



**School of Nursing, Midwifery and Paramedic Practice**

## **Assessment Charter**

[Adapted from the Assessment Charter,  
RGU School of Health Sciences]

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## **1 Purpose of the Charter**

This Assessment Charter ('the Charter') sets out what staff and students should expect of each other in relation to all assessments other than practice learning. The Charter sets a benchmark against which staff and students have a common understanding of the principles and procedures of assessment.

Students will have an opportunity to evaluate their experience of the assessment processes within the annual student evaluation questionnaires. The Charter aims to set out what students can expect of staff and to identify how students can make best use of feedback and feedforward. This Charter gives due respect to the time that students spend on completing module assessments.

In addition, the Charter also aims to set out what staff should expect of students. Developing assessments, marking them and providing detailed feedback takes an extensive amount of time. Feedback is provided to help students develop and, therefore, it is appropriate for staff to expect the feedback to be used and acted upon.

## **2 How will the Charter be used?**

The Charter will be used in the curriculum when introducing assessment and revisited regularly within modules and courses at salient points. The Charter can be accessed from the [School's Practice Learning web page](#).

## **3 Why do students have to be assessed?**

Summative assessment, the formal graded assessment that is usually completed at the end of a module, enables staff to establish if students meet the module learning outcomes and may be in the form of a written assessment, presentation, Computer Assisted Assessment or Objective Structured Clinical Examination, etc. What is required to pass each module is detailed in the module descriptor.

In many modules students also have the opportunity to undertake formative assessments. Formative assessments should help students prepare for the summative module assessment and can be in many formats. The student should also receive feedback on this type of assessment, but this is not usually graded. Feedback may be given to individuals or to groups; and it may be verbal or in written format, or include peer assessment, depending on the module and the task.

#### 4 What happens to the summative assessment when students have submitted it/undertaken it?

The assessment is:

- **Marked** – this requires staff to grade the assessment and provide feedback. In some modules, peer feedback may contribute to the summative grade.
- **Moderated** – this is the process of reviewing student grades to ensure equitable marking. Moderation is undertaken on a sampling basis by an additional marker on all modules with sight of the grade and comments made by the first marker/s. The assessment is reviewed to ensure it is appropriate for the level the students are at and that suitable feedback has been given equitably. It is normal practice within the School of Nursing, Midwifery and Paramedic Practice that a sample of grades A, B, C, D, E and F are moderated in each cohort. Students will receive the provisional grade and feedback – normally no more than 20 working days after students have submitted/undertaken an assessment.
- **Double Marked** - all Honours and Masters dissertations are independently marked by two or more markers whereby the additional marker undertakes their evaluation with no knowledge of the first marker's grade or comments.
- **Reviewed** by an external examiner. External examiners are lecturers, usually from the same profession, from another institution. Their role is to make sure that the level of work we are expecting of students is equivalent to that expected in other institutions. They will also make sure that marking and feedback are equitable which is particularly important with shared modules that have had multiple markers.
- **Ratified** by the Assessment Board. All final grades are ratified at the Assessment Board following review by the external examiner. Occasionally, individual students' submissions need to be considered out with normal Assessment Board timings, which may result in convenor's action.

#### 5 What is the role of formative and summative feedback?

All feedback highlights what students do well and where they need to develop. Feedback and feedforward should guide students on how to further develop and highlight their strengths so that they can build on them. Summative feedback should help students to understand the grade awarded for the submission.

## 6 What is expected of students in relation to assessment?

Students should:

- Review the summative assessment guidelines in the module's Module Assessment Brief and the Module Descriptor, both available from Moodle.
- Be aware that working out what an assessment is asking the student to do, and how this needs to be structured, is part of the assessment task.
- Submit written assessments using the following formatting:
  - sans serif font (such as Verdana, Arial, Open Sans or Calibri)
  - minimum font size 12
  - minimum 1.5 line spacing.
- Be familiar with the 'Fit to Sit' policy, available from: <https://www.rgu.ac.uk/about/governance/academic-governance/student-and-applicant-forms>
- Use the 'Fit to Sit' form when it is appropriate.
- Take responsibility for their own assessments. Taking the responsibility includes starting the assessment in sufficient time so that they can complete it before the submission deadline (where appropriate). Staff appreciate that sometimes the unexpected happens; however, things like getting a cold, a headache or IT issues\* do not constitute extenuating circumstances. Therefore, students are advised to take cognisance of this in the planning process.  
(\*IT issues when submitting online assessments are accepted for extensions and deferral requests if communicated with staff during the assessment).
- Be aware of all the relevant dates and timelines including the submission dates and the discussion forum closing dates, available from the Module Timeline tab in the module study area on Moodle.
- Where relevant, be aware of the process for submission of assessment to Turnitin Feedback Studio. Guidelines are available from the module's Module Assessment Brief as well as from Key Links section on the Moodle study area. More comprehensive information can be accessed from *Submitting your Coursework*, available from the Module Assessment Information section in the Moodle study area.
- Take the opportunity to act on the originality report from Turnitin to refine their work prior to final submission.

- Use the module's Moodle forums for any questions about the assessment - before posting questions, students will read previous questions to ensure that their question has not been asked and answered previously.
- If relevant, participate in the module Q and A session which may be online or within the classroom setting.
- Understand that reliable guidance on assessment outlines can only be gained through the Moodle site and the module team, not peers.
- Utilise available resources: Student support services such as Study Skills (online resources and drop in sessions), Inclusion services, Counselling services, Library classes and Library referencing resources.
- Take responsibility to ensure **reasonable adjustments** (such as allocated additional time) are in place when undertaking assessments, if allocated from the Inclusion Centre.
- Be aware that some summative assessments may be audio or video recorded. These recordings will be used for no other purpose than internal or external moderation.
- Be aware some summative assessments have extra time already included to support reasonable adjustments such as Safe Medicate and Objective Structured Clinical Examinations (OSCEs).

