



leeds metropolitan university

# **Academic Principles and Regulations**

## **Section C5: Management of Assessment**

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## **SECTION 5: MANAGEMENT OF ASSESSMENT**

### **C5.1 Learning Outcomes: General Provisions**

#### **C5.1.1 Standards and Objectives**

Schemes or Courses approved by the University must conform in terms of standard and objectives to the requirements of the University's definition of award.

#### **C5.1.2 Variety of Methods of Assessment**

The University believes that it is essential for the advancement of education and the extension of educational opportunities that a variety of methods of assessment should be available to students.

### **C5.2 Quality of Learning Experience**

#### **C5.2.1 Learning and Teaching Strategies**

Learning and teaching strategies should be appropriate to:

- the aims and objectives of the Scheme or Course
- the nature of the student population.

#### **C5.2.2 Defined Aims and Objectives**

Each Scheme or Course shall have aims, objectives and learning outcomes which the following are designed to fulfil:

- curriculum
- teaching and learning methods
- forms of assessment.

#### **C5.2.3 General University Aims**

The University's general educational aims reflect the concept of capability by developing students':

- intellectual and imaginative powers
- confidence and ability to take effective and appropriate action
- problem-solving and decision-making skills
- ability to communicate and explain their actions
- ability to work effectively with others and to continue to learn from their experience
- ability to see relationships within what they have learned
- ability to relate the studies to a wider context

#### **C5.2.4 Overall Scheme/Course Aims**

Approved Schemes or Courses will stimulate an enquiring, analytical and creative approach, encouraging independent judgement and critical self-awareness.

### **C5.2.5 Aims Related to the Field of Study**

The aims will include the development of the following to the level required for the award:

- a coherent body of knowledge, skills and understanding
- appropriate to the field of study
- which reflect academic development in that field.

### **C5.2.6 Scheme/Course Objectives**

The objectives of Schemes or Courses will specify in detail the knowledge and competencies to be developed and evaluated in the assessments.

### **C5.3 The Learning Environment**

#### **C5.3.1 Academic Supervision and Learning Support**

The University shall provide the student with appropriate academic supervision and learning support.

Students shall have the opportunity to discuss their academic work with staff.

#### **C5.3.2 Student Involvement**

Students will be provided with opportunities to:

- negotiate and take responsibility for their own learning
- contribute to Scheme or Course development and quality assurance in an informed way and in a forum in which rational debate is encouraged
- provide feedback on the nature of their academic experience which can be input into the Scheme and Course monitoring and review process.

[See also Section B4: Monitoring and Management]

### **C5.4 Equal Opportunity**

#### **C5.4.1 Equal Opportunity**

The University places great emphasis on equality of opportunity throughout students' academic careers.

To ensure this, the University will, as part of its normal periodic review, consider Schemes and Courses with specific reference to:

- content
- delivery
- culture
- criteria for assessment.

## **C5.5 Language of Study**

### **C5.5.1 English**

English will be the standard language of:

- delivery
- study
- assessment.

### **C5.5.2 Other Languages**

Regulations may be approved which permit programmes of study leading to a University award to be delivered and/or assessed in another language.

### **C5.5.3 Permitted Variation**

The process identified in Section C1.2 should be followed by those Schemes/Courses which wish to deliver the programme of study in an other language.

## **C5.6 Student Attendance**

### **C5.6.1 Required Attendance**

Where the objectives and learning outcomes of the Scheme or Course require it, the regulations may specify compulsory attendance.

### **C5.6.2 Permitted Variation**

The process identified in Section C1.2 should be followed by those Schemes/Courses which wish to establish attendance requirements.

### **C5.6.3 Information to Students**

Students should be clearly informed of any attendance requirements in respect of the programme of study or individual modules on the programme of study.

## **C5.7 Assessment Strategies**

### **C5.7.1 Design of Assessment**

The design and structure of assessment should be discussed by members of the teaching teams to ensure that:

- they enable students to learn
- they enable students to demonstrate that they have fulfilled the objectives of the Scheme or Course
- they enable students to demonstrate that they have achieved the required standards.

### **C5.7.2 Forms of Assessment**

#### **(A) Range and Type**

A variety of forms of assessment should be used for all programmes of study.

#### **(B) Learning Outcomes**

Teaching teams should discuss the range and types of assessment used, and how these:

- measure skills and learning outcomes
- allow strengths and weaknesses to be demonstrated.

#### **(C) Review**

Teaching teams should regularly review assessment for both appropriateness and volume.

### **C5.7.3 Forms of Assessment: Definitions**

The following forms of assessment will be used, as appropriate, on any Scheme or Course in the University.

#### **(A) End Examination**

A formal, time-limited examination at the end of a module. This may take the form of:

- an unseen examination
- an unseen examination on topics previously disclosed to candidates
- an open-book unseen examination
- a seen examination with questions previously disclosed to candidates
- an objective test.

#### **(B) Phase Examination**

A formal time-limited examination taken at an intermediate point in the module. It may take any of the forms specified for end examination above.

#### **(C) Scheme/Course Assignment**

A formally set, in-course assessment of not more than 5,000 words in length.

