

Principles and Procedures for Assessment

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

These principles and procedures provide a detailed operational guide to implement the assessment policy statements (in **coloured boxes** throughout the document). This document provides links to information and case studies through [Assessment Essentials](#) and other documents to support the design and delivery of assessment.

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1. Assessment and university frameworks

1. All assessments are designed and delivered in accordance with the University's [Academic Awards Framework](#), [Standard Assessment Regulations](#), [Standard Academic Calendars; Policy for the Verification of Assessment and Standardisation and Moderation of Marking](#); and with reference to the [Principles and Procedures for Assessment](#) and the [University Grade Descriptors](#).

Please refer to [Course Design](#) and [Setting \(module level\)](#) for additional internal and external resources to assist you with module and course design.

1.1 The standard assessment model

Individual assessment tasks do not have to be passed for the module to be passed provided an overall module mark meets the minimum pass mark (40%, or 50% for level 7 modules). Where a module has an exemption in place which allows for pass/fail tasks, each assessment task must be passed for the module to be passed. If the module contains one or more pass/fail assessment tasks, the module is non-compensable by default and the necessity for this must be demonstrated when the exemption is applied for. Exemptions will only be permitted to meet PSRB or essential subject discipline and/or legislative requirements. This will be tested at the outset of course planning and will require support and agreement in principle from the College as well as university approval, based on a sound rationale and evidence from the PSRB. Further information exemptions can be found on the [Assessment, Progressions and Awards site](#).

1.2 Verification and moderation

Verification ensures that the form and content of assessment tasks and briefs are appropriate, fair, and valid in terms of standards, are fit for purpose, will effectively assess the achievement of learning outcomes, and present an appropriate level of challenge to students. For further details see [Verification and Moderation](#) information under [Course Design](#) within Assessment Essentials. Standardisation and moderation are employed to ensure that academic standards are appropriate, that marking is consistent across a marking team and is regulated within agreed norms or against predetermined marking criteria across a module/course. It also ensures that the assessment outcomes for students are fair and reliable. It is undertaken internally and externally. For further details see [Verification and Moderation](#) information under [Course Design](#) within [Assessment Essentials](#).

2. Assessment tasks and tariff

2. Overassessment should be avoided. Courses should limit the number of summative assessment tasks to that required to assess student achievement against course level learning outcomes.

2.1 Summative Assessment Tasks

Guidance on the normal loading of summative assessment for courses adopting the revised curriculum structures schemes is as follows: Level 0 (Foundation Year) a maximum of four summative tasks, Level 4, 5 and 6 a maximum of six summative tasks, and Level 7 a maximum of nine summative tasks. These should be mapped to level and course learning outcomes. At levels 4, 5, and 6, this could equate to one task per 20 credits of study, but this is not mandated.

Assessment should be designed with academic integrity in mind. For further information on this and assessment design, see these JISC resources and case studies: [assessment principles](#) and [rethinking assessment](#).

At all levels, including Foundation Years (level 0), assessment should support the continued development of personal and professional skills and behaviours expected of a professional in the related sectors aligned to the course.

2.2 Assessment Tariff

The University encourages the use of a range of assessment methods, appropriately scaffolded, that provide students with opportunities to demonstrate course level learning outcomes. The volume of assessment within a module should take into consideration a student's assessment load across a course, including formative assessment, to help ensure that students are not overburdened with assessment. Academic staff should also take into consideration the impact on marking and feedback turnaround deadlines when deciding on appropriate assessment methods.

The Assessment Tariff should guide staff when designing or re-designing assessment with the aim of a broad comparability of summative assessment loads across modules that have the same credit weighting. Assessments should be applied, authentic and wherever possible modelling the nature of the work expected of a professional in the sector aligned to the course, embedding the principles of the [Hallam Model](#). Assessment at level 0 should be designed as supportive and preparatory for work at undergraduate level.

The tariff aligns to the assessment loading articulated in 2.1. and outlines the **maximum** amount of summative assessment. When considering the tariff, course teams are advised to consider module assessments in the context of demonstrating **course** learning outcomes. Assessment task magnitude (e.g. word count, duration, number of pages, etc) should be provided to students for all assessment tasks. At validation and modifications, assessment packages will be reviewed in terms of both the number of assessment tasks and their magnitude.

