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Prifysgol Cymru

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Assessment Handbook
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ASSESSMENT PRINCIPLES: What it's all about

Learning, teaching, and assessment

Assessment, for the purpose of this handbook, covers all forms of formative and summative activities, which includes, *inter alia*, coursework, classroom tests, examinations, presentations, and portfolios.

Assessment fulfils four broad functions within the learning and teaching environment. They:

- provide the means by which students are graded, passed or failed. Student performance is judged on the achievement of the aims and intended learning outcomes of the module and course which the student has studied.
- provide the basis for decisions on whether a student is ready to proceed, or to qualify for an award.
- enable students to obtain feedback on their learning, their strengths and weaknesses, and helps them improve performance.
- enable staff to evaluate the effectiveness of their teaching.¹

Purpose of Assessment

Beyond the functionality of assessment, it also has a purpose which is depended upon the context, codified by the QAA thus:

- For the student, individual pieces of assessment provide a source of motivation for study; they promote learning by providing feedback on performance and help students to identify their strengths and weaknesses.
- For the lecturer, assessment provides an opportunity to evaluate the knowledge, understanding, ability and skills attained by different students. The overall profile of student performance offers useful information for assessing the effectiveness of course content and teaching methods, thereby facilitating improvement.
- For the institution, assessment provides information upon which decisions as to student progression and the receipt of awards may be based. The assessment process enables the institution to ensure that appropriate standards are being met, in accordance with nationally agreed frameworks, such as subject benchmark statements and the frameworks for higher education qualification qualifications. Information generated by assessment, such as mark or grade distributions, forms a valuable tool for quality assurance and enhancement.
- Other stakeholders also have an interest in the assessment process. Professional, statutory and regulatory bodies (PSRBs) may use assessment outcomes to award professional accreditation and/or 'fitness to practice' status. Employers use an individual's assessment record as a means of assessing their education achievements and suitability for employment.²

Forming a central part of the learning process, assessment can be either formative or summative. Formative assessment seeks to monitor the learning of students, providing the opportunity for teachers to improve their teaching, and students to improve their learning. The process assists in

¹ University of Ulster, *Assessment Handbook*, Ulster, 2014, 3.

² Quality Assurance Agency, *Understanding assessment: its role in safeguarding academic standards and quality in higher education*, 2nd Edition, Gloucester, 2012, 6.

identifying strengths and weaknesses for both teacher and student, and are normally used mid-module in order to allow for adjustment of approach to learning and teaching.

Alternatively, summative assessment seeks to evaluate the totality of the student's learning at the end of a module or at key stages within a module. Summative assessments often carry a large weighting towards the overall result of the module. Summative assessment may take the form of, *inter alia*, a final examination, project, essay, or portfolio.

Key Principles of Assessment

Assessment acts as the central function of maintaining the standards and quality of University awards based upon successful completion of approved programmes of study delivered at collaborative centres. Assessment and examination must be conducted in accordance with the detailed and documented criteria agreed at validation, and with the requirements of the Common Academic Framework for Taught Awards approved by the University.

It is expected that assessment will be:

Fair and Equitable	The assessment will assess what the students have been required to learn, being of appropriate workload, and comparable with similar awards.
Discriminating	Assessment should allow examiners to distinguish between the performance of candidates, indicating those who meet the intended learning outcomes, and those who do not. Assessments should ensure that students are appropriately marked on their performance.
Reliable	The results of the assessment accurately reflect the student's performance and understanding of the subject.
Rigorous	The assessment process should measure performance of students appropriate to the level as defined by the course. All defined processes should be strictly followed.
Valid	The assessment will test what the student knows and understands.
Manageable	The assessment should not take excessive time and should ensure that the costs involved in taking the assessment do not outweigh the benefits.

ASSESSMENT AND STANDARDS: What it's all for

Judging the standards of University awards

In order to secure standards of University awards based upon successful completion of approved programmes of study delivered at collaborative centres, assessment and examination must be conducted in accordance with the detailed and documented criteria agreed at validation, and with the requirements of the Common Academic Framework for Taught Awards approved by the University.

Assessment questions (and assignment/project briefs, where appropriate) must:

- examine the programme syllabus;
- be able to be completed in the time available;
- be linked to learning outcomes of the module and programme;
- be set appropriately to correspond to the level of study.

At the same time, collaborative centres (and the University) will need to ensure that awards are equivalent to those of other UK degree-awarding institutions.

It is primarily through maintaining an oversight of the coverage in terms of learning outcomes and levels of assessments that the University acts to secure the standard of its awards.

Role of internal examiners

As soon as possible after completion of an examination/assessment the answer papers should be passed to internal examiners for marking. The marks awarded for each answer should be shown clearly on the paper and comments reflecting why particular marks were awarded should be included.

An agreed sample of papers included in the determination of the class of degrees should be 'double marked', i.e. marked by two internal examiners.

Internal moderation of assessment material by collaborative centre staff is important in ensuring that examiners are applying the marking criteria (see below) in a consistent manner, and that there is a shared understanding of the academic standards students are expected to achieve. Additionally, where possible and practical, collaborative centres should maintain student anonymity during the internal marking process.

When the marking is completed the answer papers should be returned to the course director or programme leader. Examiners are required to draw attention to any papers which are problematic, for example, those which are marginal with respect to classification, fails and those suspected of irregularities if any form of unfair practice is suspected.

Role of external examiners

External examiners, as acknowledged subject experts, play a central role in the assessment approval process, and it is upon their judgements that the University will rely for assurance that the assessment of student performance is robust, reliable and of a standard that matches equivalent programmes offered by UK higher education institutions.

In fulfilling this role, external examiners look for evidence that:

- individual module assessments provide appropriate coverage of the learning outcomes of a module and, collectively, of the programme as a whole;
- assessments are of an appropriate level for the programme concerned.

External examiners therefore play an important role as guardians of the academic standards of the University's awards. In particular, the University expects external examiners to take the lead in ensuring that:

- the standards set for an award remain appropriate for the particular qualification;
- the overall standards of student performance are comparable to that within similar programmes or disciplines in other UK higher education institutions with which they are familiar;
- the processes for assessment, examination and the determination of awards are sound and fairly conducted.

It is in this context that external examiners play a key role in the University's processes for the approval of assessments.

Securing standards: Minimum expectation of the University of assessment approval

It is important to emphasise that obtaining the prior approval of assessments from external examiners is a mandatory pre-condition of allowing the assessment of students to take place. Proposals for cognate re-sit or re-take assessments must be submitted at the same time as those for the main assessment in question.

Collaborative centres should note that the University will not allow an assessment which contributes to a final award to proceed where the assessment in question has not received approval from the external examiner(s). It follows that failure to comply with the processes described in the assessment approval calendar will result in the University withholding permission to conduct assessment and refusing to permit the holding of an examining board. The University may, at its discretion, take action in the event of a centre failing to comply with this requirement.

Centres should also note that the use of assessments which have not received prior approval from the external examiner/s for a programme will place their students in a situation in which they may be asked to undertake additional (i.e. approved) assessments, and any marks obtained through the unapproved assessment process will be nullified.

The assessment approval process is outlined in Chapter 6 of this document – Assessment Approval: How to get approval for it.

ASSESSMENT STRATEGIES: How to make it work – General

Assessment and learning outcomes

Learning outcomes are normally generic in format and make explicit the expected achievements of a candidate at the successful completion of the module. Their achievement is facilitated by the delivery of the module, and is therefore related to the context within which they are delivered by teaching staff.

Learning outcomes are directly linked to the level of study, and should indicate the students' development as they progress through the programme. For example, a student's progression through a module should:

Show knowledge of the subject → Apply and evaluate subject → Integrate and synthesise knowledge and skills

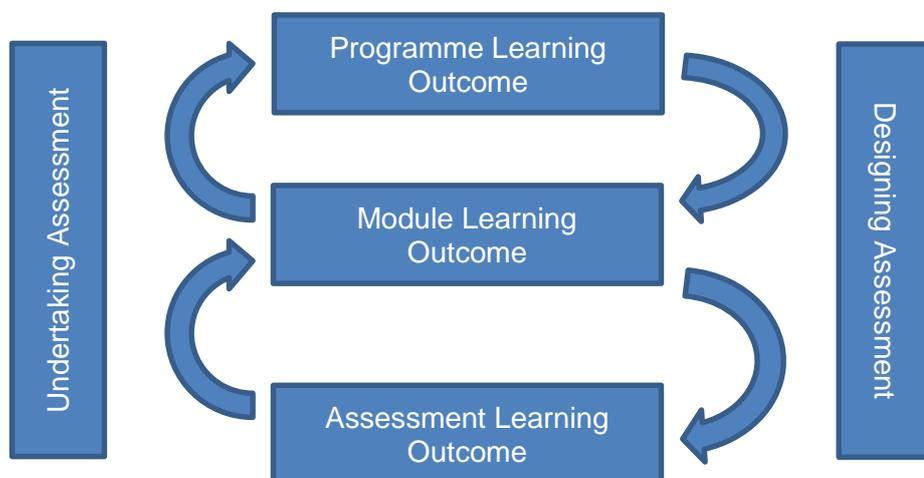
Learning outcomes outline five different areas for consideration by staff when teaching and developing assessment for the module:

- i) Knowledge and understanding (subject specific)
- ii) Cognitive/intellectual skills (generic)
- iii) Key/transferrable skills (generic)
- iv) Practical skills (subject specific)
- v) Professional/employment skills.

Assessment should link directly with the stated module learning outcomes specified within the validated programme specification. Key intended learning outcomes should be chosen for each assessment, and further refined in the context of the delivery and teaching of the module.

Linking module and programme assessment strategies

The design of modular programmes suggest that modules contribute to the overall learning outcomes of the wider programme. To this extent, each assessment is aligned with the module learning outcome, which is intrinsically connected to a wider programme learning outcome, while in reverse, each assessment sat, becomes an indication of meeting the module learning outcome, and subsequently, the wider programme learning outcome:



The above diagram shows how important it is for staff to understand the interconnectivity of learning outcomes between the different parts of the wider programme. It is therefore essential to ensure that assessments continue to be valid both within the module, but also within the wider context of the programme of study.

To ensure that the appropriate learning outcomes are covered in the design of an assessment, a teacher should begin by connecting the intended learning outcomes between the programme and module level. Each assessment should provide the opportunity for students to evidence how they meet specific module learning outcomes. Once the assessment learning outcomes are appropriately selected, suitable form of assessment should be chosen. The development of the assessment should draw on the material covered within the classroom, and should be constructed in a manner that ensures that students understand what forms of their learning is being assessed, and also support them in order to achieve the required outcomes.

In order to ensure that assessments correctly reflect the intended learning outcomes, staff should seek to construct a sample response to the set question. The answer should then be mapped against the intended learning outcomes of the assessment in order to assess how appropriate it is.

Reflecting the right academic level

The University's academic programmes are based on the UK's *Framework for Higher Education Qualifications* (FHEQ), published by the Quality Assurance Agency. FHEQ defines UK qualifications and programmes in terms of academic levels.

