



**UNIVERSITY CENTRE at WAKEFIELD COLLEGE**

**HIGHER EDUCATION ASSESSMENT POLICY**

**Review Cycle: Every 3 years**

**Next Review Date: August 2018**

**Person Responsible: Director of Higher Education**

**Approving Body: Principalship**

**Equality analysis tool**

1.	Is the policy relevant to the public sector equality duty?	Yes
2.	Have any concerns previously been raised about this policy or practice?	No
3.	Is the policy likely to result in discrimination against a protected group?	No
4.	Does this policy positively contribute to the participation of under-represented groups in the College's activities?	Yes

**1. Purpose and aim**

1.1 This document sets out the University Centre, Wakefield College ("University Centre") Higher Education Assessment Policy. In presenting this policy the University Centre seeks to ensure that:

- higher education assessment procedures are transparent, fair, consistent, fit for purpose and accessible to all audiences;
- assessment enables learners to perform to their best ability and demonstrate their achievement at the required level
- assessment is aligned with recognised guidelines on good practice.

4.41.2 The higher education courses delivered by the University Centre are accredited and validated by a variety of Universities or Examining /

Awarding Bodies (“partner organisation(s)”). It is recognised that different partner organisations have different procedures and regulations relating to the assessment of students. The assessment regulations of partner organisations, as agreed at validation and approval, will take precedence over University Centre practices and this policy does not provide detailed guidance on those requirements. The intention of this policy is to focus on what the University Centre considers to be the key principles to establish good practice and to provide a framework that can be applied across all higher education assessment.

~~4.5~~1.3 The policy should be applied to the assessment of students in conjunction with the any other relevant documentation published by the College or University Centre and the published assessment regulations and procedures of awarding bodies. The assessment regulations of awarding bodies and organisations, as agreed at validation and approval, will take precedence over University Centre practices. For assessment of Higher Education courses, the Higher Education Assessment Policy takes precedence over other University Centre policies on examinations and assessment.

~~4.6~~1.4 Appendix 1 of this document describes how the policy guidelines will be implemented across the University Centre. Appendix 2 sets out the responsibilities of internal markers and programme teams. Appendix 3 sets out the core concepts for paragraph 3.6. Appendix 4 relates to marking and moderation processes. Appendix 5 details parameters for Assessment Design. Appendix 6 details the internal moderation/sampling processes, Appendix 6 provides the internal moderation sheet and Appendix 8 details the generic grading criteria.

## **2. Assessment and Academic Standards**

2.1 The assessment of all elements of postgraduate, undergraduate, foundation degree and Higher National programmes at the University Centre will be carried out in accordance with the principles and assessment regulations established by the awarding bodies or organisations, and take full regard of the expectations and indicators of good practice contained in the UK Quality Code for Higher Education, Chapter B6: Assessment of students and the recognition of prior learning; and Chapter B7: External examining.

2.2 The University Centre will work with its partner organisations to ensure that the academic standards of awards made in their name are maintained. This includes

- using the UK Quality Code, including subject benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland, in the design and validation of programmes, including the overall pattern of assessment for modules/units;

- using external professional and statutory guidelines in the design of programmes, including the assessment strategy.
- evaluating assessment practice as part of annual monitoring processes relating to the University Centre self-evaluation procedures and as required by the partner organisations.
- participating in periodic or interim review processes as required by the partner organisations.
- participating in the processes of review operated by the Quality Assurance Agency.

### **3. Statement of Policy**

- 3.1 Assessment is an integral part of the learning and teaching process and will be conducted in such a way that it promotes effective learning.
- 3.2 The amount and timing of assessment will be determined in ways which enable effective and appropriate evaluation of students' achievement of intended learning outcomes.
- 3.3 Appropriate and timely feedback will be provided to students on assessed work in ways that promote learning and facilitates improvement and ongoing development
- 3.4 The University Centre will seek to ensure that students are fully aware of what constitutes academic misconduct and the consequences associated with it. Staff and students are expected to familiarise themselves with the HE Plagiarism, Cheating and Unfair Means Code of Practice as well as the specific requirements of the relevant partner organisation.
- 3.5 Everyone involved in the assessment of students will be competent to undertake their roles and responsibilities.
- 3.6 The principles and procedures for, and processes of, assessment will be valid, reliable, efficient, transparent and diverse. For further details of the expectations around these concepts please see Appendix 3.
- 3.7 Assessment will be conducted with rigour, probity and fairness and with due regard to security.
- 3.8 The procedures for marking and for moderating marks will be transparent and fair and will follow the processes contained in Appendix 4.
- 3.9 The criteria for progressing from one stage of a programme to another and for qualifying for an award will be transparent and fairly applied.
- 3.10 Assessment decisions will be documented accurately and systematically

and decisions of relevant assessment committees and examination boards will be communicated as quickly as possible to students and other stakeholders as appropriate.

- 3.11 Clear and appropriate information on provisions for disabled students and those with specific learning difficulties will be available to students at all stages of their programme of study. For any student with special needs due to a disability or difficulty, the University Centre will ensure that requests for alternative assessment arrangements are dealt with in accordance with explicit procedures and sufficiently in advance of the point at which the assessment is undertaken.

#### **4. Monitoring**

- 4.1 The Assessment Policy and practices will be monitored and evaluated as part of annual review processes and periodic review as required by the University Centre and awarding bodies and organisations. Annual review will draw on evidence from external examiners' reports, and student and other relevant stakeholder feedback to determine whether policy commitments are being met.

## Higher Education Assessment Policy Appendix 1

### Implementation of Policy

#### 1. Assessment and the promotion of student learning

- All aspects of assessment will be conducted in accordance with awarding body or organisation regulations and requirements.
- Programme teams will ensure that the design and structure of assessment enables students to learn.
- Assessment will be designed to facilitate the full range of student achievement and accommodate the diverse needs of students.
- All students will be given the opportunity to demonstrate their learning through a variety of formative and summative assessment activities.
- The University Centre will provide appropriate academic and learning support to enable students to fulfil the assessment requirements of their programme of study.
- All assessment will be communicated to students in such a way that it provides a clear statement of what is required, in what form and by when, and a clear indication of the criteria by which performance will be judged.

#### 2. The amount and timing of assessment

- Assessment will be designed to enable students to demonstrate that they have fulfilled the learning outcomes of the module/course.
- The demands of any assessed activities shall be consistent with the level and credit rating of the module. The University Centre will endeavour to ensure a consistent approach is adopted for students toward the amount of assessment (e.g. assessment quantities in relation to word count; the number of assessments on programmes and modules) which is related to credit rating and level of study. In some circumstances awarding bodies and organisations will determine assessment quantity and so tariffs may vary.
- Students will be given sufficient notice of the timing of assessments to enable them to comply with the requirements.

