

Principles and Procedures for Assessment

This document should be read in conjunction with the [Policy for Assessment](#).

These principles and procedures relate to summative assessment only and provide a more detailed operational guide on how to implement the summative assessment policy statements.

This document provides links to information and case studies through [Assessment Essentials](#) and other documents 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](#); [Policy for the Verification of Assessment and Standardisation and Moderation of Marking](#); And with reference to the [University Grade Descriptors](#).

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:

- [Transforming Lives Strategy](#)
- [Group Work Principles](#)
- [Framework for Feedback on Assessment](#)
- [In-Module Retrieval](#)

Please refer to [Theme 1 specifying](#) and [Theme 2 setting](#) for additional internal and external resources to assist you with module and course design.

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 the College as well as university approval, based on a sound rationale and evidence from the PSRB. Further information exemptions can be found on the [Assessment, Progressions and Awards webpage](#).

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 meets the minimum pass mark (40%, or 50% for level 7 modules). Pass/fail tasks are not appropriate in the standard assessment model.

Exemptions to standard assessment model: These modules can require a task to be passed at the minimum pass mark 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 online in mind'

The University has adopted an online model where the student learning and assessment experience is enhanced through the appropriate use of technologies. A guidance document ([Design with online in mind](#)) 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.

1.4 Verification of Assessment tasks

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

1.5 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

2. To avoid over assessment, courses should limit the number of summative assessment tasks to the minimum required to assess student achievement against course level learning outcomes. This should not normally be more than two summative assessment tasks per 20 credit module.

2.1 Summative Assessment Tasks

In order to ensure that students and staff are not overburdened with assessment, guidance on the normal loading of assessment is as follows:

- 12 assessment tasks across 120 credits at UG level
- 18 assessment tasks across 180 credits at PG level
- two assessment tasks per 15 credit PG module and 20 credit UG module

An assessment task is an individual piece of assessed work, e.g. an essay, an examination, a presentation. The mark for each assessment task is recorded and entered into the corporate student information system in order to produce assessment reports for use at the Departmental Assessment Boards. Ancillary assessment regulations and policies such as 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](#).

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 College. Sub-task marks are recorded and managed locally by Module Leaders. The formal University regulations governing extensions, in-module retrieval, 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](#).

2.3 Assessment Tariff

The University actively encourages the use of a balanced range of assessment methods that provide students with opportunities to demonstrate course level learning outcomes. The choice and design of assessment is at the discretion of the course team.

Whilst there may be differences in the range and frequency of assessment due to the nature of the subject being taught, the volume of assessment within a module should take into consideration a student's assessment load across a course to help ensure that students are not overburdened with assessment. Academic staff should also take into consideration the impact on marking and feedback turnaround deadlines when deciding on appropriate assessment amount and methods.

The University has in place an Assessment Tariff to help guide staff when designing or re-designing assessment with the aim of a broad comparability of summative assessment loads across modules that have the same credit weighting. Formative assessment must also be taken into consideration when determining the assessment package and students' assessment load.

The tariff outlines the typical amount of summative assessment for standard modules (UG 20 credit module/PG 15 credit module). Lesser assessment loads should also be considered. The tariff can be scaled up or down for modules of different credit values, however it should not necessarily be a simple multiplication, i.e. a 60 credit module should not necessarily contain three times the volume of assessment. When considering the tariff, course teams are also advised to consider module assessments in the context of demonstrating course learning outcomes.

Professional, Statutory and Regulatory Body (PSRB) requirements take precedence over the stated tariffs. Should a subject area develop their own tariff, this must be made available to staff and students, and shared with Student Policy and Compliance.

Maximum length per standard module (UG 20 credit/PG 15 credit)

Written¹	<i>(To note – the total maximum combined word count for all assessment tasks in a module is 4,000 words)</i>
<i>Proportion of module assessment</i>	
71-100%	Up to 4,000 words
51-70%	Up to 2,800 words
50% and under	Up to 2,000 words

Examination²	<i>(To note – the total maximum combined duration for exams is 3 hours)</i>
<i>Proportion of module assessment</i>	
71-100%	Up to 3 hours
51-70%	Up to 2 hours
50% and under	Up to 1 hour

¹ Includes: essay, literature review, report, creative writing, research proposal, portfolio, lab report, case study, reflective journal, field work report, annotated bibliography

² Includes: open or closed book, in-class tests phase tests

Note: A 20 credit module with a combination of examination and another assessment type should work to equivalence. For example, 70% coursework at 2,800 words and 30% exam at 1 hour (this represents the maximum and as such could be less in magnitude should the module and course team feel appropriate).

