



# e-Submission of Coursework

Guidance for External Examiners

## Introduction

As part of an ongoing project to increase the use of electronic submission, marking and feedback of coursework, External Examiners may be required to access Moodle (the University of East London's Virtual Learning Environment) to moderate student work from directly within Turnitin (a plagiarism detection and online submission system used by the majority of UK Higher Education Institutions).

Turnitin, and its marking facility Feedback Studio, are being used to facilitate the widespread implementation of online submission of coursework at UEL. This guide will provide information on how to access Moodle, locate the appropriate Turnitin link and view assignments using Turnitin Feedback Studio.

## Logging into Moodle and Accessing Turnitin

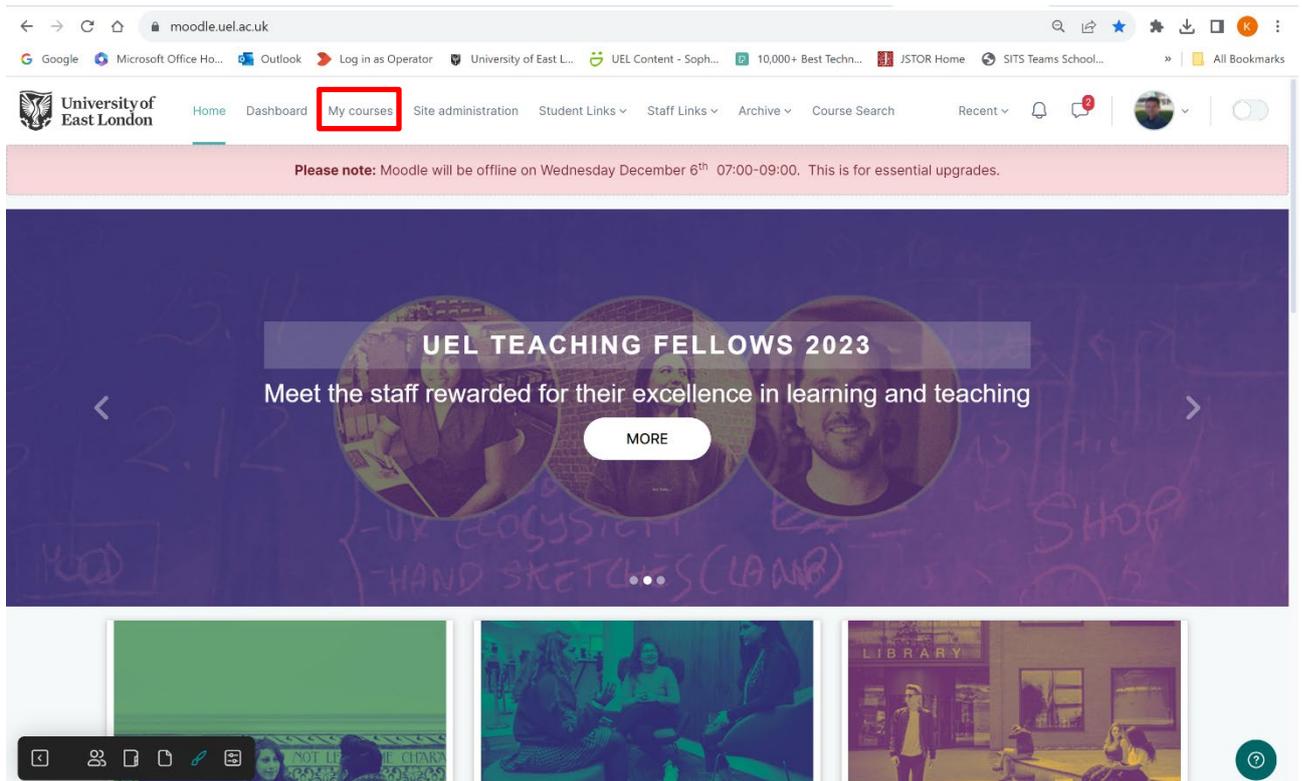
In order to access Moodle, you will need to be provided with a username and password by your external examiner contact.

**Note:** As a security measure, passwords are set to expire after a period of 90 days therefore we recommend that you register with the Password Recovery System, which enable you to reset your password online when required. To set up Password Recovery please open a web browser and browse to <https://prs.uel.ac.uk> and follow the instructions on screen.

