Assessment Policy

Policy Owner	Vice Principal for Academic Development and Student Experience	Policy Author	Academic Quality Officer
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Version Number	Purpose/Change	Date
1	Creation of Policy.	May 2015
1.2	Review and update of Policy.	June 2016
1.3	Update and tidying of Policy.	June 2016
1.4	Review of Policy and tidying of document.	August 2018
1.5	Policy updated into new standard format and tidying of document. Updates made to align with Guidance: Preparing Summative Instruments of Assessment.	September 2021
2	Updated to include RGU Standards and updates to terminology and tidying of document. Changes made to marking and moderation guidance.	December 2022

2.1	Updated to include RGU Assessment and Feedback Standard as an Appendix and to include changes made to the Word Limit Statement in regard to footnotes.	August 2023
2.2	Updated to include revised RGU Assessment and Feedback Standard.	January 2024

Assessment

1. Introduction

1.1 "The purpose of assessment is to enable students to demonstrate that they have fulfilled the learning outcomes of a course and achieved the standard required for its associated award. All courses are subject to University Regulations that relate assessment requirements to the course learning outcomes; it is on the basis of these requirements that the examiners judge students' performance.

1.2 The assessment should provide both an objective and a comprehensive measure of individual student achievement and relate it to the national standard of awards."

[Regulation A4: Assessment and Recommendations of Assessment Boards]

1.3 The University's Academic Regulations and Organisational Regulations provide the regulatory framework for the conduct of summative assessment.

1.4 The Assessment Policy relates to summative assessment, which means an assessment leading to the award of credit, formal award, or qualification.

1.5 Assessment terminology used in this policy is defined in an Appendix 1: Glossary of Assessment Terms.

    1.5.1 RGU Standards have been developed to guide and enhance teaching, learning and assessment activities.

    1.5.2 Appendix 2: RGU Assessment and Feedback Standard guides University practices to manage student expectations and ensure that all students have the opportunity to engage with assessment and feedback.

1.5.3   RGU Blended Learning Standard provides advice to ensure an inclusive learning experience for all students, utilising in person and online delivery methods.

1.5.4   RGU Digital Learning Standard provides guidance to ensure a consistent, cohesive and inclusive digital learning environment.

2.   Preparing for Assessment

2.1   Responsibilities

2.1.1   The Dean has overall responsibility for the management of course/programme assessment which may be delegated to other staff in the School.

2.1.2   At the start of each session the Dean, or depute, must establish internal procedures for all summative assessment so it is clear where responsibilities rest with individual staff in the School, including for the management of reasonable adjustments and alternative assessments where applicable.

2.1.3   Refer Appendix 2: RGU Assessment and Feedback Standard.

2.2   Production of summative instruments of assessment

2.2.1   Based on the Academic Calendar which details the course/programme assessment schedule, the course leader or representative should establish timescales for the production of summative instruments of assessment and their model answer(s)/grading scheme(s) (coursework and examinations).

2.2.2   The following three key processes must be implemented. Individual Schools may adopt their own methods of organising the implementation. Where the assessment instrument is developed on an individual student basis, for example for a project, the processes for communication with external examiners may be adapted provided that these processes remain compliant with Regulation A5, paragraph 4.2(i) [refer paragraph 2.5].

2.3   Preparation of summative instruments of assessment and associated model answers/grading schemes

2.3.1   The module coordinator, who will be a member of academic staff teaching on the course/programme, has overall responsibility for the development and sign-off of accurate summative instrument(s) of assessment and their model answer(s)/grading scheme(s) for a module(s).

2.3.2   The module coordinator must:

2.3.2.1   co-ordinate the input of relevant members of staff to ensure the form and content of summative instrument(s) of assessment are appropriate;

2.3.2.2   ensure first diet and resit summative instrument(s) of assessment are different and do not require students to rework previous submission(s) whilst acknowledging that there may be exceptions, for example work based-learning submissions, dissertations, projects and placements;

2.3.2.3   forward draft (first diet and resit) summative instrument(s) of assessment and model answer(s)/grading scheme(s) for internal scrutiny;

2.3.2.4   produce finalised versions of summative instrument(s) of assessment and model answer(s)/grading scheme(s);

2.3.2.5   ensure that any additional materials permitted for the assessment (e.g., calculators in an examination) are clearly defined;

2.3.2.6   ensure comments made by external examiner(s) are properly considered and incorporated;

2.3.2.7   ensure that the final summative instrument(s) of assessment is proofread;

2.3.2.8   be accountable for the formal sign-off of the instrument of assessment, which is going to be distributed to students, to satisfy him/herself that the copies, to be received by individual students, are accurate and complete.

2.4   Internal scrutiny of summative instruments of assessment and associated model answers/grading schemes

2.4.1   The process of internal scrutiny must ensure that instruments of assessment are in accordance with Appendix 2: RGU Assessment and Feedback Standard unbiased; of an approved standard; reflect learning outcomes and are in the standard format.

2.5   Communication with external examiner(s)

2.5.1   External examiners must approve the instruments of assessment in award-bearing stages. In the case of undergraduate courses which also have sub-degree exit awards, this shall apply only to degree and honours degree stages.

2.5.2   "External examiners shall have the following authority and responsibilities:

2.5.2.1   (i) to approve, as appropriate, the form and content of draft examination papers, coursework and/or other forms of assessment that contribute to the assessment in award-bearing stages;"

[Regulation A5, paragraph 4.2(i)]

2.5.3   The approval process must include:

2.5.3.1   the scrutinised summative instrument of assessment and its model answer/grading scheme to be sent to the external examiner at least one month before the date of the assessment;

2.5.3.2   comments made by external examiner to be considered by the module coordinator for incorporation into the final drafts of summative instrument of assessment and its model answer/grading scheme;

2.5.3.3   the external examiner to be notified, in writing, as to what action has been taken on his/her comments;

2.5.3.4   the external examiner to be informed, as appropriate, of any changes made to the summative instrument of assessment and its model answer/grading scheme after his/her approval.

3.   Examination, Coursework and Practical Examination

3.1   Responsibilities

3.1.1   Staff and student responsibilities are embodied in the Appendix 2: RGU Assessment and Feedback Standards as well as Academic Regulations:

3.1.1.1   Regulation A3: Student Conduct and Appeals

3.1.1.2   Regulation A4: Assessment and Recommendations of Assessment Boards.

3.1.2   Examinations, coursework, and practical examinations together with other assessment related terms are defined in Appendix 1: Glossary of Assessment Terms.

3.1.3   Students must be informed if anonymous marking will be used. Anonymous marking will normally be used for examinations. Refer: Examination Procedures.

3.1.4   Students must receive an assessment and feedback schedule at the beginning of each academic semester.

3.1.5   Refer RGU Assessment Policy and Student Handbook: Guidance on Minimum Composition and RGU Assessment and Feedback Standard.

3.1.6 Students are expected to produce material for assessment by the deadline for submission.

3.1.7 Students should expect the provisional outcome of assessment to be made known to them within a reasonable timeframe after submission, normally within 20 working days of the date of submission.

3.1.8 Students must be advised in advance if assessment may involve audio and/or visual recording.

3.1.9 Students should not be encouraged to deviate from the assessment instructions, for example, by answering more questions than indicated in the instructions to candidates on the examination question paper.

3.2 Examination

3.2.1 Written examinations are conducted according to the Appendix 2: RGU Assessment and Feedback Standard and Examination Procedures.

3.2.2 Students and staff are required to familiarise themselves with arrangements for online examinations. Refer: Examination Procedures.

