

Implementation Principles and Procedures for Summative Assessment

This document must be read in conjunction with the Policy for Summative Assessment.

These principles and procedures relate to summative assessment only.

The principles and procedures provide a more detailed operational guide on how to implement the summative assessment policy statements. These statements are repeated within this document for ease of reference.

This document provides guidance and links to information and case studies through [Assessment Essentials](#) to further support the design and delivery of assessment.



- 1. All courses and modules are designed and delivered in accordance with the University's Academic Awards Framework, Standard Assessment Regulations, Standard Academic Calendars and with reference to the Implementation Principles and Procedures for Summative Assessment.**

1.1 Course and module design and delivery

In addition to the key policies identified within the policy statement above, there are additional University principles that should inform the design and delivery of assessment. These include:

- [Assessment tariff](#)
- [LTA Strategy 2020](#)
- [Group Work Principles](#)
- [Framework for Feedback on Assessment](#)
- [In-module retrieval](#)

Please refer to [Theme 1 specifying](#) and [Theme 2 setting](#) within Assessment Essentials for additional internal and external resources to assist you with module and course design. These can be found within the 'Supporting Information' section on the right hand side.

1.2 The standard university assessment model and exemptions

The standard assessment model is the default position. Exemptions will only be permitted to meet PSRB or essential subject discipline and / or legislative requirements. This will be tested at the outset of course planning and will require support and agreement in principle from faculty as well as university approval, based on a sound rationale and evidence from the PSRB. This will be via the usual process for exemption to the standard assessment regulations (guidance and pro-forma available on shuspace under Rules and Regulations - Assessment).

Standard assessment model: Individual assessment tasks do not have to be passed in order for the module to be passed provided an overall module mark of 40% (50% for level 7 modules) is achieved. However a valid attempt must be made on every assessment task. Pass / fail tasks are not appropriate in the standard assessment model.

Exemptions to standard assessment model: These modules may carry a task pass mark of 40% (50% for level 7 modules) or be assessed on a pass / fail basis. Each assessment task has to be passed in order for the module to be passed. If the module contains one or more pass / fail assessment tasks, then the module is non-compensatable by default and the necessity for this must be demonstrated when the exemption is applied for.

1.3 Designing Assessment 'with on-line in mind'

From September 2016 the University is adopting an online model where the student learning and assessment experience is enhanced through the appropriate use of technologies. A guidance document has been produced to assist you in considering and exploring the varied range of technologies available to support assessment design during the course/module planning process.

The document asks a number of questions to prompt consideration and reflection on how technology could be used to enhance and support the learning and teaching strategy of a new or existing course. Design of assessment 'with online in mind' is another consideration in the move to online submission and feedback.

For more information, please refer to the [Design with on-line in mind](#) guidance document.

2. A maximum of 12 undergraduate assessment tasks and 18 postgraduate assessment tasks are permitted at each level of study, with up to a maximum of two assessment tasks per 15/20 credits and a maximum of three assessment tasks for modules greater than 20 credits.

2.1 Summative Assessment Tasks

In order to ensure that students and staff are not overburdened with assessment, the University sets a limit on the number of assessment tasks to be set per module and per level of study.

These are:-

- a maximum of 12 assessment tasks across 120 credits at UG level
- a maximum of 18 assessment tasks across 180 credits at PG level
- a maximum of two assessment tasks per 15 credit PG module and 20 credit UG module
- a maximum of 3 assessment tasks for a module, regardless of module size

An assessment task is an individual piece of assessed work (e.g. an essay, an examination, a presentation), the mark for which is submitted to Assessment Boards and stored in corporate student information systems. Ancillary assessment regulations and policies such as extenuating circumstances, extensions, referrals and deferrals apply at assessment task level.

For further information on the range of assessment methods available refer to [Theme 2 Assessment Tasks](#) within Assessment Essentials.

2.2 Sub Tasks

Approval of sub-tasks should be undertaken recognising that assessment must be broadly equitable, not over-burdensome and in line with the principle that student engagement should be fostered by means other than frequent summative assessments.

Exceptionally, some assessment tasks can consist of two or more sub-tasks which together form a single assessment task. Sub-tasks fall within the following two categories:-

- A collection of related, small assessment sub-tasks which form a single assessment task submitted via one deadline date.
- A collection of related, small assessment sub-tasks undertaken regularly (e.g. weekly lab tests)

If Module Leaders wish to use sub-tasks, these must be approved within the Faculty. Sub-task marks are recorded and managed locally by Module Leaders. The formal university regulations governing extenuating circumstances, referrals and deferrals **do not apply to sub-tasks**.

