Assessment and Feedback Policy

This version of the policy applies to all assessments delivered under the current academic framework (implemented in 2020/21). 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.

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Assessment and Feedback Policy

1. Introduction

1.1 Assessment and feedback are core 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,
- continue working towards consistency and fairness in assessment,
- locate assessment and feedback as an integral part of learning and teaching processes.

1.2 This Assessment and Feedback Policy applies to all taught courses at undergraduate and postgraduate level (including the taught element of Professional Doctorate courses).

1.3 The provisions of this Assessment and Feedback Policy can be varied for exceptional reasons (eg to deal with a public health emergency) by Academic Board.

2. Key Principles

2.1 In addition to providing assessments which are valid, reliable, fair and have a high utility, our proposed principles for assessment and feedback are:

2.1.1 Relevance
Assessment will be clearly aligned to the learning outcomes, content and discipline e.g. use of realistic, well designed rubrics (particularly for skills development), case studies linking skills as well as theory and assessing skills relevant to professional requirements.

2.1.2 Practical
Assessment will be practicable for every stakeholder. It should therefore be inclusive, accessible, and authentic (ie a form of assessment in which students are asked to perform real world tasks that demonstrate meaningful application of knowledge and skills and are therefore linked to future employment) where possible.Use of individual / group as appropriate, timely, well-structured for marking and feedback, accessible for external stakeholders, explained clearly in class etc.
Teaching and marking in teams should be utilised to allow for timely turnaround of marking.

2.1.3 Inclusive
The assessment methods will enable inclusivity for all students as far as possible and should be designed to allow measurement of performance against the learning outcomes. Resources should be made available for students needing extra support.

2.1.4 Transparent
The marking criteria will be communicated clearly, marked as far as possible via rubric, the link between assessment criteria, learning outcomes and task should be explicit and easily understood.

2.1.5 Timely
The assessments will be distributed appropriately across each course so that

learners and markers are not overloaded.

2.1.6 Varied

There should be a varied, interesting, challenging and relevant assessment diet that builds work-based skills as well as academic skills. This should be innovative and reflect innovations across the course. The assessment diet should be designed at course level.

2.1.7 Integrity

The assessment itself will have integrity, and students should be actively discouraged to participate in academic misconduct, for example, the assessment design should aim to minimise plagiarism.

2.1.8 Feedback

Feedback should be substantive, constructive, detailed and specific, feed forward as well as back and timely. Clear minimum standards of feedback to be identified and communicated.

2.1.9 Assessment for learning using formative assessment and feedback

Formative assessment should be incorporated to encourage reflection and development of both academic and work-based competences (knowledge, skills, and behaviours). Formative feedback should be detailed, constructive and support development at both individual and cohort level.

2.1.10 Weight

The burden of assessment will be appropriate to level, subject and topic. Whilst challenging it will not overstretch learners and will be linked to teaching. Over assessment should be avoided.

3. Assessment Design

3.1 Effective assessment design, within all modules, ensures that:

- assessment tasks enable students to demonstrate the learning outcomes detailed in the module specification;
- where possible different assessment types should be provided for assessing learning outcomes (unless otherwise mandated by professional bodies);
- assessment tasks are efficient in terms of student and staff time and over-assessment is avoided.

3.2 Assessment Tariffs

3.2.1 Review of current practice in Higher Education 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.

3.2.2 UEL has adopted a university-wide tariff at both undergraduate (levels 3 to 6) and postgraduate (level 7 and taught modules at level 8) level.

3.2.3 **Undergraduate Assessment:** undergraduate courses consist of standard modules whose value is 20 credits (equivalent to 200 student study hours), extending over one term. It is possible to approve modules with multiples of the standard size, such as 40 and 60 credits, if there is a sound rationale for doing so, and this is agreed at validation.

3.2.4 **Postgraduate Assessment:** Postgraduate courses consist of standard modules whose value is 30 credits (equivalent to 300 student study hours), extending over one term. Non-standard modules of up to 60 credits (in multiples of 15 and taught across the whole of one term) may form part of a course structure where a rationale is demonstrated and approved at validation. 60 credit modules, where permitted, could extend over two terms.