#### **(D) Project**

A problem/practically orientated in-course assessment (including the creation of an artefact), with a duration of less than 12 weeks. Projects may be:

- individual, i.e. completed by the student alone
- group, i.e. a co-operative project.

#### **(E) Dissertation**

A formally set piece of in-course assessment of more than 5,000 words, normally set in the final level of the Scheme or Course and involving research into secondary, and possibly primary, sources.

(F) Final Project

A problem/practically orientated in-course assessment (including the creation of an artefact), normally set in the final level of the Scheme or Course, and normally of at least 12 weeks duration. Final projects may be individual or group projects as above.

(G) Placement File

A file or log book kept by students on placement and used to assess the work placement.

(H) Learning Contract

An assessment whose form, objectives and mode of assessment is negotiated by tutor and student.

(I) Synoptic Assessment

An assessment which spans two or more modules. It may take any appropriate form.

(J) Self-Assessment

The student undertakes self-assessment according to specified criteria.

(K) Peer Assessment

The student's peers undertake the assessment according to specified criteria.

## **C5.8 Scheduling and Amount of Assessment**

### **C5.8.1 Scheduling**

Teaching teams should consider the scheduling of assessment to ensure that:

- the scheduling reflects the organisation and content of the curriculum
- students have adequate time to reflect on the learning before being assessed.

### **C5.8.2 Scheduling Information**

Teaching teams should ensure that students are given sufficient notice of the timing of assessments to enable them to comply with the requirements.

### **C5.8.3 Amount of Assessment**

Teaching teams should regularly consider the appropriateness of the amount of assessment required in relation to the learning outcomes of the programme of study.

## **C5.9 Standards**

### **C5.9.1 Equity and Fairness**

It is the responsibility of all internal examiners, individually and collectively, to ensure that the performance of students is fairly assessed.

### **C5.9.2 External Scrutiny**

Teaching teams must take whatever action is appropriate to ensure that assessment practices and standards stand up to external scrutiny.

### **C5.9.3 External Examiners**

Scheme/Course Leaders (or equivalent) will ensure that external examiners approve the form and content of proposed examination papers, coursework and other assessments which count towards an award above the level of Certificate of Higher Education or towards the Certificate of Higher Education if this is the target award.

### **C5.9.4 Criteria for Assessment**

It is the responsibility of Scheme/Course Leaders (or equivalent) and teams to ensure that agreed criteria are used to assess coursework and examinations.

### **C5.9.5 Marking on Merit**

All assessed coursework and examination work must be assessed on merit alone. The responsibility for taking into account extenuating circumstances which may have contributed to a student's performance rests with the appropriate Board of Examiners.

### **C5.9.6 Extenuating Circumstances**

Any member of staff who has been made aware by a student of any extenuating circumstances which may have affected the student's performance must:

- advise the student to submit such information formally to the University;
- remind the student that a member of staff cannot do this on their behalf;
- refer the student to the appropriate regulations and guidance issued by the Registrar and Secretary's Office.

### **C5.9.7 Unfair Practice**

All internal examiners must report any suspected cases of cheating, plagiarism or other forms of unfair practice. [See Section C9: Cheating, Plagiarism and Unfair Practice]

## **C5.10 Information to Students**

### **C5.10.1 General**

Students will be given explicit, valid and reliable information on all assessments which they are required to submit.

### **C5.10.2 Coursework**

Information to students on assessed coursework is as specified in Section C6: Conduct of Assessment.

### **C5.10.3 Examinations**

Information to students on examinations and conduct of examinations is as specified in Section C7: Conduct and Administration of Examinations and Section C8: Written Examinations.

## **C5.11 Responsibilities of Students**

### **C5.11.1 General**

The responsibilities of students in respect of the assessment process will be clearly made known to them.

### **C5.11.2 Coursework**

The responsibilities of students in respect of assessed coursework are as specified in Section C6: Conduct of Assessment: Coursework and Other Assessed Work.

### **C5.11.3 Examinations**

The responsibilities of students in respect of examinations are as specified in C7: Conduct and Administration of Examinations and Section C8: Written Examinations. [See also Section C10: Disabled Students and Students with Specific Learning Difficulties.]

## **C5.12 Internal Marking and Moderation**

### **C5.12.1 Moderation**

Appropriate moderation policies should be determined by the teaching team.

### **C5.12.2 Forms of Moderation**

These should be appropriate to the assessment form. Examples of moderation may include the following:

- moderation of the assessment tasks
- double marking
- sample marking.

### **C5.12.3 Marking**

Module marking schemes will be in accordance with the University conventions. [See Section C1. 6.1]

### **C5.12.4 External Examiners**

Moderation by external examiners will be conducted in accordance with Section C11: External Examiners and Advisors.

## **C5.13 Feedback**

### **C5.13.1 Feedback**

Students should be given appropriate feedback on their assessed work.

### **C5.13.2 Forms of Feedback**

Feedback will vary with the assessment in question. Forms of feedback on assessed work may include the following:

- oral feedback
- written comment
- provisional marks indicated on scripts/submissions
- the final ratified mark.

### **C5.13.3 University Strategy**

The University will, from time to time, issue advice and guidance on appropriate feedback to students.