

# Code of Practice: Assessment

Academic Governance Approval

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# 1. Aims and Scope and Regulations

## 1.1 Aims

The Code of Practice - Assessment has been prepared to support the learning, teaching and assessment practices at the Royal Agricultural University thus ensuring the alignment between teaching strategies, intended learning outcomes, assessment components and assessment criteria. Assessments are integral to learning and teaching and should develop students' knowledge and understanding, while measuring attainment.

## 1.2 Scope

The Code of Practice sets out the principles for the design, communication and implementation of effective assessment and feedback practices at the University. It applies to all credit-bearing taught programmes at undergraduate and postgraduate levels of study.

The Code of Practice should be read in conjunction with the Academic Regulations for Taught Programmes, the [QAA Advice and Guidance: Course Design and Development \(Nov 2018\)](#) and the [QAA Advice and Guidance: Assessment \(November 2018\)](#).

The aim of the Code of Practice is to ensure the University meets the obligations and expectations placed on it by its students, staff and external regulators by:

- Ensuring assessment methods and criteria are aligned to learning outcomes and teaching activities
- Assessment is reliable, consistent, fair and valid
- Assessment design is approached holistically
- Assessment is inclusive and equitable
- Assessment is explicit and transparent
- Assessment feedback is purposeful and supports the learning process
- Assessment is timely, efficient and manageable
- Students are supported and prepared for assessments
- Assessment encourages academic integrity

This Code of Practice applies to the following awards from the Royal Agricultural University taught at its campuses in Cirencester and Swindon, as well as its Joint Institute for Advanced Agritechology at Qingdao Agricultural University (RAU at QAU) Joint Institute; franchised and validated provision taught at providers in the UK and international:

- Level 4 Certificates
- Level 5 Diplomas
- Level 6 Honours

- Level 7 Masters
- Level 8 Doctoral

### 1.3 Regulations

The following Office for Students Conditions of Registration are relevant to this Code of Practice:

<b>B1</b>	<p>The provider must ensure that the students registered on each higher education course receive a high- quality academic experience which includes but is not limited to ensuring that each course:</p> <ul style="list-style-type: none"> <li>a) is up-to-date;</li> <li>b) provides educational challenge;</li> <li>c) is coherent;</li> <li>d) is effectively delivered; and</li> <li>e) as appropriate to the subject matter of the course, requires students to develop relevant skills.</li> </ul>
<b>B2</b>	<p>The provider must take all reasonable steps to ensure students receive resources and support to ensure a high-quality academic experience for those students, and those students succeed in and beyond higher education; and that effective engagement which each cohort of students takes place.</p>
<b>B4</b>	<p>The provider must ensure that qualifications awarded to students hold their value at the point of qualification and over time, in line with sector recognised standards. The provider must ensure that</p> <ul style="list-style-type: none"> <li>a) students are assessed effectively;</li> <li>b) each assessment is valid and reliable;</li> <li>c) academic regulations are designed to ensure that relevant awards are credible;</li> <li>d) academic regulations are designed to ensure the effective assessment of technical proficiency in the English language in a way which appropriately reflects the level and content of the course;</li> <li>e) relevant awards granted to students are credible at the point of being granted and when compared to those granted previously.</li> </ul>
<b>B5</b>	<p>The provider must ensure that, in respect of any relevant awards granted to students who complete a higher education course provided by, or on behalf of, the provider (whether or not the provider is the awarding body):</p> <ul style="list-style-type: none"> <li>a) and standards set appropriately reflect any applicable sector-recognised standards;</li> <li>b) awards are only granted to students whose knowledge and skills appropriately reflect any applicable sector-recognised standards.</li> </ul>

## 2. Assessment Types and Components

### 2.1 Assessment types

Programmes at the Royal Agricultural University are assessed through the use of different assessment methods across modules of study. Assessments are underpinned by the [QAA UK Quality Code for Higher Education \(June 2024\)](#) and as set out under Principle 11 – Teaching, learning and assessment:

*Providers facilitate a collaborative and inclusive approach that enables students to have a high-quality learning experience and to progress through their studies. All students are supported to develop and demonstrate academic and professional skills and competencies. Assessment employs a variety of methods, embodying the values of academic integrity, producing outcomes that are comparable across the UK and recognised globally.*

### Key Practices

Learning and assessment at all levels is informed by research and/or scholarship. Teaching, learning and assessment align to ensure students can demonstrate their achievements, reflect on and reinforce their prior learning, skills and knowledge, and fulfil their potential.

- a. Students are given clear information about the intended modular and/or programme learning outcomes and the purpose of assessment and are enabled to use feedback/feedforward to support further learning.
- b. Staff involved in facilitating learning and supervising research are appropriately qualified and supported to enhance their teaching and supervisory practice. Research degrees are delivered in supportive environments that are conducive to learning and research.
- c. Students are enabled and encouraged to take responsibility for their own learning and to take an active role in shaping and enhancing the learning process. Providers offer ongoing advice and guidance about academic integrity to ensure that students and staff understand what is expected of them.
- d. As students move through their learning journey, they are given the opportunity and support to transition effectively between academic levels, further study and employment. Providers enable students to recognise the progression they have made and steps they need to take to achieve their potential.
- e. Providers design assessments that test appropriate learning outcomes and are fair, reliable, accessible, authentic and inclusive. Where applicable, and sustainable, students are offered different options for undertaking assessments to promote accessibility and inclusion.
- f. Providers establish coherent approaches to technologies that impact teaching, learning and assessment (such as Generative Artificial Intelligence). These approaches are clearly communicated to staff and students, include how they are utilised and define misuse of such technologies.

- g. Providers offer advice and guidance about academic integrity to ensure that students and staff understand what is expected of them throughout the learning journey. The advice is kept current.

Module learning outcomes are aligned to programme learning outcomes. Assessments within programmes and courses apply a range of delivery methods and are utilised where appropriate to evidence learning. Individual assessments should be linked to the RAU Graduate Framework and the four employability domains which are Professional Approach, Innovative Business Thinker, Sustainable and Environmental Mindset and Technically Skilled. The goal is to maximise students' learning potential leading to positive outcomes. Module and programme learning outcomes are to be assessed effectively and rigorously through the use of different assessment methods which allows for different skills to be assessed.

All assessments are defined within one of four broad assessment types which are;

- Practical
- Coursework
- Written Exam
- Research

#### Practical

Practical assessments are delivered live by students at a set time. Academic integrity is maintained through direct observation by one or more assessors. Practical assessments do not need to result in the creation of a tangible product by the student and marking is therefore usually conducted synchronously with the assessment. Marking can take place later where an audio-visual recording of the assessment is made.

#### Coursework

Coursework assessments are produced by students over a period, without monitoring. Academic integrity is maintained retrospectively, through similarity analysis and academic scrutiny. Coursework assessment is most often written, but not exclusively so, and includes the production of audio and/or visual content. A coursework assessment must result in the creation of a tangible product (physical or digital) by the student.