3.3 Calculators

3.3.1 Calculators should only be used in accordance with the assessment brief. Calculators used in examinations will be subject to spot checks.

3.3.1.1 Refer: Examination Procedures.

3.4 Translation Dictionaries

3.4.1 Electronic dictionaries are not permitted in examinations.

3.4.2 Paper-based, translation dictionaries only should be used. These are subject to prior approval by the relevant School and will be subject to spot checks.

3.4.3   Refer: [Examination Procedures.](#)

3.5   Other resources

3.5.1   Other resources, such as notes, textbooks, case studies, case law, or specific pieces of equipment may be permitted in examinations only in accordance with the assessment brief.

3.6   Computer aided assessment

3.6.1   Refer: [Examination Procedures.](#)

3.7   Examination venues

3.7.1   Arrangements for examinations held out with the University's normal examination venues are as follows. All alternative arrangements must be approved by the Dean in liaison with the Department for Governance and Academic Quality.

3.7.2   For students studying at the University's Aberdeen site or at a collaborative partner institution it is expected that the first sitting will normally be undertaken at the host institution. A re-assessment will be arranged out with the normal University/partner venues only in exceptional circumstances and by prior approval.

3.7.3   For students studying by online learning mode of delivery full information about the need to attend any examinations and what the validated arrangements are for these must be detailed in the Course Specification. It is anticipated that only in exceptional circumstances, where students are unable to undertake examinations within the arrangements approved at validation, will exceptional alternative arrangements be made.

3.7.4   Refer: [RGU Online Learning Standard.](#)

3.7.5 [Examination procedures](#) contain further details of arrangements for examination venues and approval requirements for exceptional circumstances.

3.8 Coursework

3.8.1 Coursework information

3.8.2 The coursework assessment brief should be provided with clear instructions about the task and all assessable criteria (such as word count, referencing, format, style).

3.9 Mode of submission

3.9.1 In accordance with [Appendix 2: RGU Assessment and Feedback Standard](#), the coursework submission mechanism must be clearly specified in the coursework assessment brief and the submission mechanism must be secure. It is the responsibility of students to submit as specified in the coursework assessment brief.

3.9.2 Students should be advised to keep a copy of all coursework and any material demonstrating how the coursework was produced until after receipt of a confirmed result from the Assessment Board.

3.9.3 The School should keep a record of submissions. This will be retained by the School until a minimum of 10 working days (Monday to Friday and excluding days that the University is closed) following the meeting of the Assessment Board in accordance with the policy for retention of assessed work [refer paragraph [5.2](#)].

3.10 Late submission

3.10.1 Coursework received after the specified date and time will be regarded as late.

3.10.2 "4.2 Coursework received after the specified date and time for submission shall only be accepted if there is a valid reason which is accepted by the academic staff member issuing the coursework (refer also [Extension Request Form and Deferral](#)

Request Form). Late coursework, accepted because of extenuating circumstances, shall be assessed in the normal way.

3.10.3   4.3 Coursework received late without valid reason shall not be accepted and shall receive no grade but shall count as one of the assessment opportunities prescribed in paragraph 9 of this Regulation."

3.10.4   [Regulation A4: Assessment and Recommendations of Assessment Boards]

3.11   Excess wordage

3.11.1   University guidance for what is included in the determination of the word count and the penalties applied thereafter should be made explicit in the assessment brief.

3.11.2   Refer: Appendix 3: Assessment Word Limit Statement

3.12   Practical examination

3.12.1   Appendix 1: Glossary of Assessment Terms provides further details of the assessment types which are defined as practical examinations.

3.13   Practical examination information

3.13.1   An assessment brief and feedback grid should be provided to all students with clear instructions about all assessable criteria at each grade, together with details of where and when the assessment will take place. Refer: Appendix 2: RGU Assessment and Feedback Standard.

3.14   Record

3.14.1   Where a practical examination is a summative assessment a record of the assessment submission must be made. This will be retained until a minimum of 10 working days Monday to Friday and excluding days that the University is closed

following the meeting of the Assessment Board in accordance with the policy for retention of assessed work [refer paragraph 5.3].

4. Marking

4.1 Overview

4.1.1 Marking processes should be fair, valid, reliable and consistent and must ensure that the standards applied are appropriate for the level assessed. Refer also, Section 3.1.3 above in respect of double marking.

4.1.2 Marking must be undertaken either in the University defined grades or aligned to the University's grades if a numeric or other scheme is used, and this must be specified as part of the module assessment information provided to students. Grades are defined in the University's Academic Regulations.

4.1.3 "Each grade within the University Grading Scheme has both a definition and description."

4.1.4 Refer Regulation A4: Assessment and Recommendations of Assessment Board, Schedule 4.1: University Grading Scheme.

4.1.5 Any submitted formative activities should not be draft versions of the summative assessments, nor should they be graded.

4.2 Moderation

4.2.1 All summative assessments (with the exception of large summative assessments and project/dissertation work – see double marking below) will be moderated internally prior to moderation by external examiners to ensure consistency.

4.2.2 This moderation will be undertaken on a sampling basis, with a minimum sample size of 6 (ideally representing a piece of work from each grade band) for cohorts up to 60,

thereafter 10% of the cohort, until the cohort size exceeds 240 whereby the sample does not need to be extended further.

4.2.3   Where there is more than one first marker, the sample must include marking undertaken by all first markers.

4.2.4   Refer:

Module	Sample
Module XX01 – cohort size 10	Student work for each of grade's A, B, C, D, E and F = 6. If all grades are not used, then more than one piece of work in one grade band can be used to bring sample size up to 6.
Module XX02 – cohort size 50	Student work for each of grade's A, B, C, D, E and F = 6. If all grades are not used, then more than one piece of work in one grade band can be used to bring sample size up to 6. Where more than one first marker is involved then sample should cover all first markers but there is no requirement to extend to more than 6.
Module XX03 – cohort size 80	10% of cohort = 8. Student work for each of grades A, B, C, D, E and F should be included. If all grades are not used, then more than one piece of work in one grade band can be used to bring sample size up to 8. Where more than one first marker is involved then sample should cover all first markers but there is no requirement to extend to more than 8.

Module XX04 – cohort size 200	10% of cohort = 20. Student work for each of grades A, B, C, D, E and F should be included with an equal balance of scripts in each grade as appropriate. Where more than one first marker is involved then sample should cover all first markers but there is no requirement to extend to more than 20.
Module XX05 – cohort size 400	Cohort size is greater than 240 so only 24 scripts need to be moderated. Student work for each of grades A, B, C, D, E and F should be included with an equal balance of scripts in each grade as appropriate. Where more than one first marker is involved then sample should cover all first markers but there is no requirement to extend to more than 24.

4.2.5   Moderation must be recorded. Evidence of moderation must be provided to external examiners where appropriate.

4.2.6   The definition of moderation can be found in Appendix 1: Glossary of Assessment Terms.

4.3   Double marking

4.3.1   For all large summative assessments (modules greater than 45 credits) for undergraduate and postgraduate stages of courses contributing to an award all assessments should be double marked.

4.3.2   Double marking can be undertaken simultaneously by the first and additional marker.

4.3.3   Double marking must be recorded. Evidence of double marking must be provided to external examiners.

4.3.4   The definition of double marking can be found in [Appendix 1: Glossary of Assessment Terms](#)

4.4   Marking inconsistencies - double marking

4.4.1   Where significant inconsistency or disagreement (evidenced by a different grade being awarded) is identified during double marking a meeting must take place to reach a resolution.

4.4.2   All inconsistencies and disagreements in double marking must be resolved internally before scripts are returned to students and samples of work are forwarded to external examiners where this is applicable.