Oral presentations: the minimum amount of time in which a student can successfully cover the content should not normally be less than 5 minutes, and should not normally exceed 20 minutes. Additional time may be required to encompass any time for questions. Group presentations may be slightly longer than individual presentations, but would rarely exceed 25-30 minutes.

Group work: the length of a group assessment should not be a multiple of the suggested individual assessment length. Instead, course teams should consider an appropriate length or duration that may be marginally higher (max. 20%) than the tariffs stated above reflecting the shared input. Course teams are reminded of the [Group Work Principles](#) which include recognising through the assessment an individual student's contribution to group work.

2.4 Word Limits

It is recognised that there are many forms of written assessment tasks being set for students. However, the word guidance provided above sets the maximum word count limit for all assessment tasks provided to students. Word guidance provide a clear steer to students of the number of words that are expected to answer a question appropriately.

Where a word limit is set (this would be +/- 10% of the given word limit) and penalties applied (for example, only content up to the maximum word limit is marked), 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.

Assessment task magnitude (e.g. word count, duration, number of pages, etc) should be provided to students for all assessment tasks. At validation and duration modifications, assessment packages will be reviewed in terms of both the number of assessment tasks and their magnitude.

2.5 In-Module Retrieval

In-module retrieval (IMR) refers to a feature of a module's assessment design whereby students achieving below the minimum pass mark 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 Departmental Assessment Board. For information on how IMR is managed, see [In Module Retrieval staff guidance](#). Information for students is available on [Assessment 4 Students](#), under Section 4 Marks and Feedback, Reassessment.

It is mandatory to make IMR available to students in all Foundation level and level 4 modules, for at least one assessment task, normally the first task which carries a substantial weighting. IMR is optional but encouraged at other levels. Departmental Boards will approve any requests for a Foundation level or level 4 module to not permit IMR.

It must be clearly articulated to students where IMR is available for an assessment task. This will be via the Blackboard site for the module, the course handbook or via the assessment brief. The primary method for IMR submissions is to submit to the first sit summative submission point in Blackboard.

For further information on the IMR please refer to [Theme 2 Key Considerations](#).

2.6 Non Assessed Requirements

It may be stipulated for some modules that students have to do something in order to undertake assessment on a module, e.g. attendance at a health and safety briefing in order to access laboratories, completion of 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. This may also include the provision of an Alternative Form of Assessment for examinations where their disability prevents them from sitting formal timed assessments.

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](#).

4. Coursework submission dates will be published to students 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.

Course teams are responsible for avoiding assessment bunching by checking the submission dates for all modules on a course and, where necessary, agreeing alternative submission dates with module leaders. The [assessment bunching report](#) can be used to facilitate this check.

The [Threshold Standards for Supporting Learning with Technology Policy](#) identifies good practice relating to providing students with information on their Assessment Statement.

For more details on Assessment Statements please refer to [Theme 2 Setting - Step by Step](#).

5. Assessment criteria and arrangements for coursework submission will be published to students at the start of each module and explained to students in scheduled teaching sessions and via a screencast or equivalent accessible medium.

5.1 Assessment Criteria 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 or module Blackboard sites.

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

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](#) which includes:

- Information regarding the examination paper process
- Examination paper templates
- Instructions on how to access examination timetables via MyTimetable
- Important information to consider when advising students about examinations
- Academic staff responsibilities during examination periods
- Examination key dates

The [Examination Conduct Policy](#) details information which examination candidates need to be aware of before, during and after an examination.

Further information on examinations can also be found in [Theme 4 Examinations](#).

7. Coursework will be submitted online where possible, through Blackboard, by the published deadline date and time. Feedback and provisional marks/grades on each coursework assessment task will be made available to students online, through Blackboard.