#### Written Exam

Written exams are written assessments that are attempted by all students simultaneously. Academic integrity is maintained through monitoring either in-person (via invigilation) or online (via proctoring). Written exams are structured to include one or more of the following question types:

- Multiple choice questions
- Mathematical/statistical questions
- Short answer questions
- Long answer questions (including essay-style questions)

#### Research

Research assessments seek to evaluate the robustness and transparency of the underpinning original research and data collection that has been undertaken by the student to support their original conclusions.

## 2.2 Word counts and Assessment weighting

**Word counts** indicate the length of an assessment component and module specifications and assessment briefs should state a minimum and/or maximum word count. Assessment briefs must provide details of any penalties that will apply to work where word counts are under or over that specified. Normally, work above the indicated word count will not be considered.

The word count normally applies to the main body of text, including tables within the main text. Abstracts, acknowledgements, contents, executive summaries, references, bibliographies, appendices are excluded from the word count but may be submitted as required by the individual assignment.

Assessment components that require different forms of submission, including but not limited to, subject specific exercises, skills portfolios, audio visual media, presentations, etc are required to specify the number of submission parts. For example, the expectation for a presentation is 10 slides.

Examinations and other types of assessment, such as presentations, are quantified with a time limit, e.g. 2 hours written exam or 10-minute presentation.

**Assessment weightings** are used when an assessment has more than one component that are not of equal importance or value to the overall result. For example, if an assessment consisted of producing an academic poster and presenting it for peer review, the content may be assessed by the tutor for 60% of the overall mark, whilst the peer review component may only contribute 40%. Weightings may also be used for assessing group work, to define a relative weighting to individual contribution. Assessment briefs must specify the weighting for different components and how they will be assessed. All students participating in group work must be awarded an individual mark.

Arrangements for assessment setting, completion, marking, moderation and alternative assessments are different for each type of assessment.

Module learning outcomes should not normally be summatively assessed more than once unless appropriate.

### **Typical summative assessments for a 20-credit module could be:**

- A single, individual 4,000-word assessment (100%)
- An individual assessment of 2,500 words (50%) plus a 1-hour examination (50%)
- A group (2 to 4 students) presentation of 30 minutes (30%) plus a 3,000 word assessment (70%)
- Pass/Fail assessments are classified as Practicals and have no weighting (write Pass/Fail)

### **Typical summative assessments for a 15-credit module could be:**

- A single, individual 3,000-word assessment (100%)



- An individual assessment of 1,500 words (50%) plus a 1-hour examination (50%)
- A group (2 to 4 students) presentation of 30 minutes (30%) plus a 2,000 word assessment (70%)
- Pass/Fail assessments are classified as Practicals and have no weighting (write Pass/Fail)

## 2.3 Assessment Components

The assessment components for each module are detailed in the Module Templates for the relevant module.

Changes to module specifications must be approved as outlined in the Programme Design and Development Code of Practice.

When defining assessment components, a balance must be found between setting clear expectations for students about what is expected, and providing sufficient flexibility for academic staff to develop the assessment brief and ensure the assessment remains relevant within the context of the subject area.

To achieve this balance, the following assessment component descriptions and definitions should be used when describing assessment components on the module template.

Innovation in the design of assessment components is encouraged. Where a proposed assessment does not fall within the current definitions, the module leader should speak to Academic Quality.

The current assessment brief template [can be found in the Academic Staff Centre section on Gateway](#).

*The below word counts, with the exception of the dissertation, and time limits are suggestions only and depend on other assessment components in the same module.*

\*Quercus code

<b>ASSESSMENT TYPE: Practical</b>				
<b>COMPONENT</b>	<b>QUANTIFICATION</b>	<b>EXAMPLE</b> (i.e. what is on the module spec)	<b>ASSESSMENT FOCUS</b>	<b>DESCRIPTION</b>
Peer review <i>*PEER REVIEW</i>	Not applicable	Peer review	Academic Scientific Professional	An individual peer review of a practical assessment by other students, for example of a presentation.
Presentation <i>*PRESENTATION</i>	Time limit <b>OR</b> Slide limit	Presentation (5 minutes) <b>OR</b> Presentation (6 slides)	Academic Scientific Professional	A live presentation delivered by the student, in-person or virtually. (see 'audio visual media' for presentations which are pre-recorded)
Role-play	Time limit	Role-play (10	Professional	A timed role-play

<i>*ROLE PLAY</i>		minutes)		between two or more students, or between a student and a third-party participant. The participant must not be the assessor.
Skills observation  <i>*SKILLS OBSERVATION</i>	Time limit <b>OR</b> Number of skills	Skills observation (10 minutes) <b>OR</b> Skills observation (5 skills)	Scientific Professional	In person observation of a student demonstrating a skill or technique for example wildlife handling, or demonstration of a laboratory technique.

<b>ASSESSMENT TYPE: Coursework</b>				
<b>COMPONENT</b>	<b>QUANTIFICATION</b>	<b>EXAMPLE</b> (i.e. what is on the module spec)	<b>ASSESSMENT FOCUS</b>	<b>DESCRIPTION</b>
Academic poster  <i>*ACAD POSTER</i>	Word count	Academic poster (500 words) <b>OR</b> Academic Poster	Academic	A traditional academic poster, presenting academic information through a combination of visual imagery, charts and text with consideration for both the content and layout of the poster.
Annotated Bibliography  <i>* ANN_BIB</i>	150 – 250 words per source	The annotation gives information about the relevance and quality of the sources students cited through a 150-250 word description or interpretation of the source.	Academic	A list of the sources including citations that students have used in their research with brief 'annotations' (summary or analysis) for each that describe the sources' content and summarise its main argument.
Audio visual media  <i>*AUDIO-VIS MEDIA</i>	Time limit <b>OR</b> Slide limit	Audio visual media (5 minutes) <b>OR</b> Video (6 slides)	Academic Scientific Professional	An item of audio and/or visual media including videos, pre-recorded presentations, podcasts etc.
Business Plan  <i>* Business Plan</i>	Word count	Business plan (3000 words including SWOT and data analysis)	Academic Professional	A document describing the key financial and organisational aspects of a business with a focus on the overall organisation and not specific activities. This

				document may be required as part of funding applications. Can include SWOT, data and risk analysis.
Case study ++  <i>*CASE STUDY</i>	Word count	Case study (2000 words)	Academic Scientific Professional	Can be undertaken <b>individually or as a group</b> assessment in the form of a problem-based inquiry approach requiring identification of potential solutions.
Dissertation  <i>*DISS</i>	Word count	Dissertation (BSc 12,000 words, MSc 15,000 words)	Academic	An extended piece of structured writing through which a student demonstrates learning gained from an in-depth analysis or study of a topic using either primary or secondary research techniques. A dissertation is used as a capstone assessment for a degree programme.
Essay  <i>*ESSAY</i>	Word count	Essay (1800 words)	Academic	A piece of structured writing through which a student presents an explanation, argument or analysis regarding a specific question or topic using secondary research, or critical analysis.
Grant application  <i>*GRANT APPL</i>	Word count	Grant application (1000 words)	Academic	Students are required to use real/adapted versions of different grant application forms to plan a research project. This could be assessed using the published criteria as a basis for the marking criteria
Group Work  <i>*GROUP WORK</i>	Marking arrangement** <i>(see end of document)</i>	Group Presentation (5 minutes, individually marked) <b>OR</b> Group Professional Practice Report (2000 words)	Academic Scientific Professional	Any item of assessment where students work collaboratively. <b><u>All students participating in group work must be awarded an individual mark.</u></b>
Learning log	Word count	Learning log (2000 words)	Professional	List of activities, competencies and

