

Assessment Handbook 2026/27

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1. Guidelines for Assessment

The Curriculum framework Review identified seven themes that underpin the development of a course assessment strategy. Within each theme are a number of questions to be considered.

1.1. Inclusivity and taking a holistic view of the needs of your students

- What prior learning, knowledge and skills are you expecting them to come in with?
- What learning, knowledge and skills are you expecting them to leave with?
- What about the mix of your students e.g. international, home, TNE (Transnational Education) etc.?
- How many students are you expecting (some assessments may not suit large classes)?
- How about the Access and Participation Plan (APP) aspects of your course (e.g., digital access, group working, late starters etc.)?
- What about alternative arrangements and/or reasonable adjustments for disabled students? What alternative arrangements can you anticipate you will need to consider/offer/make for your course?
- What additional support might students need to access to complete assessments (e.g., IT, English language, IT support etc.)?

NB: Ensure you find ways in the curriculum to embed practice with these before the assessment.

1.2. Scaffolding your overall course expectations and learning outcomes

- What are the Professional, Statutory and Regulatory Body (PSRB) 'competency standards' (if applicable) for the whole course? How do you plan to translate these into the assessments, and what reasonable adjustments must we offer?
- What do PSRB standards really demand in terms of assessment? Ensure you scrutinise PSRB competency standards to be very clear about their parameters
- How will the learning expectations/outcomes be scaffolded throughout the years/levels and modules in the assessments?
- What are the learning expectations/outcomes in relation to KNOWING, BEING, DOING on completion of the course?
- What are the learning expectations/outcomes in relation to KNOWING, BEING, DOING on completion of each level?
- What are the learning expectations/outcomes in relation to KNOWING, BEING, DOING on completion of each module?
- Is deep learning, meaning, mastery and development clear at all levels/years?
- How will employability/graduate attributes and professional skills be embedded and/or mapped within the whole course, and linked into the assessments?

1.3. Authenticity of assessment

- What does the professional world look like for these students on completion?
- What will students be doing at the end/career aspirations/key roles?

- How are you going to articulate the real world/professional expectations throughout this course with authentic assessments?
- What are the transferable, employability skills you need your students to develop over the levels/years to be employment ready?
- Where does Gen AI fit in the real world/professional world for these graduates? If it does, how will you incorporate this across the course assessments? Some with, some without?

1.4. Innovation/creativity in assessment

- How innovative can you be with your assessment types?
- How innovative can you be with the assessment method choices you offer students?
- How innovative can you be, whilst still ensuring the assessment is authentic?
- How will you ensure a mix of different assessments and limited/no duplication?

1.5. Mix of assessment methods and choice

- Is there a logical sequencing of assessment types between years, within years, within modules? (Scaffolding for depth in relation to KNOWING, BEING, DOING.)
- Are there different assessment methods that can interlink/build on each other between and within years?
- Is there a good mix of assessment methods between and in between levels? (Ensure they are accessible and inclusive to all.)
- What choice can you offer within your chosen assessments? (Ensure they are accessible and inclusive to all. Remember it is our duty to anticipate and offer reasonable adjustments.)
- Do the types and methods align with the definitions/assessments types within the Assessment Handbook? And the overall Learning Outcomes?
- How challenging/motivating will they be for all learners? Are they at the correct pace for the level?
- What reasonable adjustments can you anticipate you will be asked to make? What tweaks/choice WILL be offered for those who need reasonable adjustments (not just for those students who have a TAS (Tutor Awareness Sheet))?(This must be done)
- What opportunities are there going to be, across the course, to develop the knowledge and skills before getting assessed (e.g., practising case studies, presentations etc.)? What provision can you make in the course so that students are taught the skills needed and given support to complete these assessments? (Including Digital Literacy/Fluency)
- Do the assessments support students' mental health and wellbeing? (Some assessment types/methods are considered more stressful than others; avoid over assessment.)

1.6. Ensuring integrity, including use of Generative Artificial Intelligence (GenAI)

- How can you balance assessment security with inclusive practices while providing opportunities for learning?
- Where does Gen AI fit in with your assessments? Is this a real world/professional expectation for these students?

- In which/how many assessments can students use GenAI – fully, mostly, partly, with conditions, not at all, not applicable?
- Are your assessments susceptible to misuse of GenAI?
- Do all assessments need to be plagiarism-proof? If so, how?
- Do all assessments need to be cheat-proof? If so, how?

1.7. Constructive alignment of assessment criteria (with teaching)

- What does not meet/meets/exceeds look like for the course/year/module?
- How is deep learning acquired through assessment throughout the course?
- Is mastery paced, scaffolded and acquired through assessment throughout the course?
- Are the correct verbs/terms being used for the correct levels (e.g., Blooms Taxonomy)?
- Is the rubric clear to all, inclusive, accessible and there is clear differentiation between assessment criteria/performance descriptors (e.g., no duplication or repeating of the expectations in more than one place)?
- Are the assessment hand in dates bunched together? If so, how can these be separated?
- How will you offer a mix of feedback opportunities across levels/modules?
- How will you offer a mix of feedback methods across levels/modules?
- Where are you planning your formative assessment opportunities for each level/module etc.? (Avoid bunching.)
- Where are you planning to ensure students are supported with your assessment type/methods chosen? For example, if students are expected to do a presentation for their assessment, where in the teaching delivery are you planning to discuss/share/teach the essential aspects of presentation skills?
- Where are you planning to involve the Library and the Skills for Learning team in supporting your assessment types/methods? For example, the Library can offer exam support, presentation skills training, referencing workshops, and more, either embedded in your classroom sessions (you will need to arrange these directly with your Faculty Librarian) or students can access the regular sessions in the Library.

2. Designing and Setting Assessment Activities

2.1. Summative versus Formative Assessments

There are two categories of assessment in operation at the University – formative and summative.

Formative (informal) Assessment activities that provide students with feedback. The marks and grades for these assessment activities do not contribute towards the module mark and grade. Formative assessment activities are useful to provide students with feedback to let them know how they are doing. Sometimes the format of a formative assessment activity will be the same as the summative assessment activity for the module, in order to prepare students and ensure that they are familiar with the summative assessment task.

Formative feedback should be provided within two weeks of submission.

Summative (formal) Assessment activities where the mark will contribute towards completion of students' modules

Whilst many of the guidelines in Section 1 are also applicable to formative assessment, this assessment handbook focuses primarily on the creation, delivery and outcomes of **summative assessment**.

2.2. Assessment Set-up and Modification

Set-up is perhaps the most important stage in the assessment cycle, particularly the definition and recording of the assessment(s) to determine future operation. Given this importance, some aspects of assessment can only be set-up or modified through formal quality frameworks and processes.

