

# **Assessment and Feedback Policy**

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**Quality and Enhancement Office**

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## 1. Purpose

- 1.1 The purpose of this policy is to set out the principles which relate to assessment and feedback at the University of Salford.

## 2. Scope

- 2.1 This policy applies to all students undertaking taught programmes at levels 3 – 7 at the University of Salford and its partner institutions.

## 3. Definitions of Assessment and Feedback

- 3.1 **Assessment** as used in this policy refers to all forms of assessed activity, for example, coursework assignment, presentation, test, portfolio and written examination.

- 3.2 The Quality Assurance Agency has defined formative and summative assessment<sup>1</sup> as follows:

- Formative assessment has a developmental purpose and is designed to help learners learn more effectively by giving them feedback on their performance and on how it can be improved and/or maintained. Reflective practice by students sometimes contributes to formative assessment.
- Summative assessment is used to indicate the extent of a learner's success in meeting the assessment criteria used to gauge the intended learning outcomes of a module or programme.

- 3.3 **Feedback** as used in this policy refers to all information provided to students about assessment that enables them to learn. Feedback is therefore a feature of formative assessment and assessment for learning.

## 4. Assessment and Feedback Principles

- 4.1 We use assessment for a variety of different purposes:

- *Assessment of learning*: used for certification: identifying levels of achievement; awarding credit and qualification; assurance of academic standards.
- *Assessment for learning*: promoting student learning through timely, actionable feedback; motivating, guiding their approach to learning; giving the tutor useful information regarding effectiveness of teaching strategies.
- *Assessment as learning*: where students develop an awareness of how they learn and use that awareness to adjust and advance their learning, taking an increased responsibility for their learning.<sup>2</sup>

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<sup>1</sup> [Understanding assessment: its role in safeguarding academic standards and quality in higher education](#) (2012)

<sup>2</sup> [Adapted from Manitoba Education, The Role of Assessment in Learning](#)  
<http://www.edu.gov.mb.ca/k12/assess/role.html> and Bloxham & Boyd, 2007

- 4.2 The following principles inform the institution's approach to assessment. Assessment at the University of Salford will:
- Be inclusive in design, providing all students with the opportunity to achieve learning outcomes associated with their modules and programmes to the best of their abilities<sup>3</sup>;
  - Be authentic and relate to real world practice;
  - Promote academic and professional ethical practice;
  - Include active and collaborative tasks;
  - Involve appropriate stakeholders, including industry partners;
  - Encourage, motivate and engage students, promoting learning and facilitating improvement through timely and constructive feedback;
  - Promote the development of assessment literacy amongst students and staff;
  - Be conducted equitably and securely in line with University regulations and processes;
  - Help students to develop through the provision of, and engagement with, timely and constructive feedback;
  - Provide a valid, reliable and transparent measure of student achievement and proficiency;
  - Support future employment and encourage students to embark on professional pathways;
  - Provide stakeholders with confidence in the quality and standards of University of Salford awards.
- 4.3 The assessment principles have been designed to align with the University's Industry Collaboration Zone Curriculum Design Principles.

## 5. Assessment and Feedback Policy

- 5.1 All assessment is conducted in line with the University's [Academic Regulations for Taught Programmes](#).
- 5.2 Examinations are conducted in line with the University's Examination [Rules and Regulations](#).
- 5.3 All modules must be assessed in line with an approved module specification using an approved assessment strategy. The assessment strategy should be designed to encourage student engagement with each element of assessment.

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<sup>3</sup> Details of the University's Inclusive Student Experience Project are available via [Blackboard at https://blackboard.salford.ac.uk/webapps/blackboard/content/listContent.jsp?course\\_id= 78828\\_1&content\\_id= 2027167\\_1](https://blackboard.salford.ac.uk/webapps/blackboard/content/listContent.jsp?course_id= 78828_1&content_id= 2027167_1)

- 5.4 The final submission date for assessments must not exceed the end point of a programme as set out in the Programme Specification. This is to ensure compliance with Home Office requirements in relation to programme end dates which are specified in Confirmation of Acceptance for Studies (CAS).
- 5.5 Assessment tasks must be clearly defined and demonstrate a logical relationship to the module's intended learning outcomes.
- 5.6 All assessments (with the exception of examinations) must use the University's [assessment brief template](#) and be provided to students, normally electronically. This is the set of instructions outlining the requirements and criteria for the assessment. As a minimum assessment briefs must include:
- a description of the task (which may include a word count or length);
  - the intended learning outcomes;
  - the submission date;
  - process for submission;
  - referencing style/requirements;
  - allocation of marks and grade descriptors;
  - marking criteria;
  - the date on which feedback is due and the mode of feedback.
- 5.7 Examination papers must be prepared in accordance with guidance provided by Student Administration. Marking schemes are also required and should form part of the verification process.
- 5.8 All assessment shall normally take place within modules during the approved duration of each programme.

