating circumstances will have access to Turnitin to submit their work up to one week late in accordance with UELs [Extenuation Procedures](#).
11. Further guidance and detailed resources are available from the CELT staff Development Moodle site [e-Submission](#)

2 Physical Coursework Submissions and Hand Back

2.1 Hand in

Physical submissions of course work are received at the Student Support Hubs front line desks. The Student Support Hubs are located at Docklands, on the ground floor of the atrium in the East Building, and at Stratford, in University House. These Hubs are open from 8.30am to 7pm Monday to Friday and 9am to 5pm on Saturday. There is also a Student Support Hub front line desk located near the entrance at USS, open from 8.30am to 7pm, Monday to Friday, (subject to change) where course work may also be handed in. The specific desk that will receive coursework items will depend on where the students attend contact hours, and teaching staff carrying out assessments must communicate this detail to students. Academic colleagues who have set a piece of course work requiring physical submission should inform the Systems and Courses team within Academic Registry of the type of artefact, module component, responsible academic, expected volume and deadline. Contact details for the Systems and Courses team are included below.

Systems and Courses contact details

Email: systemcourse@uel.ac.uk

EB1.05 at Docklands

Submission Process

The Hub will record submission of items (including the date and time of submission) and store those items in secure back office locations. The submitted work will be sorted and filed after the elapsing of the 24 hour period from the submission deadline date.

Module Leaders will be notified by the hub when the work can be collected. Collections points are listed below:

Docklands – EB.G.20

Stratford – UH.G.04

USS – Hub helpdesk

Upon notification collated items can then be collected for marking. Information will be provided as to whether the item was submitted on time or late but within the 24 hour period after the deadline.

The Module Leader will be notified of any work submitted after the 24 hour period, which may then be collected as it comes in. Please refer to the appended process map for full information on the end-to-end process work flow.

2.2 Hand-in Exceptions

In some cases the course work may be of a type not suitable for hand in at a Student Support Hub, and so arrangements for submission to other locations may be made, for example to the ADI building. In such cases, academic colleagues should contact the School Office team manager within Academic Registry, with at least one month's notice, to arrange for a member of the team to attend during the agreed submission slot to record the submission.

2.3 Grading and provision of feedback for physically submitted Work

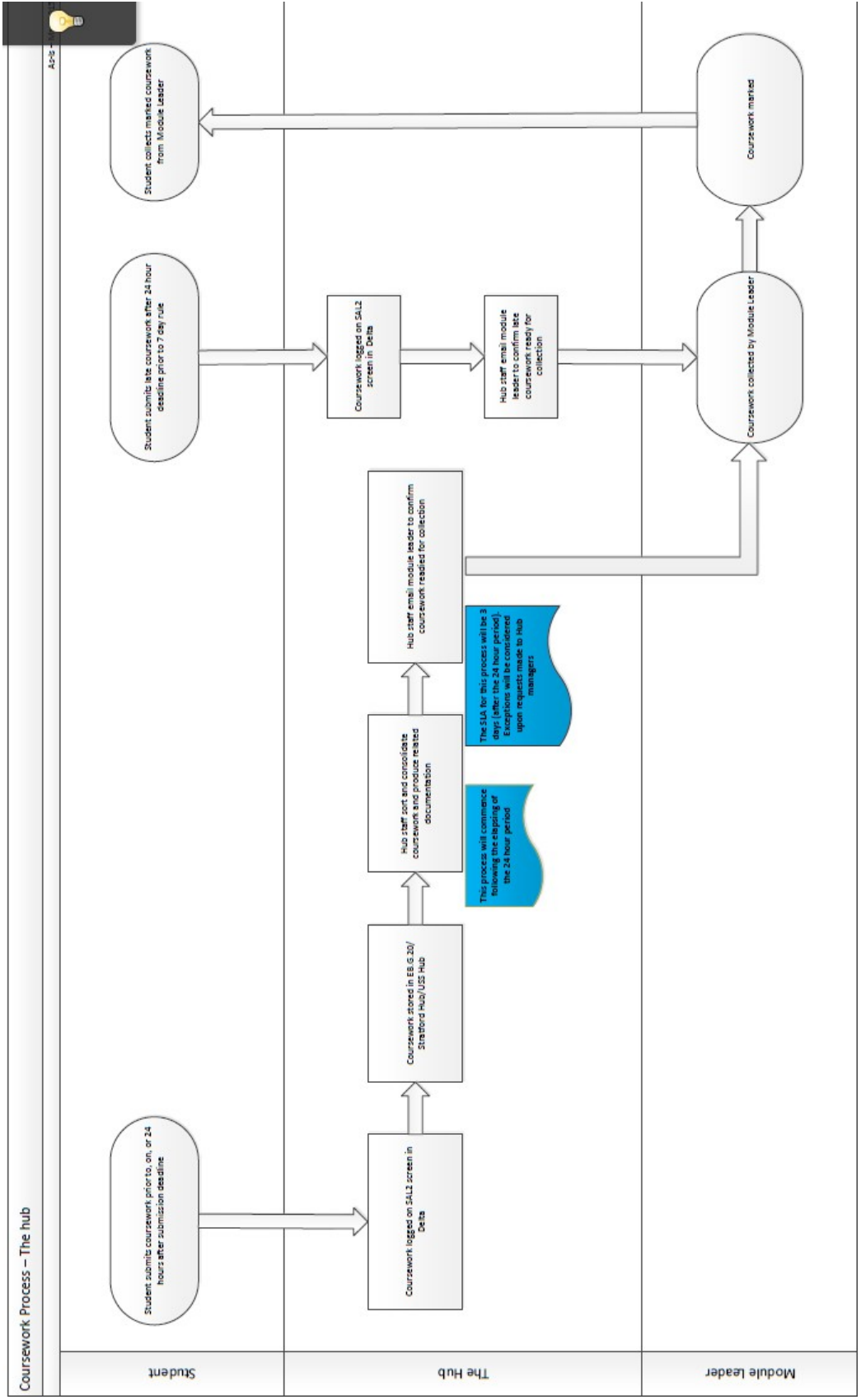
The grading and feedback principles outlined in the [Assessment Policy](#) apply to work that is submitted physically. This includes a provision for students to submit their work up to 24 hours late and, where they do, are deducted 5% of the total available marks for the assignment.

