



Assessment and Feedback Policy

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1 Purpose and Scope of the Policy

1.1 Purpose

1.1.1 To promote student success and academic achievement through the process of assessment and feedback ensuring clear, accurate and accessible information and guidelines to staff and students. Where references to students are made this definition is inclusive of learners on Apprenticeships.

1.2 Scope

1.2.1 The Assessment and Feedback Policy applies to all taught courses at undergraduate and postgraduate level, including Apprenticeships and the taught element within Professional Doctorate courses.

2 Policy Statement and Principles

2.1 Statement

2.1.1 The University of East London (UEL) has a responsibility to ensure that assessment and feedback is undertaken in a fair and equitable way. This policy does not replace other formal guidance or regulations that apply to the University's courses and should be read in conjunction with the [Manual of General Regulations Part 5: Assessment of Students](#).

2.1.2 This policy will be implemented in line with the broader framework of expectations arising from external regulatory bodies. This includes:

- The Quality Assurance Agency (QAA)
- Office for Students (OfS)
- Professional, Statutory or Regulatory Body (PSRB) requirements



- 2.1.3 The Assessment and Feedback Policy can be varied for exceptional reasons (e.g. to deal with a public health emergency) as Approved by the University's Academic Board.

2.2 Key Principles of the Assessment and Feedback Policy

- 2.2.1 The key principles of the assessment and feedback policy are to provide valid, reliable and fair assessment and feedback. The principles underpinning assessment design are:

Relevance: Assessment will clearly be aligned to the learning outcomes, content and discipline. This can be demonstrated through, e.g.

- use of realistic, well-designed rubrics that are appropriate to each level of study
- integration of skills development
- case studies linking to knowledge and understanding, theory and practice
- assessing skills relevant to professional requirements

Practical: Assessment will be practicable for every stakeholder and authentic (linked to employability) where possible. Assessment should be explained clearly and be timely, well-structured for marking and feedback, and accessible for students, staff and external stakeholders. Use will be made of individual/group assessments as appropriate. Team teaching and marking may be utilised to allow for timely turnaround of marking.

Inclusive: Assessment methods will be accessible for all students as far as possible and designed to allow measurement of performance against the learning outcomes. Resources should be made available for students needing extra support.

Transparent: The marking criteria will be communicated clearly, and assessments will be marked in accordance with the rubric as far as possible. The link between assessment criteria, learning outcomes and tasks should be explicit and easily understood.



Timely: The assessment will be distributed appropriately across each course so that learners and markers are not overloaded. It is good practice to provide a course assessment framework setting out students' assessment load, mode and timings.

Varied: There should be a varied, interesting, challenging and relevant assessment diet that builds work-based skills as well as academic skills. This should reflect innovative practice where appropriate. The assessment diet should be designed at course level and align with the appropriate subject cluster or department.

Integrity: Assessments should be designed to enable students to demonstrate their own knowledge and skills, and to minimise opportunity for plagiarism.

Feedback: Feedback should be detailed, substantive, constructive, detailed and specific and include feed forward. It should support development at both individual and cohort level. Feedback should be timely and clear minimum standards of feedback should be identified and communicated.

Assessment for Learning: Formative and summative assessment should encourage reflection and development of both academic and work-based competencies (knowledge, skills, values and behaviours).

Proportionate: The assessment load will be appropriate to the level, subject and topic. Whilst challenging, it will not overstretch learners and will be linked to teaching. Over-assessment should be avoided.



2.3 Assessment Design

- 2.3.1 Effective assessment design ensures that assessment tasks enable students to demonstrate the learning outcomes detailed in the module specification.
- 2.3.2 The assessment used for a module, including its scheduling, volume and type, should be appropriate to its purpose and to the module's learning outcomes.
- 2.3.3 A variety of assessment methods should be used where possible and will align with the requirements of professional bodies where applicable.

2.4 Credit Weighting and Assessment Tariffs

- 2.4.1 Higher education sector practice 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 manageable assessment load
 - opportunities for students to demonstrate their ability to perform well on assessment tasks.

- 2.4.2 UEL has adopted a university-wide tariff at both undergraduate (level 3-6) and postgraduate (level 7 and taught modules at level 8) level:

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 where a rationale is demonstrated and approved at validation.

Postgraduate Assessment: Postgraduate courses consist of standard modules whose value is 30 credits (equivalent to 300 student study hours), extending over one term. 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.