### **Verification**

- 5.9 Internal and external verification of summative assessment briefs and marking schemes is used to ensure that the assessment of students is appropriate and promotes effective learning.
- 5.10 The purpose of verification is to consider:
- the appropriateness of the assessment brief in relation to the module's intended learning outcomes;
  - the clarity of instructions for completion of the assessment task;
  - the appropriateness of the marking scheme.
- 5.11 The verification process is described in Appendix A.

## Assessment Submission

- 5.12 Programme teams shall produce an assessment schedule each academic year to document all assessment deadlines and tasks, ensuring that module assessments are scheduled in an appropriate manner, avoiding bunching of assessment submission dates.
- 5.13 Assessment briefs, including submission dates, shall be published at the start of each module via module information on the module site within Blackboard.
- 5.14 Submission dates must not be scheduled on dates when the University is officially closed.
- 5.15 Programme teams should strive to accommodate major religious festivals of all faiths in its planning, though this is not always possible. Programme teams should consider significant dates when setting assessment submission dates. Further information is available through askUS.
- 5.16 The University's assessment process takes place principally electronically, this includes electronic submission, marking and feedback. All assessments must be submitted through Blackboard, unless an exception has been granted by the Head of Quality, Enhancement and Governance
- 5.17 Module leaders must make sure that all assessment submission areas (including Turnitin and online tests) are set up in accordance with University guidelines:
- [Blackboard Ultra](#)
- [Blackboard 9.1](#)
- 5.18 Exceptions to electronic submission are considered as part of the module approval and amendment process through the [Programme Design, Approval, Amendment, Review and Withdrawal Procedure](#). Alternative arrangements for submission may be considered for students studying at collaborative partner institutions. Alternative arrangements must be agreed and logged with the Quality and Enhancement Office.
- 5.19 When submitted online, assessments will be receipted electronically, or confirmation of receipt provided on screen. When an assessment is legitimately submitted offline, students must use the [assessment submission form](#). Schools must ensure that there is a robust system for the timed receipting of student work, again using the [assessment submission form](#).
- 5.20 Whether online or offline, the deadline for submission of assessments is 16:00 UK time on the specified submission date, which should normally be a weekday, except where the relevant module is normally delivered on a weekend. Any submission after 16:00 UK time, even if by only a few seconds, will be considered as late.
- 5.21 Text based work should normally be submitted through Turnitin so students can view an Originality Report. Students can submit resubmit to Turnitin before the deadline of 16:00 UK time to view Originality Reports. After the deadline students can no longer resubmit and any submitted work becomes their submission. If a student submits for the first time during the late submission period, they will not have access to an originality report.

- 5.22 Where work is submitted through Blackboard, only one submission for each assessment is possible. It is not possible to offer originality reports for Blackboard submissions. If an incorrect version has been submitted, students can contact Digital Skills who can remove a submission, allowing a further opportunity to submit. Late submission rules will apply if the submission is made in the late submission period.
- 5.23 It is a student's responsibility to ensure that assessments are submitted successfully and that the correct version has been submitted for assessment. In the case of online submission, students must ensure that assessments are submitted to the correct folder or equivalent. If a student discovers, after the submission deadline, that an assessment has been submitted to an incorrect Blackboard or Turnitin folder, they should contact the Module Leader to request that the submission is marked, as long as this occurs prior to the meeting of the Module Assessment Board which formally ratifies module marks.

### **Late Submission**

- 5.24 The University's late submission period is seven consecutive days following the assessment submission date. The seven consecutive day period includes weekends and Bank Holidays but not extended periods of official closure e.g. Christmas.
- 5.25 Late submission arrangements do not apply to examinations or similar scheduled and timed assessment events such as presentations or performances.
- 5.26 Where assessments are submitted in the late submission period, the following rules apply:
- If the work is no more than seven days late, then if the work would otherwise be of a pass standard, then the mark for the work shall be capped at the pass mark for the component. If the mark achieved is lower than the pass mark, then no penalty will be applied.
  - If the work is no more than seven days late and graded either Pass or Fail, then no penalty shall be applied.
  - If the work is more than seven days late then it cannot be submitted. It will be recorded as a non-submission (NS) and no feedback will be provided.
- 5.27 Reasonable Adjustment Plans (see section 6 for further information) which have assessment adjustments for submission deadlines will normally be for a period of up to seven days and not subject to penalties for late submission of assessment within the adjusted deadline. Penalties for late submission in line with 5.26 will apply after the adjusted deadline has elapsed.
- 5.28 Where a student has valid reasons for submitting an assessment late and has a request for Personal Mitigating Circumstances accepted through the Personal Mitigating Circumstances Procedure, the penalty applicable for late submission will be removed.

