



Assessment Handbook for Staff:

Effective Practice in Assessment

SESSION 2016/17

Foreword

The Assessment Handbook is designed for all members of UWS staff involved in assessing students. It is designed to serve as guidance on the underpinning principles and practice of assessing students and as a repository and support for relevant policies and regulations.

The handbook comprises the following sections:

Section 1: Principles of Effective Practice in Assessment – provides a short introduction to the main guiding principles on assessment for the University. These are based on established custom and good practice developed in the University over a number of years, established good practice in other institutions and on the guiding principles in a variety of external agencies and professional bodies such as the UK Quality Code for Higher Education¹.

Section 2: Assessment Design and Approval – deals with the main aspects of designing effective assessment assignments for students and how this is related to the intended learning outcomes for the module. This section also covers on-line assessment. Further, it deals with good practice in internal and external moderation.

Section 3: Implementing, Marking and Providing Feedback – this focuses on the key aspects of the actual assessment process and covers a range of issues on implementation, marking and the main principles and issues concerned with one of the most fundamental aspects of effective assessment practice – the process of providing feedback to students on their performance.

Section 4: Procedures and Guidance for Assurance of Standards

Section 5: University Academic Regulations contains information relating to the current academic regulations of the University.

An [Education Portal](https://portal.uws.ac.uk/committees/eic) has been developed and launched for session 2016-17. This site contains a wealth of assessment-related information; which includes this Assessment Handbook. The portal site can be accessed at <https://portal.uws.ac.uk/committees/eic>.

The Assessment Policy and Practice Committee (APPC) is a sub-group of the Education Advisory Committee (EAC) and has responsibility for the regular review and update of assessment practice and policy within UWS in line with sector or University requirements.

All updates since the last publication of the Assessment Handbook have been approved by the Education Advisory Committee during session 2015-16. In particular, a set of confirmed policy statements relating to assessment have been agreed and these are presented in black and yellow format throughout the Handbook.

PROFESSOR PAUL MARTIN

Depute Principal and Chair of the Education Advisory Committee

¹ The UK Quality Code for Higher Education – at <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/pages/default.aspx>

CONTENTS

1	PRINCIPLES OF EFFECTIVE PRACTICE IN ASSESSMENT	1
1.1	Student Assessment	1
1.2	Principles	2
1.3	Principle 1	2
	<i>Assessment is integral to the student learning experience and both facilitates student learning and informs and supports student progression</i>	<i>2</i>
1.4	Principle 2	3
	<i>Assessment should be transparent, valid and reliable and conducted with rigour, probity and fairness</i>	<i>3</i>
1.5	Principle 3	6
	<i>Assessment should be inclusive, accessible and free from bias</i>	<i>6</i>
1.6	Principle 4	6
	<i>Assessment should be an integral part of the course design process, appropriately aligned with learning outcomes and learning activities at module, stage and programme levels</i>	<i>6</i>
1.7	Principle 5	6
	<i>Assessment design and practice should, where appropriate, encourage innovative approaches</i>	<i>6</i>
1.8	Principle 6	7
	<i>Assessment practice should be varied, using an appropriate mixture of methods and an effective balance of formative and summative assessment</i>	<i>7</i>
1.9	Principle 7	7
	<i>Assessment design and grading practice should be supported through clear and consistent assessment criteria linked to intended learning outcomes and appropriate generic criteria</i>	<i>7</i>
1.10	Principle 8	8
	<i>Students should be provided with feedback on each assessment assignment which is timely, which promotes learning and facilitates improvement and which is framed against the intended learning outcomes and assessment criteria</i>	<i>8</i>
1.11	Principle 9	9
	<i>Assessment practice should be facilitated by effective and efficient management and administration and underpinned through appropriate staff development activities</i>	<i>9</i>
1.12	Principle 10.....	10
	<i>Students have a responsibility to actively and honestly engage in the assessment process ..</i>	<i>10</i>
1.13	General	11
2	ASSESSMENT DESIGN AND APPROVAL.....	12
2.1	Types of Assessment.....	13
2.2	How to make sense of all this choice	13
2.3	Innovation in Assessment	17

2.4	Technology Enhanced Assessment	18
2.5	Work-based Learning (WBL)/Work Related Learning (WRL - Assessing Students).....	19
2.6	Recognition of Prior Learning (RPL) Policy and Procedure (2012).....	20
2.7	Recording of Credit for UWS Exchange Students	20
2.8	Quantity of Assessed Work	20
2.9	General Points about Preparing Exam and Coursework Assignments ..	23
2.10	Marking and Grading Scheme	24
	GRADE	27
2.11	UWS Grade Point Scale.....	29
2.12	Assessment and Equal Opportunities	29
2.13	Adjustments for Assessing Students with Individual Needs.....	30
2.14	Late Submission of Coursework.....	32
3	IMPLEMENTING ASSESSMENT, MARKING AND FEEDBACK.....	34
3.1	Encouraging Engagement with the Assessment Process	34
3.2	Anonymous Marking	35
3.3	Academic Integrity and Plagiarism	37
3.4	Moderation	39
3.5	Timescales for marking of exams and coursework.....	43
3.6	Turnitin	45
3.7	Referencing	46
3.8	Quality of Writing in Coursework and Examination	49
3.9	Procedures for receiving assignments electronically	49
3.10	Use of Dictionaries in Examinations.....	50
3.11	Assessment Feedback.....	51
3.12	Gradebook: electronically submitting marks	54
4	PROCEDURES AND GUIDANCE FOR ASSURANCE OF STANDARDS ...	56
4.1	General Information.....	56
4.2	Subject Panels and Progression and Awards Boards	56

4.3	Processing of Assessment Results	58
4.4	Fit to Sit and Extenuating Circumstances	58
4.5	Publication of Results	58
4.6	Opportunity for re-assessment	58
4.7	Appeals.....	59
4.8	Retention of Assessed Work	59
4.9	Policy and Procedure for Liaison with External Examiners	60
SECTION 5: UNIVERSITY ACADEMIC REGULATIONS		64
APPENDIX 1 – GLOSSARY OF KEY TERMS		65
APPENDIX 2 – GOOD PRACTICE IN ASSESSMENT.....		69
APPENDIX 3 – TYPES OF SUMMATIVE ASSESSMENT		70
APPENDIX 4 – CHOOSING ASSESSMENT METHODS		71
APPENDIX 5 – ONLINE ASSESSMENT GUIDELINES		84
APPENDIX 6 - UNIVERSITY GUIDELINES FOR HONOURS AND MASTERS PROJECT/DISSERTATIONS		89
APPENDIX 7 - MODERATION EXEMPLAR 1: SCHOOL OF HNM.....		91
APPENDIX 8 - MODERATION EXEMPLAR 2: SCHOOL OF ENGINEERING AND COMPUTING		93
APPENDIX 9 - ASSESSMENT FEEDBACK PROFORMA: EXEMPLAR 1		94
APPENDIX 10 - ASSESSMENT FEEDBACK PROFORMA: EXEMPLAR 2		95
BIBLIOGRAPHY		96
	<i>Additional References for eAssessment</i>	<i>104</i>
	<i>Oxford Brookes University(2014) Assessment Standards Knowledge Exchange(ASKe) CETL, [Online] Available: http://www.brookes.ac.uk/aske/ [Accessed: 8th April 2015]</i>	<i>104</i>

POLICY STATEMENTS:

Policy statements have been agreed and these are included within the handbook.

The Policy Statements are presented in this black/yellow format throughout the Assessment Handbook.

EDUCATION PORTAL:

An [Education Portal](#) has been developed and launched for session 2016-17. This site contains a wealth of assessment-related information.

The portal site can be accessed at <https://portal.uws.ac.uk/committees/eic>

1 Principles of Effective Practice in Assessment

1.1 Student Assessment

Any review of key literature will demonstrate that the main reasons why assessments are necessary are:

- to improve student learning (for example, by providing feedback on formative and summative assessments²)
- to measure performance for:
 - assessing the level of knowledge, understanding or skills achieved;
 - assessing readiness to proceed to further learning
 - grading performance for award purposes;
- to motivate and enable students to develop responsibility for their own learning;
- to evaluate student achievement with respect to the Intended Learning Outcomes (ILOs) of the module or programme being undertaken in accordance with the University grading scheme;
- to provide a consistent and reliable benchmark against which the quality and standards of the University's awards can be measured;³
- to assist staff in gauging the effectiveness of their teaching.

Accordingly, staff teaching students should perceive assessment as a continuous and interactive process that enhances the learning process, measures the achievement of the learner and assures the quality of the learning experience and courseware. The feedback created by the assessment process serves as a direct foundation for further development. Assessment should be **Useful** in that it facilitates student learning, including the acquisition of subject-specific knowledge and skills but also the critical, analytical problem-based learning skills and the transferable skills to prepare the student for graduate employment.

Research into student learning⁴ further suggests that students learn best when assessment:

- is appropriately and sympathetically timed;
- represents or simulates real life;
- minimises the fear of failure;
- is perceived by students as relevant and appropriate to their needs as learners.

Fundamentally, the process of student assessment also:

- facilitates the student learning process,⁵

² Section 2.1 of Assessment Handbook

³ UK Quality Code for Higher Education (Chapter B6 Assessment of students and [recognition](http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx) of prior learning) (<http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>)

⁴ Ramsden (2003)

- measures student performance against criteria.

1.2 Principles

As assessment practices contribute to the maintenance of academic standards, the following Principles have been approved for implementation across the Institution:

Principle 1 - Assessment is integral to the student learning experience and both facilitates student learning and informs and supports student progression.

Principle 2- Assessment should be transparent, valid and reliable and conducted with rigour, probity and fairness.

Principle 3 - Assessment should be inclusive, accessible and free from bias

Principle 4 - Assessment should be an integral part of the course design process, appropriately aligned with intended learning outcomes at module, stage and programme level.

Principle 5 – Assessment design and practice should, where appropriate, encourage innovative approaches.

Principle 6 – Assessment practice should be varied, using an appropriate mixture of methods and an effective balance of formative and summative assessment.

Principle 7 - Assessment design and grading practice should be supported through clear and consistent assessment criteria linked to intended learning outcomes and appropriate generic criteria.

Principle 8 - Students should be provided with feedback on each assessment assignment which is timely, which promotes learning and facilitates improvement and which is framed against the intended learning outcomes and assessment criteria.

Principle 9 - Assessment practice should be facilitated by effective and efficient management and administration and underpinned through appropriate staff development activities.

Principle 10 - Students have a responsibility to actively and honestly engage in the assessment process.

1.3 Principle 1

Assessment is integral to the student learning experience and both facilitates student learning and informs and supports student progression

- Assessment is integral to the student learning experience⁶ – this should be demonstrated as follows:
 - relevant assignments mapped on to ILOs for the module and/or the stage outcomes for each level of a programme;

⁵ Adapted from Boud and Falchikov (eds.) (2007)

⁶ Holt and Willard-Holt (2000)

- integrated into curriculum design across a programme and not considered as an “afterthought” after all other aspects of curriculum design have been considered – good practice advises that ILOs and assessment assignments should be designed together in an iterative process;
- assessment results used to determine a student’s eligibility to progress within a programme of study or eligibility for an award;
- the design, choice and timing of assessment instruments should take account of the workload for staff and students – in practice this should also include planned time for students (and staff) to reflect on the assessment to maximise benefits.

A review⁷ of good practice in assessment was published by the QAA Enhancement Theme on ‘First Year’. This effective practice in assessment and feedback is as stated in Appendix 2.

1.4 Principle 2

Assessment should be transparent, valid and reliable and conducted with rigour, probity and fairness

All information pertaining to assessment (including clarity regarding the criteria by which students will be assessed, its size/time limit, weighting, and arrangements and dates for submission and return, module marking/grading criteria) should be made readily available to all students, as follows:

- provide all students with clear and timely guidance regarding the nature of the assessment process in the module or programme⁸ through clearly written Module Descriptors, Programme Specifications and Handbooks and complement these with updated “assessment briefing” sheets when module commences. The links between the assessment task, the ILO and the criteria against which the assessment will be marked is crucial;
- provide all students with access to the University’s Marking and Grading Scheme contained in the University Assessment Regulations (Regulation 7.4);
- ensure all of this information is made available to all staff, placement or practice providers, assessors and external examiners;⁹
- where specific assessment outcomes or other criteria must be met to fulfil the requirements of professional, statutory and Regulatory Bodies, these must be clearly published;
- ensure that students are made aware of (and helped to understand) University Regulations regarding academic impropriety, including cheating and plagiarism, mitigation and appeals;

⁷ Nicol (2008)

⁸ See NUS Principles of Good Feedback, 4th Principle (<http://www.nusconnect.org.uk/asset/news/6010/FeedbackCharter-toview.pdf>)

⁹ See UK Quality Code for Higher Education (<http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>)

Assessment should be conducted in a manner that upholds academic standards across the Institution. This includes, for example, consistent University-wide procedures in dealing with mitigating circumstances; specialist arrangements; amount and timing of assessments; examination invigilation, and penalties regarding late submission of assessed work.

Important principles with respect to **probity** and **rigour** include:

- clear policies and regulations covering all aspects of the conduct of assessment are key to this principle in order to meet the University's **requirements** for assessment procedures, whilst allowing an appropriate degree of flexibility at individual module level;
- there should be cross-School consistency in the procedures for dealing with extenuating or specialist circumstances which may be applicable in certain forms of assessment.

Important principles with respect to **fairness** include:

- assessment methods should accurately reflect the range of expected behaviours as described by the module outcomes and the details in module handbooks/programme descriptors and any other published information available to students;
- take time during teaching to discuss assessment with students and explain parameters such as content to be covered by the exam, the marking schedule, etc.;
- use internal moderation processes with peers to check for any issues;
- where possible, protect student identity at all stages of the assessment process, for example, through anonymous marking in order that any possible bias is eliminated;
- ensure the assessment can be taken by ALL students regardless of mode of study (e.g. part-time or distance) or that appropriate adjustments have been provided where there is individual need (e.g. for students with disabilities).

Important principles with respect to **Validity**¹⁰ include:

- there must be clear, robust and effective measurement of student attainment versus the ILO being assessed. To ensure validity:
- assessments should always be designed, moderated and evaluated according to published marking/grading criteria that are an expression of all or some of the module ILOs;
- all assessment assignments should be mapped to relevant level/grade descriptors and module descriptors;

¹⁰For an in-depth treatment of Validity see the Chartered Institute of Educational Assessors <http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=117>

- all assessments are subject to University-wide quality assurance procedures (e.g. Module Review Forms, Programme Annual Reports and of course, the external examiner system).

Important principles with respect to **Reliability** include:

- Similar to *Validity* (see Note below), this term applies in a number of ways. Reliability can be ensured through a variety of means but this commences with noting that the assessment of students depends fundamentally on the academic judgement of professional staff and that this is supported through appropriate CPD, systematic application of assessment criteria, internal moderation of grading, corroboration from external examiners, and cross-institutional evaluation. Examples of reliability issues include:
 - the mechanism for awarding marks for the assessment tasks should be reliably designed and implemented to ensure that it can be used consistently over time, between different cohorts of students and between markers or teams of markers.¹¹
 - the extent to which assessment results are an accurate measurement of the candidate's demonstration of the abilities specified by the assessment criteria. To clarify, an assessment can be considered reliable if it provides a consistent set of measurements of whatever it is required to measure.
 - it should not make any difference to the results whether a student takes the assessment in the morning or afternoon; one day or the next.
 - internal consistency of the assignment – for example, if a quiz is used to measure students' ability to solve a problem, it can be assumed that any student will get questions that are similar either all right or all wrong (thereby leaving teaching staff able to spot those that are obviously guessing!).

Note: Validity and reliability are closely linked and in many cases inter-dependent. It is possible to think of cases where a valid assessment could not be conducted reliably, for example, certain practical activities which produce transient results. It is also possible to think of assessments which would be highly reliable but not particularly valid, for example, certain multiple choice tests, or the use of a spelling test to assess linguistic ability.

- **Consistency** – the term “reliability” is similar also to consistency of assessment in that if there is reliable assessment practice in place, one of the outcomes will be more consistency in approach. However, this term goes wider than that – staff need to ensure there is a consistent practice at all stages of assessment – design, delivery, marking, feedback and administration – these will be expanded on in the relevant sections later in this Handbook.

¹¹ See UK Quality Code for Higher Education (Chapter B6 Assessment of students and [recognition of prior learning](http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx)) (<http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>)

1.5 Principle 3

Assessment should be inclusive, accessible and free from bias

Much has been written about this part of the assessment process, especially in the last decade or so¹². This is dealt with in more depth in Section 2 but is basically about ensuring that when it comes to assessment, students are not disadvantaged/discriminated against on the grounds of age, disability, gender reassignment, marital status, pregnancy or maternity, race, religion or belief, sex, sexual orientation, location (e.g. distance learners), full-time/part-time, etc. Marking criteria may only include specific and independent criteria relating to grammar, spelling or similar general characteristics of student work where these are explicitly set out in the intended learning outcomes. In all other cases, student work must be marked on content or meaning alone (see Section 3.8). The forms of assessment employed should be a fair test of the abilities of ALL candidates and marking and grading, and the making of progression of award decisions, should be conducted fairly and without discrimination.

1.6 Principle 4

Assessment should be an integral part of the course design process, appropriately aligned with learning outcomes and learning activities at module, stage and programme levels

This principle encompasses the principle of ensuring that assessment design is NOT treated as a “bolt-on” after the rest of the curriculum has been designed. This concept is built around the overall concept of “constructive alignment” as outlined in the Glossary and encourages us all to ensure that assessment is aligned with ILOs and teaching methods, seminar structures, etc. This is discussed as part of the “Cowan Triangle” in Section 2.

1.7 Principle 5

Assessment design and practice should, where appropriate, encourage innovative approaches

The crucial aspect of this is to ensure that staff take managed “risks” with any new assessment method. Whatever is tried, ensure that background advice is sought (e.g. from others who have tried it, published case studies or Learning Innovation) and that some trial testing has been carried out prior to going “live” with students. Also make sure that the first time the method is carried out, a thorough evaluation is carried out to ensure it has enhanced learning and not disadvantaged students.

¹² E.g. http://www.heacademy.ac.uk/resources/detail/subjects/psychology/Inclusive_Assessment

1.8 Principle 6

Assessment practice should be varied, using an appropriate mixture of methods and an effective balance of formative and summative assessment

If the programme is not regulated by Professional Body requirements, a variety of assessment methods across a programme keeps it interesting for staff and students and allows different students to demonstrate different skills. Staff should get together with the other module tutors on individual programmes to plan for a range of methods to be used.

Assessment designed to work formatively should develop and consolidate knowledge, understanding, skills and competencies and provide students with constructive and timely feedback. These assignments do not (usually) carry any contribution towards the final mark/grade on assessment and can therefore be difficult sometimes to justify to students but, when designed and used appropriately and at the right time, they can be a powerful vehicle in encouraging better learning. They can also help students to practice their assessment skills in a non-threatening way and without the fear of being “marked-down”.

Summative assessment components are where the students pick up the grades towards the overall module mark. Effective summative assessment should also give students extra formative feedback.

1.9 Principle 7

Assessment design and grading practice should be supported through clear and consistent assessment criteria linked to intended learning outcomes and appropriate generic criteria

The need for assessment criteria will feature in Section 2 but it is worth expanding on this Principle at this stage. Fundamentally, the use of assessment criteria is imperative to ensure effective assessment practice. Criteria that are well written, clear, consistent, transparent and explained are key to students’ understanding of what is expected of them. Such criteria should also be key components of the “thinking process” that staff require to undertake as part of the design process. For example, to determine how to formulate a series of “grades” of expected performance for a learning outcome or piece of assessment, staff should consider whether the ILO or assignment design is suitable or problematic. This includes assignments that are graded as Pass/Fail as there requires to be criteria to enable the benchmark standard against which staff will judge a pass award to be set.

1.10 Principle 8

Students should be provided with feedback on each assessment assignment which is timely, which promotes learning and facilitates improvement and which is framed against the intended learning outcomes and assessment criteria.

This is a fundamental part of effective practice as assessment without feedback cannot be wholly effective. Therefore, it is part of continuous guided learning and an integral part of the learning experience. Research¹³ shows that **effective** feedback will promote learning and enable improvement. It will also enable students to reflect on their performance. **Timely** – feedback should always be given to students at a time such that they can take maximum benefit from it e.g. providing feedback on a coursework assignment after the final examination in a module will be ineffective if the material covered in the coursework also featured in the exam or if it had been detected that the student required guidance regarding their technique in completing the assignment.

- **Constructive and Useful**- the feedback should aid the learning process. Therefore, as well as being timely feedback should:
 - contain positive comments where possible, as well as pointers for future improvement;
 - be clear and unambiguous;
 - strike a balance between being constructive, encouraging and motivating and provide explicit comment on where there are failings and how improvements can be made;
 - be specific and focused on the content and context in which it is given;
 - be actionable - give feedback that the learner can act upon;
 - be tailored to the needs of the individual student;
 - reflect/support the mark/grade awarded and the intended learning outcomes for the module.
- Consistency required in provision of feedback.
- Need for standardised approach for marking submissions.
- Make more explicit the evidence of moderation.

¹³ Nicol (2008)

1.11 Principle 9

Assessment practice should be facilitated by effective and efficient management and administration and underpinned through appropriate staff development activities

This includes issues such as the volume/amount¹⁴ and frequency/timings of assessment and staff and student workloads. It also relates to wider issues such as:

- **Assessment results and feedback should be conveyed to students accurately and as fast as possible¹⁵** - therefore, the University requires to have a reliable system of recording results and feedback. The University uses an on-line system to process results and feedback prior to disseminating to students –To support this:
 - assessment decisions should always be recorded and documented accurately and systematically;
 - students should be given clear information on how assessment decisions will be provided;
 - staff involved in the computation, checking and recording of assessment decisions require appropriate training and information regarding their responsibilities;
 - the disclosure of any assessment outcomes, will be carried out in line with University policy on data protection

- **Assessment should be set in manageable amounts for students and staff within the context of their pathway of study (refer to Section 2 and 3)**

- **WHO exactly can assess students?** - all members of full-time academic staff with a regular teaching commitment, plus those with sufficient experience or a basic level of staff development that understand how to assess and/ or those with sufficient mentoring or supervision from a more experienced member of staff (or Learning Innovation), which would include recognised teachers of the University or specialist input from, for example, clinical colleagues. This is a standards issue as overall quality and standards of assessment results and performance could be compromised if the assessor does not have sufficient experience. Part-time staff and PhD students should consult with their supervisor and/or Learning Innovation prior to assessing students.

