

# Assessment Handbook 2024/25

<b>Approved date</b>	July 2024 (TBC)	<b>Author</b>	Dean of Students and Education	<b>Version</b>	5
<b>Review date</b>	July 2025	<b>Approved by</b>	Academic Board		

# Assessment Handbook 2024/25

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# 1. Guidelines for Assessment

The guidelines for assessment are provided to support inclusive curriculum design and should be used to inform module design and the work of validation and approval panels. Courses and modules are expected to align to the guidelines. Courses can deviate from the guidelines (e.g., owing to PSRB requirements) or for pedagogic reasons; however, validation and approval panels will be expected to undertake scrutiny of any course or module not aligning with the guidelines to ensure the rationale provided is appropriate and that the assessment is fair, valid and defensible. Failure to meet these expectations would result in the course or module being required to align with the guidelines.

Normally:

- 1) The aim should be for each module to have only one piece of summative assessment with one piece of formative assessment.
- 2) The maximum assessment which can be set is either two components of assessment (i.e., both assessments must be passed to pass the module) or one component with three elements (good grades in one element can compensate for failure in another allowing the module to be passed without all elements being passed).
- 3) At Levels 3 and 4, one module in each course must have an assessment, which can be formative, that is submitted within the first four weeks of the start of the course.
- 4) Assessment regimes for individual modules should be aligned to a course assessment strategy and the level of study. Assessment for a module should not be considered in isolation from the assessments that will be completed for other modules which are studied simultaneously.
- 5) The assessment strategy should support students to develop and perform in different assessment forms such that students are prepared in earlier levels to be able to succeed in assessments that will be used at later levels of study (i.e., a student should not face an assessment type in their final year for which they are unprepared).
- 6) The package of assessment a student may take in a particular course, level or semester must be coherent and appropriate (i.e., normally students should not be expected to undertake more than one group work assessment in a semester, except in subjects where group assessment is the norm: for example, a performance).
- 7) Formative use of exams should precede the use of summative exams and should not generally be used summatively at Levels 3 or 4.
- 8) Assessment submission dates must be checked, by semester, for each course to reduce the impact of assessment bunching (i.e., all course assessments being due in the same week).
- 9) Normally modules will provide alternative assessment formats to allow students to demonstrate the achievement of learning outcomes.<sup>1</sup>

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<sup>1</sup> It is noted that it may not be possible to offer alternative assessment in all instances. This may be because the form of assessment is determined by the learning outcomes being assessed (e.g., ability to give an effective oral presentation can only be assessed through an oral presentation) or pragmatically this is not feasible (e.g., the ability to recall information could be assessed by an examination or a viva voce); however if the module is taken by 300 students and it is not possible within a timeframe to undertake 300 viva voce assessments then an examination may be the only alternative.

- 10) The use of developmental assessment, where students can use feedback from a previous submission to improve the quality of their next submission, is strongly encouraged.
- 11) Modules should use the standard University Assessment Brief Template for communicating assessments to students (see Appendix 2: Assignment Brief Template).

### **1.1. Support for Staff**

Support for members of staff in all elements of the Assessment Lifecycle will be provided through the [Staff Help & Guidance](#) Canvas site.

## 2. Designing and Setting Assessment Activities

### 2.1. Summative versus Formative Assessments

There are two categories of assessment in operation at the University – formative and summative.

Formative (informal)	Assessment activities that provide students with feedback. The marks and grades for these assessment activities do not contribute towards the module mark and grade. Formative assessment activities are useful to provide students with feedback to let them know how they are doing. Sometimes the format of a formative assessment activity will be the same as the summative assessment activity for the module, in order to prepare students and ensure that they are familiar with the summative assessment task.
Summative (formal)	Assessment activities where the mark will contribute towards completion of students' modules

Whilst many of the guidelines in Section 1 are also applicable to formative assessment, this assessment handbook focuses primarily on the creation, delivery and outcomes of **summative assessment**.

### 2.2. Assessment Set-up and Modification

Set-up is perhaps the most important stage in the assessment cycle, particularly the definition and recording of the assessment(s) to determine future operation. Given this importance, the legal implications, as well as its relationship to learning outcomes, most aspects of assessment can only be set-up or modified through formal quality frameworks and processes.

Assessment is typically defined through the validation process and then subsequently changed through the modification task. Specifically, assessment is an attribute of a given module and is therefore defined and set-up within the Module Specification Template (MST). The assessment portals created in Canvas are generated automatically from the information available in the MST. If it is believed that an incorrect assessment portal has been created in Canvas, it will be necessary to check the MST and make any necessary modifications.

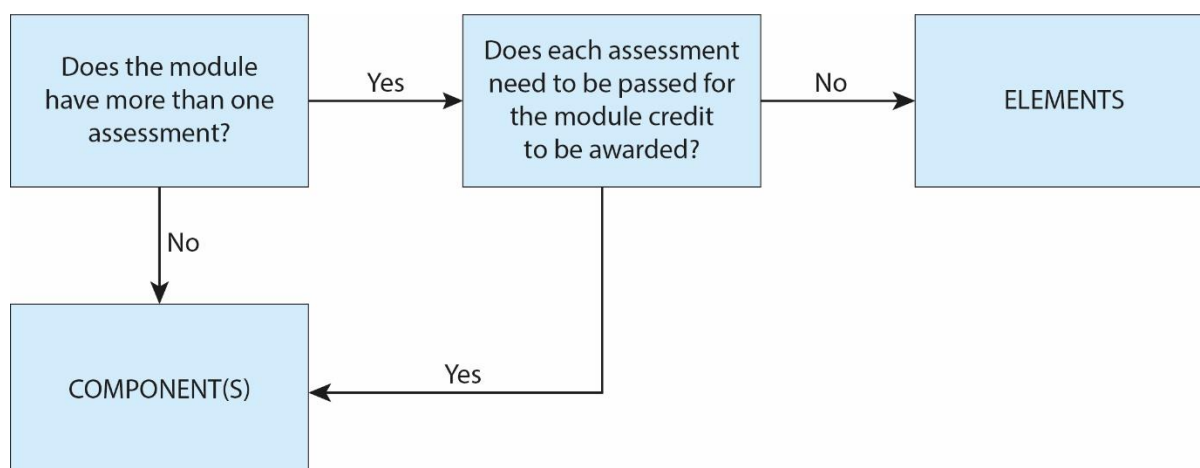
#### 2.2.1. Deadlines for setting up or modifying assessments

Assessments must be set-up or modified ahead of the academic year and before students enrol onto the module. So, for example, assessment should be finalised by February in the year prior to the academic year that the assessment will be in operation.

#### 2.2.2. Choosing components or elements

The designation of assessment as either components or elements will directly impact the requirements of the student to attain credit, and therefore it is important to recognise the distinction between the two. Components should be used where each assessment activity needs to be passed for the module credit to be awarded. If this is not the case, then the individual assessment activities can be classed as elements (see Figure 1).

**Figure 1: Choosing a component or element**



Components may include some elements which can be failed. A minimum qualifying pass mark for a component may be set at validation. Each student must still be able to achieve the necessary learning outcomes for the module even if they fail an element.

### 2.2.3. Mark calculation for components and elements

Where assessments have been specified as elements, a module can be passed (with full credit awarded) even where a student fails to achieve what would otherwise be the minimum qualifying mark (e.g., 40%) for one or more elements.

This is contrary to components, where even though the aggregate module mark might exceed the minimum qualifying mark, a module cannot be passed (and will be capped at 39%) if one or more components do not achieve the minimum qualifying mark (see Table 1).

**Table 1: Example of a module mark calculation for components and elements**

<b>Components</b>	001 (50%)	002 (50%)	<b>Overall Module Mark</b>
Mark	60	30	39
<b>Elements</b>	001 (50%)	002 (50%)	<b>Overall Module Mark</b>
Mark	60	30	45

### 2.2.4. Number of assessment activities

Whilst there is no upper limit for the number of assessment activities defined within the University's [Academic Regulations](#), and it is relative to the credit value of the module, it is discouraged to over-assess students. To that end, it would be usual for a 20-credit module to have only one or potentially up to two pieces of summative assessment (see guidance in Section 1).

## 2.3. Defining Assessment Types

It is mandatory to allocate an assessment type when setting up an assessment. Types should be selected from a pre-defined list contained within the system (see Appendix 1: Assessment Types). If there is not an assessment type available for selection that accurately reflects the assessment being delivered, then it will be necessary to submit a helpdesk call to records to determine whether a new type should be added to the list.



### **2.3.1. Use of presentation types**

There are two distinct assessment types related to presentations and therefore it is important to select the correct one. Presentations that students undertake without the need to submit a supporting document, or a slide-deck, should be recorded as 'Oral assessment/Presentation', which will be set to 'offline submission' as a default. Presentations that are undertaken alongside the submission of a supporting document, or slide-deck, should be recorded as 'Presentations with submission' for which as a default of 'online submission' will be assigned.

### **2.3.2. Use of group work**

Whilst group work is technically a method of assessment, as opposed to an assessment type, it remains valid and available for selection as a type. Where selected, a submission method will need to be determined according to whether it is a piece of coursework, presentation, performance etc. So, for example, a group work performance might be designated as an offline submission, whereas group coursework is likely to be set as online. Please note that where an online submission has been designated then each student will need to make an individual submission to the Canvas portal and results from Turnitin will need to be reviewed within this context.

### **2.3.3. Use of portfolios**

Portfolios as an assessment type remain valid; however, care should be taken when using this assessment type. The general rule is that a portfolio assessment type will comprise a collection of assessment pieces that, whilst contributing towards the final aggregate mark of the portfolio, will not in their own right need to achieve a qualifying mark (see Figure 2). Also, a portfolio will have one submission point in the assessment portal in Canvas (i.e., individual assessment activities that comprise the portfolio will not have separate submission portals within Canvas).