7.1 Online Submission of Coursework

Online submission is the norm across the University for all levels of study. 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
- some types of large files (those over 250 MB) (although media based files up to 2GB can be uploaded to the media server via Blackboard)
- some dissertations/theses

Further information around the submission of coursework online and other ways of submitting coursework can be found in [Theme 4 submission of Work](#). 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 are linked with the Blackboard Grade Centre. Feedback is accessed via PebblePad.

For more information on what tools are being used for portfolios in your College, and to discuss what may be best for your requirements, please contact your College TEL lead.

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

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

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 via 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 is stipulated, the deadline date and time must be clearly articulated to students via their Assessment Statement at the start of the year, as well as via Blackboard throughout the academic year.

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 3.00pm local time (local to the provider organisation), Monday to Friday (there should be no weekend deadlines or deadlines set for when the University is closed). The implications of setting a deadline on a Friday, or the working day prior to a University closure day, should be considered in relations to the ability to submit late coursework.

The standard deadline time for all Colleges is 3 pm.

'Guidance for students when submitting work online' can be found in [Theme 4 submission of Work](#). 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). Guidance on how to manage group assignments in Blackboard can be found [Theme 4 Submitting / Sitting in the submission of work section](#).

7.6 Submission Arrangements

Module leaders are responsible for providing students with clear guidance on how submission points operate. The University's submission model for online submission of work is that a single submission point is used for first sit assessments to allow submission of work up to the deadline as well as

submission of any late work or work with approved extensions, or to allow for in-module retrieval (where granted). More information can be found in [Theme 4 Submitting/Sitting in the Submission of work section](#).

7.6.1 Set up of submission points

Submission points will be created in Blackboard module sites for summative tasks and sub tasks (including non-electronic assessments) automatically. These will be created based on the assessment task information held in SITS including due date, task name and assessment type, as provided by the course/module teams.

Submission points will be set up in Blackboard in the following way:

- as individual submissions but can be modified to manage group submissions later if required.
- with unlimited submission attempts, allowing students to re-submit if there is a problem with their submission or there is a need to make changes
- to remain open for 7 calendar weeks (49 calendar days) after the published deadline date to allow for submission of late work, extensions or where in-module retrieval has been granted
- set as 'available' at the point of creation to allow information to be visible to the student in the Blackboard scheduling tools, the Blackboard Calendar and To Do list.

Turnitin, PebblePad and formative Blackboard submission points will not be automatically created.

A reassessment submission point will be automatically created in a separate hidden content area at the start of the academic year. This will not be available to students until the Module Leader makes it available closer to the time of reassessment. Module Leaders will have the responsibility to make this available to students as appropriate.

7.6.2 Release of feedback

Once feedback for the main cohort is released, markers need to be aware that any further feedback created after this point will be immediately available to students i.e. for those students with extensions or IMR. To control the release of feedback, staff can use the '[save as draft](#)' functionality which allows online feedback to be published to the student at a chosen date and time.

7.6.3 Capping Report

The capping report can be used to identify work that has been submitted:

- on time, before the deadline (marked as normal)
- after the original deadline but within an approved extension (marked as normal)
- after an agreed deadline but within 24 hours (capped at pass mark)
- late (zero mark)

The report will identify the correct scenario (from above) for each piece of work and confirm the appropriate marking approach to be applied e.g. cap at pass mark, full mark or zero mark. The capping report is available on the [University Reporting Portal](#). Guidance covering how the report should be used, what it includes and common issues and solutions is available alongside the report.

The capping report is not able to identify work where in-module retrieval (IMR) has been granted by the Module Leader as this data is not currently held in our systems. As such, Module Leaders should manage local records of students making use of IMR and ensure the appropriate mark is applied.

7.6.5 Exception to the University model of a single submission point

Where exception from the University's model is deemed to be absolutely necessary, additional Blackboard submission points can be created and used by the module team. This may be practical where there are large cohorts, or large marking teams, or where specific management of IMR is required. Agreement to do this should be sought from your College assessment lead.

Alternative models such as the use of different submission points or adaptive release to manage the different extension periods, late submissions and IMR have been considered to ensure that the implications of their use is fully understood. Whilst there are potential benefits around controlled release of marks and feedback to students, consideration of the implications of using any alternative model is needed as they will:

- require significant set up and management
- mean that the mark guidance column on the marking report that determines whether a task should be fully marked or capped cannot be populated and so this will have to be managed manually
- require a decision in College about who manages this.