Sub Tasks can consist of time-constrained coursework, e.g. phase tests, but not examinations. Examinations must be set as a separate assessment task.

For further information on setting sub tasks, please refer to [Theme 2 Key Considerations](#) (see *Setting sub tasks for skills assessment*) within Assessment Essentials.

2.3 Assessment Tariff

In order to ensure that students and staff are not overburdened with assessment, the University suggests an Assessment Tariff to ensure consistency between modules with equal weightings across the University's courses. An assessment tariff details the assessment methods and balance of assessment loading across a module. Suggested lengths of examinations and coursework word guidance are available here [Assessment Tariff](#).

2.4 In-Module Retrieval

In-module retrieval refers to a feature of a module's assessment design whereby students achieving below 40% (50% for level 7 modules) in an assessment task at the first attempt are given an opportunity of reworking that assessment task. This rework would normally be within a short time after the initial attempt following feedback from tutors. For some assessment tasks it may be permissible for the rework to be undertaken after teaching has ended, if this is the case the rework must be completed prior to the relevant Assessment Board.

It is mandatory to make in-module retrieval available to students in all level 3 and level 4 modules, for at least one assessment task, normally the first task which carries a substantial weighting. In-module retrieval is optional but encouraged at other levels. Module leaders can apply for an exemption for their module, and this is processed as a modification to approved provision and a statement made in the module assessment strategy that in-module retrieval is not available.

It must be clearly articulated to students where in-module retrieval is available for an assessment task. This will be via the Blackboard pages for the module, Assessment Scheduler/Manager (or equivalent), the course handbook or via the assessment brief.

For information on how in-module retrieval is managed, see [In Module Retrieval](#)

For further information on the In-module Retrieval, please refer to [Theme 2 Key Considerations](#) (see *In-module retrieval*) within Assessment Essentials.

2.5 Non Assessment Requirements

It may be stipulated for some modules that students have to do something in order to undertake assessment on a module, eg. attend a health and safety briefing in order to access laboratories, complete an ethics form in order to undertake research.

Module Leaders are responsible for articulating these requirements via the module guide and on the Blackboard module site. Module requirements are not considered as assessment tasks and are managed locally by the Module Leader.

3. Reasonable adjustments to the design and delivery of assessment can be made for students with Learning Contracts agreed with the University.

3.1 Inclusivity

The term inclusive practice is used to describe an approach to teaching that recognises the diversity of students. It aims to enable all students to access course content, fully participate in learning activities and demonstrate their knowledge and strengths at assessment. Further guidance is available on the [inclusive practice intranet site](#).

A Learning Contract recommends what reasonable adjustments should be made to meet the needs of a disabled student and explains who is responsible for making them.

Where a student has a Learning Contract, the University has a responsibility to make reasonable adjustments to the design and delivery of assessment.

Learning Contracts are produced by the Disabled Student Support team at the University. The team has developed a [Learning Contracts FAQ](#) which gives staff an overview of the provision.

Disabled students in overseas collaborative partner organisations will be given reasonable adjustments appropriate to their conditions, as agreed with the support services in their organisation.

How to access a student's learning contract:

As soon as a student has approved their learning contract, it's published on the [Online Learning Contracts system](#).

All students with a learning contract also appear with a # symbol on your electronic Class Lists on the timetabling web pages. Click on the # symbol to go directly to the student's learning contract.

For further information on supporting students, see [Theme 3 Inclusivity and Disability](#) within Assessment Essentials.

4. The dates of submission and return of coursework will be published to students via an Assessment Statement at the start of each academic year.

4.1 Assessment Statement

The Assessment Statement is intended to help students manage their time and plan carefully to meet all assessment submission deadlines.

The Assessment Statement is a short, clear and comprehensive summary of the assessment tasks and activities that the student will need to complete in the coming academic year, their submission deadlines and the dates feedback will be available to students.

In all Faculties the statement is issued automatically to students via their 'Assessment Diary' on shuspace, which pulls information directly from the Assessment Scheduler.