The University's undergraduate and postgraduate programmes are based on the following FHEQ levels.

Level	Qualification	
8	Doctoral degrees	E.g. PhD, DPhil, professional doctorates
7	Master's degrees	Also Postgraduate Diplomas and Postgraduate Certificates
6	Bachelor's degrees	Also Graduate Diplomas and Graduate Certificates Final year of a Bachelor's degree
5	Foundation degrees Higher National Diplomas	Diplomas of Higher Education Second year of a full-time Bachelor's degree
4	Higher National Certificates	Certificates of Higher Education First year of a full-time Bachelor's degree
3	Pre-Bachelor degree foundation courses	

Module learning outcomes will need to reflect the level for which a module has been designed (and will be delivered).

The most important aspect of this relates to the precise intellectual and cognitive demands which reflect the level at which modules are located. A common way of thinking about this is use a taxonomy such as that used by *Bloom (1956)* or *Anderson and Krathwohl (2001)* to describe these demands.³

Applying this latter's taxonomy to the above levels suggests the following relationships:

³ B.S. Bloom, *Taxonomy of Education Objectives*, New York, 1956; L.W. Anderson & D.R. Krathwohl (ed.), *A taxonomy for learning, teaching, and assessing: a revision of Bloom's Taxonomy of Educational Objectives*, New York, 2001.

<i>Academic level</i>	<i>Cognitive skills</i>
<p style="text-align: center;">Increasing academic level</p> <p style="text-align: center;">  Level 3 </p>	Creating
	Evaluating
	Analysing
	Applying
	Understanding
	Remembering

This suggests that learning outcomes, and associated assessments, at level 3 or level 4 modules will be predominantly about remembering and understanding facts, whereas those at higher levels will focus more on applying knowledge, evaluating facts and ideas, and applying critical thinking to the solution of problems.

Getting the language right

The language in which learning outcomes (and assessments) are framed will obviously be an important mechanism which will help to locate them at the appropriate academic level. Key to this will be the verbs that are used to define what students are expected to do or achieve.

The table below lists some common terms which are used in developing learning outcomes and associated assessments. The table also shows how these might relate to learning outcomes and assessments in a typical Bachelor's degree programme.

<i>Cognitive skill</i>	<i>Some suitable terms for learning outcomes and assessments</i>	<i>How they might apply in a Bachelor's degree</i>
Creating	Design, critically analyse, justify, select, recommend, hypothesise, review	Level 6
Evaluating	Conclude, derive, classify, deduce, formulate, propose, summarise	
Analysing	Analyse, compare, investigate, determine, categorise, explore	 Increasing through level 5
Applying	Apply, demonstrate, relate, develop, transfer, illustrate, use	
Understanding	Explain, predict, give examples of, interpolate, translate, convert	
Remembering	Describe, define, state, name, list, write, measure, identify record	 Level 4

This means that, in a typical Bachelor's degree, learning outcomes and associated assessments at level 4 will tend to use language which will be of the form:

"Describe (e.g. a fact). . . .", or

"Explain (e.g. a theory) . . .".

However, the language for learning outcomes or assessments at level 6 will be more likely to be of the form:

"Design (e.g. a solution to a problem) . . . ", or

“Select (e.g. from a range of alternatives)”⁴

This progressive development across the three levels of a Bachelor’s degree programme can also be expressed in terms of what abilities a student has at each level. The following table includes extract from the FHEQ regarding the abilities of Bachelor’s degree students at the three levels.

<p>At level 4 students demonstrate:</p>	<ul style="list-style-type: none"> • Knowledge of underlying concepts and principles • An ability to evaluate and interpret these concepts and principles • An ability to present, evaluate and interpret quantitative and qualitative data • An ability to develop lines of argument and make sound judgements
<p>At level 5 students demonstrate:</p>	<ul style="list-style-type: none"> • Knowledge and critical understanding of the key concepts and principles in their area • An ability to apply concepts and principles outside the context in which they were studied • Knowledge of the main methods of enquiry in their area • An ability to evaluate critically the appropriateness of different approaches to solving problems • An understanding of the limits of their knowledge
<p>At level 6 students demonstrate:</p>	<ul style="list-style-type: none"> • A systematic understanding of key aspects in their subject • Coherent and detailed knowledge, at least some of which is at the forefront of subject knowledge • An ability to use accurately established techniques of analysis and enquiry • A conceptual understanding that enables a student to: devise and sustain arguments and solve problems some of which are at the forefront of a subject, and describe and comment on aspects of current research or advanced scholarship within a subject • An appreciation of the uncertainty, ambiguity and limits of knowledge • An ability to manage their own learning, and to make use of scholarly reviews and primary sources such as refereed research articles and original material.

Thus, as student’s progress through the three levels of a Bachelor’s degree programme, they are encouraged to develop their own higher-level cognitive skills as they proceed from one level of the programme to another; i.e. moving from basic recollection of facts (at level 4) to critical evaluation and creativity (at level 6).

As a result, a constant requirement of the University’s external examiners is that students at level 6 within a Bachelor’s degree programme (or at level 7 in a Master’s degree programme) are able to demonstrate these higher levels cognitive skills in their examination scripts, coursework, project and assignment reports, and presentations.

Examiners are looking for assessments at these levels to be rigorous in form and intellectually challenging in content. It is therefore important that teaching staff in collaborative centres develop their learning / teaching and assessment strategies to encourage the development of these higher cognitive skills, particularly at level 6 and level 7.

⁴ In the latter “Select” example, it would be normal for such an assessment to ask a candidate to justify their selection.

Linking this into assessment criteria

As noted above, this principle of the gradual development of the higher cognitive skills over the three levels of a Bachelor's degree programme needs to be reflected in the language used for learning outcomes and for associated assessments.

At the same time, the assessment criteria which apply to those assessments will need to be developed in a corresponding form that reflects the relative challenge of the assessment task(s).

The following tables illustrate how assessment criteria may develop across the three levels of a Bachelor's degree programme. This example is based on criteria which might be chosen to apply to the assessment of an assignment or project report.

The first table present example criteria for assessing the overall content of such a report.

Class. / Mark	Assessment criteria for the <u>content</u> of a project report		
	Level 4	Level 5	Level 6
1 70 - 100	Excellent material and discussion of main issues	Critical evaluation and synthesis of issues which includes some original and reflective thinking	Critical insightful evaluation and synthesis of issues which demonstrates an original and reflective approach
2.1 60 - 69	Detailed material and discussion of main issues	Evaluation and synthesis of main issues	Critical evaluation and synthesis of main issues which demonstrates some originality
2.2 50 - 59	Reasonable material with some discussion of main issues	Accurate description of main issues with some limited evaluation	Critical evaluation and synthesis of main issues
3 40 - 49	Description of main issues with no discussion	Description of main issues with no discussion	Limited evaluation and synthesis of main issues
Fail 0 - 39	Omission of relevant material	Omission of relevant material	Omission of relevant material

Similarly graded criteria may be developed for other aspects of a project report such as such as knowledge and understanding, data gathering, analysis, evidence of reading etc.

The table below provides an example of criteria which might be used to assess a candidate's application of theory within such a report.

Class. / Mark	Assessment criteria for the <u>application of theory</u> within a project report		
	Level 4	Level 5	Level 6
1 70 - 100	Evidence of detailed and relevant application of theory	Evidence of detailed and relevant application of theory and/or empirical results	Extensive evidence of perceptive application of theory and/or empirical results
2.1 60 - 69	Evidence of appropriate application of theory	Evidence of appropriate application of theory and/or empirical results	Evidence of thoughtful application of theory and/or empirical results
2.2 50 - 59	Limited evidence of application of theory	Occasional evidence of application of theory	Widespread evidence of application of theory
3 40 - 49	Extremely limited evidence of application of theory	Limited evidence of application of theory	Limited evidence of application of theory

Fail	0 - 39	No evidence of application of theory	No evidence of application of theory	No evidence of application of theory
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Annex B provides a more detailed outline of marking criteria which may be used as a reference point for centres to develop their own.

ASSESSMENT METHODS: How to make it work - Detail

Overview of assessment methods

There are a variety of assessment methods available to call upon, which will have been dictated by the discipline of study, as well as the initial validation of the programme. The following chapter explores these, as well as how best to ensure that standards are secured within each approach.

There are two forms of assessment – formative and summative – that are used to contribute to both the development of a student’s understanding of a subject, as well as resulting in a grade contributing to an award.

Formative approaches are used at a mid-point within study, characterised by students:

- understanding what they are suppose to learn and what is expected of them;
- receiving feedback that informs them about the quality of their work or performance;
- receiving advice on how they can improve;
- becoming involved in their own learning activities.⁵

Alternatively, summative approaches are used most often at an end point of a module, characterised by students:

- demonstrating the extent of their ability to meet the module learning outcomes;
- receiving feedback on their ability to meet the intended learning outcomes;
- understanding how their learning of the module contributes to the wider understanding of the programme.

Key characteristics of various methods

The following section outlines the key characteristics of various methods of assessment. Further information can also be found in Chapter 9 of this document – Guidance on assessment methods.

Examinations

Unseen examinations are the most traditional and frequently used forms of summative assessment, with varying length dependent on the level of study and weighting towards the final award. The form requires candidates to extensively revise the content of the module and subsequently present their learning in a written form in response to a set of unknown questions.

In using this traditional form, it is acknowledged that there are many inherent advantages and disadvantages to using unseen examinations.

Advantages include, *inter alia*:

- They ensure equality of opportunity for students to complete the same task in the same way within a given time limit.
- They diminish opportunities for plagiarism through invigilation and the design of the examination venue.
- They encourage students to fully engage with the module material in preparation for the assessment.

Disadvantages include, *inter alia*:

- Completion of the assessment is dependent on the technique of the student to plan and write legibly.
- Engagement with the assessment can only explore specific parts of the students’ knowledge rather than the totality.

⁵ Jo-Anne Baird, Therese N. Hopfenbeck, Paul Newton, Gordon Stobart, and Anna T. Steen-Utheim, *State of the Field Review Assessment and Learning*, Oslo, 2014.

- Feedback, particularly in a summative situation, is rarely provided.

Course work

Coursework in many disciplines is dominated by essay writing and is a traditional form of assessment which provides the opportunity for candidates to engage in report writing, formulate business cases, and prepares them for larger cap-stone projects such as dissertations. Coursework requires candidates to undertake independent exploration of the subject matter, developing their research skills and engagement with academic discourse.

Advantages include, *inter alia*:

- The opportunity to show reflection, critical evaluation, and engagement with the subject matter.
- The opportunity to show the individual depth of understanding of a subject, as well as the opportunity to show a student's individual approach to the topic.

Disadvantages include, *inter alia*:

- Marking of assessment can be subjective, and may sometimes benefit from the candidate's technique over substance.
- It can be difficult to guarantee that the submitted work is the work of the student.

Practical or fieldwork

Practical assessment and fieldwork assessment can take place within many different disciplines, but particularly in disciplines concerning science, life science, and the arts. The variety of approaches used to cover this specific area of assessment is frequently dictated by the discipline of study. Fieldwork may also extend to include placement activities fully immerse candidates into vocational aspects of the programme of study.