4.4.3   Detailed records should be kept regarding: the original feedback grid from both the first and additional marker, the comments of the first marker, the finalised feedback grid and the finalised comments which are released to the student.

4.5   Marking inconsistencies – moderation

4.5.1   Where significant inconsistency or disagreement (evidenced by a different grade being awarded) is identified during moderation, remedial mechanisms need to be adopted to ensure that all students have been treated equitably.

4.5.2   All inconsistencies in moderation must be resolved internally before scripts are returned to students and samples of work are forwarded to external examiners where this is applicable.

4.5.3   This information should be appropriately monitored at School level.

4.6   Team marking

4.6.1 Where a team of markers is used for one module (usually for a large cohort) and each marker is acting as an individual marker, marking will be moderated in accordance with the policy outlined at paragraphs 4.2 to 4.5. Additional markers will be selected from the team of first markers.

4.7 Marking penalties in relation to submission mechanism

4.7.1 Coursework submitted using a different mechanism from the mechanism clearly specified in the assessment brief will be marked only with the agreement of the module coordinator in consultation with the relevant course leader(s).

4.8 Marking penalties for late submission

4.8.1 Coursework received late without valid reason shall not be accepted and shall receive no grade but shall count as an assessment opportunity. [refer paragraph 3.10]

4.9 Marking penalties for excess wordage

4.9.1 Excess wordage will be penalised provided this is indicated in Appendix 3: Assessment Word Limit Statement and the relevant penalties explicitly detailed [refer paragraph 3.11].

4.10 Sanctions for academic misconduct, including plagiarism

4.10.1 Academic misconduct including plagiarism is not sanctioned directly by the marker.

4.10.2 "Where there are reasonable grounds to believe that misconduct has occurred then the Dean shall be informed in the first instance."

4.10.3 [Regulation A3 - Section 2: Student Misconduct Procedure]

4.10.4 Students should be strongly advised to keep a copy of all coursework planning and development materials in addition to the submission.

4.10.5 Refer Guidance: Academic Integrity.

4.11   Viva voce

    4.11.1   A viva voce is essentially a moderation tool used in addition to the assessments specified in the Course Specification.

    4.11.2   An oral assessment which is specified in the Module Descriptor or as part of the assessment regime for the course is not a viva voce under the University's Academic Regulations; it is simply a form of assessment.

    4.11.3   Refer Procedure: Viva Voce Examinations for Taught Courses.

    4.11.4   "For taught (not research) students the University states that a viva voce examination may be used "to determine exceptional cases, as additional evidence, or in response to a successful Academic Appeal".

    4.11.5   [Regulation A4: Assessment and Recommendations of Assessment Boards, para 12]

4.12   Feedback on assessment

    4.12.1   Further guidance can be found in Appendix 2: RGU Assessment and Feedback Standard.

    4.12.2   The Course/Programme Leader should ensure that work is marked, and feedback returned to students, normally no later than 4 weeks (20 working days) from the submission date.

    4.12.3   Students must be informed about:

        4.12.3.1   when they can expect their assessment grades and feedback;

        4.12.3.2   any delays to the expected date for their assessment grades and feedback;

        4.12.3.3   the mechanism for giving feedback to students

4.13   Grades for re-assessment

4.13.1 Marking of re-assessed work is in accordance with the Academic Regulations.

4.13.2 "For both undergraduate and postgraduate provision, the actual grade obtained for a re-assessed module, including the attempt at which this is achieved, shall be recorded on the student's transcript. When a grade contributes to the determination of the classification or grading of an award, including the determination of Distinction or Merit, then for this purpose the re-assessed module shall be attributed the maximum of a threshold pass of Grade D."

4.13.3 Refer Regulation A4: Assessment and Recommendations of Assessment Boards, para 9.6]

4.14 Student access to examination scripts

4.14.1 The Data Protection Act (2018) gives students the right of access to information held about them including examiners' comments on examination scripts or assignments and any feedback sheets. However, the University will not provide students with copies of examination scripts, nor is it obliged to do so.

4.14.2 Students who wish to see their marked examination scripts may do so, providing they give prior notice to the School so that supervised access can be arranged. Scripts will only be made available for viewing on the production of the student's enrolment card or photographic identification.

4.14.3 When a script is viewed out with the University, the student will be responsible for the payment of any fees charged by the External Centre at which the script is viewed.

4.14.4 Refer: Procedure: Student Access to Examination Scripts.

5. Assessment Results

5.1 Refer:

5.1.1 [Academic Regulation A4:](#) Assessment and Recommendations of Assessment Boards

5.1.2 [Organisational Regulation](#) O7: Assessment Boards

5.1.3 [Procedures for Meetings of Assessment Boards](#).

5.2 Retention of assessed work

5.2.1 All summative assessment materials will be retained by the School for a minimum 10 day working period (Monday to Friday and excluding days that the University is closed) from the date of publication of results relevant to an Assessment Board. Any exceptions to this must have the prior approval of the Dean.

5.2.2 In the event of an academic appeal, in terms of progression or award, or misconduct appeal, all summative materials (to which the appeal relates) will be retained for a period of six years from the date the case concluded.

5.2.3 Where professional, statutory or regulatory bodies (PSRBs) require retention of assessed work, for a longer period than specified above, then this requirement should be met.

5.3 Student debtors and assessment results

5.3.1 The University can withhold the conferment of a University or partner institution award to a student where the student is in tuition fee debt to the University. Results will be released to such students but this data does not constitute official conferment of an award. Data protection rights of the student to access this personal data will still be upheld.

5.3.2 Schools shall take responsibility for ensuring that all candidates for assessment are fully enrolled students of the University.

6. Further Guidance

6.1   For further guidance on specific aspects of the policy please contact the [Department for the Enhancement of Learning, Teaching and Assessment (DELTA).](#)

7.   Review

7.1   This policy will be reviewed every three years or as required.

APPENDIX 1: GLOSSARY OF QAA ASSESSMENT TERMS

	Word/term	Meaning
A	academic appeal	A process outlined in Academic Regulations through which a student seeks a review of the decision of an Assessment Board relating to progression or award
	aide - memoire	An aid to remembering
	anonymous marking	The marking of students' submitted work without their identity being revealed to the person carrying out the marking at the time the work is marked, so that the assessment is unbiased [source: QAA]
	artefact	A manufactured article normally produced for an assessment or as part of work in progress
	assessment	Method by which the achievement of the learning outcomes of a course/module are tested
	Assessment Board	The formally constituted meeting which confirms students' results including awards and where an External Examiner is normally in attendance
	Assessment Brief	The document which contains the assessment question along with guidance and support
	Assessment Committee	A subsidiary meeting preceding an Assessment Board at which the External Examiner is not in attendance and where initial discussion of the pattern of results takes place
	assessment component	A part of the assessment task

	Word/term	Meaning
	assessment criteria	The knowledge, understanding and skills that markers expect a student to display in an assessment task, and which are set on the Feedback Grid and included with the Assessment Brief. These criteria are developed from the intended learning outcomes [source: QAA]
	assessment element	A subdivision of an assessment component
	assessment type	The mode of assessment. This will be an examination, a coursework or a practical examination. Refer below: coursework, examination or practical examination
	assessment task	What the student is expected to do for the assessment
	award	A qualification, or academic credit, conferred in formal recognition that the student has achieved the intended learning outcomes and passed the assessments required to meet the academic standards set for a programme or unit of study [source: QAA]
C	case study	A learning object based on a described situation or set of circumstances
	cohort	A group of students undertaking the same assessment(s) at the same time
	computer-aided assessment	An interchangeable term with computer-assisted (CAA) and computer-based assessment (CBA) referring to assessment practice that relies wholly or in-part on computers.
	conferment	The formal process of making an award