- **Staff Development** - Staff require to be inducted into effective assessment practices early in their careers and should continue to

¹⁴ See UK Quality Code for Higher Education (Chapter B6 Assessment of students and the recognition of prior learning; Indicator 8 The volume, timing and nature of assessment enable students to demonstrate the extent to which they have achieved the intended learning outcomes) (<http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>)

¹⁵UK Quality Code for Higher Education (Chapter B6 Assessment of students and the recognition of prior learning; Indicator 11 Feedback on assessment is timely, constructive and developmental) (<http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>)

develop their learning and teaching methods throughout their teaching careers. The University utilises a number of means to ensure staff teaching and assessing students have access to professional development activities to enhance their assessment knowledge and skills. For example:

- Learning Innovation organises and delivers staff development programmes in all aspects of pedagogy (including assessment) and assists academic staff to identify and disseminate good practice in teaching and assessment to other colleagues;
- The Postgraduate Certificate in Teaching and Learning in Higher Education programme (run by the School of Education) is open to all staff and, in particular, those new to teaching in the University;
- Various Professional Bodies have explicit criteria (competency standards) on assessment built in to their requirements for professional recognition. Three that are relevant to many academic staff are the Higher Education Academy¹⁶ (HEA), the Staff and Educational Development Association (SEDA) and the Nursing and Midwifery Council (NMC). For example, the following is an extract from the **NMC Standards for Qualified Teachers – Assessment and Accountability**:
 - *Develop, with others, effective assessment strategies to ensure that standards of proficiency for registration, or recordable qualifications at a level beyond initial registration, are met*
 - *Support others involved in the assessment process, students, mentors and peers*
 - *Provide constructive feedback to students and assist them in identifying future learning needs and actions.*
 - *Manage failing students so that they either enhance their performance and capabilities for safe and effective practice, or be able to understand their failure and the implications of this for the future.*

1.12 Principle 10

Students have a responsibility to actively and honestly engage in the assessment process

This Principle acknowledges that assessment is part of a “contract” between staff and students. For example, all students have a responsibility to ensure that they have received a programme handbook applicable to their programme of study. Programme handbooks are provided by the University at either the start of each University academic year or the start of each year of study applicable to their programme. Similarly, all students have a responsibility to ensure that they are fully acquainted with the information on student responsibilities, programme specific regulations and procedures, and University academic regulations (www.uws.ac.uk/current-students/rights-and-

¹⁶ <http://www.heacademy.ac.uk/> / (The PG Certificate in Teaching and Learning in HE is accredited by HEA for Associate and Fellowship recognition)

[regulations/regulatory-framework](#)), procedures, information, services and organisations contained in the programme handbook provided by the University.

1.13 General

This latest edition of the Assessment Handbook is intended to recognise the increasing use of eAssessment within the University and to support the continued adoption of these new and innovative approaches. Whilst many of the changes aim to enable electronic assessment, this does not mean that the University is in a position to implement large scale implementation at this time. Before decisions are made to alter any assessment method, discussion would require to take place with all stakeholders.

2 ASSESSMENT DESIGN AND APPROVAL

This Section deals with the main aspects of designing effective assessment assignments for students and how this is related in particular to the learning outcomes for the module. This section also covers on-line assessment. Further, it deals with good practice in internal and external moderation.

Firstly, innovation and variety of assessment should be actively pursued as part of an effective assessment strategy. The UWS Assessment Regulations states:

“Innovation and variety in assessment practices are encouraged within the framework of a coherent assessment strategy for the programme of study, which is made explicit to students.”¹⁷

Students should have the opportunity to engage in flexible and diverse assessments that maintain academic standards and recognise differing learning and communication styles and skills across a programme of study.

Holt and Willard-Holt (2000)¹⁸ emphasise the concept of dynamic assessment, a way of assessing the true potential of learners that differs significantly from conventional tests. The essentially interactive nature of learning is extended to the process of assessment. Rather than viewing assessment as a process carried out by one person, such as an instructor, it is seen as a two-way process involving interaction between both instructor and learner. The role of the assessor becomes one of entering into dialogue with the persons being assessed to find out their current level of performance on any task and sharing with them possible ways in which that performance might be improved on a subsequent occasion. As a result, assessment and learning are seen as inextricably linked and not separate processes.

The following should be considered:

- the timing of assessments across the trimester – avoid grouping of assessments with the same deadline.
- how the module assessment aligns with the Programme Assessment Strategy and the University’s ethos for learning, teaching and assessment.

It should also¹⁹ be noted that one credit point equates to a notional total learning time of 10 student effort hours (SEH). So, for example, a module worth 20 credit points equates to a notional total learning time of 200 student effort hours.

This includes all taught/supervised components, independent learning, projects, placements **and assessment**.

¹⁷ www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework

¹⁸ Nicol (2008).

¹⁹ See Regulation 5.2.2 www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework

2.1 Types of Assessment

2.1.1 Formative Assessment

Formative assessment is about giving students **feedback** on their work and happens (usually) in the interaction between teaching staff and students in the normal course of learning activities.

Appendix 4 discusses different forms of formative assessment

When considering **formative assessment**, the following are examples of good practice:

- provide constructive formative feedback early in the module. (This helps students settle in and enhance engagement;)
- set specific short formative assignments that require the students to submit an assignment for comment (e.g. a set of tutorial problems). However, it should be noted that these are not usually compulsory and students may choose not to submit an assessment if they do not appreciate the value of doing so;
- try setting formative assessments during actual classroom time, for example, “clickers”, poster presentations or oral presentations, debates, etc. These approaches can provide valuable insight into how learning is progressing in an “instant” feedback setting;
- use peer and self-assessment to obtain valuable feedback from peers and judgments on teaching performance;
- take time out in class time (or moderate an online activity e.g. discussion thread, Twitter, Facebook, Wiki etc.) to provide an opportunity for students to collaboratively reflect on what they have learned (thus far), what areas of material they have found particularly difficult; ideas for improving learning; highlight collective good practice/problems and perhaps comparing them to a previous cohort.

2.1.2 Summative Assessment

This is where assessment is marked/graded towards some type of award. There have been many attempts to compile lists of possible summative assessment types. Appendix 3 contains one list where assessment types in PSMD are mapped against Key Information Sets categories of assessment. This is comprehensive but NOT exhaustive!

2.2 How to make sense of all this choice

Firstly, it is important to realise that many of the above are highly specific to certain situations (e.g. laboratory based) and therefore not applicable to other situations. Secondly, despite the enormous choice available, it is still quite common to find relatively few methods being used in some areas (e.g. unseen written exams, essays) – it all depends on what is being assessed. In fact, any assessment strategy should start with a “global” look at a programme and all its assessment needs (please refer to any Programme specification). Tutors should then move to

considering the assessment strategy for each module. When designing any assessment activity, the following generic set of questions should be considered:

- Does the assessment involve staff and students in more than one location and/or a collaborating Institution of the University²⁰
- Who will be assessed? (Level of student; direct entry? full-time or part-time?, on-campus or distance?, etc.)
- Why is the assessment necessary and what are its aims? (e.g. Formative or Summative?)
- What will be assessed? (practical skill, “transferable skill”, cognitive ability etc.)
- How will the assessment be conducted? (unsupervised coursework, supervised exam, on-line, etc.)
- When will the assessment occur? (timetabled or student own time?)
- How fair and equitable are the assessment methods? e.g. have the needs of disabled students or international students been considered?)
- How will feedback be given? (e.g. verbal or written or on-line?)
- How will the effectiveness of the assessment be monitored? (e.g. what are the evaluation methods?)

The following Table shows a mixture of examples of approaches available at UWS.

<i>What staff are trying to get students to achieve</i>	<i>Potential method</i>
Learning how to communicate information in different/multi-media ways (orally or in mixed-media form, in front of a ‘live’ audience of their tutor and fellow students)	<i>Seminar, poster, video, Powerpoint or Prezi presentation, SMARTboard Notebook, web conferencing (Big Blue Button (BBB)), video conferencing, online presentation (glogster, Slideshare etc) or other multimedia presentations</i>
Developing communication skills to a wider group	<i>Talks to school pupils learning the same subject; a report to a community on a project or initiative; a guide for the public; letter of advice to...; prepare a briefing paper; videoconference or web conference to students on other campuses or other institutions</i>
Working under pressure	<i>The traditional unseen exam is still used for this but can be adapted to, for instance give more time to reflect or to consult notes and other resources, and/or less reliance on memory (Take-home exams; “openbook” tests or exams; seen questions; taken-when ready tests.)</i>

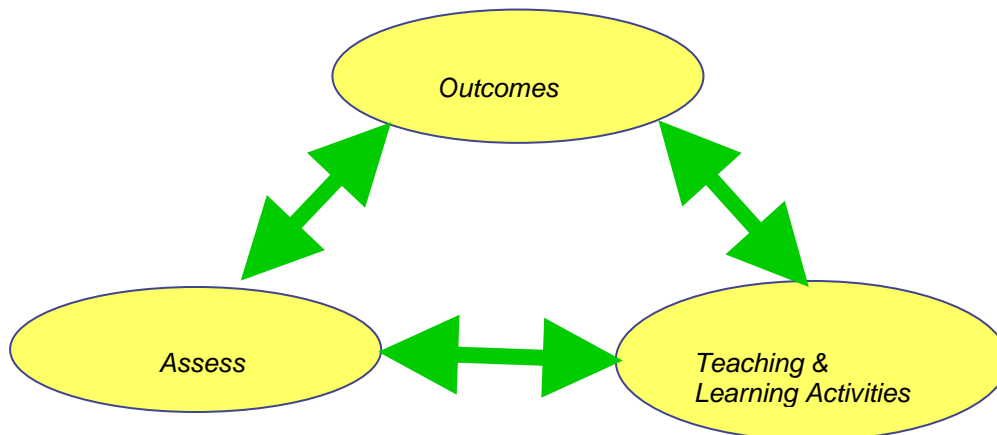
²⁰ If Collaborating College involved, staff there MUST be consulted and kept “in the loop”

Plan, implement, analyse and report on a substantial inquiry, experiment, survey or investigation which pushes at the boundaries of student understanding within a subject area or discipline	Major and extended projects or dissertations. Incorporating group collaboration and peer review. Inquiry-based learning.
Systematically reflecting on how effectively they have learned, and so identify and remedy strengths, gaps and misconceptions in their knowledge and understanding	Personal Development Plans, reflective logs/blogs/wikis/podcasts/journals, Computer-based self-testing using multiple-choice questions and other forms of online tests; self-assessment
Learning how to systematically document (and reflect on what can be learnt from) observations, experiences, reflections and insights when engaged in an ongoing task or activity	Project, fieldwork, placement, studio or laboratory diaries; annotated bibliography; learning agreement; reflective logs/ blogs/ wikis/ podcasts/ journals; portfolios; workbooks; Personal Development Plans
Writing in alternative ways to an essay	Designs or proposals; book reviews; case reports or case studies; web pages; wikis; blogs; journal articles; newspaper/magazine/newsletter articles. And mind or concept maps.
Students becoming involved in the assessment process itself (judging quality of own/others work, review and apply criteria for assessment, to judge the quality of their own and others' work, to give constructive feedback, and to reflect on how that work might be improved in consequence i.e. students becoming involved in the learning process itself	Self and peer feedback on assignments (Peermark and Moodle Workshop); self-evaluation of a presentation; peer-generated criteria on a community project; peer – marked laboratory reports; comment and respond to comments on blogs and wikis. Creation and review of peer produced multiple-choice questions.
Working collaboratively and co-operatively and gaining interpersonal skills	Group problem-solving; joint book reviews; team presentations; role-plays; group wiki; collaborative projects and exhibitions
The art of building on a first attempt at something by receiving and acting on feedback	Ongoing designs, proposals or plans; draft-and-revise assignments; dissertation chapters; patchwork texts; peer assessment (Peermark and Moodle)

However, “**constructive alignment**” (see section 1) in which the design of assessment should always be an iterative process, alongside consideration of the ILOs and the actual teaching activities to be employed. Carried out effectively, this can be very helpful in deciding on

the likely most effective assessment type. Even if the ILOs are already pre-established (e.g. picking up a module after the module descriptor has been agreed and validated), this is still a worthwhile process.

Constructive alignment can be most simply represented in the diagram below²¹:



“The Cowan Triangle”

One example of this is to consider the word "understand" in the learning outcome. This is still quite common practice in module ILO design as it tends to be the subconscious aim to “understand”. However, when it comes to designing assessment, "Demonstrating understanding" has to be explained further to produce the quality of assessment instrument required.

Examples of interpretations of "understand" with their associated assessment instruments are as follows:

Students will be able to understand Newton's laws of motion

Revised interpretation	Possible Assessment Method
Students can describe the laws	Short answer test
They can use the laws to predict	Problem-solving exercise
They can explain why three are needed	Essay
They can demonstrate the laws	Experimental work
They can relate the laws to practice	Project work

Please note that some of the higher-level outcomes might subsume some lower ones. Therefore, the project work might require that the students can describe the laws; there is nothing wrong with a class test to help set them up for this, although it would not be a complete assessment of the final outcome in the grid above.

²¹ Cowan (2002)

2.3 Innovation in Assessment

What makes assessment innovative?

“Innovative assessment... is a phrase we use which encompasses a whole range of different techniques and methods, not all of which are new inventions. What unites them all is a common goal: to improve the quality of student learning” (Mowl, 2006, p2).

Innovation in assessment is not achieved merely by making use of a new technology or platform; it is achieved through a radical change in the underlying philosophy and the aims of assessment methods. Fundamentally, this involves a repositioning of assessment as something that is done with and for students to support their learning, rather than as something that is done to students to evaluate their prior learning. On this view, feedback and assessment are inseparable and must be firmly embedded as central to learning and teaching, rather than as add-ons.

Underpinning tenets for transforming assessment

The Higher Education Academy’s (2012) report *A Marked Improvement: Transforming Assessment in Higher Education*, sets out a manifesto for change in which assessment should be underpinned by six key tenets. These have implications for innovation in assessment design and implementation at UWS:

1. The ways in which assessment and feedback will form part of students’ learning should be carefully planned as part of the design of modules and programmes: the question of how high standards of learning will be achieved through assessment must be considered;
2. The *validity* of assessment methods in allowing students to demonstrate attainment of programmatic learning outcomes should be paramount in assessment design, and should drive changes in assessment away from methods that are simply considered to be highly *reliable* (e.g. summative examinations);
3. There are important benefits to higher education that cannot be measured through objective assessment, and which are not easily reducible to specific and detailed statements of standards; indeed attempts to reduce different aspects of quality to explicit criteria can diminish the learning experience and its validity. Professional judgements can be made on the basis of socially constructed, shared criteria and standards within the community;
4. Standards are socially constructed and should be developed through partnership and dialogue between staff and students in an environment of mutual trust. Common understandings, values and trust should be fostered through collaborative activity;
5. The development of assessment literacy, through active engagement with standards, should be seamlessly integrated in module and programme design as part of the learning process, and should be

- iterative so that opportunities and time are created within modules and across programmes, for such development to occur;
6. We must have confidence in our professional judgements within and between disciplinary communities, and this can be achieved through the creation of regular opportunities to share exemplars and discuss assessment standards.

How might this manifest through assessment practices?

With the fundamental aim of assessment as part of the learning process in mind, innovation in assessment methods may be achieved in several ways:

- Work-relevant or ‘authentic’ assessment
- Assessment that makes valuable use of technology
- Assessment that changes the nature of student engagement or participation
- Student partnership and collaboration in assessment design and criteria
- A coherent programmatic approach to the student assessment experience overall, e.g. www.testa.ac.uk
- The development of assessment literacy (Price et al., 2012)
- Diversity of assessment across a programme

2.4 Technology Enhanced Assessment

Applications of digital or computer aided or on-line or technology-facilitated assessment have become very popular in recent years. The successful implementation of technology enhanced assessment lies in ensuring that the technology is fully tested and that students and staff are confident in its use through the provision of meaningful and practical induction to the technologies used.

The range and variety of online examinations is growing rapidly and they are therefore resistant to the adoption of set procedures. In all cases, however, the nature, format and conduct of an online examination must be explicitly approved by the mechanisms put in place by the relevant School, in line with University Regulations.

Appendix 5 provides background information on how to use online assessments and what types to use in the University’s current Moodle VLE system.

The following online/e-assessment definitions were clarified by the University (EAC – May 2016):

- **E-assessment**, according to its widest *definition (JISC 2006)*, includes any use of a computer as part of any *assessment*-related activity, be that summative, formative or diagnostic.

- **Concurrent e-assessment** is the equivalent of examinations where all students in a cohort are tested at the same time.
- **Non-concurrent e-assessment** is the equivalent of coursework where the students can be tested on an individual basis.

It is useful to note that Schools are required to review their assessment strategies (during 2016-17) to introduce or to extend use of non-concurrent e-assessment, whilst maintaining transparency, validity and reliability.

2.5 Work-based Learning (WBL)/Work Related Learning (WRL - Assessing Students²²

The University aims to offer all of its students, including those studying part-time and online learners, the chance to learn through work placement experience and to be awarded credit for this as part of their programme of study. The University also wishes to offer people who are in work new ways of engaging with higher education. In particular, UWS is keen to support initiatives that are designed to assess and provide academic credit for learning that takes place through work.

In both of the above situations, it is likely that the students will undergo some form of assessment during their placement.

Initially staff need to decide if the credit being awarded for the placement is *Additional* or *Embedded*. (It is imperative that staff refer to the UWS Policy in this area as at Footnote 9.)

As with any other mode of learning, assessment instruments for WBL/RL require to be designed to test all of the learning outcomes which have been defined by or agreed with the University and conform to the University's Assessment Principles.

Some examples are shown below:

Learning Outcome	Example of Assessment Measure
Demonstrate the ability to perform specified techniques to the standard required of a professional body.	Practical exercise(s) observed by qualified practitioner/tutor. Submission of a laboratory

²² UWS Work Based Learning Policy

http://intranet.uws.ac.uk/policy/Pages/Home.aspx?Paged=TRUE&p_FileLeafRef=Student%20Support%20and%20Guidance%20d%20SL04%2edoc&p_ID=119&PageFirstRow=89&&View={EB8601F1-EA43-4A04-A433-6E3179B7E924}

Higher Education Academy (2012). *A marked improvement: transforming assessment in higher education*. York: HEA.

Mowl, G. (2006). *Innovative student assessment. What's the point?* Northumbria: Northumbria University Press.

Price, M., Rust, C., O'Donovan, B., Handley, K. and Bryant, R. (2012). *Assessment literacy: the foundation for improving student learning*. Oxford: Oxford Brookes University.

TESTA. (*Transforming the Experience of Students Through Assessment*) <http://www.testa.ac.uk>

	diary/log/blog to the standards required by the relevant profession.
Improve employability through the development of a range of generic attributes and skills in a professionally relevant context, learn to recognise and be able to articulate these to others.	Critical reflection report supported with evidence from a portfolio and/or workplace diary/log and/or blog. Structured interview or other feedback from an employer as part of the assessment of a student's performance in the workplace.
Critically review the organisation of a business.	Report or presentation.
Critically relate subject/discipline theory and knowledge to work practice.	Case study report or presentation.
Negotiate and agree learning objectives or a learning plan for a period of placement with an employer and the University.	Submission of a plan agreed with employer and University in a form and in accordance with parameters defined by the University

2.6 Recognition of Prior Learning (RPL) Policy and Procedure (2012)

RPL guidelines are available via

http://intranet.uws.ac.uk/policy/Pages/Home.aspx?Paged=TRUE&p_FileLeafRef=Risk%20Management%20%2d%20PMIS01%2edoc&p_ID=106&PageFirstRow=73&&View={EB8601F1-EA43-4A04-A433-6E3179B7E924}

These guidelines explain the terminology used within the process of recognising and assessing prior learning and to assist staff in supporting a student completing a claim for RPL. Designated staff members within Schools can provide support and guidance to staff on RPL issues.

2.7 Recording of Credit for UWS Exchange Students

Guidelines have been developed by the Director of Student Administration Services to ensure that there is a consistent approach across the University when recording credit for UWS Exchange Students. Guidance entitled “Recording of results for Overseas students” can be found via the following Registry link (<http://intranet.uws.ac.uk/department/studentlink/studentadministration/SitePages/Exams%20and%20Assessment.aspx>).

2.8 Quantity of Assessed Work

As discussed elsewhere in this Handbook, good practice indicates that:

- assessment should be appropriately varied but not excessive in proportion to the academic credit awarded for a module;

Section 2– Assessment Design and Approval

- assessment should be efficient in the use of staff and student time, but should be sufficient to allow for assessment that performs a formative role in the development of student knowledge, understanding and skills;
- assessment should be appropriately varied, recognising that there may be more than one way to assess student learning against a given intended learning outcome.

In particular, learners from different backgrounds may be advantaged or disadvantaged by heavy reliance on particular forms of assessment, and therefore variation in such methods may contribute to the goal of equity.

The balance between different forms of assessment and their respective contributions to overall marks and grades should be regularly reviewed by Module Coordinators in the light of student performance and student feedback.

Assessment of the same learning outcomes by different means may therefore be appropriate in some circumstances, but assessment practice should be sensitive to effects on the student experience and student motivation. In order to avoid over-assessment, there should not normally be multiple summative assessments of a specific intended learning outcome within a given module. Nevertheless, over the course of a programme of study, it will often be appropriate to assess the same analytical, transferable or professional skills at differing levels of attainment or sophistication.

Since assessment design is an integral part of curriculum design, the design of assessment should be guided by consideration of the appropriate division of student effort hours between class contact, preparation for and production of assignments, and other forms of independent study. In addition, Module Coordinators should seek to avoid the grouping of assessments in ways that create an uneven schedule of work for students over the trimester, restrict time for feedback and limit opportunities for reflection.

The School is responsible for monitoring the amount of assessed work required of students and to ensure that an appropriate level of comparability is maintained between modules in this respect. Within and between subject areas, the nature of assessed work will vary significantly and therefore any norms governing the amount of assessed work should not be applied in a mechanistic manner. Such norms should also be designed or interpreted within the context of the University policy that, taking into account class attendance (lectures, labs, tutorials, etc.), independent study and student study, each module equates to 200 hours of notional student effort.

The University has “norms” for how much assessment should be set for a module. This is not an exact science but presented as a guide for consideration. For example, in those disciplines where assessment includes substantial amounts of discursive work (for instance, in the form of

essays), Schools are expected to take into account the following norms in order to limit the extent of variation in the amount of assessed work per module.

- For modules of 20 credit points, the guidelines are: **between one examination of two hours and an assignment or assignments of 1,000 words (or 3,000 words and no examination) and one examination of two hours and an assignment or assignments of 2,500 words (or 4,500 words and no examination).**
- With regard to length of Postgraduate Masters dissertation (normally a 60 credit dissertation), there is an exception of up to 18,000 words or a valid equivalent, if student is conducting field studies, experiment or laboratory research etc.
- It is accepted that in some Masters programmes the dissertation may be assembled in two or more components completed during the period of the module provided the total work of the components is equivalent to the sustained independent effort required for a 60 credit module at SCQF level 11 credit points.

Examples of valid equivalents of a 60 credit dissertation include:

- (i) A substantive piece of typed work (up to 18,000 words) which is referred to as something other than a 'Dissertation' (e.g. 'Project' or 'Written report');
- (ii) A piece of typed work and another summative assessment (e.g. an oral presentation, a 'set of exercises', or a 'research proposal') where the credit awarded to the typed work and other assessment is proportionally weighted to the work involved i.e. typed work up to 9,000 words contributing towards 50% of assessment;
- (iii) Several linked pieces of typed work with a cumulative total up to 18,000 words (e.g. A literature review, lab book and a scientific research paper/report) which cover different stages or processes involved in the completion of a sustained piece of work equivalent to a 60-credit dissertation;
- (iv) Production of a media output/service/product (e.g. software program), accompanied by a short contextualising piece of typed work (up to 5,000 words).

It is recognised that not all forms of assessment in any subject area are amenable to quantification in terms of word ranges or limits.