Assessment is typically defined through the validation process and then subsequently changed through a modification task. Specifically, assessment is an attribute of a given module and is therefore defined and set-up within the Module Specification Template (MST) available in e:Vision. The assessment portals created in Canvas are generated automatically from the information available in the MST. If it is believed that an incorrect assessment portal has been created in Canvas, it will be necessary to check the MST and make any necessary modifications.

2.2.1. Deadlines for setting up or modifying assessments

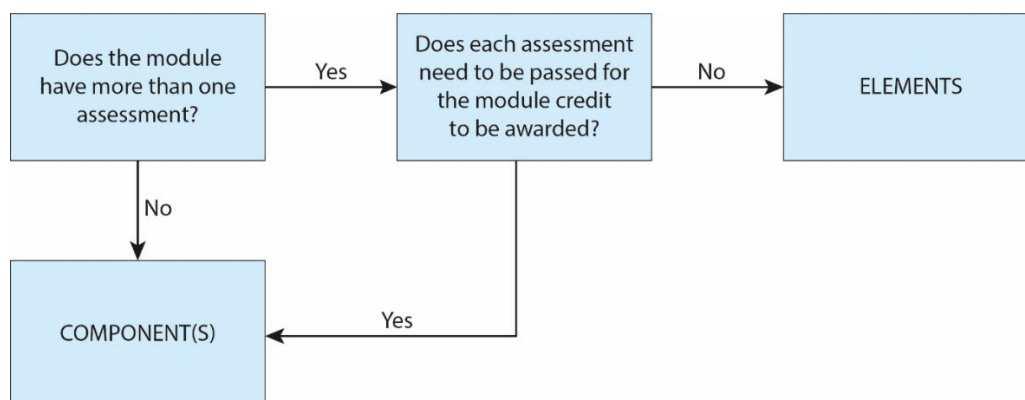
Assessments must be set-up or modified ahead of the academic year and before students enrol onto the module. So, for example, assessment should be finalised by February in the year prior to the academic year that the assessment will be in operation. This is a requirement regardless of the delivery location or any partnership arrangements with the module.

2.2.2. Elements and components

- **Elements:** assignment tasks where it is not necessary to pass each individual task for module credit to be awarded, provided that the weighted average of the elements results in a pass grade.
- **Components:** assignment tasks where each assessment activity needs to be passed for the module credit to be awarded (see Figure 1).

The use of elements is the default position for all module assignments. Components should only be used if there is a specific requirement to do so (e.g., Professional, Statutory and Regulatory Body (PSRB) requirements – see Section 2.7.2). An exemption is required for the use of components.

Figure 1: Elements and components



2.2.3. Mark calculation for elements and components

Where assessments have been specified as elements, a module can be passed (with full credit awarded) even where a student fails to achieve what would otherwise be the minimum qualifying mark (e.g., 40%) for one or more elements.

This is contrary to components, where even though the aggregate module mark might exceed the minimum qualifying mark, a module cannot be passed (and will be capped at 39%) if one or more components do not achieve the minimum qualifying mark (see Table 1).

Table 1: Example of a module mark calculation for components and elements

Components	001 (50%)	002 (50%)	Overall Module Mark
Mark	60	30	39
Elements	001 (50%)	002 (50%)	Overall Module Mark
Mark	60	30	45

2.2.4. Number of assessment activities

Whilst there is no formal upper limit for the number of assessment activities defined within the University's [Academic Regulations](#), and it is relative to the credit value of the module, the University's Curriculum Framework encourages no more than two summative assessment activities per 30 credits to avoid over-assessing students.

2.2.5. Partner Responsibilities – Assessment Set-up and Modification

The University expects to work collaboratively with partner providers to agree the assessments used, and the University's equivalent assessment should be used as a starting point for the setting of assessments at partner providers. The number, type, and weighting of assessment activities at partner providers must only deviate from the University's equivalent MST with specific reasoning and approved through course and module change (see below). The number, type, and weighting of assessment activities at partner providers must align at all types to the agreed MST, and the faculty will ensure that this is the case.

2.3. Defining Assessment Types

It is mandatory to allocate an assessment type when setting up an assessment. Types should be selected from a pre-defined list contained within the system (see Appendix 1: Assessment Types).

2.3.1. Use of presentation types

There are two distinct assessment types related to presentations and therefore it is important to select the correct one. Presentations that students undertake without the need to submit a supporting document, or a slide-deck, should be recorded as 'Oral assessment/Presentation', which will be set to 'offline submission' as a default. Presentations that are undertaken alongside the submission of a supporting document, or slide-deck, should be recorded as 'Presentations with submission' for which as a default of 'online submission' will be assigned.

2.3.2. Use of group work

Whilst group work is technically a method of assessment, as opposed to an assessment type, it remains valid and available for selection as a type. Where selected, a submission method will need to be determined according to whether it is a piece of coursework, presentation, performance etc. So, for example, a group work performance might be designated as an offline submission, whereas group coursework is likely to be set as online. Please note that where an online submission has been designated then each student will need to make an individual submission to the Canvas portal and results from Turnitin will need to be reviewed within this context.

2.3.3. Use of portfolios

Portfolios as an assessment type remain valid; however, care should be taken when using this assessment type. The general rule is that a portfolio assessment type will comprise a collection of assessment pieces that, whilst contributing towards the final aggregate mark of the portfolio, will not in their own right need to achieve a qualifying mark (see Figure 2). Also, a portfolio will have one submission point in the assessment portal in Canvas (i.e., individual assessment activities that comprise the portfolio will not have separate submission portals within Canvas).