- Students will be provided with clear information on the weighting of the assessment tasks as a percentage of the module/unit mark.
- The University Centre will regularly review the appropriateness of the amount and timing of assessment required in relation to the learning outcomes of the programme of study.

### **3. Appropriate and timely feedback**

- Feedback will be provided to students as soon as possible after the student has completed the assessment task in alignment with paragraph 3iii, Appendix 2 of this document.
- Written, developmental feedback will:
  - be linked to the stated assessment criteria;
  - highlight strengths as well as weaknesses;
  - be written in clear and accessible language;
  - focus on what the student needs to do to improve their work, and prioritise areas for improvement.
- The University Centre will ensure that students can discuss their assessed work with a relevant member of the teaching team if they so wish.

### **4. Academic misconduct**

- The University Centre will ensure that all staff involved in assessment are aware of the regulations and requirements of the awarding bodies and organisations relating to unfair practice.
- The University Centre will seek to ensure that students are fully aware of what constitutes unfair practice with regard to assessment and the consequences associated with it.
- The University Centre will uphold the agreed procedures of the awarding bodies and organisations in cases of cheating, plagiarism or other forms of unfair practice. Staff and students are directed to utilise the HE Plagiarism, Cheating and Unfair Means Code of Practice as well as any specific requirements of the relevant partner organisation

### **5. Staff involved in assessment**

- The University Centre will ensure that the assessment process is carried out by appropriately qualified and competent staff and that staff are encouraged and supported to undertake continuous professional development to maintain effective assessment practices.
- Where employers are involved in assessment, the University Centre will ensure that they are appropriately briefed and supported.

## **6. Assessment procedures**

- The University Centre will demonstrate through published information such as Programme Specifications, Programme and Module Handbooks and assignment briefs, how the methods of assessment used test the achievement of knowledge, skills and understanding which have been clearly identified as learning outcomes.
- Explicit criteria against which student performance is assessed will be published to students in advance of their assessment
- The University Centre will ensure that assessment is operated fairly within programmes and assessment regulations and policies are applied consistently.
- Where a programme forms part of the qualification of a professional or statutory body, the University Centre will provide clear information in the programme/course documentation about the specific assessment requirements which must be met for progression towards the professional qualification.
- The University Centre will ensure the security of assessment at the time of submission (providing receipts for submitted work), during marking and on return of assessments and feedback to students.

## **7. Marking and moderation**

- The University Centre will ensure that marking and moderation is undertaken following procedures agreed with the awarding body or organisation. External Examiners will be appointed by the awarding bodies and organisations in accordance with their Regulations.
- The University Centre will ensure that procedures for marking and for moderation are explicit and easily accessible for students.

## **8. Progression and awards**

- The University Centre will implement clearly and consistently awarding body and partner organisation regulations with regard to assessment, progression and eligibility for awards and will ensure that these are clearly publicised to students, internal moderators and external examiners-
- The University Centre will uphold the agreed stipulations of awarding bodies and organisations with regard to extenuating circumstances and ensure that students are aware of the appropriate regulations and procedures.
- The University Centre will ensure that there are effective mechanisms to deal with the resolution of academic appeals according to awarding body or organisation regulations and that students are aware of how to make an appeal.

#### **9. Examination Committees and Boards**

- The University Centre will implement clearly and consistently awarding body or organisation regulations and guidelines in respect of the membership, procedures, powers and accountability of examination committees and boards.

## Higher Education Assessment Policy Appendix 2 Responsibilities of internal moderators and course teams

### 1. Assessing student performance

- i. It is the responsibility of all internal moderators, individually and collectively, to ensure that the performance of students is fairly assessed.
- ii. It is the responsibility of teaching teams to take whatever action is appropriate to ensure that assessment practices and standards stand up to external scrutiny.
- iii. It is the responsibility of teaching teams to ensure that programmes are operated according to the requirements and regulations of the awarding body or organisation.
- iv. Assessment activities should normally include a range of appropriate assessment methods, and shall be made explicit in programme specifications, programme and module descriptors, and course information provided to students. In some circumstances awarding bodies will determine assessment methods.
- v. Assessment requirements should normally include opportunities for **formative** assessment at each level for the programme concerned. Formative marking refers to marks awarded or comments provided that do not contribute to the overall assessment of the module or unit, but are designed to provide students with feedback and guidance on their progress
- vi. Before being issued to students, all assessment instruments for our HN provision shall be **internally verified** to ensure that the content and level of the assessment is appropriate and that the assessment criteria given to students with the assignment brief are relevant to the learning outcomes for the module/unit (see Wakefield University Centre Policy and Procedures for Internal Verification).
- vii. Programme leaders will ensure that where this is required by the regulations of the awarding body or organisation, **external examiners approve the form and content of proposed examination papers, coursework and other summative assessment tasks** before being issued to students.
- viii. Programme teams must ensure that **students are informed** of the nature of the assessment, the requirements of the assessment, the weighting of assessments, and the submission date for the assessment.
- ix. All students will be given sufficient advance notice of all assessed activities, which will be explained clearly when assignment specifications are set.  
**Assessment titles (excepting unseen papers and**

**prior to submission.**

- x. Programme teams shall consider the **scheduling of assessment** tasks to avoid a concentration of submission deadlines and co-operate fully to ensure that this is achieved for students.
- xi. Any variation in the submission date(s) of assignments must be notified to all students immediately and where students are potentially adversely affected by these changes, programme teams (under the guidance of the Director of HE where applicable) must ensure this is mitigated against.
  - The **provisions for the handing-in** of assessed work must be clearly notified to students. Programme teams must ensure that provisions for handing-in work are\_
    - Students should be made aware, via their programme handbooks and at induction that **Turnitin is the standard submission route** for all assessments, where appropriate. They will be provided with clear guidance on the use of Turnitin, and the provisions in place for situations where Turnitin is inaccessible due to system issues.
- xii. It is the responsibility of the programme team to ensure that students are informed of **the nature of plagiarism and other forms of unfair practice** and advised of the consequences of breaching the regulations in respect of these. Students and staff are directed to read the HE Plagiarism, Cheating and Unfair Means Code of Practice alongside any partner organisation regulations
- xiii. With the exception of unseen examinations, course teams must ensure that the specifications of assessed assignments shall include an explicit statement of **objective criteria** by which each student's performance will be assessed.
- xiv. Programme teams shall clearly communicate to their students at the commencement of their course of study the procedures for the **granting of extensions** to submission dates and the penalty imposed for late submission. Procedures and penalties for late submission shall be in accordance with awarding body or organisation regulations and requirements.
- xv. Any member of staff who has been made aware by a student of any **extenuating circumstances** which may have affected the student's performance must:
  - advise the student to submit such information formally to the University Centre;
  - remind the student that a member of staff cannot do this on his or her

- behalf;
- refer the student to the appropriate awarding body or organisation regulations and procedures.
- are recorded accurately.
- are transmitted to the designated person by the required date in the required format.