	Word/term	Meaning
	coursework	Coursework includes continuous assessment such as assignments, laboratory and project reports and any such exercises where specifications are given to students in advance for submission by a specified deadline.
	crit	A review of work between staff and student or staff and a group of students; normally in art, design and architecture disciplines to review work in progress
D	defer	Where consideration of an assessment result does not take place because the student has extenuating circumstances. The student's attempt at the assessment is deferred.
	diagnostic assessment	Evaluation of how well a learner is prepared for a given programme or unit of study within it, identifying any strengths, gaps in knowledge, or shortfall in necessary understanding and skills [source: QAA]
	dialogic assessment	Using dialogue to assess an aspect of student learning
	diet	A collection of examination events, e.g., the Semester 1 examination diet started in December
	dissertation	A written study based on primary or secondary research
	double marking	Assessment of students' work by two or more independent markers as a means of safeguarding or assuring academic standards by controlling for individual bias [source: QAA]. Double marking is undertaken with the first marking unseen.
	draft	A piece of work in unfinished form
E	essay	A written submission as a form of assessment

Word/term	Meaning
examination	Examinations are defined as invigilated and/or time released written examinations, oral assessments and presentations, and practical skill assessments.
examination venue	The place where the examination is undertaken
experiment	A trial or investigation
extension	The permitted delay, for a set period of time, of the submission of an assessment
extenuating circumstances	Exceptional, serious, acute and unforeseen problems or events impacting upon a student's performance/ability to undertake an assessment
External Examiner	An independent expert appointed to comment on student achievement in relation to academic standards and to look at approaches to assessment
external scrutiny	The mechanism(s) for External Examiners to review and confirm that instruments of assessment are fit for purpose and that assessments produced by students are of an appropriate standard
F feedback	Comments by staff/peers on a student's work
formative activities [see also summative assessment]	Feedback on the student's performance, designed to help them learn more effectively and find ways to maintain and improve their progress. It does not contribute to the final mark, grade or class of degree awarded to the student [source: QAA]. Formative activities can also be described as 'assessment for learning' since an assessment that is entered into voluntarily, and on which no final qualification depends, can prompt learners to adjust their own performance and should not be a draft opportunity to receive feedback on a summative submission.

	Word/term	Meaning
	feedback grid	A detailed grid which clearly articulates what a student needs to do to achieve a particular grade within each criteria of the grid. Designed to help students better understand the strengths and weaknesses of their work. It is included within the Assessment Brief and then as part of the feedback process.
G	grade	The value attributed to the assessment
	grading	The process of evaluating the student's assessment submission
	grading scheme	The framework for awarding credit for summative assessment. Refer A4: Assessment and Recommendations of Assessment Boards, Schedule 4.1: University Grading Scheme
	group assessment	A submission made by a group of students who will all receive the same grade
I	instrument of assessment	The method or tool used for assessment
	internal Assessment Committee	See Assessment Committee
	internal scrutiny	The mechanism for checking internally by academic peers that the instrument of assessment is fit for purpose
	internal verification	Refer internal scrutiny
J	journal	A collection of articles with editorial content
L	laboratory work	Study and research carried out in a controlled environment
	late submission	Submission of assessment after the set deadline without prior permission
	learning agreement	A contract of study or work between a student and a host agency

	Word/term	Meaning
	learning outcomes	What a learner is expected to know, understand and/or be able to demonstrate after completing a process of learning [source: QAA]
M	mark	An evaluation of the student's work in numerical terms which is then converted according to approved criteria into a grade
	marking	The process of evaluating the student's work as per the criterion set in the Feedback Grid. Also used generically to mean the process of evaluating the student's assessment submission against specific criteria to award a grade/mark.
	marking grid	A detailed grid assigning marks against set criteria, where a specific number of marks are given to individual aspects of the answer.
	mitigating circumstances	see extenuating circumstances
	model answer	An exemplar of the kind of answer expected for an assessment task
	moderation	The process of reviewing the grades to ensure equitable marking. Moderation is undertaken by an additional marker with sight of the grade and comments made by the first marker.
	mooting	Simulated court proceedings which requires researching a point of law, drafting brief and argument before a moot court
O	open book examination	An examination where the student is allowed to take in supporting material for reference, which may or may not be prescribed
	oral assessment	Assessment in verbal form e.g. by means of oral exam, presentation, debate or verbal discussion

	Word/term	Meaning
	OSCE	An Objective Structured Clinical Examination is a type of examination often used in health sciences to test clinical skill performance and competence in professional skills
	OSPE	An Objective Structured Practical Examination similar to an OSCE
	peer assessment	Where work is assessed by fellow students
	peer review	Where work is reviewed by fellow students.
	personation	Where a substitute takes the place of a student in an examination; preparing coursework for assessment on behalf of another student, or submitting coursework for assessment that has been prepared by someone other than the student to whom the resulting grade would be attributed.
P	portfolio	A collection of work
	practical examination	Assessment of a student's practical skills or competence. Practical skills assessment focuses on whether, and/or how well, a student performs a specific practical skill or technique (or competency). Examples include clinical skills, laboratory techniques, identification of or commentary on artwork, surveying skills, listening comprehension, and performances [source: HESA]
	practice	Learning undertaken through practical activity
	presentation	Verbal presentation on a topic or work in progress
	Progression	Formal progress through an academic course, meeting key academic requirements [source: QAA]
	Project	A wide-ranging study or exploration of a subject

	Word/term	Meaning
R	re-assessment	Where subsequent assessment of the same module takes place; a further opportunity to pass a previously failed assessment
	refer	Where a student has a further attempt at a module. E.g. The student is referred in the module at a second attempt.
	report	An account or description or evaluation of something
	re-sit	Informal term for re-assessment, more often used for re-assessment by examination
S	safety fail	Where a student is failed on the basis that they are advocating or undertakes unsafe practice
	scrutiny	Close and thorough observation/examination
	self-assessment	An assessment undertaken by a student of his/her own work
	show	A display or spectacle to convey or illustrate learning
	submission	The handing in or presenting of the student's work for assessment
	submission date	The deadline for handing in finished work for assessment
	summative assessment [see also formative assessment]	An assessment leading to the award of credit, formal award or qualification

	Word/term	Meaning
T	team marking	Where individual assessments submitted by large cohort of students are marked by more than one member of staff to an agreed set of criteria. Processes of moderation are used to ensure equitable standards of marking.
V	viva	Refer viva voce examination
	viva voce examination	For taught courses: an oral examination or assessment which is conducted "in addition" to the assessments specified in the Course Specification.
W	work experience	The knowledge, skills, understanding a person gains while undertaking work in a specific role and field
	work placement	Part of a course where students apply and develop their knowledge in a practical context

APPENDIX 2: RGU Assessment and Feedback Standard

Approved by	Vice Principal of Academic Development and Student Experience		
Date Approved	August 2023	Status	Approved
Version	1.1	Date of next review	September 2025

Version Number	Purpose/Change	Date
1	Creation of document	May 2022
1.1	The document has been added into the policy as an appendix, the policy itself remains the same.	August 2023

1. Introduction

1.1 This standard has been developed to guide assessment and feedback practices within the University and ensure all students have opportunities to engage with assessment and feedback which extends and enhances their knowledge and skills; offers a balanced and manageable assessment load; and provides good quality, effective feedback.