## **2.4. Selecting the Weighting**

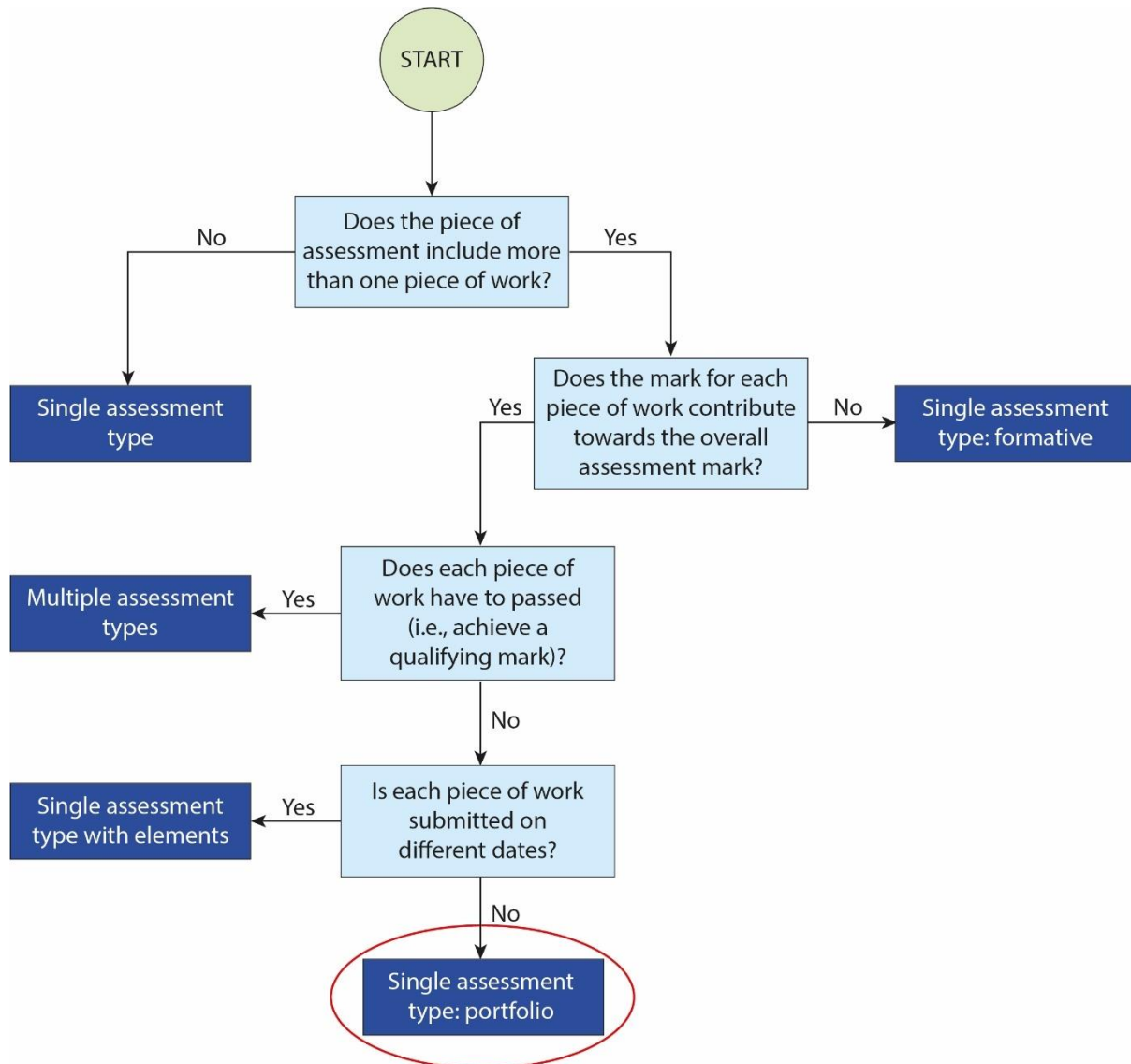
The sum of all the assessment components or elements combined must equal 100%. Weighting of assessment components or elements cannot be changed other than through the modification process or via exceptional approval by the Academic Registrar (or delegated authority).

It is permissible to set an assessment component weighting at 0%. This would typically be used where a component is required to be passed to determine whether a learning outcome has been met; however, this does not contribute to the overall module mark.

## **2.5. Determining the Submission Method**

When setting up assessment for a module, you will be required to designate whether the assessment type used should be submitted online or offline. Wherever possible, an online designation should be given and to this end it is the default for the majority of assessment types. Where a default is to be overwritten (e.g., a piece of coursework is to be set as offline submission) then this will need to be reviewed and approved by the Academic Registrar or a delegated authority.

**Figure 2:** Determining the correct assessment type for multiple pieces of submitted work



## 2.6. Setting Due Dates

Establishing accurate and stable due dates is vital for the processing of module marks, delivering an excellent student experience, and for the University to comply with regulatory and funding requirements. **In addition, the Canvas submission portal will not be accessible to the student if there is no due date.**

The date for a given assessment component will be rolled forward from the previous year (this includes all submission opportunities). During July and August there will be an opportunity to review the rolled-over due dates and make changes where required. This exercise is conducted within e:Vision and will extend to being able to adjust other aspects of assessment such as how it will be submitted and whether extensions apply.

Due dates for assessment components should be set in advance of the academic session starting and no later than the end of August.

Due dates can be set for any time from the start of the module until shortly after the module has been completed; they do not necessarily have to be set within the designated assessment weeks as stipulated within the academic calendar; however, first submission due dates must not be set later than 3 weeks after the teaching on the module has finished.

Wherever possible, due dates should not be set during national or religious holidays and should avoid being on a weekend.

### **2.6.1. Student-specific due dates**

Due dates are currently set as an attribute of module assessment as opposed to student assessment. For some assessment types, students might have due dates set that are specific to them as individuals. For example, a performance or presentation assessment type might take place over several weeks and thus the students due date will be dependent on which week they are to be assessed. The University is working to develop student-specific due date functionality; however, until such time that this development is completed, the due date set should reflect the latest possible date that assessment type will be run.

### **2.6.2. Due dates and the processing of marks**

The University operates an automated agreement of marks process which (for first sits) takes provisional marks and agrees them at 5 weeks from the final due date of the module. Due dates therefore become integral in establishing when marks should be received and processed. A missing or incorrect due date will mean marks are either not agreed at all or are done so at an incorrect point of time. (See Section 6.)

### **2.6.3. Due dates and funding**

The University receives student outcomes funding annually from the Office for Students (OfS), for those students who attempt the final assessment of the modules for which they were registered inside 13 months from the start of their academic year. To evidence that the student attempted the final assessment inside 13 months, we need to know when it took place. To this end the OfS audit the due date information and will not expect to see changes to these dates.

### **2.6.4. Changing due dates**

Once set and visible to the student, due dates should not subsequently be changed. Where a due date is exceptionally required to be changed in-year (e.g., owing to staff illness or other unavoidable factors), it can only be modified to a later date and not earlier than the original date presented to students.

## **2.7. Initial Approval of Assessment Activities**

The mode of summative assessment for each module is approved at initial validation and cannot normally be changed without going through the appropriate modification process. Guidance on how to validate / approve new provision can be found on the Quality and Standard's [Course Approval and Deletion web page](#). Module Leaders and development teams should ensure that assessment is conducted within an inclusive and supportive environment for students.

The assessment types that can be approved at validation are detailed in Appendix 1: Assessment Types. Note that, in line with the guidance in Section 1, examinations should generally **not** be used summatively at Levels 3 or 4; however, there may be particular reasons why these are used (e.g. PSRB requirements, see Section 2.7.2).

The assessment pattern for each module is recorded in SITS in accordance with that approved at initial validation. Any changes required to the assessment pattern requires a request for modification submitted through the task in e:Vision and approved through the formal quality process managed by the Faculty.

When designing assessment activities, Module Leaders and development teams should consider:

- alignment with the [Inclusive Framework: curriculum design and delivery](#)
- preparing apprentices for the End Point Assessment (EPA), where applicable
- reducing the possibility of plagiarism
- using authentic, real-world, tasks and briefs.

(Note: further information on these topics is provided in the [Staff Help & Guidance](#) Canvas course.)

All teaching and assessment of modules within courses leading to an academic award of the University will be in the English language apart from modules delivered and assessed by another University associated with a student exchange and approved by the Faculty quality processes. In these cases, the University will ensure that those staff teaching and assessing students have the subject knowledge and expertise in the language used and shall ensure that appropriately qualified external examiners are appointed. Any assessment undertaken using a language other than English, as detailed in the exceptions above, shall be recorded on the student's transcript.

### **2.7.1. Modifications to assessments**

Changes to the following can be made as part of the University's modification and ongoing course review process:

- Assessment criteria
- Assessment description
- Assessment length
- Assessment Strategy
- Assessment type
- Assessment word count

Guidance on how to make changes to existing courses and modules can be found on the Quality and Standard's [Modifications and Ongoing Course Review web page](#).

### **2.7.2. PSRB requirements**

Where a course and/or module forms part of the qualifications regime of a Professional, Statutory and Regulatory Body (PSRB), clear information should be given in the course guide about the specific assessment requirements that must be met for progression towards a professional qualification, including those modules which must be passed and the level at which the course, or any part of it, must be passed in order to meet the requirements of the PSRB. Any PSRB requirements identified at module level must be included within the relevant module guide.

## 2.8. On-going Approval of Assessment Strategies and Tasks (including Annual Update)

Module and course assessment strategies are approved at validation, but their continued effectiveness will be monitored by course teams as part of the Continuous Monitoring and Improvement process and commented upon by external examiners in their annual report.

Approval of summative assessment tasks (e.g., coursework brief or exam paper) must be completed prior to students being given the assessment task to complete. In the first instance there should be an internal approval process and then the relevant external examiner should be asked to approve the assessment task that students will complete.