~~xviii-xvii.~~ All internal moderators must report any **suspected cases of cheating, plagiarism or other forms of unfair practice**, and participate, as required, in any subsequent proceedings to investigate cases (these procedures may differ according to awarding body).

~~xix-xviii.~~ **Involvement in Examination Committees/Boards.** Module leaders/programme tutors/programme leaders (as appropriate to programme management arrangements and the requirements of awarding bodies and organisations) are required to attend meetings of Examination Committees and Boards as determined by awarding body or organisation regulations.

~~xx-xix.~~ All internal moderators are required to observe the confidentiality of the proceedings of any Board of Examiners or Examination Committee.

~~xxi-xx.~~ It is the responsibility of the programme leader and programme team to ensure that students are advised of where the **procedures to make a complaint about an aspect of the programme or request an academic appeal** can be found.

~~xxii-xxi.~~ **Retention of assessed work.** Assessed work will normally be retained by the University Centre for a period of one year after the date of the meeting of the Examination Board or Examination Committee at which the student outcomes were considered, and/or in accordance with the requirements of the awarding body.

## 2. Internal moderation and second marking

- i. A sample of assignments should be subject to second marking/moderation. Second marking/moderation, and sampling arrangements (e.g. size of sample and sample range) will be determined by the regulations of the awarding body or organisation for the programme.
- ~~ii.~~ As far as is practicable, a system of 'blind' second marking should be used when assessing written work to ensure that the marks given by the first marker do not influence the second marker's judgements. Each marker will independently assess the work and keep a record of all marks awarded, together with comments and a rationale for awarding the mark.

~~iv.iii.~~ In the event of an unresolved dispute occurring between two markers, the work is referred to an independent third marker for a decision on the mark to be awarded.

~~v.iv.~~ During the marking and internal moderation/second marking process, internal moderators are responsible for the strict security of examination scripts/submissions, whether on University Centre premises or elsewhere.

### 3. Feedback to students on assessed work

- i. Written feedback on each piece of assessed course work must be given to students. Feedback will be provided on an agreed Assignment Feedback Form. The signatures of both the first and second markers should be entered on to the form. Written feedback on the feedback form may also be supplemented by oral feedback in individual and/or group tutorials, and annotations on scripts. It should be made clear to students that feedback (e.g. written and oral comments and mark/grade) is provisional until ratification by the Examination Board.
- ii. Feedback must address student achievement of assessment criteria, indicate areas for development and improvement and encourage students to reflect critically on their work.
- iii. Feedback will be provided within a reasonable period. **This period shall not normally exceed four working weeks** (excluding vacation periods) following the deadline for submission of the assessment concerned. Where the period is longer than four working weeks, students should be informed of the deadline for the provision of feedback and the rationale for the extension. Where it is possible and practical to do so, feedback on formative assessment shall also be provided at the earliest opportunity following the assessment. Outcomes which have not been confirmed by an Examination Committee or Board shall be considered as provisional and this should be made explicit to students.

### 4. External Scrutiny

- i. After the internal marking and moderation process, the Programme Leader must ensure that an agreed sample of scripts/submissions is available to the External Examiner/s in accordance with awarding body or organisation requirements.

The Programme Leader must ensure that the External Examiner is provided with supporting documentation and evidence regarding assessment practices and processes to enable him/her to effectively discharge the duties of External Examiner as determined by the awarding body.

- ii. External Examiners must be given reasonable time to consider the

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scripts/submissions prior to the meeting of the relevant Examination Board or Committee.

- iii. Scripts/submissions must be made available to External Examiners in ways determined through negotiation with the External Examiner (e.g. dispatch through post, and/or available at visit) or the requirements of the awarding body or organisation

## 5. Publication of assessment information to students

The Programme and Module Handbooks and Assignment Briefs (as appropriate) should include the following information (where applicable to the programme):

- The anticipated learning outcomes of the course and individual module/units of study, clearly identified.
- The purpose, methods and schedule of assessment tasks during, and at the end of each module or programme of study (to include a clear indication of which elements will/will not count towards interim or final assessment and with what weighting or exemption procedures).
- The standard procedures regarding the submission of coursework.
- Notes for students on their responsibility to submit assignments on time and rules for late submissions.
- The criteria for assessment and for a particular grade and any opportunities for re-assessment.
- The marking and grading conventions that will be used including clear criteria for and aggregation of marks and grades (see Appendix 8 for minimum expectations).
- The consequences of assessment e.g. how it might affect decisions about progression to the next stage or level, final awards and the right of appeal.
- How and when students are informed of assessment judgements and what students can expect in terms of feedback.
- Attendance requirements which impact on assessment.
- Definitions of cheating, plagiarism and other forms of unfair practice in assessments/examinations.

- Information regarding the conduct of examinations including materials allowed in the examination room.
- Information about the name, position and institution of their external examiners.
- Information about how students can access external examiner reports for the programme.
- Assessment/Examination fees (as appropriate), including the requirement to pay for re-sits and any liability should the student be withdrawn or withdraw themselves from the examination.
- Students' responsibility to familiarise themselves with their examination schedule and venues and to notify the Examination Office of any clash with their examination dates and times.
- The registration requirements of the awarding bodies or organisations (if appropriate).
- The opportunity for the Accreditation of Prior Learning and its impact on assessment.
- How work should be submitted, i.e. front sheet, use of IT, referencing system.
- Information about to make an appeal about an aspect of their assessment.

The above information should be given to students as part of their induction to the course and as periodic reminders throughout their studies.

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## Higher Education Assessment Policy Appendix 3

### Core Concepts with Respect to Paragraph 3.6 of the policy

**Valid:** a valid assessment assesses the stated learning outcomes of the relevant module, is set at the right academic level, and is consistent with the relevant subject benchmark statements (and, where applicable, any Professional Statutory & Regulatory Body (PRSB) requirements). The validity of any assessment is addressed in Appendix 5: Assessment Design.

**Reliable:** a reliable assessment is one in which the mark (or grade) awarded would not significantly alter if different markers were utilised. A clear starting point for a reliable assessment is the development and communication of clear and understandable assessment criteria to students and other stakeholders (Appendix 5: Assessment Design) which is then followed by the application of a rigorous marking and moderation process which is undertaken by appropriately qualified staff

**Efficient:** workloads for staff and students are manageable and are timed in such a way that learning is supported and non-completion is minimised. (Appendix 5: Assessment Design).

**Transparent:** all assessment processes and systems must be clear and understandable for students, staff, external examiners, and other external moderators.