2.4. Selecting the Weighting

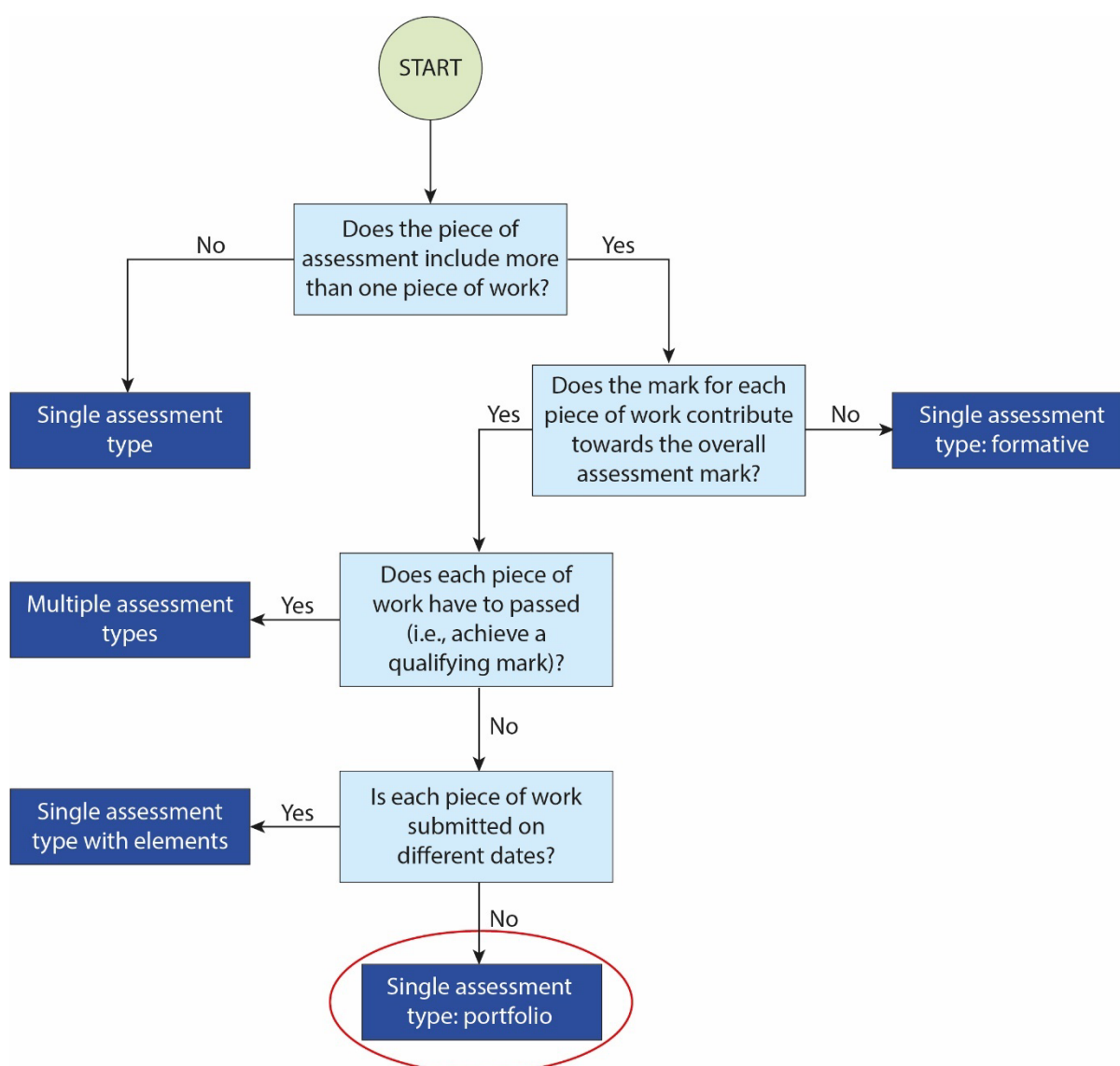
The sum of all the assessment elements or components combined must equal 100%. Weighting of assessment elements or components cannot be changed other than through the modification process or via exceptional approval by the Director of Registry Services (or delegated authority).

It is permissible to set an assessment component weighting at 0%. This would typically be used where a component is required to be passed to determine whether a learning outcome has been met; however, this does not contribute to the overall module mark.

2.5. Determining the Submission Method

When setting up assessment for a module, you will be required to designate whether the assessment type used should be submitted online or offline. Wherever possible, an online designation should be given and to this end it is the default for the majority of assessment types. Where a default is to be overwritten (e.g., a piece of coursework is to be set as offline submission) this will be dealt with as part of the validation process, in consultation with the Director of Registry Services.

Figure 2: Determining the correct assessment type for multiple pieces of submitted work



2.6. Setting Due Dates

Establishing accurate and stable due dates is vital for the processing of module marks, delivering an excellent student experience, and for the University to comply with regulatory and funding requirements. **In addition, the Canvas submission portal will not be accessible to the student if there is no due date and the student will be unable to request an extension or extenuating circumstances.**

The date for a given assessment component will be rolled forward from the previous year (this includes all submission opportunities). During July and August there will be an opportunity to review the rolled-over due dates and make changes where required. This exercise is conducted within e:Vision and will extend to being able to adjust other aspects of assessment such as how it will be submitted and whether extensions apply.

Due dates for assessment tasks should be set in advance of the academic session starting and no later than the end of August. This is a requirement regardless of the delivery location or any partnership arrangements with the module.

Due dates can be set for any time from the start of the module until shortly after the module has been completed; they do not necessarily have to be set within the designated assessment weeks as stipulated within the academic calendar; however, first submission due dates must not be set later than three weeks after the teaching on the module has finished.

Wherever possible, due dates should not be set during UK national or religious holidays and should avoid being on a weekend, regardless of the delivery location and whether that holiday is observed in the locality. This is to ensure that support is available from the University should any issues arise.

2.6.1. Student-specific due dates

Due dates are currently set as an attribute of module assessment as opposed to student assessment. For some assessment types, students might have due dates set that are specific to them as individuals. For example, a performance or presentation assessment type might take place over several weeks and thus the students due date will be dependent on which week they are to be assessed. The University is working to develop student-specific due date functionality; however, until such time that this development is completed, the due date set should reflect the latest possible date that assessment type will be run.

2.6.2. Due dates and the processing of marks

The University operates an automated agreement of marks process which (for first sits) takes provisional marks and agrees them at four weeks from the final due date of the module. Due dates therefore become integral in establishing when marks should be received and processed. A missing or incorrect due date will mean marks are either not agreed at all or are done so at an incorrect point of time. (See Section 6.)

2.6.3. Due dates and funding

The University receives student outcomes funding annually from the Office for Students (OfS), for those students who attempt the final assessment of the modules for which they were registered inside 13 months from the start of their academic year. To evidence that the student attempted the final assessment inside 13 months, we need to know when it took place. To this end the OfS audit the due date information and will not expect to see changes to these dates.

2.6.4. Changing due dates

Once set and visible to the student, due dates should not subsequently be changed. Where a due date is exceptionally required to be changed in-year (e.g., owing to staff illness or other unavoidable factors), it can only be modified to a later date and not earlier than the original date presented to students.

2.7. Initial Approval of Assessment Activities

The mode of summative assessment for each module is approved at initial validation and cannot normally be changed without going through the appropriate modification process. Guidance on how to validate / approve new provision can be found on the Quality and Standard's [Course Approval and Deletion](#) web page. Module Leaders and development teams should ensure that assessment is conducted within an inclusive and supportive environment for students.

The assessment types that can be approved at validation are detailed in Appendix 1. Note that examinations and should generally **not** be used summatively at Foundation Year or 4; however, there may be particular reasons why these are used (e.g. PSRB requirements, see Section 2.7.2).