Moreover, in many disciplines the above norms will not be applicable due to the differing nature of the assessments employed. Where the nature of summative assessments in a subject area is not amenable to quantification in terms of word limits, the School should seek to establish norms that as

far as possible enable comparability in the amount of assessed work across modules. In applying such norms, Schools should seek to ensure that they are interpreted consistently between modules. Where continuous assessment takes place in class time as an integral aspect of teaching practice, a School may consider that such norms should be exceeded in specific modules. In addition, such norms should not be used in a manner that constrains the variety of assessment methods nor innovation in such methods since the latter should be designed above.

2.9 General Points about Preparing Exam and Coursework Assignments

When preparing an *examination*, staff need to be aware of all the basic principles of assessment discussed earlier in the Handbook and also consider the following:

- how many questions are being set? The answer will very much depend on factors such as what type of questions (short answers, long essay type, calculation type., etc) and the length of the exam (which will have been pre-specified in the module descriptor).
- will the students have a choice or will all questions be compulsory? Where choice is provided, will students still be fairly and comparably assessed against the same intended learning outcomes as each other?
- is the time allocated for completion actually realistic? This can be based on previous exemplars, test papers, etc.
- have all aspects of submission, especially where students may be taking the exam remotely, been considered?
- prepare a draft “paper” (hard copy or digital) for the examination comprising a set of questions which will be asked of candidates.
- to reduce the risks of collusion, it is normal to prepare a set of questions from which a sample will be selected for each candidate. In preparing and approving the ‘paper’, attention should be paid to devising a set of questions and selection procedure which will ensure that each candidate is given an equivalent challenge. The questions asked of a candidate must not be influenced by prior knowledge of the candidate.
- to reduce the risks of collusion, it may also be necessary to establish arrangements which prevent contact between candidates who have already undertaken the examination and those yet to undertake it.

Similarly, when preparing a *coursework assignment*:

Students must know what is expected of them with respect to assessments (refer to Quality Code C, Indicator 4). This information may include details of assessment content, timing, and deadlines for submission, marking criteria, and arrangements for returning marked work and giving feedback. The precise nature/format of assessment briefs will be determined by programme teams.

- Have staff ensured that the assessment briefs given to students have been compiled so that they are consistent with the validated module

descriptor, (including length and weighting), are designed to test achievement of the intended learning outcomes defined in the module descriptor and include a set of assessment criteria.

- Bear in mind that arrangements may be varied for students with specific difficulties or others for whom alternative arrangements are appropriate and approved (e.g. as above where students are studying at a distance).

For further information on University Guidelines for Honours and Masters Projects/Dissertations, refer to Appendix 6.

2.10 Marking and Grading Scheme

University Regulation 7.4.2 (www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework) states that all student work that contributes to a module mark and grade will be assessed according to the following standard Marking and Grading Scheme.

Grade	Numerical Range	Definition – SCQF 7-10	Definition – SCQF 11-12
A1	90-100	Exceptional	Exceptional
A2	80-89	Outstanding Significantly exceeds threshold standard for a pass	Outstanding Significantly exceeds threshold standard for a pass
A3	70-79	Excellent Very much exceeds threshold standard for a pass	Excellent Very much exceeds threshold standard for a pass
B1	60-69	Very good Well above threshold standard for a pass	Very good Above threshold standard for a pass
B2	50-59	Good Above threshold standard for a pass	Good Meets threshold standard for a pass
C	40-49	Basic competence Meets threshold standard for a pass	Does not meet threshold standard for a pass
D	30-39	Does not meet threshold standard for a pass	Well below threshold standard for a pass
E	1-29	Well below threshold standard for a pass	Significantly below threshold standard for a pass
N	0 (at first diet) 0-100 at second or subsequent diet	No work to assess	No work to assess

Grade Descriptors – Undergraduate and Graduate

Grade	Descriptor – SCQF – LEVELS 7 - 10
A1	Student work is exemplary and exceeds the threshold standard for a pass by a significant margin. It displays exceptional knowledge and understanding; insight, originality and exceptional ability in analysis, evaluation, problem solving or other process skills; very high ability in professional practice skills (where relevant) including evidence of high degree of almost complete autonomy and independent judgement relative to threshold expectations.
A2	Student work significantly exceeds the threshold standard for a pass. It displays a consistently thorough, deep and extensive knowledge and understanding; originality and/or very high ability in analysis, evaluation, problem solving or other process skills; very high ability in professional practice skills (where relevant) including evidence of high degree of autonomy and independent judgement relative to threshold expectations.
A3	Student work very much exceeds the threshold standard for a pass. It displays a consistently thorough, deep and/or extensive knowledge and understanding; originality and/or very high ability in analysis, evaluation, problem solving or other process skills; very high ability in professional practice skills (where relevant) including evidence of high degree of autonomy and independent judgement relative to threshold expectations.
B1	Student work is well above the threshold standard for a pass at levels 7-10. It displays a consistently very good level of knowledge and understanding; high ability in analysis, evaluation, problem solving or other process skills; high ability in professional practice skills (where relevant) including exercise of significant independent judgement relative to threshold expectations.
B2	Student work is clearly above the threshold standard for a pass at levels 7-10. It displays generally good knowledge and understanding; good ability in analysis, evaluation, problem solving or other process skills; evidences highly competent performance of professional practice skills (where relevant).
C	Student work is at the threshold standard for a pass at levels 7-10. It displays just satisfactory knowledge and understanding in most key respects; basic competence in analysis and most other process skills; evidences a basic level of competence in professional practice skills (where relevant).
D	Student work is marginally below the threshold standard for a pass at levels 7-10. It displays some knowledge and understanding but this is incomplete or partial; limited ability in analysis and other process skills; evidences lack of or partial competence in professional practice skills (where relevant).
E	Student work is well below the threshold standard for a pass at levels 7-10. It displays very limited knowledge and understanding; evidences

Section 2– Assessment Design and Approval

	very limited or no analytical or other process skills; very limited competence over the range of professional practice skills.
N	There is no work to be assessed at first diet, or there is incomplete or no engagement with re-assessment

Grade Descriptors – Postgraduate

Grade	Descriptor – SCQF – LEVELS 11 - 12
A1	Student work is exemplary and exceeds the threshold standard for a pass by a significant margin. It displays exceptional knowledge and understanding; insight, originality and exceptional ability in analysis, evaluation, problem solving or other process skills; very high ability in professional practice skills (where relevant) including evidence of high degree of almost complete autonomy and independent judgement relative to threshold expectations.
A2	Student work significantly exceeds the threshold standard for a pass. It displays a consistently thorough, deep and extensive knowledge and understanding; originality and/or very high ability in analysis, evaluation, problem solving or other process skills; very high ability in professional practice skills (where relevant) including evidence of high degree of autonomy and independent judgement relative to threshold expectations.
A3	Student work very much exceeds the threshold standard for a pass. It displays a consistently thorough, deep and/or extensive knowledge and understanding; originality and/or very high ability in analysis, evaluation, problem solving or other process skills; very high ability in professional practice skills (where relevant) including evidence of high degree of autonomy and independent judgement relative to threshold expectations.
B1	Student work is above the threshold standard for a pass at levels 11-12. It displays a consistently very good level of knowledge and understanding; high ability in analysis, evaluation, problem solving or other process skills; high ability in professional practice skills (where relevant) including exercise of significant independent judgement relative to threshold expectations.
B2	Student work meets the threshold standard for a pass at levels 11-12. It displays generally good knowledge and understanding; good ability in analysis, evaluation, problem solving or other process skills; evidences highly competent performance of professional practice skills (where relevant).
C	Student work fails to meet the threshold standard for a pass at levels 11-12. It displays just satisfactory knowledge and understanding in most key respects; basic competence in analysis and most other process skills; evidences a basic level of competence in professional practice skills (where relevant).
D	Student work is well below the threshold standard for a pass at levels 11-12. It displays some knowledge and understanding but this is

Section 2– Assessment Design and Approval

	incomplete or partial; limited ability in analysis and other process skills; evidences lack of or partial competence in professional practice skills (where relevant).
E	Student work is significantly below the threshold standard for a pass at levels 11-12. It displays very limited knowledge and understanding; evidences very limited or no analytical or other process skills; very limited competence over the range of professional practice skills.
N	There is no work to be assessed at first diet, or there is incomplete or no engagement with re-assessment

The following grades are used in exceptional circumstances where required by professional bodies:

<i>Grade</i>	<i>Definition</i>	<i>Descriptor</i>
Pass	Pass	Student has met the criteria for 'pass' as specifically defined in the module descriptor
Fail	Fail	Student has not met the criteria for 'pass' as specifically defined in the module descriptor

The exception to the grading scheme above is that Grade D may be assigned to a module at levels 7-10 where the numerical value is greater than 40% but where Regulation 7.3.2 has not been met; and Grade C may be awarded to a module at level 11/12 where the numerical value is greater than 50% but where Regulation 7.3.2 has not been met.

The Scheme demonstrates the grades which students may be awarded, the corresponding numerical range of those grades (%), a verbal definition of each of those grades and a descriptor for each grade in relation to the threshold standard for the assessment criteria for a piece of assessed work:

It is policy that all students, staff, placement practice providers, assessors and external examiners will be given access to the Marking and Grading Scheme. This policy is underpinned by principles and good practice which ensure validity and reliability in the assessment process (Assessment Principle 2), clarity and consistency in the assessment criteria (Assessment Principle 4), transparency (Assessment Principle 5) and alignment with learning outcomes (Assessment Principle 10). More detailed principles and good practice in the use of assessment criteria and marking schemes are provided below:

Assessment criteria:

Definition: Assessment criteria are the dimensions used in making a judgement on how well or otherwise a student has performed in the assessment.

- Assessment criteria are based on the intended learning outcomes and should clearly indicate what is expected from a student in terms of their assessment;
- Assessment criteria may only include specific and independent criteria relating to grammar, spelling or similar general characteristics of student work where these are explicitly set out in the intended learning outcomes;
- Assessment criteria must be explicit and it is important that ALL students are aware of the assessment criteria at the outset of the module (module handbook, in Moodle, etc.);
- Assessment criteria are critical to enabling consistent standards and judgements in marking to be maintained (especially year-on-year and/or across a range of markers);
- For staff using and publishing such criteria and making use of peer review, students should become aware of what is expected of them from their assessment;
- Assessment criteria provides a framework for markers to indicate where students can improve their performance.

The process of developing marking criteria or rubrics for an assessment is valuable as it focuses the assessor to consider what aspects they really want from the assessment. They are also useful for External Examiners and Professional Bodies.

Marking schemes:

- are essentially an expansion of the assessment criteria which outlines in greater detail (i.e. broken down into parts, etc.) the way in which students will be assessed on each element of assessment;
- can save considerable time²³ when marking scripts;
- are developed for markers in order to enhance reliability and consistency across a range of markers.

Also, as the attributes of a good answer are predetermined within the marking scheme, the assessment process is less likely to be unfair (biased).

²³ See Race (2006)

2.11 UWS Grade Point Scale

UWS is introducing a Grade Point Average (GPA) scale to run alongside the existing UWS Grading Scale. This will be rolled out progressively for undergraduate students, starting in session 2016-17 with SCQF level 7 students. The scale is outlined below.

UWS Grade	UWS Grade Point Scale
A1	4.0
A2	3.5
A3	3.0
B1	2.5
B2	2.0
C	1.5
D	1.0
E	0.5
NS	0

A Grade Point will be automatically calculated for each module, based on the student's UWS grade for the module. A student's Grade Point Scale can then be calculated based on grade points achieved across multiple modules. This will apply to all modules following the UWS Grading Scale (excluding those graded as Pass/Fail modules).

Further details can be accessed from University Regulation 7.11 and within GPA [information leaflets](#).

2.12 Assessment and Equal Opportunities

A key principle of the University's Learning, Teaching and Assessment strategy (LTAS) is that assessments should test students' abilities fairly, irrespective of age, disability, gender reassignment, marital status, pregnancy or maternity, race, religion or belief, sex or sexual orientation. Marking criteria may only include specific and independent criteria relating to grammar, spelling or similar general characteristics of student work where these are explicitly set out in the ILOs. In all other cases, student work must be marked on content alone. *In order to safeguard equality of opportunity, in line with University practice/policy, anonymity tabs are used on all hardcopy examination scripts and student registration numbers only on all hardcopy coursework. It is recognised that certain types of assessment may present a challenge to anonymity (see Section 3.2 for more details).*

Assessment must be equitable across all campuses;

Specific policy statements are:

- Assessment design will take account of the diverse nature of the student body and learning contexts;
- Anonymous marking will be used in all assessments which contribute to the award of academic credit except where the nature of the assessment itself renders anonymity impossible to achieve;²⁴ (see Section 3.2 for more details)
- The language of the instruments of assessment must reflect the language of instruction in all modules and programmes.

(Time-zone differences and cultural/religious holidays should be taken into account when setting assessment submission deadlines and exam dates e.g. EID, Ramadan and Saturday exams.)

2.13 Adjustments for Assessing Students with Individual Needs

The University is committed to ensuring equality of opportunity for all students studying on its modules and programmes (see above). For example, by making reasonable adjustments to learning, teaching and assessments in order to preclude less favourable treatment of students. Assessment, as a key component of the curriculum, should be designed to anticipate student needs and to meet their requirements.

The UWS approach commences by realising that “*Good pedagogic practice tends to be **inclusive** practice*”. A fundamental question that is posed to academics is to ask what they consider to be the core requirements of their courses/programmes. It then becomes possible to look at these separately and suggest how ILOs might be assessed appropriately. The academic standards that students must meet are embodied in the ILOs of programmes and modules. The criteria for marking and grading in the case of formal qualities of student work such as grammar and spelling, must reflect the stated academic standards. Marking criteria may only include specific and independent criteria relating to grammar, spelling or similar general characteristics of student work where these are explicitly set out in the ILOs (see Section 3.8).

It should be noted that the fundamental aim of inclusive practice is to promote equality and support and the development of an inclusive culture within UWS that will lead to success for all students.

UK legislation requires institutions to anticipate and address the needs of students within all policies and practices. As such, UWS is committed to ensuring equality of opportunity by avoiding less favourable treatment of any student by making reasonable adjustments to learning, teaching and assessment to ensure that such treatment is prevented.

Assessment, as a key component of the curriculum, should be designed to anticipate student needs and adjustments to the curriculum and assessment should be incorporated at the initial design stage, during the

²⁴ University Regulation 7.1.4 (Anonymous Marking) (www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework)

approval or review of modules and programmes. The Equality Act 2010 places an obligation on staff to anticipate the likely needs of students rather than relying on ad hoc adjustments in the light of specific student needs.

The University has established procedures for putting in place reasonable adjustments to teaching, learning and assessment. These procedures involve creating opportunities for students to disclose disabilities, professional assessment where appropriate, and procedures for specifying reasonable adjustments that academic and administrative staff may make in the case of specific student needs.

Any student who discloses a disability will be invited to an appointment with a Disability Service adviser. The adviser will provide advice, guidance and support to the student. This will cover many areas, including notifying academic staff to a student's needs and advising staff in ways to provide that support; implementing special arrangements for exams; dyslexia support and demonstrations on the use of specialist software or equipment designed to help those with a disability. Similarly adjustments should be made in assessment for students who have requirements in relation to, for example, pregnancy and maternity or religious observance.

Effective support relies on communication and partnership between academic and administrative staff, Disability Service advisers in Student Services, and the student. The University advises staff to take appropriate advice before refusing any proposed adjustment to the form or conditions of assessment to ensure that such action is not discriminatory. The University accepts that such adjustments must be consistent with the maintenance of academic standards and with fairness to all students. Where concerns are raised regarding academic standards, the appropriate course of action is the consideration of alternative adjustments. In the rare case of disagreement that cannot be resolved between any two of the relevant academic staff member, Disability Service adviser and student, matters relating to proposed adjustments must be referred to the appropriate Dean of School and, in exceptional circumstances, to the Chair of Education Advisory Committee.

The Student Services Disability Service team provide a central point of contact for students and staff. The team offers information and advice regarding the support and procedures the University has in place to ensure accessibility of its educational programmes to prospective students with disabilities and supports a network of Disability Service Coordinators throughout the University. This network, covering all academic schools and support departments, provides direct support to students.

For further guidance on inclusive practice, staff should refer to the UWS Disability Service website²⁵, the Higher Education Academy Inclusive practice web resources²⁶ Or contact the University’s Equality and Diversity Coordinator (Equality, Diversity and Human Rights Policy - http://intranet.uws.ac.uk/policy/Pages/Home.aspx?Paged=TRUE&p_FileLeafRef=Electronic%20Information%20Security%20%2d%20ICT04%2e doc&p_ID=62&PageFirstRow=25&&View={EB8601F1-EA43-4A04-A433-6E3179B7E924}). These links provide guidance on accessibility, the provision of both printed and electronic materials, alternative formats and assessment of students with individual needs.

When devising strategies for assessing student progress and achievement, staff are constantly reminded of the need for “fitness for purpose”. It is therefore important to ensure that the techniques of assessment are appropriate to what is being assessed, and this is supported by the need to identify clear, anticipated learning outcomes and to devise programme specifications.

There is a need to consider different types of assessment and identify where there is scope to be flexible with regard to assessing students. Some assessment strategies present challenges to students irrespective of the nature of their impairment or other difference. Firstly, if students are assessed in a practical setting such as a laboratory, the specific needs of disabled or pregnant students will have to be addressed, and it is in this type of situation that communication with students can be most useful, as many students have already developed mechanisms for working in and out of classroom environment. The work of Chris Hopkins and Alan Jones (Hopkins and Jones 1998) is particularly helpful in providing valuable ideas for overcoming challenges faced by students pursuing science courses.

2.14 Late Submission of Coursework

Coursework submitted after the due date without good cause as determined by the Module Co-ordinator will be penalised by the reduction of ten points from the hundred available, from the mark awarded provided that the work is submitted within one calendar week of the due date (ie. An original mark of 50 will be reduced to 40). The due date for submission should normally lie within the University trimester dates.

Extensions to coursework deadlines on the basis of good cause may be determined by the Module Co-ordinator. The agreed revised date for submission will thereafter be deemed to be the due date for submission. The above penalties will then apply to any work submitted after the due date.

²⁵ <http://www.uws.ac.uk/about-uws/services-for-students/student-support/disability-service/>

²⁶ <http://www.heacademy.ac.uk/search/search?qt=inclusive+practice&sb=relevance>

Coursework may not normally be submitted more than one calendar week after the due date.

Where the decision of the Progression & Awards Board involves a requirement to resubmit coursework, penalties for late submission will not be carried forward to the resit diet.

There will be a single due date for coursework submitted for the re-assessment diet, namely the first day of the resit examination diet as published in the University Calendar of Dates.

If pass/fail grade and there is a late submission the penalty shall be that a fail is recorded.

3 IMPLEMENTING ASSESSMENT, MARKING AND FEEDBACK

“Learning IS Feedback”²⁷

3.1 Encouraging Engagement²⁸ with the Assessment Process

Good practice in encouraging students to engage with assessments might therefore centre on enabling them to spend time identifying, discussing or even reformulating criteria in their own words. This can be done at the planning stage, but should also be reinforced by encouraging students to revisit goals, criteria and expected standards while carrying out longer tasks such as project or laboratory work. The more students actively engage with goals, criteria and standards, the more likely they are to internalise them and be able to use them to regulate their own learning²⁹.

For example, before students undertake an assignment (individually or in groups), examining selected assignments completed by a previous cohort to identify which are better and why, would generally be more effective than just providing them with a list of criteria or examples of the kind of work required³⁰. This approach leads to learner engagement with assessment criteria, but also to engagement with examples of assignments of different standards. Concrete representations of standards (i.e. many exemplars of each level of performance) are necessary where learning tasks are complex and multidimensional, and where criteria are tacit and difficult to express as verbal descriptions³¹.

Peer review of each other’s drafts would address the same issue and may produce enhanced results due to the closer relationship between the assessor and the assessed.

Student underperformance and low levels of commitment have been linked to a lack of clarity surrounding their expectations of assessed work³². Providing learning and assessment criteria to students is crucial, but just providing criteria alone may not be sufficient in helping them to understand learning and assessment requirements. Such understanding is central to the goals students set themselves and the outcomes they achieve³³.

Where creativity or the ability to solve open-ended problems is valued, tightly specified goals or criteria in advance may actually be inappropriate (e.g. in engineering or design where students are required to identify the problem and then provide a solution). However, it is still

²⁷ Wiggins (2004)

²⁸ QAA (2009)

²⁹ Price and O’Donovan (2006)

³⁰ Gibbs (1999)

³¹ Sadler (2005)

³² Yorke (2004); Tinto (2005)

³³ Rust et al. (2003)

important that educators share their intentions with students regarding the nature of the assignment, and actively engage students in making their own judgements about what would constitute quality.

3.2 Anonymous Marking

In line with Regulation 7.1.4, anonymous marking is carried out and designed to improve reliability (**Assessment Principle 2**) and to ensure that the assessment of students' work is free from bias (**Assessment Principle 3**).

Anonymous marking applies to all assessments “*except those where anonymity is not possible due to the nature of the assessment itself.*”

Anonymous marking procedures are as follows:

- Assessments should test students' abilities fairly (see also Section 2 of this handbook on assessment and equal opportunities).
- Assessments should test students' abilities fairly, without influence from other knowledge or experience of the student.
- Once an assessment has been designed, procedures to anonymise the assessment process should be standard practice wherever it is possible to introduce them.

The above principles commit the University to striving to ensure that any assessment of students' work is as free from any potential bias (both positive and negative) as possible. The assessment process should therefore be designed to ensure that the assessment of students' work is separate from any previous knowledge or experience of the student gained by staff. In addition, anonymous marking should reduce students' cause for concern that assessment could be influenced by such factors.

Anonymous marking applies to all assessments “*except where the nature of the assessment itself renders anonymity impossible to achieve, for example, possibly in placement observations of practical assessments*” (University Regulation 7.1.4) (www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework). It is recognised that working with small cohorts of students may present a challenge to maintaining anonymity, and that certain types of assessments (e.g. personal or reflective pieces or dissertations) may also present a challenge to maintaining anonymity. Nevertheless, written work should be submitted using Banner ID numbers (rather than student names) so that anonymity can be maintained insofar as this is possible. Anonymity should be maintained through the first and second-marking processes.

The University encourages the use of Turnitin as a tool for facilitating anonymous marking where appropriate (see later in this section).

Interpretation of anonymous marking is variable so it is useful to provide the following general guidance statements:

- Best practice means no identifies at all.
- Next best (but still considered anonymous) means Banner IDs only.
- Names are to be avoided at all costs.

Exceptions include, where the nature of the assessment precludes anonymous marking (for example, a dissertation or project), or where a compelling justification based on sound pedagogic principles has been made at the point where the assessment method was determined. In such cases, the assessment design and process should clearly demonstrate how the first two principles of anonymous marking outlined above are achieved.