1.2 Unless otherwise specified, the following standards should be adhered to by Academic Session 2023/24.

2. Assessment Strategy, Load and Scheduling

2.1 By Academic Session 2023/24, students should be exposed to a balanced range of complementary, authentic, summative assessment instruments across each undergraduate stage/postgraduate course designed to measure and extend discipline specific knowledge, support the development of meta-competencies, and build and track progress and provide feedback to inform work in subsequent stages. This could include individual assignments,

group work, oral presentations, open and closed book examinations, timed assessments.

2.2   An overview of assessment instruments used in each undergraduate course and post graduate course should be undertaken annually to ensure that an appropriate balance of summative assessment instruments is utilised, taking cognisance of any constraints imposed by professional, statutory, and regulatory bodies.

2.3   An overview of the timing of assessments should be undertaken for each Semester of a student's study to avoid bunching of assessment deadlines and full use should be made of the Academic Calendar.

2.4   There should normally be no more than one component of summative assessment for any module. If it is proposed that a module is to have – or continue to have – more than one component of summative assessment, then a sound pedagogic rationale needs to be articulated by the Course Leader and approval sought through the normal course and module change process (refer Academic Quality Handbook: Section 1). This will include approval by the Head of DELTA (as designate for the VP Academic Development and Student Experience) and Dean of the host school. Where more than one component is approved, assessment requirements should adhere to Assessment Information: Point 11, Table 2.

2.5   Whilst it is recognised that Point 4 may not be fully achievable by Academic Session 2022/23, steps should be taken to eliminate any three-component assessment modules for Academic Session 2022/23.

2.6   Timing of coursework – modules should be designed with appropriate building blocks and scaffolding to support the assessment activity and coursework should be designed to allow students to start work on their assignments by the third teaching week of the first Semester in which the module is delivered.

2.7   Timing of examinations – by Academic Session 2023/24, unless there is a professional, statutory, or regulatory body stipulation there should be no more than one examination in each Semester of a student's study. If a student does have more than one examination in a Semester, there should normally be a minimum of two days between examinations. Students should have one clear week between the end of teaching and their first examination.

2.8   In accordance with the RGU Assessment Policy and Student Handbook: Guidance on Minimum Composition students should receive an 'Assessment and Feedback Schedule' for their course in Week 1 of each Semester. In addition, students should receive clear information about summative assessment requirements in Week 1 of each module to be undertaken. This information must include assessment brief, feedback grid, and submission date – refer Point 10.

2.9   When courses/modules are being designed or revised, course teams should explore combining 15-credit modules into 30-credit modules to limit the number of assessments a student is exposed to in one semester.

3.   Assessment Information

3.1   Following approval through the normal quality assurance mechanisms (including approval by the External Examiner where appropriate) assessment briefs need to be provided for all summative assessments, irrespective of type, and made available on the module Moodle page by the start of each Semester.

3.2   These briefs should: make explicit reference to what is expected of the students; be titled 'What is expected of me in the module assessment'; make explicit reference to the relevance of the material content each week to make the clear linkage between the module content and the assessment requirements; include the feedback grid; and explain in practical terms

how the assessment links to module learning outcomes.

3.3   In the case of exams, information should provide an overview of the structure and requirements of the exam and should not include early release of the exam paper itself.

3.4   By Academic Session 2023/24 assessment briefs should normally adhere to the following guidelines in relation to word counts for coursework and duration of examinations:

Table 1 – Assessment Requirements When Using One Component

Coursework	Weighting	Suggested Upper Limit
15 credit module	100%	3,000 words
Examination	**Weighting**	**Suggested Upper Limit** Reasonable adjustments to timings for students with Additional Special Needs should continue to be made where relevant
15 credit module	100%	2.5 hours duration

3.5   Where the use of more than one instrument of assessment has been approved then the **following** guidelines should be followed:

Table 2 – Assessment Requirements When Using Two Components

Coursework	Weighting	Suggested Upper Limit
15 credit module	70%	2,250 words
15 credit module	50% or below	1,500 words

Examination	Weighting	**Suggested Upper Limit** Reasonable adjustments to timings for students with Additional Special Needs should continue to be made where relevant
15 credit module	70%	2 hours duration
15 credit module	50% or below	1 hour duration

3.6 Other assessment instruments should endeavour to ensure student effort is broadly equivalent to the above.

3.7 By Academic Session 2023/24, where the credit value of a module is greater than 15-credits, assessment requirements should normally adhere to the appropriate multiple of these upper limits, e.g., 45 credit module with a single coursework should have an upper limit of 9,000 words. When assessment is by examination, exam duration should be no more than 3 hours for any credits greater than 15 and reasonable adjustments to timings for students with Additional Special Needs should continue to be made where relevant.

3.8 University guidance for what is included in the determination of the word count and the penalties applied thereafter should be made explicit in the assessment brief. The RGU Guide to Report and Essay Writing will be refreshed and should be used consistently across the University to assist staff and students to understand word count requirements and the penalties applied for exceeding the word count.

3.9 All coursework assessments should incorporate an appropriately designed feedback grid which clearly articulates what a student needs to do to achieve a particular grade within

each criteria of the feedback grid. This should be available to students at the start of each module together with the assessment brief. Please also refer to the Student Handbook: Guidance on Minimum Composition for further information.

3.10   By Academic Session 2023/24 there should be a minimum of four and a maximum of eight weighted criteria within each feedback grid. The overall grade calculated from the individual grades within the feedback grid should broadly be based on the following:

Table 3 – Grade Calculation

Final Module Grade	Explanation of basis of combination
A	At least 50% of the feedback grid to be at Grade A, at least 75% of the feedback grid to be at Grade B or better, and normally 100% of the feedback grid to be at Grade C or better.
B	At least 50% of the feedback grid to be at Grade B or better, at least 75% of the feedback grid to be at Grade C or better, and normally 100% of the feedback grid to be at Grade D or better.
C	At least 50% of the feedback grid to be at Grade C or better, at least 75% of the feedback grid to be at Grade D or better
D	At least 50% of the feedback grid to be at Grade D or better, at least 75% of the feedback grid to be at Grade E or better.
E	At least 50% of the feedback grid to be at Grade E or better.
F	Failing to achieve at least 50% of the feedback grid to be at Grade E or better.
NS	Non submission

3.11   The feedback grid should include a statement inviting students to ask for further feedback

on any areas where they are seeking to better understand the strengths and weaknesses of their work or that they are concerned about.

4. Supporting Student Progress

4.1 For each module students should be provided with a timetabled assessment session titled 'What is expected of me in my assessment?'. This should provide students with an opportunity to ask questions and critique a range of example 'student' efforts to help develop their reflective capacity and ability to critique their own work.

4.2 All summative assessments should be supported with formative activities which have clear links to the summative assessment to encourage engagement and allow students to apply feedforward to their summative work.

4.3 Students should be able to measure their understanding and receive regular informal feedback on their progress via formative activities, e.g., contributions to moderated discussion forums, debate within face-to-face classes, quizzes etc. Feedback should be signposted to help students recognise and use feedback when it is offered and to help students apply feedback insights and advice to their summative work.

4.4 As appropriate, feedback on formative activities should be done using peer or group formats.

4.5 Feedback on the formative activities should not be graded but should be clear in terms of ensuring that students understand how they can enhance their knowledge and skills and apply these to strengthen their performance in the summative assessment.

4.6 Semesterly 'Connect and Reflect' Weeks could be used to provide students with opportunities to engage in formative activities and to offer summative assessment preparation support.

5. Summative Assessment Feedback

5.1 Students should be provided with relevant links to university support embedded within their feedback where it is clear from their performance that they would benefit from the additional support.