- 5.29 Where students have submitted an assessment later than the published deadline, as permitted by the late submission period or by a Reasonable Adjustment Plan, programme teams should still aim, where possible, to provide feedback within 15 working days of the published deadline and in any case no later than 15 working days of the date the assessment was submitted.

### **Network/System Failure**

- 5.30 Where there is an unexpected University network failure, and Blackboard and/or Turnitin is not accessible at the deadline for e-submission or in the 12 hour period before that time, the Head of Quality, Enhancement and Governance (or nominee) will determine the course of action to be taken, for example, the assessment deadline may be amended to 16:00 UK time on the next working day on which the University network and Blackboard and/or Turnitin become available. Where there is a scheduled downtime of Blackboard and/or Turnitin, all staff and students will be notified in advance via appropriate communication channels.
- 5.31 Where a student experiences a technical issue with University systems which means that they are unable to complete their assessment, they must report this to Digital IT immediately.

### **Marking and Feedback**

- 5.32 All summative assessments are either awarded a numerical mark expressed as a percentage or a pass/fail grade.
- 5.33 All marks are awarded in line with the University marking scale of 0-100%.
- 5.34 All assessments are marked using specific criteria which are shared with students at the start of the module. Marking criteria will align with programme and module intended learning outcomes.
- 5.35 The University provides brief descriptors of level of performance. Schools are required to develop, implement and review annually subject-specific performance descriptors that align with the University descriptors. Schools should ensure that any issues arising from their annual reviews of subject-specific performance descriptors and their relationship to University descriptors are recorded in relevant Programme Action Logs in line with the Programme Monitoring and Enhancement Procedure.
- 5.36 At levels 3, 4, 5 and 6 the pass mark is 40% and the scale is:

Percentage Mark	Level of Performance
90-100	Outstanding
80-89	Excellent
70-79	Very Good
60-69	Good
50-59	Fair
40-49	Adequate

30-39	Unsatisfactory
20-29	Poor
10-19	Very Poor
0-9	Extremely Poor

5.37 At level 7 the pass mark is 50% and the scale is:

Percentage Mark	Level of Performance
90-100	Outstanding
80-89	Excellent
70-79	Very Good
60-69	Good
50-59	Satisfactory
40-49	Unsatisfactory
30-39	Inadequate
20-29	Poor
10-19	Very Poor
0-9	Extremely Poor

- 5.38 Where assessments are awarded pass or fail grades, the requirements for passing the assessment must be described in the assessment brief.
- 5.39 All examinations are marked anonymously. Schools may extend anonymous marking to other assessments.
- 5.40 Marks and feedback shall be provided to students within 15 working days of the published assessment submission deadline.
- 5.41 All marks and, where appropriate, feedback should be returned to students via Blackboard.
- 5.42 The QAA's UK Quality Code provides guidance on how effective feedback is achieved: Effective feedback enables students to understand the strengths and limitations of their performance, and to recognise how future performance can be improved.<sup>4</sup>
- 5.43 The scheduling and availability of formative feedback will be dependent on the nature of the assessment task and at the discretion of the programme team. Arrangements for formative feedback should be clearly articulated to students. Programme teams will need to ensure that students have sufficient time to act on any feedback received and should not accept drafts from students at the last minute, close to an assessment deadline.
- 5.44 The purpose of feedback is to identify strengths and where there is room for improvement and development. Feedback for all assessments with the exception of formal written examinations, must, as a minimum:
- provide an un-ratified mark or grade;

<sup>4</sup> [QAA's UK Quality Code for Higher Education Advice and Guidance Assessment](#) (2018)

- indicate how marks were arrived at with explicit reference to the descriptors in sections 5.34 and 5.35 and marking criteria for the assessment task;
- present constructive, developmental comments on the assessment, including reference to successful and less successful aspects of the assessment, and advice on how to improve.

Group or cohort feedback may be also made available to students, either in electronic form or via a feedback session.

- 5.45 In addition to meeting the standards set out in this Policy, programme teams must ensure that they meet any standards for feedback required by relevant Professional, Statutory and Regulatory Bodies.
- 5.46 For written examinations feedback should, as a minimum, constitute:
- a mark or grade;
  - an opportunity for students, upon request, to view their annotated examination script.
- 5.47 Although examination scripts are exempt from subject access requests under the General Data Protection Regulation, comments made by assessors and moderators are not exempt and should be provided to students if requested. Where requested, examiners' comments must be transcribed onto a separate sheet.
- 5.48 Feedback should be easily accessible and clear, ensuring that comments can be accessed confidentially by individual students and can be retained by students and the University.
- 5.49 A record of marking, which evidences the breakdown of marks by assessed component, will be retained within the Student Information System.