- **Written examinations:** It is University practice/policy to use anonymity tabs on all examination papers. Students include their Banner ID and write and sign their names on the portion of the cover sheet with the anonymity tab which is sealed. Markers should not unseal the cover sheet to identify names until the marking, second marking and moderation is complete.
- **Other forms of examination:** Oral, portfolio, log, practical or digital examinations typically cannot be assessed effectively and efficiently in this manner and anonymous marking would not normally be used in such examinations. Nevertheless, the assessment design and process should clearly demonstrate how the principles of anonymous marking outlined above are achieved.
- **Written coursework:** It is University practice/policy to use anonymity tabs on coursework submission sheets. Students include their Banner ID and write and sign their names on the portion of the cover sheet with the anonymity tab which is sealed. Students are also required to attach an Anonymous Marking header sheet to their assignment. Markers should not unseal the cover sheet to identify names until the marking, second marking and moderation is complete.
- **Online coursework:** It is University practice/policy to use Turnitin for typed coursework which includes the use of anonymity features.
- **Practical or performance coursework:** Anonymous assessment is less likely to be appropriate where coursework consists of (for example) art work, exhibitions, performance, oral presentations or practical presentations. Where appropriate, the nature of the skills development should be clearly identified at the point where the assessment method is determined.

3.3 Academic Integrity and Plagiarism

UWS prides itself on upholding a high standard of academic integrity. This entails ensuring that credit is given to the original authors of all source material. Students are therefore expected to demonstrate proper referencing practices in all their assessed work. Acquiring good referencing skills develops confidence in academic writing and helps prevent unintentional plagiarism. UWS recognises the challenges which students face in this respect, and is committed to making the necessary resources and support available in order for students to engage honestly and actively in the assessment process (Assessment Principle 12).

It has been demonstrated across the Higher Education sector that the emphasis in all successful plagiarism models lies in educating students first to help prevent and deter plagiarism, before systematic detection and finally disciplinary investigation and sanctions.

University Regulation 7.11.1 defines **cheating** by the University as the attempt to gain an unfair advantage in an assessment by gaining credit for work of another person or by accessing unauthorised material relating to assessment.

University Regulation 7.11.3 defines **plagiarism** is a type of cheating. It is also defined by the University as the attempt to gain an unfair advantage in an assessment by gaining credit for work of another person or by accessing unauthorised material relating to assessment.

Full details relating to the above can be found within University Regulations 7.11. (www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework).

For Plagiarism this includes the use of the work of other students, past or present, or substantial and unacknowledged use of published material presented as the student's own work. It includes the following:

- the extensive use of another person's material without reference or acknowledgement;
- the summarising of another person's material by changing a few words or altering the order of presentation without reference or acknowledgement;
- the substantial and unauthorised use of the ideas of another person without acknowledgement;
- copying the work of another student with or without the student's knowledge or agreement;
- deliberate use of commissioned material which is presented as one's own;
- the unacknowledged quotation of phrases from another's work.

The Department of Learning Innovation provides resources for staff to help their students avoid plagiarism³⁴. Learning Innovation also provides staff development sessions in plagiarism and the use of Turnitin (see later in this section).

Learning Developers (within Learning Innovation) provide academic writing resources and development sessions for students to help them develop their writing techniques, help student understand the importance of proper citation and referencing³⁵ and to ensure that work which is presented is their own. Information on Learning Developers can be found on Moodle and on the Learning Innovation website.³⁶

Procedures for dealing with plagiarism are fully laid out in the University Regulatory Framework³⁷. It should be noted that any suspected case of plagiarism should be referred in the first instance by the member of academic staff concerned to the Chair of a Plagiarism Panel constituted in the relevant academic School. The Plagiarism Panel will determine whether an offence has been committed and, if so, whether the offence is minor, serious or major. –

3.3.1 Plagiarism Penalties - Tariff

Class	Number of Offences	Category	Plagiarism Panel - Penalty	% of Plagiarism
1	1 st Offence	Minor	Resubmit without loss of attempt. Resubmission mark Capped at the threshold pass mark for the module	Less than 40%
2	2 nd Offence	Serious	Resubmit with loss of attempt. Resubmission mark Capped at the threshold pass mark for the module	[Note: the % plagiarism is based on an overall assessment of extent, not simply <i>Turnitin</i> similarity score]
3	3 rd and subsequent offences	Major	Invoke disciplinary process	
4		Major	Invoke disciplinary process	More than 40%

³⁴ [http://intranet.uws.ac.uk/departement/Learning Innovation/default.aspx](http://intranet.uws.ac.uk/departement/Learning%20Innovation/default.aspx)

³⁵ <http://intranet.uws.ac.uk/policy/Documents/Referencing%20-%20LT04.DOC>

³⁶ www.uws.ac.uk/effectivelearning

³⁷ University Regulation 7.11(Cheating & Plagiarism) (www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework)

The outcomes will be communicated by university student email and 1st class post to the student's correspondence address.

A student will have the right to appeal the MINOR and SERIOUS decisions of the Plagiarism Panel. Such appeals will be referred to the Senate Appeal Committee (see University Regulation 13).

Major cases of plagiarism will be referred to the Senate Disciplinary Committee for consideration under the Code of Discipline for Students³⁸.

Procedures for dealing with cases of suspected cheating or plagiarism during an examination are laid out fully in University Regulation 7, Appendix 2 – Cheating and Plagiarism.

3.4 Moderation

Moderation may be defined as the process required to ensure reliability and validity of assessment procedures, of the instruments of assessment and of the resulting student grades.

Subject Panel Chairs are required to satisfy themselves that appropriate moderation arrangements are in place for the modules for which they are responsible.

Every module will have a designated Moderator named on the Module Descriptor. It is recognised that other members of staff may be involved in second/double blind/sample marking (as outlined in Section 3.4.2). Nevertheless the responsibilities of the Moderator as specified in Regulation 5.2.17 lie with the individual named as Moderator within the Module Descriptor.

3.4.1 Moderation of Assessment Instruments

For a Formal Examination: Module Moderators should expect to receive the examination “paper” or other instruments of assessment including a full marking schedule by Week 8 of the relevant trimester. In the case of continuous assessment items, the Module Moderator should expect to receive them before the end of Week 1. The schedule should include model answers or (if this is not appropriate) extended criteria and guidance on marking each element of assessment.

Moderators should ensure that:

- a) The instruments of assessment are appropriate to the module intended learning outcomes and are of the correct standard or level of difficulty;**

³⁸ University Regulation 12 (Code of Discipline for Students) (www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework)

b) There is the appropriate balance of knowledge, skill and understanding;

c) The questions or assignments contain no technical errors and are unambiguous in meaning.

For a formal examination, the marking schedule should be forwarded to the external examiner at least one month before the beginning of the relevant diet to allow for a response and any follow up action to be taken.

The resit “paper” should be created at the same time as the first diet formal examination “paper” and the same procedures for its moderation should be followed. (If no resit is required, the “paper” can be used as the basis of exam for the next session.)

3.4.2 Marking and Moderation

1 **Marking** may be defined as the process of reviewing student work with the aim of the first marker (the person designated to apply a mark to a piece of assessment) giving it a mark/ grade.

Where second/ double/ double blind marking takes place, the aim is to give an agreed mark: Additional marking may be required where there is significant difference between the marks awarded to a piece of assessment following second/ double/ double blind marking, that cannot be resolved without the opinion of another marker.

Definitions:

- (i) **Second/ Double Marking:** Marking of an assessment by a second marker WITH knowledge or sight of the first markers comments.

This may be appropriate for new modules and where the marker(s) are recently appointed members of staff (or new to the module marking team).

- (ii) **Double Blind Marking:** Marking of an assessment by a second marker with NO knowledge or sight of the first markers comments.

This may be appropriate for cohorts of fewer than 20 students where there is less likely to be a normal distribution of grades, or where marking has identified an unusual pattern of performance. This may be particularly appropriate to dissertations.

- (iii) **Additional Marking:** Marking of an assessment by a third (or subsequent) marker following second/ double/ double blind marking, where there is significant difference between the marks awarded that cannot be resolved without the opinion of another marker.

Note: Second/ double/ or double blind marking may involve every assessment within a cohort, or a sample of assessments within a cohort (such as fails; marks just above/below the threshold for a pass; marks just above/below the threshold of a grade; or final attempts), subject to the purpose of the marking.

2 Moderation may be defined as the process to ensure reliability and validity of assessment procedures, of the instruments of assessment and of the resulting student grades. Moderation assures that assessments have been marked in an academically rigorous manner with reference to agreed marking criteria.

Internal moderation is the responsibility of the Named Module Moderator, and aims to check/audit that marking has been carried out correctly, that marking criteria have been properly/consistently applied, and that the total mark awarded is arithmetically correct. The purpose of internal moderation is to check on standards across a cohort.

Types of internal moderation may include:

- (i) **Cohort moderation:** Moderation of all assessments within a cohort (such as cohorts of assessments being delivered for the first time; cohorts of small numbers; or cohorts where the assessment is a significant project/dissertation);
- (ii) **Sample moderation:** Moderation of a sample of assessments from within a cohort. As a minimum, this requires moderation of a sample of at least 15% from across the range of grades (5% from the top, 5% from the middle grades, and 5% from the bottom grades). Sample moderation may also specify additional samples (such as all fails; all final attempts; a larger sample of those assessments with marks just above/below the threshold for a pass, or of a grade).

Approaches to internal moderation may include:

- (i) **Individual Moderation:** Moderation by a single internal member of staff, usually the Named Module Moderator.
- (ii) **Team Moderation:** Moderation by a team of staff. This team may include the first markers, moderating the assessments marked by other marking team members. This approach recognises that other members of staff may be involved in the moderation process.

The particular approach to moderation which is taken should be agreed by the Module co-ordinator in conjunction with the Subject Panel Chair, who is required to satisfy themselves that appropriate moderation

arrangements are in place for the modules for which they are responsible.

The approach to internal Moderation should be formally published clearly for students and staff. New programmes/ modules should indicate the agreed approach for the internal moderation of assessments.

Consideration should be given as to how internal Moderation of practical assessments or presentations will be carried out; and also how such assessments will be made available for review by External Examiners. For example, this may be achieved through video recording, or through the provision of students' slides/handouts. The Module Co-ordinator, with the module team, should agree the approach to internal moderation and make arrangements for this to take place as appropriate. The Module Co-ordinator should agree through discussions with the External Examiner, the method by which such assessments will be made available for them to review.

Overall responsibilities of the Moderator as specified in Regulation 5.2.17 lie with the individual named as Moderator within the Module Descriptor.

Managing Differences Between Markers and Moderators

Differences between markers and internal Moderators should not be left unresolved. Where the process of internal moderation identifies/ raises concern over standards and/or consistency (for example, in the standards of marks awarded or in the quality and/or quantity of feedback), these must be addressed as part of the internal moderation process. Actions to address such issues may include:

1. Where applicable, the Moderation of a wider sample of assessments;
2. Discussion and negotiation between the marker(s) and Moderator;
3. Return to the marking process (second/double/ additional marking) may be required, where there is significant difference between the views of the marker and Moderator that cannot be resolved without the opinion of another marker;
4. Changes to the marks of an individual assessment. If this is undertaken as part of the internal Moderation process, any changes must be considered in the context of the whole cohort.

External Moderation is also the process to ensure marking criteria have been properly/consistently applied, and that the total mark awarded is arithmetically correct. The purpose of external moderation is to check on standards across a cohort, and only differs from the internal process in that it is carried out by an External Examiner.

Evidencing the Process of Moderation

It is policy that a record of the moderation process must be maintained. Examples of recording Moderation are provided in **Appendices 7 and 8**; these may be amended for local requirements as necessary. Alternatively, a different method of recording moderation may be used.

The final marks should be signed off by the Module Co-ordinator and Moderator and be presented to the Subject Panel Chair and External Examiner for signature. By putting their signatures to the final marks, the Module Co-ordinator and the Moderator confirm that the following procedures have been met:

- that the approved marking scheme has been adhered to by all markers, and that comparable standards are achieved among markers;
- that all marks have been received and collated for all modes of delivery (day/evening/summer school) and from all campuses and sites of delivery;
- that the correct weighting between examination and coursework components has been used in calculation of final mark;
- that the marks have been transcribed correctly from examination scripts and coursework submissions prior to calculation of final marks;
- that, in cases of anonymously marked and moderated work, anonymity has been preserved;
- that consideration has been given to the need for standardisation;
- that a selection of examination scripts and coursework is made available for forwarding to the appropriate External Examiner (on whatever basis may be required by the External Examiner);
- that a marks list be included identifying where each of the sample papers lies.

3.5 Timescales for marking of exams and coursework

The importance of timely marking and feedback to students is acknowledged across the Higher Education sector^{39/40}. Timely marking allows students to compare their work with a set of standards so that they can see how well they are meeting those standards. Feedback can

³⁹UK Quality Code for Higher Education (Chapter B6 Assessment of students and the recognition of prior learning; Indicator 9 Feedback on assessment is timely, constructive and developmental) (<http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>)

⁴⁰See NUS Principles of Good Feedback, 4th Principle (<http://www.nusconnect.org.uk/asset/news/6010/FeedbackCharter-toview.pdf>)

then be applied to future learning and assessments. A survey of over 6000 UK first-year students at 23 higher education institutions reported that in one-third of subject areas students felt feedback was not sufficiently prompt⁴¹. Slow feedback can cause frustration and can also result in students struggling to recall the topics addressed in the assessment. Late feedback differs from slow feedback in that late feedback refers to the point in the module or programme when students receive the feedback. If feedback is only provided at the end of a module, after all the relevant assessments have been completed, then it is difficult for students to use the feedback to progressively develop their skills and knowledge. Good feedback ‘looks forward’ to the next similar task or assessment and aids students to improve their performance.

Good practice relating to timely marking and feedback includes:

- Timely marking and feedback on one piece of assessment before students undertake another (where a module has more than one summatively assessed component). Although the subsequent assessment component may not assess the same Learning Outcomes as other module assessments, feedback on technique may be just as important as the particular subject content;
- Where a module has only one summatively assessed component, providing students with a formative assessment opportunity, with feedback before the summative assessment, is a useful strategy to facilitate learning and maximise student performance in the summative task.

University’s Assessment Regulations

(www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework) state that “All modules will make explicit the type, timing and extent of feedback”. It is therefore important that students are made aware of the timing of their assessments, and of the timings for receiving marks and feedback on their assessed work, from the outset. This information should be clearly provided in module handbooks and on Moodle.

The timescales for marking and providing feedback to students should be underpinned by the principles outlined above. At UWS there is an expectation that feedback on coursework should be provided to students within three weeks of the assessment deadline. Staff should take into account the need for work to be marked, second marked and then ratified at a Subject Panel before module grades are formally released to students via the Student Self Service facility within the Banner Student Information System.

Normally, module grades will be ratified at a Subject Panel no more than four weeks following the end of the assessment diet. The principle of providing feedback as quickly as possible may mean that unrated coursework marks are given to students prior to the Subject Panel. In such

⁴¹ Yorke and Longden (2006)

cases, it is vital that the status of the marks as unratified is clearly explained to students, and that they are made aware that such marks may be subject to change following second marking, moderation or following scrutiny by the External Examiner.

Where it is not possible to provide feedback within four weeks, students must be provided with an explanation for the delay, and with details of when and how feedback will be provided to them.

3.6 Turnitin

Implementation of Turnitin

The Learning, Teaching & Assessment Board (predecessor to the Education Advisory Committee) approved the principles in relation to Turnitin implementation across the University in May 2009, and this has since been revisited in May 2012.

Colleagues should ensure that all aspects of Turnitin usage are encouraged and practiced. Turnitin software can only be effective with electronically submitted assignments (see section 3.9).

In May 2012, Learning, Teaching and Assessment Board (predecessor to the Education Advisory Committee) agreed that operational policy be updated as follows for session 2012-13 onwards.

a) All text-based coursework assignments will be expected to be submitted electronically using the Turnitin facility and the assignment settings will allow the opportunity for students to submit, receive the originality report and then resubmit, as part of a formative phase. Sufficient time should be allowed for Level 7 and direct entry students to allow them to access the originality report and to discuss these with their tutors prior to the final submission date – this will ensure that students are able to receive valuable formative feedback on their approach, [particularly with respect to how to reference/cite correctly]. This is part of current recommended good practice from Learning Innovation and full details of how to work this in practice are covered in the staff development sessions and materials;

- b) Students will be given instruction on coursework briefs that assignments MAY be subjected to processing through Turnitin to detect possible plagiarism.
- c) Staff are recommended as good practice to adopt online marking and the use of rubrics where possible and to identify the issues that would prevent its further widespread adoption. The 'General Comments' feature in Turnitin can be used to provide high quality feedback to students (with or without the provision of grades).
- d) Staff are encouraged to consider the use of peer review using Peermark where this is feasible.

In addition, to support Turnitin uptake and usage across UWS:

- Learning Innovation can provide Schools with up to date information on Turnitin use for their modules annually (where necessary) (on request from Turnitin@uws.ac.uk);
- Learning Innovation will refresh its Turnitin staff development programme and ensure that the benefits from the use of Turnitin are more widely publicised. In particular they will enhance the discussions and guidance on interpreting the Turnitin Originality Report, producing rubrics and introducing peer review;
- Programme Boards should provide Learning Innovation with a list of their considered concerns regarding the use of Turnitin before the start of each trimester in order that these can be addressed in future staff development (via Turnitin@uws.ac.uk);
- A Plagiarism/Turnitin Practice Users Group should exist with representation from all Schools to develop shared approaches to good practice and consistency of approach – the membership of this will be for Schools to decide but it is further proposed that Plagiarism Panel Chairs should be likely candidates;
- Learning Innovation should continue to support research on staff and student perceptions on aspects of the use of Turnitin where possible.

For further information, please refer to http://turnitin.com/en_us/resources/overview.

3.7 Referencing

The University Referencing Policy (available at <http://intranet.uws.ac.uk/policy/Documents/Referencing%20-%20LT04.DOC>) states that UWS has adopted the Harvard Referencing System as the standard convention for referencing in all student coursework and examinations. It further states that the University Librarian will make available regularly updated guidelines on the use of the Harvard System via the Library website and the virtual learning environment. This guidance is available via the University's Library website (available at <http://www.uws.ac.uk/library/> and also on a Moodle link at <http://moodle.uws.ac.uk/>)

Local exemptions from the use of this system are in place following formal approval from the Education Advisory Committee within three parts of UWS at present: The Scottish Baptist College, Psychology, and Law.

The importance of referencing

Good practice in referencing encompasses three elements:

- a) technical referencing skills;
- b) the credibility of referenced sources, and;

- c) the use of an appropriate range of referenced sources.
- a) The technical element of good referencing of literature, internet sources etc. is singularly the most common form of inadvertent plagiarism when student use incorrect quotation marks when referencing (see also Section 3.3 of this Handbook: Academic Integrity and Plagiarism). It is therefore important that both staff and students familiarise themselves with UWS guidelines regarding correct bibliographies and referencing, and that staff provide students with appropriate opportunities to learn these skills.
- b) The evaluation of the credibility of different sources is central to Principle 5 of the University's former Learning, Teaching and Assessment Strategy (LTAS 1.1), which states that 'Students should be critically aware of the sources and uses knowledge'. LTAS 1.1 has now been superseded by the Education Enabling Plan 2015. It is therefore important that staff provide students with appropriate opportunities to learn about the provenance of knowledge and to critically evaluate the credibility of sources which they reference within their assessed work.
- c) The use of an appropriate range of sources is also central to Principle 1f of LTAS and the use of an increasingly wide range of sources is often expected of students as they progress through their programme of study as evidence of wider engagement with literature, and of independent research skills which allow students to identify sources beyond the reading list provided by staff. It is therefore important that staff provide students with opportunities to develop their skills as independent researchers, to engage with different source materials and to evaluate the range of sources which they reference in their assessed work.

Information to be given to students on referencing within assessed work

Staff should provide students with appropriate advice, guidance, information and learning opportunities in respect of all three of the above elements of good referencing practice.

Programme Leaders should take steps to ensure that consistent information and advice in relation to referencing practice is provided to students for modules within a single programme of study (Assessment Principle 2).

Advice, information, guidance and learning opportunities in respect of all three elements of good referencing practice should be provided to students from year one of study, to ensure that all students are familiar with the University's expectations in relation to good referencing practice from the beginning of their UWS learning journey (Assessment Principle 2).

Marking of referencing practices

Staff must ensure that their expectations of students in relation to referencing within assessed work are clearly articulated from year one of study (Assessment Principle 4). These expectations and the implications of referencing quality for the marking of assessed work, should be embedded within assessment criteria and marking schemes (Assessment Principle 7).

Good practice in the development of assessment criteria and marking schemes is discussed in Section 2.9 of this Handbook. Staff should ensure that all three elements of referencing practice discussed above are embedded within assessment criteria or marking schemes. This may be achieved in a number of ways. For example, if one assessment criterion for a particular assignment is 'Quality of Argument' then the descriptor for this criterion might include "the use of a range of credible and convincing sources to support the argument made". The same assignment might also have 'Presentation' as another assessment criterion. The descriptor for that criterion might include "Correct use of the Harvard system for in-text citations and the reference list".

Staff should also consider how their expectations of students in relation to the three elements of referencing practice vary depending upon the level of study, and how these different expectations should be expressed within assessment criteria. The following examples (adapted from materials developed by Alison McEntee from UWS Effective Learning Service, and Raymond Duffy from the School of HNM) illustrate how assessment criteria might express different expectations of students at different levels of study:

- a) Technical referencing skills
 - Level 7: "Demonstrates ability to apply the UWS Harvard referencing system"
 - Level 8: "Demonstrates ability to consistently apply the UWS Harvard referencing system across a range of different types of sources"
 - Level 9: "Demonstrates ability to accurately apply the UWS Harvard referencing system to all sources referenced"

- b) Credibility of referenced sources
 - Level 7: "Core materials are used. Sources are appropriate to the topic/task in terms of plausibility, reliability and trustworthiness"
 - Level 8: "Demonstrates ability to select appropriate sources beyond core texts and recommended readings. The selection of sources demonstrates ability to evaluate their plausibility, reliability and trustworthiness"
 - Level 9: "The selection of a wide range of credible sources demonstrates consistent ability to evaluate their plausibility, reliability and trustworthiness"

- c) Use of an appropriate range of referenced sources:
 - Level 7: "The use of core texts and recommended readings which may include books, journal articles and internet resources. The range of sources should extend beyond just a single type"

Level 8: “The use of sources beyond core texts and recommended readings. Evidence of wider reading leading to breadth and depth of research. Evidence of some independent research and library skills”

Level 9: “Makes use of a wide range of independently selected sources well beyond core texts and recommended readings”

Feedback on referencing practice

Feedback provided to students in relation to the three elements of referencing practice should provide an indication of the student’s current level of performance and any areas of weakness. Feedback should also promote learning in this regard and provide guidance on how the student might develop their skills further in order to facilitate improvement in future assessed work (Assessment Principle 8).

3.8 Quality of Writing in Coursework and Examination

The academic standards that students must meet are embodied in the intended learning outcomes of programmes and modules. The criteria for marking and grading in the case of formal qualities of student work such as grammar and spelling, must reflect the stated academic standards. **Marking criteria may only include specific and independent criteria relating to grammar, spelling or similar general characteristics of student work where these are explicitly set out in the intended learning outcomes. In all other cases, student work must be marked on content or meaning alone. Where grammatical or presentational features of student work prevent this meaning from being discerned, then the marks and grades awarded will be adversely affected.**

Notwithstanding the above, the University is committed to providing all students with equivalent opportunities to demonstrate their achievement of learning outcomes. Where a student’s disability may affect the legibility of coursework or exam scripts, the University has established procedures to address this by putting in place reasonable adjustments to assessments (see section 2 of this Handbook). Staff responsible for the design of assessments should be proactive in this process and develop choice and/or flexibility in assessment from the outset to ensure that needs are anticipated and addressed accordingly.