[Professional, Statutory and Regulatory Body \(PSRB\)](#) requirements take precedence over the stated tariffs, in such cases the appropriate documentation from the PSRB must be presented to the department Quality Lead and made available to staff and students on the appropriate module Blackboard sites.

Maximum Amount of Assessment by Level for new and modified provision

Level of Study	Assessment Type	Maximum Total Wordcount/ Time
Foundation Year	CW Submitted and / or PR Scheduled	12,000 words
	PR Scheduled and / or EX Invigilated	9 Hours
Level 4, 5 and 6	CW Submitted and / or PR Scheduled	16,000 words (per level)
	PR Scheduled and / or EX Invigilated	12 Hours (per level)
Level 7	CW Submitted and / or PR Scheduled	24,000 words
	PR Scheduled and / or EX Invigilated	16 Hours
Integrated Masters L7	An integrated masters normally has 120 credits at L7. Where there are fewer than 180 credits at L7 a pro rata amount should be used. Therefore, the L7 of an integrated masters would normally have a tariff of 16,000 words/ 12 hours.	
Points to Note:	This tariff is not additive: it is not 16,000 words PLUS 12 hours, it is either / or, or a pro rata amount of each	
Presentation	For all types of presentation 6 minutes of a student presentation would equate to 1000 words.	
Group Assessment	The length of a group assessment should not be a multiple of the suggested individual assessment length. Instead, course teams should consider an appropriate length or duration that may be marginally higher (max. 20%) than the tariffs stated above reflecting the shared input.	

Portfolio	A portfolio can be a combination of written and oral presentation, for example the task for a 20-credit module could consist of a related 12 minute presentation and 1000 word document.
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Assessment categorisations for new and modified provision

Type	Description	Examples	Information needed from academic staff	Extenuation that would apply
CW Submitted	Piece of work (usually electronic) submitted before a specific deadline.	Essay, blog, video (inc. pre-recorded presentation), artwork, dissertation, media artefacts, journal, lab report, logbook, portfolio, posters, reflective accounts, research proposal, problem sheet, stat report, website	Deadline Location for physical submissions (i.e., artwork, artefacts)	Extensions for 5 days (no evidence requested) RRAA can be submitted for repeat attempt. Work submitted within 24 hours of the deadline will be capped
PR Scheduled	Locally managed, time-constrained, and often live events. Live events are usually supervised by an academic.	Presentation, OSCE, teaching observation, viva, phase test, in-module closed-book test, take-home test, time-bound report / case study (e.g. 24h to complete), MCQ, clinical observation, kitchen demonstration, exhibition, oral language assessment, walkthrough.	Schedule for the assessment to take place (for example, available timeslots) or release date and timing of assessment, plus final deadline for the completion of first sit	No extensions RRAA can be submitted for repeat attempt. Late submissions receive a zero mark.
EX Invigilated	Take place during the examination period and require formal invigilation.	Paper-based or computer-based. Multiple choice, short answer, long answer, case study, problem based.	Rationale for exam as an assessment method (e.g. PSRB requirement) Verified exam papers	No extensions RRAA can be submitted for repeat attempt. Late submissions receive a zero mark.

2.3 Word Limits

The word guidance provided above sets the maximum word count limit for all assessment tasks provided to students. Word guidance provide a clear steer to students of the number of words that are expected to undertake the assessment appropriately. Where a word limit is set (and applied as +/- 10% of the given word limit) and penalties applied (for example, only content up to the maximum word limit is marked), it must be clearly articulated to students how the word limit is managed. The feedback to students on an assessment which breaches the word limit must clearly show how the penalty has been applied. Courses must have a consistent course approach to any penalties set, including on joint awards.

2.4 In-Module Retrieval

In-module retrieval (IMR) is a feature of a module's assessment design available to students achieving a borderline refer at first sit: currently 3 on the undergraduate University Grade Descriptor, 38%, 6 on the postgraduate UGD, 45%. Students in this position can be given an

opportunity of reworking that assessment task to pass with a capped mark. A tutor reviews the reworked assessment to determine if it meets the pass threshold – there is no requirement for additional feedback to be provided. This rework would normally be within a short time after the initial attempt following feedback from tutors (5 days or less). The rework must be completed and marked prior to the marks deadline for the relevant Departmental Assessment Board. Information for students is available on [Assessment 4 Students](#).