No assessment tasks should be presented to students until internal (faculty) and external (external examiner) approval has been secured. Ideally, assessment tasks and due dates should be approved before the start of a module. If an assessment task remains the same as the previous year, and the external examiner has not changed, then it can be assumed that the assessment task has been approved; however, it is appropriate to send all assignment briefs to the external examiner so that a holistic view of the assessment activities can be undertaken.

Faculties should have an annual process for reviewing and approving all summative assessment tasks through the provision of draft assignment briefs, which include proposed due dates. It is recommended that programme teams establish an Assessment Approval Panel to review all assessments that will be used in that programme.

The internal approval process should confirm that the task:

- is the same type and length as that given in the module guide (e.g., Coursework - 3000-word report, Group Presentation - 15 minute, etc.)
- assesses those learning outcomes assigned to the assessment task in the module guide (note: it is important to review this each year to ensure that multiple modifications have not resulted in unintentional 'drift' from the intended learning outcomes)
- is given a weighting that is the same as indicated in the module guide
- has a clear and understandable assignment brief written in student-facing language (e.g., "you should" rather than "the students should") (see Appendix 2: Assignment Brief Template).
- is set at the appropriate academic level and is achievable within the constraints of the assessment length
- has appropriate assessment criteria and assessment-specific level and mark descriptors, which are aligned with the University's [Level and Mark Descriptors](#)
- due date does not result in excessive bunching of assessments for the programme as a whole.

Once approved internally, the assessment should be sent to the external examiner for approval. The external examiner should comment on the suitability of the assessment tasks with regards to the module specification, level of work expected and in relation to the standard of the tasks in comparison with similar courses at other institutions; as well as to comment on the clarity of the task and on the guidance provided to the students.

This approval process applies to both assessment and re-assessment (resit) tasks for each module to ensure that assessment at each opportunity is equitable and fair.

## 2.9. Alternative Assessments for Disabled Students

If a student is unable to complete a particular form of academic assessment for reasons owing to their impairment, an alternative, but equivalent, academic assessment should be made available. This alternative academic assessment must still test the learning outcomes for which the original assessment was designed.

Alternative assessments should be designed in consultation with the Faculty Enabling Tutors and the Disability and Inclusion team. The proposed alternative assessments should be approved through the same programme-level process as described in Section 2.8. The approved alternative assessment activity should be recorded by the Disability and Inclusion team.

Special examination arrangements are available to students with a recognised condition or impairment.

## 2.10. Indicative Assessment Tariffs

When setting alternative assessment activities, it may be useful to refer to Table 2 for guidance in relation to equivalences between different activities. Note: there may be pedagogic reasons why an alternative assessment varies from the guidance provided here, particularly in relation to meeting specific module learning outcomes. The guidance applies to the whole assignment, rather than to specific components.

**Table 2:** Guidelines for the equivalences of different assessment activities

Form	Level 3	Levels 4-6	Level 7
Written	1,500-2,000 words	2,000-3,000 words	3,000-4,000 words
Oral	10-15 minutes	15-20 minutes	20-25 minutes
Examination	1-1.5 hours	1.5-2 hours	2-3 hours
Independent study 20 credits	2,000-3,000 words*	3,000-5,000 words*	4,000-6,000 words
Independent study 40 credits		6,000-10,000 words	8,000-12,000 words
Independent study 60 credits			12,000-18,000 words
Integrated and Non-integrated End Point Assessment/s for Apprenticeship programmes		As per EPA Assessment Plan**	As per EPA Assessment Plan**

\* Although indicative word counts are presented here, it should be recognised that exams and should generally not be used summatively at Levels 3 or 4, as noted in Section 1.

\*\* End Point Assessment is a mandatory component of Apprenticeship programmes with a variety of assessment types / methods that are detailed in each Occupational Apprenticeship Assessment Plan on the Institute of Apprenticeships and Technical Education (IfATE) website and course/module guides.

### 3. Communication with Students

The **course guide** contains the essential information needed to help a student understand how their course operates. It specifies the modules required to be taken and any other additional requirements which must be satisfied for the award of the qualification. Course guides are generated annually from the validated Course Specification through an online task on e:Vision. The sections of the course guide which relate to assessment are:

- Teaching, Learning and Assessment
- Assessment Methods (calculated)

The sections of the course guide which can be updated as part of the annual update task are:

- Welcome from the Course Leader
- Course Team information
- Health & Safety Issues

Any other sections need to be amended in line with published deadlines using the course change process. Once updated, course guides are published on e:Vision.

The **module guide** is created from the validated Module Specification. Module guides are generated annually from the validated Module Specification through an online task on e:Vision.

The sections of the module guide which relate to assessment are:

- Module Assessments
- Assessment Criteria
- Level Mark Descriptors
- Response to Student feedback
- E-submission / Computer assisted Assessment
- Module Assessment Submission information

The sections of the module guide which can be updated as part of the annual update task are:

- Module Content
- Learning Activities
- Blended Learning
- Assessment Criteria
- Level mark Descriptors
- “As a result of your feedback ...” section on responses to student feedback

Any other sections need to be amended in line with published deadlines using the module change process. Once updated, module guides are published on e:Vision and Canvas.

As the information in validated Course and Module Specifications merges directly into the published guides, it is important that the language used is student friendly.

Guidance on the creation and update of on-line Course and Module Guides is available through the e:Vision ‘Module and Courses’ page.

Separate information on examinations is published on the [University web site](#). On this page students can find information on:

- Timetables
- Examination / assessment weeks
- Examination clashes
- Examination regulations
- Examination attendance record
- Special examination arrangements

### **3.1. What's My Assignment?**

In addition to assessment unpacking resources, where the Module Leader explains what is required for an individual assignment task, it is worth considering whether a student-led 'What's my assignment?' activity is also appropriate. The University's participation in the national 'What Works?' project (Cureton et al, 2017) identified these activities as supporting the development of students' academic literacy skills and in narrowing the award gap between different groups of students. Cureton et al. (2017) identified that the activities were most valued by students at the start of Levels 4, 5 and 7. It is not necessary to conduct the activity for every assignment, but there may be reasons, such as introducing a different form of assessment, where the use of a student-led activity is beneficial for students' understanding and comprehension of what they are being asked to do.

The 'What's my assignment?' activities are conducted as follows:

- Students discuss in groups their understanding of the assignment requirements and feed these back to the group and the lecturer.
- Students are enabled to anonymously ask questions about what they do not understand, for examples by putting the question on a Post-it Note and placing it on the wall.
- Lecturers respond to the questions raised in the class and address any misconceptions in student understanding. This information should then be included in a Frequently Asked Questions thread in Canvas.

(after Cureton et al. 2017, p.4)



## 4. Submission of Assessment

Students must submit their assessment in accordance with the submission method stipulated within the assessment set-up. All submission must be made by 14.00 on the due date specified; any submission after this time will be counted as a late or non-submission. The 14.00 time is used to ensure that university support offices are staffed and open at the time of submission.

### 4.1. Fit to sit

In 2019, the University implemented a [Fit to Sit and Extenuating Circumstances Policy](#). The aim of the policy is to maintain academic standards and to ensure students submit assessments when they are fit to do so, and that no student is disadvantaged by circumstances beyond their control. Where a student submits their assessment, they are declaring themselves fit to sit; this is the case unless a subsequent extenuating circumstances claim is approved after the submission. If, however, a student submits assessment after having an extenuating circumstances claim approved, then they will be declaring themselves fit to sit, and the work should therefore be marked as a valid submission.

If students are fit to sit and submit assessments, they are expected to meet the published deadlines for the submission of assessments.

### 4.2. Late submission

The University recognises that, on occasion, students may encounter circumstances which prevent them from meeting assessment deadlines. The [Late Submission and Extension Policy](#) enables students to **submit up to seven calendar days after the published submission date**. For students who have a Student Support and Wellbeing approved automatic 7-day extensions, the deadlines in the policy are applicable after the automatically extended deadline.

Coursework submitted **later than seven days** after the published submission deadline or extended deadline will be awarded a non-submission grade (ONS).

Coursework submitted **after the published submission deadline** but within seven calendar days of that deadline, without an approved extension, will be marked. Grades for late submissions will be subject to the sanctions as per the policy.

This policy does not apply to examinations, tests, group work and practicals or assessments taken during a published resit period.

Students wishing to apply for an **extension** should follow the published procedure which can be found in the [Late Submission and Extension Policy and Procedure](#).

Where an assessment is a physical artefact which it is not possible to submit electronically, students will be given a receipt. It is the student's responsibility to keep receipts for submitted assessments. Assessments submitted to a specified location will be held securely. Internal markers will be required to collect assessments from the location where they were submitted and must ensure that assessments continue to be held securely at all times. Exam scripts are collected and processed in accordance with the University's examination rules.

Where submission is made **online**, this will take place through Canvas (see also Section 5).

### **4.3. Extensions**

Students have a variety of extension options available to them (as defined by the policy) to support them in submitting work, and (where possible) to deter them from needing to defer work.

Students have three different options for extensions:

1. An evidence-based extension. This requires evidence to be submitted and approved and grants a 7-day extension without any penalty to the final mark. Such extensions are requested through e:Vision.
2. A self-certification extension. This does not require supporting evidence and grants a 7-day extension without penalty to the final mark. Such extensions are requested through e:Vision, and each student has a maximum of three to use within the academic year.
3. An automatic extension. This does not require evidence or to be requested by the student in advanced. Students can submit up to 7 days after the original due date; however, a penalty will be applied to the final mark.

A student can only use one extension at any one time and thus have a maximum of seven additional days beyond the original due date. This means, for example, that a student cannot use an evidence-based extension and then submit late.

#### **4.3.1. Extensions and due dates**

For evidence-based extensions and self-certification the due date shown to the student within their submission portal will reflect the updated due date (taking into account an extension).