Course teams are responsible for avoiding assessment bunching by using the Assessment Scheduler to manually check the submission dates for all modules on a course and, where necessary, agreeing alternative submission dates with module leaders.

For further information, please find below access to the Faculty Assessment Management Systems:

[D&S Assessment Scheduler](#)
[ACES Assessment Scheduler](#)

[SBS Assessment Scheduler](#)
[HWB Assessment Scheduler](#)

The [Threshold Standards for Supporting Learning with Technology Policy](#) identifies the minimum good practice relating to Assessment Statements.

For more details around the setting of Assessment Statements please refer to [Theme 2 Setting - Step by Step](#) (see *Assessment statement*) within Assessment Essentials.

5. Assessment criteria and arrangements for coursework submission will be published to students at the start of each module.

5.1 Assessment Criteria/Arrangements for Coursework Submission

The accepted practice at the University is the use of criterion-referenced grading for measuring learner performance. Its purpose is to measure an individual's achievement against precise and explicit criteria, with clear levels of achievement. Assessment criteria should enable learners and other stakeholders to be clear about what is being assessed and when; how marks are allocated; and how grades are decided.

Students expect assessment briefs and grading criteria to be readily available for all assessments. These must be made available at the start of each module e.g, via module guides and module Blackboard sites.

The [Threshold Standards for Supporting Learning with Technology Policy](#) reinforces the above policy statement.

5.2 Word Limits

It is recognised that there are many forms of written assessment tasks being set for students. Standardisation of word limits is neither desirable nor achievable in practice across the University.

Although the University does not set a policy on word limits, word guidance must be provided to students for all assessment tasks. Word guidance provides a clear steer to students of the number of words that are expected to answer a question appropriately. Guidance on length of assessment for summative tasks is available in [Assessment Tariff](#).

The University recognises that there may be subject areas who wish to set word limits for specific assessments, and to set a penalty for students who do not reach or who exceed the word limit.

Where a limit is set and penalties applied, it must be clearly articulated to students how the word limit is managed. The feedback to students on an assessment which breaches the word limit must clearly show how the penalty has been applied. It is considered good practice to have a consistent course approach to the penalties set.

6. Details of examination arrangements will be published by the University Examinations Service to students in advance of the scheduled examination periods.

6.1 Examination Arrangements

Detailed information and guidance can be found on the [University Examination Service webpages](#) covering the examination process, templates, exams schedule and timetable together with examinations regulations.

Examinations Menu[Examinations Process](#)[Examinations Invigilation](#)[Phase Tests](#)[Overseas Examinations](#)[Examinations Key Dates](#)[Examinations Templates](#)[Examinations Documentation](#)[Examinations Team](#)**Examinations Links**[Exams Schedule and Timetable](#)[Examinations Regulations and Protocol](#)[Academic Calendar](#)

Please refer to [Examination Key Dates](#), confirming when students must be available for examinations.

Links to the University Examination Service can also be found in [Theme 4 Examinations](#) in Assessment Essentials.

7. Coursework will be submitted online where possible, through Blackboard, by the published deadline date and time.

7.1 Online Submission of Coursework

Online submission will be the norm across the University from academic year 2016/17 for levels 3, 4 and 7 and for all other levels from 2017/18. The vast majority of coursework prepared in an electronic form will be suitable for submission online.

However, it is recognised that there may be some specialist coursework or assessment types which cannot be submitted online, for example:

- presentations/exhibitions/installations
- in-class submissions including lab tests/phase tests
- physical artefacts

Further information around the submission of coursework online and other ways of submitting coursework can be found in [Theme 4 submission of Work](#) of Assessment Essentials.

Several case studies are included in the resources section which covers online submission in practice.

7.2 Online Submission - Portfolios

PebblePad can be used to supplement and enhance the functionality of required Blackboard module sites where there are sound educational reasons/benefits. PebblePad should be integrated with Blackboard for the submission of any coursework to ensure marks and feedback are linked with the Blackboard Grade Centre.

For more information on what tools are being used for portfolios in your faculty, and to discuss what may be best for your requirements, please contact your [Faculty TEL contacts](#).

For further information and resources around portfolios, please refer to [Theme 4 Portfolios](#) in Assessment Essentials.

7.3 Online Submission – UG/PG Dissertations/Final Year Projects

UG and PG students should be given the opportunity to submit their text based dissertations/final year projects to Turnitin for formative purposes and a final summative submission to Turnitin.