Further detail on these models and the implication of using these can be found in [Theme 4 Submitting/Sitting in the Submission of work section](#).

A single list of task marks will still be required when marks are provided to Student Administration.

7.7 Large Files and Media Submissions

Large files: any non-media files exceeding 250 MB in size or media exceeding 2 GB in size can be submitted either physically on flash drives or disk, or submitted electronically via alternative mechanisms including third party cloud-based solutions (e.g. Dropbox) or the University's Q Drive.

Media submissions: any media-based file (audio/video) not exceeding 2 GB in size should be submitted to the integrated Media server via the standard Blackboard submission point. Media based files under 250 MB can be submitted either to Blackboard or Medial.

Please refer to this article on [managing file size when submitting online](#). This article provides guidance on how to manage the size of files and should be provided to students to help make files more manageable and smaller in size. The document is written for academic staff who are setting assessment tasks that require students to submit work with a file size that exceeds 250MB.

7.8 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.

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 tool in Blackboard, Box View is restricted to Word (doc & docx), Excel (xls & xlsx), PowerPoint (ppt & pptx) or PDF.

Sheffield Hallam University has subscribed to Microsoft Office 365, 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. Documents containing mathematical notation should be saved in PDF format before being submitted for Print to Mark

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, i.e. not password protected and not corrupt files.

7.9 Receipting

Students receive an electronic receipt from Blackboard for all work submitted online. Physical work can also be receipted by helpdesks or in class by tutors where determined by the Module Leader. This will generate an electronic receipt for the student and an attempt is recorded in a Grade Centre column, enabling feedback to be provided.

For assessment types such as presentations, Module Leaders will have a choice in how they wish this to work and will need to confirm this when validating their assessment data to enable a submission point that allows for receipting to be set up.

7.10 When Systems are Offline

Should Blackboard be unavailable for the submission of student work, or marking or provision of feedback by academic staff, a business contingency plan will take effect. Details on the agreed processes can be found in [Theme 4 submission of Work in the supporting information section](#).

7.11 Originality Checking/Turnitin

Turnitin is a text-matching service integrated with Blackboard. Originality reports generated by Turnitin show the percentage of a text-based submission that matches other sources, including the internet, a range of electronic journals and its database of existing student papers from subscribing UK institutions. 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.

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 or collusion.

a) Turnitin and Summative Assessments

Where text-matching of summative work is required to support a judgement on the originality of the work, staff may choose to either:

Option 1. Require students to submit only to the Blackboard Assignment submission point for the task or sub-task. Students will not be responsible for uploading work to Turnitin. After submission, staff will upload all, suspect pieces or a banded sample of work using a Turnitin Assignment which **MUST NOT** be visible to students. Tools to support the batch download/upload of student work from Blackboard to Turnitin are available.

Option 2. Require students to submit to the Blackboard Assignment submission point for the task or sub-task **AND** upload the same work to Turnitin. Where used for the upload of summative work, Turnitin **MUST** mirror the settings for Blackboard Assignment submission points (i.e. to allow unlimited submissions until the deadline and be available 7 calendar weeks or 49 days after the deadline). However, it must be clearly distinguished that it is not the official submission point.

College positions for text-matching of summative work are shown below:

- College of Business Technology and Engineering: Option 2
- College of Social Sciences and Arts: Option 1
- College of Health, Wellbeing and Life Sciences: Option 1

Where it is the responsibility of the student to upload work to Turnitin as well as submit to the Blackboard Assignment submission point (i.e. Option 2), students MUST be informed:

- Whether they have a single or unlimited opportunity to upload work
- When originality reports will be generated
- Where there is an unlimited opportunity to upload work to Turnitin, the first four times that a student uploads a file, the originality report will start to be generated immediately. Any files uploaded afterwards (fifth and onwards) will be subject to a 24-hour delay before the report starts generating

A single Turnitin Assignment may be used to provide both the final summative originality report for staff as well as the formative opportunity for students. In this situation, it is the responsibility of the student to ensure that they allow sufficient time between uploading formative drafts of their work and the deadline for final submission via Blackboard, to enable an originality report to generate, and an opportunity for them to make any changes to their final work.

b) Formative use of Turnitin

Where Turnitin will be used to support the judgement on the originality of summative work, students MUST be offered a formative opportunity to upload draft work to Turnitin and make use of their originality report prior to submission of their final work. Guidance is available in [Assessment4Students](#) in understanding Turnitin originality reports.