3.2.5 The **maximum** number of components permitted in one 20-credit module is two, with a minimum of one.

3.2.6 A standard 30 credit module may be composed of **up to** two assessment components. . Please refer to the academic regulations for further details.

3.2.7 The balance of the weighting applied to each component with the tariff will be consistent. e.g. for a 20-credit module with two components (coursework and written examination) each worth 50% = coursework up to 2000 words, written examination up to 60-70 minutes i.e. each are reduced to achieve the total tariff. The same will apply to equivalent assessment types (please refer to 3.2.8).

3.2.8 **Proposed new Undergraduate Tariff**

SUMMATIVE TARIFF for Undergraduate 20 credit modules (see Note 1 below): MAXIMUM Assessment loads permodule				
20 credits	**Coursework (Please see the list below for different types of coursework that can be used**	**Written Examination (face-to-face or online) (Please see list below)**	**Practical (face-to-face) examination, (Please see list below)**	**Dissertation**
	Up to 4000 words Up to 15 minute presentation with up to 2000 word individual written reflection	Up to 120 minute examination	Up to 60 minutes	Dissertation Up to 15,000

Note 1: the Undergraduate summative tariff table covers levels 3-6 and can be varied according to assessment needs at the particular level of study, subject discipline conventions and the particular assessment task in question.

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Possible Coursework types (this list is indicative not exhaustive):
- Written essay
- Portfolio
- Group presentation
- Individual presentation
- Reflective journal/writing
- E-photo journal/video diary & presentation
- Photo/video essays
- Case studies
- Reports

Possible examination types (this list is indicative not exhaustive):
- Written examinations
- Multiple Choice Questionnaires (MCQ)

Possible practical assessments (this list is indicative not exhaustive):
- Viva
- Practical skills demonstrations
- Objective Structured Clinical Examinations (OSCEs)
- Artefacts
- Performance routines
- Exhibition pieces

3.2.9 Proposed new Postgraduate Tariff

SUMMATIVE TARIFF for Postgraduate 30 credit modules (see Note 1 below): MAXIMUM Assessment loads permodule				
30 credits	**Coursework (Please see the above list for different types of coursework that can be used**	**Written Examination (face-to-face or online) (Please see list above)**	**Practical (face-to-face) examination, (Please see list above)**	**Dissertation**
	Up to 6000 words	Up to 270 minutes (with no one component exceeding 180 minutes)	Up to 90 minutes	Dissertation Up to 20,000

Note 1: the Postgraduate summative assessment tariff covers study at level 7 and can be varied according to subject discipline conventions and the particular assessment task in question.

3.3 Assessment Approaches

3.3.1 A diverse menu of assessment approaches, flexibility and innovation are integral to good assessment practice and authentic assessments (see 2.1.2 above) are

encouraged.

3.3.2   As part of its Dual Delivery 2.0 strategy to offer blended learning opportunities to students studying on and off campus, the University supports the development of online assessment. This can be achieved via the creation of new assessment tasks or re-purposing of existing tasks designed for face-to-face engagement, provided that:

- the new task provides the students with the opportunity to perform at a comparable standard
- the new task provides the students with the opportunity to achieve standards beyond the threshold level
- the new task enables students to meet the intended learning outcomes, and is appropriate to the curriculum content
- the revised Assessment Criteria and Guidance Notes are clear for the students to understand
- security of assessment can be assured.

Further guidance can be found on the Assessment Toolkit via the CELT staff development hub on Moodle.

3.3.3   Online assessments can only be delivered using the virtual learning environment supported by the institution. Other delivery formats cannot be supported. The supported lockdown browser tool should be used to avoid academic misconduct.

3.3.4   There will be no written examinations at Level 3 or 4 for all modules, though students may be given assessed tasks (e.g. mock examinations) in preparation for formal examinations at Levels 5 and 6. However, if Professional, Statutory and Regulatory Body (PSRB) requirements state otherwise, then PSRB requirements will be adhered to (see Section 9).