For automatic (or 'late submission') extensions the due date will remain as the original due date. The portal shows (for all students) an 'available until' date, which is the original due date plus the 7-day 'late' period. The portal remains open for 7 days after the due date (and until the 'available until' date) for students to submit within that period if they choose to do so.

Extensions are not permitted for assessment being submitted as a second or third opportunity.

#### **4.3.2. Extensions and assessment types**

Extensions are not permitted for some assessment types (e.g., examinations, tests, and presentations, although the latter can be adjusted to permit them). The majority of assessment types have extensions permitted as a default and regulation exemptions are required to be sought to adjust this.

#### **4.3.3. Students with automatic extensions**

Some students (e.g., disabled students) may be granted an automatic additional 7 days on all assessment due dates (with exception of examinations and tests, for which reasonable adjustments are instead made, including additional time). It is therefore the case that the due date in Canvas for such students will reflect the original due date plus 7 days.

The additional 7 days does not prohibit such students from utilising any one of the three extension options available in addition. For example, a due date of the 11 May will be automatically updated to 18 May with the automatic extension; however, a student might also choose to use a self-certification or evidence-based extension resulting the revised due date being the 25 May.

#### **4.3.4. Marking period and extensions**

The marking windows are unaffected by student extensions. If students submit a week after the original due date owing to using an extension, then there will be 7 days less time to mark the work.

#### **4.4. Extenuating Circumstances**

For all assessment types and modules, students have the right to submit a claim for extenuating circumstances. All such claims must be accompanied by valid evidence. Where extenuating circumstances are approved, students will be permitted to defer submission of an assessment to the next opportunity (which may be in the following academic year). Information on what constitutes extenuating circumstances, and the procedure for submitting a request for extenuating circumstances to be considered and the evidence needed to support claims is included within the [Fit to Sit and Extenuating Circumstances Policy and Procedure](#) document.

Students who defer their work due to extenuating circumstances will essentially lose a submission opportunity within the year.

## 5. Electronic Management of Assessment (EMA)

Our approach to the EMA is based around the following principles:

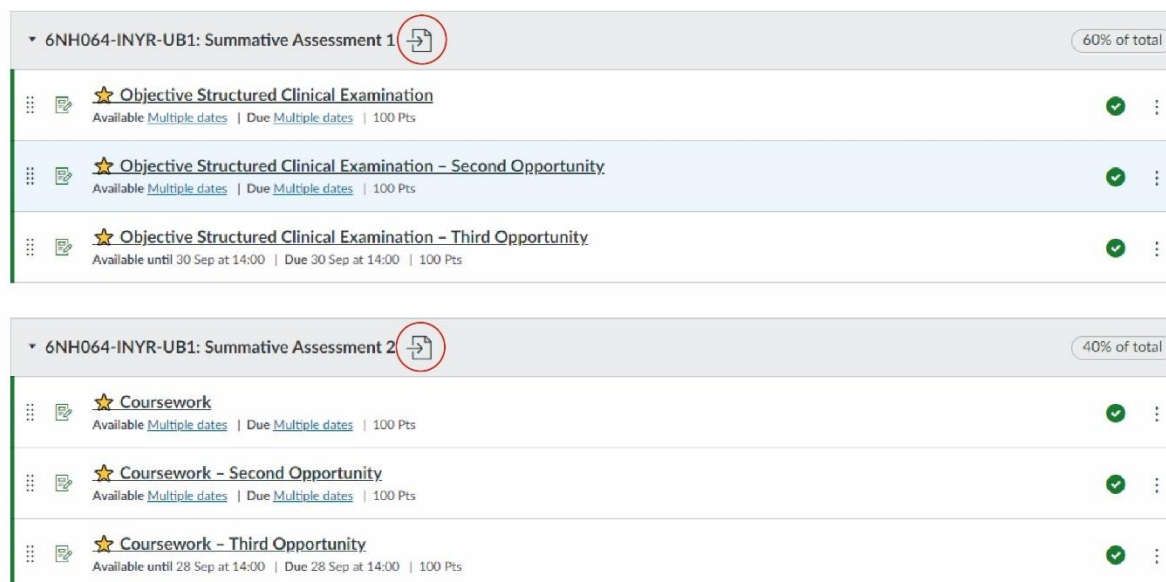
1. Assessment patterns and their associated deadlines can only be adjusted in SITS through following the appropriate quality process.
2. Marking of work submitted electronically via the online submission system is conducted in accordance with the University's [Academic Regulations](#) and Assessment Handbook, and, where relevant, the requirements of Professional, Statutory and Regulatory Bodies (PSRBs).
3. All assessments that meet the requirements for electronic submission must be submitted electronically and within the correct portal (typically identified with 'Official University Assessment').
4. All assessments will be marked in Canvas regardless of method of submission.
5. Dual submission (i.e., students submitting electronic and hard copies of an assignment) will not be accepted.
6. A student cannot opt to submit a hard copy document if electronic submission has been identified for an assessment task, and staff are unable to circumvent this principle without formal approval.
7. It is the responsibility of the student to ensure that work submitted electronically:
  - is the correct work for the assessment task
  - is not corrupted
  - is a valid file type that can be read on University computers
  - does not contain any computer viruses that could compromise the University's network systems
8. It is the responsibility of the student to ensure that the assessment is submitted on time, and failure to do so will automatically be subject to the University's late submission policy. Failure of the student's equipment, such as the student's computer or network, is not a valid reason for late submission.
9. If, as a result of a failure of the University network, a student is unable to submit an assessment electronically, the student will be given an automatic extension and will be required to submit the assessment within 24 hours of the network being reinstated. The student should not use an alternative method of submission unless directed otherwise by Digital Services.
10. All feedback on a student's work will be returned electronically.
11. All feedback will be available in one location (i.e., Canvas).
12. Duplication of processes and activities will be avoided.
13. Submission deadlines must be set at no later than 3 weeks after the teaching on the module has finished.
14. Marking of assessments must be completed by 4 weeks after the submission deadline; thereafter all marks present in Canvas will be published via the portal.

Further [guidance on EMA](#) is available, which gives details on EMA and links to support and guidance resources for staff.

## 5.1. Online Submissions

Where set for an online submission, all submissions must be made into the relevant official portal that is linked to the Student Record System (see Figure 3). Each Canvas course will have a linked portal for each of the validated assessments. Within each assessment portal will be each of the opportunities available for the module.

**Figure 3:** Official portal (highlighted with red circle)



### 5.1.1. Visibility of assessment portals

Portals are generated through the data contained within the Student Record System. If portals are not visible, this is likely to be for one or more of the following reasons:

- student(s) not being registered on the module
- the portal is not published
- the assessment component does not have a due date entered for it
- the due date entered is in the past
- the expected assessment has not been validated
- the assessment component has been given an 'offline' designation
- for second and third opportunity portals, the students' failed grade is yet to be agreed by the automated process

### 5.1.2. Portals for deferred (or 'mitigated') students

Students who defer an opportunity due to extenuating circumstances will be assigned to the next opportunity portal as and when the module outcome is agreed by the automated process.

Students who deferred the final opportunity in the **previous academic year** will either submit into the previous year's portal or the current year's portal. This is dependent on the progression status of the student:

- Where a student has more than 40-credits of mitigated assessment outstanding that they have been unable to retrieve in year, they are re-registered on all of their outstanding modules in the next academic year, and will therefore submit into the latest portal

- Where a student has 40-credits or less of mitigated assessment outstanding that they have been unable to retrieve in year, they will **not** have the outstanding modules re-registered, and will therefore submit into the original historic portal.

Where a mitigating student is submitting into the historic portal, the due date will need updating to the current year. These submissions will be available for marking within the [Assessment Centre](#) in Canvas.

### 5.1.3. Multiple portals

There may be multiple official portals within a single Canvas topic. These reflect different occurrences of the module (e.g., UM1, UM2, UW1, etc.). Students will submit into the portals for the module occurrence they are registered to.

## 5.2. Offline Submissions

Where the assessment has been designated for offline, the submission still needs to be recorded and receipted. For offline assessment this is done in one of three different ways:

Examinations	Registers will be taken by invigilators and then provided back to the Central Exams team. This attendance will then be recorded within SITS.
Physical artefacts	Work should be submitted to an ASK helpdesk and receipted.
Attendance based (e.g. presentation)	A record of the student's attendance should be kept by the assessor and then recorded within the relevant task on e:Vision.

The submission time of 14.00 still applies to offline submissions.

All submissions (including offline submissions) need to be recorded for the University to claim Student Opportunity funding from the OfS.

## 6. Marking

Nearly all undergraduate and taught postgraduate assessments and overall module scores are marked on a **percentage scale** (1-100%) as detailed in the University [Academic Regulations](#). In a few cases, modules might be graded as pass/fail. The marking period for the first submission opportunity is four calendar weeks. This may vary for resit periods.

The University is committed to transparent and fair marking arrangements that also reflect and protect the integrity of academic judgement.

[Level and Mark Descriptors](#) are generic descriptors that apply mainly, though not exclusively, to written academic work. Module-specific assessment criteria and performance descriptors (i.e., not the generic descriptors but descriptors relevant to the assessment being set) as well as the word limit or the length of the assignment, must be provided in the module guide.

After assessments have been marked and moderated they should be retained in line with the University's [Document Retention Schedule](#).

### 6.1. Marking of Online Submissions

#### 6.1.1. Assessment Centre

Marking of online submissions should be conducted via the [Assessment Centre](#) in Canvas. A [User Guide](#) and [FAQs](#) for the Assessment Centre is available in Canvas. Marks **must not** be released to students on a Friday or over a weekend. It is important that students are able to get clarification or support regarding marks and feedback when tutors are available.

### 6.2. Mark Entry

#### 6.2.1. Mark entry period

The length of time allocated for marking is determined through university policy and is set as:

- 4 weeks (+ 1 week preview) for first opportunities
- 3 weeks for second and third opportunities

These marking windows apply irrespective of student extensions.