5.2 All feedback to students irrespective of the type of assessment (coursework, examination, thesis) should be returned to the student including a provisional grade (as subject to ratification by the Assessment Board) within 20 working days of the assessment being undertaken/submitted.

5.3 By Academic Session 2023/24, in addition to receiving individual, personalised feedback on their assessments, with the exception of examinations, students should be provided with a first-diet module overview of performance which will indicate the profile of provisional grades awarded, with comparable data from previous years, together with a supplementary commentary which will include a description of the knowledge and skills which students develop by completing the assessment and commentary on the strengths and weaknesses of student responses.

5.4 By Academic Session 2023/24, students sitting examinations should be provided, post-examination, with a first-diet module overview of examination performance, which will include a description of the knowledge and skills students develop by completing the assessment, highlight the average provisional grade/mark per question, and provide commentary on the strengths and weaknesses of student responses.

6. Additional Information

6.1 Associated templates and documents are available at the Future of Teaching, Learning, and Assessment staff Moodle area:

APPENDIX 3: Assessment Word Limit Statement

Approved by	Department for Enhanced Learning, Teaching and Assessment		
Date Approved	August 2023	Status	Approved
Version	2	Date of next review	August 2024

Version Number	Purpose/Change	Date
1	Creation of document	May 2022
2	Inclusion of Footnotes (OSCOLA Law)	Aug 2023

1.   Introduction

1.1   In accordance with the RGU Assessment Policy and the RGU Assessment & Feedback Standard, point 12, there is a requirement that the determination of the word count and the penalties applied are explicit in the Assessment Brief.

1.2   The purpose of setting a word count in assessment is to ensure fairness as each student has the same number of words to answer the assessment. This develops communication skills and ensures that students focus on what is important to include. It provides students with a clear indication of the maximum length of a piece of assessed written coursework, the amount of work expected and therefore how much detail they should go into within each criterion stated in the Feedback Grid, where applicable. This should ultimately support students to allocate their time appropriately to each specific assessment.

1.3   The Assessment Word Limit Statement provides detail on the setting and implementation of wordage limits, as well as the penalties applied for exceeding the word limit.

1.4   The constituent parts which are included and excluded from the word limit of a Coursework are set out in Table 1:

1.5   Information on the expected coursework format i.e. essay, report etc including the specific format requirements, can be found in the "What is Expected of me in this Assessment – Task(s) - format" section of the Assessment Brief. The table below advises which of those constituent parts are included or excluded from the word count.

Table 1: Coursework Format - Constituent Parts

Constituent Parts	Included or Excluded from Word Count	Comments
Cover/Title Page	**Excluded**	
Executive Summary (Reports)	**Excluded**	Normally a ONE PAGE self-contained overview of the entire report. This is usually written by the student upon completion of the report as it summarises the entire report including findings and recommendations where appropriate.
Abstract	**Excluded**	Concise self-contained overview of the submission, normally shorter than an Executive Summary, but again written after the main submission is complete.
Contents Page	**Excluded**	A summary of the contents which should include section headings, sub-headings and page numbers where appropriate. Positioned after the Executive Summary/Abstract.
List of Abbreviations and/or List of Acronyms	**Excluded**	
List of Tables and/or List of Figures	**Excluded**	
Main Text e.g. Introduction,	**Included**	The main content wording used to answer the key requirements of the Assessment Brief

Constituent Parts	Included or Excluded from Word Count	Comments
Literature review, Methodology, Results, Discussion, Analysis, Conclusions, and recommendations		structured accordingly in sections which may or may not be required to be numbered depending on the type of coursework specified in the Assessment Brief.
Headings and subheadings	**Included**	Appropriate selection summarising the content of each section guided by the main text and Assessment Brief requirements.
In-text citations e.g. (Lawrie 2022) or (Smith and Jones 2022)	**Included**	The Reference style will be specified in the Assessment Brief. Refer to appropriate referencing guidance in the library pages:
Footnotes (relating to in-text footnote numbers)	**Included**	Where footnotes are used instead of in-text citations and/or to provide additional information. Refer to appropriate referencing guidance in the library pages:
Quotes and quotations written within "…" and or According to Smith and Jones (2022 p.50), "…"	**Included**	The Reference style will be specified in the Assessment Brief. Refer to appropriate referencing guidance in the library pages

Constituent Parts	Included or Excluded from Word Count	Comments
Tables	**Mainly numeric content – Excluded** **Mainly text content – Included** **Images of Tables should not be used as a mechanism to circumvent the word count.**	Tables should be used to organise and present data that is too detailed and/or complicated to be described adequately in the main text. They will be numbered consecutively throughout the report along with a concise and appropriate title and referenced to acknowledge the original source. Tables should not be used to present additional information or commentary that belongs in the main body of the work.
Figures	**Excluded**	Figures are defined as any visual element that is not a table e.g. line graph, pie chart. They will be numbered consecutively throughout the report along with a concise and appropriate title and referenced to acknowledge the original source.
Reference List	**Excluded**	A Reference List should contain the full details of all the references used within the text as citations. Refer to appropriate referencing guidance in the library pages:
Bibliography	**Excluded**	A Bibliography can include other sources consulted but not used or cited in the main work. Ensure that the Assessment Brief has requested a Bibliography as well as a Reference List if necessary.

Constituent Parts	Included or Excluded from Word Count	Comments
Appendices	**Excluded**	Appendices contain material that is referred to in the main body, but which is too large and/or detailed to include in the main body e.g. questionnaires. The marker can then elect whether to consult the appendices or not so their inclusion cannot be essential to the understanding or discussion of the main content. The Assessment Brief may stipulate a maximum number of pages of appendices allowed for that specific submission. Appendices are not "add ons" or word count avoidance tools so content must be referred to in the main narrative of the submission.
Glossary	**Excluded**	A Glossary is an alphabetised list of specialised technical terms with their meanings.

1.6   Ensure that the layout including fonts, font size and margins all adhere to the specific guidelines stipulated in the "What is Expected of me in this Assessment – Task(s) - format" section of the Assessment Brief. Include a statement that images will not be allowed as a mechanism to circumvent the word count.

Table 2: Word Count and Penalties

Word Count	Penalty
Word count of submitted work is within 10% (above/below) of the specified word limit.	**No Penalty** The word count is accepted, and no deduction is made to the final grade.
Word count of submitted work is below the specified word limit by more than 10%.	**No Penalty** Submissions where the word count is lower than the 10% level of acceptance may not have fulfilled the Assessment Brief requirements and as such are less likely to achieve a good pass grade.
Word count of submitted work is above the specified word limit by more than 10%.	**Penalty** Grade for the submission will be reduced to the next lowest grade. This will be recorded on the Feedback Grid.
Where the Academic marker regards the submission contains an excessive use of text within Tables.	**Penalty** Grade for the submission will be reduced to the next lowest grade. This will be recorded on the Feedback Grid.

Table 3: Application of Penalty

Initial Grade	Recorded for the Assessment component following Application of Penalty
A	B
B	C
C	D
D	E
E	F
F	F

1.7   The student will receive feedback in accordance with the initial assessment grade but where a penalty is applied this will be recorded as the student's final grade, subject to ratification by the Assessment Board.

1.8   When a module is assessed using two components of assessment as set out in the Assessment Plan within the Module Descriptor, it is the reduced final grade for a component that will be used in the calculation of an overall 'Module Grade' for the module in compliance with the Module Performance Descriptor.