<i>*LEARNING LOG</i>				outcomes which students check off during a period of learning during placement.
Literature review  <i>*LIT REVIEW</i>	Word count	Literature Review (2000 words)	Academic	A piece of structured writing through which a student presents an overview of academic sources which provides a description, summary and critical evaluation of these sources in relation to the research problem under investigation.
Online test  <i>*ONLINE TEST</i>	Time limit	Online test (30 minutes)	Academic Scientific Professional	A timed, online quiz which consists of one or more questions including multiple choice questions, long answer questions, short answer questions or statistical/mathematical questions. The rubric for an online test may be similar in format to a formal written exam but online tests are not invigilated. The test may take place at a scheduled time, or may be available for students to complete at any point during a longer period of time; once started the test must be completed within the time limit.
Portfolio  <i>*Portfolio</i>	Word count	Evidence of documented skills, qualification, education and training	Academic Scientific Professional	A purposeful collection of student work that exhibits the student's efforts, progress and achievements in one or more areas. The collection must include student participation in selecting contents, the criteria for selection and materials that exemplify skills, qualifications, education, training and experiences. This can include an element of self-reflection.

Problem sheet  <i>*PROB SHEET</i>	Word count <b>OR</b> Question type	Problem Sheet (short answer questions) <b>OR</b> Problem Sheet (1000 words)	Academic Scientific Professional	An assignment which consists of one or more questions including multiple choice questions, long answer questions, short answer questions or statistical/mathematical questions. The rubric for a problem sheet may be similar in format to a formal written exam but problem sheets are not invigilated or scheduled. Students are given a defined period of time, usually 1 or 2 weeks, to complete the problem sheet and submit their answers.
Professional practice report  <i>*PROF PRAC REP</i>	Word count	Professional Practice Report (1000 words)	Professional	A structured piece of writing which imitates, or directly replicates a format which students might expect to undertake when working in the relevant sector.
Research proposal  <i>*RESEARCH PROP</i>	Word count	Research Proposal (1000 words)	Academic	A piece of structured writing in which a student summarises a proposed research problem, setting out the central question which will be investigated with reference to current academic literature.
Research paper  <i>*RES PAP</i>	Word count	Research paper (1500 words)	Academic	A piece of structured writing, replicating the format of an academic journal, through which a student demonstrates learning gained from an in-depth analysis or study of a topic using either primary or secondary research techniques.
Scientific report  <i>*SCI REPORT</i>	Word count	Scientific Report (2000 words)	Scientific	A structured piece of writing which follows the format and style of a

				traditional scientific or laboratory report.
Skills portfolio  <i>*SKILLS PORTFOLIO</i>	Number of skills	Skills portfolio (6 skills)	Scientific Professional practice	A portfolio which evidences a series of skills, techniques or behaviours this could be presented as a physical item, for example a laboratory notebook, or in a digital format, for example a Moodle Database.
Subject specific exercise  <i>*SUBJ SPEC EX</i>	Varies – seek advice from Academic Services	Subject specific exercise (xxx)	Professional	An exercise which imitates, or directly replicates an activity which students might expect to undertake when working in the relevant sector but which is not a structured written report. Examples include; <ul style="list-style-type: none"> <li>• Equine ration exercises</li> <li>• Equine synthesis tables</li> <li>• Coding exercises</li> <li>• Circuit design exercises</li> <li>• Calculation exercises</li> <li>• Species identification</li> </ul>
Textual visual media  <i>*TEXT VIS MEDIA</i>	Word count	Textual visual media (800 words)	Academic Scientific Professional	An item of textual and/or visual media including magazine articles, posters leaflets, infographics or press releases.
Written self-reflection  <i>*SELF-REFLEC</i>	Word count	Written self-reflection (500 words)	Academic Scientific Professional	A loosely structured, or unstructured piece of writing through which a student reflects on their own learning and development with regards to a specific activity, for example an individual assessment or a placement.

<b>ASSESSMENT TYPE: Exam</b>				
<b>COMPONENT</b>	<b>QUANTIFICATION</b>	<b>EXAMPLE</b> (i.e. what is on the module spec)	<b>ASSESSMENT FOCUS</b>	<b>DESCRIPTION</b>
Written exam <i>*WRITTEN EXAM</i>	Time limit	Written exam (2 hours)	Academic Scientific Professional	A formal, traditional, examination which is scheduled and invigilated and consists of one or more questions including multiple choice questions, long answer questions, short answer questions or statistical/mathematical questions

<b>ASSESSMENT TYPE: Research</b>				
<b>COMPONENT</b>	<b>QUANTIFICATION</b>	<b>EXAMPLE</b> (i.e. what is on the module spec)	<b>ASSESSMENT FOCUS</b>	<b>DESCRIPTION</b>
Thesis <i>* THESIS</i>	Word count	PhD: 80,000 words MPhil: 40,000 words Excluding appendices	Academic Scientific Professional	A concentrated piece of original research which explains the conclusion that has been reached as a result of undertaking the research project.
Viva Voce <i>* VIVA VOCE</i>	There are no rules concerning the length of time a viva will take. Examiners have discretion to make it as long or as short as they think necessary. Each combination of thesis, student		Academic Scientific Professional	Formal examination in which a student answers questions regarding their thesis and research area. Assessment can be conducted by one or more examiners and allows examiners to: <ul style="list-style-type: none"> <li>• examine the general field within which the thesis lies;</li> <li>• discuss the thesis in detail;</li> <li>• explore the ideas and the theories proposed in the thesis;</li> <li>• clarify any points of ambiguity; and</li> </ul>

	and examiners is unique.			<ul style="list-style-type: none"> <li>satisfy themselves that the thesis is the student's own work</li> </ul>
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### **\*\*Assessing Group Work**

**All students participating in group work must be awarded an individual mark. Academics must be able to explain how the mark was derived at in the event of an academic misconduct investigation.**

While group work provides students with an authentic and inclusive learning experience that contributes to their graduate attributes, group work often creates problems where there is a lack of clarity as to whether the process of working in a group is being assessed; the coursework output; or both. Group work can be used to develop skills such as team-working, collaboration, organisational and time management, all of which are important for future employment. Assessments should be designed such that they are seen as inclusive and fair, while allowing for the scaffolding of group tasks.

When using group work as assessment tool, module leaders should reflect on the rationale for the appropriateness of how the group work is to be assessed, and what the alternative assessment will be in the event of resits or deferrals.