#### 6.2.2. Entering marks

Regardless of whether the assessment is submitted online or offline, all marking is undertaken through the Assessment Centre in Canvas (see Figure 4).

Entering marks within Canvas but outside of the Assessment Centre will result in the marks not being transferred into the Student Record System.

Marks can be entered by all teaching staff associated with the module. Teaching staff can be given access by the module or MAV<sup>2</sup> leader. Module and MAV leaders are defined within the Student Record System based on the information provided when the module was set-up. Where the leaders change mid-year, a helpdesk ticket should be raised in e:Vision to amend the relevant details.

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<sup>2</sup> A 'MAV' is an occurrence of a module. It is possible that a given module will have multiple MAVs.

Figure 4: Assessment Centre in Canvas

Name	Student Number	Action
Jason Partridge	2018643	Continue Grading
Sam Davis	2056981	Grade
David Samuels	2017592	Grade
Angie Kelsey	1943754	Continue Grading
Haydn Williams	2054837	Being Graded

### 6.3. Non-submissions

It is not necessary to enter ONS for students who have not submitted. as this will be done automatically by the system. The system will populate ONS shortly after the marks have been sent from Canvas to the Student Record System. In order to do so, the system will look to see if:

- A submission record exists for the students and assessment
- A mark has been entered into the assessment centre within Canvas.

If neither of these things are true, then a ONS will be calculated.

Incorrect ONS entries usually occur where multiple factors converge; specifically, where mark entry exceeds the permitted window (such that there are no marks in the assessment centre or student record system), at the same time as there being no submission record (due to it being submitted offline or outside of a linked portal).

Where this happens within the 1 week preview window, then marks can be reset within e:Vision. This will unlock the Assessment Centre and allows the correct marks to be entered within Canvas. If the issue is identified after the preview window has closed, then a Chair's Action will be required to resolve it. (See Section 8.)

### 6.4. Marking Late Submissions

Late submissions that occur up to 7 days after the original deadline (or adjusted deadline for students with SSW extensions) should be marked.

Marks should not be adjusted for late submission; instead the mark entered should reflect the academic merit and as if it was submitted on time. The system will automatically deduct marks based on the submission record for the student and assessment at the point it is published to the Student Record System. Where a submission record does not exist, then a deduction will not be applied; however, if it is known to be late then a Helpdesk ticket should be raised within e:Vision to correct the mark.



## 6.5. Academic Misconduct

The University's [Regulations and Procedure for the Investigation of Academic Misconduct](#) provides information about the procedure to follow if work is suspected to show evidence of cheating, plagiarism or collusion. Further information is available on the [Academic Misconduct](#) webpages.

### 6.5.1. Use of Turnitin

Turnitin is enabled for use with all online summative submissions. Turnitin Similarity Reports are available in Grades and SpeedGrader within Canvas.

Turnitin does not detect plagiarism: it simply highlights text that matches other sources searched by Turnitin. It is therefore not possible to determine that plagiarism has taken place based on the percentage similarity score alone; it is always necessary to look at, and interpret, the Similarity Report. Information about interpreting a Similarity Report is available on the Academic Misconduct webpages and from the [Turnitin pages](#) in the Staff Help & Guidance Canvas course.

### 6.5.2. Use of artificial intelligence in assignments

Information about the [use of artificial intelligence in assignments](#) is provided in the [Staff Help & Guidance](#) Canvas site. Our understanding of the use of artificial intelligence is developing constantly and colleagues are advised to check this information before a period of marking to ensure that the most up-to-date practice is adopted.

### 6.5.3. Recording academic misconduct via the Assessment Centre

To flag a student's submissions as being suspected of academic misconduct, a marker must enter a mark via the Assessment and Grading Centre and then select the "Report AM" button. The Module Leader is then able to review this and send the grades/marks to SITS (as with normal marks/grades). The AM flag will highlight the relevant submission record in SITS as having suspected AM.

Please note, it is necessary to complete the usual academic misconduct forms for the Conduct & Appeals Unit (CAU): the AM flag in the Assessment Centre does not currently alert the CAU team to the fact that a piece of work demonstrates suspected academic misconduct.

## 6.6. Penalties for Over-long / Short Assessment Submissions

The length of an assessment will be judged on the basis of the number of words in the submission excluding appendices and references but inclusive of citations made in the body of the work.

Submissions which are shorter than the assessment word or time limit will not be penalised and will be marked on their merits. Students should be reminded that it is likely that they will not have fully addressed the learning outcomes being assessed in the depth required should they do this.

Therefore, a submission which is under the word or time limit will be self-penalising and no further action is required by the assessor.

Assessments which are up to and including 10% above the word or time limit will not be penalised. If an assessment is more than 10% above the word or time limit then the work should be marked on its merits and the marker should then apply a penalty of a 10% reduction to the percentage grade awarded (i.e., they should not take 10% points off the work). The reduction applied should be clearly stated in the feedback provided to students.

The exception to this policy is where the ability to write to a precise word count or speak to a precise timing is one of the module learning outcomes being assessed (e.g., a journalistic article of a specified word count OR, a performance piece which has to be a specified period of time).

## **6.7. Apprenticeship Programmes**

Members of staff marking apprenticeship programmes need to be aware that Ofsted has stipulated that assessment feedback (on Programme and EPA) must be provided with some reference to the knowledge, skills and behaviours relevant to the apprenticeship programme.

## 7. Moderation

### 7.1. Definition

Internal moderation is the process by which an individual or group, preferably not involved in the setting or grading of an assessment task, confirms:

- i. that the task being set and the criteria being used to determine grade differences are at an appropriate standard for the level concerned and that the task tests what it intends to test and
- ii. that the grades given to students for completing the task have been awarded consistently by the assessor(s).

Moderation does **not** change the grades of individual students. If a moderator identifies anomalies in the grading of work, then the grades of the whole cohort should be modified. Module Leaders should not moderate work on their own modules.

### 7.2. Internal Moderation Samples

Moderation of completed assessments is **based on a sample of the graded work** and is used as a means of assuring students, assessment boards and other interested parties that the standards expected of and achieved by students are appropriate, reliable and consistent.

Moderators should have access to all the grades awarded for the module, not just the sample grades.

The University **minimum sample size** for internal moderation is at least 10% of the graded assessments or six assessments whichever is the largest; however, for small modules, it may be appropriate to moderate most or all of the completed assessments.

The **sample selection process** must be agreed by the moderation team and be both transparent and objective.

The **chosen sample** must reflect the range of marks awarded by each marker across each iteration and cohort and include all marginal fails between 30-40% at undergraduate level and all marginal fails between 40-50% at postgraduate level.

Moderation comments should relate to sample groups, rather than individual students (i.e., all fail submissions, submissions between specific mark and grade boundaries, etc.).

In cases where marking of assessments takes place in a **'live' situation** – for example, oral presentations, drama and dance 'performances' – the assessment is moderated in one of the following ways:

- two members of the module team are present
- the assessment is recorded for internal moderation at a later stage or
- another method specific to the module is determined by subject staff.

Faculties must publish clear statements as to how assessments of this type will be moderated in the relevant course guide and/or module guide.

Samples of assessments undertaken in these conditions must be made available to external examiners.

### 7.2.1. Moderation of resit assignments

It is good practice to conduct an internal moderation of resit assignments; however, it is recognised that in some circumstances the resit marking window may not allow time for internal moderation to take place.

External moderation is required for all resit assignments. This does not have to be conducted at the time of the resit assignment, but External Examiners should have access to all resit assignments and should comment on these as part of the annual report.

### 7.3. Outcomes of Moderation

If, on moderation, it is found that grading is inconsistent (i.e., too high or low), then all work in the cohort needs to be second marked. Where there are multiple markers and the marking of one or more is deemed to be inconsistent, all the work from these specific markers only needs to be subject to second marking. Details of the second marking process are below.

If the second marking process determines that there are inconsistencies in the marking, then the marks of the whole student cohort should be changed (e.g., all grades lowered or raised), on the advice of the second marker and agreed by the moderator. If agreement cannot be reached, a further moderation by an independent moderator should take place.

### 7.4. Recording Internal Moderation Outcomes

The outcome of internal moderation must be recorded within the relevant Module Summary Form (MSF) in e:Vision. Within the module summary form the module leader can specify who the internal moderator is, which will allow the internal moderator to directly input the outcome into the relevant section.

### 7.5. Second Marking

**Second marking** involves a second marker reading and grading course work and/or examinations. It takes place if the moderator believes that there is widespread inconsistency in the first marking, or where an external examiner highlights issues with the consistency of marking.

Second marking can be 'closed' or 'open'. When undertaking 'closed' marking the second marker does not have access to the grades or comments of the first marker. In 'open' marking the second marker sees the first marker's grades and comments.

Unless being used to benchmark standards, second marking should normally be applied to **all the students in a group**, not a sample; however, there may be a small number of cases in which the first assessor wants a second opinion.

### 7.6. Dissertations and Projects

**Dissertations/projects** that comprise 'double modules' (i.e., 40 or 60 credits) are independently marked by two members of staff. They are not necessarily subject to further internal moderation but are moderated by external examiners.

## 7.7. Resolving Differences

Faculties must have an **agreed method of resolving differences** between grades awarded by first marker and the moderator where there is a wide discrepancy between the two and with no agreement. This process must be a) transparent and b) communicated to students. Where it is not possible to reach agreement, then a second marker might be used. In very difficult cases, the matter may be referred to the Programme Leader. External examiners must not be asked to resolve disagreements of this kind.

## 7.8. External Examiners

### 7.8.1. External examiner roles

For details of the role and duties of External examiners, see the [External examiner Guidance](#) webpages and University [Academic Regulations](#). External examiners should be added to Canvas prior to the start of a module, so that they are able to see the relevant details (e.g., assignment brief, content).