2.4.3 A 20 or 30 credit module will have a least one and no more than two assessment components – please refer to the Academic Regulations for further detail.

2.4.4 The balance of the weighting applied to each component with the tariff will be consistent. For example, for a 20 credit weighting 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 (refer to Section 2.3.5).

2.4.5 Undergraduate Assessment

Undergraduate Assessment Table (see paragraph 2.4.6 for assessment types)

Summative Tariff for UG 20 credit modules: Maximum assessment loads per module				
20 credits	Coursework: <i>see below for the types of coursework</i>	Written Examination: <i>face-to-face or online</i>	Practical examination: <i>face-to-face</i>	Dissertation
	Up to 4000 words Up to 30 minute group presentation with up to 2000 word individual written reflection	Up to 120 minute examination	Up to 60 minutes	Dissertation

2.4.6 Potential types of assessment

Coursework (this list is indicative and not exhaustive):

- Written essay
- Portfolio
- Group presentation
- Individual presentation
- Reflective learning journal/writing
- E-photo journal/video diary & presentation
- Photo/video essays
- Case studies



- Reports
- Research project/dissertation

Examination (this list is indicative and not exhaustive):

- Written examinations
- Multiple Choice Questionnaires (MCQ)

Practical (this list is indicative and not exhaustive):

- Viva
- Practical skills demonstrations
- Objective Structure Clinical Examinations (OSCEs)
- Artefacts
- Performance routines
- Exhibition pieces

2.4.7 Postgraduate Assessment

Postgraduate Assessment Table (see paragraph 2.3.9 for assessment types)

Summative Tariff for PG 30 credit modules: Maximum assessment loads per module				
30 credits	Coursework	Written Examination <i>face-to-face or online</i>	Practical examination <i>face-to-face</i>	Dissertation
	Up to 6000 words	Up to 270 minutes (<i>with no one component exceeding 180 minutes</i>)	Up to 90 minutes	Independent Research Project / Dissertation



2.5 Assessment Approaches

- 2.5.1 A diverse menu of assessment approaches, flexibility and innovation are integral to good assessment practice and authentic assessments are encouraged.
- 2.5.2 Where online assessment forms part of a module the task must provide students with the opportunity to perform at a comparable standard to other assessment methods and the security of assessment must be assured. Further information can be found in the online Assessment Toolkit.
- 2.5.3 Online assessments can only be delivered using the virtual learning environment (VLE) supported by the institution. Other delivery formats cannot be supported. The supported lockdown browser tool should be used to avoid academic misconduct.
- 2.5.4 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 Bodies (PSRB) requirements state otherwise, then PSRB requirements will be adhered to.



- 2.5.5 For all placements (e.g. non-credited placements, year-long placements, module-based placements), there will be an authentic assessment of reflective piece of work as evidence of engagement in the placement, unless mandated otherwise by a PSRB. This assessment should be proportionate for the student.
- 2.5.6 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 2000 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.
- 2.5.7 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 2.12.

2.6 Portfolios

- 2.6.1 Portfolios can include a maximum of 3 tasks. The tasks can be of varied assessment type (see section 2.3.6) but must assess relevant learning outcomes, and not overload students with multiple assessments. Portfolios can be online or paper-based. The portfolio must not have more than one submission date.
- 2.6.2 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 portfolio as part of the module assessment. Written exams cannot be considered as part of a portfolio.
- 2.6.3 Where professional body or Apprenticeship requirements apply, exceptions to 2.6.1 and 2.6.2 may be approved through the validation process.

Further information can be found in the online Assessment Toolkit



2.7 In-class Assessments

- 2.7.1 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. The assessment format is best suited for MCQs, objective tests, oral presentations Objective Structured Clinical Examinations (OSCE) problem sets and group presentations. The assessment timings should be appropriate and students should be given enough notice. Careful consideration must be given to the scheduling, invigilation and logistics of space, especially for summative assessments. For summative assessment two assessors should be available to assess any group/work presentation, or the assessment must be recorded.
- 2.7.2 The School is responsible for making arrangements (including room-booking, invigilation and arrangements for students with additional needs).

2.8 Dissertations/Independent Learning Projects

- 2.8.1 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 whilst they are working on their dissertation. Please refer to the Dissertation Supervision Policy for further details.
- 2.8.2 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 MS Teams, email review of transcripts). All module specifications should be updated to include this information, including those at collaborative partners.