It is a requirement to make IMR available to students in all Foundation level and level 4 modules, for at least one assessment task (normally the first task which carries a substantial weighting) if this still allows marks to be submitted on time. IMR is optional but encouraged at other levels. Extensions are not granted for in-module retrieval.

It must be clearly articulated to students where IMR is available for an assessment task. This will be via the Blackboard site for the module, the course handbook or via the assessment brief. The primary method for IMR submissions is to submit to the first sit summative submission point in Blackboard. For further information on IMR please refer to [Reassessments](#) information on Assessment Essentials.

2.5 Non-Assessed Requirements

For some modules students may be required to complete a task / activity to be able to undertake assessment on a module, for example, attendance at a health and safety briefing to access laboratories, completion of an ethics form to undertake research. Module Leaders are responsible for articulating these requirements via the Blackboard module site. Module requirements are not processed as assessment tasks and are managed locally by the Module Leader. The requirement for their completion should be built into module pass descriptors.

3. Reasonable adjustments / learning contracts

3. Reasonable adjustments to the design and delivery of assessment can be made for students with Learning Contracts agreed with the University.

A Learning Contract recommends what reasonable adjustments should be made to meet the needs of a disabled student and explains who is responsible for making them. Where a student has a Learning Contract, the University has a responsibility to make reasonable adjustments to the design and delivery of assessment. This may also include the provision of an Alternative Form of Assessment for examinations where their disability prevents them from sitting formal timed assessments. Courses should also consider designing flexibility / optionality into some module assessments, to remove the need for individual alternative assessments. Inclusive pedagogy describes an approach to teaching that recognises the diversity of students. It aims to enable all students to access course content, fully participate in learning activities and demonstrate their knowledge and strengths at assessment.

Learning Contracts are produced by the Disabled Student Support team at the University. The team has developed a [Learning Contracts FAQ](#) which gives staff an overview of the provision (connection to the VPN is required). Disabled students in overseas collaborative partner organisations will be given reasonable adjustments appropriate to their conditions, as agreed with the support services in their organisation.

As soon as a student has approved their learning contract, it's published on the [Online Learning Contracts system](#). All students with a learning contract also appear with a # symbol on your electronic Class Lists on the timetabling web pages. Click on the # symbol to go directly to the student's learning contract. For further information on supporting students, see [Equality, Diversity and Inclusion \(EDI\)](#) information on Assessment Essentials.

4. Coursework submission dates

4. Coursework submission dates will be published to students at the start of each academic year.

The Assessment Statement is intended to help students manage their time and plan carefully to meet all assessment submission deadlines. The Assessment Statement is a short, clear and comprehensive summary of the assessment tasks and activities that the student will need to complete in the coming academic year. Course teams are responsible for designing assessment timelines that support the student experience across a level of study, including effective use of formative assessments and providing structured support to students to help them manage their assessments. The [Threshold Standards for Supporting Learning with Technology Policy](#) identifies good practice relating to providing students with information on their Assessment Statement. For more details on Assessment Statements please refer to [Assessment Scheduling](#) on Assessment Essentials.

5. Assessment briefs and criteria

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

At course level, templates for assessment briefs and feedback should be used to ensure a consistent approach is taken by all tutors to give feedback and feedforward. The University uses criterion-referenced grading for measuring learner performance, to measure an individual's achievement against precise and explicit criteria, with clear levels of achievement. At module level, assessment criteria should link to learning outcomes, which together with the University Grade Descriptor enable learners and other stakeholders to be clear about what is being assessed and when, how marks are allocated, and how grades are decided. Assessment briefs and grading criteria must be made available to students at the start of each module via module Blackboard sites and explained to students in scheduled teaching sessions and via a screencast or equivalent accessible medium. The [Threshold Standards for Supporting Learning with Technology Policy](#) reinforces the above policy statement.