3.3.5   For **all** placements (e.g. non-credit rated placements, year-long placements, module-based placements etc) there will be an authentic assessment or reflective piece of work as evidence of engagement in the placement, unless mandated otherwise by PSRB. This assessment will not be burdensome for the student.

3.3.6   Module teams must consider the task (whether as a word count or equivalent) which should reflect the time that students need to achieve the learning outcomes, acknowledging that sometimes the skill is in the ability to be concise. For example, in a 20-credit module, where 200 hours of time-investment is stipulated, the time allocated to the assessment portion of the module may be in the range of 36-72 hours, once class contact time and related self-directed study is taken into account.

3.3.7   UEL operates a continuous assessment practice to enable students to act directly on feedback in later iterations of their work, reduce workloads at the end of the academic year to avoid undue pressure on students as well as enable the institution to make earlier and more effective interventions where necessary. Further details are provided in Section 7.

3.4   Portfolios

3.4.1   Portfolios can include a maximum of 3 tasks. The tasks can be of varied assessment type (see section 3.2 above) but must assess relevant learning outcomes, and not

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overload students with multiple assessments. Portfolios can be online or paper-based. The portfolio must not have more than one hand in date.

3.4.2 The tasks within a portfolio must be included in the assessment section of the module specification. Where portfolios are included, it is usual practice to not include more than one portfolio as part of the module assessment. Written exams cannot be considered as part of a portfolio.

3.4.3 Further guidance can be found on the Assessment Toolkit via the CELT Staff Dev Hub on Moodle.

3.5 In-Class Assessments (ICA)

3.5.1 In-class assessments take place during seminar or lecture periods (not during the standard exam period) and tend to be formative, however can include summative assessments. This assessment format is best suited for Multiple Choice Questionnaires (MCQs), objective tests, oral presentations, Objective Structured Clinical Examinations (OSCEs) problem sets and group presentations. Students should be given enough notice and the length of time should ideally be short. Careful consideration must be given to the scheduling, invigilation and logistics of space, especially for summative assessments. Where possible two assessors should be available to assess any group work/presentation.

3.5.2 The School is responsible for making arrangements (including room booking, invigilation and arrangements for students with additional needs).

3.6 Dissertations

3.6.1 Dissertation Supervision:

The purpose of a dissertation is to enable students to undertake independent research on an agreed topic related to their programme of study. An academic member of staff will be assigned by the relevant school to each student undertaking a dissertation to agree the topic with the student and to supervise the student while they are working on their dissertation.

3.6.2 Module specifications –

All Module Specifications for Dissertations/ Projects should indicate the number of contact hours that students can expect to be offered for dissertation supervision, identified within the section relating to 'Contact hours'. Contact hours will not be prescribed centrally but identified within individual dissertation modules. Each School will clarify what is meant by 'supervision' in their context (e.g. face-to-face contact, online interaction via Microsoft Teams, email review of transcripts etc.). All Module Specifications should be updated to include this information, including those at Collaborative Partners.

3.6.3 Role of the Supervisor

The supervisor is expected to:
1.   support the student by providing advice and guidance on how to research, prepare and improve their dissertation
2.   give advice on choosing a suitable topic
3.   support the preparation of a preliminary bibliography
4.   help the student plan primary and secondary research with suitable methods, including obtaining any necessary research ethics approval.

     5.   work with the student to plan a schedule for submission drafts and supervision meetings

     6.   provide appropriate feedback on submission drafts via agreed feedback methods

     7.   provide at least three meetings prior to final dissertation submission

3.6.4 Responsibilities of the Student

The student is expected to:
1. initiate contact with their supervisor once allocated
2. work with their supervisor to agree a schedule for submission drafts and supervision meetings
3. provide their supervisor with drafts of their work
4. secure any necessary research ethics approval with the guidance of their supervisor

3.6.5 Complaints relating to Dissertation supervision–

Any concerns which students have about the supervision of their dissertation, should be raised informally at first, if possible, directly with their supervisor. If this is not possible, students may raise concerns with their Module Leader or Course Leader. Student concerns which cannot be resolved within the school via informal means may be raised as a formal Complaint under the University's Student Complaint Procedure,

4. Marking, Moderation and External Examiner Approval

4.1 Every component of assessment that contributes to an award, at all levels, is subject to External Examiner a) approval of assessment tasks and b) external moderation of assessed student work and marks.