2.8.3 Role of the Supervisor

The Supervisor is expected to:

- To support the student by providing advice and guidance on how to research, prepare and improve their dissertation.
- To give advice on choosing a suitable topic
- To support the preparation of a preliminary bibliography
- To help the student plan primary and secondary research with suitable methods, including obtaining any necessary research ethics approval
- Work with the student to place a schedule for submission drafts and supervision meetings
- Provide appropriate feedback on submission drafts via agreed feedback methods
- Provide at least three meetings prior to the final dissertation submission

2.8.4 Responsibilities of the student

The Student is expected to:

- Initiate contact with their supervisor once allocated.
- Work with their supervisor to agree a schedule for submission drafts and supervision meetings.
- Provide their supervisor with drafts of their work.
- Secure any necessary research ethics approval with the guidance of their supervisor.

2.8.5 Complaints relating to dissertation supervision

Any concerns a student has about their 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



[Complaints Procedure.](#)

2.9 Marking, Moderation and External Examiner Approval

- 2.9.1 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.
- 2.9.2 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.
- 2.9.3 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.
- 2.9.4 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 physical and online submission
 - Assessment (marking and grading criteria, which will ensure appropriate use of the full spread of marks)
- 2.9.5 Rubrics are the recommended tool to support consistent marking.



2.9.6 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 and management of the module.

2.9.7 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.

2.10 Submissions

2.10.1 Online submission, marking and feedback must be used wherever possible for all single pieces of text-based coursework. Tutors should seek agreement from their head of department if they would like an exception to this for any of their text-based coursework.

2.10.2 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 during the time of Monday – Thursday 9:30-4:00**, and not during any national holidays or university closures.



2.10.3 For details regarding late submissions and extenuation, please refer to the [Manual of General Regulations Part 6: Extenuating Circumstances](#).

3 Feedback

3.1 Feedback to students

3.1.1 Feedback is central learning and is provided to students to develop their knowledge and understanding, skills and to help promote learning and facilitate improvement. It should be available in time for students to reflect on it whilst completing their forthcoming assessments.

Feedback will be:

- Provided within 15 working days of the submission deadline
- Given in relation to the learning outcomes and assessment criteria
- Provided 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.

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

3.1.3 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



3.1.4 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.

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

3.2 Modes of Feedback

3.2.1 Feedback may be:

- Individual – personalised for 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.

4 Continuous Assessment

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

4.1.2 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 the feedback given to improve the work submitted. The work is then submitted again via Turnitin as a re-assessment opportunity no later than 30 working days



after the release of the confirmed marks for the first sit. Marks will be capped at 40% for undergraduate assessment or 50% for postgraduate students (see [Manual of General Regulations Part 3: Academic Regulations](#) 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 re-assessment. It is anticipated that a new assessment task will be developed for reassessment. Where this is the case, the new assessment task must be provided to the External Examiner for approval. The re-assessment should take place no later than 30 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 students (see [Manual of General Regulations Part 3: Academic Regulations](#) for further information on assessment capping). In practice it is likely that this form of continuous assessment will be applied to practical and time-based assessment tasks such as exams, practical exams and presentations.

4.1.3 If PSRB requirements state otherwise, then PSRB requirements will be adhered to (see section 2.15)

4.1.4 Where implementation of continuous assessment outlined in Section 2.12 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.

4.2 Disability

4.2.1 UEL has a [Disability Policy](#) which:

- Sets out a framework to ensure students with disabilities can fully participate, where practicable, in all aspects of university life.
- Ensure that the University complies with its legal requirements under the Equality Act 2010.



4.3 Inclusive Approach

- 4.3.1 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.
- 4.3.2 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 (TSLR), so there is a record which can enable supportive action and monitoring.



- 4.3.3 Where necessary, and in consultation between the student and the [Disability and Dyslexia Team](#) (DDT), a Teaching and Learning Support Record (TSLR) 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 at Appendix A.
- 4.3.4 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. For more information, read the [Extensions Policy and Guidance](#).

4.4 Professional, Statutory and Regulatory Bodies

- 4.4.1 Should any module/course not comply with any aspect of this Assessment and Feedback Policy as a result of requirement from a Professional, Statutory and Regulatory Body or partner collaborations, a written request for relevant exemptions(s), together with associated evidence from the Professional, Statutory and Regulatory Body, 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.
- 4.4.2 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 the University Education and Experience Committee.