**Diverse:** there should be an appropriate range of assessment strategies within a programme which meet both the requirements of the relevant discipline and also the learning needs of the students. (Appendix 5: Assessment Design)

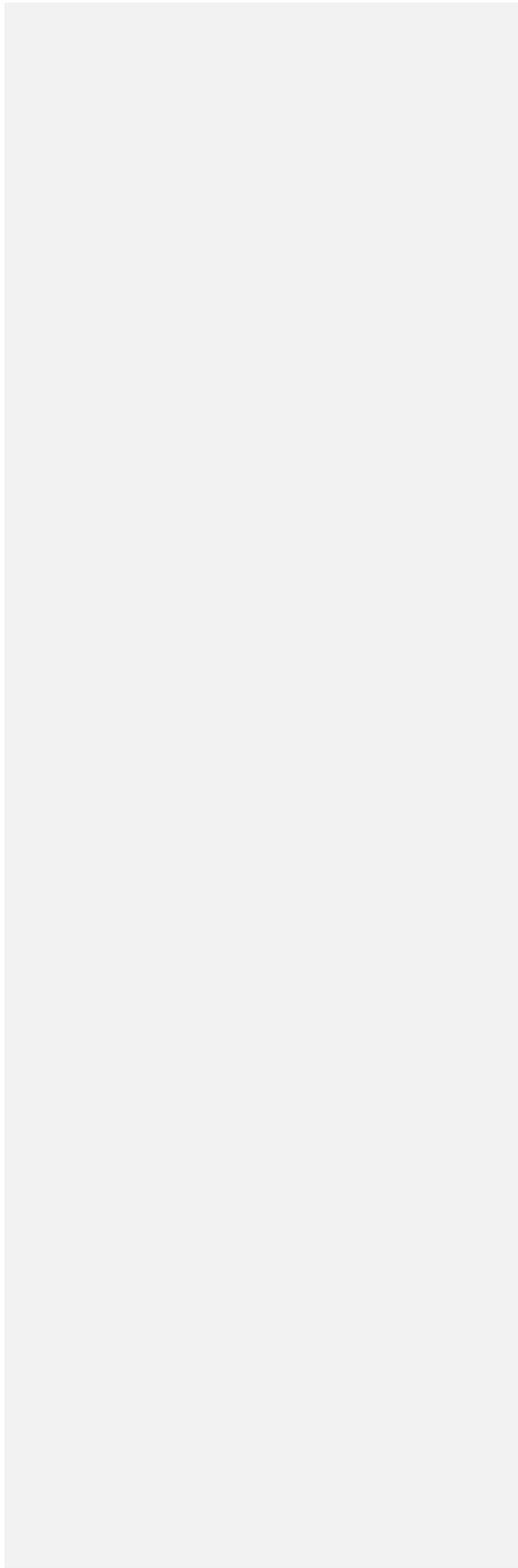
**Higher Education Assessment Policy Appendix 4  
Marking and Moderation Processes with Respect to Paragraph 3.8 of the policy**

The processes detailed below promote a consistent, reliable and objective approach to the marking and moderation of summative assessments. Adherence to these processes will demonstrate that a consistent set of defined standards have been applied to all students in all cohorts, irrespective of the discipline, mode of attendance, method and location of delivery or number of staff involved in the marking and moderation process.

**Relevant Definitions:**

Moderation	Any process taking place after first marking which verifies the judgment of the first marker. This may include second marking, concealed second marking or internal moderation.
First Marking	A member of staff will award marks and provide developmental feedback and guidance for the work of students.
Second Marking	A second person (or where necessary, persons) marks the work in addition to the first marker and also allocates a mark and provides relevant comments.
Concealed/Blind Second Marking	The process of second marking but the second marker(s) has no sight of the first marker's grade and comments.
Internal Moderation	A nominated internal member of staff reviews a sample of work (in accordance with the internal moderation process detailed in Appendix 6). This review would include the allocated first mark and feedback provided and aims to confirm the judgement of the first marker. The internal moderation sheet in Appendix 7 should be utilised.
Anonymous Marking	Any marking where the identity of the student is unknown to the marker. There is an expectation that where anonymous marking is possible and appropriate this should be undertaken.
Checking	The process which follows the first marking of objective assessment tools such as Multiple Choice Questioning, where a second person checks to ensure that marks have been correctly calculated and awarded.

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## Higher Education Assessment Policy Appendix 2

### Responsibilities of internal moderators and course teams

#### 1. Assessing student performance

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- ii. It is the responsibility of teaching teams to take whatever action is appropriate to ensure that assessment practices and standards stand up to external scrutiny.
- iii. It is the responsibility of teaching teams to ensure that programmes are operated according to the requirements and regulations of the awarding body or organisation.
- iv. Assessment activities should normally include a range of appropriate assessment methods, and shall be made explicit in programme specifications, programme and module descriptors, and course information provided to students. In some circumstances awarding bodies will determine assessment methods.
- v. Assessment requirements should normally include opportunities for **formative** assessment at each level for the programme concerned. Formative marking refers to marks awarded or comments provided that do not contribute to the overall assessment of the module or unit, but are designed to provide students with feedback and guidance on their progress.
- vi. Before being issued to students, all assessment instruments for our HN provision shall be **internally verified** to ensure that the content and level of the assessment is appropriate and that the assessment criteria given to students with the assignment brief are relevant to the learning outcomes for the module/unit (see Wakefield University Centre Policy and Procedures for Internal Verification).
- vii. Programme leaders will ensure that where this is required by the regulations of the awarding body or organisation, **external examiners approve the form and content of proposed examination papers, coursework and other summative assessment tasks** before being issued to students.
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**Assessment titles (excepting unseen papers and**

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- are recorded accurately.
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~~xx-xix.~~ All internal moderators are required to observe the confidentiality of the proceedings of any Board of Examiners or Examination Committee.

~~xxi-xx.~~ It is the responsibility of the programme leader and programme team to ensure that students are advised of where the **procedures to make a complaint about an aspect of the programme or request an academic appeal** can be found.

~~xxii-xxi.~~ **Retention of assessed work.** Assessed work will normally be retained by the University Centre for a period of one year after the date of the meeting of the Examination Board or Examination Committee at which the student outcomes were considered, and/or in accordance with the requirements of the awarding body.

## 2. Internal moderation and second marking

- i. A sample of assignments should be subject to second marking/moderation. Second marking/moderation, and sampling arrangements (e.g. size of sample and sample range) will be determined by the regulations of the awarding body or organisation for the programme.
- ~~ii.~~ As far as is practicable, a system of 'blind' second marking should be used when assessing written work to ensure that the marks given by the first marker do not influence the second marker's judgements. Each marker will independently assess the work and keep a record of all marks awarded, together with comments and a rationale for awarding the mark.