The assessment pattern for each module is recorded in SITS in accordance with that approved at initial validation. Any changes required to the assessment pattern requires a request for modification submitted through the task in e:Vision and approved through the formal quality process managed by the faculty.

When designing assessment activities, Module Leaders and development teams should consider:

- alignment with the University's Curriculum Framework (see Section 1)
- alignment with the [Inclusive Framework: curriculum design and delivery](#)
- preparing apprentices for the 'apprenticeship assessment' (formerly known as the End Point Assessment (EPA)), where applicable
- reducing the possibility of plagiarism
- using authentic, real-world, tasks and briefs.

(Note: further information on these topics is provided in the [Staff Help & Guidance](#) Canvas course.)

All teaching and assessment of modules within courses leading to an academic award of the University will be in the English language apart from modules delivered and assessed by another University associated with a student exchange and approved by the faculty quality processes, or where a University course has been validated to be taught and assessed in a different language. In these cases, the University will ensure that those staff teaching and assessing students have the subject knowledge and expertise in the language used and shall ensure that appropriately qualified external examiners are appointed. Any assessment undertaken using a language other than English, as detailed in the exceptions above, shall be recorded on the student's transcript.

2.7.1. Modifications to assessments

Changes to the following can be made as part of the University's modification and ongoing course review process:

- Assessment criteria
- Assessment description
- Assessment length
- Assessment Strategy
- Assessment type
- Assessment word count

Guidance on how to make changes to existing courses and modules can be found on the Quality and Standard's [Course and Module Change](#) web page.

2.7.2. PSRB requirements

Where a course and/ or module forms part of the qualifications regime of a Professional, Statutory and Regulatory Body (PSRB), clear information should be given in the course guide about the specific assessment requirements that must be met for progression towards a professional qualification, including those modules which must be passed and the level at which the course, or any part of it, must be passed in order to meet the requirements of the PSRB. Any PSRB requirements identified at module level must be included within the relevant module guide.

2.7.3. Competency standards

A competence standard determines whether a student has a defined level of ability in a particular area or is able to achieve a specific skill. This is akin to a binary scenario where a student must be able to demonstrate a skill to an objective level, otherwise they will fail that competency standard.

It is therefore imperative that if competency standards are cited to justify an assessment type, it must be possible to define the standard being assessed and why a particular type of assessment best serves the aim of demonstrating achievement of that standard.

The Equality and Human Rights Commission advice is that such standards should be kept to a minimum and there should be as few as possible, and some courses will have none.

While it is often not possible to adjust legitimate competence standards, it is possible in most instances to determine how competence standards are assessed.

All competence standards should be able to meet and list these components:

- **Skill or ability:** a defined skill that is required (not a level of skill, the actual skill).
- **Measurable:** it must be possible to measure the skill that is required.
- **Metric:** it must be clear how the competence standard will be measured with a degree of objectivity, and not just “I think it’s about right”.
- **Standard:** the measurement that would be a pass or a fail.

Without that last component, the whole exercise would be wasted and, crucially, there is a duty to tell all students what these competence standards are before they enrol.

2.8. On-going Approval of Assessment Strategies and Tasks (including Annual Update)

Module and course assessment strategies are approved at validation, but their continued effectiveness will be monitored by course teams as part of the Continuous Monitoring and Improvement (CMI) process and commented upon by external examiners in their annual report.

Approval of summative assessment tasks (e.g., coursework brief or exam paper) must be completed prior to students being given the assessment task to complete. In the first instance there should be an internal approval process and then the relevant external examiner should be asked to approve the assessment task that students will complete. For partnership modules, there should be an internal approval process at the partner and then the Module Leader should approve the assessment task that students will complete, in line with Section 2.2.5.

No assessment tasks should be presented to students until internal (faculty) and external (external examiner) approval has been secured. Ideally, assessment tasks and due dates should be approved before the start of a module. If an assessment task remains the same as the previous year, and the external examiner has not changed, then it can be assumed that the assessment task has been approved; however, it is appropriate to send all assignment briefs to the external examiner so that a holistic view of the assessment activities can be undertaken.

Faculties should have an annual process for reviewing and approving all summative assessment tasks through the provision of draft assignment briefs, which include proposed due dates. It is recommended that programme teams establish an Assessment Approval Panel to review all assessments that will be used in that programme.

The internal approval process should confirm that the task:

- is the same type and length as that given in the module guide (e.g., Coursework - 3000-word report, Group Presentation - 15 minute, etc.)
- assesses those learning outcomes assigned to the assessment task in the module guide (note: it is important to review this each year to ensure that multiple modifications have not resulted in unintentional 'drift' from the intended learning outcomes)
- is given a weighting that is the same as indicated in the module guide
- has a clear and understandable assignment brief written in student-facing language (e.g., "you should" rather than "the students should") (see Appendix 2: Assignment Brief Template).
- is set at the appropriate academic level and is achievable within the constraints of the assessment length
- has appropriate assessment criteria and assessment-specific level and mark descriptors, which are aligned with the University's [Level and Mark Descriptors](#)
- due date does not result in excessive bunching of assessments for the programme as a whole
- has an appropriate method of moderation (see Section 7.2).

Once approved internally, the assessment should be sent to the external examiner for approval (Wolverhampton modules) or the faculty contact (partner modules) who acts as external examiner. The external examiner should comment on the suitability of the assessment tasks with regards to the module specification, level of work expected and in relation to the standard of the tasks in comparison with similar courses at other institutions; as well as to comment on the clarity of the task and on the guidance provided to the students.

This approval process applies to both assessment and re-assessment (resit) tasks for each module to ensure that assessment at each opportunity is equitable and fair.

2.9. Disabled Students and Students with Additional Learning Needs

2.9.1. Reasonable Adjustments and Anticipatory Duty

The duty to make reasonable adjustments is made up of three requirements that apply where a disabled person is placed at a substantial disadvantage when compared to a non-disabled person. The three requirements relate to changing how things are done, changing the built environment to avoid such a substantial disadvantage and providing auxiliary aids and services. Only "reasonable" adjustments must be made. For example, if an adjustment is highly impractical, prohibitively expensive or an adjustment to a competence standard, it does not have to be made.

The duty to make reasonable adjustments is anticipatory. There is an anticipatory duty under the Equality Act 2010 to provide reasonable adjustments for students, which means a strategic and planned approach is required to address the barriers that potentially impede disabled students. Designing modules with assessment choice is one such example of an anticipatory approach. Many reasonable adjustments have little or no cost implication (see Table 2).