If there is a requirement to submit a bound copy of the final summative submission, course teams will decide if an online final submission is also required to be submitted to Blackboard.

7.4 Giving instructions to Students

Students must submit coursework for assessment as stipulated by the Module Leader.

It must be clearly articulated to students how submission is to be made online or via another method.

Whichever method of submission of coursework for assessment is stipulated, the deadline date and time must be clearly articulated to students via their Assessment Statement in Assessment Scheduler.

It is recommended that the time set for submission is such that staff are available should any technical difficulties be encountered or students require access to support services regarding their submission. It is suggested that deadlines should be set between 9.30am and 3.30pm local time, Monday to Friday (there should be no weekend deadlines or deadlines set for when the University is closed).

'Guidance for students when submitting work online' can be found in [Theme 4 submission of Work](#) within Assessment Essentials. These instructions can easily be embedded into the Assessment Content Area of your Blackboard site.

7.5 Group Assessment Submission

Module Leaders should specify to students that when submitting group assessments they should be submitted by one member of the group (all group members will receive acknowledgment of the submission if work is submitted via Blackboard).

7.6 Submission Arrangements

Module leaders are responsible for providing students with clear guidance on how submission points operate.

The University default configurations on Blackboard for 2016/17 are listed below. However, these will vary in each Faculty for 2016/17 where different settings have been configured locally. Each Faculty must agree and communicate their default position on Blackboard regarding the number of submission attempts and which submission attempt will be classed as the final attempt (where relevant), as well as how extensions, extended deadlines and in-module retrieval attempts will be managed.

University default configurations on Blackboard for 2016/17 are:

- two submission attempts, the second attempt to be used in case of emergency, and
- submission points remain open for 25 working days/5 weeks after the published deadline date to align with the maximum time allowed for extensions.

Each faculty will evaluate and report the impact of their arrangements on the student experience and process efficiency throughout the 2016/17 academic year to the Assessment Journey Programme. A review of operation will inform the recommendation regarding the most appropriate University default position for the 2017/18 academic year onwards.

It should be noted that Turnitin requires a separate submission point from the Blackboard summative assessment submission point. Module Leaders must clearly state to students how to submit to Turnitin and how to submit to the assignment submission point. **Submission to Turnitin only is not classed as a valid attempt** and will not be marked as a summative assessment.

7.7 Large Files and Media Submissions

Please refer to the following document for [Best practice for managing large files](#). The document is written for academic staff who are setting assessment tasks that require students to submit work in media-based formats with a file size that exceeds 250MB.

7.8 Receipting

Students receive an electronic receipt for all worked submitted online. At present, the current arrangements around receiving and receipting any assessments that are not submitted through Blackboard will continue.

7.9 When Systems are Offline

In the event of electronic systems becoming unavailable, business contingency plans are in place to address the management of online submissions and online feedback. A Business Contingency document is to follow.

7.10 Originality Checking/Turnitin

It is recommended that all text-based submissions undergo originality checking through Turnitin.

The main value of Turnitin lies in its use as a formative educational tool to help raise awareness and educate students about plagiarism, and to provide a source of formative feedback on their writing. Turnitin is a text-matching service integrated with Blackboard and provides feedback about the originality of student work. Originality reports show the percentage of a submission that matches other sources, including the internet, a range of electronic journals and its database of existing student papers from subscribing UK institutions. Use of originality checking can maximise the potential for students to improve their academic writing and referencing skills whilst enabling academics to objectively assess the proportion of a student's work that is original and identify possible plagiarism and collusion.

Summative Use of Turnitin

Final online summative text-based submissions that undergo originality checking through the University's agreed online originality checking software Turnitin, ensures a comprehensive, consistent and robust approach across the University for detecting and deterring plagiarism.

Turnitin requires a separate submission point from the Blackboard summative assessment submission point. Module Leaders must clearly state to students how to submit to Turnitin and how to submit to the assignment submission point. **Submission to Turnitin only is not classed as a valid attempt** and will not be marked as a summative assessment.

Turnitin will not recognise different student contributors within a group submission, and only the submitter will receive confirmation and have access to the originality report.

Turnitin examines the originality of student work submitted in a variety of formats including Word, PDF, Excel or PowerPoint.

It is recommended that separate submission points are set up for formative and summative submissions to Turnitin. The submission limit to Turnitin is 20MB or 400 pages.

