

Assessment and Feedback Policy 2022/23

Introduction

This policy is benchmarked against the Assessment and Feedback Policy 2022/23 of De Montfort University Leicester. It is designed to be a model of best practice across De Montfort University Kazakhstan, hereinafter referred to as DMUK, in its entirety and not confined solely to the De Montfort University Leicester programmes offered by DMUK. Consequently, where clarification is needed, reference should be made the following link: (<https://www.dmu.ac.uk/documents/about-dmudocuments/quality-management-and-policy/academic-quality/learning-teachingassessment/assessment-feedback-policy.pdf>).

The purpose of this policy is to ensure assessment is used to develop students' learning and to ensure consistency across all academic practice/programmes.

It is acknowledged that there are many forms of feedback, but in the context of this Policy, feedback is linked to assessment submissions.

Key principles

- All parts of the assessment process should be clearly defined and accessible.
- All assessment should be fair and operate through the consistent application of criteria.
- Assessment should be integral to student learning and fit for purpose.
- The outcomes derived from assessment should be verifiable and refer to clearly published criteria.
- Assessment judgements should be moderated in accordance with this Policy agreed by markers, and ratified at the programme committee level, and students should receive timely feedback, normally in electronic form.
- There should be effective mechanisms to resolve appeals against programme committee decisions.
- All students should be able to demonstrate their learning to their full potential in line with the principles of Universal Design for Learning. (UDL).

Expectations

The following expectations are intended to ensure consistency and the enactment of the principles listed above.

1. Assessment design

- 1.1. All assessments should be designed to enable students to demonstrate the intended programme and module learning outcomes.
- 1.2. Formative and summative assessments are fully integrated to the learning process.
- 1.3. Students are provided with regular feedback to enable them to reflect on their learning and further development.
- 1.4. The format of assessments are designed to enable participation by all students and take account of the principles of Universal Design for Learning (UDL).
- 1.5. A range of assessment types are used to enable the diverse abilities of students to be developed and demonstrated, taking into account differences in learning styles.
- 1.6. The amount of assessment required is commensurate with the needs and learning outcomes of the module/programme.

2. Student engagement

- 2.1. In accordance with the University Learning, Teaching and Assessment Strategy, and where

permissible and appropriate, students should engage in the co-creation of their assessment, for example through negotiated briefs, titles or projects.

2.2. Students should self-evaluate their work, both before and after receiving feedback.

2.3. Students should be invited to develop a greater understanding of assessment, for example, through the use of exemplars to evaluate the grading of previous students' work, or through peer assessment (where appropriate).

3. Assessment map

3.1. An annual calendar of all assessments is published which includes details of formative and summative assessments in each programme, including deadlines. This should include the mode of assessment (e.g. e-assessment).

3.2. Assessments are reasonably distributed across the programme to minimise the 'bunching' of deadlines.

3.3. Information about module assessments is published in the module handbook and/or on the virtual learning environment (VLE) module shell. This information includes the assignment topic, weighting, submission and feedback return dates, and whether the work is subject to agreed exemption from anonymous marking.

4. Assessment

4.1. Module marks are determined by combining the module assessment task marks, according to the task weightings, rounded to whole numbers; 0.49 and below is rounded down, 0.5 and above is rounded up.

4.2. The pass mark for an IYZ Foundation and undergraduate module is 40%. Normally, students are required to achieve at least the pass mark to pass a module; some modules may require individual assessment tasks to also be passed.

5. Reassessment

5.1. Only failed assessment components need be reassessed. Reassessment is not permitted in assessment components or modules which have already been passed.

5.2. Students may be reassessed twice in each module, one of which may be via in-year reassessment if timescales allow.

5.3. Module marks will be capped at 40% where one or more assessment tasks has been reassessed.

5.4. All reassessment will incur a financial penalty (currently \$200 per reassessment).

6. Deadline extensions, late submissions, deferrals etc

6.1. Students may request (from the module leader) an extension to an assessment deadline of up to five university working days.

6.2. Assessments submitted up to 24 hours past the submission deadline without an approved extension or deferral will be capped at 40%. Assessments submitted after that will receive a mark of 0%.

6.3. Students may apply (via the Student Advice Centre) for a deferral (delay) in submitting assessments or sitting formal examinations. If approved, the assessment can be taken later without it affecting reassessment and the mark will not be capped.

7. Submission and marking of work

7.1. The VLE or another appropriate e-portal is used for written work submissions. Such submissions should be made in electronic format and students will receive an electronic receipt to acknowledge the submission.