RGU Assessment & Feedback Standard

Approved by	Vice Principal of Academic Development and Student Experience as Convener of Quality Assurance and Enhancement Committee		
Date Approved	Jan 2024	Status	Approved
Version	3	Date of next review	May 2024

Version	Purpose/Change	Date
1	Creation of document	Apr 2022
2	Update to the 'Additional Information' section, providing links to associated Assessment and Feedback templates	Aug 2023
3	Update to Points 24 and 25 of the 'Summative Assessment Feedback' section and associated template update	Jan 2024

Contents

Introduction

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Unless otherwise specified, the following standards should be adhered to by Academic Session 2022/23.

Assessment Strategy, Load & Scheduling

1. By Academic Session 2023/24, students should be exposed to a balanced range of complementary, authentic, summative assessment instruments across each undergraduate stage/postgraduate course designed to measure and extend discipline specific knowledge, support the development of meta-competencies, and build and track progress and provide feedback to inform work in subsequent stages. This could include individual assignments, group work, oral presentations, open and closed book examinations, timed assessments.

2. An overview of assessment instruments used in each undergraduate course and post graduate course should be undertaken annually to ensure that an appropriate balance of summative assessment instruments is utilised, taking cognisance of any constraints imposed by professional, statutory, and regulatory bodies.

3. An overview of the timing of assessments should be undertaken for each Semester of a student's study to avoid bunching of assessment deadlines and full use should be made of the Academic Calendar.

4. There should normally be no more than one component of summative assessment for any module. If it is proposed that a module is to have – or continue to have – more than one component of summative assessment, then a sound pedagogic rationale needs to be articulated by the Course Leader and approval sought through the normal course and

module change process (refer Academic Quality Handbook: Section 1). This will include approval by the Head of DELTA (as designate for the VP Academic Development and Student Experience) and Dean of the host school. Where more than one component is approved, assessment requirements should adhere to Assessment Information: Point 11, Table 2.

5. Whilst it is recognised that Point 4 may not be fully achievable by Academic Session 2022/23, steps should be taken to eliminate any three-component assessment modules for Academic Session 2022/23.

6. Timing of coursework – modules should be designed with appropriate building blocks and scaffolding to support the assessment activity and coursework should be designed to allow students to start work on their assignments by the third teaching week of the first Semester in which the module is delivered.

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8. In accordance with the RGU Assessment Policy and Student Handbook: Guidance on Minimum Composition students should receive an 'Assessment and Feedback Schedule' for their course in Week 1 of each Semester. In addition, students should receive clear information about summative assessment requirements in Week 1 of each module to be undertaken. This information must include assessment brief, feedback grid, and submission date – refer Point 10.

9. When courses/modules are being designed or revised, course teams should explore combining 15-credit modules into 30-credit modules to limit the number of assessments a student is exposed to in one semester.

Assessment Information

10. Following approval through the normal quality assurance mechanisms (including approval by the External Examiner where appropriate) assessment briefs need to be provided for all summative assessments, irrespective of type, and made available on the module Moodle page by the start of each Semester.

    These briefs should: make explicit reference to what is expected of the students; be titled 'What is expected of me in the module assessment'; make explicit reference to the relevance of the material content each week to make the clear linkage between the module content and the assessment requirements; include the feedback grid; and explain in practical terms how the assessment links to module learning outcomes.

    In the case of exams, information should provide an overview of the structure and requirements of the exam and should not include early release of the exam paper itself.

11. By Academic Session 2023/24 assessment briefs should normally adhere to the following guidelines in relation to word counts for coursework and duration of examinations:

Table 1 – Assessment Requirements When Using One Component

Coursework	Weighting	Suggested Upper Limit
15 credit module	100%	3,000 words
Examination	**Weighting**	**Suggested Upper Limit** Reasonable adjustments to timings for students with Additional Special Needs should continue to be made where relevant
15 credit module	100%	2.5 hours duration

Where the use of more than one instrument of assessment has been approved then the following guidelines should be followed:

Table 2 – Assessment Requirements When Using Two Components

Coursework	Weighting	Suggested Upper Limit
15 credit module	70%	2,250 words
15 credit module	50% or below	1,500 words
Examination	Weighting	Suggested Upper Limit Reasonable adjustments to timings for students with Additional Special Needs should continue to be made where relevant
15 credit module	70%	2 hours duration
15 credit module	50% or below	1 hour duration

Other assessment instruments should endeavour to ensure student effort is broadly equivalent to the above.

By Academic Session 2023/24, where the credit value of a module is greater than 15-credits, assessment requirements should normally adhere to the appropriate multiple of these upper limits, e.g., 45 credit module with a single coursework should have an upper limit of 9,000 words. When assessment is by examination, exam duration should be no more than 3 hours for any credits greater than 15 and reasonable adjustments to timings for students with Additional Special Needs should continue to be made where relevant.

12. University guidance for what is included in the determination of the word count and the penalties applied thereafter should be made explicit in the assessment brief. The RGU Guide to Report and Essay Writing will be refreshed and should be used consistently across the University to assist staff and students to understand word count requirements and the penalties applied for exceeding the word count.

13. All coursework assessments should incorporate an appropriately designed feedback grid which clearly articulates what a student needs to do to achieve a particular grade within each criteria of the feedback grid. This should be available to students at the start of each module together with the assessment brief. Please also refer to the Student Handbook: Guidance on Minimum Composition for further information.

14. By Academic Session 2023/24 there should be a minimum of four and a maximum of eight weighted criteria within each feedback grid. The overall grade calculated from the individual grades within the feedback grid should broadly be based on the following:

Table 3 – Grade Calculation

Final Module Grade	Explanation of basis of combination
A	At least 50% of the feedback grid to be at Grade A, at least 75% of the feedback grid to be at Grade B or better, and normally 100% of the feedback grid to be at Grade C or better.
B	At least 50% of the feedback grid to be at Grade B or better, at least 75% of the feedback grid to be at Grade C or better, and normally 100% of the feedback grid to be at Grade D or better.
C	At least 50% of the feedback grid to be at Grade C or better, at least 75% of the feedback grid to be at Grade D or better
D	At least 50% of the feedback grid to be at Grade D or better, at least 75% of the feedback grid to be at Grade E or better.
E	At least 50% of the feedback grid to be at Grade E or better.
F	Failing to achieve at least 50% of the feedback grid to be at Grade E or better.
NS	Non submission

15. The feedback grid should include a statement inviting students to ask for further feedback on any areas where they are seeking to better understand the strengths and weaknesses of their work or that they are concerned about.

Supporting Student Progress

16. For each module students should be provided with a timetabled assessment session titled 'What is expected of me in my assessment?'. This should provide students with an opportunity to ask questions and critique a range of example 'student' efforts to help develop their reflective capacity and ability to critique their own work.

17. All summative assessments should be supported with formative activities which have clear links to the summative assessment to encourage engagement and allow students to apply feedforward to their summative work.

18. Students should be able to measure their understanding and receive regular informal feedback on their progress via formative activities, e.g., contributions to moderated discussion forums, debate within face-to-face classes, quizzes etc. Feedback should be signposted to help students recognise and use feedback when it is offered and to help students apply feedback insights and advice to their summative work.

19. As appropriate, feedback on formative activities should be done using peer or group formats.

20. Feedback on the formative activities should not be graded but should be clear in terms of ensuring that students understand how they can enhance their knowledge and skills and apply these to strengthen their performance in the summative assessment.

21. Semesterly 'Connect and Reflect' Weeks could be used to provide students with opportunities to engage in formative activities and to offer summative assessment preparation support.

Summative Assessment Feedback

22. Students should be provided with relevant links to university support embedded within their feedback where it is clear from their performance that they would benefit from the additional support.

23. All feedback to students irrespective of the type of assessment (coursework, examination, thesis) should be returned to the student including a provisional grade (as subject to ratification by the Assessment Board) within 20 working days of the assessment being undertaken/submitted.