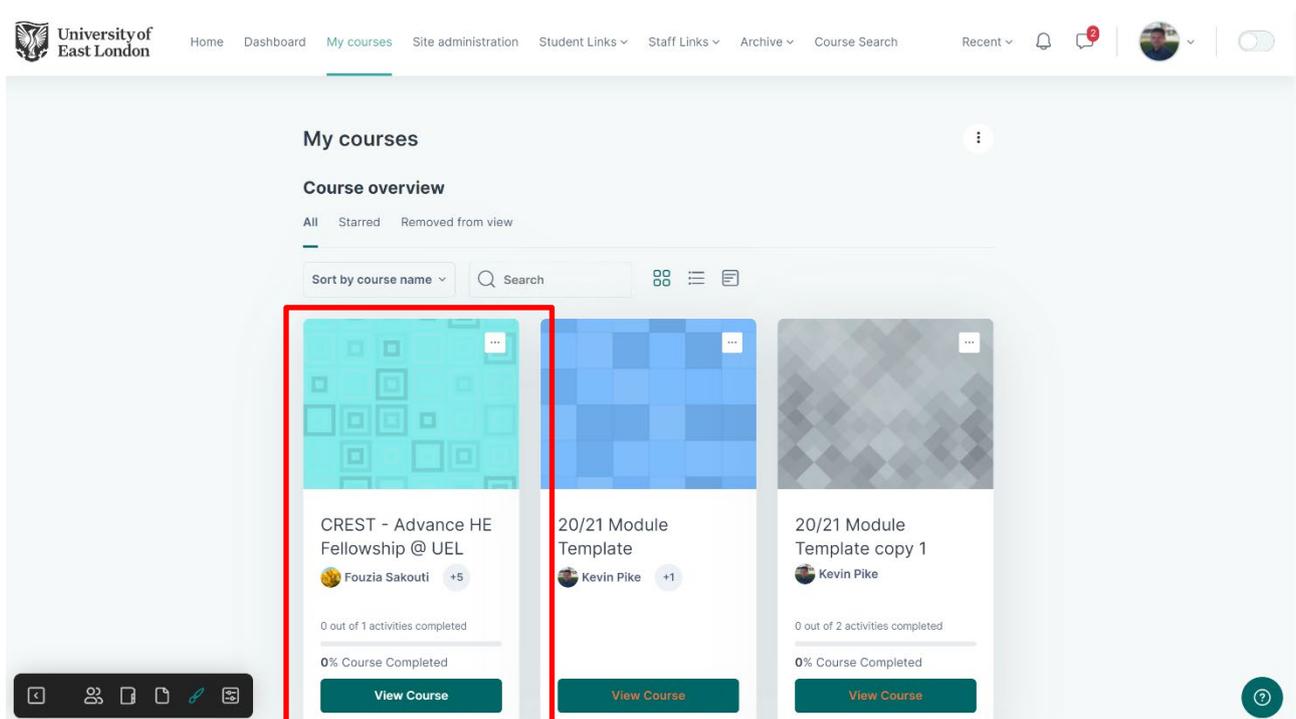
If you need your password to be re-set, contact IT Services on 020 8223 2468.

1. We recommend using [Google Chrome](#) or [Microsoft Edge](#) for use with Moodle and Turnitin. To access Moodle in your web browser, either:
  - a) Log in directly to Moodle:
    - Go to <https://moodle.uel.ac.uk/login>, select the 'Log in' button, the Office 365 portal will prompt you to enter your UEL network Username and Password. You will enter as [username@uel.ac.uk](#).

2. The Moodle Home page: Access the modules select the 'My Courses' link located on the navigation bar.

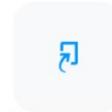


3. The 'My Courses'; 'Course overview' page lists all the courses you are enrolled on. To enter a course, click the 'View course button'.



4. Within a Moodle module course, you will need to navigate to the appropriate Turnitin link to access the students' scripts. As a general rule, any Turnitin links should appear under the **Assessment** heading, but may be placed at any location within the Moodle course.

**Note:** A Turnitin assignment link is denoted by this icon



**Assessment and Feedback** 0% complete ^

**ASSESSMENT AND FEEDBACK**

Your projects need to be submitted into Turnitin, the project and essay submission links are available below.

Please note the similarity score will appear in a percentage, Turnitin checks for plagiarism and used as a measure to prevent academic collusion. Remember to reference your sources using Harvard referencing. More information on referencing is available in the module guide. Support is also available from the Centre of Student Success.