### **Word Count/Length**

- 5.50 Where a word count or length is specified in an assessment brief, students must adhere to this. If a student does not adhere to the word count or length, assessors may determine that the task has not been completed in accordance with instructions and reflect this in the mark awarded (see appendix D).
- 5.51 No arbitrary penalty shall be applied for exceeding the stated length of an assessment however, markers will cease considering content for the purpose of grading and feedback once the stated maximum length has been exceeded. Content beyond this point will not contribute to the determination of the awarded mark and will not be commented upon in feedback.

### **Moderation**

- 5.52 Summative assessment outcomes shall be subject to internal and external moderation and confirmed by the Assessment Board in line with the [Assessment Boards for Taught Programmes Policy](#). The purpose of moderation is to provide assurance that assessment criteria have been applied appropriately and to verify academic standards.

Where appropriate, moderators may raise concerns regarding marking with assessors, but it is not the role of internal or external moderators to reconsider any individual mark.

- 5.53 The moderation process is described in Appendix B.
- 5.54 Students shall be advised that where feedback on assessments is provided prior to the meeting of the Module Assessment, any marks indicated are provisional, may be changed following moderation and are subject to ratification by the Module Assessment Board.

### **Reassessment**

- 5.55 Reassessment submission dates should be set at a time which is suitable for the individual programme and which take centrally organised examination arrangements into account.
- 5.56 At the start of each module, students must be provided with details of all reassessment tasks and submission dates via module information on the module site within Blackboard.
- 5.57 Normally reassessments tasks should be the same as the task set for the first assessment attempt, unless there is an appropriate academic justification to set an alternative task.

### **Academic Misconduct**

- 5.58 Any improper activity or behaviour by a student which may give that student, or another student, an unfair academic advantage in a summative assessment is considered to be an act of academic misconduct. This is unacceptable in an academic community. All cases of suspected academic misconduct will be considered in line with the [Academic Misconduct Procedure](#) or the [Student Disciplinary Procedure](#).

### **Personal Mitigating Circumstances**

- 5.59 Where a student's ability to undertake or submit an assessment is seriously affected by personal mitigating circumstances (PMC) a student may submit a request through the [Personal Mitigating Circumstances Procedure](#) that their PMC be taken into consideration by the University in respect of:
- late submission of assessments;
  - non-submission of assessments; or
  - non-attendance at an examination or similar scheduled and timed assessment event.

## **6. Reasonable Adjustment Plans**

- 6.1 The assessment of need process seeks to put measures in place to mitigate the effects of a student's individual needs. Reasonable adjustments are made while the student is

progressing through their programme and may affect the conduct of their assessments. These are documented in Reasonable Adjustments Plans which are developed by the Disability and Learner Support Service.

## **7. In-Year Retrieval Scheme**

- 7.1 The University has an in year retrieval scheme (IRYS) which provides level 3 and 4 students with an opportunity to recover failure in some summative assessments before the reassessment period. Essentially this offers students the opportunity to retrieve failure in assessments, or to submit assessments that were not submitted at initial attempt, at a much earlier point in the academic year, closer to the point of module content to which the assessment relates. Scheme details are provided in Appendix C.

## **8. Retention and Disposal of Summatively Assessed Work**

- 8.1 The University retains assessments for various purposes including moderation, resolution of queries, academic misconduct cases, academic appeals and internal and external review. Schools must retain all electronic or physical assessments for a minimum of two months from the date the results were ratified by the Assessment Board.
- 8.2 In addition, Schools must retain samples of summative assessments that has been internally and externally moderated in line with the process set out in Appendix B, together with the feedback provided on a three year rolling basis for audit and review purposes. In addition, Schools should also accommodate any requirements set by Professional, Statutory and Regulatory Bodies.
- 8.3 Advice is available to Schools on the management and confidential disposal of assessed work from the [Information Governance Team](#).

## **9. Related Documentation**

- **In Year Retrieval Scheme – FAQs for Staff**  
**In Year Retrieval Scheme – FAQs for Students**

## **10. Appendices**

- Appendix A – Verification Process
- Appendix B – Moderation Process
- Appendix C – In Year Retrieval Scheme
- Appendix D – Assessment Process Diagram

## Appendix A Verification Process

### 1.0 Purpose

1.1 The purpose of verification is to establish the appropriateness and transparency of assessment tasks and their marking schemes.

### 2.0 Verification Requirements

2.1 Internal verification is required for every summative assessment presented to students and is undertaken by at least one member of academic staff, preferably from outside the module team.

2.2 External verification by the External Examiner is required:

- for summative assessments at levels 5, 6 and 7;
- for summative assessments at levels 3 and 4 where required by Professional, Statutory and Regulatory Bodies (PSRB), by collaborative provision agreements or where the level 4 mark contributes to classification;
- where assessments/modules marks/grades have fallen outwith accepted norms;
- where significant assessment re-design has taken place.