5.1 Submission deadline expectations

Students must be told clearly how submission is to be made. Whichever method of submission is stipulated, the deadline date and time must be clearly articulated to students via their Assessment Statement at the start of the year, as well as via Blackboard throughout the academic year. The standard coursework deadline time for all Colleges is 15:00. It is suggested that deadlines for partner institutions should be set between 09:30 and 15:00 local time, Monday to Friday (there should be no weekend deadlines or deadlines set for when the University is closed). The implications of setting a deadline on a Friday, or the working day prior to a University closure day, should be considered in relation to the ability to submit late coursework. Guidance for students when submitting work online can be found in [Instructions to Students](#) on Assessment Essentials.

6. Examination Arrangements

6. Details of examination arrangements will be published by the University Examinations Service to students in advance of the scheduled examination periods.

Assessments that require formal invigilation (exams) normally take place on campus and are usually included as a PSRB requirement. Examination location and duration will be communicated to students via timetables and examination cover sheets. Detailed information and guidance can be found on the [University Examination Service site](#) which includes:

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

The [Examination Conduct Policy](#) details information which examination candidates need to be aware of before, during and after an examination. Further information on examinations can also be found in [Examinations](#) on Assessment Essentials.

In Foundation Years (level 0), exams must not be used for summative assessment but can be used for formative assessment by exception where this is to prepare students for exams at level 4. At Level 4, use of exams should be limited to where needed to prepare students for exams in levels 5 and 6.

Examination scripts

Where exams require hand-written responses, students are expected to write examination scripts in a legible form. If an examination script is illegible or difficult to read and the student has not already been formally warned about legibility, the student is required to transcribe the script prior to marking. This must be completed under supervision. The student must be formally warned in writing that it is their responsibility to submit work in a legible form and any subsequent pieces of illegible work will receive a zero mark.

7. Submission of assessments and feedback

7. Assessment tasks will be submitted online where possible, through Blackboard, by the published deadline date and time. Feedback and / or grades* on assessment tasks will be made available to students online, through Blackboard.

**subject to ratification by Department Assessment Boards*

7.1 Coursework assessments (CW)

Online submission of coursework assessment is mandated for all levels of study. However, there may be some specialist coursework or assessment types which cannot be submitted online, such as exhibitions, installations, or physical artefacts. Further information around the submission of coursework online and other ways of submitting coursework can be found in [Submission of Work](#) on Assessment Essentials. Several case studies are included in the [Formats section](#) (Assessment Essentials) which covers online submission in practice. For more information on what tools are being used for portfolios in your College, and to discuss what may be best for your requirements, please contact your [Principal Learning Technologist](#). For information and resources around portfolios, please refer to [Portfolios](#) (Assessment Essentials).

7.2 Scheduled assessments (PR)

Materials relating to scheduled assessments would normally be submitted online via Blackboard except where this is not applicable.

7.3 Invigilated assessments (EX)

Exams may be submitted on paper or online, depending on the agreed delivery format.

7.4 Group Assessment Submission

Module Leaders should specify to students that when submitting group assessments, they should be submitted by one member of the group (all group members will receive acknowledgment of the submission if work is submitted via Blackboard). The design of group work assessments must ensure

that students are allocated an individual grade reflecting individual achievement along with a 'group mark'.

7.5 Submission Arrangements

The University's expectation is that submissions are made to a single submission point. Where multiple submission points are required, the Digital Learning Team should be consulted for guidance.

Module Leaders are responsible for providing students with clear guidance on how submission points operate. A single submission point is used for first sit assessments to allow submission of work up to the deadline as well as submission of any late work or work with approved extensions, or to allow for in-module retrieval (where applicable). More information can be found in [Submission of Work](#) on Assessment Essentials. Submission points will be created in Blackboard module sites for summative CW and PR tasks (including non-electronic assessments) automatically. These will be created based on the assessment task information held in SITS including due date, task name and assessment type, as provided by the course/module teams.

Submission points are created based on information provided during the Assessment Data Collection process, which is completed prior to the start of an academic year. Task information held in SITS is used to generate corresponding submission portals in Blackboard module sites. Once these submission points have been created, dates are published to students via the Assessment Statement, and it is imperative that they are not altered.