Tutors will initially checking in to review your project outline. Once agreed, we will then meet on a regular basis to review your progress.

Good luck with both parts of the assignment.

**More information about UEL's support on writing can be found here**

 **Essay The influences of British culture on fashion**

*Please ensure key assessment dates and essential assessment information are visible in this section, and that submission links are made available here.*

Click the Turnitin link to access the Submission Inbox. A list of student submissions, their percentage similarities and provisional grade will be displayed.

5. Click the **Submission title** to view the paper and feedback.

23/24 Demo (External Examiners) / Essay The influences of British culture on fashion

TURNITIN ASSIGNMENT 2  
[Essay The influences of British culture on fashion](#)

Turnitin Assignment 2 Settings ...

Complete a short essay on Essay on 'The influences of British culture on UK fashion. Word limit 500 words

Submission Inbox Turnitin Tutors Turnitin Students

On Time 24 Hrs late submission Extension / Extension

| Title  | Start Date          | Due Date            | Post Date           | Marks Available | Export |
|--|---------------------|---------------------|---------------------|-----------------|--------|
| Essay The influences of British culture on fashion - On Time | 12 Jan 2023 - 12:43 | 31 Jan 2023 - 13:30 | 31 Jan 2023 - 15:50 | 100             |        |

Summary:  
 Complete a short essay on Essay on 'The influences of British culture on UK fashion. Word limit 500 words

Peermark Assignments (0)

Show 10 Entries Download Search:  Refresh Submissions Turnitin Messages Inbox (8)

Previous 1 Next

SHOWING 1 TO 5 OF 5 ENTRIES.

| <input type="checkbox"/> | First Name / Last Name | Submission Title   | Turnitin Paper ID | Submitted       | Similarity | Grade   | Overall Grade |   |  |  |  |  |
|--------------------------|------------------------|--|-------------------|-----------------|------------|---------|---------------|---|--|--|--|--|
| <input type="checkbox"/> | CELT STUDENT1          | <span style="border: 2px solid red; padding: 2px;">The influence of cultural diversity on modern British fashion in the twentieth Century</span> | 196492423         | 31/01/23, 12:55 | 6%         | 68 /100 | 22.7%         | * |  |  |  |  |
| <input type="checkbox"/> | CELT STUDENT2          | Fashion and its role in popular culture and music. Is it ethical for brands to release limited edition clothing that pay homage to the dead      | 196494564         | 31/01/23, 13:26 | 17%        | 87 /100 | 29%           | * |  |  |  |  |

6. The Turnitin Document Viewer will appear in a new tab. All comments are made via the 'Grading, Active layer'. There is flexibility with marking options. Marker comments are located within the paper, scored via rubrics, recorded via audio feedback and outlined within the feedback summary.

The screenshot displays the Turnitin Feedback Studio interface. At the top, the document title is "CELT STUDENT1 The influence of cultural diversity on modern British fashion in the twentieth Century" with a score of 68/100. The main document content is titled "The influence of cultural diversity on modern British fashion in the twentieth Century" and contains three paragraphs. A red box highlights the title, and a red '1' marker is placed above it. The first paragraph discusses the impact of cultural diversity on modern British fashion, mentioning the influx of new styles and motifs. The second paragraph details the influence of Caribbean immigrants in the 1950s and 60s, leading to the development of "mod" fashion. The third paragraph describes the rise of Asian fashion in the late 20th century, influenced by designers like Alexander McQueen and Vivienne Westwood. The final paragraph mentions the influx of Middle Eastern and African immigrants in the late 20th and early 21st centuries. A rubric on the right side of the screen shows scores for Knowledge (70), Thinking (70), Subject (60), and General (70). Feedback comments are visible in blue boxes: "Clear explanation" on the first paragraph, "Include primary source" on the second paragraph, "Effective transition" on the third paragraph, and "Logical organization" on the final paragraph. The bottom of the screen shows "Page: 1 of 1", "Word Count: 369", and "Text Only Report" and "High Resolution" options.

feedback studio CELT STUDENT1 The influence of cultural diversity on modern British fashion in the twentieth Century 68 /100 5 of 5

**The influence of cultural diversity on modern British fashion in the twentieth Century**

Cultural diversity has had a profound impact on modern British fashion in the twentieth century. As Britain became a melting pot of different cultures and ethnicities, fashion designers were inspired by the influx of new styles and motifs from around the world. This led to a fusion of traditional British fashion with elements from various cultures, creating a unique and dynamic fashion scene in the UK.