2.3 External Examiners may ask to verify all assessment briefs per module or choose to sample them. As a minimum, External Examiners must verify at least one assessment per module each academic year.

2.4 Internal and external verification is completed before the start of the module and before assessments are distributed to students\*. Exam papers should also be verified before the start of the module.

2.5 First-sit assessments and reassessments (where required) for the same component of assessment are verified at the same time.

### 3.0 Verification Process

3.1 Modules leaders provide internal verifier(s) with the assessment brief and marking criteria/rubric.

3.2 Internal verifiers record the outcome of the process on the [University's verification template](#). Internal verifiers either confirm that the assessment and marking scheme/rubric are appropriate and record any examples of good practice, or record any concerns and suggested amendments. In the case of concerns, internal verifiers discuss the assessment and/or marking scheme/rubric with originators and, if appropriate, the module leader. Where appropriate originators produce an amended or new assessment and/or marking scheme/rubric and the process of internal verification is repeated.

3.3 Where external verification is required, the External Examiner is provided with:

- internally verified assessment;
- marking scheme/rubric;
- University verification template detailing internal verification;

Where moderation has been prompted by underperformance in the previous assessment, a copy of the previous assessment brief should also be provided for comparative purposes.

- 3.4 External Examiners record the outcome of their verification process on the [University's verification template](#) and either confirm that the assessment and marking scheme are appropriate or record any concerns about the assessment together with amendments. Where necessary, originators produce an amended or new assessment and the process of external verification is repeated until satisfactorily completed.
- 3.5 Schools must retain records of verification as these may be required if a student submits an academic appeal or complaint or for audit purposes.
- \* If, due to exceptional circumstances, it is necessary to alter an assessment after verification of the approved diet, any modified assessments must be subject to the same verification and approval process as described above. If such change alters the nature or weighting of assessed components, in addition to verification, such modification must be subject to approval by the relevant Associate Dean Academic in accordance with the module amendment process.

## **Appendix B Moderation Process**

### **1.0 Purpose**

1.1 The purpose of moderation is to provide assurance that assessment criteria have been applied appropriately.

### **2.0 Moderation Requirements**

2.1 As a minimum, each component of assessment within a module at levels 5, 6 and 7 which is summatively assessed shall be internally moderated (including reassessment tasks). External moderation at levels 3 and/or 4 may additionally be necessitated by PSRB requirements or collaborative provision agreements. Internal moderation should also be undertaken at these levels where they contribute to the programme mark for a qualification which is classified or may be conferred with an overall grading, e.g. HNC, HND, FD.

2.2 In the case of assessments which do not include a written submission (e.g. music performance, clinical activity or an oral presentation) the assessment record (i.e. feedback sheet) must be made available for moderation purposes as a minimum. Wherever possible, video or audio recordings of the student work should be provided.

2.3 Where a team of individuals is marking the same assessment, all markers should meet early in the assessment process to check that that marking standards are consistent.

2.4 For programmes delivered by collaborative provision, internal moderation should involve staff from the University of Salford.

2.5 All moderation should be conducted via University approved platforms.

### **3.0 Moderation Process**

3.1 The module leader provides the internal moderator with:

- assessment brief;
- marking scheme/rubric;
- marked student work;
- feedback given to students by the assessor(s).

3.2 The internal moderator reviews a representative sample of student work but should have access to all assessments if requested. The sample should:

- consist of a minimum of 10 assessments or 5% of the assessments (whichever is greater) or all assessments if there are fewer than 10 students in the cohort;
- reflect the full range of mark bands;
- include samples of work marked by all assessors;
- include examples of work from all programmes on which the module is delivered.

A greater sample than the minimum may be needed in order to incorporate these requirements.

3.3 The internal moderator must not have participated in marking the assessment but should be familiar with marking at the appropriate academic level and subject area. Wherever possible the moderator should not be a member of the module team.

3.4 The outcome of the internal moderation process is recorded on the [University's moderation template](#). The internal moderator either:

- confirms that the assessment process has been carried out appropriately; or
- records any concerns about the process on the moderation template.

In the case of concerns, the internal moderator discusses the assessment process with the assessor(s). Depending on the discussion, no further action may be necessary or the assessor(s) reconsider the marks given to the entire cohort of students; and, as a consequence, make changes to all marks, for example by scaling up or down the whole cohort.

3.5 The outcome of any discussions between the internal moderator and the assessor(s), together with a note of any action taken, is recorded on the University moderation template.

3.6 External moderation is carried out by External Examiners. External Examiners moderate work which forms the internally moderated sample from each module at least at levels 5, 6, and 7. External examiners should also moderate a sample of work submitted for reassessment that counts towards a final award if the reassessment task is different or if the marking team has changed.

