Key principles

- All parts of the assessment process should be c learly 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 Assessment Boards, and students should receive timely feedback, normally in electronic form.
- There should be effective mechanisms to resolve appeals against assessment board 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.

8.6. 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.

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

9. Academic offences

9.1. 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.

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

Jackie Labbe, PVC (Academic)
February 2020

Appendices

- Appendix 1: further information and guidance
- Appendix 2: glossary
- Appendix 3: DMU generic mark descriptors

Appendix 1: further information and guidance

- PMB/SAC Chair or Head of School/Department
- Associate Dean (Academic)
- Associate Professor (Quality)
- Associate Professor (Student Experience)
- Department of Academic Quality

The Academic Development Lead (People and Organisational Development) can be contacted regarding assessment related professional development opportunities.

Appendix 2: glossary

Term	Definition
Anonymous marking	Anonymous marking is where students' work is marked without the marker having access to the students' names. Some assessment tasks cannot be anonymously marked, for example performances and the production of artefacts.
Academic offence	An academic offence is where a student commits any act which is intended to evade and undermine the university's processes for rigorous and fair assessment. Academic offences include plagiarism, cheating, collusion, copying work and reuse of your own work, among others.
Assessment	Assessment is the way that students' learning and understanding is tested, and the way in which the university is assured that students have met the module learning outcomes. Each module has one or more assessment tasks, linked to one or more of the module's learning outcomes. Successful completion of module assessment tasks, as measured by a pass mark in the module, leads to the award of credit.
Assessment: formative	These are module assessment tasks which are designed to help students learn more effectively and to improve their performance. Formative assessments may or may not contribute to the marks awarded for the module and this must be clearly delineated.
Assessment: summative	These are module assessment tasks are designed to test students' ability to meet the module learning outcomes. Summative assessments always count towards the module mark which a student achieves and towards the award of credit.
Assessment tasks/methods	These are the types of assessments which are used to test students' knowledge and understanding. Examples include essay; examination; presentation; portfolio; laboratory.
Assessment weightings	These define how much each module assessment task is 'worth' in the module. For example a module's assessment weightings might be as follows: Essay 30% Portfolio 70%
Collusion	Collusion is the deliberate attempt to gain advantage by presenting work that is not solely the student's own as if it were, where the source of the unreferenced work is that of another student who is aware of and involved in this attempt.
Coursework	This is a generic term for assessment tasks which are not formal exams.

Credit	Credit is a way of quantifying student achievement in terms of the volume of study undertaken, and the level of challenge of the study. Credit is associated to modules which have both a credit value and level, eg 30 credits at level 6. Credit is awarded to a student on successful completion of the module. The levels of credit are defined by the Framework for Higher Education Qualifications of UK Degree- Awarding Bodies. Levels 4, 5 and 6 equate to an undergraduate honours degree and level 7 denotes p ostgraduate -level study.
Double marking	Double marking is a mode of moderation where the second marker does not normally see the first marker's marks and comments. It is the responsibility of the Programme Management Board or Subject Academic Committee to decide if moderation of an assessment is undertaken via double or second marking. See also 'Second marking' , 'Moderation' .
Exam/Examination	An exam is a time- limited assessment usually occurring at the end of the module. Exams can be seen, where the stud ent is provided with the question(s) in advance, or unseen.
External examiner	External examiners are subject experts appointed from other universities or from industry to review the curriculum, including assessment process and students' work. They ensure that the university's awards are comparable in standard to awards granted by other institutions and confirm that they comply with national threshold standards and that the assessment of students is fair.
Faculty Academic Committee	The Faculty Academic Committee (FAC) has overall responsibility for assuring the quality and standards of the faculty's undergraduate and taught postgraduate programmes.
Feedback	Feedback is provided to students either verbally, in writing, or in a digital file on the assessments they have submitted. Feedback is intended to explain the mark which the student has achieved and to highlight strengths and areas for improvement.
Feedforward	Feedforward is information provided to students to help them improve their future work – it is forward looking rather than focused on assessments which have already been completed. It is not quantified in this Policy.
Mark descriptors	Mark descriptors are criteria which explain the requirements a student should meet in their assessed work in order to achieve a mark in a particular band, eg 50-59%, 60-69%. Mark descriptors can be contextualised to make them more relevant to a specific academic subject.

Moderation	Moderation is the review of the marks awarded to a particular assessment across the student cohort. It is done to provide assurance that there is consistency of marking against the agreed mark descriptors. The process involves an evaluation of the distribution of marks and a discussion of the marks awarded to an appropriate sample of work. See also 'Double marking' and 'Second marking'
Module	A standalone learning package with defined content, learning outcomes and one or more assessment tasks.
Module learning outcomes	Module learning outcomes define the things which students should be able to do on successful completion of the module – for example the application of specific skills and knowledge. They are linked to the module assessment tasks which test students' ability to meet the learning outcomes.
Peer assessment	An assessment task, either formative or summative, in which students provide feedback and/or an indicative mark on the work of other students.
Personal tutor	A student's personal tutor is an academic member of staff who is a key point of contact and support. Personal tutors provide guidance on academic and professional issues and can signpost other university services for support with personal issues.
Plagiarism	Plagiarism is the deliberate attempt to gain advantage by presenting any work, data or co ncepts that are not the student's own as if they were.
Programme	A programme is a collection of modules at defined levels of study which form a coherent learning experience. Successful completion of a programme leads to the conferment of an award, eg BA (Hons) English; MSc Computing. Programmes may also be called courses.
Programme management board/Subject Academic Committee	A w - 3 (a 3 5 . E e -

Postgraduate mark descriptors

Modules are marked on a range of 0 -100%. Mark descriptors are given in the table below.
A mark below 50% indicates a Fail grade (the shaded boxes).

Mark range	Criteria
90-100% Distinction	x Demonstrates an exceptional ability and insight, indicating the highest level of technical competence. x The work has the

	x The quality of the relevant generic skills do not meet the requirements of the task.
20-29% Fail	x Demonstrates seriously inadequate knowledge of the subject. x The work contains minimal evidence of awareness of relevant issues or theory. x The quality of the relevant generic skills do not meet the requirements of the task.
10-19% Fail	x