Where used for the upload of formative work, the upload link for Turnitin should include the word(s) 'draft' or 'NOT final' in the name and must not contain any reference to 'submit' or 'submission'; the use of the term 'formative' alone may not be clearly understood by students.

For further guidance about the use of summative and formative text-matching, and the setting up and managing of Turnitin please refer to [Theme 4 Originality Checking](#).

7.12 When there are technical or user-error issues with submission

We expect students to take all reasonable steps to adhere to University submission arrangements and instructions for individual submissions. However, there could be occasions where there is a technical or user-error issue with a student's online submission. The general position in these circumstances is to find in favour of the student and aim to have a consistent approach which is not punitive towards the student. A judgement on the appropriate action (guidance on action below) should be made on the basis of:-

- how clear the instructions are which have been provided to the student regarding how to submit
- whether the student concerned has a disability which may affect their ability to follow written instructions
- whether the student has been advised previously about incorrect submission attempts.

<i>Issue</i>	<i>Guidance</i>
File submitted to the wrong place, e.g. another Blackboard submission point, another Blackboard site, to Turnitin only.	<p>Work should be accepted and marked. Module Leader to check that instructions for submission are clear.</p> <p>Student should be emailed to tell them:-</p> <ul style="list-style-type: none"> • what has happened • that their submission will be accepted for marking • that there may be a delay and a slight difference in the format of the feedback • to ensure that work is submitted to the correct location next time.

	<p>It is recommended that the Module Leader downloads the work from the incorrect place and uploads it as feedback or in the instructor notes of the correct Grade Centre column. This means that the work would be accessible to External Examiners and would be archived in the usual way. Note it would not be possible to provide feedback on the work in the usual format.</p>
<p>File submitted to Blackboard but not uploaded to Turnitin.</p>	<p>Work should be accepted and marked. Module Leader to check that instructions for upload to Turnitin are clear. Module Leader can upload the file to Turnitin themselves, or upload only if they have concerns about the authorship or references.</p> <p>Student should be emailed to tell them:-</p> <ul style="list-style-type: none"> • what has happened • that their submission will be accepted for marking • to ensure that work is uploaded to Turnitin next time. <p>Should upload to Turnitin by the Module Leader reveal issues relating to academic conduct, the failure to upload should be noted to an Academic Conduct Panel of intention to deceive.</p>
<p>File is readable but is not in the format specified in the assessment brief.</p>	<p>Work should be accepted and marked. Module Leader to check that instructions for submission are clear.</p> <p>Student should be emailed to tell them:-</p> <ul style="list-style-type: none"> • what has happened • that their submission will be accepted for marking • that there may be a delay and a slight difference in the format of the feedback • to ensure that work is submitted in the correct format next time.
<p>File is unreadable, for instance due to:-</p> <ul style="list-style-type: none"> • File format is corrupt and cannot be opened and/or is unreadable. • A 0 bytes file has been uploaded (this could be due to using the Edge browser). Note this is less likely going forward due to introduction of pop up message warning students not to upload documents on this browser. • File is 'stuck' at Attempt in Progress rather than submitted. Note this is less likely going forward due to the 'save draft' option being removed for Blackboard submissions. 	<p>Module Leader to check that instructions for submission are clear.</p> <p>Student should be emailed (and telephoned if possible) to tell them:-</p> <ul style="list-style-type: none"> • what has happened • to submit the same, un-edited version of the file to the original submission point within 48 hours of the date of the email • that failure to submit the same file goes against the Academic Conduct Regulation and may constitute attempting to gain an unfair advantage • that anything submitted after the 48 hours will not be considered • that there may be a delay and a slight difference in the format of the feedback • to ensure that work is submitted in the correct format next time. <p>If the student submits the correct version within the 48 hours, it is reasonable to check the last edit date/time of the file to ensure</p>