3.7 The module leader provides the External Examiner with the following, in electronic format where possible:

- assessment brief;
- marking scheme, including grade descriptors and marking criteria;
- internally moderated sample of student work;
- feedback given to students by the assessor(s);
- University moderation template detailing the internal moderation process;

The external moderator either confirms that the assessment process has been carried out appropriately or records any concerns about the process on the moderation template. In the case of concerns, the external moderator discusses the assessment process with the assessor(s). Depending on the outcome of the discussion, no further action may be necessary or the assessor(s) reconsider the marks awarded for the entire cohort of students; and, as a consequence, make changes to all marks, for example by scaling up or down the whole cohort.

3.8 The outcome of any discussions between the external moderator and the assessor(s), together with a note of any action taken, is recorded on the [University's moderation template](#).

3.9 Schools must retain records of moderation as these may be required if a student submits an academic appeal or complaint or for audit purposes.

## Appendix C In-Year Retrieval Scheme

### 1.0 Principles

- 1.1 The University's in-year retrieval scheme (IYRS) enables eligible students to recover failure in some summative assessments at a much earlier stage in the academic year, and closer to the point of delivery of the module content to which the assessment relates. In-year retrieval is based on the premise that students will be able to re-work the same assessment (where possible) and act upon constructive feedback in order to improve the standard of their work. In-year retrieval does not affect a student's right to re-assessment and re-take attempts.
- 1.2 This scheme applies only to level 3 and 4 students who are at the start of their higher education journey and who may need to familiarise themselves with the conventions of assessment in HE. Completion of level 3 provides students wishing to progress to a relevant degree programme with the relevant entry criteria. The Framework for Higher Education Qualifications requires that students completing level 4 will have a sound knowledge of the basic concepts of their subject and will have learned how to take different approaches to solving problems.
- 1.3 This scheme applies to students who have submitted and failed one or more components of assessments and to students who did not submit an assessment.
- 1.4 This scheme does not apply to students studying on accelerated degree programmes as these students have a different assessment pattern.
- 1.5 This scheme does not apply where students have passed an assessment.
- 1.6 In-year retrieval is optional for students. Eligible students may choose whether they wish to engage with the in-year retrieval scheme. It is recognised that undertaking in-year retrieval will increase the workload on students; however, this is off-set by the benefits associated with passing the module and avoiding the need for reassessment.
- 1.7 All in-year retrieval assessments must be submitted, and all assessment procedures concluded, before the meeting of the relevant Module Assessment Board so this scheme only applies to summative assessments which can be accommodated in this timeframe.

### 2.0 Procedure

- 2.1 At the end of the 15 working day feedback period, students who have achieved a mark which is below 40% or who did not submit, will be contacted by the School's Student Progression Administrator or nominated member of staff. Communication with the student will include information about the scheme, assessment help and support, details of the assessment task, the retrieval submission date and submission process. There is an expectation that students will receive academic and pastoral support.
- 2.2 Retrieval assessment deadlines are at the discretion of the Module Leader, in consultation with relevant staff. Normally, students will have a period of two weeks to complete a retrieval assessment.
- 2.3 As in-year retrieval will be conducted within a short space of time after the original submission, late submission does not apply to retrieval deadlines nor does the Personal Mitigating Circumstances Procedure.

- 2.4 Where students have extra time for submission documented through a Reasonable Adjustment Plan, the extra time will apply to the in-year retrieval deadline.
- 2.5 At retrieval students are required to re-work and submit the original piece of work or, wherever possible, engage in the same assessment (e.g. a practical or performance). Where it is not possible to recreate the same assessment (e.g. group work, etc.), an alternative verified assessment should be provided which tests the same learning outcomes. In-year retrieval assessments will be submitted using the same mechanisms as the original assessment. Where assessments are submitted electronically (unless an exception is in place), either through Turnitin or Blackboard, it will be via an additional retrieval folder.
- 2.6 Where a student achieves a lower mark at retrieval, the original higher mark will be used for the purpose of module mark calculation. All in-year retrieval assessments will normally be capped at the pass mark of 40%, except where there is an accepted PMC for the original assessment.
- 2.7 Where the module does not require the student to pass each component of assessment (Method A) and the module is failed if, following retrieval, the capping of the component mark prevents the student from passing the module, the module mark will be capped rather than the component mark.
- 2.8 Where a module requires the student to pass one or more components of assessment (Method B) and a student has failed a must-pass component, the maximum mark for any re-assessed component will be the pass mark. This mark will contribute to the overall module mark.
- 2.9 Where a student achieves a pass mark at retrieval, further feedback will not normally be provided.
- 2.10 Where a student fails a retrieval attempt, markers are required to provide feedback. Feedback on retrieval assessments must be provided within 15 working days of the retrieval assessment submission date.