24. By Academic Session 2023/24, in addition to receiving individual, personalised feedback on their assessments, with the exception of examinations, students should be provided with a first-diet module overview of coursework performance which will include a description of the knowledge and skills which students developed by completing the assessment along with commentary on the overall strengths and weaknesses of the cohort responses. This overview should be released within 20 working days of the assessment being undertaken/submitted to align with the release of results.

25. By Academic Session 2023/24, students sitting examinations should be provided, post examination, with a first-diet module overview of examination performance, which will include a description of the knowledge and skills students developed by completing the assessment along with commentary on the overall strengths and weaknesses of the cohort responses. This overview should be released within 20 working days of the assessment being undertaken to align with the release of results.

Additional Information

Associated templates and documents are available at the Future of Teaching, Learning, and Assessment staff Moodle area:

1. Assessment and Feedback Schedule

2. Assessment Brief

3. Assessment Brief for Examinations

4. Feedback Grid

5. Module Overview of Coursework Performance

6. Module Overview of Examination Performance

7. Assessment Word Limit Statement

Assessment Word Limit Statement

In accordance with the RGU Assessment Policy and the RGU Assessment & Feedback Standard, point 12, there is a requirement that the determination of the word count and the penalties applied are explicit in the Assessment Brief.

The purpose of setting a word count in assessment is to ensure fairness as each student has the same number of words to answer the assessment. This develops communication skills and ensures that students focus on what is important to include. It provides students with a clear indication of the maximum length of a piece of assessed written coursework, the amount of work expected and therefore how much detail they should go into within each criterion stated in the Feedback Grid, where applicable. This should ultimately support students to allocate their time appropriately to each specific assessment.

The Assessment Word Limit Statement provides detail on the setting and implementation of wordage limits, as well as the penalties applied for exceeding the word limit.

The constituent parts which are included and excluded from the word limit of a Coursework are set out in Table 1:

> **Information on the expected coursework format i.e. essay, report etc including the specific format requirements, can be found in the "What is Expected of me in this Assessment – Task(s) - format" section of the Assessment Brief. The table below advises which of those constituent parts are included or excluded from the word count.**

Table 1: Coursework Format - Constituent Parts

Constituent Parts	Included or Excluded from Word Count	Comments
Cover/Title Page	Excluded	
Executive Summary (Reports)	Excluded	Normally a ONE PAGE self-contained overview of the entire report. This is usually written by the student upon completion of the report as it summarises the entire report including findings and recommendations where appropriate.

Constituent Parts	Included or Excluded from Word Count	Comments
Abstract	**Excluded**	Concise self-contained overview of the submission, normally shorter than an Executive Summary, but again written after the main submission is complete.
Contents Page	**Excluded**	A summary of the contents which should include section headings, sub-headings and page numbers where appropriate. Positioned after the Executive Summary/Abstract.
List of Abbreviations and/or List of Acronyms	**Excluded**	
List of Tables and/or List of Figures	**Excluded**	
Main Text e.g. Introduction, Literature review, Methodology, Results, Discussion, Analysis, Conclusions, and recommendations	**Included**	The main content wording used to answer the key requirements of the Assessment Brief structured accordingly in sections which may or may not be required to be numbered depending on the type of coursework specified in the Assessment Brief.
Headings and subheadings	**Included**	Appropriate selection summarising the content of each section guided by the main text and Assessment Brief requirements.
In-text citations e.g. (Lawrie 2022) or (Smith and Jones 2022)	**Included**	The Reference style will be specified in the Assessment Brief. Refer to appropriate referencing guidance in the library pages: https://library.rgu.ac.uk/home#referencing-and-refworks
Footnotes (relating to in-text footnote numbers)	**Included**	Where footnotes are used instead of in-text citations and/or to provide additional information. Refer to appropriate referencing guidance in the library pages: https://library.rgu.ac.uk/home#referencing-and-refworks
Quotes and quotations written within "…" and or According to Smith and Jones (2022 p.50), "…"	**Included**	The Reference style will be specified in the Assessment Brief. Refer to appropriate referencing guidance in the library pages: https://library.rgu.ac.uk/home#referencing-and-refworks
Tables	**Mainly numeric content – Excluded** **Mainly text content – Included**	Tables should be used to organise and present data that is too detailed and/or complicated to be described adequately in the main text. They will be numbered consecutively throughout the report

Constituent Parts	Included or Excluded from Word Count	Comments
	Images of Tables should not be used as a mechanism to circumvent the word count.	along with a concise and appropriate title and referenced to acknowledge the original source. Tables should not be used to present additional information or commentary that belongs in the main body of the work.
Figures	**Excluded**	Figures are defined as any visual element that is not a table e.g. line graph, pie chart. They will be numbered consecutively throughout the report along with a concise and appropriate title and referenced to acknowledge the original source.
Reference List	**Excluded**	A Reference List should contain the full details of all the references used within the text as citations. Refer to appropriate referencing guidance in the library pages: https://library.rgu.ac.uk/home#referencing-and-refworks
Bibliography	**Excluded**	A Bibliography can include other sources consulted but not used or cited in the main work. Ensure that the Assessment Brief has requested a Bibliography as well as a Reference List if necessary.
Appendices	**Excluded**	Appendices contain material that is referred to in the main body, but which is too large and/or detailed to include in the main body e.g. questionnaires. The marker can then elect whether to consult the appendices or not so their inclusion cannot be essential to the understanding or discussion of the main content. The Assessment Brief may stipulate a maximum number of pages of appendices allowed for that specific submission. Appendices are not "add ons" or word count avoidance tools so content must be referred to in the main narrative of the submission.
Glossary	**Excluded**	A Glossary is an alphabetised list of specialised technical terms with their meanings.

Ensure that the layout including fonts, font size and margins all adhere to the specific guidelines stipulated in the "What is Expected of me in this Assessment – Task(s) - format" section of the Assessment Brief. Include a statement that images will not be allowed as a mechanism to circumvent the word count.

The word count penalties are set out in Table 2:

Table 2: Word Count and Penalties

Word Count	Penalty
Word count of submitted work is within 10% (above/below) of the specified word limit.	**No Penalty** The word count is accepted, and no deduction is made to the final grade.
Word count of submitted work is below the specified word limit by more than 10%.	**No Penalty** Submissions where the word count is lower than the 10% level of acceptance may not have fulfilled the Assessment Brief requirements and as such are less likely to achieve a good pass grade.
Word count of submitted work is above the specified word limit by more than 10%.	**Penalty** Grade for the submission will be reduced to the next lowest grade. This will be recorded on the Feedback Grid.
Where the Academic marker regards the submission contains an excessive use of text within Tables.	**Penalty** Grade for the submission will be reduced to the next lowest grade. This will be recorded on the Feedback Grid.

Table 3: Application of Penalty

Initial Grade	Recorded for the Assessment component following Application of Penalty
A	B
B	C
C	D
D	E
E	F
F	F

The student will receive feedback in accordance with the initial assessment grade but where a penalty is applied this will be recorded as the student's final grade, subject to ratification by the Assessment Board.

When a module is assessed using two components of assessment as set out in the Assessment Plan within the Module Descriptor, it is the reduced final grade for a component that will be used in the calculation of an overall 'Module Grade' for the module in compliance with the Module Performance Descriptor.

Approved by	DELTA		
Date Approved	August 2023	Status	Approved
Version	2	Date of next review	August 2024

Version Number	Purpose/Change	Date
1	Creation of document	May 2022
2	Inclusion of Footnotes (OSCOLA Law)	Aug 2023