4.2 Once finalised, assessment tasks (both for first-sit and reassessments) will be proof-read and checked for fairness and consistency before being forwarded to the relevant External Examiner for comment and approval, prior to being published to students. Any changes required by an External Examiner must be approved by them prior to release to students.

4.3   Each School will have effective systems and procedures in place for the internal marking (first and second marking, sample sizes, anonymous marking and how disputes will be resolved) and internal moderation of all methods of assessment for all modules. Schools should ensure that arrangements adhere to the procedures specified in the Assessment Toolkit.

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

- Plan for invigilation for exams
- 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.

4.5 Rubrics are the recommended method for marking.

4.6 As part of the external moderation of marking, External Examiners must be provided with the following for each module:

- Module specification

- Details of assessment task(s)

- Assessment criteria

- Any assessment guidance

- Sample of assessed work (10% or 10 individual pieces of each assessment task – whichever is greater – taken from the full range of marks and including some work that has been second marked)

- The record of marks and comments from 1st, 2nd (and 3rd) markers, and the internal moderation process, for all candidates assessed in the module

- A Module Development Plan (MDeP) from the Module Leader commenting on the outcomes, delivery, andmanagement of the module.

4.7 All marks for summatively assessed work are subject to approval of the relevant Assessment Board. External Examiners will always be asked to provide confirmation that they approve the marks.

5. Submissions

5.1 E-Submission, marking and feedback must be used wherever possible for all single pieces of text-based coursework. Tutors must seek agreement from their Head of Department if they would like an exception to this for any of their text-based coursework.

5.2 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 duringthe times of Monday –Thursday 9:30-4:00,** and not during any national holidays or university closures.

5.3 For details regarding late submissions and extenuation please refer to Part 6 'Extenuating Circumstances' of the Manual of General Regulations.

6 Feedback

6.1 Feedback to Students

6.1.1 Feedback is central to learning and is provided to students to develop their knowledge, understanding, skills and to help promote learning and facilitate improvement (see Key Principles, especially 2.1.9 above).

All feedback will be:
- timely, provided within 15 working days of the submission deadline;
- given in relation to the learning outcomes and assessment criteria;
- provided on all summative and formative assessments;
- offered in a range of formats appropriate to the module e.g. electronically or other e-Submission tools where used, Audio file, Video file, or Screencast.

6.1.2 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 Assessment Board, all marks will be clearly identified as:
- being provisional;
- available for External Examiner scrutiny;
- subject to change and approval by the Assessment Board.

6.1.3 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.

6.1.4 Further guidance on using and providing assessment feedback is provided in the Assessment Toolkit (for staff) and course/module handbook (for students).

6.2 Modes of Feedback

6.2.1 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.

6.2.2 Feedback should be explicit. It should be identified as feedback to ensure students are aware of its purpose. The student should understand its purpose as a mechanism to feed forward to support future assignments.

7 Continuous Assessment

7.1.1 At UEL continuous assessment is a flexible framework designed to provide students the opportunity to act directly on initial feedback to improve in subsequent iterations of their work, reduce workloads at the end of the academic year to avoid undue pressure on students as well as enable the institution to make earlier and more effective interventions where necessary. It is anticipated that this will occur in teaching and learning methods however, assessments and re-assessments can be designed to incorporate this more formally.