Coursework submission points will be set up in Blackboard in the following way:

- as individual submissions (but can be modified to manage group submissions later if required).
- with unlimited submission attempts, allowing students to re-submit if there is a problem with their submission or there is a need to make changes
- to remain open for 7 calendar weeks (49 calendar days) after the published deadline date to allow for submission of late work, extensions or where in-module retrieval has been granted. In-module retrieval can only be offered for assessment tasks with submission dates set for at least 35 working days prior to the marks deadline for the relevant Assessment Board.
- set as 'available' at the point of creation to allow information to be visible to students.

Turnitin, PebblePad and formative Blackboard submission points will not be automatically created. These must be created by the Module Leader. Online exam submission points (where applicable) must also be created by the Module Leader.

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

7.6 Release of feedback

Once feedback for the main cohort is released, markers need to be aware that any further feedback created after this point will be immediately available to students i.e. for those students with extensions or IMR. (To control the release of feedback, staff can use the ['save as draft'](#) functionality which allows online feedback to be published to the student at a chosen date and time.). All Blackboard module sites remain active while there are students enrolled on the site. Once there are no students enrolled on the module site, the site is automatically archived for a minimum period of 24 months and then manually deleted. During that time a ticket can be submitted via IT Help for the module site to be made available again. If colleagues wish to retain copies of feedback provided this should be saved and stored on their OneDrive.

7.7 Large Files and Media Submissions

Large files: any non-media files exceeding 250 MB in size or media exceeding 2 GB in size can be submitted electronically via alternative mechanisms including third party cloud-based solutions (e.g. Google Drive or Onedrive) or the University's Q Drive. To discuss what may be best for your requirements, please contact your [Principal Learning Technologist](#).

Media submissions: any media-based file (audio/video) not exceeding 2 GB in size should be submitted to Panopto.

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

7.8 File Formats

Module Leaders are responsible for stipulating how work is presented for online submission (e.g. font size, word limits, electronic file type, etc.) for each assessment task. This must be clearly articulated to students in the module assessment brief published via the module guide and on the Blackboard module site. Blackboard places no restrictions on the file formats that students can submit therefore it is important that the acceptable and accessible file formats are clearly stated. This is to ensure that students only submit formats that the markers are able to open, e.g. formats support by the University's provided software.

The inline marking tool in Blackboard, Bb Annotate, can display a variety of [commonly used filed formats](#). The University has subscribed to Microsoft Office 365, providing Microsoft Office to all staff and students free of charge. This means staff and students have access to the latest version of the full Office productivity suite (including Word, Excel, PowerPoint, OneNote and more) available for offline and online use. For more information, please visit <https://go.shu.ac.uk/office365>. Please note that if you are using the Print to Mark service, this does not accept Open Office and mac OSX files such as Pages, Numbers and Keynote. Documents containing mathematical notation should be saved in PDF format before being submitted for Print to Mark.

It is considered good practice for each course/department to agree a consistent approach to assessment format where possible. Students must take reasonable steps to:

- adhere to the required format as stipulated by the Module Leader;
- submit legible assessment.
- submit accessible work, i.e. not password protected and not corrupt files.

7.9 Receipting

Students receive an electronic receipt from Blackboard for all work submitted online. Physical work can also be receipted by helpdesks or in class by tutors where determined by the Module Leader. This will generate an electronic receipt for the student and an attempt is recorded in a Grade Centre column, enabling feedback to be provided. For scheduled (PR) assessments, Module Leaders can choose an approach and will need to confirm this when validating their assessment data to enable a submission point that allows for receipting to be set up.

7.10 When Systems are Offline

Should Blackboard be unavailable for the submission of student work, or marking or provision of feedback by academic staff, a business contingency plan will take effect. Details on the agreed processes can be found in [Storage and System Issues](#) on Assessment Essentials.

7.11 Originality Checking/Turnitin

Turnitin is a text-matching service integrated with Blackboard. Originality reports generated by Turnitin show the percentage of a text-based submission that matches other sources, including the internet, a range of electronic journals and its database of existing student papers from subscribing UK institutions. The main value of Turnitin lies in its use as a formative educational tool to help raise awareness and educate students about plagiarism, and to provide a source of formative feedback on their writing. If staff suspect **contract cheating**, they should send this through to the specialist team via [the link on Grade Centre](#). Use of originality checking can maximise the potential for students to improve their academic writing and referencing skills whilst enabling academics to objectively assess the proportion of a student's work that is original and identify possible plagiarism or collusion.