Formative Use of Turnitin

The number of attempts allowed to Turnitin is to be defined by the Module Leader, subject to faculty policy. It is considered good practice to encourage students to submit draft work on one or more occasions to help them develop their own academic writing and referencing skills and reduce the number of incidents of plagiarism in summative work.

The originality report can be viewed by students to see if they've cited sources correctly. The student can use the report to identify and make any necessary changes to their work before final submission.

It is recommended that separate submission points are set up for formative and summative submissions to Turnitin. The submission limit to Turnitin is 20MB or 400 pages.

The University believes strongly in the importance of academic integrity and supports the development of good academic practice. As such it takes breaches of academic conduct very seriously and all allegations of academic misconduct are investigated according to the [Academic Misconduct Policy](#). These are applied with full regard to the principles of equity and fairness.

For further information and resources around the use of summative and formative originality checking, please refer to [Theme 4 Originality Checking](#) within Assessment Essentials.

'Guidance for students when submitting to Turnitin and accessing originality reports' can be found in [Theme 4 Originality Checking](#) within Assessment Essentials. These instructions can easily be embedded into the Assessment Content Area of your Blackboard site.

8. Assessment which does not follow the arrangements for examinations and coursework submission, or coursework submitted after the deadline date and time, will not be accepted as a valid attempt and will receive a zero mark.

8.1 File Formats

Module Leaders are responsible for stipulating how work is presented for online submission (e.g. font size, word limits, electronic file type, etc) for each assessment task. This must be clearly articulated to students in the module assessment brief published via the module guide and on the Blackboard module site.

Where the module leader has stipulated that the student should submit their assessment via Blackboard and the student submits their assessment via an alternative method, this will not be classed as a valid attempt and will receive a zero mark. The assessment task will be referred (if at first submission) or failed (if at referral submission).

Blackboard places no restrictions on the file formats that students can submit therefore it is important that the acceptable and accessible file formats are clearly stated. This is to ensure that students only submit formats that the markers are able to open, e.g. formats support by the University's provided software.

Please note that the inline marking tools e.g. crocodoc accept a range of file formats but are restricted to Word (doc & docx), Excel (xls & xlsx), Powerpoint (ppt & pptx) or PDF.

Sheffield Hallam University has subscribed to Microsoft Office 365 as a University, providing Microsoft Office to all staff and students **free of charge**. This means staff and students have access to the latest version of the full Office productivity suite (including Word, Excel, PowerPoint, OneNote and more) available for offline and online use.

For more information, please visit <https://go.shu.ac.uk/office365>

Please note that if you are using the Print to Mark service, this does not accept Open Office and mac OSX files such as Pages, Numbers and Keynote.

It is considered good practice for each course/department to agree a consistent approach to assessment format where possible.

Students must take reasonable steps to:

- adhere to the required format as stipulated by the Module Leader
- submit legible assessment

- submit accessible work, ie. not password protected and not corrupt files

Assessment not submitted in the specified format will not be classed as a valid attempt and will receive a zero mark. The assessment task will be referred (if at first submission) or failed (if at referral submission).

8.2 Late Submission of Coursework

The University provides students with an Assessment Statement for each year of their course at the start of the academic year. This states what assessment tasks need to be completed and what the submission deadlines are. It is intended that this helps students to manage their time and plan carefully to meet all assessment submission deadlines.

Any unauthorised late submission of work after the published deadline date and time will not be classed as a valid attempt and will receive a zero mark. The assessment task will be referred (if at first submission) or failed (if at referral submission).

8.3 Extenuating Circumstances

The University recognises that there will be times when students experience unexpected and unanticipated difficulties which adversely impact on their studies and their ability to complete assessments. The [Extenuating Circumstances Policy and Procedure](#) (ECPP) is intended to support these students (refer to Annex 3 of the ECPP for 'Requesting to repeat an attempt at an assessment task').

Module leaders will be notified of those students who have an approved coursework extension via the [Extenuating Circumstances Policy and Procedure](#) (ECPP) (refer to Annex 1 of the ECPP for 'Requesting an extension to a coursework submission deadline').

Module leaders are responsible for allocating a mark of zero to assessment submitted beyond the deadline date without an approved extension.

Please note that extensions **cannot be** applied to sub tasks.