Advantages include, *inter alia*:

- Clear development of skills relevant to employment.
- Possibility of having real-time feedback.
- Providing the opportunity to connect experiential and theoretical knowledge.

Disadvantages include, *inter alia*:

- Assessment may focus on the end-product rather than the process.
- May require collaborative group work, making it difficult to assess individual contribution.
- Candidates may be negatively affected in performance as a result of undergoing observation.

Presentations and portfolios

Presentations and portfolios become evidence-led assessment, where candidates are able to create artefacts which include reflections on an individually chosen topic. Presentations will usually include an event where work is demonstrated to an audience of students or teaching staff with the support of projections and/or handouts. Portfolios may be exhibited, to which candidates may choose to provide a verbal or written analysis or account of for assessors.

Advantages include, *inter alia*:

- Can offer opportunity for students to show how they meet a wide range of learning outcomes.
- Can offer the opportunity for students to make a 'real-world' connection in anticipation of employment.

- Can engage students to engage with subject matter in an advanced manner.

Disadvantages include, *inter alia*:

- Both can be difficult to assess objectively.
- Ownership of the work can sometimes be put into doubt.
- Preparation and evaluation can be time-consuming for all.

Group work

Group work assessment can be an effective way in which learning and assessment is facilitated in a module. Group assessment can be two-fold, evaluating not only the final product, but also the collaborative process leading to the final submission. Group assessment can take many forms, including presentations, portfolios, posters, or reports.

Advantages include, *inter alia*:

- Prepares students for employment through the development of social skills and collaborative approaches to working.
- Provides greater opportunity for students to lead their own learning through greater engagement with the subject matter with peers.
- Can cover the assessment of several learning outcomes at once.

Disadvantages include, *inter alia*:

- Can be difficult to monitor individual contribution.
- Clear, structured direction needs to be given to what is being assessed and how it will be assessed.
- Can be difficult to engage groups of students in the learning activity from the beginning.

Peer and self-assessment

Peer and self-assessment are two forms of assessment that allow self and group reflection between students. Both approaches can be beneficial in developing independent, reflective learners, but require careful control and structuring in order to mitigate negative or confrontational situations. Peer assessment inevitably leads to self-assessment if a task is shared, honing the development of critical and judgemental faculties.

Advantages include, *inter alia*:

- Develops disciplined attitudes to self-directed learning and development, within a reflective framework.
- Develops processes of self-awareness and critical judgement.
- Develops abilities of giving and receiving feedback.

Disadvantages include, *inter alia*:

- Criteria for assessment may not always fully underpin the module curriculum, thus missing specific module learning outcomes.
- Will often challenge staff to change established teaching practices in order to become a learning facilitator, which may need extensive training.

Online assessment

Online assessment requires the use of computing technology to undertake examinations. Questions may be set specifically for a whole cohort, or be selected at random from an already established question bank, which is subsequently allocated by a computer programme. Candidates complete the examination and submit the completed form, which may subsequently be marked by a computer or the module teacher.

Advantages include, *inter alia*:

- Assessment can be made 'on demand' in order to support flexible study.
- Development of questions can be shared by a number of staff members.
- Assessment can include multimedia aspects which are not available through paper-based format.

Disadvantages include, *inter alia*:

- Difficulty in assuring the identity of candidates completing assessment.
- Hardware and software must be closely monitored to ensure no failure or attack during assessment period.
- Set-up of assessment can be lengthy, requiring extensive training.

Matching methods to modules: Module context and content

Many disciplines draw on assessment which is inextricably linked to the content taught within the module. However, staff should draw upon assessment designs that creatively approach the subject matter, and may wish to include innovative approaches to challenging students dependent upon the discipline. For instance, consideration may be given to replacing an essay with the requirement of writing a script for a TV documentary on an issue. Alternatively, a class debate may be facilitated, where students are required to write a report following the event.

Matching to modules: Module level

Some of the main concerns of examiners is that what is learnt within a module is both valid, and relates to the wider programme learning outcomes. For this, teachers should ensure when setting assessment that they begin with both the module specification and the programme specification, which clearly lists the intended learning outcomes for both. Staff should reflect on current practices within industry, as well as developments within their academic discipline in order to ensure that the content and approach is up-to-date.

Staff should also reflect on the level at which the assessment will be set at. For this, staff will wish to use the section in the previous chapter entitled 'Getting the language right' in order to ensure that the assessment is also set at an appropriate level through the use of suitable language within questions.

It is important that these elements are all taken into account when developing assessment, as it will inform staff on how, and what is expected of module assessments at each level. For example, it would not be appropriate for a summative assessment at level six to use multiple-choice questions, unless there was also a strong discursive element which required the candidate to fully explain the reasoning behind their answer.

ASSESSMENT CRITERIA: How to make it reliable

Defining assessment criteria

When an item of assessment is developed, it should always be associated with assessment criteria which do at least two things:

- i) define the skills and knowledge (and any other attributes) which are being assessed in that particular item;
- ii) define the level of performance which a student would need to meet in order to achieve a pass mark in that assessment.

In defining assessment criteria, it will be important for criteria to be clear on the levels of performance (see ii) above) needed for each mark band or grade that can be awarded within the defined marking scheme. A threshold criterion may define the 'bare pass' (e.g. 40%) level of performance, while differentiated criteria would apply to higher mark bands or grades.

In an undergraduate programme for example, it would be appropriate to create assessment criteria which relate specifically to the award classifications of 1st, 2:1, 2:2, 3rd, fail, etc.

Two examples of assessment criteria are shown in Annex A and Annex B. Annex A provides an extract from the University's Taught Degrees Handbook and defines criteria which apply at programme level. Annex B shows an example of criteria that could be applied for module-level assessment.

Linking criteria to module learning outcomes

It can be helpful to think of assessment criteria as another form of learning outcome, or as a learning outcome with a performance level indicator. In this sense, assessment criteria define how well a learning outcome has to be delivered for each mark band or grade.

Thus, assessment criteria for a particular assessment item, for example, an examination, will need to be derived from the corresponding module learning outcome(s) that are tested in that examination. It should be noted that assessment criteria should reflect both the subject, style, and academic level of a particular item of assessment. For example, assessment criteria related to a sight-unseen examination at undergraduate level 4 will differ significantly to those for a presentation of project work at Master's level.

Learning outcomes and associated assessment criteria need to be defined in advance of any delivery of teaching or assessment within a module. They should be made available to students before they embark on any assessment tasks (ideally they should receive this information before they embark on a module).

Linking criteria to programme learning outcomes

It is often forgotten that assessment criteria also need to link with overall programme learning outcomes. This may be thought of as the 'micro' and 'macro' dimensions of assessment.

Micro-assessment might refer to the role of an assessment, and associated assessment criteria, in assessment of the outcomes of a module. This is inevitably the primary focus of much assessment, and the one that generally receives the most attention.

However, assessment also has a secondary focus, seeking to determine the extent to which students are able to demonstrate that they are meeting the requirements of the overall programme learning outcomes. This is the macro dimension to assessments and their associated assessment criteria, and is an equally important purpose of assessment.

Clearly, the contribution of an individual item of assessment to testing programme learning outcomes will vary depending upon the scope, level and complexity of the assessment task(s). For example, a level 6 final major project will contribute substantially more to the assessment of a programme’s learning outcomes than a level 4 assignment which represents 25% of an individual module’s assessment.

Relating marks to assessment criteria

Marks can be considered as simply a natural extension of assessment criteria; i.e. as a more detailed version of those criteria.

In essence, marks are associated with individual elements of the assessment and their allocation is defined by the assessment criteria. They allow different levels of performance within a mark band or grade to be distinguished from each other.

The link between marks and assessment criteria is normally defined by a marking scheme which sets out in detail how marks will be attributed.

Compiling a marking scheme

Marking schemes are an essential element of valid and reliable programmes of assessment.

They normally consist of a detailed description of how marks are to be allocated within any item of assessment, and for precisely what they will be awarded.

In developing a marking scheme many staff find it easier to do so through the use of model answers which show how marks will be awarded for different aspects of a particular answer. While it would be normal for marking schemes to specify the allocation of individual marks, it might also be appropriate to assign groups of marks to allow more refined, qualitative judgements be made.

The relationship between learning outcomes, assessment criteria and marking scheme is illustrated in the following example.

<i>This assessment will test a student’s ability to:</i>										
Learning outcome 1: Write a well-constructed report of a defined topic										
Accuracy in the use of English <i>Mark allocated</i>	Effective use of grammar and punctuation					Poor use of grammar and punctuation				
	10	9	8	7	6	5	4	3	2	1
Content relevant to the topic <i>Mark allocated</i>	Response focused on the topic					Response only loosely related to the topic				
	10	9	8	7	6	5	4	3	2	1
	Good plan; ideas well-organised					Poor plan, badly organised				

Clarity of the content <i>Mark allocated</i>	10	9	8	7	6	5	4	3	2	1
Learning outcome 2: Compile a reference list										
Referencing <i>Mark allocated</i>	Full, accurate and detailed references					Inadequate citation of sources				
	10	9	8	7	6	5	4	3	2	1
Learning outcome 3: Retrieve and interpret data from literature sources										
Information and interpretation <i>Mark allocated</i>	Conclusions follow logically from the data					No logical link between data and conclusions				
	10	9	8	7	6	5	4	3	2	1

The adoption of a marking scheme contributes greatly to the reliability and fairness (and transparency) of assessment, and will be invaluable in cases of student appeals. Marking schemes are essential where more than one examiner is involved in evaluating assessment outcomes, and also where work is to be double marked (in line with University requirements). Advantages to students are an improvement in the quality of feedback that they receive following assessment.

Marking schemes should be developed at the same time as individual assessments (and their associated assessment criteria) are designed. This will help to make judgements about the validity of the assessment itself and its link to module (and programme) learning outcomes.