To avoid student dissatisfaction, group work should be introduced by:

- **Implementing group assessment guidelines** that explain how the assessment will meet the module learning outcomes, marking criteria and rubric. The guidance should set out how participation in group activities will be evidenced and assessed; and how marks will be balanced between individual and group effort.
- **Determining the group membership, size and the process** for forming the group. Groups should be diverse and they should be encouraged to set up their own plans for group work activities. Module leaders should set out how groups are being supported in the event of problems outside of the groups control, e.g. sickness.
- **Allowing time in scheduled teaching sessions to facilitate group work tasks**, e.g. idea generation; recording progress; provision of constructive feedback; reach consensus for progress and actions.
- **Providing tools to enable and facilitate the collaboration** which can be used to evidence progress; e.g. discussion group on the VLE; team meetings via chat groups; formative submission of the group's progress with the task; peer review on progress.

### **Assessing group work**

The issue of fairness in marking group work is a common concern when establishing this type of assessment. Typically, assessors may want to mark the produce of group work, as this provides a reduced burden in the marking process. However, where there is a disparate dedication of time and effort into group work amongst group members, this can lead to animosity, where members may feel that they are carrying the burden of work for their peers but being awarded the same marks (Boud and Falchikov, 2007).

At the RAU, all students participating in group work must be awarded an individual mark.

Group can be assessed either through:

### **Individual assessment**

Assessing the product:



- By allowing students to take a particular focus or role (through self-allocation or by module leader allocation). This ensures that each student has an area of focus for the completion of the overall coursework product and students will be marked on the quality of their work in the whole product. Marks are awarded for individual contributions which are evidenced by individual output and against the marking criterion.

#### Assessing the process:

- Students are provided with the assessment criterion and guidelines for how they should keep track of the group work process. Students are awarded a portion of the marks for the overall output of the group work and for individual components based on their self-reflections and record keeping of the process. Marks awarded refer to the group output against the assessment criteria and reflective reports such as self-reflections, meeting notes, presentations or work notes.

## 3. Assessment Setting and Scrutiny

### 3.1 Summative assessment

According to QAA "Summative assessment is used to indicate the extent of a learner's success in meeting the assessment criteria used to gauge the intended learning outcomes of a module or programme" (QAA, 2018). It is the assessment of learning, often completed at the end of a module, that is usually formal and produces the module mark that will be recorded for each student.

### 3.2 Formative assessment

As well as summative assessments, modules should also provide formative assessment opportunities. In comparison formative assessment focusses on "learning itself and (on) providing a means by which progress can be made" (QAA, 2018). Formative assessment is sometimes known as assessment for learning. There should be opportunities for formative assessment throughout the module and formative assessment may be informal (e.g. class activities and discussion etc.) or more formal (self-assessed quizzes, reflective blogs, essays etc.).

*See Formative Assessment Guidance (Appendix 1) for further details.*

### 3.3 Generative Artificial Intelligence (GenAI)

Automated content creation technologies are increasingly prevalent in everyday activities, generating original content in various forms with minimal user input. OpenAI's ChatGPT is the most well-known example, but other systems like Bing Chat, DALL.E, and Google Bard also exist, with new products emerging frequently. These tools can create content for assessments using minimal prompts, offering contextual (re)generation with various "voices" and the ability to develop programs with multiple coding languages.

Further staff guidance on the capabilities and limitations of GenAI, as well as samples of the use and embedding of GenAI into teaching practice, can be found [on the staff pages of the University Gateway](#).

### 3.4 Assessment submission dates

Module Leaders must liaise with Programme Leaders regarding the setting of assessment submission dates to minimise the “bunching” of assessment work for both students and staff. This includes submission dates for elective modules.

Where possible, submission deadlines for assessments on a Monday or Friday should be avoided, as well as Bank Holidays.

Registry manages the schedule for the setting of examination papers and the running of traditional (examination room based) examinations.

Academic Quality will liaise with module leaders to update the submission weeks on module templates in late Spring each academic year so as to align submission weeks with the teaching weeks of the forthcoming academic year.

### 3.5 Assessment details

All assessment tasks should be set using the RAU assessment template (see below) or the RAU format for examinations. The assessment brief provides the details of the assessment task requirements, namely; assessment length (words or time), detailed format of the assessment/coursework (essay, case study, infographic, laboratory report etc.) and whether the task is an individual or group task.

Where group work is included in the summative assessment of a module, group size should be limited to a maximum of six students (smaller group sizes and paired assessments are acceptable). Guidance should be provided in the module specification and assessment brief on how the group is to be managed (particularly regarding the management of problems within the group). Information must also be provided in the assessment brief on how marks will be allocated to group members. Each student participating in group work must be awarded an **individual** mark.

### 3.6 Assessment scrutiny

New assessments and examinations should be reviewed by a member of RAU academic staff (who is not the person setting the assessment task) prior to the release of the assessment or examination to students. Allocation of staff to modules for the purposes of assessment scrutiny and moderation should be carried out by the Dean of Subject or Programme Leader. Details of the assessment moderation for each module must be recorded using the RAU Assessment Brief – Internal Moderation Form (Staff Centre on Gateway) and uploaded to the External Examiner location on the relevant module Gateway page.

The scrutiny process ensures that assessments;

- match the information on the Module template
- are appropriate for the level of study

- are expressed clearly
- clearly present the marking criteria and allocation of marks for the assessment
- include submission details (date of submission, location of submission portal etc.)

Module External Examiners are required, prior to examinations, to scrutinise examination papers and make comments on their appropriateness for the subject area and level of study.

### **3.7 Release of assessment information to students**

Summative assessments should, following internal scrutiny, be released to students to allow sufficient time for students to address the assessment task. The generic assessment information on the module Gateway page (type of assessment and submission date for each assessment) must be completed a minimum of 2 weeks before the start of the semester/module. Where possible, assessment briefs should be uploaded to the module Gateway assessment page and made available to students at the start of the module.

Details on the assessment task, using the RAU Assessment Brief template, must be accurate and shared with students in Week 1 via the module Gateway assessment page and discussing it with students to help students to understand the marking criteria.

All assessments must be marked and internally moderated within the 20-day marking period before marks are released to students.

## **4. Assessment Submission**

### **4.1 Assessment submission**

Submission deadlines for each assessment component are detailed in the Module template for the relevant module. Changes to module templates must be approved as outlined in the Code of Practice - Programme Design and Development.

Assessments must be submitted by the deadline.

Where assessment submission takes place via Turnitin, an assessment will not be considered 'submitted' unless the student has received a submission receipt.

### **4.2 Assessment cover sheet**

Students are required to complete an Assessment Cover Sheet (available on Gateway) when submitting their work. On the cover sheet they are asked to complete two declarations:

- whether they have/have not an agreed Reasonable Adjustment Plan (RAP)
- whether they have/have not used Generative Artificial Intelligence tools

### **4.3 Late Submission**

Assessments that are submitted after the deadline must be marked as normal, to ensure students receive proper feedback and in case an extension has been granted. However, the mark entered on Quercus must reflect any cap for missing the deadline.

Where an assessment is submitted within 5 working days of the deadline the academic responsible for marking should update the assessment status in Quercus to "late – capped at 40" and enter a gross mark of "40" or lower if the uncapped mark would be below 40. The uncapped mark should be added as a note on the assessment (e.g. "uncapped mark = 67%").