One of the biggest influences on British fashion was the arrival of Caribbean immigrants in the 1950s and 60s. These immigrants brought with them their own unique style and music, which quickly became popular among the youth of Britain. This led to the development of a new subculture known as "mod," which was characterized by its bold and colorful clothing, influenced by Caribbean style.

Another significant influence on British fashion was the rise of Asian fashion in the late 20th century. The popularity of traditional Asian styles such as kimonos and saris inspired designers to incorporate these elements into their designs, leading to a new type of hybrid fashion that was both modern and traditional. This was especially evident in the 1990s, when designers such as Alexander McQueen and Vivienne Westwood incorporated Asian motifs into their designs, creating a new type of high fashion that was both innovative and culturally diverse.

Finally, the influx of Middle Eastern and African immigrants in the late 20th and early 21st centuries has also had a major impact on British fashion. These immigrants brought with them their own

**Rubric**

ACI FASHION - S2

67.5/100 Apply to Grade

Knowledge: 70  
70/79 1st

Thinking: 70  
70/79 1st

Subject: 60  
60/69 21st

General: 70  
70/79 1st

Knowledge: Knowledge: Utilize and develop appropriate research methods to form a foundation of relevant information, via various sources, and the ability to communicate an understanding of this.

Page: 1 of 1 Word Count: 369 Text Only Report High Resolution

## Reviewing/Moderating Feedback on Turnitin Submissions

Within the Turnitin Document Viewer, feedback will have been provided on the submission in a variety of ways. Below is an overview of the types of feedback that may have been used on a student submission.

### QuickMark Comments

- Turnitin provides the ability to add comments directly onto the student submission, providing annotations on the submitted work. These comments can be individual comments, common comments (used on multiple submissions) or a mixture of both.
- QuickMark comments will appear as blue bubble comments within the submission. Hovering over a comment will expand it to provide the details.

### General Comments

- General comments may be available on the right of screen. These comments are text based and can provide a narrative on overall submission.
- To view any general comments click the **General Comments** tab from the bottom right of the screen.

The screenshot shows the Turnitin Document Viewer interface for a submission titled "The Goliath of the Sea" by Tessa Ruiz. The interface includes a top navigation bar with a provisional grade of 55 /100 and a "Feedback Summary" panel on the right. The main content area displays the student's text, which is partially highlighted in yellow. A "QuickMark" comment is visible, and a callout box explains that selecting it will expand the comment. The "Feedback Summary" panel shows a "Voice Comment" and a "Text Comment" section. A callout box points to the "Text Comment" section, stating that general comments are shown on the right of the screen. Another callout box points to the "Feedback Summary" panel, stating that a PDF of the GradeMark paper can be downloaded. A callout box points to the top right of the screen, stating that the provisional grade is shown there. A callout box points to the "Active Layers" panel, stating that users can navigate through the QuickMarks, General Comments, and Rubric view. A callout box points to the "Assign Criterion" panel, stating that a clear introduction is provided. A callout box points to the "Convert to QuickMark" button, stating that a PDF of the GradeMark paper can be downloaded.

The provisional grade is shown on the top right of screen

55 /100

Navigate through the QuickMarks, General Comments and Rubric view

Selecting a QuickMark will expand the comment

A clear introduction

Convert to QuickMark

This essay demonstrated how well you understand the key points of the assessment. This is because you chose three examples of difference types of influence at this level and explained them well.

This was a well structured essay with a clear introduction, discussion and conclusion. However, you could have strengthened your introduction by specifically relating it to the question asked. Please consider this feedback and build upon it for your assignment.

General comments are shown on the right of screen

A PDF of the GradeMark paper can be downloaded

### Rubric Based Feedback

- Rubrics can be used to provide feedback on standard marking criteria, providing for students an indication on the level at which their assignment met specific criteria or learning outcomes.

- If a rubric has been used on the assignment, it can be accessed by selecting the Rubric tab from the bottom right of the screen.

The screenshot shows the 'feedback studio' interface for a student named Tessa Ruiz on the assignment 'The Goliath of the Sea'. The main content area displays a text passage about blue whales with a corresponding image. On the right side, a 'Rubric' panel is open, showing a score of 2.6/5. The rubric includes criteria such as 'Claim Proficient' (score 3), 'Development Proficient' (score 3), 'Audience Developing' (score 2), 'Cohesion Proficient' (score 3), and 'Conventions Developing' (score 2). Red boxes and arrows highlight the 'View Rubric' button, the Rubric tab icon, and a specific rubric criterion being expanded to show its details.