ASSESSMENT APPROVAL: How to get approval for it

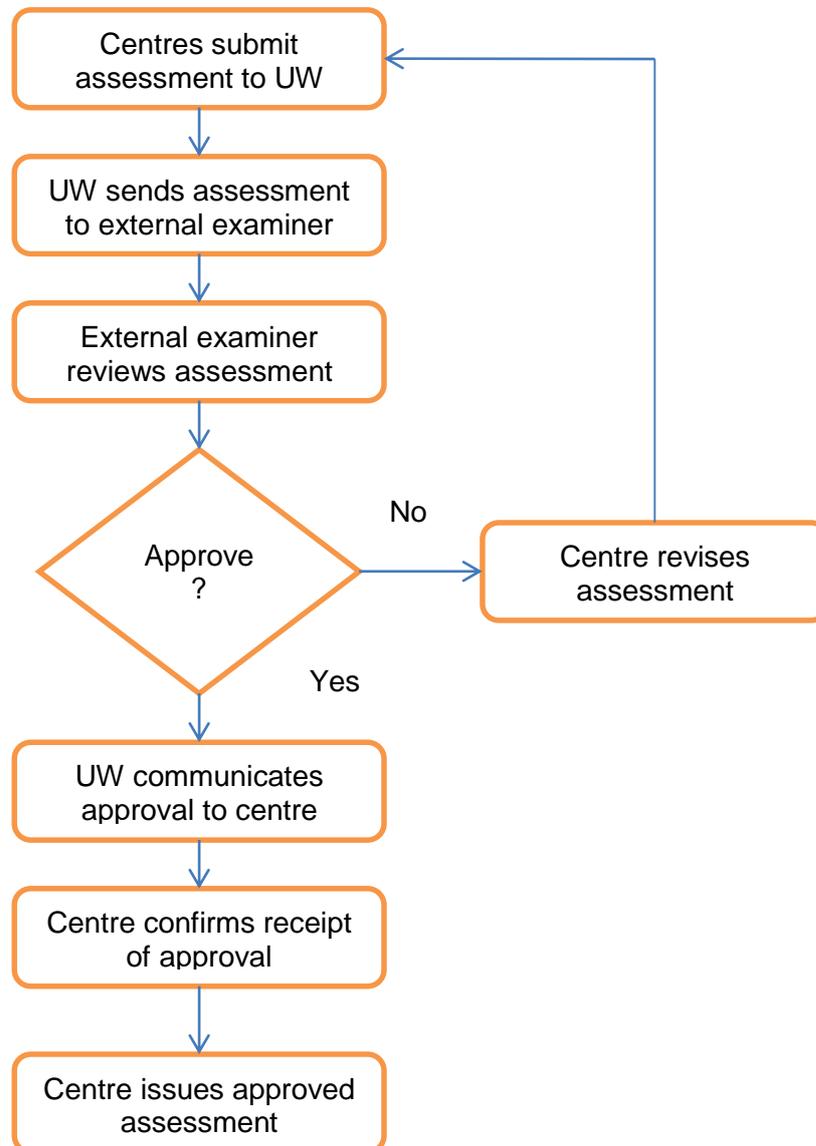
Overview of the University's process for approving assessment criteria

The main elements of the University's process for the approval of assessments are as follows:

- i) a draft assessment is prepared by the programme team of a collaborative centre;
- ii) the draft assessment, along with the associated re-sit assessment is submitted by the required deadline to the designated officer at the University of Wales;
- iii) the University sends the draft assessments to the appointed external examiner(s) for consideration;
- iv) external examiners review the draft assessments and provide comments and requirements for amendments (where appropriate) to the University;
- v) the University's designated officer returns the comments of external examiners and requirements for amendments to the collaborative centre together with a deadline for making any required amendments;
- vi) where amendments have been required, the collaborative centre returns the updated version of the assessment to the University for communication to the external examiner who will consider whether or not to approve the amended version of the assessment. Centres should note that in cases in which an external examiner is still not able to approve an amended assignment, steps iv, v and vi above will be repeated;
- vii) where amendments have been required, the University's designated officer secures final approval and communicates this to the centre;
- viii) the collaborative centre should confirm receipt of the approved assessments and ensure that they are kept safe and secure;

The overall approval process is illustrated in the following process flow chart:

Process flow chart



Deadline for submissions

Centres are required to submit an annual assessment calendar at the commencement of each academic session. An example of the calendar can be found in Annex C. This calendar must define the dates of all examinations, as well as dates at which other forms of assessment, such as coursework or assignments, are to be issued.

In order to allow adequate time for the University and its external examiners to complete the approval process (including re-submission and re-approval where and examiner requires it) the University requires collaborative centres to submit assessments for approval at least **sixteen weeks** before the date at which an assessment is due.

The following table outlines the timetable the University will operate for the approval process

Stage	Action	Responsibility	Deadline
1	Collaborative centre submits draft assessment(s) and resit paper for approval	Collaborative centre	At least 16 weeks before assessment is due
2	UW returns examiner comments and requirements to centre and specifies the date at which any amendments must be re-submitted for final approval	UW designated officer + external examiner	Within 6 weeks of receipt of assessment(s) from centre
3	(Where appropriate) centre submits amended assessment(s) for final approval	Collaborative centre	3 weeks from receipt of examiner comments from UW
4	(Where appropriate) UW secures final approval from external examiner(s) and communicates this to centre	UW designated officer + external examiner	Within 2 weeks of receipt of amended assessment
5	Centre confirms receipt of approved assessment(s)	Collaborative centre	Within 1 week of receipt
7	Assessment is undertaken	Collaborative centre	Date specified in assessment calendar

Collaborative centres must note that the sixteen-week deadline for submission for first draft assessments is mandatory. If assessments are not received by this deadline at the latest the University will not permit assessment (and any related meeting of an examining board) to proceed.

For its part, the University will commit to ensuring that its officers and its external examiners comply with this timetable.

Centres should note that a UW Assessment Approval Form must be submitted with each assessment. A copy of this form is included as Annex D. Section 1 of this form must be completed by the Centre on submission of an assessment. External examiners should complete Section 2, and Section 3 is for the final sign-off from a centre confirming their receipt of the final approved version of an assessment.

What must be submitted for approval?

All proposed assessments which contribute to the final award of a programme must be submitted to the University for approval. This includes examinations, in-course assignments and project work. The sixteen-week submission applies without exception to all these forms of assessment.

It is important to note the University's requirement (as set out in the *Taught Degree Handbook*) that assessments submitted for approval must be in the form in which students will receive them, i.e. in addition to the questions or set tasks, assessments submitted to the University must include appropriate rubric, instructions to candidates, and details on the proposed allocation of marks.

The proposed assessments must also be accompanied by a marking guide which defines how, and on what basis, the internal examining team propose to allocate marks, along with the Draft Assessment Approval Form.

Dealing with re-sit assessments

In cases where students fail an assessment they are normally required to undertake a re-sit assessment. Accordingly, when collaborative centres submit an assessment for approval, they are **also required** to submit a draft re-sit assessment for approval at the same time. This will remove the time lag associated with gaining approval for such re-sit assessments.

Assessments in languages other than Welsh or English

Where a programme is delivered in a language other than Welsh or English, the university seeks to appoint moderators and external examiners who have the appropriate language skills. The University's aim in this regard is to achieve complete coverage of all such programmes by the appointment of moderators and examiners with the necessary language competences.

However, where it is not possible to make such appointments, the University's *Procedure for Approval of Assessments* requires that, where assessment is carried out in a language other than Welsh or English, collaborative centres must submit a full English translation (including the marking guide) of the proposed assessment alongside the original home language text.

A policy defining the University's requirements in respect of the process of verifying the accuracy of such translated material may be found in the *Taught Degrees Handbook 2015-16*. The following section provides an overview of the policy.

The policy, applicable for all taught provision seeks to ensure that

- i) standards of the University's awards are not liable to be compromised as a result of conducting assessment in a language other than English or Welsh;
- ii) candidates are neither disadvantaged or advantaged in cases where work is required to be translated;
- iii) external examiners are able to make reliable and secure judgments of a candidate's achievements.

The policy is applicable to all forms of material including assignments, examinations, and where appropriate, a sample of scripts of individual assessment candidates.

The process requires that a qualified translator is used by a collaborative centre in order to verify the accuracy of the translated material against the original home language text of the assessment. The University will not routinely require the use of back translation⁶, other than in exceptional circumstances (such as for the purposes of checking accuracy of the work of individual translators, or in the case of 'dual language' programmes which utilise the same assessment for the examination of individual cohorts in a home language and in English).

The verification process will be as follows:

- i) provision, by the collaborative centre, of the required assessment material translated into English along with the original home language text;
- ii) the verification of the submitted English translation against the home language text by a qualified translator / verifier;
- iii) the provision, by the translator / verifier, of a signed declaration (see attached) attesting to the accuracy of the translation;
- iv) where translated material is shown to differ substantively from the home language text, the collaborative centre will be informed, and a second full translation will be undertaken by a translator nominated by the University, before material is communicated to the external examiner(s).

⁶ This is the process by which home language text is translated into a target language (i.e. English) by a first translator, and then the target language text is re-translated back into the home language by a second, independent, translator. The two home language versions are then checked for consistency.

In cases where verification of draft assessments is required, the deadline of sixteen weeks for the approval of assessments is extended to **twenty-four weeks** in order to allow sufficient time for the verification process to be completed before material is submitted to external examiners.

For the purposes of the verification process, the University will only employ translator / verifiers whose qualifications and competences have been approved by a responsible body, such as the British Council, or through organisations such as the Institute of Translators and Interpreters.

In this context, wherever possible, the University will seek a formal agreement with the British Council to source appropriate translators to undertake the verification process.

The *Policy for Approval of Assessment in Languages in Other than Welsh or English*, set out in the *Taught Degrees Handbook*, also provides direction on the sampling of candidate scripts in preparation for examining boards.

Collaborative centres should use the template in Annex F order to ensure that the verification of assessment material is recorded appropriately.

ASSESSMENT MARKING: How to get the right results

Marking procedures

Marking procedures may vary according to the nature of the assessment and its context within the programme.

It is normally good practice to annotate scripts or coursework to assist in feedback to students and to aid the moderation process (see below). However, this practice will militate against double marking, especially blind double marking, unless multiple copies of scripts or coursework are taken and distributed separately to first and second markers.

Whatever methods are employed, it is essential that examiners (including external examiners) are able to achieve absolute clarity over precisely what, and how, marks have been allocated within an individual item of coursework.

Internal moderation and double marking

All collaborative centres are required to have a written policy on double marking which should be agreed with the University of Wales' moderator(s). Moderators have a dual role in ensuring the effectiveness of the internal moderation process, and in providing help and guidance to staff in relation to individual moderation activities.

In placing the responsibility on centres, the University recognises the need for course teams and examining boards to conduct the assessment of students in a manner that is appropriate to individual disciplines, and to the methods of assessment employed (although centres are expected to implement a consistent policy across all similar modules). In pursuit of assessment practices that are demonstrably fair, valid, and reliable, the University requires that all centres adopt at least the minimum processes set out below.

Internal moderation of scripts and double marking are the responsibility of centre staff, i.e. these are not roles that moderators are expected to fulfil.

Both moderation and double marking involve a second marker. The University defines internal moderation as the process where a representative sample of work is reviewed by a second marker. Double marking is the process where all work is marked by two markers, either independently (blind double marking), or where the second marker has knowledge of the first marker's comments.

The aims of internal moderation and double marking are principally to:

- provide a check that an assessment has been marked in line with the expressed aims and learning outcomes of the assignment/examination, and in terms of marking criteria;
- provide assurance for students of the fairness of marking and hence the equality of treatment of each student;
- assure internal consistency of assessment within a module;
- provide an approach to the comparability of standards across modules within a subject area.

Students are not permitted to appeal against academic judgement and so it is important to ensure fairness and consistency through the internal moderation and / or double marking process.

In addition, external examiners will review the marking process and marks awarded. Both the overall results of assessment, as well as each individual student's result, will be further scrutinised at the meeting of the internal examiners and at the final, decision-making examining board meeting.