Assessments that are submitted more than 5 working days after the deadline should be entered on Quercus as a gross mark of "0" and will be treated as a non-submission.

Assessments granted an extension may have their full mark entered on Quercus, so long as submission was within the new deadline, or capped accordingly after that deadline.

#### **4.4 Non-submission**

Assessments that are not submitted will receive a mark of 0%.

Where an assessment is not submitted the academic responsible for marking should update the assessment status in Quercus to "Out of time 0 (zero) marks" and enter a gross mark of "0".

#### **4.5 Exceptional circumstances**

Where there are exceptional circumstances, students can submit a request for an extension (coursework only) or a deferral via the Student Portal.

#### **4.6 Extensions**

Extensions can only be approved for coursework assessments.

Where an extension is approved the assessment submission will be extended by 10 working days. The extension does not change the University's policy regarding late-submission and non-submission (above).

Coursework submitted by an approved extension deadline will be marked as normal and is therefore uncapped.

#### **4.7 Deferrals**

Deferrals can be approved for any assessment (exams, coursework and practical assessments).

Deferrals will be approved for coursework, only where the circumstances are likely to extend beyond 10 working days.

Where a deferral is approved the assessment will be delayed until the relevant deferral deadline, as set in the Academic Calendar.

Deferred assessments will be marked as normal and are therefore uncapped, so a new assessment brief, for coursework and exams, requiring a new, original piece of work, should be used to avoid any unfair advantage.

#### Definition of Exceptional Circumstances

Exceptional circumstances are defined as circumstances which are;

- Unavoidable – the circumstances are beyond the student's control
- Unforeseen – the circumstances arose suddenly and could not have been predicted
- Serious – the circumstances are having a significant impact on the student's learning experience

Applications for extensions and deferrals will only be approved where it is demonstrated that the circumstances meet all three criteria.

Examples of exceptional circumstances may include;

- Serious short-term illness or injury, usually requiring medical attention from a GP or other doctor
- Temporary, acute worsening of a long-term disability, including mental health condition
- Death of a close relative/friend
- Victim of serious crime
- Participation in national/international sporting or cultural events

Examples of circumstances which are not considered exceptional may include;

- Minor illnesses
- Unawareness of assessment dates and deadlines
- Transport difficulties
- Holidays

#### Documentary evidence

Applications for extensions and deferrals will only be approved where independent documentary evidence is provided. The exact type of evidence will vary depending on the circumstances.

Examples of acceptable independent documentary evidence may include;

- A medical certificate authorised by a GMC registered doctor
- A hospital admission report or appointment letter
- A birth certificate, or death certificate issued by an official Registrar
- A letter from a BACP accredited therapist
- A police crime report and incident number

#### Process for requesting and approving extensions and deferrals

Requests for extensions or deferrals must be made through the Student portal. Requests must be made by the student and must be submitted before the assessment deadline. Requests that are submitted after the assessment deadline will be rejected.

Documentary evidence must be submitted via email to [extensions@rau.ac.uk](mailto:extensions@rau.ac.uk) as soon as possible. Where documentary evidence is not provided the request will be rejected.

Requests will be considered against the criteria for exceptional circumstances (above). Where there is clear precedent for a request to be accepted or rejected then the decision will be made by an Officer in the Registry Team. Where there is no clear precedent, or the circumstances of a case are more complex, the case will be reviewed and a judgement will be made by the Director of Academic Services.

Where an extension request is approved, the Registry Team will update the assessment status in Quercus to "Extension" and add a note on the assessment. Academic Services will communicate the outcome to the student and module leader.

Where a deferral request is approved, the Registry Team will update the assessment status in Quercus to "deferred" and add a note on the assessment. Academic Services will communicate the outcome to the student and module leader.

Where an extension or deferral request is rejected, the Registry Team will add a note to the main student record. The Registry Team will communicate the outcome to the student and module leader.

Where a request for an extension or deferral cannot yet be considered, as the documentary evidence has not yet been submitted, the academic responsible for marking the assessment should mark the assessment as normal, under the University's policy for late-submission or non-submission as appropriate. If an extension or deferral is subsequently approved this will be updated by the Registry Team.

Students requesting further extensions to a module that has already been granted an extension will not be permitted.

Decisions made regarding exceptional circumstances are final. This does not affect a student's ability to submit an academic appeal following publication of their results.

#### **4.8 Resits** (previously Referrals)

If students did not submit the required assessment, submitted it more than 5 working days after the deadline, or received a score below 40% for their first sitting, they would normally be granted a resit and repeat the assessment without reattending the module's teaching elements. Resits are capped at 40%, or the relevant adjusted weighting if only part of the assessment is repeated. Unless there was a specific unseen element to the assessment that would give an unfair advantage if taken later than other students, resits should be set to the same assessment brief as the original.

Extensions are not permitted for resit submissions under any circumstances. The 5 working day grace period for late submissions does not apply to resit assessment deadlines.

For undergraduate programmes, including Foundation Degrees, the number of permissible resits will be limited to 50% of the student's total registered module credits in any academic

year, which will be over and above any resit credits relating to a work-based learning or placement module.

For postgraduate programmes, the maximum number of permissible resits will be 50% of the student's total registered module credits of the taught programme in any academic year, with the Master's dissertation, agreed equivalent research-based project or combination of a research methods module and a Masters dissertation or agreed equivalent research-based project being considered independently of the taught module requirements.

For students studying on a part-time basis, the maximum number of permissible resits will be restricted to 50% of registered module credits or a maximum of 30 module credits, whichever is the greater, subject to a maximum of 60 credits in any one level.

## 5. Assessment Marking and Moderation

Assessments must be marked in accordance with guidance provided in the RAU Regulations for Taught Programmes and in accordance with any additional marking criteria and information on mark allocation provided in the assessment brief. The standard form of marking is single marking plus internal sample moderation, some modules (e.g. dissertations) may be double marked.

The timeframe for marking, including internal moderation, is 20 days.

It is the responsibility of the Module Leader to mark, or where there is more than one marker, manage the marking of assessments. Markers should avoid using borderline marks (those ending in a "9") for assessments where the module has a single summative assessment. Where a module is assessed using two summative assessments composite marks ending in a "9" should be avoided if possible.

Markers should review the Turnitin similarity scores of assessments submitted online as part of the marking process and should provide feedback comments where the similarity score is higher than 20% (i.e. is the 20% similarity score due to high use of quotes/references and therefore not an indicator of possible plagiarism or does the assessment require further investigation – see student misconduct policy).

Moderation of a sample of the assessment must be completed before release of the marked work to the students.

The moderation of assessment marks must be completed for module assessments in accordance with RAU regulations and should cover all assessment components of a module and should span the full range of marks awarded. Module Leaders are responsible for making a sample of marked work available to the Moderator (usually via Gateway) *in time for the marks to be moderated* before they are released to students. The work samples and the marks awarded should be recorded on an internal moderation form that should accompany the sample to the moderator.

Academic staff should note that the main aim of moderation is to provide assurance that module assessment marking criteria, the marks across the full set of assessment tasks for the module and the academic standards of the award have been applied correctly. "It is not about making changes to an individual's marks" (QAA, 2018).