~~iv.iii.~~ In the event of an unresolved dispute occurring between two markers, the work is referred to an independent third marker for a decision on the mark to be awarded.

~~v.iv.~~ During the marking and internal moderation/second marking process, internal moderators are responsible for the strict security of examination scripts/submissions, whether on University Centre premises or elsewhere.

### 3. Feedback to students on assessed work

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- ii. Feedback must address student achievement of assessment criteria, indicate areas for development and improvement and encourage students to reflect critically on their work.
- iii. Feedback will be provided within a reasonable period. **This period shall not normally exceed four working weeks** (excluding vacation periods) following the deadline for submission of the assessment concerned. Where the period is longer than four working weeks, students should be informed of the deadline for the provision of feedback and the rationale for the extension. Where it is possible and practical to do so, feedback on formative assessment shall also be provided at the earliest opportunity following the assessment. Outcomes which have not been confirmed by an Examination Committee or Board shall be considered as provisional and this should be made explicit to students.

### 4. External Scrutiny

- i. After the internal marking and moderation process, the Programme Leader must ensure that an agreed sample of scripts/submissions is available to the External Examiner/s in accordance with awarding body or organisation requirements.

The Programme Leader must ensure that the External Examiner is provided with supporting documentation and evidence regarding assessment practices and processes to enable him/her to effectively discharge the duties of External Examiner as determined by the awarding body.

- ii. External Examiners must be given reasonable time to consider the

scripts/submissions prior to the meeting of the relevant Examination Board or Committee.

- iii. Scripts/submissions must be made available to External Examiners in ways determined through negotiation with the External Examiner (e.g. dispatch through post, and/or available at visit) or the requirements of the awarding body or organisation

## 5. Publication of assessment information to students

The Programme and Module Handbooks and Assignment Briefs (as appropriate) should include the following information (where applicable to the programme):

- The anticipated learning outcomes of the course and individual module/units of study, clearly identified.
- The purpose, methods and schedule of assessment tasks during, and at the end of each module or programme of study (to include a clear indication of which elements will/will not count towards interim or final assessment and with what weighting or exemption procedures).
- The standard procedures regarding the submission of coursework.
- Notes for students on their responsibility to submit assignments on time and rules for late submissions.
- The criteria for assessment and for a particular grade and any opportunities for re-assessment.
- The marking and grading conventions that will be used including clear criteria for and aggregation of marks and grades (see Appendix 8 for minimum expectations).
- The consequences of assessment e.g. how it might affect decisions about progression to the next stage or level, final awards and the right of appeal.
- How and when students are informed of assessment judgements and what students can expect in terms of feedback.
- Attendance requirements which impact on assessment.
- Definitions of cheating, plagiarism and other forms of unfair practice in assessments/examinations.

- Information regarding the conduct of examinations including materials allowed in the examination room.
- Information about the name, position and institution of their external examiners.
- Information about how students can access external examiner reports for the programme.
- Assessment/Examination fees (as appropriate), including the requirement to pay for re-sits and any liability should the student be withdrawn or withdraw themselves from the examination.
- Students' responsibility to familiarise themselves with their examination schedule and venues and to notify the Examination Office of any clash with their examination dates and times.
- The registration requirements of the awarding bodies or organisations (if appropriate).
- The opportunity for the Accreditation of Prior Learning and its impact on assessment.
- How work should be submitted, i.e. front sheet, use of IT, referencing system.
- Information about to make an appeal about an aspect of their assessment.

The above information should be given to students as part of their induction to the course and as periodic reminders throughout their studies.

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## Higher Education Assessment Policy Appendix 3

### Core Concepts with Respect to Paragraph 3.6 of the policy

**Valid:** a valid assessment assesses the stated learning outcomes of the relevant module, is set at the right academic level, and is consistent with the relevant subject benchmark statements (and, where applicable, any Professional Statutory & Regulatory Body (PRSB) requirements). The validity of any assessment is addressed in Appendix 5: Assessment Design.

**Reliable:** a reliable assessment is one in which the mark (or grade) awarded would not significantly alter if different markers were utilised. A clear starting point for a reliable assessment is the development and communication of clear and understandable assessment criteria to students and other stakeholders (Appendix 5: Assessment Design) which is then followed by the application of a rigorous marking and moderation process which is undertaken by appropriately qualified staff

**Efficient:** workloads for staff and students are manageable and are timed in such a way that learning is supported and non-completion is minimised. (Appendix 5: Assessment Design).

**Transparent:** all assessment processes and systems must be clear and understandable for students, staff, external examiners, and other external moderators.

**Diverse:** there should be an appropriate range of assessment strategies within a programme which meet both the requirements of the relevant discipline and also the learning needs of the students. (Appendix 5: Assessment Design)

**Higher Education Assessment Policy Appendix 4  
Marking and Moderation Processes with Respect to Paragraph 3.8 of the policy**

The processes detailed below promote a consistent, reliable and objective approach to the marking and moderation of summative assessments. Adherence to these processes will demonstrate that a consistent set of defined standards have been applied to all students in all cohorts, irrespective of the discipline, mode of attendance, method and location of delivery or number of staff involved in the marking and moderation process.

**Relevant Definitions:**

Moderation	Any process taking place after first marking which verifies the judgment of the first marker. This may include second marking, concealed second marking or internal moderation.
First Marking	A member of staff will award marks and provide developmental feedback and guidance for the work of students.
Second Marking	A second person (or where necessary, persons) marks the work in addition to the first marker and also allocates a mark and provides relevant comments.
Concealed/Blind Second Marking	The process of second marking but the second marker(s) has no sight of the first marker's grade and comments.
Internal Moderation	A nominated internal member of staff reviews a sample of work (in accordance with the internal moderation process detailed in Appendix 6). This review would include the allocated first mark and feedback provided and aims to confirm the judgement of the first marker. The internal moderation sheet in Appendix 7 should be utilised.
Anonymous Marking	Any marking where the identity of the student is unknown to the marker. There is an expectation that where anonymous marking is possible and appropriate this should be undertaken.
Checking	The process which follows the first marking of objective assessment tools such as Multiple Choice Questioning, where a second person checks to ensure that marks have been correctly calculated and awarded.