3.9 Procedures for receiving assignments electronically

It is recognised that not all assignments are suitable for electronic submission (e.g. in-vivo assessment) but these are relatively limited and across the sector electronic submission has become routine practice.

In May 2012, Learning, Teaching and Assessment Board (predecessor to the Education Advisory Committee) agreed that University policy be updated as follows for session 2012-13:

A. The University has adopted and implemented a policy that all (text-based) coursework assessment submissions be made electronically, preferably using the Turnitin tool.

B. The University has adopted and implemented a policy that hard copy submissions are the exception and only if a justifiable reason can be presented and agreed by the appropriate Dean of School.

C. Students will not be expected to submit both in hardcopy and electronic submission.

D. Learning Innovation should include specific staff development sessions (supported by suitable on-line materials) on good practice in electronic submission and assignment marking on-line.

There are three main methods of electronic submission available within UWS:

- **Moodle VLE** – the VLE has an assignment facility that allows a reliable, easy and secure method of submission. The drawbacks for this approach are that it does not meet UWS regulations as regards anonymity and the requirement to use additional software in the marking process which can be complicated by the format that the original file was produced in.
- **Turnitin** – the software can be used easily for submission, peer review and electronic marking as per University Regulations. Submissions can be done anonymously. To preserve anonymity in the submission process, staff should advise students not to use filenames which include their names, and not to include their names within the text of a file they submit through Turnitin, except where this is specifically required due to the nature of the assessment. Students can be advised to include their Banner ID as per section 3.2.
- **Other On-line** – some online programmes utilise the internet to facilitate electronic submission. These have the same issues as Moodle assignments plus the materials are being held on an external server which may have data protection/security implications.

3.10 Use of Dictionaries in Examinations

UWS Regulation 7 Appendix 1 – Student Conduct in an Examination – (viii) states that “The use of print based English/first language dictionaries may be permitted in formal examinations for international candidates whose first language is not English, except where the Module Co-ordinator for the module has previously indicated in writing that dictionaries will not be permitted. Dictionaries will not be permitted in language examinations. Where used, dictionaries may be scrutinised by Invigilators.”

3.11 Assessment Feedback

Thomas Gilbert⁴² summed up the principles of good feedback by saying that any information process needs to be designed to “give maximum support to performance.” The requirements for an effective information “strategy” involve the following steps:

- Identify the expected accomplishments.
- State the requirements of each accomplishment. If there is any doubt that students understand the reason why an accomplishment and its requirements are important, these should be explained.
- Describe how performance will be measured and why.
- Set exemplary standards, preferably in measurement terms.
- Identify exemplary performers and any available resources that students can use to become exemplary performers.
- Provide frequent and unequivocal feedback about how well each student is performing. This confirmation should be expressed as a comparison with an exemplary standard. Consequences of good and poor performance should also be clarified.
- Provide as much backup information as needed to help students troubleshoot their own performance.
- Relate various aspects of poor performance to specific remedial actions.

The University has developed a set of guidelines on effective assessment feedback for students:

- Each module should provide an appropriate **balance between feedback on formative and summative assessment**, giving consideration to **alternative forms of feedback**, for example, self-reflection and peer assessed activities;⁴³
- Sufficient feedback⁴⁴ should be provided both in terms of **frequency** and **detail**;
- Feedback has to be **specific** to be useful - both in relation to the **content** (the particular course material) and in **suggestions for further study**;
- Feedback should **focus on learning and on actions under students' control**, rather than on the students themselves and their characteristics. Therefore, all modules and programmes will make explicit the type, timing and extent of feedback;⁴⁵
- Feedback should concentrate on the **qualities of the student work** rather than on the characteristics of the student, and for this reason anonymity in the marking process should not inhibit the effectiveness of

⁴² Gilbert (1996)

⁴³ UK Quality Code for Higher Education (Chapter B6 Assessment of students and recognition of prior learning) (<http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>)

⁴⁴ Note – this could be handwritten or provided electronically

⁴⁵ NUS Principles of Good Feedback, (<http://www.nusconnect.org.uk/asset/news/6010/FeedbackCharter-toview.pdf>)

- feedback;
- Formative feedback should **avoid being negatively judgemental or demotivating**;
 - Feedback should **identify clearly where student work needs to be improved**, and **where and how** students can assist themselves to do so. Students should be **given options for action**, rather than judgements about character. **Positive reinforcement** – particularly at the beginning and end of feedback – is more likely to be effective in motivating students;
 - In line with the Student Partnership Agreement (SPA), assessment feedback should be provided within “15 University working days” (three “working weeks”). This clarification was provided to ensure a universal understanding and assist in the management of student expectation;
 - **The feedback should be *timely* so that students receive it while it still matters to them, and to allow them to pay attention to further learning or receive further assistance. Students should receive feedback no later than *three weeks* from the date of submission or of the assessment in question, and *earlier wherever possible* (see Section 3.5). In particular, students should receive feedback on a given assignment *before the date of the next assignment*. This feedback may take a form other than written comments on the work of the individual student. Where it is not possible to provide feedback within four weeks, students must be provided with an explanation for the delay, and with details of when and how feedback will be provided to them;**⁴⁶
 - **In all cases, including any exceptional cases where feedback will not be available within the period of three weeks specified above, *students should be informed at the start of each module of the nature of the feedback* that they will receive and of the *date* by which this feedback will be made available;**
 - Delays in feedback may mean it is irrelevant or out of date, and unlikely to lead to improved learning. Sometimes there can be a trade-off between rapidity and quality of feedback: imperfect but useful feedback from peers given promptly, for example, may have more impact than more fully considered feedback from a lecturer four weeks later. Useful feedback may be given by **providing model answers, exemplars or commentary to the whole class**⁴⁷, rather than by written comment on the work of an individual student;
 - Feedback should be **appropriate** to the purpose of the assignment and to its criteria for success;
 - **For students, maintaining motivation may be a key issue when they look to feedback from an assignment – especially a first assignment. If grades are involved, *feedback should clarify why that grade is***

⁴⁶ For example- give verbal feedback 1-2-1 or in groups during a seminar/lab, etc.

⁴⁷ Huxham (2007)

awarded. All assessment criteria need to be explicit and understood by students.⁴⁸ Members of a programme team should agree assessment criteria set out on a clear pro forma. These may be issued to students with details of the assignment, and used as a guide to marking. These may also be used as the basis for peer review using Peermark and as the rubric for providing general feedback to students. All programmes should develop a pro forma for feedback to students in order to ensure consistency between markers within and between modules regarding marking criteria and with respect to the quality of feedback to students. Appendices 10 and 11 contain examples of assessment feedback proformas which could be adapted for use by colleagues to provide feedback to students;

- Feedback should be provided in circumstances where it has a good chance of being attended to and acted upon;
- **Students may ignore or discard feedback even when it is timely, specific, realistic, forward-looking and of good quality; but if it is none of these things then the chances of it improving learning are slim.** Some ways of increasing student engagement may be to **invite students to specify** exactly which features of an assignment they wish to have feedback on; or making assessment a two stage process – with self-assessment as an option as part of stage one;
- Research underlines that **feedback on its own is more likely to be heeded and have a greater impact** than feedback with a grade, or a grade on its own. Giving a grade only after self-assessment and tutor feedback has been provided is an effective sequence. Feedback should encourage adjustments to learning, and give opportunities for students to internalise standards of good practice;
- Where appropriate, **students should be encouraged to participate** in the process of assessment and feedback. This can contribute effectively to engaging students in productive learning activities. Methods of **peer and self-assessment**⁴⁹ if introduced carefully (and allowing for moderation by staff) can have real benefits deriving from student involvement. Attendance and other measures of participation may improve in association with peer assessment, and students tend to regard the assessment process as more fair. Self-assessment can be part of a critical process of reflection on learning. Students can also be consulted when drawing up assessment criteria (reinforcing the intended learning outcomes);
- **All modules and programmes must make explicit the type, timing and extent of feedback,**⁵⁰

⁴⁸ Refer to Section 2 of Assessment Handbook

⁴⁹ Refer to Section 2 of Assessment Handbook

⁵⁰ NUS Principles of Good Feedback, (<http://www.nusconnect.org.uk/asset/news/6010/FeedbackCharter-toview.pdf>)

- Sufficient written feedback should be provided both in terms of frequency and detail. **Appendices 9 and 10** contain examples of assessment feedback proformas which could be adapted for use by colleagues to provide feedback to students;

A common comment from staff about engaging in effective feedback practice against the points above is that classes are sometimes too large to provide good, rapid feedback. This can be difficult and sometimes you have to get the balance right between pragmatism and detail (see point above). However, it is a fundamental principle of effective feedback that to get it truly effective does require time and commitment from staff.

Using appropriate technology is one way of relieving some of the stress and enhancing the quality of feedback when time is tight. Use of Peermark provides the opportunity for students to obtain early feedback from their peers prior to the formal submission. Grademark, (part of the Turnitin suite of tools available through Moodle⁵¹) allows you to mark online and to save stock feedback within a bank of responses. This approach ensures that feedback is readable by the student and also that consistent feedback is provided between students (an added benefit in some cases). Time spent on creating a feedback bank of responses based on a selection of student scripts will be repaid by the quality of feedback and time saving over the whole assignment. The Quick Parts (Auto Text) can fulfill a similar function with Microsoft Word. Rubrics within Grademark allows a rapid method of providing general feedback that is consistent across all markers.

3.12 Gradebook: electronically submitting marks

All marks/grades should be entered into Banner using Gradebook by the Module Co-ordinator. These must be entered in sufficient time to enable the relevant documentation to be prepared for Subject Panels and Progression and Awards Boards. Appropriate guidance on timing will be provided via the Subject Panel and Progression and Awards Board Chairs, respectively.

Module co-ordinators can request appropriate amendments to Gradebook settings by contacting the Gradebook Administrator for each School. These should be done prior to the start of each trimester.

Data input of final marks onto Gradebook should be free from error and Schools should endeavour to be more robust to ensure this is achieved consistently.

⁵¹ <http://moodle.uws.ac.uk>

3.13 Release of Module Marks & Grades to Students

Students will have a right to information regarding module grades, the overall mark attained for a module, and the marks attained for each assessment instrument (that is, each distinct examination or submitted assignment or equivalent).

Details of a student's attainment in modules will be made available to the individual student via the Student Self Service within the Banner Student Information System.

Details of how to access Student Self Service will be provided to all students.

4 PROCEDURES AND GUIDANCE FOR ASSURANCE OF STANDARDS

4.1 General Information

As previously outlined, UWS Assessment Regulations are available at (www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework)

There is also access to general advice via the UWS Registry website at <http://www.uws.ac.uk/about-uws/services-for-students/student-administration/>

4.2 Subject Panels and Progression and Awards Boards

The University operates a two-tier system to assure the standards of its modules and awards.

Subject Panels consider results from groups of subject-related modules; approve marks and grades for students on each module; and take account any Extenuating Circumstances (EC) Statements submitted (see section below). Details of the membership and remit of the Subject panel are to be found in Regulation 14, Section 7. The membership includes the subject External Examiner, who has specific roles in the assurance process – more details can be found in Regulation 7.12 and in the Handbook for External Examiners

[http://intranet.uws.ac.uk/department/geu/Pages/All_Categories.aspx?k="ExternalExaminer"OR""ANDdept:"QualityEnhancementUnit"&Category=ExternalExaminer](http://intranet.uws.ac.uk/department/geu/Pages/All_Categories.aspx?k=) and in the policy and procedure for liaison with External Examiners (Section 4.9).

The Subject Panel is chaired by an appropriate senior member of academic staff from within the School (normally the Chair of the relevant Programme Board but could also be the Dean of School). The Dean of School and all Module Co-ordinators (for the module under consideration) and the appropriate External examiners(s) are “ex-officio” and are expected to attend each meeting⁵². Others who may attend include the representative of any collaborating institution and other academic staff with an input to the delivery and operation of the modules being considered. The quorum for a meeting of an SP is the Chair and all the module representatives. Where an External Examiner is unable to attend, Schools should put in place other arrangements to ensure that the External Examiner can approve results within required timescales.

⁵² See Regulation 7 (www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework) and the External Examiners Handbook ([http://intranet.uws.ac.uk/department/geu/Pages/All_Categories.aspx?k="ExternalExaminer"OR""ANDdept:"QualityEnhancementUnit"&Category=ExternalExaminer](http://intranet.uws.ac.uk/department/geu/Pages/All_Categories.aspx?k=))

Administrative Support is organised and supplied from within the School. Guidance notes for the effective running and organisation of the SP can be obtained from Registry via the staff intranet.

Progression and Awards Boards (PABs) consider results from groups of related programmes within a School, and consider the eligibility of individual students to progress or gain an award. Details of the membership and remit of the PABs can be found in Regulation 14 section 6. **The PAB should be chaired by the appropriate Dean of School (or nominee) and “ex-officio” membership consists of the Dean of School, the Assistant Deans of School and the programme leaders (or nominee) for all programmes being considered by the Board. The PAB membership also includes the PAB external examiner, whose role and remit are outlined in Regulation 7.12 and Regulation 14.6.**

Other staff who may attend include external staff where required for purposes of professional accreditation, representatives of any collaborating institution and any other academic staff with an input to the delivery and operation of the programmes being considered, ensuring cross-campus representation. The quorum is the Chair and the programme leaders for the programmes being considered. Administrative support will be provided, as for Subject Panels.

All Subject and PABs are subject to a number of requirements, contributing significantly to the student learning experience and the maintenance of standards. **Subject panels meet at the end of each trimester to confirm the marks and grades of modules undertaken by students in that trimester, prior to the confirmed marks being released to students.** They are organised by the School and guidance notes are available on the staff intranet for Chairs of the SPs and School administrative staff, providing a checklist of what needs to be done in advance, at and after the meetings, in addition to giving templates of agendas and reports.

PABs are organised by Registry in consultation with the Schools and dates of the meetings are agreed at the start of each academic session. Guidance Notes for Chairs of the PABs and for administrative staff supporting the PABs can be found on the staff intranet (<http://intranet.uws.ac.uk/department/studentlink/studentadministration/Shared%20Documents/Forms/AllItems.aspx>)

It is the responsibility of academic staff to ensure that marks and grades for individual modules are entered accurately and on time onto Gradebook. Guidance on how this can be done is available from ICT and are also available on the staff intranet. Information on the timescales for submission of the marks and grades to the subject panels are also available on the staff intranet

(<http://intranet.uws.ac.uk/department/studentlink/studentadministration/Shared%20Documents/Forms/AllItems.aspx>). The output from the SPs is a list of confirmed marks and grades for each module which have been considered by the SP. These marks and grades are released to students using Self Service Banner.

The confirmed marks from the subject panels form the basis of the material presented to the PAB by Registry. The SP material focuses on a module and all the students registered on it, whilst the PAB material considers an individual student and the modules which he or she studied. The progression and award decisions confirmed at the PAB meetings are then communicated to the student electronically via Self Service Banner and by results letter. (In the forthcoming academic session, it is anticipated that greater use will be made of electronic communication of results to the students and that the issuing of results letters will be phased out over a period of time.)

4.3 Processing of Assessment Results

The initial processing of results is the responsibility of Schools. Results should be processed using the Gradebook tool within Banner. This is covered in detail in the ICT guidelines on the staff intranet at <http://intranet.uws.ac.uk/departments/ict/ips/training/Banner/SitePages/Faculty%20Self%20Service%20Banner.aspx>.

4.4 Fit to Sit and Extenuating Circumstances

From session 2016/17, according to Regulation 7.7, in submitting each piece of coursework or completing an examination or class-test, a student is confirming that they are 'fit to sit' the examination and wish that any mark achieved for that coursework, examination or class-test should stand.

Where students believe that their academic performance has been affected by extenuating circumstances and that they are not in a position to submit a piece of coursework or attend an exam or class-test, they should complete an on-line Extenuating Circumstances (EC) Statement, stating which coursework they will not be submitting or which exam or class-test they will not be attending. Information from the EC Statement will be forwarded to the Subject Panel who will take account of this declaration and the assessment affected in recording the student's module decision.

Full details relating to the above can be found within University Regulations 7.7 and 7.8. (<http://www.uws.ac.uk/current-students/rights-and-regulations/academic-appeals-and-mitigation/>).

4.5 Publication of Results

Module results are communicated after confirmation at Subject Panels. This is done via Self Service Banner (SSB). PAB decisions are available also via SSB and are communicated at present by letter to students. Over time, it is expected that the on-line communication of PAB decisions will be developed more fully and ultimately replace the results letters.

4.6 Opportunity for re-assessment

Regulations surrounding when re-assessment may or should be offered to students can be found in Regulation 7.8 and information on the timing of re-assessments can be found in the university calendar and on the university's

public website at <http://www.uws.ac.uk/current-students/study/exams-and-assessment/>.

Students are provided with support in preparing for their re-assessments by academic staff in the Schools. More details of these support mechanisms can be obtained direct from the Schools, to whom students with resits are referred at the time when the confirmed results are issued.

The Learning Developer team in Learning Innovation are available to help students with re-assessments in the period before resit diets. Staff should remind their students of this and advise them of contact details of Learning Developers.

4.7 Appeals

Students have the right to appeal against the decision of a SP (including EC and Plagiarism) or a PAB. Details of the Appeals Procedure can be found at (<http://www.uws.ac.uk/current-students/rights-and-regulations/academic-appeals-and-mitigation/>)

4.8 Retention of Assessed Work

The current procedures are outlined below:

All exam submissions, following each Progression & Awards Board (PAB), to be retained for two months following the final PAB for the academic session in which the module was delivered. Thereafter, for hardcopy submissions, a sample of assessment material will be retained as outlined below. The Dean of School will be responsible for arranging the collection, storage, retrieval and subsequent secure disposal of assessment material.

For coursework assignments: if not given back to students as part of feedback on assessment it should be disposed of as above.

For quality review purposes, where external or internal assessors may wish to review assessment material from a range of modules or student performance over time, a representative sample of module assessment material should be retained. A sample of module assessment material⁵³ (following the Subject Panel) for each module in the University at all levels should be retained on a rolling basis for five years. Mark sheets should be retained along with scripts and other assessed work. Students should not be required to submit two copies of coursework etc. The sample scripts should be copied by the School following marking to capture examiners' comments. The Module Co-ordinator is responsible for identifying the sample and the Dean of School should make administrative arrangements for scanning/photocopying, storage and retrieval.

Where professional and statutory bodies require retention of examination scripts and projects/dissertations and/or other assessed work, for a longer

⁵³ Definition of Module Sample: For the purposes of this policy, a minimum sample constitutes five pieces of assessment or 5% - whichever is greater (for each assessment method as identified in the module descriptor) for each module. The sample should reflect the range of marks awarded and should be accompanied by a copy of the Gradebook printout.

period than specified in the University policy, then this requirement should be met: the programme leader will be responsible for ensuring that this policy is met.

It is recommended that all Schools adopt a system for organising the comprehensive storage of module material for quality review purposes. An ideal “module pack” would contain:

- Module descriptor;
- Examination paper/coursework outline;
- Assessment strategy;
- Marking schedule;
- Evidence of moderation;
- Samples of assessed work and marks/grades (for the previous session);

This policy will be reviewed from time to time in light of the changing requirements of the University and QAA methodologies.

It is anticipated that over the coming academic session(s), APPC will continue to explore options for retention and storage of digital materials as required. This will feature in a future edition of the Assessment Handbook in due course.

4.9 Policy and Procedure for Liaison with External Examiners

The section provides University academic staff with an aide memoire of key points of contact with external examiners and is provided in the External Examiner Handbook for the information of external examiners.

Nomination for New/Replacement External Examiners

Nominations for new or replacement external examiners should be made at least six months before the appointment is due to commence. Appointments should normally commence in October and last for four years. A nomination form is available on the staff intranet.

Colleagues completing and recommending approval of new external examiner nominations should ensure regulation 7.12 is satisfied.

Following School endorsement, the nomination is forwarded to the Academic Quality Committee (AQC) for final approval.

Staff must not involve proposed external examiners in any element of the assessment process prior to the appointment being confirmed by AQC.

Appointment of External Examiners

A letter confirming the appointment is sent to the new external examiner by the Depute Head of the Quality Enhancement Support Team (QuEST) following approval by AQC. The letter is copied to the appropriate School

contact(s) and School Executive Manager. External examiners also receive a copy of the External Examiner Handbook which provides general information about the history and academic structure of the University, the quality assurance system, the role of external examiners, information about external examiner reports, expenses and honorariums and the assessment regulations. Copies of this handbook are available on request.

It is the responsibility of the School to provide the Progression and Awards Board external examiner with the relevant programme specification(s) / or direct to <http://psmd.uws.ac.uk> for the programmes allocated to the Progression & Awards Board as soon as the appointment is confirmed.

It is the responsibility of the School to provide the Subject external examiner(s) with appropriate module descriptors as soon as the appointment is confirmed / or direct to <http://psmd.uws.ac.uk>.

New external examiners should be offered the opportunity by Schools to make an informal visit to the University before they are involved in assessments so that they can meet staff and be briefed on modules, programmes and assessment matters. The Quality Enhancement Support Team (QuEST) will provide all new external examiners with online induction materials and an External Examiner Handbook as part of their induction into the role.

Arrangements to be made by Schools for External Examiner involvement at Panels/Review of Student Work

It is the responsibility of the School to liaise with external examiners on their availability to attend the panel(s) following the circulation of the timetable by Student Administration Services. External examiners are frustrated by late notification of panel dates.

Subject External Examiners

Schools should ensure that Subject external examiners review a sample of student work, including course work and examination “scripts” during the year. The School should ensure that external examiners have access to Moodle and Turnitin where appropriate. It is helpful if this can be staggered throughout the year rather than accumulated at the end of the session at the time of the final panel meeting. Alternatively, some external examiners find it helpful to come to the University the day or half day before the Subject Panel and will review student work at that time and some external examiners will wish to meet students. A number of external examiners have commented that they would wish to have more time to look at student work and Schools are asked to bear this in mind. Subject Panel Chairs should liaise with the subject external examiner in good time on the approach he/she wishes to take.

The sample of student work considered by external examiners should include material from part-time students and all modes of delivery and campuses. Schools must ensure that they provide Subject external examiners with appropriate material for all the modules to which they have been appointed.

Subject Panel Chairs should forward an up-to-date module descriptor with each sample of module assessment work.

Subject external examiners must be given at least four weeks to review draft examination questions and a sample of course work questions for all levels.

As stated University Regulation 7.12.2 (a), Subject External Examiner(s) must be confident that module results have been approved appropriately. This can be achieved by either attending each meeting of the Subject Panel each Trimester approving the results for each module to which they have been appointed or by using other appropriate communication approaches and providing written confirmation of their approval of the results.

If the external examiner is not present at the Subject Panel, the relevant Subject Panel Chair is responsible for obtaining the approval of the examiner for confirmation of results. No results will be confirmed to the student without the approval of the appropriate external examiner.

Progression & Awards Board External Examiners

As a matter of courtesy, the School should advise the Progression & Awards Board (PAB) external examiners of all changes to the programme(s) associates with the Progression & Awards Board during the year and provide an updated programme specification in advance of each Progression & Awards Board.

As stated University Regulation 7.12.2 (d), the PAB External Examiner(s) must be confident that all awards have been approved appropriately and that academic standards have been maintained. This can be achieved by either attending the PABs at an appropriate time or by using other appropriate communication approaches and providing written confirmation of their approval of the decisions.