Minimum standards for moderation and double marking

These must apply to all assessed work that contributes towards the final degree classification

All examinations and sets of assignments are subject to internal moderation. The sample size, as a minimum, should include a full range of marks / degree classes awarded by the first examiner, and all cases where the mark awarded by the first marker(s) falls into one of the following classifications:

- potential first class / distinction classification;
- potential failing classification.

Double marking of all scripts should also be applied in the following cases

- any cases where marking has been undertaken by persons other than members of the centre's academic staff, or where staff are new or inexperienced;
- all rubric violations in examinations.

It is a University requirement that all Masters dissertations are double marked by two experienced members of a collaborative centre's staff, both of whom who must have the relevant subject expertise. The dissertation supervisor is not permitted to be one of the internal markers. The dissertation will then be forwarded to the Registry for onward transmission to an external examiner for final review and moderation. (Centres are required to set a reasonable maximum period for the double marking of each dissertation, e.g. fifteen working days).

Reconciling differences between internal markers

These should be expected and arise naturally from independent judgement. Nevertheless, external examiners and the examining board will expect to be given a single set of agreed marks.

Where differences arise in cases where the assessments have been double marked they should be resolved by:

- a discussion between the markers;
- an average mark (but only where the two marks are already close and both rest within the same degree classification).

Should the above measures fail to resolve differences a third, senior academic member of staff (nominated by the chair of the examining board, i.e. the moderator) should review the assessed work and guide colleagues to an agreed set of marks. Only in very exceptional circumstances should unresolved differences between marks be presented to the external examiners for reconciliation.

Where differences arise in cases where assessments have been moderated, individual marks should not be changed (except in a case of arithmetical error), to ensure that no student may be advantaged or disadvantaged as a result of their assessment being included in the sample.

Instead, depending on the level of difference between the internal examiners the chair of the examining board should discuss with both markers whether;

- based on the sample moderated (or an increased percentage), a judgement be applied to the assessment as a whole;

- the entire set of assessments be fully double marked (see possible outcomes above).

The result of any such action should be discussed in full at the meeting of the examining board.

Organisation of internal moderation and double marking

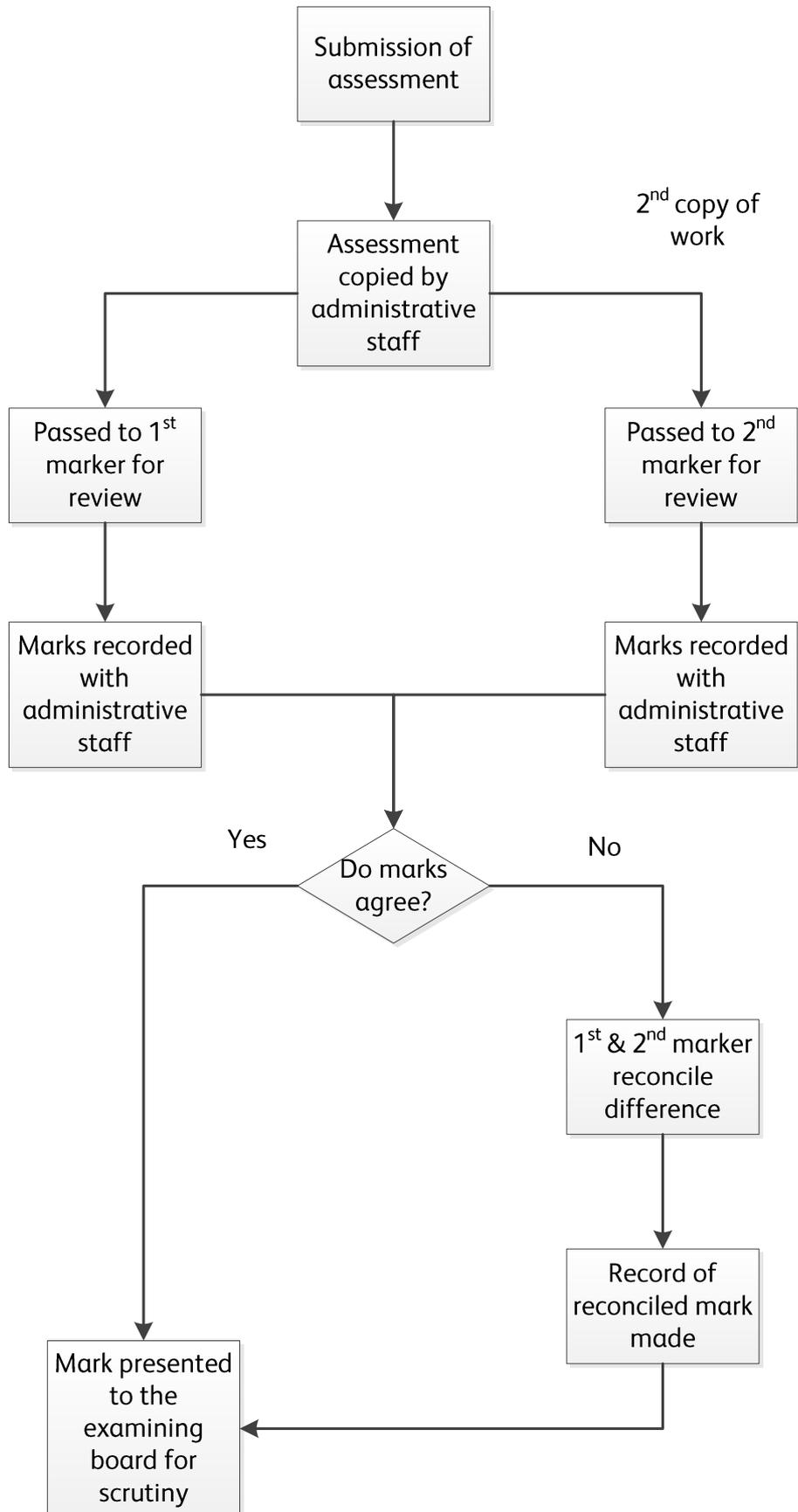
The first marker will normally be the person who set the assessment or the module leader. It is important that assessors with sufficient expertise are utilised. This can, in practice, place some constraints on the choice of second marker. The internal moderator should have sufficient expertise and seniority to be able to challenge the grades awarded by the first marker.

It is recommended that University of Wales' moderators (in their role as chair of an examining board) agree a list of pairings of double markers for the academic year; avoiding 'cosy pairs' and 'perpetual reciprocal pairs' is important.

In some cases 'blind' marking of assessments may be preferable, i.e. the second marker should grade an assessment without knowledge of the first mark. Such a process will increase independent judgement.

A clear record of which individual pieces of assessment have been double marked must be kept. Where blind double marking has occurred this may be recorded on the assessment itself after both markers have agreed a final mark. In other instances the work of both examiners in marking the assessment should be clearly seen on the assessment.

The following diagram presents a general overview of how blind double marking may work for a collaborative centre.



FEEDBACK TO STUDENTS: How to tell the student about it

Introduction

One of the fundamental principles of assessment is that it provides feedback to students on their progress through a course in general and their performance in specific modules in particular. It allows students to understand what they have done well, and (equally importantly) those areas of their study programme that they need to improve upon. Feedback on assessment outcomes is therefore a key way in which student learning is facilitated.

Disclosure of marks to students

It is important to distinguish between recommended marks and confirmed marks.

Recommended marks are those that have been agreed by a properly constituted UW examining board including the relevant external examiner(s). The arrangements for releasing recommended marks to students need to be carefully considered – the practice of publishing results on noticeboards is no longer widespread, and even if this is done, students' anonymity should be protected by using ID numbers rather than individual student names. Many centres now release confirmed marks to students electronically. Whatever method is employed, it must be made clear that these marks are only recommendations and are subject to confirmation by the University's Overarching Examining Board.

It should be noted that students can ask to see their examination scripts, but this should only be permitted after a mark has been confirmed by an Examining Board. Generic feedback can also be provided for a group of students which can help students to improve their individual performance by learning from the cohort as a whole.

Providing feedback

As noted above, it is essential for students to be given individual feedback on their performance to date (e.g. coursework, semester one examinations) as this promotes learning and facilitates improvement.

Any feedback should be constructive and timely, in order for a student to benefit from the feedback and to improve their performance. It is good practice to establish a clear timescale for providing feedback to students as well as establishing guidance on the level of feedback to be provided. The University would normally expect feedback to be provided **within 3 weeks** of submission of assessments by students.

In providing feedback to students the following issues should be considered.

- i) Marking is judgement – feedback, on the other hand, should be supportive and focus what a student should do to improve their level of performance.
- ii) Feedback should be a learning experience for the student, and structured with this in mind.
- iii) Feedback should be explicit and leave no scope for misunderstanding.
- iv) Feedback should be constructive and positive in tone, perhaps using the 'sandwich approach', starting with a positive comment, then dealing with the problems, and ending with something positive.
- v) Feedback should encourage self-evaluation by the students.

- vi) Generic feedback (i.e. to a whole class) is useful, but this should not be at the expense of individual feedback to students.
- vii) Feedback must be timely. The University's minimum expectations are outlined above.

Forms of feedback

Face-to-face meetings with students are likely to remain an important mechanism for providing feedback. However, even where such meetings take place it is good practice to develop standard *pro forma* feedback sheets which can accompany returned assessment work and inform any face-to-face discussion.

The form of such a feedback sheet will vary according to the nature and style of an assessment. A sheet which might be used to provide feedback of a group-based project assessment is given as Annex G.

Staff should also consider giving feedback via email. In this way, students receive feedback when they are ready to accept it. It also means that feedback can be provided as each piece of work is marked, rather than when a whole cohort's work has been dealt with.

Generally, feedback on written examinations is more problematic. However, there are circumstances where such feedback might be valuable, particularly for students who have failed an examination. In such cases, staff should talk through a student's script with them in a face-to-face meeting. Students should not be allowed to take scripts away with them.

Principles of good feedback

The following list presents the seven principles of good feedback practice proposed in 2005 to ensure that students are able to develop from the feedback.⁷

- i) Feedback facilitates the development of self-assessment (reflection) in learning.
- ii) Feedback encourages teacher and peer dialogue around learning.
- iii) Feedback helps clarify what good practice is (goals, criteria expected standards).
- iv) Feedback provides opportunities to close the gap between current and desired performance.
- v) Feedback delivers high quality information to students about their learning.
- vi) Feedback encourages positive motivational beliefs and self esteem.
- vii) Feedback provides information to teachers that can be used to help shape their teaching.

Staff should seek to adopt these approaches when developing quality feedback to students, in order to ensure that it is a formative learning experience and a departure point from which future development can be achieved.

⁷ Quality Assurance Agency, *Reflections on Assessment*, Vol. II, Gloucester, 2005, 108.

PLAGIARISM – DETERRING AND MANAGING

Introduction

As part of developing good academic skills, staff will seek to discourage students from plagiarism. While preventative action through helping students recognise academic unfair practice is preferable, there are methods that staff may use to make it more difficult for students to engage in such practices.