In all cases, academic colleagues hand back work and feedback themselves. However, where this is not suitable, or practical arrangements for the return of physically handed-in work to students must be discussed with the relevant School Office Manager within Academic Registry. The Module Leader will be responsible for retaining samples of work for review and external assessment purposes.

Module Leaders should then inform students that their work is available for collection once the times and specified locations have been confirmed by the School Office Manager. Work will be available for collection for 28 days after notification of collection. Thereafter, the work will be retained for one term before being disposed of. For any collection of work after the initial 28 days and before the end of the next term, the student will need to contact the Hub and request that the work be 'brought forward' for collection at a later date.

2.4 Physical Hand-in: Feedback and External Examiners

It is imperative that the feedback to students clearly indicates where a mark has been deducted for late submission (up to 24 hours), as this feedback will form part of the evidence-base used by external examiners to be able to accurately report on standards. If the original mark is not clear then examiners may believe that work is being marked too harshly.



Appendix 7



Using Assessment to Enhance Learning

1. INTRODUCTION

Summative assessment, where the marks contribute to the final assessment of a module, is a means of enabling you to assess what knowledge and skills your students have developed and as such it is a measure of what they have learned i.e. 'assessment of learning'.

Formative assessment on the other hand is used as a means of developing students knowledge and skills and is generally regarded as 'assessment for learning'.

Studies have shown that students also perceive these types of assessments in this way and that many view summative assessment as an endpoint and are therefore less likely to consult or value their feedback, as it has no direct bearing on their next assignment/module.

2. FORMATIVE ASSESSMENT

The QAA Quality Code , Part B6 (2013), suggests that assessment forms an essential part of the learning process, and that students learn both from assessment activities and from their interaction with staff about their performance in those activities. '. If we are to successfully improve our students learning skills it is vital that we make constructive use of formative means of assessment.

A key feature of the academic framework is to monitor student engagement. Formative assessment is one very valuable tool in doing this and this is a message which can be reinforced to students.

Other ways of encouraging participation with formative exercises can be:

- Providing feedback on a draft submission – this will clearly have benefit for students in terms of their subsequent summative submission. However care needs to be taken with this approach that the feedback clearly sets out all of the areas where improvement is needed whilst also highlighting the positive aspects of the work.
- Having students submit a reflection on the feedback they received from a formative assessment as part of their summative assessment. This can be an effective tool in enhancing student engagement with their feedback and can also enable assessment of their abilities in reflection.
- Giving students several opportunities to complete a specific type of assignment and taking their best mark. In this way, students can themselves determine whether to use a specific assignment as formative, if they feel unhappy with their performance, or summative if they feel happy with the standard they have achieved. As their tutor

however you are in a position to influence this decision and hopefully raise their aspirations where necessary.

- Having a piece of work contribute a very small percentage towards the module which could be part of a series of tasks which increase in value as the module proceeds, and hopefully their skills improve.
- Using small tasks which can be completed in a relatively short time scale, maybe in class or online. These can be designed around very particular skills and assessed relatively quickly.

We would encourage all staff to be innovative in the way that they design and use assessment and the list above is simply a small selection of ideas to stimulate thought.

Peer assessment can also be a tool which can be effectively used in formative assessment e.g. getting students to comment on each other's work or grade work from previous submissions. It encourages participation and can help students to understand marking criteria.

3 . USEFUL READING

A wide range of literature is available on this topic, recommended papers include

Yorke, M (2003) 'Formative assessment in higher education: Moves towards theory and the enhancement of pedagogic practice' *Higher Education* , **45**; 477-501

Jawah, C; Macfarlane-Dick, D; Matthew,R; Nicol, D; Ross,D and Smith, B. (2004) 'Enhancing student learning through effective formative feedback ' Available online at www.heacademy.ac.uk/sites/default/files/resources/id353_senlef_guide.pdf