8.4 Legibility

Students are responsible for ensuring that all assessment is presented in a legible form.

Coursework

Students are normally expected to submit coursework in a typewritten, word-processed or a legible handwritten format. If a student submits a piece of coursework which is illegible, they are required to transcribe the work prior to it being marked. This must be completed under supervision. The student must be formally warned in writing that it is their responsibility to submit work in a legible form and any subsequent pieces of illegible work will not be classed as a valid attempt and will receive a zero mark. The assessment task will be referred (if at first submission) or failed (if at referral submission).

Examination scripts

Likewise students are expected to write examination scripts in a legible form. If an examination script is illegible or difficult to read and the student has not already been formally warned about legibility, the student is required to transcribe the script prior to marking. This must be conducted under supervision. The student must be formally warned in writing that it is their responsibility to submit work in a legible form and any subsequent pieces of illegible work will not be classed as a valid attempt and will receive a zero mark. The assessment task will be referred (if at first submission) or failed (if at referral submission).

8.5 Loss of student assessment

Staff are responsible for taking proper care of students' assessment material. It is recognised that there may be exceptional circumstances in which assessment material is lost or damaged whilst it is in the possession of the University which prevents or impedes the usual assessment process.

Information on how to manage these circumstances is available at [Loss of Students' Assessment Material](#)

9. Feedback and provisional marks/grades on each coursework assessment task will be made available to students online, through Blackboard.

9.1 Feedback

Online feedback will be provided to levels 3, 4 and 7 students across the University from academic year 2016/17 and for all other levels from 2017/18. This includes all coursework irrespective of which method of submission/presentation has been used.

An electronic record of feedback provides improved clarity, addressing legibility of handwritten feedback. Consistency as well as the security and convenience of the medium also provide benefits to students in addition to having access to all feedback for a course online and in one place.

An electronic record of feedback should be uploaded to Blackboard Grade Centre. Various methods and tools can be used to facilitate electronic feedback and guidance on these can be found in Assessment Essentials. This electronic feedback may be supplemented by face-to-face meetings with students and return of annotated scripts where appropriate to the discipline. It is not the intention that a scanned record of handwritten feedback is used as this may not address the issue of legibility raised by students.

9.2 Feedback Design

Please refer to [Theme 5 Feedback on Assessment](#) for a range of support and guidance around online feedback methods together with an interactive PowerPoint presentation in the Resources section (Electronic Feedback Guide) which takes you through the various electronic feedback methods and tools you can use to facilitate your online feedback.

Several case studies are included in the resources section which covers online feedback in practice.

Please refer to the [Design with on-line in mind](#) guidance document and [Framework for Feedback on Assessment](#) for further reference.

9.3 Coursework Feedback - Large Files

When producing your feedback files, please refer to the following document for [Best practice for managing large files](#). The document is written for academic staff who are producing feedback files in media-based formats with a file size that exceeds 250MB.

9.4 Retention of Feedback

All Blackboard module sites remain active while there are students enrolled on the site. Once there are no students enrolled on the module site, the site is automatically archived for a minimum period of 24 months and then manually deleted. During that time a ticket can be submitted via IT Help for the module site to be made available again.

9.5 When systems are offline

In the event of electronic systems becoming unavailable, business contingency plans are in place to address the management of online submissions and online feedback. A Business Contingency document is to follow.

9.6 Provisional Marks

Grade Centre is used to record students' marks online and display provisional marks to students. Instructions on how to set up the Grade Centre for your Blackboard module site are available via the [TEL self help guides](#) on shuspace.

Please note that marks and feedback for students' work that cannot be submitted online, e.g. presentations or artefacts, should still be added to Blackboard. You can do this using a [standard column](#) in Grade Centre.

Please follow the instructions below to enter provisional marks and feedback in Grade Centre. [Instructions](#)

For further guidance around entering marks online, marking deadlines and missing marks, please refer to [Theme 6 Recording Marks](#)

10. One-to-one feedback on examinations is made available to students on request as well as one additional method of feedback to fit with teaching practice. For final year students in their final semester, only one-to-one feedback will be made available on request.

10.1 Feedback on Exams

The University wishes to ensure that students receive adequate preparation for examinations including resits.

Module Leaders are responsible for facilitating one-to-one feedback to students on their request. It should be noted that exam scripts cannot be retained by students, but the content of the script and tutor feedback comments can be used to facilitate feedback.