Turnitin and Summative Assessments

Wherever possible module leaders should ask students to submit to the Blackboard Assignment submission point for the task AND upload the same work to Turnitin. Turnitin must allow unlimited submissions until the deadline and be available 7 calendar weeks or 49 days after the deadline. It must be clearly distinguished that is it not the official submission point. Students must be informed:

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

Formative use of Turnitin

Where Turnitin may be used to support the judgement on the originality of summative work, students must be offered a formative opportunity to upload draft work to Turnitin and make use of their originality report prior to submission of their final work. Guidance is available in [Assessment4Students](#) in understanding Turnitin originality reports. Where used specifically for the upload of formative work, the upload link for Turnitin should include the word(s) 'draft' or 'NOT final' in the name and must not contain any reference to 'submit' or 'submission'; the use of the term 'formative' may not be understood by students. For further guidance about the use of summative and formative text-matching, and the setting up and managing of Turnitin please refer to [Originality Checking/Turnitin](#) on Assessment Essentials.

7.12 Technical or user-error issues with submission

We expect students to take all reasonable steps to adhere to University submission arrangements and instructions for individual submissions. However, there could be occasions where there is a technical or user-error issue with a student's online submission. The general position in these circumstances is to find in favour of the student and aim to have a consistent approach which is not punitive towards the student, for example if a student fails to upload their assignment to Turnitin as well as submitting it, they would not be referred. A judgement on the appropriate action should be made on the basis of:

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

Colleagues should seek guidance from College HoTLE if needed.

7.13 Provisional Grades

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

column. Instructions on how to set up the Grade Centre for your Blackboard module site are available via the [TEL self-help guides](#). Please note that provisional grades and feedback for work that cannot be submitted online, e.g. artefacts, should still be recorded in Grade Centre. For further guidance on entering grades online, marking deadlines and missing grades, please refer to [Recording and Returning Marks and Feedback](#) on Assessment Essentials.

8. Late Submission

8. Assessment tasks submitted late will be subject to the current regulations and may result in the capping of a mark, a referral or in the case of referral attempts, a failure in the assessment task.

Coursework which is submitted within one working day of the deadline without an authorised extension will be considered a late submission and will be assessed as normal, but the mark will be capped at the minimum pass mark. Any coursework submitted more than one working day after the deadline without an authorised extension should have a zero mark allocated if referred, though if feasible feedback should still be provided to the student. One working day is defined as 24 hours after the original submission deadline.

The option to submit coursework within one working day of the submission deadline for a capped mark is available to all students. For clarity, this includes first attempt, reassessment (deferral and referral), retake, IMR, where extensions have been authorised and for coursework graded as Pass/Fail. Where a student is submitting up to 24 hours after the deadline without an approved extension, they can notify us of any extenuating circumstances via the Request Extension to Submission Deadline (RESD) process in My Student Record. They must do this within 24 hours of the deadline.

Submissions must be marked using the university grade descriptor (UGD) except where the mark is capped. The mark to be entered into the Grade Centre task column should be either the full uncapped mark or the capped minimum pass mark, whichever is the lower. The uncapped mark must be added in the instructor notes in Grade Centre. This is so that the uncapped mark is visible to the External Examiner.

8.1 Exceptions from late submission

Late submission is not permitted for EX (exams) and late submissions for online exams will receive a mark of zero. Late submission is not permitted for scheduled (PR) assessments for practice and/ or operational reasons, e.g. time bound assessments such as phase tests, presentations or where a blog/PebblePad portfolio has a fixed end edit date, early continuous reassessment for final year students where marking time is limited, or where the feedback has already been provided to the cohort. The Module Leader should make clear to students in advance where this is the case. Seek advice from the HoTLE if further guidance is needed on the rules regarding late submission.

8.2 Extenuating Circumstances

The University recognises that there will be times when students experience unexpected and unanticipated difficulties which adversely impact on their studies and their ability to complete assessments. The [Extenuating Circumstances Policy and Procedure](#) is intended to support these students. Module Leaders will be notified of those students who have an approved coursework extension via the [Extenuating Circumstances Policy and Procedure](#). Module Leaders are responsible for allocating a mark of zero to assessment submitted beyond the late submission deadline date (plus 24 hours) where there is not an approved extension. Extensions are applied at task level.