An example of an expanded Rubric is provided below. The highlighted boxes indicate the scale and points awarded for each specific criterion (Note, this example differs from above).

Actual Writing Joe Bloggs | Test Assignment

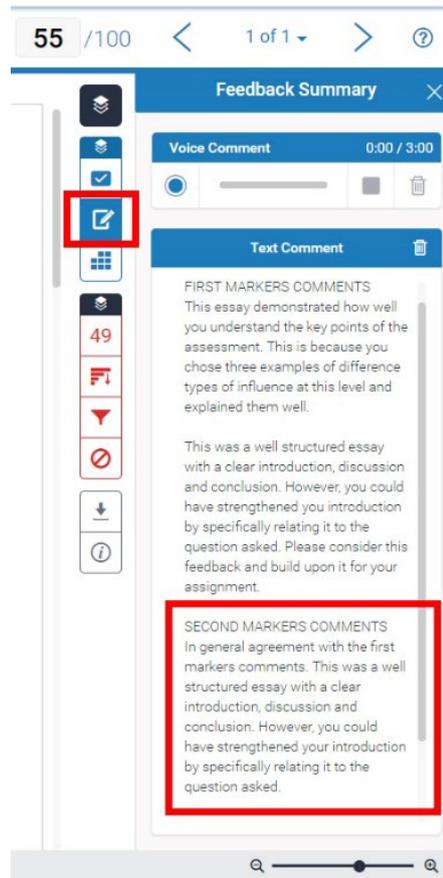
| Criteria                           |      | Scales  |  |  |   |
|------------------------------------|------|---|--|--|---|
|                                    |      | Exceeds<br>4.00   | Meets<br>3.00  | Nearly Meets<br>2.00   | Beginning<br>1.00   |
| <b>Ideas/Content</b>               | 20 % | Purpose and main ideas: clear, focused and interesting. Supporting details: Relevant, carefully selected details; Makes connections and shares insights.  | Purpose and main ideas: clear and focused Supporting details: General or limited in places. Some connections and insights are present.   | Purpose and main ideas: overly broad or simplistic Supporting details: Limited, off-topic, predictable or too general. Connections and insights are missing.   | Purpose and main ideas: unclear and require inferences by reader Supporting details: Minimal development; insufficient details, irrelevant details Extensive repetition   |
| <b>Organization</b>                | 20 % | Order and structure are strong and move the reader through the text. Effective sequencing and paragraph breaks. Introduction: inviting beginning that draws the reader in. Conclusion: Satisfying sense of resolution or closure.             | Organization is clear; order and structure are present. Clear sequencing and paragraph breaks; organization is predictable. Introduction: recognizable, developed. Conclusion: developed. A variety of transitions used. Details                         | Organization is unclear; order and structure may be unclear. Introduction: too short, obvious or ineffective (e.g., "My topic is..."). Conclusion: too short, obvious or ineffective. Transitions are infrequent, ineffective or repetitive. Placement of details is not always effective. | Organizational structure is unclear and difficult to follow, or too short to demonstrate organization. Paragraph breaks are missing. Introduction: missing or underdeveloped. Conclusion: missing or underdeveloped.          |
| <b>Word Choice</b>                 | 20 % | Employs a broad range of words, which have been carefully chosen and thoughtfully placed for impact. Accurate, specific words; word choices energize the writing. Fresh, vivid expression; slang, if used, seems purposeful and is effective. | Employs a variety of words that are functional and appropriate to audience and purpose. Expression that is accurate and effective. Words and phrases are natural. Descriptive, figurative, or technical language, if used, is appropriate and effective. | Does not employ a variety of words, producing a "generic" paper filled with familiar words and phrases. Language lacks precision and variety, or is inappropriate to audience and purpose. Expression is ordinary or general; slang, if used, is   | Language is repetitive and/or misused, taking away from the meaning and impact. General, vague words. Extremely limited range of words. Words do not fit the text: imprecise, inadequate, or wrong. Text is too short to show |
| <b>Fluency</b><br>Sentence Fluency | 20 % | Writing has an easy flow and rhythm. Sentences are carefully crafted, with strong and varied structure. Sentence beginnings: sentences begin in different ways, adding interest. Sentence lengths: a variety of lengths that add interest.    | Writing is easy to read aloud; sounds natural; variety of sentence beginnings, lengths and patterns. Sentence beginnings: most sentences begin in different ways. Some repetition detracts from overall impact. Sentence lengths:                        | Some parts are easy to read aloud; occasional awkward constructions force the reader to slow down. Sentence beginnings: many sentences begin the same way. Sentence lengths: many sentences are the same length.   | Some parts are easy to read aloud; occasional awkward constructions force the reader to slow down. Sentence beginnings: many sentences begin the same way. Sentence lengths: many sentences are the same length.              |