**examinations) shall be made available to students at least 4 weeks prior to submission.**

- x. Programme teams shall consider the **scheduling of assessment** tasks to avoid a concentration of submission deadlines and co-operate fully to ensure that this is achieved for students.
- xi. Any variation in the submission date(s) of assignments must be notified to all students immediately and where students are potentially adversely affected by these changes, programme teams (under the guidance of the Director of HE where applicable) must ensure this is mitigated against.
  - The **provisions for the handing-in** of assessed work must be clearly notified to students. Programme teams must ensure that provisions for handing-in work are\_
    - secure, and
    - prevent, in so far as possible, a student being able to claim that a piece of work was handed in without such a claim being verifiable. A dated and signed receipt should be provided to the student for hard copy assessment hand-ins. Assessments submitted via Turnitin will be date stamped virtually upon upload.
  - Students should be made aware, via their programme handbooks and at induction that **Turnitin is the standard submission route** for all assessments, where appropriate. They will be provided with clear guidance on the use of Turnitin, and the provisions in place for situations where Turnitin is inaccessible due to system issues.
- xii. It is the responsibility of the programme team to ensure that students are informed of **the nature of plagiarism and other forms of unfair practice** and advised of the consequences of breaching the regulations in respect of these. Students and staff are directed to read the HE Plagiarism, Cheating and Unfair Means Code of Practice alongside any partner organisation regulations
- xiii. With the exception of unseen examinations, course teams must ensure that the specifications of assessed assignments shall include an explicit statement of **objective criteria** by which each student's performance will be assessed.
- xiv. Programme teams shall clearly communicate to their students at the commencement of their course of study the procedures for the **granting of extensions** to submission dates and the penalty imposed for late submission. Procedures and penalties for late submission shall be in accordance with awarding body or organisation regulations and requirements.
- xv. Any member of staff who has been made aware by a student of any

**extenuating circumstances** which may have affected the student's performance must:

- advise the student to submit such information formally to the University Centre;
  - remind the student that a member of staff cannot do this on his or her behalf;
  - refer the student to the appropriate awarding body or organisation regulations and procedures.
- 
- are recorded accurately;
  - are transmitted to the designated person by the required date in the required format.

~~xviii-xvii.~~ All internal moderators must report any **suspected cases of cheating, plagiarism or other forms of unfair practice**, and participate, as required, in any subsequent proceedings to investigate cases (these procedures may differ according to awarding body).

~~xi-xviii.~~ **Involvement in Examination Committees/Boards.** Module leaders/programme tutors/programme leaders (as appropriate to programme management arrangements and the requirements of awarding bodies and organisations) are required to attend meetings of Examination Committees and Boards as determined by awarding body or organisation regulations.

~~xx-xix.~~ All internal moderators are required to observe the confidentiality of the proceedings of any Board of Examiners or Examination Committee.

~~xxi-xx.~~ It is the responsibility of the programme leader and programme team to ensure that students are advised of where the **procedures to make a complaint about an aspect of the programme or request an academic appeal** can be found.

~~xxii-xxi.~~ **Retention of assessed work.** Assessed work will normally be retained by the University Centre for a period of one year after the date of the meeting of the Examination Board or Examination Committee at which the student outcomes were considered, and/or in accordance with the requirements of the awarding body.

## 2. Internal moderation and second marking

- i. A sample of assignments should be subject to second marking/moderation. Second marking/moderation, and sampling arrangements (e.g. size of sample and sample range) will be determined by the regulations of the awarding body or organisation for the programme.

~~ii.~~ As far as is practicable, a system of 'blind' second marking should be used when assessing written work to ensure that the marks given by the first marker do not influence the second marker's judgements. Each marker will independently assess the work and keep a record of all marks awarded, together with comments and a rationale for awarding the mark.

~~iv.~~~~iii.~~ In the event of an unresolved dispute occurring between two markers, the work is referred to an independent third marker for a decision on the mark to be awarded.

~~v.~~~~iv.~~ During the marking and internal moderation/second marking process, internal moderators are responsible for the strict security of examination scripts/submissions, whether on University Centre premises or elsewhere.

### 3. Feedback to students on assessed work

- i. Written feedback on each piece of assessed course work must be given to students. Feedback will be provided on an agreed Assignment Feedback Form. The signatures of both the first and second markers should be entered on to the form. Written feedback on the feedback form may also be supplemented by oral feedback in individual and/or group tutorials, and annotations on scripts. It should be made clear to students that feedback (e.g. written and oral comments and mark/grade) is provisional until ratification by the Examination Board.
- ii. Feedback must address student achievement of assessment criteria, indicate areas for development and improvement and encourage students to reflect critically on their work.
- iii. Feedback will be provided within a reasonable period. **This period shall not normally exceed four working weeks** (excluding vacation periods) following the deadline for submission of the assessment concerned. Where the period is longer than four working weeks, students should be informed of the deadline for the provision of feedback and the rationale for the extension. Where it is possible and practical to do so, feedback on formative assessment shall also be provided at the earliest opportunity following the assessment. Outcomes which have not been confirmed by an Examination Committee or Board shall be considered as provisional and this should be made explicit to students.

### 4. External Scrutiny

- i. After the internal marking and moderation process, the Programme Leader must ensure that an agreed sample of scripts/submissions is available to the External Examiner/s<sup>1</sup> in accordance with awarding body or organisation requirements.

The Programme Leader must ensure that the External Examiner is provided with supporting documentation and evidence regarding assessment practices and processes to enable him/her to effectively discharge the duties of External Examiner as determined by the awarding body.

- ii. External Examiners must be given reasonable time to consider the scripts/submissions prior to the meeting of the relevant Examination Board or Committee.
- iii. Scripts/submissions must be made available to External Examiners in ways determined through negotiation with the External Examiner (e.g. dispatch through post, and/or available at visit) or the requirements of the awarding body or organisation

#### **5. Publication of assessment information to students**

The Programme and Module Handbooks and Assignment Briefs (as appropriate) should include the following information (where applicable to the programme):

- The anticipated learning outcomes of the course and individual module/units of study, clearly identified.
- The purpose, methods and schedule of assessment tasks during, and at the end of each module or programme of study (to include a clear indication of which elements will/will not count towards interim or final assessment and with what weighting or exemption procedures).
- The standard procedures regarding the submission of coursework.
- Notes for students on their responsibility to submit assignments on time and rules for late submissions.
- The criteria for assessment and for a particular grade and any opportunities for re-assessment.
- The marking and grading conventions that will be used including clear criteria for and aggregation of marks and grades (see Appendix 8 for minimum expectations).
- The consequences of assessment e.g. how it might affect decisions about progression to the next stage or level, final awards and the right of appeal.
- How and when students are informed of assessment judgements and what students can expect in terms of feedback.

- Attendance requirements which impact on assessment.
- Definitions of cheating, plagiarism and other forms of unfair practice in assessments/examinations.
- Information regarding the conduct of examinations including materials allowed in the examination room.
- Information about the name, position and institution of their external examiners.
- Information about how students can access external examiner reports for the programme.
- Assessment/Examination fees (as appropriate), including the requirement to pay for re-sits and any liability should the student be withdrawn or withdraw themselves from the examination.
- Students' responsibility to familiarise themselves with their examination schedule and venues and to notify the Examination Office of any clash with their examination dates and times.
- The registration requirements of the awarding bodies or organisations (if appropriate).
- The opportunity for the Accreditation of Prior Learning and its impact on assessment.
- How work should be submitted, i.e. front sheet, use of IT, referencing system.
- Information about to make an appeal about an aspect of their assessment.