PAB Chairs should ensure that the external examiner signs off Progression & Awards Board paperwork for all panels. Similarly, Subject Panel Chairs should ensure that the external examiner signs off Subject Panel paperwork. If the external is not present at the panel then the Panel Chair is responsible for sending the panel paperwork to the external for approval. Students will not be entered onto the graduation roll until the external examiner agreement, in writing, is obtained. This approval is for all awards of the University.

Annual Monitoring & Annual Reporting

Electronic versions of the blank annual report forms are available for downloading from www.uws.ac.uk (search External Examiners) and should be returned by 30 September to: external-examiner@uws.ac.uk.

If academic colleagues are advised of any concerns External Examiners have about the reporting process, please contact the Head of the Quality Enhancement Support Team (QuEST).

On receipt by QuEST, the External Examiner reports are posted immediately on the staff intranet (External Examiners) by QuEST staff and are listed by School. A copy is retained by QuEST to support internal and external review activities.

If external examiner reports are not received by 30 September, QuEST sends a reminder to the external examiner. A further reminder will be sent to external examiners during November and if necessary, thereafter by the Dean of School & Vice Principal.

Any queries about receipt of annual reports should be directed to the School in the first instance.

External examiner reports should be reviewed at the appropriate Programme Boards within their annual monitoring activities.

Schools are responsible for ensuring that external examiners are provided with a formal response to their annual report. All reports and responses are available to view and download on the staff intranet for annual monitoring purposes. A pro-forma is available for this purpose.

Attendance Fees & Expenses

There is an expectation that external examiners will attend all Subject Panels (SPs) and/or Progression & Awards Boards (PABs) for the modules and programmes (where awards are confirmed) to which they have been appointed. Where possible, external examiners would therefore be expected to attend panels in February, June and September session.

However, as of session 2016-17 there is acknowledgement that physical attendance is not always possible (University Regulation 7.12.2). Nonetheless, external examiner(s) must still be confident that all module results/awards have been approved appropriately and that academic standards have been maintained. This can be achieved by either attending the SP/PABs at an appropriate time or by using other appropriate communication approaches and providing written confirmation of their approval of the decisions.

To encourage physical attendance, an attendance fee of £100 per visit to the University to attend a SP or PAB has been introduced. The payment of attendance fees will be processed on the Claim Form which must be endorsed by Panel Chair following the SP or PAB.

In addition to attendance fees, external examiners also receive honorarium payments depending on their role. Payment of honorarium can only be processed on receipt of the annual report.

Any queries about payments should be directed to the School contacts.

Section 4 – Procedures for Guidance and Assurance of Standards

External Examiners and Programme Changes

Schools are responsible for agreeing minor changes to programmes or modules. Consultation with the external examiner will normally form part of the process for all programme amendments.

SECTION 5: UNIVERSITY ACADEMIC REGULATIONS

Current University Academic Regulations are available via the staff intranet - (www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework).

APPENDIX 1 – GLOSSARY OF KEY TERMS

MARKING & MODERATION CATEGORY:

Second/ Double Marking - Marking of an assessment by a second marker WITH knowledge or sight of the first markers comments.

This may be appropriate for new modules and where the marker(s) are recently appointed members of staff (or new to the module marking team).

Each marker must keep a record of all marks awarded, together with the rationale for awarding each mark. The use of assessment criteria, marking schemes, rubrics or similar procedures should be used to ensure that the marks given by the first marker do not influence the second marker's judgement and to ensure transparency in the marks awarded. If there is a significant difference between the markers' judgments after initial marking, markers' notes enable discussions to take place about the reasons for individuals' decisions, after which a consensus should be reached prior to review by the external examiner.

Double Blind Marking - Marking of an assessment by a second marker with NO knowledge or sight of the first markers comments.

This may be appropriate for cohorts of fewer than 20 students where there is less likely to be a normal distribution of grades, or where marking has identified an unusual pattern of performance. This may be particularly appropriate to dissertations.

Each marker must keep a record of all marks awarded, together with the rationale for awarding each mark. The use of assessment criteria, marking schemes, rubrics or similar procedures should be used to ensure that the process by which each marker has arrived at the grade awarded is clear. If there is a significant difference between the markers' judgments after initial marking, markers' notes enable discussions to take place about the reasons for individuals' decisions, after which a consensus should be reached prior to review by the external examiner.

Note: **Second/ double/ or double blind marking** may involve every assessment within a cohort, or a sample of assessments within a cohort (such as fails; marks just above/below the threshold for a pass; marks just above/below the threshold of a grade; or final attempts), subject to the purpose of the marking.

Additional Marking: Marking of an assessment by a third (or subsequent) marker following second/ double/ double blind marking, where there is significant difference between the marks awarded that cannot be resolved without the opinion of another marker.

Anonymous (or blind) marking - this describes the UWS process⁵⁴ whereby the identity of students is not revealed to markers and/or to the assessment panel or Assessment Board until after the results have been agreed and published.

Constructive alignment - this describes the principle of ensuring that learning outcomes, teaching and assessment are 'aligned'; meaning that once the learning outcomes have been specified, the teaching must focus on the students acquiring the necessary skills and knowledge to meet them, and the assessment finding out if they have or not. If alignment does not take place, distortion of one kind or another will result.

Criterion based assessment - this is where the criteria for success are specified in advance of the assessment. Pre-specifying the criteria means that regardless of how many candidates have passed, and by how much they have exceeded the minimum standard, the next candidate to be tested will have the same chance of success as all the ones before. The driving test is a commonly cited example of a criterion based assessment.

Diagnostic assessment - this is used to show a learner's preparedness for a module or programme and identifies, for the learner and the teacher, any strengths and potential gaps in knowledge and understanding and skills expected at the start of the programme. It is also used at UWS within the e-portfolio process for PDP and in some cases, as part of our Recognition of Prior Learning (RPL) Policy.

Cohort Moderation - This is Moderation of all assessments within a cohort (such as cohorts of assessment being delivered for the first time; cohorts of small numbers; or cohorts where the assessment is a significant project/dissertation);

Sample Moderation - This is Moderation of a sample of assessments from within a cohort. As a minimum, this requires moderation of a sample of at least 15% from across the ranges of grades (5% from each of the top, middle and bottom marks range). Sample moderation may also specify additional samples (such as fails; all final attempts; a larger sample of those assessments with marks just above/below the threshold for a pass, or of a grade).

Approaches to internal Moderation may include:

Individual Moderation: Moderation by a single internal member of staff, usually the Named Module Moderator.

Team Moderation: Moderation by a team of staff. This team may include the first markers, moderating the assessments marked by other marking team members. This approach recognises that other members of staff may be involved in the moderation process.

The first marker must keep a record of all marks awarded, together with the rationale for awarding each mark. The use of assessment criteria,

⁵⁴As outlined in regulation 7.1.4 (Anonymous Marking) (www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework)

marking schemes, rubrics or similar procedures should be used to ensure that the process by which the first marker has arrived at the grade awarded is clear. This enables the second marker to confirm that the marking process has been carried out in a way which is consistent with the agreed marking criteria, and that marks awarded are appropriate.

TYPES OF ASSESSMENT CATEGORY:

Formative Assessment – as the term implies, this is intended to ‘form’ student development and make them more effective in their future assessment assignments. This is where the interaction between teaching staff and students and particularly **effective feedback** (see later) is of importance.

Outcomes based assessment - like criterion based assessment, outcomes are specified in advance and pass/fail decisions are determined by the candidates’ abilities to demonstrate that they have achieved the outcomes. The driving test is a good example of outcomes based assessment because the required skills have to be demonstrated in a practical environment in order to pass the candidate.

Plagiarism - this describes the passing off of someone else’s words or thoughts as one’s own. University Regulation 7.11.3 defines **plagiarism** is a type of cheating. It is also defined by the University as the attempt to gain an unfair advantage in an assessment by gaining credit for work of another person or by accessing unauthorised material relating to assessment.

This is a problem that has grown significantly since the advent of the internet, which has made copying of material verbatim, much easier. The University considers plagiarism to be a very serious matter⁵⁵ and further information and help for staff and students can be found in regulation 7.11.

Summative Assessment - the use of assessment to measure the level of achievement that a student has reached at a given point in time, such as the end of a particular module i.e. this forms the basis of the mark or grade given to the piece of work. Note that, even though it is summative, this does NOT mean that such assessment should not utilise effective feedback! Summative assessment of learning outcomes is an important element in the review of student progress, pedagogic effectiveness, curriculum development and quality enhancement.

NOTE - In practice, a well-designed assessment strategy for a module will include an appropriate balance of formative and summative assessment (see Design Section).

Sustainable Assessment - this is a more modern “take” on assessment that has grown out of discussions on the above terms. Originally proposed by David Boud⁵⁶ this relates to the concept of learning for life and is defined as assessment that meets the needs of the present without compromising the ability of students to meet their own future learning needs.

⁵⁵ Regulation 7.11 (www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework)

⁵⁶ Boud (2000)

Our assessment practices should equip students to be “assessors” of their own learning and operate with a time horizon beyond the particular course. This basically brings us back (again!) to the importance of an interactive assessment process in which students receive regular, constructive (and challenging!) feedback that they can then internalise and learn about their own abilities from and move on. In practicing a “sustainable” model, there requires to be a constructively aligned assessment-related, focussed ILO approach in which a student-centred learning model is embedded in all curricula.

At UWS the Personal Development Planning (PDP) model that has been implemented as an embedded part of all modules (through the ePortfolio tool, Mahara) is an excellent way of promoting and developing a sustainable assessment model.

ONLINE/ E-ASSESSMENT CATEGORY:

E-assessment - according to its widest *definition* (JISC 2006), includes any use of a computer as part of any **assessment**-related activity, be that summative, formative or diagnostic.

Concurrent e-assessment - is the equivalent of examinations where all students in a cohort are tested at the same time.

Non-concurrent e-assessment - is the equivalent of coursework where the students can be tested on an individual basis.

APPENDIX 2

APPENDIX 2 – GOOD PRACTICE IN ASSESSMENT

A recent guide on good practice ⁵⁷ in assessment was published by the QAA Enhancement Theme on the First Year. In this an overall set of what effective practice in assessment and feedback should demonstrate was stated as:

- *Help to clarify what good performance is (goals, criteria, standards)*
- *Encourage 'time and effort' on challenging learning tasks*
- *Deliver high-quality feedback information that helps learners to self-correct*
- *Provide opportunities to act on feedback (to close any gap between current and desired performance)*
- *Ensure that summative assessment has a positive impact on learning*
- *Encourage interaction and dialogue around learning (peer and teacher-student)*
- *Facilitate the development of self-assessment and reflection in learning*
- *Give choice in the topic, method, criteria, weighting or timing of assessments*
- *Involve students in decision-making about assessment policy and practice*
- *Support the development of learning groups and communities*
- *Encourage positive motivational beliefs and self-esteem*
- *Provide information to teachers that can be used to help shape their teaching*

⁵⁷ Nicol (2008).

APPENDIX 3 – TYPES OF SUMMATIVE ASSESSMENT

In the Programme Specifications and Module Descriptor (PSMD) catalogue, when selecting the types of assessment to be used in a module, these are organised within three broad categories as per the KIS (Key Information Sets) categories used by Unistats. The table below indicates the three main Assessment Types, and what Sub-Types of assessment are included within each.

Assessment Type	Assessment Sub- Type
Examination	Unseen closed book (standard)
	Seen closed book
	Unseen open book
	Seen open book
Assignment	Case study
	Class test (written)
	Design/diagram/Drawing/Photograph/Sketch
	Dissertation/Project report/Thesis
	Essay
	*Laboratory/Clinical/Field notebook
	**Portfolio of written work
	Report of practical/field/clinical work
	Review/Article/Critique/Paper
	Workbook/Laboratory notebook/Diary/Training log/Learning log
Practical	Class test (practical)
	*Clinical/Fieldwork/Practical skills assessment/Debate/Interview/Viva voce/Oral
	Creative output/Audiotapes/Videotapes/Games/Simulations
	Demonstrations/Poster presentations/Exhibitions
	Performance/Studio work/Placement/WBL/WRL assessment
	**Portfolio of practical work
	Presentation
	Objective Structured Clinical Examinations (OSCEs)
	Objective Structured Professional Examinations (OSPRES)

Some Assessment Types fit both the Assignment and Practical category – eg **Laboratory/clinical/field notebook* and ***Portfolio of practical work*. Therefore skills assessment (Practical) has been separated from the typed report of such activity (Assignment), and similarly the Portfolio of typed work components have been separated from the Portfolio of practical work.

**** While we use the word ‘book’, this may be applied to electronic resources.**

APPENDIX 4 – CHOOSING ASSESSMENT METHODS

NOTE – refer also to Appendix 3 and Section 2

Examples of Methods of formative assessment

- Use Moodle multiple choice self-assessments.
- Use Peermark for peer- and self-assessment to tap into the valuable feedback from peers and judgments on one's own performance.
- Encourage the use of a blog to review course content and share with peers for comment
- Two-minute “papers” – good for use at the end of class to assess understanding. Possible examples would be to submit responses through Twitter, email to Wordpress blog or another suitable method to the following:
 - ask students to summarise key points of that week's session in two minutes and feedback. Depending on their response more work may have to be done at the beginning of the next session or further exercises/material given to students who need or request them.
 - ask students to respond briefly to the following question: What was the most important thing you learned in this class today?
- Ask students to submit a first draft of an essay. Use the self and peer assessment facility within Turnitin to obtain feedback within a week so they can use that feedback to inform their final draft. Instead of plunging students straight into major essays, get them to produce a 500–750 word report and use this to provide feedback and early identification of any learning issues.
- Take time out in class time (or moderate an online discussion thread) to give an opportunity to students to collaboratively reflect on what they have learned (thus far), what areas of material they have found particularly difficult; ideas for improving learning.
- Use a wiki as a collaborative learning space where the students can reflect on what has been learned
- Consider turning the task of you providing formative feedback into a more reflective activity by your students. First ask each student (or group of students) to reflect on the strengths and area for further development. Your feedback could focus on your students' reflections thereby encouraging them to take greater responsibility for their own learning.
- You may also ask: What question remains unanswered (or is unclear) from the class today?
- Application exercise – ask students to identify one real-world application of an idea, concept or principle they have just learned. This helps students connect the material to prior knowledge and lets you see whether they understand the applicability of the concept.
- Student-generated test questions: have students prepare two or three test questions with model correct answers using Peerwise. From this you should be able to see what students believe are the main ideas; what they believe are fair questions and what their ability is to answer the questions.

- Pro-con grid: Have students create two columns and generate a list of pros and cons on a particular topic. This process helps students see multiple sides of contentious issues and gives you a sense of the depth of their understanding.
- Concept maps: have students produce a summary of the main concepts as discussed in a topic or learning outcome. This helps to quickly identify student misconceptions and encourage examination of the overall structure. Typical tools would be MindMup, Freemind and Compendium.

Summative Assessment

1 Examinations

Despite all the variety available to the modern educator, the examination method is still widely used. The traditional “unseen” examination the scourge of many a long-suffering student goes back hundreds of years and was standard practice for instance for entry to military academies and the civil service (demonstrated character and clear thinking under time pressure!). Examinations take several forms, including:

- written, oral, practical and online examinations
- end-of-module examinations (normally organised centrally and running during the examination period), and in-class tests (which are examinations organised locally by module tutors and normally occurring outside the formal examination period)
- closed-book and open-book examinations
- unseen and seen examinations.

The actual type of examination employed for a module will have been decided at the point of initial approval by a module team, where its validity as an appropriate form of assessment will have been considered. Whilst more ‘traditional’ closed, unseen written examinations are generally familiar to staff and students other types of examinations may pose new challenges. Special care must therefore be taken to ensure that they are:

- transparent (candidates know what to expect and understand what is required of them)
- equitable (the examinations safeguard against illegitimate practices, and are fair to all candidates)
- reliable (staff know how to make appropriate academic judgments on performance).

1.1 Unseen Written Exams

Advantages:

- relatively economical
- straightforward to organise
- there is equality of opportunity – same tasks in same way, under same conditions
- know whose work it is (normally – if there is no plagiarism!)
- academic staff and some students are familiar with the process
- can be a trigger to students to get down to learning.

Disadvantages:

- students normally get little or no feedback therefore formative learning is difficult
- badly set exam questions encourage surface learning in which students only have to “regurgitate” knowledge/facts to pass
- exam technique is too important (students need to be good at time management and working under pressure – but if that is part of the ILO, then this is not a disadvantage!)
- exams only represent a snapshot of student performance, rather than a reliable indicator of it – there is evidence to show that students can forget the knowledge they required for an examination within an hour of it finishing!

Sometimes, tutors have little say in using such an assessment method as many professional bodies/organisations insist on this as a prime method – but times are changing in some of these!

1.2 Open Book Exams

Staying with the written exam but moving on to the “**open-book**” type – these have grown popular in recent times to overcome the memorising and surface learning problem and to better assess critical thinking. These are still normally unseen methods. In open-book examinations students are allowed to take in the reference sources and materials they think they will need. The focus then is less on student memorisation of particular information and more on application of information (locating, retrieving, synthesising and applying) from a range of sources to the solution of specific problems. In this way students engage at a deeper level, and can be required by questions to demonstrate higher-order skills of analysis and judgement. Useful advice when considering open-book examinations include the following:

- Decide whether to prescribe the books or ebooks students may employ or allow them to bring in what they want.
- Ensure that you set questions which require students to DO things with the information available to them, rather than merely summarising it and giving it back.
- Focus the assessment criteria on what students have done with the information, and not just on them having located the correct information.
- Require application of knowledge wherever appropriate.

This methodology minimises most of the disadvantages stated for the unseen method and brings with it many extra advantages. However, it brings with it, its own set of procedures that need to be adhered to including:

- clarity of information – students who are to be given open-book examinations must be informed (in module handbooks, written information at start of a module) of how the examination is to be prepared for and administered. In particular, they must receive a statement of the materials which can be taken into the examination

- and, importantly, any specific materials excluded from the examination.
- if there is an intention to limit the amount or type of material (this is a choice for the module team and should be agreed in advance) which may be brought into the examination, this must be reasonable in the context of:
 - the assessment criteria,
 - equity and fairness to all candidates
 - capable of enforcement via normal invigilation processes without causing disruption to the conduct of the examination.
 - all parts of the University involved in assessing students (e.g. Registry/Examinations Unit, Student Services) must be appropriately informed of the plans for such assessment, in order that any special arrangements can be put in place e.g.
 - desk space (students usually need more!)
 - invigilation arrangements
 - students with special needs
 - restricted access to online resources

1.3 Seen Exams

Looking now at a further type of written examination – **the seen examination**. Here, students are provided with, at an appropriate time in advance of the examination (say 1 week), a set of background materials and the main questions. Materials may be specific research references (with the appropriate papers or allowing students to search on-line for these) or case studies or portfolios of evidence (etc.). Students are then advised to familiarise themselves with the materials before bringing them into the examination room where they are asked to write up a case study or respond to a series of prompt questions which require them to use the materials.

Such an approach to assessment opens up the capacity to assess yet another set of skills – preparation of material, synthesis from multiple sources, application to specific questions, etc.

This form of assessment (which could be combined with Open-book) also brings with it, its own set of procedures that need to be adhered to including:

- students must be informed in module handbooks (and as before) of the nature of the seen examination process, and the time and manner by which the examination “paper” will be disseminated.
- dissemination of the prior materials/questions must be handled in a manner that allows all students similar and equitable access and time. Students, should however, be reminded that is their responsibility to ensure that they receive a copy of the examination and the materials.
- a warning against unauthorised collusion in the preparation of responses must be clearly given and displayed to students (collusion is one of the potential drawbacks of the method)

- as with the above method, all parts of the University involved in the arrangements for the assessment of students (e.g. Registry, Student Services) must be appropriately informed of the plans for such assessment, in order that any special arrangements can be put in place.

1.4 Practical Examinations

This where students undertake practical tasks which are assessed by observation and sometimes a report. They are conducted under restricted conditions and a time limit (they can be as short as 30 minutes and as long as all day!). These are not to be confused with normal laboratory/field-based work where students produce a lab report as part of a coursework exercise. Procedures for preparing and conducting such examinations should follow the same overall ones as for other types of written exams.

1.5 Class tests

Class tests are particularly appropriate for the assessment of learning outcomes which relate to practical skills; for example, where learning outcomes relate to the demonstration of lab- or computer-based skills and activities, and which therefore require the assessment to be carried out in a lab setting. Class tests may be perceived by students as a less formal type of assessment than an examination. However, class tests should be conducted under exam conditions, and they therefore require careful management and oversight.

Formally scheduled examinations are 2 hours long, occur during the examination diet, are formally scheduled by Registry, and are invigilated by designated invigilators (organised through Registry). In contrast, class tests are supposed to be carried out during the teaching period of the trimester, within one of the students' formally scheduled classes. If, for some reason, a class test is scheduled out with teaching weeks then students may have clashes with other commitments or with formal examinations, and classroom accommodation may not be readily available. Class tests are planned, organised and managed at School level, under the direction of/by the Module Co-ordinator.

Pedagogically, when deciding whether a class test is the most appropriate form of assessment to use, there are a number of issues to consider, including the content of the assessment and the learning outcomes which are to be assessed. Operationally/practically, the decision to conduct a class test also requires careful and considered planning, management and organisation, particularly where the module is taught on more than one campus. Such practical/operational issues include:

- Arrangements for invigilation:** This should be conducted with the same rigour as formally scheduled examinations. Internal or external invigilators are acceptable;
- Timing of a class test:** Students must be made aware of the date, time and venue for the test. It is the responsibility of the module

- teaching team, under the direction of the Module Co-ordinator, to ensure that this information is made clear and is available to all students on the module;
- c) **Re-assessment using class tests:** It is essential to consider those students who may fail a class test and subsequently require a re-assessment opportunity. UWS only requires students to be in attendance for formal examinations during the August (trimester 3) examination diet, and so they may not be on campus or even in the country, at other times over the summer period. Regulation 7.8.1(c) states that 'the forms of re-assessment should normally be the same as for the first attempt', and so offering a different type of re-assessment for a failed class test should not be an option. Choosing an appropriate time to offer the re-assessment opportunity for a class test is therefore an important part of the planning process;
 - d) **Arrangements for changes to the room layout:** This will have to be done under the direction of the Module Co-ordinator, in conjunction with other members of the module teaching team, and may require advanced booking of Estates services to move furniture etc.;
 - e) **Managing students who have an identified need for additional support:** This may require adjustments to individual student assessment arrangements. For example, entitlement to additional time, access to a PC and/or the use of assistive technologies, undertaking the assessment in a separate room to the other students. Such students are entitled to the same invigilation arrangements as all other students undertaking the class test, and so it is important to plan for equivalence of invigilation in all locations where the class test may be taking place.

These issues can make class tests a time and resource-intensive assessment method from the perspective of the academic staff responsible for their organisation. Where a class test is considered to be pedagogically the most appropriate method of assessment to employ, then it may be necessary to have discussions with School management to ascertain whether additional resources can and should be made available to support the implementation of the class test.

The decision about whether a class test is the most appropriate form of assessment to use should take all of these factors – pedagogical and operational - into account. If the learning outcomes to be assessed could equally be demonstrated within a formally scheduled examination, then the practical issues outlined above and the resource implications for academic staff may make a formal examination the more appropriate choice. If the informality of the assessment environment is important then class tests may be the preferred option. If the learning outcomes being assessed relate to practical skills or competences then again, a class test may be the preferred option.