Table 2: Examples of different types of reasonable adjustment

Individual reasonable adjustment	Make individual arrangements for a student to sit in a separate room to take an examination, and/or to word process their answers using a computer with specialist assistive software.
Anticipatory reasonable adjustment	Review assessment methods at the design, validation and delivery phase, in line with learning outcomes and competence standards, to provide a range of alternative assessment methods for measuring student knowledge. Recognising and anticipating students' needs through introducing a choice of formative and summative assessment methods (for example, vivas, presentations, projects and coursework in addition to formal examination) as part of mainstream practice may lessen the need for case-by-case individual adjustments.
Inclusive Approach	Develop a whole-institution approach to designing, approving, monitoring and reviewing assessment strategies for programmes and awards. Ensure appropriate means of assessment are used and academic standards are maintained to encourage effective learning.

Students who are not eligible for Disabled Students' Allowances may still be disabled under the Equality Act and there is a duty to make reasonable adjustments for those students; for example, where a student does not have a confirmed diagnosis of a disability. Where a student does not have a diagnosis of disability, but staff are concerned that the student is struggling or failing to engage, staff should take steps to determine whether a student may have a disability and whether it is appropriate to put reasonable adjustments in place. Such steps may include consideration of what the student says about their disability or health condition and how they present when speaking to staff and peers. Their behaviour may also be taken into consideration; for example, attendance at lectures, submission of work, general engagement with courses and other activities and whether there are discrepancies between certain modules or formats of assessment. For additional guidance or support, staff should raise a cause for concern via the [Support to Study pages](#) or email Disability-Inclusion@wlv.ac.uk.

If a student is unable to complete a particular form of academic assessment for reasons owing to their impairment, an alternative, but equivalent, academic assessment should be made available without delay. This alternative academic assessment must still test the learning outcomes for which the original assessment was designed.

Alternative assessments can be designed in consultation with the Accessibility, Disability and Inclusion team. The proposed alternative assessments should be approved through the same programme-level process as described in Section 2.8. The approved alternative assessment activity should be recorded by the Accessibility, Disability and Inclusion team.

Special examination arrangements are available to students with a recognised condition or impairment. It is important that liaison takes place with the Accessibility, Disability and Inclusion team to ensure such arrangements can be made in good time.

2.10. Indicative Assessment Tariffs

When setting alternative assessment activities, it may be useful to refer to Table 3 for guidance in relation to equivalences between different activities. Note: there may be pedagogic reasons why an alternative assessment varies from the guidance provided here, particularly in relation to meeting specific module learning outcomes. The guidance applies to the whole assignment, rather than to specific components.

Table 3: *Guidelines for the equivalences of different assessment activities*

Form	Foundation Year	Levels 4-6	Level 7
Written	1,500-2,000 words	2,000-3,000 words	3,000-4,000 words
Oral	10-15 minutes	15-20 minutes	20-25 minutes
Examination	1-1.5 hours	1.5-2 hours	2-3 hours
Independent study 30 credits	2,000-3,000 words*	3,000-5,000 words*	4,000-6,000 words
Independent study 60 credits			12,000-18,000 words

* Although indicative word counts are presented here, it should be recognised that exams should generally not be used summatively at Foundation Year and Level 4, as noted in Section 1.

3. Communication with Students

The **course guide** contains the essential information needed to help a student understand how their course operates. It specifies the modules required to be taken and any other additional requirements which must be satisfied for the award of the qualification. Course guides are generated annually from the validated Course Specification through an online task on e:Vision. The sections of the course guide which relate to assessment are:

- Teaching, Learning and Assessment
- Assessment Methods (calculated)

The sections of the course guide which can be updated as part of the annual update task are:

- Welcome from the Course Leader
- Course Team information
- Health & Safety Issues

Any other sections need to be amended in line with published deadlines using the course change process. Once updated, course guides are published on e:Vision.

The **module guide** is created from the validated Module Specification. Module guides are generated annually from the validated Module Specification through an online task on e:Vision.

The sections of the module guide which relate to assessment are:

- Module Assessments
- Assessment Criteria
- Level Mark Descriptors
- Response to Student feedback
- E-submission / Computer assisted Assessment
- Module Assessment Submission information

The sections of the module guide which can be updated as part of the annual update task are:

- Module Content
- Learning Activities
- Blended Learning
- Assessment Criteria
- Level mark Descriptors
- “As a result of your feedback ...” section on responses to student feedback

Any other sections need to be amended in line with published deadlines using the module change process. Once updated, module guides are published on e:Vision and Canvas.

As the information in validated Course and Module Specifications merges directly into the published guides, it is important that the language used is student friendly.

Guidance on the creation and update of on-line Course and Module Guides is available through the e:Vision ‘Module and Courses’ page.

Separate information on examinations is published on the [University web site](#). On this page students can find information on:

- Timetables
- Examination / assessment weeks
- Examination clashes
- Examination regulations
- Examination attendance record
- Special examination arrangements.

3.1. What's My Assignment?

In addition to assessment unpacking resources, where the Module Leader explains what is required for an individual assignment task, it is worth considering whether a student-led 'What's my assignment?' activity is also appropriate. The University's participation in the national 'What Works?' project identified these activities as supporting the development of students' academic literacy skills and in narrowing the award gap between different groups of students. It was identified that the activities were most valued by students at the start of Levels 4, 5 and 7. It is not necessary to conduct the activity for every assignment, but there may be reasons, such as introducing a different form of assessment, where the use of a student-led activity is beneficial for students' understanding and comprehension of what they are being asked to do.

The 'What's my assignment?' activities are conducted as follows:

- Students discuss in groups their understanding of the assignment requirements and feed these back to the group and the lecturer.
- Students are enabled to anonymously ask questions about what they do not understand, for examples by putting the question on a Post-it Note and placing it on the wall.
- Lecturers respond to the questions raised in the class and address any misconceptions in student understanding. This information should then be included in a Frequently Asked Questions thread in Canvas.

4. Submission of Assessment

Students must submit their assessment in accordance with the submission method stipulated within the assessment set-up. All submission must be made by 14:00 (UK time) on the due date specified; any submission after this time will be counted as a late or non-submission. The 14:00 time is used to ensure that university support offices are staffed and open at the time of submission.

4.1. Fit to Sit

The aim of the [Fit to Sit and Extenuating Circumstances Policy](#) is to maintain academic standards and to ensure students submit assessments when they are fit to do so, and that no student is disadvantaged by circumstances beyond their control. Where a student submits their assessment, they are declaring themselves fit to sit; this is the case unless a subsequent extenuating circumstances claim is approved after the submission. If, however, a student submits assessment after having an extenuating circumstances claim approved, then they will be declaring themselves fit to sit, and the work should therefore be marked as a valid submission.