Students are responsible for contacting their Module Leader to request exam feedback (normally within 3 months of sitting the exam).

From 2016/17 onwards, in addition to the above, module/course teams will also provide one additional type of examination feedback, as appropriate, to fit with teaching practice. This may be one of the following:

- electronic generic feedback (via VLE) to a cohort on strengths and weakness of individual questions or the exam in general
- drop-in post exam session for feed-forward at the end of a semester or at the start of next semester
- individual electronic feedback - assessment grid for all students
- individual electronic feedback - written to all students
- model answers, where applicable/appropriate

For final year students in their final semester, only one-to-one feedback will be given on request, with priority being given to those students undertaking resits.

Examination marks are normally given within 3 working weeks (excluding student vacation periods, i.e. Christmas, Easter and summer breaks).

Provisional examination marks should be included in Blackboard's grade centre and passed to Student Administration to be processed in SITS and ratified through the assessment boards. SITS (via My Student Record) is the only place for students to access their **full mark profile** across all modules studied. These marks remain provisional until the assessment boards have taken place and the marks are confirmed.

For further information around feedback on exams please refer to [Theme 5 Feedback on Assessment](#) (see *Feedback on Exams*) within Assessment Essentials.

11. All feedback will be given within a norm of three working weeks from the date of assessment.

11.1 Feedback Timeframe - Coursework

Feedback to students is normally given within 3 working weeks of the coursework submission deadline (excluding student vacation periods, i.e. Christmas, Easter and summer breaks). The University recognises that there are exceptional situations in which the 3 week turnaround is not possible due to externally imposed constraints. Exceptions may be made through discussion with Faculty Assistant Deans for Academic Development.

Feedback to students should be given in time to inform subsequent and related coursework and examination assessments.

11.2 Feedback Timeframe - Examinations

Feedback to students should be given in time to inform subsequent and related coursework and examination assessments.

Please refer to the [Framework for Feedback on Assessment](#).

Further information relating to turnaround times can be found in [Theme 5 Feedback on Assessment](#) under 'Resources' in Assessment Essentials. 'Achieving the 3 week turnaround' document addresses the challenges and emerging good practice of returning feedback within three weeks.

'Guidance for students when accessing grades and feedback' can be found in [Theme 7 Returning Marks/Feedback](#) within Assessment Essentials. These instructions can easily be embedded into the Assessment Content Area of your Blackboard site.

12. Anonymous marking applies to examinations. Anonymity applies to the marking process only.

12.1 Anonymous marking

Currently, the University operates anonymous marking for examinations only. Anonymity applies to the marking process only.

At this stage, the policy has not extended to coursework but a tool is available within Blackboard to assist academics with anonymous marking (within certain constraints). Currently anonymous marking is an option for module leaders but clarity around the approach taken to marking must be published to students at the start of a module.

13. All assessed work is subject to the University's [Policy for the Verification of Assessment and Standardisation and Moderation of Marking](#).

13.1 Verification

Verification ensures that the form and content of assessment tasks and briefs are appropriate, fair and valid in terms of standards, are fit for purpose, will effectively assess the achievement of learning outcomes and present an appropriate level of challenge to students.

For further details see [Theme 1 Verification/Moderation](#) within Assessment Essentials

13.2 Standardisation/Moderation of Marking

Standardisation / Moderation is employed to ensure that academic standards are appropriate, that marking is consistent across a marking team and is regulated within agreed norms or against

predetermined marking criteria across a module/course. It also ensures that the assessment outcomes for students are fair and reliable. It is undertaken internally and externally.

For further details see [Theme 5 Internal and External Moderation](#) within Assessment Essentials

14. All marks and results are provisional until they are ratified by the appropriate assessment board in accordance with the Departmental Assessment Board Policy and published via My Student Record.

14.1 Ratified Marks/Departmental Assessment Board

Departmental Assessment Boards are where marks are ratified prior to the publication of final results to students. Please refer to the current policy and procedures:

[Departmental Assessment Board Policy](#)
[Departmental Assessment Board Procedures](#)

For further information around entering and releasing marks and feedback to students within the required timescales, please refer to [Theme 7 Returning Marks and Feedback](#) within Assessment Essentials.

For further information around Assessment Boards, please refer to [Theme 8 Board Guidance](#) within Assessment Essentials for the current policy, procedures and schedules, together with guidance for boards' chairs, members and external examiners.