Further Information:

- [In Year Retrieval Scheme – FAQs for Staff](#)
- [In Year Retrieval Scheme – FAQs for Students](#)

## Appendix D Assessment Length

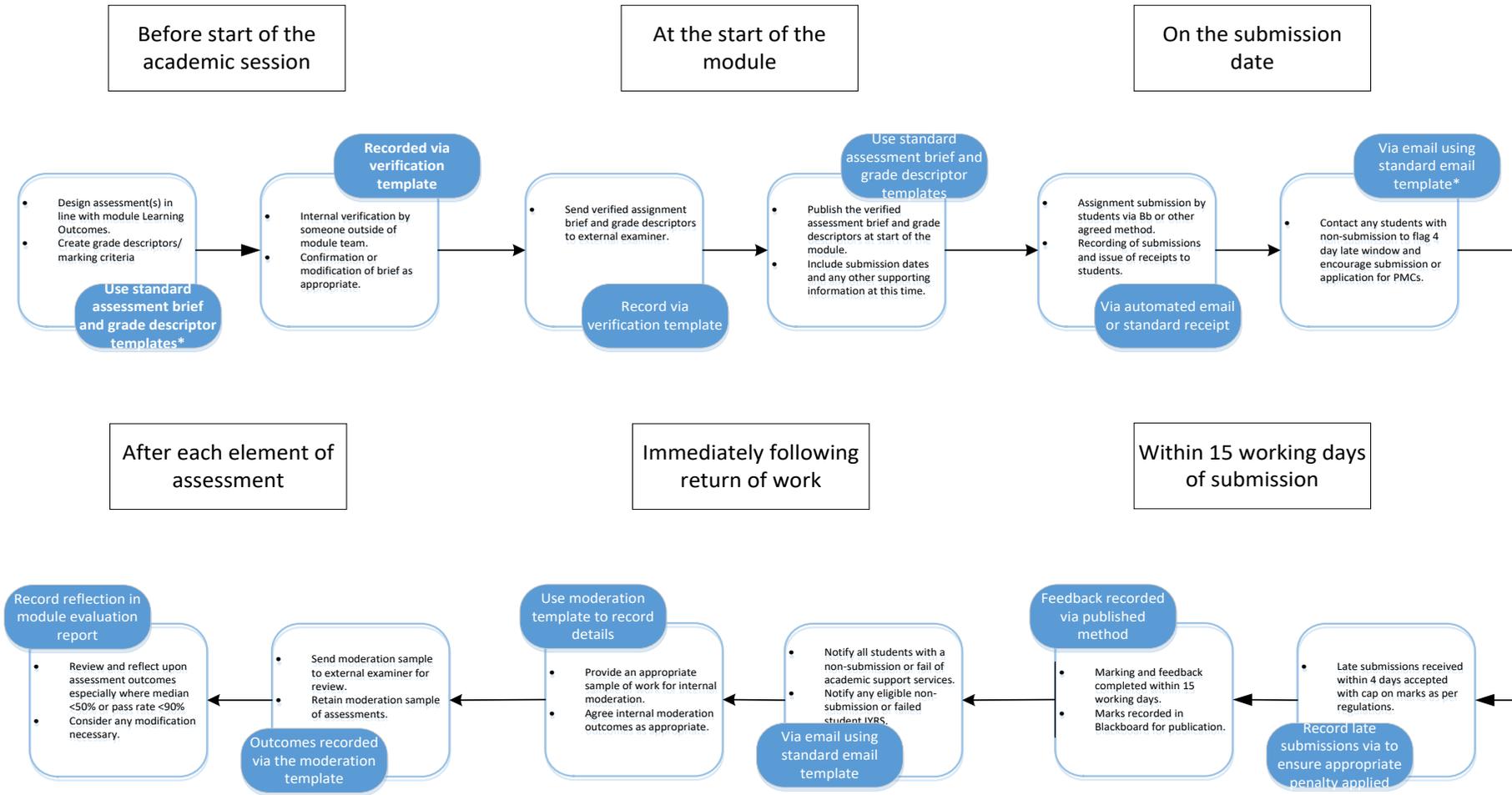
### 1.0 Principles and Scope

- 1.1 It is often useful for tutors to provide guidance as to the appropriate length (word count, page number, time etc) for an assessment either to guide the student as to the expected amount of effort required or to address the specific pedagogic challenge of producing work to a given brief. Having an upper-limit on the length of submission acceptable for a given task can help to protect students from spending a disproportionate amount of time on any one piece of work and can control the demands on staff required to assess the submitted work.
- 1.2 Where a guide length is provided it is important that the nature of this is stated explicitly to students including full details of what is included in this e.g. page lengths, font size, margins etc. where page lengths are used, or whether references, tables, appendices etc. are included if a word count is specified.
- 1.3 Regardless of how the length is specified, it is essential that the nature of this limit and margin of acceptability is detailed in the assessment brief. A clear distinction is required to identify the upper limit of length beyond which work will not be accepted for consideration to derived mark.
- 1.4 Under no circumstances should there be an arbitrary deduction of marks for excessive length. Rather, the assessor should cease consideration of content at the specified length and award marks only on the basis of work within the stated acceptable upper limit of length.
- 1.5 Where producing work to a specific, fixed length is an essential skill / ILO then we should when possible use the available technology to create assessment templates that do not allow submission of more than the allowable limit. – This is common practice in many online forms and prevents students exceeding the limits (limits can be set by no. characters, no. words, or no. pages as appropriate).
- 1.6 Where use of a constraining template is not possible or appropriate, the maximum length should be clearly articulated in the assessment brief (providing full details of how this will be determined) and consideration of content will cease during the marking process at the prescribed length.
- 1.7 Where the assessment length is for guidance and adherence is not an essential outcome or ILO, the submission rules should reflect this. The guidance length should be communicated in as much detail as possible and be sufficient to permit students to meet the assessment criteria. To help manage student effort and to manage marking work-load, an upper allowable limit is still advisable. This should be set at a level that reflects the nature of the limit, typically ~10%. Where work exceeds this upper limit assessor should cease consideration of content at the specified length and award marks only on the basis of work within the stated acceptable upper limit of length.

**Table 1 Examples of application of proposed guidance**

Example	Proposed action	Rationale