Building in safeguards to assessment

There are several techniques that staff can adopt in setting assessment that reduces the likelihood of students engaging in plagiarism, including, *inter alia*:

- Requiring students to choose information from several sources on a specific topic in order to compare, contrast, and criticise the strengths and weaknesses of each source.
- Creating hypothetical scenarios linked to reality which requires students to plan actions and write a report in response to the scenario.
- Setting a debate, which teams are required to prepare material around a specific topic, arguing from a specific perspective, anticipating objections from an opposite team. Students are then required to write a report on the event.

Training

Collaborative centres will wish to provide training to students on defining what plagiarism is, how it is detected, and what the penalties are. Staff may therefore wish to discuss with students before engaging in assessment:

- what plagiarism is defined as;
- how to avoid plagiarism;
- the difference between collaborative work and collusion;
- how to address cultural issues that may inadvertently lead to plagiarism;
- the appropriate regulations pertaining to plagiarism.

Detecting plagiarism

There are certain signs that staff can be sensitive to, which may indicate the likelihood of plagiarism:

- The work is unduly sophisticated for a student in language and in content.
- There is a discrepancy between the plagiarised elements and what the student has written unaided in terms of level, use of language and, in foreign language, linguistic accuracy.
- The work may seem unfocussed as it moves from paragraph to paragraph or sentence to sentence from diverse sources, or indeed different parts of the same source, without any clear linkages or movement. While a lack of organisation is certainly a feature of some work that has not been plagiarised, it is the combination of quite sophisticated sequences with a lack of focus that may denote plagiarism.
- Internet plagiarism may be spotted in certain cases through features such as Americanised spelling; through a change in script or formatting for downloaded sections; from the existence of linked sites; from reference to another country in the text as being the one in which the student is writing.

- The work is much better than that normally produced by the student. This can be difficult since people do improve and the issue should not be pre-judged in a situation where examinations and much course work are anonymous, this may also not become apparent until quite a late stage.
- Where internet plagiarism is suspected, and appropriate plagiarism search engine may be used. Staff have also found that feeding a number of words into a search engine has enabled them to locate the source.⁸

The University also makes available to collaborative centres the use of the text-matching software *Turnitin*. While used by some institutions as a punitive tool, the University recognises it as a developmental tool for students and staff. Staff should therefore work with students in the use of *Turnitin*, using it to recognise plagiarism within their own assignments.

Procedures for dealing with academic malpractice

All cases of plagiarism should be put through the University's *Unfair Practice Procedure* and reported to the University through both its examining board, and annual monitoring report. Details of the *Unfair Practice Procedure* may be found in the University's *Taught Degree Handbook*.

⁸ University of Ulster, *Assessment Handbook*, 75.

SUPPORTING STUDENTS WITH SPECIFIC LEARNING DISABILITIES IN ASSESSMENT

The University expects that collaborative centres will undertake to meet local legislation, and wherever possible comply with the United Kingdom *Equality Act* of 2010, by making all reasonable adjustments to support the needs of students with disabilities. The following section seeks to raise awareness of forms of specific learning disabilities, as well as provide an overview of standard approaches that may be adopted in order to assist students undergoing assessment.

Defining specific learning disabilities

The term 'Specific Learning Disability' is an umbrella term that refers to a neurological condition that affects the way information is learned and processed. The most common, or frequently occurring, are: Dyslexia, Dyspraxia, Dyscalculia, and Attention Deficit (Hyperactivity) Disorder. A specific learning disability may be identified at any point during an individual's life, and it is important that teaching staff are able to support all students to achieve their potential. Collaborative centres should have mechanisms in place to support all students through their time in education, with specific resources on study skills and support for those with specific learning disabilities.

Dyslexia

Dyslexia is commonly associated with difficulties in reading and spelling, but can also affect writing, organisation, attention, memory, pronunciation, word retrieval, sequencing, processing speeds and perceptions of time or space. Dyslexics may show strengths in a variety of cognitive skills including visual, divergent, lateral, and holistic thinking.

Dyspraxia

Dyspraxia is commonly associated with difficulties in motor coordination, and may affect writing or typing skills. It is thought that this specific learning disability may co-occurring symptoms linked with other specific learning disabilities.

Dyscalculia

Dyscalculia is commonly associated with difficulties in acquiring arithmetical skills including working with number concepts and learning numerical facts and procedures. Those with dyscalculia may show cognitive strengths in approached to problem solving, creativity, practical approaches, intuition, and use of words.

Attention Deficit (Hyperactivity) Disorder

Attention Deficit (Hyperactivity) Disorder (ADHD or ADD) affects the manner in which information is learned and processed, with difficulties in managing impulse, focus, and hyperactivity. Those with ADHD may show cognitive strengths in originality and inventiveness, extreme focus in those things that interest them, and the ability to rapidly understand complex issues.

Standard approaches to support

Upon disclosure of a specific learning disability by a student, staff will wish to make appropriate arrangements to ensure students are appropriately supported during their studies. Within the context of assessment, staff should be sensitive to setting assessments that will be supportive to the performance of students, which can be undertaken in a variety of ways.

Under examination conditions, students with a disclosed and documented specific learning disability may receive up to 25 % extra time to complete examinations appropriately.

Collaborative centres may wish to use a form of anonymous identification through the appropriate use of stickers on work, which would identify a candidate with a specific learning disability.

When marking the work of candidates with specific learning disabilities, staff are advised that wherever possible, to not penalise for errors in spelling, syntax, word order, or expression. However, it is recognised that for some disciplines, accuracy of spelling and expression is intrinsically important to assessment and cannot be ignored. In such cases, programme leaders should ensure that students are able to fully understand what is required of them and what may be penalised.

Assessment of candidates with specific learning disabilities should be marked positively for content, with focus on what is being argued rather than how it is presented wherever possible.

Wherever possible, markers should avoid penalising:

- short sentences that lack links with those that precede or follow;
- sentences that have changed direction mid-stream;
- the use of repeated sentence structures;
- preference for the use of non-academic terms;
- overly long sentences with over-use of conjunctions which could be split into shorter sentences;
- restating the same point through slightly different phrasing;
- illegible handwriting.

Useful resources

Further information and resources on supporting candidates with a specific learning disorder can be found through the following websites:

British Dyslexia Association: www.bdadyslexia.org.uk

Dyspraxia Foundation: www.dyspraxiafoundation.org.uk

British Institute of Learning Disabilities: www.bild.org.uk

SECURITY OF ASSESSMENT MATERIAL: How to keep it safe

Minimum expectations of the University

Collaborative centres are required to ensure that all assessments, and associated documentation, are kept and transmitted under strictly confidential conditions. Any possible breaches of security must be reported to the University.

It is of vital importance throughout this process that the greatest possible care is exercised in securing the confidentiality of assessments prior to them being undertaken. All staff must be made aware of their responsibilities in this area and should ensure that their working drafts as well as completed papers cannot enter the public domain whether as hard copy or through a computer network.

When undertaking the assessment approval process, draft examination papers may be transmitted to the Registry by email, provided that they are password protected and that the password is transmitted separately.

Retention of assessments and scripts

As a degree awarding authority within the UK, the University follows as a framework for records retention that set out by the Joint Information Systems Committee (JISC). Records retention is important for all higher education institutions to adopt in order to manage its own affairs in an appropriate way. JISC guidelines suggest that as a minimum, assessments should be kept by an institution for the current academic year, plus one year (i.e. two years).

In a similar way, JISC also recommends that student scripts arising from assessments are kept for a minimum of six months following the confirmation of marks from an examining board.

Collaborative centres will wish to review such retention policies in line with their own regional advisory bodies where appropriate, including any regional legislation on the amount of time a candidate may have in order to appeal a mark awarded by an examining board.

The University recommends that all assessments are retained by collaborative centres for a minimum of two years following their consideration by a fully constituted UW examining board.

GUIDANCE ON ASSESSMENT METHODS

Examinations

Written examinations are possibly the most traditional approach to summative assessment within higher education. As well as subject knowledge, the examination also calls upon the stamina of students and to ensure that their handwriting is legible. Examination papers present their own problems, where questions are not supplied with a means of clarifying the question, which may sometimes lead to misinterpretation by the student answering. In order to address such issues, teachers may wish to:

- use short sentences;
- be explicit about what learning outcomes are being assessed;
- ensure that colleagues are also involved in reviewing the questions in order to ensure that no clarifications are needed;
- complete a model answer to the question, and reflect on whether the question could be changed in any way to enhance the meaning.

In order to ensure that students are also supported in taking the examination to perform at their best, teachers may also wish to:

- ensure that the paper layout is clear to follow, with clear statement on how many marks are allocated to each question;
- include data which will require students to apply their knowledge rather than simply repeat their understanding;
- make each question address a specific aspect of the syllabus;
- use quotations from set textbooks to engage critical and analytical skills.

It is important to be clear on what the assessment criteria of the examination will be when setting the examination, and to ensure that there is a clear marking scheme which can be related to the set questions. Marking schemes should be clear in order to ensure that another individual is able to also mark the examinations. In particular, staff will wish to consider how marks are allotted to students who may make an error early within a question, subsequently impacting on the rest of their answer. Furthermore, whether students should be marked if they do not strictly answer what was expected, but provided an excellent answer.

Coursework

Coursework may cover a variety of approaches to assessment including, *inter alia*, extended essays, reports, or reviews. Each form of submission has a very specific format and makes different demands of the student. While it may be difficult to provide specific guidance for each format coursework may take, the following overarching principles should be considered:

- Students should be fully briefed of what is expected of them when undertaking coursework.
- Take time to outline the structure of the submission with students in class.
- Ensure that students are aware of the minimum resources they would be expected to draw upon.
- Seek to be creative in designing the assessment to engage with both students' critical and creative cognitive skills.
- Set clear deadlines for the submission of work.

Practical or field work

Practical and field work may be an essential aspect of assessment for specific disciplines. When this occurs, students should be introduced to the practicalities of undertaking such assessment early on so that they are made aware of how they will be assessed. Such approaches to assessment may wish to include the creation of artefacts by students such as log-books or posters to reflect the approaches which have been taken during the assessment. This approach to assessment may also include aspects of group work or peer and self-assessment.

Students should be provided with the opportunity to reflect on how they could have undertaken the work better to develop their own reflective critical reasoning skills. Teachers may also wish to develop forms of questions that could be applied to a variety of different projects in an oral examination on the results of the practical or field work assessment.

Criteria for assessment through practical and field work should be transparent and treat all students equally regardless of the variety of practical or field work assessed. In such cases, it is important to ensure that intended learning outcomes are explicitly reflected in the assessment criteria.

Presentations and portfolios

Presentations and portfolios of work present a unique challenge in respect of their attainment, as it provides the opportunity for students to engage in a creative method of assessment, which sometimes encourages subjectivity on the part of the examiner.