There two different types of examiner, which are defined through contractual arrangements:

1. Module External Examiner
2. Award External Examiner

The precise responsibilities of each external examiner is determined by their role type and are summarised in Table 4.

**Table 4:** External examiner roles and responsibilities

Role	Key duties	Deadline
<b>Module External Examiner</b>	Provide confirmation that external moderation has taken place (and its outcome) for relevant module(s)	Within 4 weeks from the date on which samples are provided
	Submit an end of year quality report for relevant module(s)	End of September
	Attend relevant Assessment Review Board	To be scheduled – typically in September
<b>Award External Examiner</b>	Attend any relevant final External Award/Progression Assessment Boards	Typically held in June/July for undergraduate courses, but can be at other times
	Submit an annual report	Within 4 weeks of the final External Assessment/ Progression Board meeting of each academic year

### 7.8.2. External moderation samples

External examiners require samples for module assessments at Level 5 and above. If the module contributes to the qualification awarded (e.g., Foundation Degree, HNC or HND) then this sample may include Levels 3 and 4. Samples provided to external examiners should be selected as follows:

- for each module in every semester that the module is run a sample of assessed work covering the whole range of grades awarded (including fail grades) for the module. The minimum size of a sample of scripts/examination papers is the larger of 10% of the number of students presenting assessments or 6 assessments. The nature of the sample should be agreed between the external examiner and the subject team but should normally include:

- assessed work from all components of the assessment regime of a module
- presentations, laboratory work, practical and work placements where appropriate and/or if required by professional and other bodies.
- the range of modules moderated.
- the distribution of grades awarded within a module and across the subject portfolio.
- the appropriateness of module assessment in content, level, time allocation, degree of challenge and its comparability with that of other modules in the subject portfolio.

Faculties must have evidence of internal moderation available for scrutiny by the external examiner and to ensure that the process can be verified. The sample of assessments provided must include a mix of moderated and unmoderated work. It must be clear to the external examiner which of the assessments have formed part of the internal moderated sample and which have not.

### **7.8.3. Recording external moderation outcomes**

The outcome of external moderation must be recorded within the relevant Module Summary Form (MSF) within the External Examiner portal in e:Vision. The moderation outcomes can be recorded either against multiple modules at the same time or on a module-by-module basis.

Whilst external moderation is a mandatory requirement, the award of credit and subsequent processing is not dependent upon it, which is to say that the timelines of credit award and external moderation are not entirely unified (though a relationship should exist).

### **7.8.4. Mark adjustment following external moderation**

Where the external moderation exercise identifies concerns with regards to marking standards, and this necessitates the need to increase or decrease of module marks, then these will need to be processed through a Chair's action (see Section 8).

## **7.9. Reassessment**

Students who achieve a **marginal fail grade (0-39%)** at Levels 3-6 have a right to re-sit the assessment ([University Academic Regulations](#)). Module Leaders must ensure that arrangements for the re-sit of assessments are in place and discussed with the external examiner.

Processes for the **marking and moderation of re-assessment (resit)** work should reflect those carried out for all assessment at first attempt. External examiner samples for resits should also follow the same principles as for first sit assessment.

The academic regulations permit three attempts (a first sit plus two further opportunities) for a semester 1 modules (SEM1 or OSEA1). All other modules (regardless of their start and end week) are assigned only two attempts (a first sit and one additional opportunity) as a default.

Students who fail or defer an assessment component will not be assigned to the next opportunity portal until the whole module has been completed and agreed through the automated process. This is because the overall module needs to be calculated to establish if reassessment is required.

Where a student is required to reassess an assessment component and subsequently passes it, then the component mark will be capped at the qualifying mark (typically 40% for undergraduate modules and 50% for postgraduate modules). It is not the case that the overall module will be capped at the qualifying mark. Where a given component is failed and the overall calculated mark for the module exceeds the minimum qualifying mark (i.e., is greater than 40%) then the system will cap the module at a failed 39.

For example:

	<b>Component 1 (50%)</b>	<b>Component 2 (50%)</b>	<b>Module mark</b>
First opportunity	80	20	39
2 <sup>nd</sup> or 3 <sup>rd</sup> opportunity	80	40 (resit capped)	60

## 8. Publishing marks

### 8.1. Sending Marks and Grades to SITS

Within the Grading Centre within the [Assessment Centre](#) Canvas site is a tab entitled 'Ready to Send' and at the top of the screen within this is the button to 'Send Grades'. This button must be selected by the marking deadline to publish the marks and grades.

The Send Grades action should be used when the Grade report has been reviewed and Grades are ready to be sent.

Sending or 'publishing' the marks will result in the following:

1. Provisional marks/grades will be made visible to students
2. It will trigger adjustments (including the population of ONS and the deduction of marks owing to late submissions)
3. The agreement of marks (and the generation of second or third opportunities) 5 weeks after the final due date of the module.

### 8.2. Adjusting Marks and the Preview Window

The preview window is designed to provide a fixed period of time to review marks after any system adjustments (e.g., for late or non-submissions) or to make adjustments to entered marks where an error is apparent. The adjusted marks can be viewed within the Canvas Assessment Centre.

Where a missing mark or an error in an entered mark is discovered during the preview week, marks can be reset. In order to reset marks, the Module Leader should login to e:Vision and go to Modules & Courses > Module Assessments > Reset Student Assessment Marks.

The reset mark functionality only exists during the preview window and is disabled after marks are agreed (5 weeks after the final due date of the module). After this time, adjustment or entering or missing marks can only take place via a Chair's action.

### 8.3. Calculation of Marks

Marks are calculated according to the mark scheme that has been assigned at the set-up stage. The mark schemes will determine how the marks are to be recorded, the minimum qualifying mark for components, and how the system processes them and calculates outcomes. Mark schemes will reflect any academic regulations exemptions agreed for the module and thus prevent (for example) compensation being applied when it should not be.

#### 8.3.1. Capping of marks

Where an assessment component fails to achieve qualifying mark through the first submission, subsequent successfully submission (made at the second or third opportunity) will be capped at the minimum qualifying mark (typically 40% for undergraduate and 50% for postgraduate modules).

Marks are capped as shown in Figure 5 and at a component, as opposed to module, level. As such, retrieved failure in a component will not cap the overall module mark at the qualifying mark (where there are multiple components).



**Figure 5:** Module outcomes from passed and failed components (note: component 1 and component 2 are weighted 50:50)



## 9. Results

SITS has been programmed with award regulations and will calculate the award achieved by finalists and the classification where appropriate.

There is an **Award Predictor** in e:Vision for students from the link called 'Predict my award'. Students can enter the results they expect to achieve and view what classification of degree they would receive. Staff also have access to the award predictor from the e:Vision 'Modules and Courses' page.

Module Leaders are asked to check each module assessment pattern from their e:Vision account prior to module delivery and report any discrepancies to Faculty Support Teams.

Module Leaders are responsible for **entering grades** through the Assessment Centre in Canvas. Module Leaders should not make manual adjustments for late submission, as this will be done automatically. The results will then be transferred from Canvas to SITS. Once all items of work have been entered, SITS will calculate the final overall module grade and will automatically work out if the student has passed or failed the module overall and their right to reassessment as necessary.

University policy is to publish grades, requirements for re-assessment (resit) and recommendations to students through e:Vision. Grades **must not** be published on notice boards. For finalists, a letter confirming the award conferred and a finalist transcript is sent to the student's home address.

## 10. Confirmation of Standards and Mark Ratification

### 10.1. Agreeing module marks

Each module summative assessment task has an initial submission, followed by a 4-week marking window. After the marking window completes, marks are moved from 'actual' to 'agreed' by the system and any non-submission grades are automatically generated.

Where the first submission attempt is failed, or approved mitigation exists, then the next attempt is generated for the student within the system. This is repeated until all attempts are exhausted (two additional attempts for semester 1 modules, one for semester 2 modules).

Marks are only agreed at a module level, and therefore agreement will not take place until the module is complete (i.e., all assessment component due dates have passed). Once agreed, marks cannot be adjusted other than through a Chair's action. **Students with extenuating circumstances or who are required to resit their assessment, will only be allocated to the next opportunity portal after marks are agreed.**

After mark entry and internal moderation has taken place, a sample of work from the module must be shared with the relevant external examiners who will in turn confirm marking standards (or not where concerns are raised) within their e:Vision portal. Reassessment or deferral records will be generated based on initial mark entry and will not be held up waiting for external moderation outcomes.

After internal moderation has taken place, reassessment records will be provisionally generated based on the marks entered into Canvas. After a review of samples has taken place, an external examiner will be able to agree or not agree that marking standards have been appropriate for a module.

### 10.2. Annual Assessment Review Board

Having separated the function of reviewing/ ratifying module outcomes from that of a quality and performance review, there is a need to ensure that the latter is accommodated. The quality and performance review previously took place within module and progression boards; however, these will now take place within Assessment Review Boards.

By separating the review of quality and performance, we are able to run both on their own timelines, and this prevents one from holding the other up, or from one forcing the other to happen ahead of suitable point in time. For example, 'first sit' boards typically take place in June; however, this is ahead of the third and second submission opportunities for semester 1 and 2 modules respectively. The result of this is that external examiners are reviewing incomplete sets of data pertaining to module outcomes.

#### 10.2.1. Scheduling of Assessment Review Boards

Assessment Review Boards are scheduled within each faculty according to need and suitability; however, these boards will generally take place in September or October, the point in time when a complete set of data (including the final submission opportunity results) is ready for review.

### **10.2.2. Terms of reference for Assessment Review Boards**

Full terms of reference for Assessment Review Boards are available from each faculty. It is expected that the Boards will review and reflect on:

- the end of year Quality Reports from Module External Examiners
- relevant comments made within the Module Summary Forms (MSF) by the Module Leader, internal moderators, and external moderators
- data related to the performance of modules and programmes.