If students are fit to sit and submit assessments, they are expected to meet the published deadlines for the submission of assessments.

4.2. Late Submission

The University recognises that, on occasion, students may encounter circumstances which prevent them from meeting assessment deadlines. The [Late Submission and Extension Policy](#) enables students to **submit up to seven calendar days after the published submission date**. For students who have a Student Support and Wellbeing approved automatic seven-day extensions, the deadlines in the policy are applicable after the automatically extended deadline.

Coursework submitted **later than seven days** after the published submission deadline or extended deadline will be awarded a non-submission grade (ONS).

Coursework submitted **after the published submission deadline** but within seven calendar days of that deadline, without an approved extension, will be marked. Grades for late submissions will be subject to the sanctions as per the policy.

This policy does not apply to examinations, tests, group work and practicals or assessments taken during a published resit period.

Students wishing to apply for an **extension** should follow the published procedure which can be found in the [Late Submission and Extension Policy and Procedure](#).

Where an assessment is a physical artefact which it is not possible to submit electronically, students will be given a receipt. It is the student's responsibility to keep receipts for submitted assessments. Assessments submitted to a specified location will be held securely. Internal markers will be required to collect assessments from the location where they were submitted and must ensure that assessments continue to be held securely at all times. Exam scripts are collected and processed in accordance with the University's examination rules.

Where submission is made **online**, this will take place through Canvas (see also Section 5).

4.3. Extensions

Students have a variety of extension options available to them (as defined by the policy) to support them in submitting work, and (where possible) to deter them from needing to defer work.

Students have different options for extensions:

1. An evidence-based extension. This requires evidence to be submitted and approved and grants a seven-day extension without any penalty to the final mark. Such extensions are requested through e:Vision.
2. A self-certification extension. This does not require supporting evidence and grants a seven-day extension without penalty to the final mark. Such extensions are requested through e:Vision, and each student has a maximum of three to use within the academic year.

A student can only use one extension at any one time and thus have a maximum of seven additional days beyond the original due date. This means, for example, that a student cannot use an evidence-based extension and then submit late.

4.3.1. Extensions and due dates

For evidence-based extensions and self-certification the due date shown to the student within their submission portal will reflect the updated due date (taking into account an extension).

For automatic (or 'late submission') extensions the due date will remain as the original due date. The portal shows (for all students) an 'available until' date, which is the original due date plus the seven-day 'late' period. The portal remains open for seven days after the due date (and until the 'available until' date) for students to submit within that period if they choose to do so.

4.3.2. Extensions and assessment types

Extensions are not permitted for some assessment types (e.g., examinations, tests, and presentations, although the latter can be adjusted to permit them). The majority of assessment types have extensions permitted as a default and regulation exemptions are required to be sought to adjust this.

4.3.3. Students with automatic extensions

Some students (e.g., disabled students) may be granted an automatic additional seven days on all assessment due dates (with exception of examinations and tests, for which reasonable adjustments are instead made, including additional time). It is therefore the case that the due date in Canvas for such students will reflect the original due date plus seven days.

The additional seven days does not prohibit such students from utilising any one of the three extension options available in addition. For example, a due date of the 11 May will be automatically updated to 18 May with the automatic extension; however, a student might also choose to use a self-certification or evidence-based extension resulting the revised due date being the 25 May.

4.3.4. Marking period and extensions

The marking windows are unaffected by student extensions. If students submit a week after the original due date owing to using an extension, then there will be seven days less time to mark the work.

4.4. Extenuating Circumstances

For all assessment types and modules, students have the right to submit a claim for extenuating circumstances. All such claims must be accompanied by valid evidence. Where extenuating circumstances are approved, students will be permitted to defer submission of an assessment to the next opportunity (which may be in the following academic year). Information on what constitutes extenuating circumstances, and the procedure for submitting a request for extenuating circumstances to be considered and the evidence needed to support claims is included within the [Fit to Sit and Extenuating Circumstances Policy and Procedure](#) document.

Students who defer their work due to extenuating circumstances will essentially lose a submission opportunity within the year. Students should be aware that this may increase the risk of them not being able to proceed, if they still have outstanding assessments at the point when they are due to progress to the next level of study.

5. Electronic Management of Assessment (EMA)

Our approach to the EMA is based around the following principles:

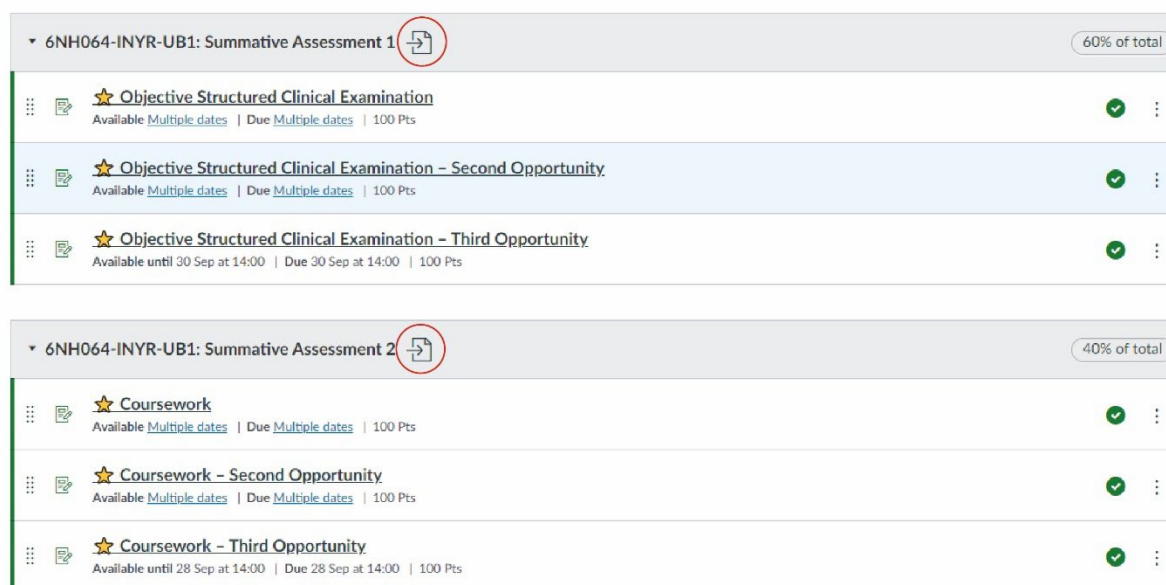
1. Assessment patterns and their associated deadlines can only be adjusted in SITS through following the appropriate quality process.
2. Marking of work submitted electronically via the online submission system is conducted in accordance with the University's [Academic Regulations](#) and Assessment Handbook, and, where relevant, the requirements of Professional, Statutory and Regulatory Bodies (PSRBs).
3. All assessments that meet the requirements for electronic submission must be submitted electronically and within the correct portal (typically identified with 'Official University Assessment').
4. All assessments will be marked in Canvas regardless of method of submission.
5. Dual submission (i.e., students submitting electronic and hard copies of an assignment) will not be accepted.
6. A student cannot opt to submit a hard copy document if electronic submission has been identified for an assessment task, and staff are unable to circumvent this principle without formal approval.
7. It is the responsibility of the student to ensure that work submitted electronically:
 - is the correct work for the assessment task
 - is not corrupted
 - is a valid file type that can be read on University computers
 - does not contain any computer viruses that could compromise the University's network systems
8. It is the responsibility of the student to ensure that the assessment is submitted on time, and failure to do so will automatically be subject to the University's late submission policy. Failure of the student's equipment, such as the student's computer or network, is not a valid reason for late submission.
9. If, as a result of a failure of the University network, a student is unable to submit an assessment electronically, the student will be given an automatic extension and will be required to submit the assessment within 24 hours of the network being reinstated. The student should not use an alternative method of submission unless directed otherwise by Digital Services.
10. All feedback on a student's work will be returned electronically.
11. All feedback will be available in one location (i.e., Canvas).
12. Duplication of processes and activities will be avoided.
13. Submission deadlines must be set at no later than three weeks after the teaching on the module has finished.
14. Marking of assessments must be completed within the marking period; thereafter all marks present in Canvas will be published via the portal. The marking period for initial assessments and for resits is four calendar weeks (see Section 6.2.1).