7.1.2 Where a student has failed a component at the first sit, they will be permitted to complete their reassessment as part of the continuous assessment practice. This is likely to take one of the following formats:

- 'Improve and resubmit': following the failure of an assessment task at the first attempt, students are able to utilise feedback given to improve the work submitted. The work is then submitted again via Turnitin as a reassessment opportunity no later than 30 working days from the release of the confirmed marks for the first sit. Marks for the resubmitted work will be capped at 40% for undergraduate assessments or 50% for postgraduate assessments (see Manual of General Regulations, Part 3 for further information on assessment capping). Practically, it is most likely that this form of continuous assessment will be applied to coursework-based assessment tasks.

- 'Improve through reflection and practice': following failure of an assessment the student will be given feedback that allows them to reflect on their learning and further develop their knowledge and understanding, with a view to this being applied to the subsequent reassessment. It is anticipated that a new assessment task will

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be developed for the reassessment. Where this is the case, the new assessment task must be provided to the External Examiner for approval. The reassessment should take place no later than 30 working days from the release of the confirmed marks for the first sit. Marks will be capped at 40% for undergraduate assessments or 50% for postgraduate assessments (see Manual of General Regulations, Part 3 for further information on assessment capping). Practically, it ismost likely that this form of continuous assessment will be applied to practical and time-based assessment tasks such as exams, practical exams and presentations.

7.1.3   If PSRB requirements state otherwise, then PSRB requirements will be adhered to (see Section 9).

7.1.4   Where implementation of continuous assessment outlined in 7.1.2 is not possible due to the nature of the assessment, continuous assessment can be achieved through assessment design or learning and teaching methods:

- 'Improve through continued learning': The ethos of continuous assessment is providing the student an opportunity to learn through continual assessment and feedback. As such, this could also include providing a portfolio assessment with feedback provided on each element. This would then allow the student to develop their learning as they progress through the assessment. The deadline and submission requirements should be noted in the Module Guide for both first attempt and reassessment. If the student does not pass the first attempt the work is then submitted again via Turnitin as a reassessment opportunity in line with above. Marks for the resubmitted work will be capped at 40% for undergraduate assessment or 50% for postgraduate assessment (see Manual of General Regulations, Part 3 for further information on assessment capping).

- 'Formative assessment and feedback': the use of formative assessment and feedback provides students with the opportunity to learn through practice without impacting on summative assessment. Such assessments should be managed locally by the Module Leader.

8   Disability

8.1 UEL has a Student Disability policy which:
- sets out a framework to ensure students with disabilities can fully participate, where practicable, in all aspects of University life;
- ensures that the University complies with its legal requirements under the Equality Act 2010.

8.2 Inclusive Approach

8.2.1   UEL aims to practice an inclusive approach in supporting students with disabilities/specific learning differences. This approach focuses on the capacity of the University to understand and respond to the requirements of all students with disabilities and try to use the 'Social' rather than the 'Medical' model of disability. The 'Social' model of disability aims to dismantle the barriers individuals face as a result of environmental and attitudinal factors rather than situating the problem with the individual. This is distinct from the 'Medical model', which suggested that the 'problem' of disability resides with the disabled person rather than with society as a whole.

8.2.2 Under this inclusive approach students are assessed when they register with the Disability and Dyslexia Team (DDT) and any recommendation for coursework extensions is recorded on the student's Teaching and Learning Support Record (TLSR), so there is a record which can enable supportive action and monitoring.

8.2.3 Where necessary, and in consultation between the student and the Disability and Dyslexia Team (DDT), a Teaching and Learning Support Record (TLSR) will be drawn up and shared with Schools (with the express written consent of the student), which will outline any reasonable adjustments that need to be made, e.g. an alternative assessment may be provided, that still meets the learning outcomes; alternative assessments may be agreed under the Alternative Assessment provisions listed at Appendix A.

8.2.4 In certain circumstances an extension may also be granted to help assist students where they may need some extra support or extra time to submit an assessment. More details of when an extension can be agreed is within appendix B.