Such assessment approaches also present the possibility for rapid feedback on work, as well as lend the opportunity to include peer assessment approaches. It is, therefore, important to ensure that there is a transparent and clear criteria for assessing such work from the beginning of the assessment. In preparation for such assessment, staff may wish to consider:

- ensuring marking criteria are clearly outlined at the beginning of the assessment;
- including a second member of staff when undertaking the assessment;
- using a general format for the assessment to assist students in demonstrating the intended learning outcomes;
- placing a limit on the time and / or size of the assessment;
- outlining guidance on the use of audio or visual materials;
- making a recording of the presentation or interaction between individuals during the assessment in order to mitigate issues surrounding an arising dispute of marks;
- providing immediate feedback outlining the strengths and weaknesses of the assessment, while not necessarily disclosing a specific mark until all students have been assessed;
- seeking to include a question and answer session at the end of the interaction, whereupon students may also be marked on their responses.

Group work

Key issues in assessing group work

An important learning outcome of most of the University's undergraduate and postgraduate programmes is that students learn how to work effectively in teams. In addition, group work encourages the development of skills useful in employment (e.g. co-operation negotiation, leadership, delegation etc.) that might be difficult to achieve through other forms of activity (and assessment). Group work also allows students to learn from each other.

As a result, the great majority of UW programmes in collaborative centres use group work as an element within their learning and teaching and assessment strategies. However, in assessing group work, four key issues need to be considered:

- i) What programme and module learning outcomes are to be assessed by the group-based activity?
- ii) Do individual student contributions to a group-based activity need to be assessed?
- iii) Is it important to assess the outcome that the students produce (e.g. a report, a design, a product etc.), or is it only the process of production (i.e. the way that the group has worked together) that is important?
- iv) Who is to be involved in the assessment (e.g. will student self-assessment, or external expert assessment be used)?

The outcomes of these considerations will have a defining effect on the form of assessment that is used. Group work can therefore assess a variety of different things, including knowledge and understanding, analytical skills, communication skills etc. It can also allow judgements to be made on how effectively the group has worked together, and the skills that each individual student has developed through the group activity.

Ways of assessing group work

In any group assessment, it is possible to identify different elements for assessment, each contributing separately to the success (or otherwise) of the group activity. The associated marking scheme may thus allocate some marks for the 'product' (the outcome of the activity), some for the 'process' (how the group worked together), and some for individual student contribution.

There are a number of methods for assessing group work. Each has its own advantages and disadvantages. Some of the most commonly-used ones are as follows:

- i) A group task with each individual producing a distinct outcome or 'product' within the group and individual marks being allocated to members.
- ii) A group task producing a single 'product' with the same mark being allocated for all members.
- iii) A group task producing a single 'product' with a two-part mark; one for the product (shared by all members), and a separate mark for each member based on the submission of an individual piece of work.
- iv) A group task producing a single 'product' with a two-part mark; one for the product (shared by all members), and a separate mark for each member based on self-assessment by the individual team members.

The choice of method will be informed by consideration of the issues described above and of the precise context of the group activity in respect of the module (or modules) and overall programme.

However, an important issue in all group-based assessment is detecting and dealing with the 'non-contributor'; i.e. the student who fails to contribute appropriately (or at all) to the group activity. This is where the allocation of a single mark to a group (method ii. above) is sometimes ineffective.

Sources of evidence on individual student contributions to group work

There are a number of sources of evidence which can be used to determine an individual student's contribution to a group-based assessment. These include:

- records of group meetings – ideally signed-off by individual group members;
- logs or diaries of work kept by individual students;
- individual portfolios of work which may include some, or all, of the above;
- individual presentations by group members at the conclusion of the assessment;
- peer-assessment by students indicating how group members worked together.

In relation to peer-assessment by students, a number of mechanisms can be used as a basis for such assessment. These include:

- record of attendance at group meetings;
- contribution of ideas for the group tasks;
- researching, analysing and gathering material for the group tasks;
- contribution to group processes;
- support and encouragement for group members;
- practical contribution to the final 'product';
- contribution to the final assessment report.

Whichever approach to assessing group work is used, it will be essential that students are informed in advance of how the assessment is to be carried out, and what assessment criteria and marking scheme are to be applied.

Peer and self-assessment

Facilitating self and peer assessment is a very difficult and challenging approach which has become popular in the development of critical approaches to subjects. Such work requires a shift of responsibility from the lecturer to an individual or group of students for the responsibility of assessment. When engaging in this form of assessment staff should have received training to use the technique effectively and successfully.

Online Assessments

Online assessment has quickly become a popular format of assessing students which can form part of a blended learning assessment diet, or a full online learning experience. Online assessment provides an opportunity for students to use specific details to access an online platform, which subsequently challenges students to complete a set of questions. Questions presented to students may be selected at random from a pre-defined assessment bank, resulting in yes/no answers that are automatically marked, or can include extended examinations. The opportunities to use online facilities for assessment can be beneficial, especially when supporting flexible learners. However, there are also many issues around online assessment that are yet to be fully addressed by the higher education sector. Considerations that need to be taken into account include:

- comparability of hardware and software used by students to access the assessment platform;
- consideration of technical failure of hardware or software during assessment;
- ensuring that material displayed during the assessment is relevant and appropriate to the task;

- ensuring that students are informed and understand how the assessment will be administered;
- ensuring that there is no opportunity for plagiarism during the assessment;
- ensuring that the identity of the student is who they say they are to undertake the assessment;
- ensuring that there are appropriate controlled conditions to undertake the assessment for the student;
- ensuring that appropriate feedback can be given to students at the end of the assessment to ensure that there is a feed-forward to future work;
- ensuring that there is appropriate security of the examination materials and subsequently the holding of marks for students.

Outside of the technical issues that may arise outlined above, the academic issues are integral to the sustained worth of the award gained at the end. One of the most basic ways in addressing this is to ensure that students are made fully aware of academic integrity and the expectations of the institution for students not to enter into dishonest practices. Beyond this, staff involved in online assessment may wish to consider the following possibilities, *inter alia*:

- Using a series of small sequential individual tasks throughout the module or programme. The design of assessments would require students to fully complete class reading and respond in an individual way to the assessments.
- Facilitating group work that would require interaction between students to discuss and contribute to a final project.
- Using open-book examinations that require an extensive assessment that draws on available resources, which is subsequently referenced through text matching software.
- Setting questions that require the student to show mastery of the subject matter, while also referencing their own personal or professional experience and response to the learning.

RESOURCES

The following section provides a list of resources used in the preparation of this document, as well as resources that may be useful for further information.

Bloom, B.S., M.D. Englehart, E.J. Furst, W.H. Hill, & D.R. Krathwohl, *Taxonomy of Education Objectives: Cognitive Domain*, New York, 1956.

Bloxham, Sue & Pete Boyd, *Developing Effective Assessment in Higher Education: a practical guide*, Maidenhead, 2007.

British Dyslexia Association, *British Dyslexia Association Website*, www.bdadyslexia.org.uk (accessed 10/06/14).

Carroll, Jude, *A Handbook for Deterring Plagiarism in Higher Education*, Oxford, 2002.

Gibbs, Graham, *Using assessment to support student learning at University of East Anglia*, Leeds, 2010.

Institute of Physics, *Supporting STEM students with dyslexia: A good practice guide for academic staff*, London, 2013.

Moore, Ivan & Sarah Williamson, *Engineering Subject Centre Guide: Assessment of Learning Outcomes*, Higher Education Academy Engineering Subject Centre, Leicestershire, 2008.

Newton, Paul E., 'Clarifying the purposes of educational assessment', *Assessment in Education*, Vol. XIV, 2007, 149-170.

Olt, Melissa R., 'Ethics and Distance Education: Strategies for Minimizing Academic Dishonesty in Online Assessment', *Online Journal of Distance Learning Administration*, Vol. V, 2002, www.westga.edu (Accessed 11/06/15).

Quality Assurance Agency, *Understanding assessment: its role in safeguarding academic standards and quality in higher education*, Gloucester, 2012.

Race, Phil, *The Lecturer's Toolkit: A practical guide to assessment, learning and teaching*, Abingdon, 2015.

The British Psychological Society, *International Guidelines on Computer-Based and Internet Delivered Testing*, Leicester, 2005.

The Higher Education Academy, *A Marked Improvement: Transforming assessment in higher education*, York, 2012.

University of Salford, *University Assessment Handbook: A Guide to Assessment Design, Delivery and Feedback*, Salford, 2012.

University of Ulster, *Assessment Handbook*, Ulster, 2014.

Watkins, Rob, *Groupwork and Assessment: The Handbook for Economics Lecturers*, ed. Peter Davies, Bristol, 2013.

Annex A: University of Wales' criteria

These are primarily intended as generic programme-level criteria.

A Undergraduate Level

- First Class (70-100%)

First class work is relatively rare and is expected to stand out from the work of other students. While it may be the case that within given areas of study a modest number of students might achieve first class marks, it would not be expected that when aggregating the marks awarded for the various elements of assessment that many students will achieve a first class result overall.

- directly addresses the question or problems raised
- provides a coherent argument displaying an extensive knowledge of relevant information
- critically evaluates concepts and theory
- relates theory to practice
- reflects the student's own argument and is not just a repetition of standard lecture and reference material
- is very accurate
- has an element of novelty if not originality
- provides evidence of reading beyond the required reading
- displays an awareness of other approaches to the problem area
- has an appreciation of methodological concerns and displays an awareness of the limitations of current knowledge
- displays excellent use of relevant data and examples, all properly referenced

- Upper Second Class (60-69%)

This is a highly competent level of performance and students earning this degree classification may be deemed capable of registering for higher research degree work.

- directly addresses the question or problems raised
- provides a coherent argument drawing on relevant information
- shows some ability to evaluate concepts and theory and to relate theory to practice
- reflects the student's own argument and is not just a repetition of standard lecture and reference material
- does not suffer from any major errors or omissions
- provides evidence of reading beyond the required reading
- displays an awareness of other approaches to the problem area
- displays good use of relevant data and examples, all properly referenced

- Lower Second Class (50-59%)

This is an acceptable level of performance and all competent students should expect to achieve at least this level.

- addresses the question but provides only a basic outline of relevant arguments and evidence along the lines offered in the lectures and referenced readings
- answers are clear but limited
- some minor omissions and inaccuracies but no major errors

- Third Class (40-49%)

This level of performance demonstrates some knowledge and an element of understanding but is weak. Students attaining this level of performance should be in a small minority of those on the course and could not expect to progress to higher degree work.

- points made in the answer are not always well supported by argument and evidence
- relevant points have been omitted from the answer
- there are some errors in the answer
- parts of the question remain unanswered
- answers may be unduly brief and possibly in note form

- Marginal Fail (35-39%)

Students in this category have not quite done enough to persuade the examiners that they should pass⁹.

⁹ In line with the relevant Academic Protocols, candidates for Initial Degrees may be awarded a 'Pass Degree' where their overall mark falls between 35 and 39%.

- answers lack a coherent grasp of the problems and issues raised in the question
- important information has been omitted from the answers and irrelevant points have been included
- answers are far too brief

- Fail (Under 35%)

Failed students have been unable to convince the examiners that they have benefited adequately from academic study.