Further [guidance on EMA](#) is available, which gives details on EMA and links to support and guidance resources for staff.

5.1. Online Submissions

Where set for an online submission, all submissions must be made into the relevant official portal that is linked to the Student Record System (see Figure 3). Each Canvas course will have a linked portal for each of the validated assessments. Within each assessment portal will be each of the opportunities available for the module.

Figure 3: Official portal (highlighted with red circle)



▼ 6NH064-INYR-UB1: Summative Assessment 1 			60% of total
...	 ★ Objective Structured Clinical Examination	Available Multiple dates Due Multiple dates 100 Pts	✓
...	★ Objective Structured Clinical Examination – Second Opportunity	Available Multiple dates Due Multiple dates 100 Pts	✓
...	★ Objective Structured Clinical Examination – Third Opportunity	Available until 30 Sep at 14:00 Due 30 Sep at 14:00 100 Pts	✓
▼ 6NH064-INYR-UB1: Summative Assessment 2 			40% of total
...	 ★ Coursework	Available Multiple dates Due Multiple dates 100 Pts	✓
...	★ Coursework – Second Opportunity	Available Multiple dates Due Multiple dates 100 Pts	✓
...	★ Coursework – Third Opportunity	Available until 28 Sep at 14:00 Due 28 Sep at 14:00 100 Pts	✓

5.1.1. Visibility of assessment portals

Portals are generated through the data contained within the Student Record System. If portals are not visible, this is likely to be for one or more of the following reasons:

- student(s) not being registered on the module
- the portal is not published
- the assessment component does not have a due date entered for it
- the due date entered is in the past
- the expected assessment has not been validated
- the assessment component has been given an 'offline' designation
- for second and third opportunity portals, the students' failed grade is yet to be agreed by the automated process

5.1.2. Portals for deferred (or 'mitigated') students

Students who defer an opportunity due to extenuating circumstances will be assigned to the next opportunity portal as and when the module outcome is agreed by the automated process.

Students who deferred the final opportunity in the **previous academic year** will either submit into the previous year's portal or the current year's portal. This is dependent on the progression status of the student:

- Where a student has more than $\frac{1}{3}$ of mitigated assessment (40 credits for 20-credit programmes and 30 credits for 30-credit programmes) outstanding that they have been

unable to retrieve in year, they are re-registered on all their outstanding modules in the next academic year and will submit into the that year's assessment portal.

- Where a student has $\frac{1}{3}$ or less of mitigated assessment (40 credits for 20-credit programmes, and 30 credits for 30-credit programmes) outstanding that they have been unable to retrieve in year, they will **not** have the outstanding modules re-registered and will therefore submit into the original assessment portal.

Where a mitigating student is submitting into the historic portal, the due date will need updating to the current year. These submissions will be available for marking within the [Assessment Centre](#) in Canvas.

5.1.3. Multiple portals

There may be multiple official portals within a single Canvas topic. These reflect different occurrences of the module (e.g., UM1, UM2, UW1, etc.). Students will submit into the portals for the module occurrence they are registered to.

5.2. Offline Submissions

Where the assessment has been designated for offline, the submission still needs to be recorded and receipted. For offline assessment this is done in one of three different ways:

Examinations	Registers will be taken by invigilators and then provided back to the Central Exams team.
Physical artefacts	Work should be submitted to an ASK helpdesk and receipted.

The submission time of 14:00 (UK time) still applies to offline submissions.

All submissions (including offline submissions) need to be recorded for the University to claim Student Opportunity funding from the OfS.

6. Marking

Nearly all undergraduate and taught postgraduate assessments and overall module scores are marked on a **percentage scale** (1-100%) as detailed in the University [Academic Regulations](#). In a few cases, modules might be graded as pass/fail. The marking period for the first submission opportunity and for resit opportunities is four calendar weeks.

The University is committed to transparent and fair marking arrangements that also reflect and protect the integrity of academic judgement.

[Level and Mark Descriptors](#) are generic descriptors that apply mainly, though not exclusively, to written academic work. Module-specific assessment criteria and performance descriptors (i.e., not the generic descriptors but descriptors relevant to the assessment being set) as well as the word limit or the length of the assignment, must be provided in the module guide.

After assessments have been marked and moderated, they should be retained in line with the University's [Records Retention Management Spreadsheet](#).

6.1. Marking at Boundaries

Marks for individual pieces of assessment should never be marked at a '9' (i.e., 39, 49, 59, 69). The mark should either be firmly in the lower band or the upper band.

If, as a result of averaging more than one assessment task, the module result comes out as a '9', this should be re-evaluated to determine whether there are grounds for raising the mark to the higher band.

6.2. Marking of Online Submissions

6.2.1. Assessment Centre

Marking of online submissions should be conducted via the [Assessment Centre](#) in Canvas. A [User Guide](#) and [FAQs](#) for the Assessment Centre is available in Canvas. Marks **must not** be released to students on a Friday, over a weekend, or on a UK national holiday. It is important that students are able to get clarification or support regarding marks and feedback when tutors are available.