The Moderator and Module leader must complete the Module Assessment Moderation Form for all module assessments and upload it to the External Examiner location on the module Gateway page. The current Module Assessment Moderation Form [can be found in the Academic Staff Centre section on Gateway](#).

The External Examiner will review the module marking process and the marks awarded and communicate any comments to the Module Leader and Programme Manager via the Module Boards and the External Examiner Report. Further information on the role of the external examiner is available via the External Examiner Pages on Gateway and the Code of Practice E: External Examiners.

### **Procedures for Double Marking**

Where a single piece of assessment is presented for the achievement of 30-credits or more, and marked by one individual, such as an undergraduate or postgraduate dissertation, the work should be double marked. The second marker should assess the work independently without sight of the mark or feedback from the first marker. The two markers will then agree an appropriate final mark for submission to the examination board.

Where first and second markers cannot agree a final mark, a third marker will be employed on the same basis as the second marker and with both the first and second marker they shall determine a final mark to be presented to the Programme Board through discussion. It is the responsibility of the University to ensure all cases of disagreement on marks are resolved internally prior to the submission of sample assessments to an External Examiner. However, in particularly difficult cases it is appropriate to involve the External Examiner as an adjudicator. This should be conducted in advance of any examination board such that a final mark is always presented.

## **6. Assessment Feedback and Feedforward**

Assessing student learning outcomes: Assessment, feedback and feedforward must be based on the module learning outcomes (LOs) and key terminology used from LOs in feedback/feedforward to students to justify the grade awarded. Feedback and feedforward should be high quality, constructive and framed positively and sensitively to enhance students' future learning, motivation, success and satisfaction.

Summative assessment feedback should be provided within 20 working days of submission and should identify areas of strength within the submission and areas for further improvement. This 20-day period includes the time required for moderation.

As a minimum, assessment feedback to students should include direct reference to the RAU Marking Criteria for the relevant level of study plus at least one form of qualitative feedback that provides students with "feed-forward" comments designed to help them improve future submissions. For example, work submitted via Turnitin could be marked using rubrics linked to RAU Marking Criteria plus either qualitative summary text, qualitative comments within the assessment text or recorded feedback comments (all possible via Turnitin).

Traditional examinations (those taking place in an examination room) do not require formal written feedback.

**To note:** the marking criteria have been updated for September 2024 onwards.



## 7. Return and Recording of Marks

For all online assessment submissions, the Module Leader is responsible for ensuring that the assessment submission portal (e.g. Turnitin, Moodle etc.) is set up to release marks and feedback to students by the required time and date. For assessments that are not submitted online (i.e. class-based presentations) marks should be released to students via Quercus by the required time and date.

Marks should not be released to students until they have been moderated. Marks and feedback should normally be released to students within 20 working days of the assessment submission date.

Moderated marks must be uploaded to Quercus by the dates provided by Registry. Information on accessing and uploading information to Quercus is available on the Academic Staff Centre Pages on Gateway.

In addition, the following staff guides can be found on the Staff Centre pages on Gateway:

- Frequently asked questions: Marking and Feedback
- Frequently asked questions: Assessment and Examinations

## Appendix 1: Formative Assessment Guidance

The following guidance is based on the Quality Assurance Agency (QAA) UK Quality Code – Advance and Guidance (Assessments) (November 2018)

<https://www.qaa.ac.uk/the-quality-code/advice-and-guidance>

In accordance with QAA terminology, formative assessment is developmental in nature and assists students with their learning and reflective practice through the provision of ongoing feedback. It allows tutors to monitor student learning and put in place intervention practices if required. Formative assessment refers to a range of both formal and informal assessment procedures conducted during the learning process. They enable and support modification to both teaching and learning activities and to improve student attainment (Crooks, 2001).

Formative assessment, when designed well, assists students with learning and guides them towards their summative assessment. It enables students to identify their strengths and weaknesses, enables them to manage their learning in a structured manner. At the same time, it provides tutors and the university with information about the areas students are struggling with so that support can be put in place.

Formative assessment can be tutor led, peer or self-assessment. Formative assessments are part of classroom activities and usually carry no grade, which in some instances may discourage the students from doing the task or fully engaging with it. The activities can be used to assess whether learning occurs and allows for teaching methods and resources to be adapted or changed if required.

### Developing formative assessment

Formative assessment should be constructively aligned with learning outcomes (Biggs and Tang, 2007). It should be explained to students what formative assessments are and how they will benefit them to achieve their summative assessments through the module learning outcomes.

An over-reliance on summative assessment at the conclusion of an element of study gives students a grade, but does not provide them with enough feedback that will help them develop and improve before they reach the end of the module/programme. Therefore, achieving a balance between formative and summative assessments is important, although one that students don't always fully grasp and/or take seriously. Formative assessments provide an effective and risk-free environment in which students can learn and experiment. They are also suitable for peer reviews.

#### In addition:

- Use different formative assessments for different module content to keep students engaged;
- Explain how formative assessment lead students to their summative assessment;
- Provide students with feedback on their formative assessment and feedforward on how they can develop further to fill gaps in knowledge and skills;
- Use marking criteria and rubrics consistently;
- For summative assessments, ensure feedback aligns with the grades given.

**Samples of formative assessment:**

- Short online quizzes at the end of class
- One-minute reflective questions/papers (pose a question at the beginning of class and students have one minute at the end to write their answer)
- Group or pair discussions
- Draft essay reviews by tutors or peers
- Peer reviewed research proposals
- Student marking activities where students use the module marking rubric to mark their own or peer work
- Concept maps
- Compare and contrast two components of what is being learnt to help them demonstrate knowledge and understanding
- Elevator pitch

**To engage students in formative assessment:**

- Clearly explain the rationale behind formative assessment – make it clear to students that through engaging with formative tasks they get to gain experience with their assessments, risk-free, and can develop far stronger skills in order to obtain better grades in the summative assessments.
- Create a link between summative and formative assessment – design formative assessments in such a way that they contribute to the summative task. This lowers the workload on the students and provides them with necessary feedback to improve their final performance. An example of such assessment is producing an essay plan, a structure of a literature review, part of the essay or bibliography.
- Lower the number of summative assessments and increase the number of formative assessments – yet do not allow one single summative assessment to carry too much weight in the final grade.

**References**

Crooks, T.J. (2001). The validity of formative assessments: Paper for the annual conference of the British Educational Research Association, Leeds, UK

Biggs, J. & Tang, C (2011). Teaching for quality learning at university: What the student does.

## Appendix 2: Learning, Teaching and Assessment support for Disabled & Neurodivergent Students

The definition of "[disability](#)" under the Equality Act 2010 is broad, encompassing any physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

In addition to the university's legal obligation to make reasonable adjustments, the university also needs to refer to the [Public Sector Equality Duty](#) (PSED) when making decisions. The PSED means that the university must actively consider how decisions, policies and the design of courses and programmes affect people who are protected under the Equality Act. Guidance on meeting the equality duty in policy and decision-making is available from the Equality & Human Rights Commission: [Meeting the Equality Duty in Policy and Decision-Making](#).