	that it has not been edited since the original deadline. This ensures that the student has not had an unfair advantage over other students by continuing to work on the assessment past the original deadline date. Note that the Capping Report should be ignored for this submission and the full mark applied.
Latest attempt is clearly the wrong version (e.g. it's headed as a draft, it has track changes, it's written in note form, etc) AND there is an earlier version which looks more like the completed assignment	<p>It is expected that the latest attempt is the version which is marked.</p> <p>Where the latest attempt is clearly the wrong version and an earlier version looks more correct, it is recommended that the Module Leader marks whichever version looks most correct. Module Leader could contact the student to confirm if felt appropriate.</p> <p>No further submission attempts should be permitted.</p>

7.13 Feedback on Coursework

Online feedback will be provided to all levels of study. 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.

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](#).

7.14 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 online in mind](#) guidance document [and Framework for Feedback on Assessment](#) for further reference.

7.15 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 receive a zero mark.

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 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 receive a zero mark.

7.16 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](#).

7.17 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.

7.18 Provisional Marks

The Blackboard Grade Centre is used to record and display all provisional marks to students. Grade columns for all summative task and sub-tasks will also be created as part of the automated submission creation process in early September. This means that each submission point will have a corresponding grade column.

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 provisional marks and feedback for work that cannot be submitted online, e.g. presentations or artefacts, should still be recorded in Grade Centre.

Please follow the instructions below to enter provisional marks and feedback in Grade Centre.

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

8. Coursework submitted within one working day (i.e. 24 hours) after the deadline date and time without an authorised extension will receive a mark capped at the minimum pass mark. Coursework submitted over 24 hours late without an authorised extension, will be considered a non-submission.

8.1 Late Submission of Coursework

Coursework which is submitted within one working day of the deadline without an authorised extension will be considered a late submission and will be assessed as normal, but the mark will be capped at the minimum pass mark. Any coursework submitted more than one working day after the deadline without an authorised extension should not be marked, though (if feasible) feedback should be provided to the student.

One working day is defined as the same time as the original submission deadline on the next University working day.

The option to submit coursework within one working day of the submission deadline for a capped mark is available to all students. For clarity, this includes first attempt, reassessment (deferral and referral), retake, IMR, where extensions have been authorised and for coursework graded as Pass/Fail.

Late submission may not be possible on other assessments for sound practice or operational reasons, e.g. time bound assessments such as phase tests, presentations or where a blog/PebblePad portfolio has a fixed end edit date, early continuous reassessment for final year students where marking time is limited, or where the feedback has already been provided to the cohort. The Module Leader should make clear to students in advance where this is the case.

Coursework must be marked using the full mark range. The mark to be entered into the Grade Centre task column should be either the full uncapped mark or the capped minimum pass mark, whichever is the lower. The uncapped mark must be added in the instructor notes in Grade Centre. This is so that the uncapped mark is visible to the External Examiner.

Scenarios:

Submission deadline	Date and time actually submitted	Extension approved	What to do
15.00 on Tuesday	16.00 on Tuesday	No	This is a late submission. The student's work should be marked using the full mark scheme however the mark entered into the Grade Centre task column should not exceed the minimum pass mark.
15.00 on Tuesday	18.00 on Wednesday	No	You are not required to mark this coursework, though feedback to the student should be provided. A mark of 0 should be entered into the Grade Centre task column and the letters 'NS' into the relevant cell of the mark column to denote a non-submission.
15.00 on Tuesday	16.00 on Tuesday	Yes - permitted late submission	The coursework should be marked using the full mark scheme. No cap to the mark should be applied.
15.00 on Tuesday	14.00 on Tuesday + 1 week	Yes - 5 w/days	The student has submitted by their extended deadline and their work should be marked using the full mark scheme. No cap to the mark should be applied.
15.00 on Tuesday	16.00 on Tuesday + 1 week	Yes - 5 w/days	This is a late submission as the student has not submitted by their extended deadline. The student's work should be marked using the full mark scheme however the mark entered into the Grade Centre task column should not exceed the minimum pass mark.
15.00 on Tuesday	18.00 on Wednesday + 1 week	Yes - 5 days	You are not required to mark this coursework, though feedback to the student should be provided. A mark of 0 should be entered into the Grade Centre task column and the letters 'NS' into the relevant cell of the mark column to denote a non-submission.