4.5 Apprenticeship End Point Assessment (EPA)

- 4.5.1 The assessment design needs to prepare apprentices for end-point assessment as outlined in the apprenticeship standards assessment plan by the [Institute of Apprenticeships](#). Further guidance is available from the Employer Engagement and Apprenticeship team via degreeapprenticeships@uel.ac.uk.



5 Links to other Institutional Policies and Procedures

5.1 Internal Policies

This Policy/Regulation relates to the following institutional regulations, policies or procedures:

[Manual of General Regulations Part 3: Academic Regulations](#)

[Manual of General Regulations Part 6: Extenuating Circumstance](#)

[Manual of General Regulations Part 8: Academic Integrity and Academic](#)

[Misconduct Policy](#)

[Manual of General Regulations: Part 14 Complaints](#)

[Dissertation Supervision Policy](#)

[UEL Equality and Diversity Policy](#)

[Extension Policy](#)

[Extensions: A student Guide to UEL Automatic Assessment Extensions 2021-22](#)

[Extensions and Extenuation – A student guide to policy and process 2021-22](#)

[Extenuation Procedures](#)

[External Examiner System](#)

[UEL Disability Policy](#)

5.2 Exemptions and Professional Bodies

[Exemptions to Academic Regulations](#)

[Professional Statutory and Regulatory Bodies](#)

[Institute for Apprenticeships and Technical Education \(IfATE\)](#)



6 Definitions

Definitions of acronyms or phrases used within the policy

UEL: University of East London

School:

Assessment:

Contact Hours:

Feedback:

Manual of General Regulations: The framework that UEL implements to safeguard academic standards and confer awards

PSRB: A Professional, Statutory or Regulatory Body which recognises, endorses or accredits a course delivered by UEL.

TSLR: Teaching and Learning Support Record

DDT: Disability and Dyslexia Team



7 Appendix A: Alternative Assessment Provisions

Introduction

It is good practice to design assessments to be as inclusive as possible and minimise the need for alternative assessments.

The nature of an 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.

Purpose

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.



Scope

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.

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.

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](#).

Alternative Assessment Provisions - Key Principles

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.

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.

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



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.

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

Requesting and Approving

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

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.

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.

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.



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.

Further information

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.

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.

Policy Owner: Position and Department/School: Quality Assurance and Enhancement

Version	Effective From	Amendments	Equality Analysis	Stakeholder Consultation	Approval Date	Author	Date for Review
DRAFT V1.0	01/08/2022	<ul style="list-style-type: none"> • Transferred the policy to the new template • Added links to policies/regulations and relevant webpages • Removed 'etc' from the policy • Added statement in line with new policy template (2.1) • Responded to comments from stakeholders including CELT, OIE, Quality Leaders, Registry, QAE Embedding of terminology to include Apprenticeships 					



Version	Effective From	Amendments	Equality Analysis	Stakeholder Consultation	Approval Date	Author	Date for Review
		<ul style="list-style-type: none">• assessment is now standard practice and cross references to Assessment Toolkit (para 2.5.3)• Requirement that two assessors are needed for summative in class assessment (or the assessment are to be recorded)• Cross reference to the Dissertation Supervision Policy• Dissertation text 2.8.1-2.8.5 to be removed where it duplicates with the Dissertation Supervision Policy					



Version	Effective From	Amendments	Equality Analysis	Stakeholder Consultation	Approval Date	Author	Date for Review
		<ul style="list-style-type: none">Alternative Assessment Provisions – operational guidance rephrased and/or relocated to elsewhere in the document	18/05/2022	CELT, OIE, Quality Leaders, Registry, QAE	Click or tap to enter a date.		Click or tap to enter a date.
		Updates to Principals: <ul style="list-style-type: none">Inclusion of good practice e.g. course assessment framework in TimelyReworded the Integrity PrincipleAssessment for learning includes formative and summativeWeight revised to Proportionate					

Version	Effective From	Amendments	Equality Analysis	Stakeholder Consultation	Approval Date	Author	Date for Review
		<ul style="list-style-type: none"> Merged 3.2.5 and 3.2.6 for clarity (now 2.4.3 in revised policy) Reference to Dual Delivery removed as online 					

Add a row each time the regulation/policy is updated (includes both minor and major updates)

This Policy is reviewed by Education & Experience Committee and approved by Academic Board