9 Professional, Statutory and Regulatory Body and Exemptions

Should any module/course be unable to comply with any aspect of this Assessment and Feedback Policy as a result of requirements from a Professional, Statutory or Regulatory Body (PSRB) or partner collaborations, a written request for relevant exemption(s), together with associated evidence from the PSRB, and written approval from the relevant Director of Education and Experience, will be submitted for endorsement by the University Education and Experience Committee. This exceptional approval must normally be secured before Validation.

Quality Assurance and Enhancement (QAE) will maintain a university log of all approved exemptions to promote consistency of decision-making. The log, together with an analysis by QAE of trends and issues, will be considered in an annual report to University EEC.

10 Apprenticeship End Point Assessment

The assessment design needs to prepare apprentices for end-point assessment as outlined by the relevant apprenticeship standard's assessment plan on https://www.instituteforapprenticeships.org/. If further clarification is needed around this, please contact the Employer Engagement and Apprenticeship team via degreeapprenticeships@uel.ac.uk

Appendix A

Alternative Assessment Provisions

1. Purpose

1.1 These provisions set out the University's commitment to promoting alternative assessment arrangements for those students who are unable to undertake standard assessments, due to the following criteria:

- Disabled students – this definition covers (but is not limited to) students with mobility impairments, sensory impairments, mental illness or mental health difficulties, Asperger's Syndrome or other autistic spectrum conditions, dyslexia and other specific learning differences, medical conditions such as epilepsy or diabetes and other long term medical conditions.

- Short term medical conditions – where unforeseen circumstances arise before or during examinations.

- Pregnancy – where complications arise which would prohibit a student completing the standard assessment or a student's due date falls within an examination period.

- Personal circumstances – that fall outside the categories above but would affect a student's ability to complete a scheduled standard assessment task.

2. Scope

2.1 These provisions will apply to direct applicants to the University of East London and to those students who were enrolled directly with the University of East London and who were either studying with attendance, or through a distance learning programme. Institutions enrolling students on University of East London programmes through a collaborative partnership will be expected to have their own local policy and procedure.

2.2 These provisions apply to all staff of the University, and particularly to staff who teach and/or provide learning support for students; it is a professional and legal responsibility for staff to ensure practice is inclusive.

2.3 These provisions have been drawn up with reference to good practice available within the sector, including that available from the Equality and Human Rights Commission and AdvanceHE.

3. Alternative Assessment Provisions - Key Principles

3.1 In keeping with legislation and associated guidance with regards to assessment, higher education providers are required to take reasonable steps to:

- mitigate against substantial disadvantage where a provision, criterion or practice may create barriers for the involvement and educational attainment of those groups highlighted in section 1.

- consider adjustments to assessments or the provision of alternative arrangements for assessments, being mindful of the specific learning requirements of these groups.

3.2 All students of the University can expect a learning and assessment experience that is consistent with the Equality Act 2010 and underpinned by the values and practices of inclusion.

3.3 When formulating an alternative assessment, the following criteria should be included:

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- The alternative assessment must assess the same learning outcomes as the original assessment.

- The alternative assessment should be of an equivalent level and standard to the original assessment.

- The external examiner must approve the assessment task.

- If the alternative assessment is provided as a reasonable adjustment for a student with a long-term medical condition or disability, then it must be appropriate for that student's condition.

3.4 Alternative assessment will only be considered, where existing assessment options, even with reasonable adjustments, continue to present barriers.

4. **Requesting and approving**

4.1 Students requesting alternative assessment arrangements should first discuss their needs with a Disability Adviser in the Disability and Dyslexia Team.

4.2 Documentary evidence (medical or specialist) will normally be expected to support the request. This evidence should normally be no more than two years old at the time of the student making an initial application for alternative assessment arrangements. Disability Advisers can advise on the need for evidence, and what is acceptable.

4.3 Students must normally apply for alternative assessment arrangements at least four weeks before the date of the assessment. Late applications will not normally be considered unless directly related to the individual's condition, although due consideration will be given to individual circumstances.

4.4 Students should discuss their alternative assessment needs with their course and/or module leader(s), who may consult with the Disability and Dyslexia Team. Requests for alternative assessment arrangements will normally be jointly agreed between the student, the disability adviser and the course or module leader.