7.2. E-submissions are timed for midday on the date of submission.

7.3. Students are treated consistently for the late submission of work as determined by the

University regulations.

7.4. Students will not be penalised for the late submission of work if there is a technical failure in the mechanism for submission (eg the VLE). If necessary, an alternative method of submission will be made available and/or a new deadline set.

8. Feedback promptness

8.1. Marked work with feedback will be returned no later than 15 working days after the submission deadline, for work that was submitted on time. This period includes vacations when the university is open.

8.2. Whenever practicable, students should have the opportunity to reflect upon feedback as part of the learning experience.

8.3. Once internal moderation has taken place, the agreed indicative marks will be provided to students. This should be completed within the 15 working day turnaround period.

8.4. Where there are unforeseen circumstances that mean an extension to the 15 working days is unavoidable, a new return date needs to be agreed with the Programme Leader, or nominee, and communicated to students as soon as possible. Faculties shall:

8.5. Maintain and monitor a database of all assignment deadlines and return dates.

8.6. Ensure prompt investigation in cases where the 15 working days maximum was not met.

9. Feedback quality

9.1. Marks and feedback are communicated to students preferably via the VLE or another appropriate mechanism.

9.2. Varied means of providing feedback, such as audio, video or tutorials, should be developed and used where appropriate.

9.3. If feedback is in a written format, it will be legible (e.g., word-processed/typed), dated and include the name of the marker. It will be available and accessible to all students no later than the end of the 15-day maximum period.

9.4. Where possible, programmes use a single pro forma report for each assessment type (e.g., essay) to ensure:

- Consistency in the presentation and detail of written feedback
- Consistency between modules within the same programme
- That feedback provides an explanation of mark awarded with reference to learning outcomes and the marking criteria
- That feedback includes comments regarding areas of strength, areas needing improvement and recommended actions to improve academic performance.

9.5. Students can request to view their exam scripts and have a right to do so.

9.6. It is good practice for generic exam feedback to be provided via the VLE.

10. Anonymous marking

10.1. Where possible, coursework will be anonymously marked and any exception to this must be approved by the relevant Programme Committee. Such exemptions will be recorded in the Annual Programme Report with an appropriate rationale and reported to the Academic Board.

11. Moderation

11.1. All assessments will be subject to moderation.

11.2. A moderation sample will normally include the assessment(s) marked highest and lowest overall, any problematic assessments (e.g., where there has been disagreement between first and second markers) and a sample of failed assessments.

11.3. For cohorts of up to 100 students the sample size for internal and external moderation shall normally be a minimum of 10 assessments (this would require all items in the case of very small

modules). For cohorts of over 100 students the minimum sample size should be the square root of the number of assessments (e.g., if the cohort size is 260 the sample will be 16 items).

11.4. DMUK utilises two different types of moderation. Double marking is where the second marker does not normally see the first marker's marks and comments. Second marking differs in that the marker sees the marks and comments of the first marker. The method to be used for moderation of an assessment will be agreed by the Programme Committee.

11.5. Moderation processes are documented and evidence of this is made available to external examiners. The samples of work provided for internal moderation, and to the external examiner must be accompanied by the full mark sheet(s) for the assessment(s) under review.

11.6. External moderation must also be undertaken by an external examiner in accordance with the requirements set out in the Guide to External Examining at DMU Leicester.

11.7. Students are provided with an agreed indicative mark once moderation has taken place.

12. Academic offences

12.1. Written coursework will be checked for originality using Turnitin. This includes all submissions with a written component. Failure by students to submit coursework to Turnitin will be regarded as a non-submission.

12.2. Reference will be made in student handbooks to the various academic offences defined by the university and the available tariff of penalties.

13. Compensation and progression

13.1. Students may be compensated for a module mark of 30-39% in up to 30 credits of modules per level on most undergraduate programmes, provided the remaining credits have been passed and the average mark for the level is 40% or above.

13.2. Students must have passed a minimum of 90 credits to progress to the next level of study – the university will award up to 30 credits of compensation.

13.3. Students who have not achieved 30 credits by the reassessment board will be dismissed from their studies, unless they are in their final level of study.

13.4. Students who have failed more than 60 credits at the point of the reassessment board will be required to undertake reassessment with attendance.

14. Marking and Mark Descriptors

These are specified in the De Montfort University Assessment and Feedback Policy 2022/23