14.2 Referral/Deferral

Faculties are responsible for ensuring that all reassessment instruments are published to students in a timely and consistent fashion.

Module leaders will normally set referral/deferral tasks at the same time as setting the first sit tasks, prior to release to students at the start of teaching. Reassessment of work is undertaken on a task-for-task basis.

Referrals

Following referral, the assessment task will be capped at 40% (50% for level 7 modules). For all modules referral will be on a **'task for task'** basis:

- A new piece of work for each individual assessment task where there is a mark of below 40% (50% for level 7 modules), and where the overall module mark of 40% (50% for level 7 modules) has not been achieved.
- The referral should normally be in the same form and content as the initial assessment task and normally a new piece of work should be set, except for an individual project or dissertation. Where variation is necessary (eg. where the initial assessment required use of facilities which are not currently available) this should be clearly noted during internal and external moderation of assessment instruments. The alternative assessment must be of the same rigour and standard as the original assessment.
- The student should take all assessment tasks with a mark below 40% (50% for level 7 modules) if an overall module mark of 40% (50% for level 7 modules) has not been achieved, and the student **must** take all assessment tasks where they did not make a valid attempt at the first opportunity.
- Where reassessment is taken, the best mark is used to calculate the overall module result.

- Where reassessment is not taken, a mark of zero will be recorded but the previous mark will be used to calculate the overall module result. Following referral the assessment task will be capped at 40% (50% for level 7 modules).

Deferrals

If an extenuating circumstances panel agrees that a student's circumstances are valid and acceptable, the student will be given a deferral in the assessment task that the student claimed to be affected when the student has:-

- not achieved 40% (50% for level 7 modules) in the module overall, or not made a valid attempt in the task affected.

Deferred assessment is always task for task and should normally be in the same form and content as the initial assessment task and normally a different assessment task would be set, except for dissertations or individual projects. Where variation is necessary (eg. where the initial assessment required use of facilities which are not currently available) this should be approved by the relevant Departmental Assessment Board. The alternative assessment must be of the same rigour and standard as the original assessment. This also applies to deferral against a referred attempt.

Extenuating circumstances will only be considered at assessment task level not sub-task level (i.e. not against an individual experiment in a collection of smaller sub-tasks, but rather the whole set). Exceptional extension requests should be used (where appropriate) where a student is unable to take an assessment task due to a valid and acceptable reason.

Extenuating circumstances cannot be submitted for in-module retrieval; exceptional extension requests may be used where appropriate.

14.3 Continuing Reassessment

At the Reassessment Board, if the student has not had all the normal opportunities for first sit, referral and / or deferral because of extenuating circumstances accepted by the University or if the student has to rework some assessment due to academic misconduct, then they will be given 'continued reassessment' in the module. The module leader will then need to prepare an assessment task for these students.

For further information on referral/deferral assessment and continuing reassessment, please refer to [Theme 2 Setting - Step by Step](#) (see *Reassessment*) within Assessment Essentials.

14.4 Sub Task Reassessment

The reassessment of a task which consists of sub-tasks must be clearly articulated to students. Two methods of reassessment are possible, the over-riding principle being that students must be given an opportunity to demonstrate achievement of the learning outcomes:

- Sub-task for sub-task reassessment - this may not be a viable option for some sub-task assessments, such as weekly lab tests. A reassessment brief for each sub-task would need to be produced.
- Task reassessment package - one reassessment package would need to be produced.

For further information on setting sub tasks, please refer to [Theme 2 Key Considerations](#) (see *Setting sub tasks for skills assessment*) within Assessment Essentials.

14.5 Reflecting and Reviewing

Within [Theme 9 Reflecting and Reviewing](#) you will find guidance around how staff can reflect on and review the assessment experience and delivery through the annual review process which operates at module and course level.

The resources within this theme provide clear guidance to staff around how feedback from various sources can be used to inform future design and delivery of assessment.

Version 1 published May 2016	
Version 2 published July 2016	7.6 - Revision to submission arrangements 10.1 - Clarification regarding publication of exam marks in BB
Version 3 published September 2016	7.6 - Rewording of section, hyperlinks updated
Version 4 published November 2016	9.1 - Addition of final sentence 14.2 - Clarification that any variation to the original piece of assessment must be of the same standard as the original assessment