4.5 In the event that appropriate reasonable adjustments or alternative arrangements cannot be agreed between the student, disability advisor and the module or course leader, the matter will be referred to the head of department and the disability and dyslexia team manager who will reach a decision having taken appropriate advice as necessary.

5. **Operational guidance**

5.1 Being prepared for alternative assessment - It is good practice to design assessments to be as inclusive as possible. This will minimise the need for alternatives. In addition, forward consideration of possible alternatives will speed up managing requests.

5.2. What constitutes an alternative assessment? - The nature of the alternative assessment might be different to the original assessment task, but it does not have to be. For example, a tutor may choose to adjust requirements for a portfolio if they can establish that learning outcomes can be met by partial completion.

5.3. Reasons for not offering an alternative assessment - There are very few circumstances when it would not be possible to offer an alternative assessment. Professionally accredited or regulated programmes may have prescribed assessment types. In these cases, the programme leader should contact the PSRB to establish whether an alternative is permitted. In addition, alternatives can be rejected if they are deemed impractical or unnecessarily expensive.

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5.4 Students with a Teaching and Learning Support Record (TLSR) - the Disability and Dyslexia team (or its equivalent in a Partner College) can offer advice regarding suitable alternatives. However, students with a TLSR plan that specifies the type of reasonable adjustments relating to alternative assessment should be offered these where practicable.

Related Policies/Procedures

Student Disability Policy

Student Maternity Paternity & Adoption Policy

Supporting Elite Athletes' Academic Study Policy

Student Complaint Procedure

Extenuation Procedures

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Appendix B

Extension Policy

1. Introduction and Definitions

1.1. The Extension Policy should be read in conjunction with Part 6 of the Manual of General Regulations (Extenuating Circumstances)

1.2. During a student's study they may encounter circumstances that could impact their ability to engage with their studies and/or assessments. Students are expected to make reasonable plans to take into account commonly occurring circumstances, even those which, on occasion, may have been unforeseeable and unpreventable.

1.3. An extension is where a student needs some extra support or extra time to submit an assessment

1.4. Any student wishing to engage with an extension can only do so by submitting an application with evidence. More information can be found in the Extension guidelines (new document and link)

1.5. An extension can only be agreed via the School and once a form has been submitted and completed

1.6. Any form of application that is incomplete will follow normal UEL processes and be eligible for 24 hour late submission as per Part 6 of the Manual of General Regulations.

2. Procedures for the Submission of Claims for Extension

2.1. Students wishing to engage with an extension have to submit an application 48 hours before the advertised Deadline. Any submissions thereafter will follow normal UEL process as per 1.6.

2.2. If granted, a student will be eligible to submit up to 5 working days after the original advertised submission date with no penalty.

2.3. Work submitted after the 5 working day deadline will receive a zero grade and fail

2.4. It is expected that most applications for an extension will be discussed as part of normal student engagement with their studies, i.e. it is primarily used as a tool to support a student in their studies

2.5. Application for extension will be agreed via the School and communicated as soon as possible

3. Additional key information

3.1. An extension should not be used as a last-minute attempt to engage with an assessment. A student should engage with their academics and discuss any issues or challenges they may be facing as part of a discussion around support,

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where extension may be one option available to them

3.2.   A student should not submit an extension to alleviate conflicting assessment deadlines, especially if it has been created due to another assessment having an extension granted. Students are expected to manage their own workloads and time management

3.3.   A student can apply for an extension or extenuation. There cannot be a dual application for both.

3.4.   If a student has an extension granted, but thereafter feels they are unable to engage with an assessment(s), they are eligible to apply for extenuation. The extension is rescinded upon confirmation of extenuation being granted. If extenuation is not granted the extension remains.

3.5.   Where a student has submitted an extension and the School feels that there may be a need for more support or the student to engage with extenuation, a recommendation will be made to the extenuation panel and/or relevant support services.

3.6.   Further guidance on applying for an extension can be found via **webpage (guidance information not yet confirmed)

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