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Checking	The process which follows the first marking of objective assessment tools such as Multiple Choice Questioning, where a second person checks to ensure that marks have been correctly calculated and awarded.

**Moderation Standards:**

The minimum expectations for all taught modules comprise:-

- Internal moderation for each assessment component (other than dissertations or equivalent projects which require concealed double marking)

- Under circumstances where double marking (of a sample or full cohort) is required, internal moderation would not normally be necessary

## Higher Education Assessment Policy Appendix 5 Assessment Design

**Commented [CH1]:** This appendix has already been approved by TU in preparation for the overhaul of the policy

The design of assessment tasks, where applicable, will form part of the validation or modification process of a foundation degree, undergraduate degree or top up degree. Staff should, at all times, be mindful of the regulations and requirements of the appropriate University Partner when designing assessments, however, the following generic guidance should be adhered to:

- Assessment tasks should be level appropriate
- Assessment tasks should be of an appropriate design which enables the module and programme learning outcomes of a validated programme to be met and does not unnecessarily over-burden the students
- All module/programme assessment strategies will be developed taking into account how assessment tasks integrate with each other, within and across modules, pathways (where applicable) and programmes
- In order to enhance employability skills development, where possible, and applicable, assessment tasks should be work related
- All students should be given equal opportunity to demonstrate their achievement of learning outcomes (and where applicable competence standards)
- Where a student has a confirmed disability, assessment tasks should undergo reasonable adjustments where possible (staff designing assessment tasks for Teesside University programmes should refer to their Guidance on Marking the Work of Dyslexic Students)
- All assessment tasks should include provision for formative process. At level 4, an early piece of formative work is recommended in order to promote appropriate skills development
- Where an assessment task is likely to be unfamiliar to students, timely opportunities for students to submit and receive feedback should be made available
- Staff should design assessment tasks which have due regard to the prevention of plagiarism/unfair means
- All students should be made aware of the University Centre's Higher Education Plagiarism, Cheating and Unfair Means: Code of Practice and its contents. The use of this document will ensure that all student cohorts receive the same standard information.
- Students will receive an appropriate programme of academic and pastoral support which enables the development of good academic practice
- Programme teams will work together to ensure that deadlines are spread across an appropriate time period within the academic year
- All assessment tasks should be reviewed annually as part of the Annual Programme/Course Review process. This review should take into account student feedback, detailed analysis of student performance data, and external examiner comments. Where appropriate employer or stakeholder comments should also be taken into account.

## Higher Education Assessment Policy Appendix 6 Internal Moderation Process

1. The Programme Leader shall, at the outset of the programme in each academic year, nominate an internal moderator for each module. This person will be a suitable person who normally teaches on the programme or a similar discipline. Where there are very large cohorts, two internal moderators may be selected if appropriate
2. The internal moderator will be given access to all work for the module and will select a sample based on the following criteria:
  - a. All work which has been deemed a fail
  - b. All work in the first class or distinction categories (or equivalent)
  - c. A sample across all other marking boundaries
  - d. Any work where the first marker specifically requires a second opinion
3. The role of the internal moderator is to review the sample of work and consider the following:
  - a. Have the assessment criteria been applied appropriately and consistently
  - b. Is the mark awarded appropriate
  - c. Is the proposed feedback appropriate
4. If satisfied on all of these points, the internal moderator will then complete an Internal Moderation Sheet (Appendix 7) for each module sampled and return this to the Module Tutor and the Programme Leader. This will be made available to the External Examiner along with a full list of marks and sample of work.
5. If there are minor issues relating to consistency identified by the internal moderator, this should be reviewed in conjunction with the Module Tutor and any discussions noted on the Internal Moderation Sheet as directed
6. Where serious issues are identified, the Programme Leader should be notified, along with the Module Tutor, and a course of action identified and undertaken in order that quality standards are assured. This would normally take the form of concealed second marking of either (a) the work of all students, or (b) the work marked by a specified first marker. The second marker should complete a feedback sheet, the internal moderator should still complete the Internal Moderation Sheet, and the External Examiner should be provided with a written summary of action.

**Higher Education Assessment Policy Appendix 7  
Internal Moderation Sheet**

**Commented [CH2]:** For TU information – this document and the marking criteria below were already approved by yourselves in preparation for the overhaul of the policy



**Internal Moderation Sheet:**

Programme:		Level:	
Year:		Semester:	
Module:			
Type of Assessment:		Weighting:	

1 <sup>st</sup> Marker:	
Internal Moderator:	

Total No of Assessments:		No. in sample (including firsts and fails):	
Please confirm that you had access, for sampling purposes, to the work of all students who submitted for assessment and you had sight of all marks			
Please confirm that you have sampled work in accordance with the guidance in the Higher Education Assessment Policy:			

This section should include all the ID and first mark of all students within the cohort (annotations to indicate issues such as non-submission/mitigating circumstance etc.)

Student ID:	Internal Moderator Comments:	First Mark	Second Mark	Agreed Mark



	<b>Recommendations:</b>		
Signature:		Date:	
First Marker's Comments following Internal Moderation (showing discussion on agreement of overall marks)			
Signature:		Date:	

External Examiner Name & Comments:			
Signature:		Date:	