### **Background information: Definition of a Specific Learning Difficulty (SpLD)**

Whilst Reasonable Adjustment Plans (RAPs) are not exclusively for students who have a specific learning difficulty, this nonetheless will most likely constitute the largest number of students to whom the adjustment applies.

The term Specific Learning Difficulty (SpLD) can refer to a range of conditions, the most prevalent being **Dyslexia**. Other conditions that may occur either in isolation or in co-existence with Dyslexia are **Dyspraxia**, **Scotopic Sensitivity (also known as visual stress or Irlen Syndrome)** and **Dyscalculia**.

[Dyslexia](#) can be defined as an unexpected and variable difficulty in acquiring proficiency in reading, spelling and composing written information. It may be associated with other specific difficulties such as weaknesses in certain aspects of cognitive functioning such as working memory and processing speed.

[Dyspraxia](#) is a delay or disorder of the planning and/or execution of complex movements and associated with this may be problems of language, perception and thought.

[Dyscalculia](#) is a difficulty in understanding the concept of maths, i.e., applying mathematical rules. There can also be associated difficulties in time management and with dealing with sequential information.

### **Impacts to be aware of:**

There are five cognitive processes involved in creating the various difficulties in which students with dyslexia, dyspraxia, scotopic sensitivity or dyscalculia may experience.

- (i) **The memory processes** – the particular memory processes involved are 'working memory and / or sequential memory'. In the traditional British view of 'dyslexia' these memory difficulties are regarded as being the cause of dyslexia, because they greatly affect reading, spelling and mathematics. They also affect the ability to give logical explanations because of the way they influence the order with which points are made.

(ii) **The language processes** – especially those involved with understanding the meaning of words (semantics). Semantic problems may cause students to ‘lose’ words while they are talking, struggle to ‘find’ the most relevant word to express what they are trying to say or write, have difficulty understanding what they read (even though they know they’ve read it correctly), and misinterpret what people say.

(iii) **The auditory processes** - which cause auditory perception problems i.e., difficulty processing sounds even though they have been heard. The auditory difficulties are mainly experienced as phonological awareness problems and /or over-sensitivity to certain sounds. Phonological awareness difficulties greatly influence the development of reading and spelling.

(iv) **The physical co-ordination processes** – which cause difficulties sorting out left from right, poor balance, and clumsiness. When severe, these difficulties can be diagnosed as ‘dyspraxia’.

(v) **The visual processes** – which create the problems of over-sensitivity to bright light and changes in light intensity. The over-sensitivity causes problems in reading / looking at tables of numbers etc. both in terms of physical discomfort (such as headaches) and/or distortions of text (such as words moving or blurring). These problems appear to be eased by using coloured overlays or tinted spectacles.

**In summary, the following characteristics may therefore be evident in the written work of students with specific learning difficulties:**

- ✓ **Tendency toward spelling errors, even in word-processed work.** Spelling errors may include: erratic and inconsistent spelling where words can be spelt in several different ways in the same document; inappropriate use of phonetic spelling choices (eny/any ordeance/audience); misuse of spell check facility leading to incorrectly selected words (sublimely perception instead of subliminal perception); misspelling proper names such as the names of researchers; telescoping polysyllabic words (rembered/remembered); misuse of homophones (to/too), and letter reversals (dose/does).
- ✓ **Punctuation, grammar and sentence structure may be incorrectly or inconsistently applied.** This may include misuse or omission of punctuation marks; failure to identify sentence boundaries with possible overuse of conjunctions; short, unsophisticated sentences lacking in complexity, and inappropriate grammatical constructions
- ✓ **Language structure may show inconsistencies and not always have the correct pace or flow, with omitted or repeated information, words or phrases.**
- ✓ **There may be difficulties in expressing ideas in a conventional academic style of writing and written constructions may be unsophisticated.** Equally, it may be difficult to attain or keep to the recommended word limit. Students with dyslexia may digress from the assignment topic by either including information that is irrelevant or expanding unnecessarily on points of minor importance. Sometimes unusual links between topics are made that reflect a student’s lateral and creative thinking skills but do not meet the learning outcomes. Even though it will not be possible to award marks for such digressions, it can be supportive to acknowledge the student’s research attempts when providing written feedback
- ✓ **Proof reading skills may to be unreliable in terms of spotting errors.**
- ✓ **Presentation skills may be poor even when work has been produced through the use of computer packages.**

- ✓ **Students with dyslexia often spend considerably more time on assignment production than their non-dyslexic peers, but this effort is not always reflected in their written work.** Sometimes there may be a marked difference between the student's abilities as demonstrated in oral discussions and that indicated by written expression.

At the Royal Agricultural University (RAU) disabled & neurodivergent students will have a Reasonable Adjustment Plan (RAP), put in place by Student Services and when submitting assignments students should attach an Assessment Cover Sheet (please see annex 2 below), to their submission for academics to take into consideration for assessment, marking, feedback and feedforward. For support with any disabled or neurodivergent student please email: [student.services@rau.ac.uk](mailto:student.services@rau.ac.uk)

## Learning and Teaching

Support in the form of assistive technology software and [specialist study skills tuition](#), is designed to assist students with some of these challenges. As such, some students may choose to actively engage with support to build strategies and make personal improvements where this is possible. However, it should be noted that such support is unlikely to negate challenges in entirety.

Students with an SpLD should therefore not be unduly penalised for spelling, grammar and punctuation errors or poor expression of ideas. A student's examination script should be marked primarily for content, ideas and critical thinking.

However, the maintenance of academic standards should always be considered. It may also be essential to the understanding of the course that particular words or phrases are used correctly; in this instance, the assessor should take account of the error since the understanding is core to the subject. These guidelines should also be implemented as and when appropriate in courses that are externally accredited.

### Other disabilities that this adjustment may cover

Whilst students with specific learning difficulties have well-recognised challenges in the production of written work, other neurodivergent students may also share many of these. There can also be a distinct overlap between conditions such as **ADHD, autism, and specific learning difficulties**.

Therefore, the impacts highlighted elsewhere in this document may apply to a wider group of students, but in addition, the following may be evident:

- Difficulties using expressive or figurative language.
- Repetition.
- Overly detailed (difficulties with being succinct or summarising; tendency toward perfectionism).
- Difficulties navigating higher-level processes (such as the submission of work using digital portals).

## Assessment

### Guidance on marking for students who have a cover sheet

**The following marking practice would apply where a cover sheet is in evidence:**

**Key principle:** Establish the learning outcomes for the assignment in question. Mark the work with the intention of giving credit for the student's achievements in meeting these learning outcomes by focusing on the content and understanding of the topic rather than concentrating on written expression.