Assessment length set for guidance of effort and to control marking load.	Set guide length as 'n' pages / words / minutes etc with an upper limit for acceptable length (typically +10%). Do not mark beyond stated upper limit. Where possible configure submission to only accept work up to upper limit.	Sets expectation with guide length. Does not impose an arbitrary penalty. Provides scope for students to write more if necessary but prevents really excessive length to constrain both student and marker work load.
Assessment seeks to address the development and evaluation of concise writing skills.	<p>Use assessment template to constrain submission length e.g. by the creation of web or word forms with maximum word / character / or line numbers, upper limit on file size or media length.</p> <p>Students are unable to submit work beyond the accepted length.</p> <p>If maximum length can't be constrained by technology, make clear the absolute limit and do not mark content beyond stated upper limit.</p>	<p>Prepares students in an authentic manner for completion of many forms. Does not apply an arbitrary penalty.</p> <p>Prevents students from exceeding the acceptable limits.</p>

## Appendix E Assessment Process



<b>Document Control Information</b>			
Revision History incl. Authorisation: (most recent first)			
<b>Author</b>	<b>Summary of changes</b>	<b>Version</b>	<b>Authorised &amp; Date</b>
Annette Cooke	General update including changes required due to the introduction of a new version of Blackboard	V3.4	Editorial amendments 21 August 2020
Annette Cooke	Addition of word count and length guidance. Changes to late submission rules. RAP extensions now applicable at reassessment. Changes to assessment diet permissible when exceptional regulations are invoked.	V3.3	ASQAC 8 May 2019
Annette Cooke	Update for 2018/19	V3.2	Editorial amendments 22 August 2018
Annette Cooke	Substantive policy review – inclusion of assessment principles, changes to moderation and verification requirements, removal of late submission in resit period.	V3.1	Academic Quality and Standards Committee 7 June 2017
Annette Cooke	General review for new academic year and merge into new policy template. Definitions have now been included, clarification provided on word count and religious observance.	V2.1	Academic Quality and Standards Committee 11 July 2016
<b>Policy Management and Responsibilities:</b>			
Owner:	This Policy is issued by the Director of Quality, Enhancement and Governance who has the authority to issue and communicate policy on assessment and has delegated day to day management and communication of the policy to the Quality and Enhancement Manager.		
Others with responsibilities (please specify):	All subjects of the Policy will be responsible for engaging with and adhering to this policy including: Academic Staff Associate Deans (Academic) External Examiners Students		
<b>Author to complete formal assessment with the following advisory teams:</b>			
Equality Analysis (E&D, HR) Equality Assessment form	1. This is mandatory. EIA in progress as at 13th July 2017		
Legal implications (LPG)	2. N/A		
Information Governance (LPG)	3. N/A		

<b>Document Control Information</b>	
Student facing procedures (QEO)	4. Completed 18 May 2016.
UKVI Compliance (Student Admin)	5. Completed 16 May 2017.
<b>Consultation:</b>	
Staff Trades Unions via HR Students via USSU Relevant external bodies (specify)	2. N/A
<b>Review:</b>	
Review due:	2020/21