2 Coursework

This is a generic term for a wealth of student assessment that takes place under non-examination restrictions. Usually such assignments are set early in a module with students given a number of weeks (but a set deadline) to prepare and submit work. They can contribute anything from a small to a large (more usually) % of the assessment total for a module. Modules with 100% Coursework can be quite common.

Coursework may take several forms, including:

- written essays and reports
- practical and creative work and visual presentations
- practical field or laboratory-based work
- professional practice
- oral presentations
- multi-media presentations
- group work assignments
- time-constrained assignments
- reviews and annotated bibliographies

2.1 Essays and Reports

The essay is up there with the standard unseen examination as the most common type of assessment in use in higher education. Despite its inherent flaws (see below) it is a very popular form of assessment, is relatively easy to set and can often be the dominant method in a module. The essay allows students considerable freedom to organise and express their ideas in an individual style, with originality of thought. It often separates a group of students quite easily into high and low skilled ones. Other benefits of the method include:

- opportunity to test deep learning and cognitive abilities, starting from lower level early on in a programme (knowledge and application) to the full spectrum (including interpretation, critique and evaluation) in later stages
- opportunity to test “employability” and key transferable skills such as presentation and communication
- integration between ILOs to give a holistic framework for assessing a module/groups of modules
- opportunities for interdisciplinary relationships to be explored

However, there are important drawbacks, including:

- marking - for large groups of students this can be tedious, time consuming and overwhelming for newer members of staff in particular – this is particularly manifested if staff follow good feedback practice (see later) and give expansive suggestions
- issues such as grammar, spelling and handwriting (where allowed considering UWS policy on electronic submission) can obscure the content and influence the judgement of markers
- despite their relative ease of setting, this is a skill that staff need to practice to ensure they get the right balance of skills to be assessed

Reports are similar to essays in many ways but have one dominant advantage in that they represent a key “realistic” business and professional skill liable to be needed frequently in employment. In practical assessments, the report can become one part of the overall assignment and allow both practical skills to be observed and the outcomes to be written up. Reports suffer from a similar range of disadvantages to essays.

Essay design usually consists of three main marking criteria⁵⁸ – content, organisation and skills. This of course can be expanded/changed according to a particular set of ILOs.

It must also be pointed out that essays and reports (in fact any type of coursework) are subject to possible plagiarism through students sharing/copying and/or downloading in some cases complete essays from the internet! Be⁵⁹ aware!

2.2 Assessing Creative Work through Practical's, Presentations and Performances

This includes “live” performance”, presentations, practical demonstrations and posters and is an increasingly important area for assessment as more and more emphasis is placed on developing student key transferable skills in programmes. Student presentations and public performances are now widely used in higher education, in the latter case, for example, at UWS in the School of Media, Culture and Society (MCS). In fact, the skill of presentation, whether a simple verbal one or using multi- media (Powerpoint, on-line, video conference, etc., is now a fundamental business and professional skill, in everyday use. Also, the skills required to present an accomplished live performance in front of peers or an audience are very different to those required for an unseen examination. Don't forget that “performance” can also describe what a nurse/doctor/teacher⁶⁰ does on a daily basis, except without the accompanying drama!

There are many benefits of such types of assessment, including:

- no authenticity issues
- strongly motivating
- reinforces “learning by doing”

But.....it can be a very stressful experience for some students! Some rehearsal or practice is usually a good idea.

Poster displays or presentations can be conducted as an individual or a group exercise and are a recognised form of assessment for testing skills such as preparation/organisation, verbal and written communication and creativity. Students are usually required to conduct a problem solving exercise (e.g. research project, literature review, case-

⁵⁸ See work such as Biggs and Tang (2007) on this.

⁵⁹ Staff should routinely use a range of plagiarism detection methods including their own knowledge and judgement and tools such as Turnitin software – see Section 3

⁶⁰ See Freeman and Lewis (1998)

study analysis) and summarise this through presentation and/or poster. Thus it is important that the skills required in the problem solving part are being assessed alongside the presentation part.

From a pedagogical viewpoint, such methods are good for promoting deep learning, giving quick, contextualised feedback and integrating practical and cognitive skillsets. In more sophisticated applications of this, students can be included in setting and negotiating the assessment criteria – this encourages students to take responsibility for their learning. They can also be involved in assessing each other's work – a good example of "peer-assessment".

2.3 Portfolios

Portfolios are a well-established form of assessment, for example in areas such as art, design and our own PG Cert TLHE programme. They principally allow the student to display a range of work covering an extended period in their studies. The UWS PDP model uses portfolios (a Mahara ePortfolio in this case) to allow students to accumulate and build their evidence across their whole programme. If the portfolio requires students to link it all together with reflective narrative, then even better (as with Mahara). On the downside, Portfolios are time consuming for students to build and for staff to grade.

If you intend to use a portfolio, be aware that intended learning outcomes need to be clearly and mutually agreed with students (negotiated ILOs might be a good idea here) as well as the expected workload

3 Independent study, Dissertation and Project Modules

3.1 Projects

The use of projects has long been popular with students, often because of the degree of individual choice of the project topic and because of the opportunity to explore in depth an area of personal interest at a steady pace. Successful student projects require careful negotiation of the learning outcomes to be achieved and the nature of the material eventually to be presented for assessment. The criteria for assessment need to be as explicit and overt as possible.

It can also help considerably if students are required to submit both a project plan and elements of the project in draft form at staged intervals. Though this might appear to be a way of increasing the overall assessment burden, it can in practice circumvent problems by providing students with guidance at an early stage. Moreover, the material eventually submitted is to some extent already familiar to the assessor. Use can be made of Peermark in order that peer review can be undertaken to reduce the assessment load on staff.

Advantages of projects:

- The opportunity to study an area of personal interest often increases student motivation.

- Projects provide a context and space in which a deep learning approach can be encouraged.
- They provide a vehicle in which the key employability skills of planning, research, organisation, negotiation, time management and (in group projects) team skills and presentation skills can be enhanced.
- They can permit an interdisciplinary focus and allow presentation in various or combined media.
- The final product or write-up is available for professional or peer review.

Disadvantages of projects:

- Comparability and inter-marker reliability tend to be low.
- Academics can find themselves faced with a huge volume of individualised material to be assessed.
- Assessment can tend to focus more on the product submitted than on the process skills involved in its production.
- In group projects there can be difficulty in determining the contribution of individual group members, unless use is made of peer-assessment.
- Final-year students may devote too much time to their project, endangering the overall classification of their award.

3.2 Independent Studies

These can take a variety of forms. For example, some types of modules involve the negotiation of some or all of the learning outcomes, assessment tasks, assessment topic and assessment criteria. An Independent Study module normally requires all of these to be negotiated within limits set by the validated module descriptor. This may also be the case for Project modules. A procedure for negotiating and approving Independent Study proposals must be published by programmes or subject groups and made available to students. Approved proposals must be recorded in writing, and a copy kept by the student and Module Co-ordinator.

A Dissertation module and some Project modules, usually involve negotiation of the specific assessment topic, though normally the learning outcomes, assessment tasks and assessment criteria will be stated in a validated module descriptor. Procedures and deadlines for developing and approving topics must be published using an assessment brief. There may be other procedures or deadlines which must be adhered to in the process of completing the module, such as submission of proposals and drafts, and attendance at advisory tutorials or workshops. These must also be published, along with clear statements about the implications if they are not followed.

Instructions for submitting the work for assessment must also be made clear. Tutors acting as dissertation supervisors should keep records of all meetings with candidates, and copy them to candidates.

4 Assessing Work-Based Learning/WRL

Details on the above are available via the staff intranet –UWS Work Based Learning Policy
http://intranet.uws.ac.uk/policy/Pages/Home.aspx?Paged=TRUE&p_FileLeafRef=Student%20Support%20and%20%20Guidance%20%2d%20SL04%2edoc&p_ID=119&PageFirstRow=89&&View={EB8601F1-EA43-4A04-A433-6E3179B7E924}

4.1 Group work assignments

Group work assessment refers to all work produced collaboratively by two or more students, and where a single piece of work is submitted by the group for assessment. In addition to the requirements for drafting an assessment brief for individually assessed work, written guidelines for group work should also stipulate:

- permissible group size
- how groups are to be formed (for example, selected by the tutor or by the students, and by what criteria)
- weighting of the process/product in the allocation of marks
- rules for managing group work, including procedures for documentation of group and individual activity and student responsibilities (if any) for peer- or self-assessment
- strategies and procedures for handling problems, including the breakdown of the group
- that by putting their names to a piece of work, students are both individually and collectively responsible and accountable for that work.(for example, guidelines might advise students “If you are working in a group then you need to assure yourself that each individual has undertaken their own work”)

Written guidelines for group work should support students towards collective accountability. Such guidance relates to plagiarism (see Section 3.1 of the Assessment Handbook). This may be achieved by, for example:

- encouraging students to work together on group work where possible, rather than separately on different aspects of it
- requiring students to share any raw data or other source materials in their original form with the rest of the group
- encouraging the group to use the originality checking function within Turnitin where appropriate, prior to final submission of the written work.

Self and Peer Assessment

Self-assessment is assessment of learners by themselves, and is a mode whose use seems certain to increase as students are given more and more responsibility for their own learning. All students should, for example, be actively encouraged to monitor their own progress by the ongoing checking of their performance against the objectives and learning outcomes of a course.

Peer-assessment is assessment of learners by other learners, and is a mode of assessment that is becoming increasingly widely used in the more progressive of our colleges and universities. Such peer-assessment can either be formative or summative. It is particularly useful in the assessment of group projects and other forms of group work, where it enables the contributions of individual group members to be assessed – something that is extremely difficult to carry out fairly if only tutor assessment is employed. Moodle has a self and peer assessment facility as has Turnitin.

Introduction of self and peer assessment at the draft stage of a report or essay, with students being allocated marks for participation, can raise attainment on final submission due to the marking criterion being embedded.

Advantages of self- and peer-assessment:

- Though self-evaluation is a skill that is currently very much undeveloped at all levels of the education system it is, nonetheless, one which students will be obliged to practice in many situations throughout their personal and professional lives. Boud (2001) advocates 'sustainable assessment' in which students' self-assessment skills link strongly to lifelong learning.
- In many academic activities in which students are engaged, the assessment of the *processes* of learning and working are often best undertaken (and sometimes can only plausibly be undertaken) by the students themselves.
- Group project work has been mentioned and research methodology is a further example that readily comes to mind.
- Self - and peer-assessment can foster in students a sense of ownership of learning and responsibility for learning, which can be a motivating factor.
- Such learner autonomy reduces emotional dependence on the tutor.
- The processes of reflection, interchange of ideas, analysis and critical judgment in self- and peer-assessment make the experience a valid process of learning. Self- and peer-assessment can be seen to be at the heart of the development of other key transferable skills such as teamwork, leadership, creative problem-solving, design, effective communication and management.

Disadvantages of self- and peer-assessment:

- Students can put up initial resistance to the idea through lack of confidence in their own evaluative ability.
- Students (particularly fee-paying students) can feel that academics are neglecting their own duties as assessors by requiring students to participate in the process.
- Senior managers of educational institutions can need convincing of the validity and reliability of such methods (though, curiously, they do not seem to raise similar concerns about the invalidity and unreliability of traditional methods!).
- Less able students sometimes have a tendency to grade themselves too highly, particularly in new areas of learning. Conversely, more able students can tend to mark themselves down, particularly in areas in which they are experienced.
- There are dangers of student collusion (mutually awarding each other high marks) or student grudges (settling scores, literally, by 'getting even' and awarding the same low marks that others awarded them).
- In assessment of group work, less productive or less participative students can be 'carried' by the other members.

APPENDIX 5 – ONLINE ASSESSMENT GUIDELINES

Key Questions and Issues in Designing Online or Blended Forms of Assessment

- Think about the kinds of assessment activities that are most appropriate for your students and your subject area. What can they realistically undertake working in the more autonomous online environment?
- Be mindful not to over-assess students online despite the pedagogic value of continuous engagement and periodic deadlines.
- Keep your guidance and assignment specifications as simple and concise as possible. For online, less really is more!
- Provide clear assessment criteria including the institutional plagiarism policy and handling procedures. QAA conformity of practice guidelines dictate that assessment processes need to be communicated clearly to overseas partners.
- Make support options explicit and transparent. Offer as many alternatives for communication as manageable (eg via email, phone, virtual office hours etc).
- Think inclusively (See section 2):
 - don't use examples in coursework that are culturally biased
 - avoid provincial language and abbreviations
 - define key subject-related terms and abbreviations
 - take time-zone differences and cultural holidays and religious observance into account when timetabling submission deadlines and exams
 - don't assume students have the IT skills they need
 - consider the range of student lifestyles and schedules when imposing timeframes for participation
 - be mindful of student diversity and subsequent time/format/delivery requirements.
- when creating online content or applications.
 - Consider carefully how students will submit their work. What electronic format is most appropriate or is there scope for a variety of options? Options include: email attachment, submission to an electronic dropbox or the Turnitin submission box, link to a wiki (students will need to give you access), an audio clip, podcast or online image gallery
 - Technology can fail. When using technology it is imperative to have a contingency plan in place and to communicate the alternatives to submission formats, submission dates etc. to your students in your module overview
 - External examiner processes must be consistent with normal institutional processes. In addition ensure that external examiner online access has been accounted for and any materials to be reviewed are presented in a user-friendly and easily navigable way
 - Make use of question databanks available from most academic publishers through purchase of the relevant textbook

Formative Assessment Applications

Uses of digital process for formative assessment (remember – basically about informing students of their progress through feedback) have been piloted with success in some areas of the University. They are in general a useful supplement to other forms of formative assessment and in some cases (e.g. dealing with distance learners) can be the prime medium for providing feedback.

Also, informal induction activities, (especially in the first few weeks of the trimester), that feature the relevant online tools will build student confidence and highlight potential technical problems early enough to be resolved in time for the formal activity or assessment task. Regular use of the assessment tool for formative feedback prior to any summative assessment usage is highly recommended.

Some examples are:

Audience Response Systems (Clickers)

These are small handsets analogous to those used in all the best political debates. The HE sector has been developing many examples of the use of this technology (as shown in research projects such as REAP⁶¹) (REAP – Re-engineering Assessment Practices in HE) to enhance learning and improve the student experience. The University has a small number of handsets on each campus and they are simple to operate. These are excellent for giving very prompt feedback and the associated software is an add-on to Powerpoint which most staff are familiar with. These handsets are being overtaken through the use of student devices such as mobile phones and tablets and the use of online software such as Socrative. Moodle has its own real-time activity available that will carry out a similar function. Learning Innovation provide staff development sessions on demand.

NOTE- this system can also be easily used for research projects, student/staff questionnaires, etc.

Self-audit Tools - A variety of tools exist that can potentially be used for the function of self-auditing or self-evaluation or self-reflection. These range from MCQ's to open response boxes. Tools are available with Moodle, Create, Adobe Dreamweaver, Adobe Captivate. Contact Learning Innovation for further details.

Objective self-test and exams

Online technology lends itself well to objective assessment (also referred to as computer-aided assessment or CAA), in which delivery, scoring and feedback are computer-assisted. This can be used for both formative and summative uses. While it is not recommended for CAA to form the entire assessment within a module/programme, students usually welcome this as another online formative assessment opportunity to reinforce and monitor their learning progress independent of tutor contact.

⁶¹ <http://www.reap.ac.uk/>

Although multiple choice questions (MCQs) are most commonly associated with objective testing in the assessment of factual knowledge and skills, other types of questions can permit greater flexibility of content which probes for deeper levels of understanding as well. In addition, the closed range of possible answers allows for less laborious and more focused feedback.

The availability of MCQ types depends on the software system and can include (but is not restricted to):

- true/false questions
- assertion/reason questions
- multiple response questions
- action mazes (check out QUANDARY)
- and many variations thereof such as matching questions, ranking questions and simulations of real problems.

By embedding multimedia such as images, audio files, and video and making use of the customisable feedback settings and manual marking features (for essay style answers) CAA is well positioned to offer a learning experience that enables understanding and comprehension well beyond the rote or surface learning it is traditionally thought to be restricted to.

Specific issues to be aware of when planning for objective assessments in particular include:

- allowing ample time for writing clear, concise questions, plausible distracters and effective, detailed feedback
- securing the help of colleagues to pilot the questions and evaluate the feedback
- minimum hardware and software specifications
- server and connection requirements
- navigation and usage guidelines (i.e. student induction)
- necessary arrangements to account for disabilities
- for summative assessments - arrangement of timetabling, support, secure login/submission measures and invigilation; consideration of location and timescale for delivery (home, institution or flexible)

There are ample resources available online through the Higher Education Academy⁶² and the CAA Centre⁶³ listed in the further reading section which readers are referred to for detailed, good practice guidelines and case study examples related to CAA question design, effective feedback and design considerations.

⁶² <http://www.heacademy.ac.uk/>

⁶³ <http://www.caacentre.ac.uk/>

Advantages of objective tests:

- Scoring is rapid and therefore cost-effective in terms of staff time.
- Objective tests give the opportunity to test large areas of the syllabus and therefore cover a wide sample of course outcomes.
- They lend themselves to the development of institutional and national banks of questions which can be reused (reducing exam preparation time in the long term).
- Items can be tested beforehand, allowing the difficulty level of tests to be adjusted for particular contexts. Software can include statistical analyses of item, candidate and cohort performance.
- The need to provide choice of questions on the paper (which can reduce validity) is eliminated.
- The questions can be used to test speed of student thinking rather than speed of writing.

Disadvantages of objective tests:

- The initial design and preparation of tests is expensive, time-consuming and difficult to do well. Sound multiple choice questions are more difficult to produce than conventional open-ended questions.
- Such tests can give a deceptive impression that they are easy to construct.
- This can seduce the novice into creating an amateurish and flawed test which does not sufficiently discriminate between more and less able students.
- Students can gain marks merely through guessing and luck.
- The assessor cannot perceive the reasoning that may have gone on behind the choice of a wrong answer.
- As evidence of handwriting is not required, it can be difficult to guard against cheating. Passwords for computer administered tests can, however, minimise this particular difficulty.
- Restricting access to the test online can be problematic.
- Reliance on hardware and software systems' performance is always a concern for staff and students.
- Requirement to ensure that all potential technologies and permutations of technologies are fully tested.

Fully Online Examinations

An online examination has typically been a multiple choice or short-answer paper but UWS previously ran a pilot scheme that allowed examinations in their current format to be delivered online. This system has the potential to:

- Reduce or remove paper scripts and the associated logistics
- Handle a range of simple and structured question types from essay to multiple choice, including diagram drawing
- Be used for both formative and summative assessments
- Reduce time spent by academics on routine tasks
- Encourage quality feedback that actively promotes learning, aids motivation and increases student retention
- Assess students in a more natural setting with the ability to review and modify, yet maintain a tidy script that is easily marked
- Deliver online for distance learning, in-work assessments and multiple exam sites

- Provide efficient detection of plagiarism and cheating
- Provide easy to use yet sophisticated tools that handle the whole assessment process from exam and question setting to student feedback and results analysis:

Digital Group Work Assignments

The development of appropriate technologies, together with the internet and WI-FI has realised useful approaches to digitally-based group assessments. These take a number of forms and again have been piloted by a number of staff at UWS (http://intranet.uws.ac.uk/department/Learning_Development/default.aspx). For example:

Wikis

Wikis are group web sites where the contribution of each author can be monitored and potentially assessed.

Advantages

- the contribution of each student within the group can be assessed on an individual basis
- students are required to collaborate to meet the goals of the group
- students can comment on the contribution of their peers
- students are encouraged by the efforts of their peers

Disadvantages

- A student could attempt to remove the work of another student

Other forms of assessment

Oral, portfolio, exhibition, log, or practical cannot always be assessed effectively and efficiently using digital means, and anonymous assessment would not normally be used in such examinations (see Section 2).

Note: A system of anonymous assessment is not required for exams marked automatically, or for multiple choice exams.

**APPENDIX 6 - UNIVERSITY GUIDELINES FOR HONOURS AND MASTERS
PROJECT/DISSERTATIONS**

Staff must ensure that students are given appropriate information relating to the conduct, content and assessment of projects/dissertations. These many include the following:

- Clear statements delimiting students' responsibilities with respect to formulating topic proposals, working to timetables and consulting supervisors;
- Clear statements regarding the role and responsibilities of the supervisor;
- Indications of the required nature of the project or topic, including guidance on how to choose a topic;
- A registration form to be signed by student and prospective supervisor detailing the topic or work to be undertaken;
- Details of requirements for the dissertation or project report, including length, presentation and – where relevant – structure;
- A list of key dates for the expected completion of major stages of the work, including for example research design, data collection, analysis, production of draft chapters and final submission;
- The learning outcomes for the module;
- Details of the nature of assessment, including the assessment criteria, assignment of marks between typed report and oral presentation (if any), details of requirements for oral presentation and criteria used for assessment of the same, penalties for late submission;
- University regulations on plagiarism and guidance on their interpretation;
- Requirements and conventions with respect to referencing;
- Requirements with respect to Health and Safety, including guidance on personal safety where appropriate;
- Guidance on ethical issues in the area of study;
- Statement regarding equality and diversity and contact details for staff with responsibilities to support students from diverse backgrounds;

In addition, the following good practice is promoted for wider use:

- The use of formal programmes of preparatory sessions/workshops to brief students;
- The use of periodic report forms submitted by due dates to monitor student progress in project/dissertation work.

APPENDIX 7 - MODERATION EXEMPLAR 1: SCHOOL OF HNM

University of the West of Scotland
 School of Health Nursing & Midwifery
 Module Moderator's Report

Academic Session	
Name/ code of module under review	
Name of Module Co-ordinator (please print)	
Name of Module Moderator (please print)	
Date of Review	

Overall Module results

Results (Number/%), by grade	Ayr	Dumfries	Hamilton	Paisley	Total
A					
B1					
B2					
c					
D					
E					
Pass					
Fail					

Moderation

	Ayr	Dumfries	Hamilton	Paisley	Total
Assessments submitted (Number)					
Assessments moderated (Number)					
Assessments moderated (as % of submitted assessments)					

Method(s) of Assessment (Please comment on the method(s) of assessment (including assessment instrument))

--

Outcome of Moderation (Please detail findings from moderation, any amendments made, with rationale – and impact on overall assessments as a result.

Recommendations from Moderation Process

Final Comments

Signed (Module Moderator)

Date:

Where module marks have been adjusted/ significant issues noted in respect of the quality of the marking process, the Module Co-ordinator must sign the Moderator's Report, to confirm they have been advised and agree with the outcome of the moderation process.

Signed (Module Co-ordinator)

Date:

Please retain a copy of this report for information. Forward a second copy of this Report to the Assessment Office, Paisley Campus, along with Sample Pack.