8.2 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](#) is intended to support these students.

Module leaders will be notified of those students who have an approved coursework extension via the [Extenuating Circumstances Policy and Procedure](#).

Module leaders are responsible for allocating a mark of zero to assessment submitted beyond the late submission deadline date where there is not an approved extension.

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

9. All modules must include early assessment and feedback opportunities

9.1 Setting early formative assessments

Students should have an opportunity to complete formative assessment tasks early in the module. Formative assessment can be in the form of written coursework, phase test, group work or presentation, and may also include peer and self-assessment activities. Formative assessment should be in an appropriate format to enable students to fully understand what is required of them when they come to write or prepare for their summative assessment tasks, and seek support where necessary. Some formative tasks may contribute to the final summative submission.

9.2 Feedback for formative assessment

Feedback for formative feedback can be either written or given verbally to either individuals or groups. Feedback must give students a clear indication of any gaps in their approach to their assessment along with signposting to appropriate study skills support, where applicable.

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 aims to ensure that students receive adequate support when preparing for examinations, including any reassessments.

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.

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

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

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 reassessments.

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

Provisional examination marks should be included in Grade Centre and passed to Student Administration to be processed in SITS and ratified through the Departmental Assessment Boards. SITS (via My Student Record) is the only place that students can access their **full mark profile** across all modules studied. These marks remain provisional until the Departmental Assessment Board has taken place and the marks are confirmed.

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

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

11.1 Feedback on Coursework

Feedback to students must be given within three 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 three week turnaround is not possible due to externally imposed constraints. Exceptions may be made through discussion with College Associate Deans for Teaching and Learning

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](#). '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](#). These instructions can easily be embedded into the assessment area of your Blackboard site.

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

12.1 Anonymous marking

The University may operate anonymous marking for examinations. Anonymity applies to the marking process only.

At this stage, the policy has not extended to coursework but where module leaders choose this approach, anonymous marking can be supported within Blackboard. Contact the Digital Learning Team for support with this

13. 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.

13.1 Transferring marks from Blackboard to Student Administration

Module Leaders must collate all marks for their module and clearly indicate the marks for each task identifying the tasks and the weightings as per the module descriptor. All task marks must be submitted out of 100 and not pre-weighted according to the task weighting.

Complete sets of internally moderated marks must be submitted on a spreadsheet to Student Administration by the marks submission deadline. The spreadsheet must be in Excel format, and it is recommended that the spreadsheet is downloaded from the Grade Centre in Blackboard.

For further details see the TEL Help article on ['How do I prepare my marks spreadsheet for submission to Student Administration?'](#)

13.2 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 Assessment Boards, please refer to [Theme 8 Board Guidance](#) for the current schedules, together with guidance for boards' chairs, members and external examiners.

13.3 Referral/Deferral

Colleges 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, and 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 the minimum pass mark. 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 the minimum pass mark, and where the overall module mark is below the minimum pass mark.
- 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 (e.g. 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.
- Where a module is not passed, the student should take all assessment tasks that have a mark below the minimum pass mark.
- 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 the minimum pass mark.

Deferrals

If an Extenuating Circumstances Panel agrees that a student's circumstances are valid and acceptable, then the student's Request to Repeat an Assessment Attempt (RRAA) will be approved.

This means that the student will be given a deferral in the assessment task that they claimed to be affected providing that they have not passed the module.

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 individual projects or dissertations. Where variation is necessary (e.g. 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. The also applies to deferral against a referred attempt. A RRAA cannot be submitted for in-module retrieval.

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).

Where a student is unable to submit an assessment task due to valid and acceptable extenuating circumstances and only needs a short period of additional time, then the student should contact Hallam Help to request an extension.

13.4 Continued Reassessment

At the resit Departmental Assessment Board, if the student has not had all the normal opportunities for first sit, referral and/or deferral due to 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. A student will normally undertake the continued reassessment alongside the standard delivery of the module in the next academic year.

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

13.5 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](#).

13.6 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.

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