More generally therefore:

- ✓ Read and assess for ideas, understanding and knowledge.
- ✓ Aim for a clear separation between the content of the work and language errors, to ensure there is no subjective interpretation of the student's ability.
- ✓ Mark principally for content and understanding - disregarding, as far as possible, spelling, grammar and punctuation errors.
- ✓ Be very clear about the marking criteria, especially in terms of spelling, grammar and punctuation. If feedback is given, please refer back to marking criteria and be clear whether comments are for learning or have impacted marks for a legitimate reason.
- ✓ If the spelling, punctuation and grammatical mistakes do detract significantly from the content of the work however, it may still be appropriate to highlight the necessary corrections to spelling, grammar and punctuation in order to help signpost students to sources of help and support (see giving constructive feedback below)
- ✓ It is recognised that in some instances, the grammatical construction or written style of expression may obscure the clarity of the student's ideas. If there are doubts over meaning or conveyance of key points arising through language use that would negatively impact the grade, consider using a viva voce (or voice recordings) as a check and balance. This may allow the student a fairer opportunity to demonstrate knowledge and ideas, but please be aware that it may not be appropriate in every circumstance.
- ✓ In the event that a student with is still experiencing a significant disadvantage in producing written coursework in spite of the above concessions, an alternative assignment method may be appropriate for the module assessment.

### **Things to avoid:**

- Avoid using red to denote errors, due to negative associations that the student may have encountered in the past.
- Avoid over-emphasising mistakes, only correct repetitive errors for part of the work.

### Giving constructive feedback:

**Key principle:** Ensure that feedback is clear, constructive and sensitive to the student's difficulties. Good quality constructive feedback is likely to address the intangible aspects of a SpLD; increased anxiety, lower self-esteem and expectations regarding academic achievement.

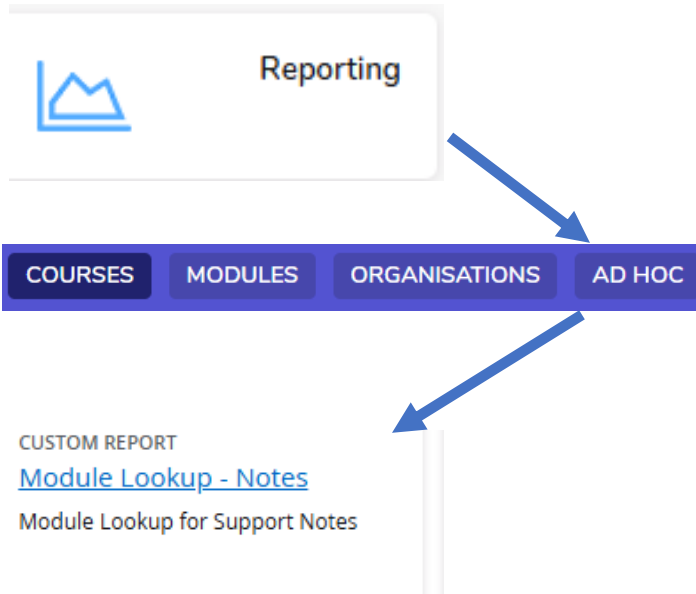
- ✓ Certain symbols used for marking can be perceived as critical and can confuse students with dyslexia, for example, crosses, question marks and exclamation marks when used without sufficient explanations to establish the reason for their use.
- ✓ Comment as far as possible on the strengths of the student's work and try the 'sandwich technique' when providing feedback (positive comments/constructive advice for improvement/positive comments).
- ✓ Write legibly, avoiding complex sentence structures. Students with dyslexia often have difficulty reading cursive script, so aim to keep handwriting as legible as possible. Alternatively, feedback can be word-processed and attached to the student's work.
- ✓ Even if you are marking without penalising for mistakes in the technical use of language, students do need help to develop their written English skills. Therefore, a marking system using codes could be employed to assist with feedback e.g. Sp - spelling, G - grammar, SS - sentence structure, P - punctuation, V - vocabulary, O - word omission, R - repetition, T - tense.
- ✓ If any core requirements have been established that conflict with the ability to fully apply these marking guidelines, this should be stated in the feedback that is provided on an assignment or examination script.
- ✓ Where spelling, punctuation and grammatical mistakes do detract significantly from the content of the work it may be appropriate to signpost students to the following for additional advice and support:
  - The [Student Services Team](#) for advice about assistive technology software and specialist 1:1 support that may assist with planning, structuring, organising and developing better proofreading skills. Some students may have this support available already but have not accessed it or disengaged for a number of reasons.



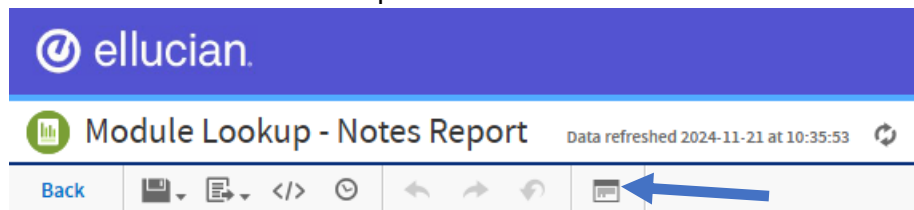
## Annex 1

### RAP Note Lookup Report

- To open the report, start from the Quercus homepage and click the “Reporting” tile
- Next click “AD HOC” along the top of the screen
- Finally, open the “Module Lookup – Notes” reports



- Once the report is open you can to do two things; select which module you wish to view the notes for and export the data to excel
- To select a specific module, click the window symbol located just below the “Data Refreshed” timestamp



- A new window will pop up with series of filters available to change. The only filter to change is the first one, “Module Code”. Simply find your required module in the list, select it then click “Apply” at the bottom of the window. The page will main window will refresh to show notes for this module. Once done click “OK”

**Input Controls**

**Module Code**

0IFY1

**Course Instance Academic Year**

2024

**ID Number not**


Available: 12,562      Selected: 4


Search list...








- 00012641
- 00029389
- 00038671
- 00039499
- 00041226
- 00055437
- 00063888
- 00101050

Apply   OK   Reset   Cancel   Save

- To export the data hover over the symbol that looks like a page with an arrow pointing out from it. A list of export options will show, you need to select “XLSX”. The report in its latest setup will export to excel

 ellucian.

 **Module Lookup - Notes Report**      Data refreshed 2024-11-21 at 10:35:53

Back                     

## Annex 2

**Please place this page at the front of your assessment document, prior to uploading it as one file to your assessment portal. (Insert > Object > Text from File > Select file)**

**Please place a tick in the boxes below that apply to you or to the piece of work you are submitting.**

### Reasonable Adjustments Plan (RAP) declaration (select one)

- ☐ I confirm that I have a Reasonable Adjustment Plan as recommended by the Disability Learning Team. I understand that this should be taken into consideration when my assessment is marked / graded.
- ☒ I confirm that I do not have a Reasonable Adjustment Plan in place.

### Generative AI declaration (select one)

- ☒ Where I have used AI to research content, find authors, papers, or ideas, I have fully referenced this in APA7 and provided the original text prompts in an appendix.
- ☐ I certify that I have not used any Generative Artificial Intelligence tools in the preparation of this work.

### Spelling, punctuation and grammar declaration (select one)

- ☐ I have used Grammarly or similar to correct my spelling, punctuation, grammar and/or syntax due to a Reasonable Adjustment Plan (RAP), Disabled Student Allowance (DSA) or language support requirement as an international student.
- ☒ I certify that I have not used Grammarly or similar to correct my spelling, punctuation, grammar and/or syntax.