**APPENDIX 8 - MODERATION EXEMPLAR 2:
SCHOOL OF ENGINEERING AND COMPUTING**

Module Title		Module Code	
--------------	--	-------------	--

New Module Updated Module First time delivery
by Lecturer

Module Coordinator	Module Moderator

Trimester	Campus				CRN
	A	H	P	D	
	A	H	P	D	
	A	H	P	D	

Assessment Element	Assessment Element Title/Description	Date received for Moderation							Moderation Completed					Sample Size* (%) * minimum of 15% (5% from top, middle and bottom marks range)
		d	d	m	m	y	y	d	d	m	m	y	y	
1		d	d	m	m	y	y	d	d	m	m	y	y	
2		d	d	m	m	y	y	d	d	m	m	y	y	
3		d	d	m	m	y	y	d	d	m	m	y	y	
4		d	d	m	m	y	y	d	d	m	m	y	y	
5		d	d	m	m	y	y	d	d	m	m	y	y	

Moderator's Comments – which MAY include comment about:		
1 Appropriateness of time allocated for completion of Assessment		
2 Clarity, validity and time-efficiency of Rubric / Marking Scheme		
3 Consistency of marking for group		
4 Consistency of marking cross groups		
5 Grade distribution		
6 Student (mis)interpretation for a given question / clarity of instructions		
Comments:	Follow-up Action Required:	Target Date:

Moderator's Signature:

Date:

APPENDIX 9 - ASSESSMENT FEEDBACK PROFORMA: EXEMPLAR 1

Module Code: [insert text]

Module Title: [insert text]

Assessment name: [insert text]

Student Name/Banner ID: [insert text]

Well done for the work you put in to this assignment. Below is feedback for you which explains how you did on the assignment, the grade that you received, and how you might improve on the work that you have done.

Marker: [insert text]

The learning outcomes for this module are:

1	[insert text]
2	[insert text]
3	[insert text]
4	[insert text]
5	[insert text]

The table below explains the criteria against which your work for this assignment was assessed. It also shows which of the module’s learning outcomes each assessment criterion relates to. Finally, it provides you with feedback which explains how you did in relation to each of the assessment criteria and how you could improve.

Assessment criterion for this assignment	Learning outcome that this assessment criterion relates to	Feedback
	[insert number]	
	[insert number]	
	[insert number]	
	[insert number]	
	[insert number]	
	[insert number]	
[insert additional rows below if necessary]	[insert number]	

General comments: [insert text]

Mark/Grade: [insert text]

APPENDIX 10 - ASSESSMENT FEEDBACK PROFORMA: EXEMPLAR 2

Module Name:

Module Code:

Trimester:

Academic Year:

Name(s).....

Grade.....

Banner ID(s).....

Mark.....

Criteria	Excellent	Very Good	Good	Satisfactory	Unsatisfactory	Very Poor
Content/ structure of argument						
Depth of knowledge (re. critical perspectives)						
Quality of research into secondary texts						
Analysis of key visual scene (this may/ may not be applicable)						

Additional comments

Module Co-ordinator.....

Marker.....

BIBLIOGRAPHY

(References in bold are mentioned specifically in text)

Angelo, T. A. and Cross, K. P. (1993). Classroom Assessment Techniques. San Francisco: Jossey-Bass.

Baume, D., Yorke, M., and Coffey, M. (2004). What is happening when we assess, and how can we use our understanding of this to improve assessment? Assessment & Evaluation in Higher Education, 29(4), 451–477.
<http://dx.doi.org/10.1080/02602930310001689037>

Biggs, J. and Tang, C. (2007). Teaching for Quality Learning at University. 3rd edition. Buckingham: SRHE and Open University Press.

Bloxham, S. (2007). The busy teacher educator's guide to assessment. Escalate Education Subject Centre: Higher Education Academy.

Boud, D. (2000). Sustainable Assessment: rethinking assessment for the learning society. Studies in Continuing Education, 22(2), 151–167

Boud, D. (1995). Enhancing learning through self assessment. London: Kogan Page in Race, P. & Brown, S. (2001). Inspiring learning about teaching and assessment. [The ILTA Guide] York: Institute of Learning and Teaching (2001) p300.

Boud, D. and Falchikov, N. (2006). Aligning assessment with long-term learning. Assessment & Evaluation in Higher Education, 31(4), 399–413.
<http://dx.doi.org/10.1080/02602930600679050>

Boud, D. and Falchikov, N. (eds.). (2007). Rethinking Assessment in Higher Education - Learning for the Longer Term. London: Routledge.

Brown, S. and Knight, P. (1994). Assessing Learners in Higher Education. London: Kogan Page.

Brown, G. (2001). Assessment: A Guide for Lecturers. LTSN Generic Centre Assessment, Series, 3, p6
http://www.heacademy.ac.uk/embedded_object.asp?id=17164&prompt=yes&filename=ASS003

Bruner, J. (1960). The Process of Education. Cambridge, Mass: Harvard University Press.

Bryan, C. and Clegg, K. (2006). Innovative assessment in Higher Education. London: Routledge.

Bull, J. and McKenna, C. (2004). Blueprint for computer-assisted assessment. London: Routledge Falmer.

Campbell, A. and Norton, L. (2007). Learning, Teaching and Assessing in Higher Education: Developing Reflective Practice: Meeting the Professional Standards for teaching and learning in HE. Exeter: Learning Matters.

Carroll, J. A. (2002). Handbook on Deterring Plagiarism in Higher Education. Oxford: OCSLD.

Centre for the Study of Higher Education: Assessing Learning in Australian Universities. <http://www.cshe.unimelb.edu.au/assessinglearning/index.html>

Chandler, D. (1995). The Act of Writing. Aberystwyth: University of Wales.

Cowan, J. (2002). Assessment: Why Bother? Teaching and Learning Conference, University of the West of Scotland.

Falchikov, N. (2005). Improving Assessment Through Student Involvement: practical solutions for aiding learning in higher and further education. Abingdon: Routledge Farmer.

Fry, H., Ketteridge, S. and Marshall, S. (Eds.) (2009). A Handbook for Teaching and Learning in Higher Education. 3rd ed. London: Kogan Page.

Gibbs, G. (1999). Using assessment strategically to change the way students learn. In S. Brown and A. Glasner (Eds.), Assessment Matters in Higher Education: Choosing and Using Diverse Approaches, pp 41-53. Buckingham: Open University Press.

Gilbert, T. F. (1996). Human Competence: Engineering Worthy Performance. San Francisco, CA: Pfeiffer.

Higher Education Academy. Resources database.
<http://www.heacademy.ac.uk/resources>

Higher Education Academy. Thematic Work: Assessment and Feedback.
<http://www.heacademy.ac.uk/assessment>

Holt, D. G. and Willard-Holt, C. (2000). Lets get real – students solving authentic corporate problems. Phi Delta Kappan 82(3).

Hounsell, D., M., McCulloch, M. and Scott, M. (Eds.) (1996; 2nd ed. 2002). The ASSHE Inventory. Edinburgh, Centre for Teaching, Learning and Assessment, University of Edinburgh.

Hramiak A. Developing Assessment Feedback accessed at:
<http://escalate.ac.uk/4147>

Huxham, M. (2007). Fast and effective feedback: are model answers the answer? Assessment and Evaluation in Higher Education, 32, 601 – 611.

Bibliography

James, R., McInnis, C. and Devlin, M. (2002). Assessing Learning in Australian Universities. The fundamentals of effective assessment: 12 principles.
<http://www.cshe.unimelb.edu.au/assessinglearning/docs/GettingStarted.pdf>

James, R., McInnis, C. and Devlin, M. (2002). Assessing Learning in Australian Universities. A model assessment plan.
<http://www.cshe.unimelb.edu.au/assessinglearning/02/modelplan.html>

Kolb, D. (1984). Experiential Learning. New Jersey: Prentice-Hall.

Laurillard, D. (1993). Rethinking University Teaching. London: Routledge.

Miller, N. (2002). Alternative Forms of Formative and Summative Assessment.
<http://www.economicsnetwork.ac.uk/handbook/assessment/welcome.htm>

Moodle: <http://moodle.uws.ac.uk>

Nicol, D. (2008). Transforming assessment and feedback: enhancing integration and empowerment in the first year. Mansfield: Quality Assurance Agency for Higher Education.

Nursing and Midwifery Council. (2008). Standards to support learning and assessment in practice: NMC standards for mentors, practice teachers and teachers. Nursing and Midwifery Council.
<http://www.nmcuk.org/aFrameDisplay.aspx?DocumentID=4368>

Perrie, Y. (2003). Effective use of Assessment Methods. The Pharmaceutical Journal, 271, 86–88.

Plagiarism Advisory Service: www.plagiarismadvice.org

Price, M. and O'Donovan, B. (2006). Improving performance through enhancing student understanding of criteria and feedback. In C. Bryan and K. Clegg (Eds.), Innovative Assessment in Higher Education, pp 100-109. London: Routledge.

Plagiarism.org: <http://www.plagiarism.org/>

QAA Scotland (2009). Transforming assessment and feedback: enhancing integration and empowerment in the first year.
<http://www.enhancementthemes.ac.uk/pages/docdetail/docs/publications/transforming-assessment-and-feedback>

Race, P. (n.d.). Designing Assessment to Improve Physical Sciences Learning.
http://www.heacademy.ac.uk/assets/ps/documents/practice_guides/practice_guides/ps0069_designing_assessment_to_improve_physical_sciences_learningsept_2003.pdf

Race, P. (2006). The Lecturer's Toolkit. 3rd edition. London: Routledge. (Chapter 2 Designing assessment and feedback to enhance learning).

Ramsden, P. (1997). The Context of Learning in Academic Departments. In F. Marton, D. Hounsell and N. Entwistle (Eds.), The Experience of Learning. Edinburgh: Scottish Academic Press.

Ramsden, P. (2003). Learning to Teach in Higher Education (2nd Edition). London: Routledge Farmer.

REAP (2007). Re-engineering assessment practice in Scottish Higher Education. <http://www.reap.ac.uk>

Ross, D. (n.d.). Streamlining assessment – how to make assessment more efficient and more effective – An overview.
<http://www.enhancementthemes.ac.uk/docs/report/streamlining-assessment-how-to-make-assessment-more-effective-and-more-efficient-an-overview.pdf?sfvrsn=10>

Rust, C., Price, M., and O'Donovan, B. (2003). Improving students' learning by developing their understanding of assessment criteria and processes. Assessment and Evaluation in Higher Education, 28(2), 147-164.

Sadler, R. (2005). Interpretations of criteria-based assessment and grading in higher education. Assessment and Evaluation in Higher Education, 30(2), 176-94.

Schwartz, P. and Webb, G. (Eds.) (2002). Assessment: case studies, experience and practice from higher education. London: Kogan Page.

Scott, P. (1995). The Meanings of Mass Higher Education. Buckingham: SRHE and the Open University Press.

Smith, A. and Webster, F. (Eds.) (1997). The Postmodern University? Buckingham: SRHE and Open University Press.

Strathclyde, University of (2000). Teachability. Edinburgh: Scottish Higher Education Funding Council.

Stephani, L. and Alsop, G. (2005). Preventing Plagiarism. Educational Developments, 6(3), 13-14.
http://www.seda.ac.uk/resources/files/publications_22_eddev6_3.pdf

Taras, M. (2005). Assessment – Summative and Formative – some theoretical reflections. British Journal of Educational Studies, 53(4), 466–478.
<http://dx.doi.org/10.1111/j.1467-8527.2005.00307.x>

Tinto, V. (2005). **Epilogue: Moving from theory to action.** In A. Seidman (Ed.), College student retention: formula for student success, pp 317-333. Westport: American Council on Education and Praeger Publishers.

Wakeford, R. (2002). Principles of Assessment. In H. Fry, S. Ketteridge and S. Marshall (Eds.) A Handbook for Teaching and Learning in Higher Education. 2nd Ed. London: Kogan Page.

Wiggins, G. (2004). **Assessment as feedback.**
<http://education.jhu.edu/PD/newhorizons/strategies/topics/Assessment%20Alternatives/wiggins.htm>

Yorke, M. (2004). **Formative assessment and student success.**
<http://www.enhancementthemes.ac.uk/docs/workshop/formative-assessment-and-student-success-paper.pdf?sfvrsn=16>

Yorke, M. and Longden, B. (2006). The vital first year. Academy Exchange, 4, 16–17.
http://www.heacademy.ac.uk/assets/York/documents/resources/publications/exchange/web0160_academy_exchange_issue_4.pdf

There are a number of key documents and websites that are fundamental to an understanding of assessment and/or curriculum design. These include:

- **NUS Good Practice in Assessment Feedback**
<http://www.nusconnect.org.uk/campaigns/highereducation/archived/learning-and-teaching-hub/feedback/>
- **Learning Development Website**
http://intranet.uws.ac.uk/department/Learning_Development/default.aspx
- **UK Quality Code for Higher Education**
<http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>
- **QAA Enhancement Themes Website**
<http://www.enhancementthemes.ac.uk/>
- **Chartered Institute of Educational Assessors**
<http://ciea.co.uk/>

There are also sources relevant to an understanding and evaluation of different types of assessment. These include:

Group assessment

Johnston, L. and Miles, L. (2004). Assessing contributions to group assignments. Assessment & Evaluation in Higher Education, 29(6), 751–768.
<http://dx.doi.org/10.1080/0260293042000227272>

Online/e-assessment

Alinier, N. and Alinier, G. (2005). Higher Education Academy Engineering Subject Centre report: Design of an objective assessment tool to evaluate students' basic electrical engineering skills. Higher Education Academy.

Bibliography

http://www.heacademy.ac.uk/resources/detail/evidencenet/Design_of_an_objective_assessment_tool

Bull, J. and McKenna, C. (2004). Blueprint for Computer-Assisted Assessment. London: Routledge Falmer. <http://www.caacentre.ac.uk>

Conrad, R. M. and Donaldson, A. (2004). Engaging the online learner: activities and resources for creative instruction. San Francisco, California: Jossey-Bass.

Crisp, G. (2007). The e-assessment handbook. New York: Continuum International Publishing Group.

Fellenz, Martin R. (2004). Using assessment to support higher level learning: the multiple choice item development assignment. Assessment & Evaluation in Higher Education, 29(6) 703–719.
<http://dx.doi.org/10.1080/0260293042000227245>

Higher Education Academy Centre for Legal Education (2008). Assessing by multiple choice question tests.
<http://www.ukcle.ac.uk/resources/trns/mcqs/index.html>

Hols-Elders, W., Bloemendaal, P., Bos, N., Quaak, M., Sijstermans, R. and De Jong, P. (2008). Twelve tips for computer-based assessment in medical education. Medical Teacher, 30(7), 673–678.
<http://dx.doi.org/10.1080/01421590802279595>

JISC (2008). e-Assessment overview. <http://www.jisc.ac.uk/assessment.html>

McKenna, C. and Bull, J. (1999). Designing effective objective test questions: an introductory workshop. <http://caacentre.lboro.ac.uk/dldocs/otghdout.pdf>

Roberts, T. S. (2006). Self, peer and group assessment in e-learning. Hershey, PA: Information Science Publishing.

Scottish Qualifications Authority (2007). SQA's Vision and Strategy for EAssessment. http://www.sqa.org.uk/files_ccc/VisionandStrategyforE-assessment_June07.pdf

Open/closed book examinations

Heijne-Penninga, M., Kiks, J. B. M., Hofamn, W. H. A. and Cohen-Schotanus, J. (2008). Influence of open- and closed-book tests on medical students' learning approaches Medical Education, 42(10), 967–974.
<http://dx.doi.org/10.1111/j.1365-2923.2008.03125.x>

Taylor, R. (2002). Assessing Learning in Australian Universities: ideas, strategies and resources for quality in student assessment. Australia: CSHE.
<http://www.cshe.unimelb.edu.au/assessinglearning/docs/AssessingLearning.pdf>

Orals/vivas

Dobson, S. (2008). Theorising the academic viva in higher education: the argument for a qualitative approach. Assessment & Evaluation in Higher Education, 33(3), 277–288.
<http://dx.doi.org/10.1080/02602930701293272>

Langan, A. M., Shuker, D. M., Cullen, W. R., Penney, D., Preziosi, R. F. and Wheater, C. P. (2007). Relationships between student characteristics and self, peer and tutor evaluations of oral presentations. Assessment & Evaluation in Higher Education, 33(2), 179–190.
<http://dx.doi.org/10.1080/02602930701292498>

Portfolios

Bahous, R. (2008). The self-assess portfolio: a case study. Assessment & Evaluation in Higher Education, 33(4), 381–393.
<http://dx.doi.org/10.1080/02602930701562866>

Endacott, R., Gray, M. A., Jasper, M. A., McMullan, M., Miller, C., Scholes, J. and Webb, C. (2004). Using portfolios in the assessment of learning and competence: the impact of four models. Nurse Education in Practice, 4(4), 250–257. <http://dx.doi.org/10.1016/j.nepr.2004.01.003>

McMullan, M., Endacott, R., Gray, M., Jasper, K., Miller, C. and Webb, C. (2003). Portfolios and the assessment of competence: a review of the literature. Journal of Advanced Nursing, 41(3), 283–294.
<http://dx.doi.org/10.1046/j.1365-2648.2003.02528.x>

Scholes, J., Webb, C., Gray, M., Endacott, R., Miller, C., Jasper, M., and McMullen, M. (2004). Making portfolios work in practice. Journal of Advanced Nursing, 46(6), 595–603.
<http://dx.doi.org/10.1111/j.1365-2648.2004.03050.x>

Webb, C., Endacott, R., Gray, M., Jasper, M., Miller, C. and Scholes, J. (2002). Models of Portfolios. Medical Education, 36(10), 897–898.
<http://dx.doi.org/10.1046/j.1365-2923.2002.01318.x>

Patchwork assessments

Akister, J. (2005). Using a Patchwork Text to assess family therapy students. Journal of Family Therapy, 27(3), 276–279. <http://dx.doi.org/10.1111/j.1467-6427.2005.00317.x>

Crow, J., Smith, L. and Jones, S. (2005). Using the Patchwork Text as a vehicle for promoting interprofessional health and social care collaboration in Higher Education. Learning in Health and Social Care, 4(3), 117–128.
<http://dx.doi.org/10.1111/j.1473-6861.2005.00096.x>

Ovens, P. (2003). A Patchwork Text approach to assessment in teacher education. Teaching in Higher Education, 8(4), 545–562.
<http://dx.doi.org/10.1080/1356251032000117625>

Peer assessment

Bloxham, S. and West, A. (2004). Understanding the rules of the game: marking peer assessment as a medium for developing students' conceptions of assessment. Assessment & Evaluation in Higher Education, 29(6), 721–733. <http://dx.doi.org/10.1080/0260293042000227254>

Ferguson, G., Sheader, E. and Grady, R. (2008). Computer-Assisted and Peer Assessment: A combined approach to assessing first year laboratory practical classes for large numbers of students. Bioscience Education e-journal. <http://www.bioscience.heacademy.ac.uk/journal/vol11/beej-11-4.pdf>

Keppell, M., Au, E. and Chan, C. (2006). Peer learning and learning-orientated assessment in technology-enhanced environments. Assessment & Evaluation in Higher Education, 31(4), 453–464. <http://dx.doi.org/10.1080/02602930600679159>

Orsmond, P., Merry, S. and Reiling, K. (2002). The use of exemplars and formative feedback when using student-derived marking criteria in peer and self-assessment. Assessment & Evaluation in Higher Education, 27(4), 309–323. <http://dx.doi.org/10.1080/0260293022000001337>

Rust, C., Price, M. and O'Donovan, B. (2003). Improving students' learning by developing their understanding of assessment criteria and processes. Assessment & Evaluation in Higher Education, 28(2), 147–164. <http://dx.doi.org/10.1080/02602930301671>

Xiao, Y. and Lucking, R. (2008). The impact of two types of peer assessment on students' performance and satisfaction within a Wiki environment. Internet and Higher Education, 11, 186–193. <http://dx.doi.org/10.1016/j.iheduc.2008.06.005>

Projects

Lloyd, D. (2006). Final-year projects in science communication. Centre for Bioscience Bulletin, 18, 11. <http://www.bioscience.heacademy.ac.uk/ftp/newsletters/bulletin18.pdf>

Poster displays and exhibitions

Costa, M. J. (2001). Using the separation of poster handouts into sections to develop student skills. Biochemistry and Molecular Biology Education, 29(3), 98–100. [http://dx.doi.org/10.1016/S1470-8175\(01\)00034-0](http://dx.doi.org/10.1016/S1470-8175(01)00034-0)

Orsmond, P., Merry, S., and Sheffield, D. (2006). A quantitative and qualitative study of changes in the use of learning outcomes and distractions by students and tutors during a biology poster assessment. Studies in Educational Evaluation, 32(3), 262–287. <http://dx.doi.org/10.1016/j.stueduc.2006.08.005>

Walker, S. (2005). Poster poster on the wall: who is the fairest assessment of all? Journal of Family Therapy, 27(3), 285–288. <http://dx.doi.org/10.1111/j.1467-6427.2005.00319.x>

Zevenbergen, R. (2001). Peer assessment of Student Constructed Posters: Assessment alternatives in pre-service mathematics education. Journal of Mathematics Teacher Education, 4(2), 95–113.
<http://dx.doi.org/10.1023/A:1011401532410>

New for 2016-17 Edition:

There are a number of key documents and websites that are fundamental to an understanding of assessment and/or curriculum design. These include:

- HEA (2013). HEA Feedback Toolkit. [Online] Available: <https://www.heacademy.ac.uk/sites/default/files/resources/Feedback%20toolkit%20whole1.pdf> [Accessed: 8th April 2015]

There are some key resources related to eAssessment

Feedback

HEA (2013). HEA Feedback Toolkit. [Online] Available: <https://www.heacademy.ac.uk/sites/default/files/resources/Feedback%20toolkit%20whole1.pdf> [Accessed: 8th April 2015]

Additional References for eAssessment

Oxford Brookes University(2014) Assessment Standards Knowledge Exchange(ASKe) CETL, [Online] Available: <http://www.brookes.ac.uk/aske/> [Accessed: 8th April 2015]

the eAssessment Association (2014) e-Assessment Toolkit, , [Online] Available: <http://www.e-assessment.com/resources/e-assessment-toolkit/>

JISC (2013) Electronic Management of Assessment. , [Online] Available: <http://www.jisc.ac.uk/guides/electronic-assessment-management> [Accessed: 8th April 2015]

The University of Edinburgh (2010) Enhancing Feedback. [Online] Available: <http://www.tla.ed.ac.uk/feedback/index.html> [Accessed: 8th April 2015]

Bradford University (2013) **Programme Assessment Strategies(PASS)** project, [Online] Available: <http://www.pass.brad.ac.uk/> [Accessed: 8th April 2015]

University of Strathclyde (NDA) Re-engineering Assessment Practice in Higher Education [Online] Available: <http://www.reap.ac.uk/> [Accessed: 8th April 2015]

Institute of Learning and Teaching in Higher Education, University of Nottingham (NDA) The assessment and Feedback Portal, [Online] Available: <http://www.northamptonilt.com/afp> [Accessed: 8th April 2015]

Bibliography

Transforming Assessment (NDA) Transforming Assessment. [Online] Available: <http://moodle.transformingassessment.com/> [Accessed: 8th April 2015]

Transforming the Experience of Students Through Assessment (2010) –Best practice Guides. [Online] Available: <http://www.testa.ac.uk/index.php/resources/best-practice-guides> [Accessed: 8th April 2015]

British Standards Institute (2003) A Code of Practice for E-support in E-learning Systems. BS 8426:2003

British Standards Institute (2007) Information Technology – A Code of Practice for the use of Information Technology (IT) in the Delivery of Assessments. BSISO/IEC 23988:2007