- fails to show any knowledge or understanding of the issues raised in the question
- reveals fundamental misunderstanding of the subject matter
- most of the material in the answer is irrelevant

B Postgraduate Level

The following generic grade criteria are in place for Postgraduate degrees (taught and dissertation component):

Indicative Grade	UK % Marks	Characteristics
A	70% +	Very high standard of critical analysis using appropriate conceptual frameworks Excellent understanding and exposition of relevant issues Clearly structured and logically developed arguments Good awareness of nuances and complexities Substantial evidence of well-executed independent research Excellent evaluation and synthesis of source material Excellent use of relevant data and examples, all properly referenced
	Distinction 70% and above	
B	69-60 %	High standard of critical analysis using appropriate conceptual frameworks Clear awareness and exposition of relevant issues Clearly structured and logically developed argument Awareness of nuances and complexities Evidence of independent research Good evaluation and synthesis of source material Good use of relevant data and examples, all properly referenced
C	59-50 %	Uses appropriate conceptual frameworks Attempts analysis but includes some errors and/or omissions Shows awareness of issues but no more than to be expected from attendance at classes Arguments reasonably clear but underdeveloped Insufficient evidence of independent research Insufficient evaluation of source material Some good use of relevant data and examples, but incompletely referenced
D	49-40 %	Adequate understanding of appropriate conceptual frameworks Answer too descriptive and/or any attempt at analysis is superficial, containing errors and/or omissions Shows limited awareness of issues but also some confusion Arguments not particularly clear Limited evidence of independent research and reliance on a superficial repeat of class notes Relatively superficial use of relevant data, sources and examples and poorly referenced
	UW Pass Mark = 40%	
E	39 – 30 %	Weak understanding of appropriate conceptual frameworks Weak analysis and several errors and omissions Establishes a few relevant points but superficial and confused exposition of issues No evidence of independent research and poor understanding of class notes

Indicative Grade	UK % Marks	Characteristics
		Poor or no use of relevant data, sources and examples, and no references
F	29% and below	Very weak or no understanding of appropriate conceptual frameworks Very weak or no grasp of analysis and many errors and omissions Very little or no understanding of the issues raised by the question No appropriate references to data, sources, examples or even class notes

NB: Distinction marks (70% +) are awarded only to exceptional pieces of work.

Annex B – Generic Criteria for Module Assessment

The following outlines a generic criteria for assessment at level 6.¹⁰

Marks / Assessment Category	0-25	26-39	40-49	50-59	60-69	70-85	86-100
Knowledge & Understanding of Subject	Major gaps in knowledge and understanding of material at this level. Substantial inaccuracies	Gaps in knowledge, with only superficial understanding. some significant inaccuracies.	Understanding of key aspects of field of study; coherent knowledge, at least part informed by current research in the subject discipline	Systematic understanding of field of study, as indicated by relevant QAA subject benchmark statements for the degree programme.	Good understanding of the field of study; coherent knowledge in line with subject benchmark, at least in part informed by current research in the subject discipline.	Excellent knowledge and understanding of the main concepts and key theories and concepts of the discipline. clear awareness of the limitations of the knowledge base.	Highly detailed knowledge and understanding of the main theories and concepts or the discipline, and an awareness of the ambiguities and limitations of knowledge.
Cognitive & Intellectual Skills	Unsubstantiated generalisations, made without the use of any credible evidence. Lack of logic, leading to unsupported or missing conclusions. Lack of any attempt to analyse, synthesise, or evaluate. Poor communication of ideas.	Some evidence of analytical intellectual skills, but for the most part descriptive. Ideas or findings sometimes illogical and contradictory. Generalised statements made with little evidence. Conclusions lack relevance.	Evidence of some logical, analytical thinking and some attempts to synthesise, albeit with some weaknesses. Some evidence to support finding or views, but evidence not consistently interpreted. some relevant conclusions.	Evidence of some logical, analytical thinking and synthesis. Can analyse new and / or abstract data and situations without guidance. An emerging awareness of different stances and ability to use evidence to support the argument. Valid conclusions.	Sound, logical, analytical thinking; synthesis and evaluation. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence. Ability to communicate ideas and evidence accurately and convincingly. Sound, convincing conclusions.	thoroughly logical work, supported by judiciously selected and evaluated evidence. High quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Strong conclusions.	Exceptional work, judiciously selected and evaluated evidence. Very high quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Highly persuasive conclusions.
Use of Research-informed Literature	Little evidence of reading. Views and findings unsupported and non-authoritative. Academic conventions largely ignored.	Evidence of little reading and / or of reliance on inappropriate sources, and / or indiscriminate use of sources. Academic conventions used inconsistently.	References to a range of relevant sources. some omissions and minor errors. Academic conventions evident and largely consistent with minor lapses.	Knowledge, analysis, and evaluation of a range of research-informed literature, including sources retrieved, and analysed independently. Academic skills consistently applied.	Knowledge, analysis, and evaluation of a range of research-informed literature, including sources retrieved, and analysed with accuracy and assurance. Good academic skills consistently applied.	Excellent knowledge of research informed literature embedded in the work. Consistent analysis and evaluation of sources. High-level academic skills consistently applied.	Outstanding knowledge of research-informed literature embedded in the work. Consistent analysis and evaluation of sources. High-level academic skills consistently and professionally applied.

¹⁰ Exeter University, *Generic University Assessment Criteria for Taught Programmes: Guidance Notes for Staff*, Exeter, 2013.

Graduate Skills	Little or no evidence of the required skills in any of the graduate skills identified in the programme specification at this level.	Limited evidence of the graduate skills identified in the programme specification. significant weaknesses evidence, which suggest that the candidate has not gained the skills necessary for graduate-level employment.	Can competently undertake reasonably straightforward tasks with minimum guidance, but with minor weaknesses. Can communicate in a range or formats including orally, or at a standard appropriate for graduate-level employment and with limited weaknesses. Can generally work effectively within a team, negotiating in a professional manner and managing conflict. Is largely confident in identifying and defining complex problems and knowledge and methods to their solution. Able to recognise own strengths and weaknesses in relation to graduate employment with minor areas of weakness.	Can competently undertake reasonably straightforward research tasks with minimum guidance. Can communicate effectively in a range of formats, including orally, at a standard appropriate for graduate-level employment, and with limited weaknesses. Can consistently work effectively within a team, negotiating in a professional manner and managing conflict. Is confident and flexible in identifying and defining complex problems and applying knowledge and methods to their solution. Able to evaluate own strengths and weaknesses in relation to graduate employment.	Can successfully complete a range of research-like tasks, including evaluation, with very limited external guidance. Can communicate well, confidently and consistently in a range of formats, including orally, at a standard appropriate for graduate-level employment. Can consistently work very well within a team, leading and negotiating in a professional manner and managing conflict. Is confident and flexible in identifying a range of complex problems and applying knowledge and methods to their solution. Able to take initiative in evaluating own strengths and weaknesses in relation to graduate-level professional and practical skills, and act autonomously to develop new areas of skills as necessary.	Can very successfully complete a range of research-like tasks, including evaluation with a significant degree of autonomy. Can communicate professionally and confidently in a range of formats, at a high standard of appropriate graduate-level employment. Can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Is professional and flexible in autonomously identifying and defining a range of complex problems and applying knowledge and methods to their solution. Able to show insight and autonomy in evaluating own strengths and weaknesses and developing professional and practical skills needed for graduate-level employment.	Exceptionally successful in a wide range of research-like tasks, including evaluation, with a high degree of autonomy. Can communicate with an exceptionally high level of professionalism, in a range of formats, including orally, appropriate for graduate-level employment. Can work exceptionally well and professionally within a team, showing leadership skills as appropriate, managing conflict, and meeting all obligations. Is exceptionally professional and flexible in autonomously defining and solving a range of complex problems and applying knowledge and methods to their solution. Outstanding ability to evaluate own strengths and weaknesses, showing outstanding attributes for graduate-level employment.
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Annex D: Assessment Approval Form



University of Wales
Prifysgol Cymru

Assessment Approval Form

Section 1

Collaborative Centre Name:	
Programme of Study:	
Module Title:	
Level:	
Type (e.g. Examination, Assignment, Coursework):	
Exam Date\Hand Out Date:	
Version:	

Section 2

Please select one of the following options:

<u>Option A</u> The assessment is of an appropriate standard and can be printed (minor amendments being incorporated where necessary). <input type="checkbox"/>	<u>Option B</u> A revised draft of the assessment should be submitted, taking the below comments into account. <input type="checkbox"/>
<u>Comments/Recommendations:</u>	
External Examiner Name:	
Date:	
Signature:	

Section 3

I hereby certify that the draft assessment version noted above has been approved by the External Examiner, and will be the final version of the assessment.
Name:
Date:
Signature:

Please forward your completed form and any queries to: assessments@wales.ac.uk

Annex E: Assessment Submission Checklist



Assessment Submission Checklist

In the context of the procedure for approval of assessments, the term 'assessment' is used to mean any form of evaluation which results in a mark, or grade, being given in respect of study for a University of Wales award.

Accordingly, it covers:

- i. all examinations, whether time constrained or otherwise, open book or otherwise;
- ii. in-course assignment work, i.e. briefs and marking criteria; and
- iii. project work, i.e. briefs and marking criteria.

Please ensure the following are included in your assessment submission

- both first and re-sit papers in the form in which students will receive them;
- English translation alongside original home language version (if applicable);
- full rubric, instructions to candidates and details of proposed allocation marks;
- marking scheme;
- files are password protected (passwords to be sent in a separate e-mail)
- Assessment Approval Form (section 1 only to be completed by the Collaborative Centre)

Assessments must be submitted to the University of Wales **no later than sixteen weeks** prior to date that assessment is to be taken as either an e-mail attachment sent to assessments@wales.ac.uk or via the University of Wales upload facility (details upon request).

The University of Wales will acknowledge receipt of your assessments within 10 working days.

Annex F: Verification of Translated Assessment Material Template



VERIFICATION OF TRANSLATED ASSESSMENT MATERIAL

The verification of translated assessment material is an important quality assurance mechanism where University programmes are delivered in a language other than English or Welsh.

The following declaration must be signed by a translator / verifier approved by the University.

Collaborative centre: <NAME OF COLLABORATIVE CENTRE>

Programme title: <PROGRAMME TITLE>

Module title: <MODULE TITLE>

Date of assessment: <ASSESSMENT DATE>

Type of material: Examination / Assignment brief / Project brief / Candidate script
(Delete where inapplicable)

I <NAME OF TRANSLATOR / VERIFIER > attest to the following in respect of the above material.

I have personally reviewed both the English language translation and the original home language text and verify that the English text is an accurate and full translation.

The home language of the original document is <NAME OF HOME LANGUAGE>

Signature:

Date:

Annex G: Example of Feedback Form

Feedback to students

Annex A: Example feedback sheet.

This is intended for use with a group-based project.

Module title		
Assessment title		
Student name		
	<i>Criteria and maximum mark</i>	<i>Mark and comment</i>
<i>Group performance</i>	Clarity of presentation /10	
60 % weighting	Coverage of the required issues /10	
	Range and appropriateness of sources / 10	
	Quality of the presentation / 10	
<i>Individual performance</i>	Response to questions / 10	
40 % weighting	Responsibility within the group / 10	
	Peer assessment / 10	