9. Formative assessment and feedback

9. All modules must include assessment and feedback opportunities prior to final submission

Summative tasks must be supported by formative assessment tasks in modules (including at least one per level that is formally submitted via Blackboard) which provide an early opportunity for feedback. Formative assessment must be an integral part of assessment design and always taken into consideration when determining the assessment package (see [section 2](#)) and students' assessment load. Formative assessment tasks should contribute to student success in summative assessments, creating an effective and efficient assessment package in relation to student and staff workloads.

10. Feedback expectations

10. All modules must provide students with individual feedback on either formative or summative submissions.

10.1 Feedback on Coursework (CW) and Scheduled (PR) assessments

Feedback will be provided online to all levels of study, irrespective of which method of submission/presentation has been used. Where substantive written / audio feedback on individual draft work / formative submissions has been provided, summative feedback can consist of a grade and a completed rubric. An electronic record of feedback provides improved clarity, addressing legibility of handwritten feedback. Consistency as well as the security and convenience of the medium also provide benefits to students in addition to having access to all feedback for a course online and in one place.

An electronic record of feedback should be uploaded to Blackboard Grade Centre. Various methods and tools can be used to facilitate electronic feedback and guidance on these can be found in [Assessment Essentials](#). This electronic feedback may be supplemented by face-to-face meetings with students and return of annotated scripts where appropriate to the discipline. It is not the intention that a scanned record of handwritten feedback is used as this may not address the issue of legibility raised by students.

For further information around entering and releasing grades and feedback to students within the required timescales, please refer to [Recording and Returning Marks and Feedback](#) on Assessment Essentials. Feedback to students should be given in time to inform subsequent and related coursework and examination assessments. For information on effective feedback design, please refer to the case studies found in the JISC [assessment principles](#) and the [Framework for Feedback on Assessment](#). Further information relating to turnaround times can be found in [Feedback on Assessments](#) (Assessment Essentials).

10.2 Feedback on Exams (EX)

Module/course teams will provide one form of examination feedback, as appropriate, to fit with teaching practice. This may be one of the following:

- electronic generic feedback (via VLE) to a cohort on strengths and weakness of individual questions or the exam in general
- drop-in post exam session for feed-forward at the end of a semester or at the start of next semester
- model answers, where applicable/appropriate

Module Leaders are responsible for facilitating one-to-one feedback to students on their request. Students are responsible for contacting their Module Leader to request individual exam feedback. Requests should be made within ten working days of the release of ratified grades (post Department Assessment Board). Feedback to students should be given in time to inform subsequent and related

coursework and examination assessments. Examination grades are normally given within 15 working days (excluding Bank Holidays and University closure days).

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

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

11. Turnaround time

11. Indicative grades* will be provided within three working weeks from the date of assessment submission.

**subject to ratification by Department Assessment Boards*

Assessment submission is the date that the student submits the work. Summative feedback may constitute a completed rubric and final grade if substantive individual formative feedback has already been provided. Students must be informed in advance what the feedback approach is on the course.

12. Fair outcomes / inclusive practice

12. The University will ensure fair assessment outcomes for students via rigorous standardisation and moderation processes. The inclusivity, accessibility and equity of assessments will be protected via practices such as anonymous marking and assessment methods suitable to the teaching practice.

University staff are in the position of assessing the work of students that they have taught, and it is vital that the marking of student work is not influenced by unconscious bias. There are a number of procedures in place to guard against this, both in the design of assessments, and in the marking process:

- assessment design will promote inclusive, accessible and equitable practices that prepare learners for assessment; this is a key feature of the Hallam Model inclusive curriculum prompts;
- the University will ensure fair assessment outcomes for students through rigorous standardisation and moderation processes

For examples and case studies of inclusive practice, see [Assessment Essentials](#) and [Inclusive Pedagogy and Practice](#).

13. Grades and results

13. All marks and results are provisional until they are ratified by the appropriate assessment board in accordance with the Departmental Assessment Board Policy and published via My Student Record.