## Higher Education Assessment Policy Appendix 8 Generic Grading Criteria

Level 4 (Certificate)	Level 5 (Diploma)	Level 6 (Degree)
<p><b>90%-100%</b> Exceptional work with presentation of a very high standard. There is coherence of ideas and demonstration of a thorough knowledge and understanding. Arguments are supported by wide reading with very effective use of source material and accurate referencing.</p>	<p><b>90%-100%</b> Exceptional work with presentation of the highest standard. The work contains coherent arguments and ideas. There is a detailed understanding of subject matter and critical analysis of issues/problems. Points are made clearly and concisely, always substantiated by appropriate use of source material. There is evidence of a sound ability to critically interrelate theories with examples from practice where appropriate.</p>	<p><b>90%-100%</b> Exceptional work. Presentation is logical, error-free and, where appropriate, creative. There is an in-depth understanding of issues/problems and excellent critical/deep engagement with the material and concepts involved. Very skilful interpretation of data. Arguments, ideas and, where appropriate, solutions are presented coherently and fully underpinned by thorough research and reading.</p>
<p><b>80%-89%</b> Outstanding work with presentation of a very high standard. There is coherence of ideas and demonstration of a thorough knowledge and understanding. Arguments are supported by wide reading with effective use of source material and accurate referencing.</p>	<p><b>80%-89%</b> Outstanding work with presentation of a very high standard. There is comprehensive understanding of key concepts and knowledge and evidence of critical analysis and insight. Accurate interpretation of data with arguments, ideas and solutions presented effectively and based on strong research and reading.</p>	<p><b>80%-89%</b> Outstanding work with presentation of a very high standard. There is comprehensive understanding of key concepts and knowledge and clear evidence of critical analysis and insight. Accurate interpretation of data with arguments, ideas and solutions presented effectively and based on strong research and reading.</p>
<p><b>70%-79%</b> Extremely good work with presentation of a high standard. There is coherence of ideas and demonstration of thorough knowledge and understanding. Arguments are supported by wide reading with appropriate use of source material and accurate referencing.</p>	<p><b>70%-79%</b> Extremely good work with presentation of a high standard. Evidence of strong knowledge and understanding together with some critical analysis and insight. Source material is used effectively to support arguments, ideas and solutions.</p>	<p><b>70%-79%</b> Extremely good work with presentation of a high standard. Demonstrates an excellent knowledge base with a clear understanding of the issues and application to practice where appropriate. There is some effective critical and analytical application of relevant research and reading.</p>
<p><b>60%-69%</b> The work is well presented and coherently structured. There is evidence of a sound knowledge and understanding of the issues with theory linked to practice where appropriate. Most material used has been referenced/ acknowledged.</p>	<p><b>60%-69%</b> Very good presentation. Sound knowledge and understanding with an emerging ability to critically engage with and apply the concepts involved linking them to practice where appropriate. Good use of source material which supports most points clearly. Content is wholly relevant and is coherently structured.</p>	<p><b>60%-69%</b> The work is very good, logically structured and presented to a high standard. Demonstrates a strong knowledge base with a clear understanding of the issues and application to practice where appropriate. There is some critical and analytical application of relevant research.</p>
<p><b>50%-59%</b> Presentation is acceptable but with some errors. There is knowledge and understanding of issues under discussion and some evidence of the application of knowledge and ideas where appropriate. Some use of relevant source material.</p>	<p><b>50%-59%</b> Presentation is of a good standard but some shortcomings. Evidence of a sound knowledge base but limited critical and practical application of concepts and ideas. Content is largely relevant although points may not always be clear and structure may lack coherence. Contains some critical reflection and some use of source material to illustrate points.</p>	<p><b>50%-59%</b> The work is clearly presented and logically structured. It shows evidence of a sound understanding of the topic and addresses major issues. The work contains some discussion and interpretation of relevant perspectives although further development of the arguments presented would be beneficial. There are examples of critical reflection and evidence of application of theory to practice.</p>
<p><b>40%-49%</b> Presentation is acceptable but attention to structure and style is required. The content is relevant but largely descriptive. There is evidence of a reasonable level of knowledge and understanding but there is limited use of source material to support the arguments,</p>	<p><b>40%-49%</b> Adequate presentation. The work is descriptive and/or lacks critical analysis where required but is relevant with limited though sufficient evidence of knowledge and understanding. There is some evidence of reading although arguments/ proposals/solutions often lack</p>	<p><b>40%-49%</b> Adequate presentation. The work displays basic knowledge and understanding of the topic but is largely descriptive. There is an attempt to bring together different ideas and concepts although this would have been strengthened by the inclusion of further key issues.</p>

proposals or solutions. Some links are made to practice where appropriate.	coherence and may be unsubstantiated by relevant source material or partially flawed. Links to practice are made where appropriate.	The structure of the work requires attention to its coherence and logical development of content. The link between theory and practice, where appropriate, is somewhat tenuous and its development would enhance the work considerably.
<b>30%-39% – Fail</b> The work is poorly structured and presented. Some material may be irrelevant. Content is based largely on taught elements with very little evidence of reading around the topic and little or no reference to practice where appropriate.	<b>30%-39% – Fail</b> Poorly structured, incoherent and wholly descriptive work. Evidence of a weak knowledge base with some key aspects not addressed and use of irrelevant material. Flawed use of techniques. Limited evidence of appropriate reading and no evidence of critical thought. Little reference to practice where appropriate.	<b>30%-39% – Fail</b> The work is poorly presented and contains numerous errors, inconsistencies and omissions with limited use of source material. The work displays a weak knowledge base and a lack of sufficient understanding of the topic. There is limited evidence of the application of theory to practice where appropriate. It contains many unsupported statements with limited attempts to bring issues together and lacks critical analysis and reflection.
<b>20-29% – Fail</b> The work is very poorly structured and presented. Much material is irrelevant. Content is based almost entirely on taught elements with very little evidence of any purposeful reading around the topic. No effective reference to practice where appropriate. To obtain a mark of 20% the work must show evidence of a genuine attempt to engage with the assessment requirements and with the subject matter.	<b>20-29% – Fail</b> Very poorly structured, incoherent and wholly descriptive work. Evidence of a very weak knowledge base with many key omissions and much material irrelevant. Use of inappropriate or incorrect techniques. Very little evidence of appropriate reading and no evidence of critical thought. No links to practice where appropriate. To obtain a mark of 20% the work must show evidence of a genuine attempt to engage with the assessment requirements and with the subject matter.	<b>20-29% – Fail</b> The work is very poorly presented and contains numerous serious errors, inconsistencies and omissions with little use of source material. The work displays a very weak knowledge base and a lack of sufficient understanding of the topic. There is very little evidence of the application of theory to practice where appropriate. It contains many unsupported statements with very little attempt to bring issues together and there is a complete lack of critical analysis and reflection. To obtain a mark of 20% the work must show evidence of a genuine attempt to engage with the assessment requirements and with the subject matter.
<b>0-19 % - Fail</b> The work is extremely poorly structured and presented. It demonstrates no real knowledge or understanding of key concepts and principles. Much material is irrelevant. No effective use of supporting material. No reference to practice where appropriate. Not a genuine attempt to engage with the assessment requirements and/or subject matter.	<b>0-19 % - Fail</b> The work is extremely poorly structured and presented. It demonstrates no real knowledge or understanding of key concepts and principles. Much material is irrelevant, incorrect or omitted. No evidence of critical thought. No effective use of supporting material. No links to practice where appropriate. Not a genuine attempt to engage with the assessment requirements and/or subject matter.	<b>0-19 % - Fail</b> The work is extremely poorly structured and presented. It demonstrates no real knowledge or understanding of key concepts and principles. Much material is irrelevant, incorrect, inconsistent or omitted. No evidence of critical analysis and reflection. No effective use of supporting material. No application of theory to practice where appropriate. Not a genuine attempt to engage with the assessment requirements and/or subject matter.