Total score: 2.2/4 Apply to grade Close

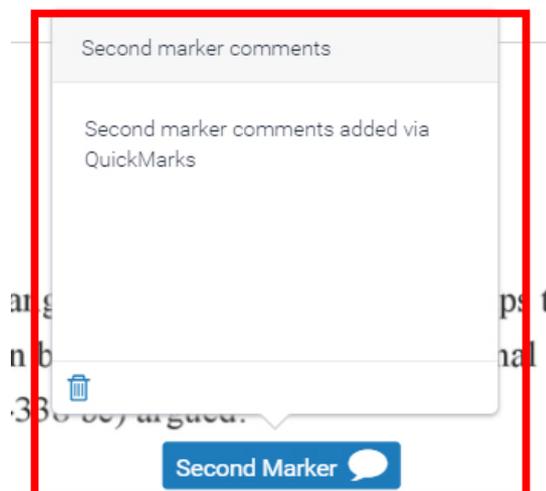
## Identifying Second Marker Comments

Turnitin Feedback Studio allows second marking to be undertaken in a variety of ways. As an External Examiner, you will need to be aware of the type of method used. If in any doubt, you should liaise with the Module or Programme Leader to identify the method used within a specific submission or module. Examples of how a second marker's comments may be added include:

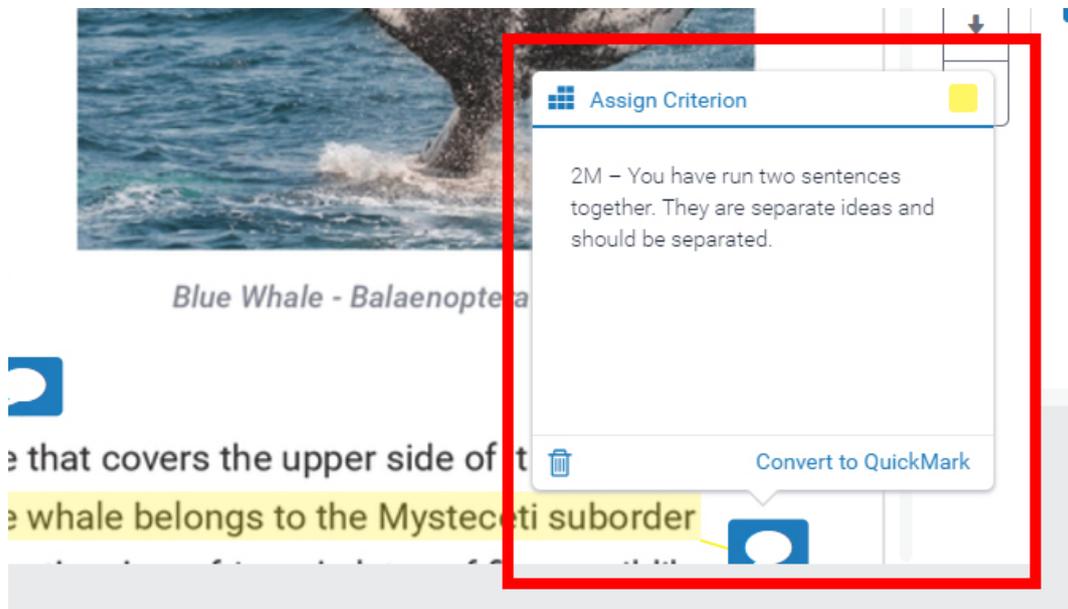
- Adding second marker's comments to the **General Comments** section.



- Adding a 'Second Marker Comments' QuickMark to the student's work



- Prefixing individual comments with '2M' to indicate a second marker's comment



Online resources are located here:

CELT – [Feedback Studio Course](#) (Moodle) and [Feedback Studio video tutorial Playlist](#) (YouTube)

[Feedback studio manuals and guides](#)