13.1 Transferring grades from Blackboard to Academic Administration

Module Leaders must collate all grades for their module and clearly indicate the grades for each task identifying the tasks and the weightings as per the module descriptor. All individual task grades must be submitted according to the University Grade Descriptor and not pre-weighted according to the task weighting. If the final module mark is not aligned with the UGD that is acceptable. Complete sets of internally moderated grades must be submitted on a spreadsheet to Academic Administration by the marks submission deadline. The spreadsheet must be in Excel format, and it is recommended that the

spreadsheet is downloaded from the Grade Centre in Blackboard. For further details see the TEL Help article on ['How do I prepare my marks spreadsheet for submission to Academic Administration?'](#)

13.2 Departmental Assessment Boards

Departmental Assessment Boards are where grades are ratified prior to the publication of final results to students. Please refer to the current policy and procedures:

[Departmental Assessment Board Policy](#)

[Departmental Assessment Board Procedures](#)

For further information around Assessment Boards, see [Departmental Assessment Boards](#) and refer to the [Departmental Assessment Boards SharePoint site](#) for the current schedules, together with guidance for boards' chairs, members and external examiners.

13.3 Referral/Deferral

Course and module leaders are responsible for ensuring that all reassessment information is published to students in a timely and consistent fashion. Reassessment of work is undertaken on a task-for task basis.

Referrals

Following referral, the assessment task will be capped at the minimum pass mark. Referral is on a **'task for task'** basis.

- Referral work can be a **repeat / rework of the task**, or a new piece of work as appropriate, for each individual assessment task where there is a mark of below the minimum pass mark, **and** where the overall module mark is below the minimum pass mark.
- The referral should normally be the same form and content as the initial assessment task. Where variation is necessary (e.g. where the initial assessment required use of facilities which are not currently available) this should be clearly noted during internal and external moderation of assessment instruments. The alternative assessment must be of the same rigour and standard as the original assessment.
- Where a module is not passed, the student should retake all assessment tasks that have a mark below the minimum pass mark.
- Where reassessment is taken, the best mark is used to calculate the overall module result.
- Where reassessment is not taken, a mark of zero will be recorded but the previous mark will be used to calculate the overall module result. Following referral, the assessment task will be capped at the minimum pass mark.

Deferrals

If an Extenuating Circumstances Panel agrees that a student's circumstances are valid and acceptable, then the student's Request to Repeat an Assessment Attempt (RRAA) will be approved. The student will be given a deferral in the assessment task, providing that they have not already passed the module. If they have passed the module but wish to undertake the deferral attempt to improve their overall degree outcome, they are allowed to do so at levels 6 and 7 subject to meeting specified criteria.

Deferred assessment is always 'task-for-task' and can be the same as, or the same form and content as the first sit assessment task. Where variation is necessary this should be approved by the relevant Departmental Assessment Board. The alternative assessment must be of the same rigour and standard as the original assessment. This also applies to deferral against a referred attempt. Extenuating circumstances will only be considered at assessment task level not sub-task level (i.e. not against an individual experiment in a collection of smaller sub-tasks, but rather the whole set).

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

13.4 Continued Reassessment

At the Departmental/College Reassessment Board, if the student has not had all the normal opportunities for first sit, referral and/or deferral due to extenuating circumstances accepted by the University or if the student has to rework some assessment due to academic misconduct, then they will be given 'continued reassessment' in the module. The Module Leader will then need to prepare an assessment task for these students (this may be the same task or a different task). A student will normally undertake the continued reassessment alongside the standard delivery of the module in the next academic year.

For further information on referral/deferral assessment and continuing reassessment, please refer to [Reassessments](#) on Assessment Essentials.

13.6 Reflecting and Reviewing

Course and module teams must engage with [course and module review](#) (CMR) meetings on a semesterly basis.

Guidance on this and the Course Improvement Plan process provide details as to how the use of feedback and data from various sources can be used to inform the future design and delivery of assessment.

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	Clarification that submitting 24 hours late for a capped mark relates to coursework only and not exams managed online	December 2021
	General editing and updating information and links including: Section 2 – new assessment category types and assessment tariff/load Point 2.4 – clarification of criteria for IMR Section 5 – clarification on consistency in assessment briefs and feedback Point 7.12 – technical/user error guidance Section 9 – at least one formative assessment to be submitted via BB Point 13.3 – referral/deferral task guidance	July 2022
	Amendment to point 13.3 to align with EC Policy	August 2022
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