### **10.3. Chair's actions**

It is recognised that when agreeing marks on a defined timeframe and automatically through the system, there will be rare occasions where an agreed mark will need to change. Such changes are processed through Chair's actions, which mirrors historic practice for mark adjustments post module board.

#### **10.3.1. Requesting Chair's action**

Chair's actions can be requested by Module Leaders after marks are agreed until the point of progression of the student. After a student has been processed for progression, marks can only be adjusted with approval by the Academic Registrar or a delegated authority.

Chair's actions are requested through e:Vision within Modules & Courses > Chair's action > Request chair's action.

Within the task it is possible to submit a request for a specific student, and then select the assessment component that needs adjusting.

#### **10.3.2. Processing Chair's actions**

Once submitted, the request will be placed in the workflow of all specified Chairs to be able to process. It is permissible for up to three chairs per a domain (domain being a School, subject area or collection of courses/levels) and these are specified locally within each faculty.

A chair will access and process the requests within e:Vision at Modules & Courses > Chair's action > Process chair's action.

## 11. Leaves of Absence and Appeals

### 11.1. Leave of absence

The University's [Academic Regulations](#) provide information about a student's rights and the University's responsibilities with regard to the management of leave of absence. Students apply for leave of absence via their e:Vision account and are advised to seek advice from their Personal Tutor, ASK@wlv or the Students' Union Advice and Representation Centre (ARC), particularly regarding financial implications before taking this step.

### 11.2. Appeals

If a student is concerned that an **assessment grade is lower than expected**, the student should meet with the relevant module tutor (or their personal tutor) to review the feedback provided. This process would be expected to resolve most immediate concerns. If, as part of this process, it becomes clear that there has been a problem with marking, such as questions being missed or grades being miscalculated, these should be resolved immediately. The Module Leader should check that a similar problem has not occurred with other work and should be assured through the internal moderation processes that this is an isolated issue.

A student has the **right to appeal** against the decision of an Assessment Board if there is evidence of one or more of the following:

- The published grades are incorrect.
- There has been a material irregularity in the assessment process which casts reasonable doubt on the validity of the result.
- Performance in assessment was affected by exceptional factors which could not (for valid reasons) be notified to the Award Board prior to its meeting.
- There has been an error in the application of the University's regulations in a decision of the Award Board relation to continuation, progression, completion or conferment.
- There has been a material error in the calculation of an award classification.

While a student may not question "academic judgement", the University operates a formal appeals process by which any student may appeal the decision of the relevant Award Board.

Advice from the Students' Union:

*"You cannot appeal against the academic judgement of the University. This means that you can't question your grades or another University decision simply because you feel you could have done better or you are disappointed by the result. This is because the academic staff are the experts, and the University has internal and external moderation procedures to ensure your assessment is marked fairly. If you do not agree with a decision of an Award Board, the University's regulations allow you to appeal within **twenty working days** of that decision providing you have grounds to do so..."*

The University's [Academic Appeals](#) processes apply only to the decisions of Assessment Boards of the University. The University has no powers to review assessment that is considered externally.

Further information on University policy and procedures relating to academic misconduct is available on the [Academic Misconduct](#) website.

## 12. Progression

### 12.1. Application of Compensation

Ahead of calculating progression for a student, the application of any permitted compensation will be processed. Application of such compensation is done automatically through the system and according to the following principles:

1. Up to 40 credits can be compensated at Levels 3, 4, and 5. 20 credits are permitted at Level 6. No compensation is permitted at Level 7.
2. Compensation is awarded where the aggregate module mark is 35-39.
3. Programmes for which compensation is prohibited will not have it applied automatically
4. Compensation can be applied even where it does not complete a level of study. For example, a student with 80 credits passed, 20 credits in the compensation range and 20 credits failed outside of the compensation range, will have 20 credits compensated in order to take them to a PRO100.
5. For Levels 3 and 4, compensation is applied at the earliest progression/award opportunity, and students will not be permitted a further opportunity to submit an assessment for the compensated module. This applies regardless of whether a further submission opportunity, within the current academic year, would otherwise be available.
6. For Levels 5 and 6, compensation is applied at the latest opportunity (i.e., after all submission opportunities in the current academic year have been exhausted).

Level 5 and 6 modules are compensated after all submission opportunities have been exhausted in order to give the student the option to improve their overall module mark and thus improve their standing in relation to degree classification. For example:

	Component 1 (50%)	Component 2 (50%)	Final module mark
Compensated early	70	0 (failed)	35
Compensated late	70	40 (resit capped)	55

Where a Level 5 or 6 student elects not to submit to the resit, then compensation will be applied at the mark of 35% awarded. Given that Level 3 and 4 modules do not count towards a classification there is no material advantage to the student to permit additional submissions.

### 12.2. Processing Progression

As with module results, progression is calculated automatically by the system at defined points of the year, reflecting the progression pattern of the programme of study. Where a student has accumulated enough credit to progress then the system will automatically process them onto their next level. Where a student has outstanding credit (i.e., retakes or mitigated modules), then the system will automatically assign a progression code reflecting the amount of credit that the student has outstanding, together with the credit that they have attained.

### 12.3. Calculating Progression

Progression is calculated according to pre-defined progression profiles and the academic regulations. For example (unless exempted from the academic regulation), where a student has attained 100 credits or more they will be given a 'PRO' code (i.e. PRO100 or PRO120).

## 13. Reflecting, Reviewing and Amending

The University operates a Continuous Monitoring and Improvement (CMI) process in order to ensure that academic standards and the quality of learning opportunities for students are being maintained and enhanced.

### 13.1. Assessment Change

Normally, the process for making assessment changes is as follows.

As a part of CMI, course teams are required to review and evaluate the effectiveness of assessments, looking to identify opportunities for improvement which is then reported in the **academic enhancement plan**. In doing this evaluation the following sources of information should be used.

- comments of internal moderators/second markers
- External examiner reports
- all forms of student feedback such as group discussions and mid-module evaluations
- student module evaluation questionnaires
- previous course journal / academic enhancement plan reporting
- profiles of grades awarded
- submitted assessments.

Any **revisions to assessment regimes** have to be approved through the Faculty's modifications process, in the academic year **preceding** the delivery of the module in order to comply with expectations of the [Competitions and Markets Authority](#).

Refer to [The Modification of Existing Provision](#) guidelines for further information on processes for the modification to approved module assessments.

For further information on the deadlines for making changes see the Timelines Section on Quality and Standard's [Modifications and Ongoing Course Review](#) page.

## 14. End Point Assessment for Apprentices

An end point assessment (EPA) is an impartial mandatory component that occurs at the end of the apprenticeship. It is an assessment of the knowledge, skills and behaviours that an apprentice has learned throughout an apprenticeship, confirming occupational competence. The EPA period should only start, and the EPA be arranged, once the employer and Training provider (University) are satisfied that the apprentice has consistently worked at or above the level set out in the occupational standard and all of the pre-requisite gateway requirements. The external quality assurance of EPAs is undertaken by the Office for Students (OfS).

Apprentices are prepared to develop the required knowledge, skills and behaviours throughout the work-based programme. Formative and summative assessments throughout the apprenticeship programme of study have been aligned to the Institute for Apprenticeships and Technical Education (IfATE) occupational Standard and in preparation for the EPA assessment methods. The University of Wolverhampton is the approved End Point Assessment Organisation (EPAO) for a number of Integrated Apprenticeships and is listed as such on the Register of End-Point Assessment Organisations (RoEPAO).

There are two types of EPA: integrated and non-integrated. An integrated EPA is delivered by the training provider as the End Point Assessment Organisation (EPAO) approved by the Education and Skills Funding Agency (ESFA) and occurs prior to successful completion of the award. A non-integrated EPA is delivered by an external EPAO and occurs after successful completion of the award; 1-, 3-, 6- or 12-month EPA periods are common. Apprentices have one EPA resit opportunity. Once the EPA has been completed and successfully passed, the apprentice will receive an apprenticeship certificate.

The Institute for Apprenticeships and Technical Education (IfATE) is responsible for providing details of each occupational standard End Point Assessment which can be located within each Assessment Plan aligned to each occupational standard. EPA grading criteria are detailed in each Assessment/EPA plan (i.e., Pass, Fail/Pass, Merit, Distinction/1st, 2:1, 2:2, 3<sup>rd</sup>).

An Independent Assessor should be independent of the apprentice, and the employing organisation involved in delivering the apprenticeship, and must not have been involved in the teaching or on-programme assessment of apprentices. An EPA External Examiner will be appointed for each apprenticeship programme in line with the requirements of the relevant apprenticeship standard.



## 15. References

Cureton, D., Groves, M., Day, P. & Williams, C. (2017) *Supporting student success: strategies for institutional change*, University of Wolverhampton. What Works? Student Retention & Success [Online] <https://www.phf.org.uk/wp-content/uploads/2017/04/University-of-Wolverhampton-final.pdf> (accessed 8 May 2022).

## Appendix 1: Assessment Types

### Attendance

The meeting of learning outcomes is measured through continued attendance or attendance levels meeting a pre-determined threshold.

*Note. As a default, this assessment type will be submitted offline. Anonymous marking in Canvas will not apply to this assignment type.*

### Aural

An assessment of the ability and perception to listen and identify patterns and answers from what is heard.

*Note. As a default, this assessment type will be submitted offline. Anonymous marking in Canvas will not apply to this assignment type.*

### Case study

A research-led investigation or analysis into a specific topic, person or event within a given subject area. Findings and conclusions of a case study will be presented in the form of a written document or an oral presentation.

*Note. This assessment type will have a single due date and, as a default, will be submitted online through Canvas. Anonymous marking in Canvas will apply to this assignment type.*

### Clinical practice

Clinical practice is the development or demonstration of competency in a range of tasks. It may involve some form of practice document being used to record progress.

*Note. This assessment type will have a single due date and, as a default, will be submitted online through Canvas. Anonymous marking in Canvas will apply to this assignment type.*

### Coursework (or written assignment)

An exercise usually completed in writing (but not exclusively e.g. posters, computer aided design work might be classified as coursework) with a deadline attached, but not carried out under timed conditions.