## 7 What should students expect in relation to assessment?

### 7.1 Assessment Information tab in Moodle

This tab contains generic information about student assessment.

### 7.2 Module Assessment Information section in Moodle

Within this section is the **Module Assessment Brief** which includes module specific information about both formative and summative assessment.

For some modules, it is appropriate to release assessment details at the start of the module. For others, it is more appropriate to release the assessment details later in a module. This allows students to focus on learning for their future practice rather than just focusing on an assessment.

### 7.3 Module Assessment Briefs

Module Assessment Briefs will provide students with a clear outline of the task they will have to complete for the module assessment. Additionally, the guidelines will also include: details about the word count and penalties for exceeding the word limit; signposting to the Module Timeline for submission date, method and time (where appropriate); when feedback should be expected; how feedback will be provided; any specific presentation requirements for the task.

Where relevant, marking grids will be customised to the module and found in the Module Assessment Briefs.

### 7.4 Module Descriptor

The module performance descriptor section within the Module Descriptor provides details of how the grades for the assessment are calculated i.e. how many of each letter students need to achieve, or what percentage students require in an exam. Where an assessment has two different parts that are each graded, there will be details of how the grades for each component of the assessment are calculated on the module's Moodle study area.

The Module Descriptor can be accessed from the Module study area on Moodle.

### 7.5 Formative Assessment Feedback and Feedforward

Students will have the opportunity to receive formative feedback in various forms relevant to the module. Formative assessment details will be available in the Module Assessment Briefs.

### 7.6 Draft Work

With the exception of dissertations, and 2<sup>nd</sup> or 3<sup>rd</sup> summative attempts, drafts of summative work will not be reviewed.

### 7.7 Return of Grades

- This will normally be within the 20 working days stipulated by the University's Academic Regulations.
- In exceptional circumstances, for example unexpected staff absences, there may need to be a delay in the return of grades and feedback. In such situations, staff will communicate this to students as soon as possible via email, and clarify when results will be returned.

- Some modules in semester 2 or 3 may have results due close to the date of the Assessment Board. For these modules, provisional results may not be released, and only ratified results will be provided.

## 7.8 University Grading Scheme

<b>Grade</b>	<b>Definition of Grade</b>
A	Excellent – Outstanding Performance
B	Commendable/Very Good – Meritorious Performance
C	Good – Highly Competent Performance
D	Satisfactory – Competent Performance
E	Borderline Fail – Failure Open to Condonement
F	Unsatisfactory – Fail
NS	Non-Submission

You may see 1/6, 2/6, 3/6, 4/6, 5/6 or 6/6 at the top of Feedback Studio when accessing grades. This should be ignored as it for administration purposes only. Your final grade will be available on the front page of Feedback Studio when you log on. However, it is important you also read your feedback and feed forward too.

## 8 Summative Assessment Feedback and Feedforward

The School uses a variety of feedback methods, for example annotations on the student assessment script, audio feedback or comments on a feedback sheet. For each module, staff will make it clear, in the Module Assessment Brief, how feedback will be provided.

- Wherever possible, written feedback will be provided either via Grademark or will be word processed. Where this is not possible, handwritten feedback will be legible and in pen, for example OSCE feedback.
- Feedback will be phrased in a constructive way and will indicate strengths of work as well as areas for development. Feedforward does not mean that answers will always be provided, but the student may be directed to other resources or questions may be posed to help students progress their analysis/thinking.



- For written assessments, feedback will focus on various aspects of the module assessment including the content of the assessment, structure, writing style and academic writing as appropriate. The majority of the feedback will be placed within the main text of the assessment.
- For practical or oral assessments, feedback will focus on professionalism, performance and presentation skills as appropriate.
- Where more than one marker has been involved in a module assessment, every care will be taken to ensure that the quantity and quality of feedback is equitable across markers (and, where appropriate, across student groups).

### 8.1 Students who have not Achieved a Pass Grade

Following the receipt of a summative grade, the student is expected to take due consideration and reflection on the full feedback prior to contacting an identified member of the module team. The student is also expected to access the available support services as indicated earlier, i.e. Study Skills (online resources and drop-in sessions), Inclusion services, Counselling services, Library classes and Library referencing resources.

- Students who have not achieved a pass grade can only appeal once the result has been ratified by the School Assessment Board, acceptable grounds for an appeal can be found from:

[Student and Applicant Forms | Academic Governance | RGU](#)

### 8.2 Students who have Achieved an Award with Distinction

All taught exit awards conferred by the University, both undergraduate and postgraduate, may be awarded with distinction with the exception of a Degree with Honours.

An award with distinction is calculated as follows:

At least 50% of the SCQF credits represented by the modules contributing to the award to be at Grade A, at least 75% of the SCQF credits to be at Grade B or better, and normally 100% of the SCQF credits to be at Grade C or better. All modules contributing to the award with distinction shall normally be achieved at the first assessment opportunity.

### 8.3 Students who have Achieved an Award with Merit

All taught awards of the University conferred at SCQF Level 11 (Masters), may be awarded with merit.

An award with merit is calculated as follows:

At least 75% of the SCQF credits represented by the modules contributing to the award to be at Grade B or better, and normally 100% of the SCQF credits to be at Grade C or better. All modules contributing to the award with merit shall normally be achieved at the first assessment opportunity.