*Note. This assessment type will have a single due date and, as a default, will be submitted online through Canvas. A series of coursework items will need to be incorporated as separate components they must be passed independently; or be incorporated as constituent elements if they contribute towards the overall coursework mark. Anonymous marking in Canvas will apply to this assignment type.*

### Examination

A question or set of questions (seen or unseen) relating to a particular area of study. Written exams usually occur at the end of a period of learning and assess whether students have achieved the intended learning outcomes. Written exams usually (but not always) take place under invigilated and timed conditions.

*Note. As a default, this assessment type will be submitted offline. Assessments intended for computerised format must be carefully designed to ensure that the learning outcomes and*

*required academic level are met; and that invigilation by either face-to-face or specialised online means is in place. Anonymous marking in Canvas will not apply to this assignment type.*

### **Group work**

A piece of assessment developed and delivered through students working together as a group.

*Note. This assessment type will have a single due date and, as a default, will be submitted online through Canvas. Anonymous marking in Canvas will not apply to this assignment type.*

### **In-class test**

A question or set of questions designed to assess the level of knowledge in a particular area of study.

Typically in-class tests will not always be conducted under full exam conditions (invigilation will always apply) and will not necessarily occur at the end of a period of learning.

*Note. As a default, this assessment type will be submitted offline. Assessments intended for computerised format must be carefully designed to ensure that the learning outcomes and required academic level are met. Anonymous marking in Canvas will not apply to this assignment type.*

### **Objective Structured Clinical Exam**

An assessment designed to evaluate clinical and/or professional competencies by observing the performance of a student in a series of simulated stations under invigilated, examination conditions.

*Note: The assessment may take place over one or more days within a designated assessment week; and students may be held under examination conditions before or after attempting stations. This assessment type, as a default, will be submitted offline. Anonymous marking in Canvas will not apply to this assignment type.*

### **Online quiz**

Typically a set of multiple choice questions designed to assess the level of knowledge in a particular area of study, undertaken online through Canvas.

*Note. As a default, this assessment type will be submitted online. Anonymous marking in Canvas will not apply to this assignment type.*

### **Oral assessment/presentation**

A conversation or oral presentation on a given topic, including an individual contribution to a seminar.

This assessment type will not have associated hardcopy or supporting materials submitted. Examples of oral assessments and presentations might include conversations, discussions, debates, presentations and individual contributions to seminars

*Note. As a default, this assessment type will be submitted offline. A series of presentations will need to be incorporated as separate components if they must be passed independently; or be incorporated as constituent elements if they contribute towards the overall presentation mark. Anonymous marking in Canvas will not apply to this assignment type.*

### **Performance**

A performance piece that demonstrates the physical or artistic skills/competencies as defined by the learning outcomes. Typically associated with (but not confined to) the arts.

*Note. As a default, this assessment type will be submitted offline. Anonymous marking in Canvas will not apply to this assignment type.*

### **Placement (or work-based learning)**

Work-based learning that achieves specific learning outcomes through the delivery of work objectives, and may (but not always) include a written evaluation of the experience.

*Note. The due date of this assessment type should be determined by the last date of the placement (where no evaluation is required) or the date by which an evaluation needs to be submitted. As a default, this assessment type will be submitted offline, however this can be changed to online where it is accompanied by a piece of written assessment. Anonymous marking in Canvas will not apply to this assignment type.*

### **Portfolio**

A collection of work that relates to a given topic or theme, which has been produced over a period of time and that is associated with reflective learning. Typically, a portfolio contains a number of pieces of work, usually connected by a topic or theme; and/or a specific requirement to demonstrate reflection. Whilst each individual piece of work might contribute towards the final aggregate mark of the portfolio, they will not in their own right need to achieve a qualifying mark.

*Note. This assessment type will have a single due date and submission portal, to which the collection of work will be submitted. As a default, this assessment type will be submitted online through Canvas. Anonymous marking in Canvas will apply to this assignment type.*

### **Posters (physical)**

The creation and presentation of a physical poster (similar to a poster session at a scientific conference), staff assess each poster and the ability of students to explain their work and answer questions about their poster.

*Note. This assessment type will have a single due date and, as a default, will be submitted offline. Anonymous marking in Canvas will not apply to this assignment type when submitted offline.*

Where the physical poster is to be submitted through Canvas, or is accompanied by written reflection or recording, then this should be changed to online through Canvas. *Anonymous marking in Canvas will not apply to this assignment type when submitted online.*

### **Practical Competence (Or Skills Assessment)**

Assessment of a student's practical skills or competence. Practical skills assessment focuses on whether, and/or how well, a student performs a specific practical skill or technique (or competency).

Examples include clinical skills, laboratory techniques, identification of or commentary on artwork, surveying skills, language translation or listening comprehension, and so on.

*Anonymous marking in Canvas will not apply to this assignment type.*

### **Presentation with submission**

An oral presentation on a given topic with supporting hardcopy or materials submitted online in accompaniment.

*Note. As a default, this assessment type will be submitted online with the submission of the hardcopy or supporting materials used to determine the submission date. A series of presentations will need to be incorporated as separate components if they must be passed*

*independently; or be incorporated as constituent elements if they contribute towards the overall presentation mark. Anonymous marking in Canvas will only apply to this assignment type where there is online submission.*

### **Proposal**

A written proposal outlining the scope, approaches and expected outcomes of an associated piece of assessment. This assessment type may or may not directly inform and be associated with a more substantial piece of summative assessment.

*Note. This assessment type will have a single due date and, as a default, will be submitted online through Canvas. Anonymous marking in Canvas will apply to this assignment type.*

### **Project (or Dissertation)**

An extended piece of written work, often the write-up of a final-year project. A project or dissertation is a substantial piece of writing (often but not always) deriving from research, or extended interrogation of the literature leading to findings, that a student has undertaken – it is often carried out under the guidance of a supervisor.

*Note. This assessment type will have a single due date and, as a default, will be submitted online through Canvas. Anonymous marking in Canvas will not apply to this assignment type.*

### **Report**

A description, summary or other account of a theoretical perspective, a real or simulated experience, or activity. Often students are required to produce a report after participating in a practical activity such as fieldwork, laboratory work, work experience or placement. Reports typically have a prescribed format.

*Note. This assessment type will have a single due date and, as a default, will be submitted online through Canvas. A series of reports will need to be incorporated as separate components if they must be passed independently; or be incorporated as constituent elements if they contribute towards the overall report mark. Anonymous marking in Canvas will apply to this assignment type.*

### **Research**

A research-led project that investigates and concludes on a pre-defined thesis. Whilst this assessment type might include physical artefacts or practical elements, a written component will be expected.

*Note. This assessment type will have a single due date and, as a default, will be submitted online through Canvas. Anonymous marking in Canvas will apply to this assignment type.*

### **Time-constrained assessment**

Time Constrained Assessment (TCA): a piece of coursework to be undertaken within specified time constraints. TCAs must be in the format of an online file-based submission through Canvas (e.g., not Exam) with a maximum duration of 168 hours (1 week) and a minimum of 72 hours (unless there are PSRB requirements for a shorter duration) - the duration must be set to units of 24 hours.

*Note. This assessment type will have a single due date and, as a default, will be submitted online through Canvas. Anonymous marking in Canvas will apply to this assignment type.*

## **Viva Voce**

An oral examination designed to supplement and verify a written piece of work. A Viva Voce aims to confirm that the associated written work (where applicable) is the students own, that what is written is understood, and to establish awareness of the work in context.

*Note. As a default, this assessment type will be submitted offline. Anonymous marking in Canvas will not apply to this assignment type.*

## Appendix 2: Assignment Brief Template

Topic	Detail
Academic year / semester	
Module code and title	
Module Leader	
Assignment name	<i>(e.g., “Coursework 1”, “Reflection on Professional Practice”)</i>
Assignment type	<i>(e.g., coursework, portfolio, essay, presentation)</i>
Assignment weighting and size	<i>(e.g., 70%, 2,500 words, 15 minutes)</i>
Assessment unpacking video location	<i>(Location in Canvas where students can find the Module Leader’s assessment unpacking video)</i>
‘What’s my assignment?’ unpacking date (if applicable)	<i>(Student-led assessment unpacking session. See Assessment Handbook for details)</i>
Formative submission date (if applicable)	
Formative submission method (if applicable)	
Formative feedback date (if applicable)	
Summative (i.e., final) submission date	
Summative submission method	<i>(e.g., online in Canvas, live presentation)</i>
Assignment requirements	<i>(What are you asking the students to do?)</i>
Learning outcomes	<i>(List the learning outcomes from the MST)</i>
Assessment criteria (see rubric below for performance criteria)	<i>(Including individual weighting, if applicable, and the learning outcomes being assessed)</i>
Characteristics of a good submission	<i>(List up to five points that will help students to understand what a good submission looks like)</i>
Additional instructions	<i>(If applicable)</i>
Professional Body requirements	<i>(If applicable)</i>
University regulations	<a href="#">University’s Academic Regulations</a> <a href="#">Academic Integrity Policy</a> <a href="#">Level and Mark Descriptors</a>
Support	<a href="#">Student Support and Wellbeing</a> <a href="#">Study Guides</a> <a href="#">Skills for Learning – Introduction to Academic Study Skills</a> <a href="#">Academic English Language Skills</a> You should also refer to your Course and Module Guides
Date by which feedback will be provided	<i>(When can students expect their feedback?)</i>
Feedback format	<i>(For example, written, oral, video)</i>
Resit details	<i>Add some information about the type of resit submission and the date if known. Be clear what will be required; for example, asking students to highlight areas of re-working to show how they have addressed the original feedback.</i>

### Assessment Rubric (to be appended)

*(Or a link provided to where this can be found in Canvas.)*