6.3. Mark Entry

6.3.1. Mark entry period

The length of time allocated for marking is determined through university policy and is set as four weeks. This applies to first sit and resit periods.

These marking windows apply irrespective of student extensions.

6.3.2. Entering marks

Regardless of whether the assessment is submitted online or offline, all marking is undertaken through the Assessment Centre in Canvas (see Figure 4).

Entering marks within Canvas but outside of the Assessment Centre will result in the marks not being transferred into the Student Record System.

Marks can be entered by all teaching staff associated with the module. Marks can only be published to e:Vision by the module leader or the second module leader. Teaching staff can be given access by the module or MAV¹ leader. Module and MAV leaders are defined within the Student Record System based on the information provided when the module was set-up. Where the leaders change mid-year, a helpdesk ticket should be raised in e:Vision to amend the relevant details.

Figure 4: Assessment Centre in Canvas

Name	Student Number	Action
Jason Partridge	2018543	Continue Grading
Sam Davis	2056961	Grade
David Samuels	2017592	Grade
Angie Kelsey	1943754	Continue Grading
Haydn Williams	2054837	Being Graded

6.4. Non-submissions

It is not necessary to enter ONS for students who have not submitted. as this will be done automatically by the system. The system will populate ONS shortly after the marks have been sent from Canvas to the Student Record System. In order to do so, the system will look to see if:

- A submission record exists for the students and assessment
- A mark has been entered into the assessment centre within Canvas.

If neither of these things are true, then a ONS will be calculated.

Incorrect ONS entries usually occur where multiple factors converge; specifically, where mark entry exceeds the permitted window (such that there are no marks in the assessment centre or student record system), at the same time as there being no submission record (due to it being submitted offline or outside of a linked portal).

6.5. Marking Late Submissions

Late submissions that occur up to seven days after the original deadline (or adjusted deadline for students with Disability & Inclusion-approved extensions) should be marked.

¹ A 'MAV' is an occurrence of a module. It is possible that a given module will have multiple MAVs.

Marks should not be adjusted for late submission; instead the mark entered should reflect the academic merit and as if it was submitted on time. The system will automatically deduct marks based on the submission record for the student and assessment at the point it is published to the Student Record System. Where a submission record does not exist, then a deduction will not be applied; however, if it is known to be late then a Helpdesk ticket should be raised within e:Vision to correct the mark.

6.6. Academic Misconduct

The University's [Regulations and Procedure for the Investigation of Academic Misconduct](#) provides information about the procedure to follow if work is suspected to show evidence of cheating, plagiarism or collusion. Further information is available on the [Academic Misconduct](#) webpages.

6.6.1. Use of Turnitin

Turnitin is enabled for use with all online summative submissions. Turnitin Similarity Reports are available in Grades and SpeedGrader within Canvas.

Turnitin does not detect plagiarism: it simply highlights text that matches other sources searched by Turnitin. It is therefore not possible to determine that plagiarism has taken place based on the percentage similarity score alone; it is always necessary to look at, and interpret, the Similarity Report. Information about interpreting an Similarity Report is available on the Academic Misconduct webpages and from the [Turnitin pages](#) in the Staff Help & Guidance Canvas course.

6.6.2. Use of artificial intelligence in assignments

The University's [Academic Integrity Policy](#) states that:

Owing to the rapid development and capability of GenAI tools, it will be necessary to update the guidance continuously on the ethical use of these tools by staff and students. Information will be provided to staff in the [Staff Help & Guidance](#) Canvas site and to students through the [Canvas Help & Guidance to Students](#) course.

GenAI tools can support productivity, and it is recognised that such tools are being incorporated into standard software products used by the University. The University therefore supports the appropriate use of GenAI in the development of University work, including assignment submissions; however, such tools should be used intelligently and users should be aware of the limitations of GenAI and should adopt a critical approach to the information provided. For example, GenAI tools may provide a biased perspective on a particular topic, based upon information and viewpoints that have been harvested from online sources.

All use of specific GenAI tools should be attributed, in the same way that any other source material would be referenced within a piece of academic work. The use of GenAI tools should be referenced in accordance with the [Cite Them Right](#) guidelines.

It is important to remember that all work submitted for assessment or review must be the product of the person who is making the submission. Anyone who submits a piece of work for assessment will be making a declaration as to the authenticity and originality of the submitted piece of work and should be aware that the University may utilise electronic tools to detect instances of academic misconduct. This may include the submission of work that has been created by GenAI tools. This means that incorporating material created by GenAI without appropriate attribution will count as academic misconduct.

It is also noted that the use of GenAI in some assignments may not be permissible. Students must be notified as part of the assignment brief if the use of GenAI is not allowed in the development of an assignment.

6.6.3. Recording academic misconduct via the Assessment Centre

To flag a student's submissions as being suspected of academic misconduct, a marker must enter a mark via the Assessment and Grading Centre and then select the "Report AM" button. The Module Leader is then able to review this and send the grades/marks to SITS (as with normal marks/grades). The AM flag will highlight the relevant submission record in SITS as having suspected AM.

Please note, it is necessary to complete the usual academic misconduct forms for the Complaints and Student Casework team: the AM flag in the Assessment Centre does not currently alert the Complaints and Student Casework team to the fact that a piece of work demonstrates suspected academic misconduct.

6.7. Penalties for Over-long / Short Assessment Submissions

The length of an assessment will be judged on the basis of the number of words in the submission excluding appendices and references but inclusive of citations made in the body of the work.

Submissions which are shorter than the assessment word or time limit will not be penalised and will be marked on their merits. Students should be reminded that it is likely that they will not have fully addressed the learning outcomes being assessed in the depth required should they do this.

Therefore, a submission which is under the word or time limit will be self-penalising and no further action is required by the assessor.

Assessments which are up to and including 10% above the word or time limit will not be penalised. If an assessment is more than 10% above the word or time limit then the work should be marked on its merits and the marker should then apply a penalty of a 10% reduction to the percentage grade awarded (i.e., they should not take 10 percentage points off the work). The reduction applied should be clearly stated in the feedback provided to students. Students should be notified that submissions that exceed the word limit will be penalised.

No student should fail an assessment owing the application of the 10% penalty. In this situation, the pass mark will be awarded. For example, if an undergraduate student achieved 44%, then 10% would take to the student to a high fail mark. In this case a mark of 40% should be awarded.

Notification to students that their work is subject to a penalty if over-long should be conveyed via the Assignment Brief template (see Appendix 2) and also highlighted in the module's Canvas site.

The exception to this policy is where the ability to write to a precise word count or speak to a precise timing is one of the module learning outcomes being assessed (e.g., a journalistic article of a specified word count OR, a performance piece which has to be a specified period of time).

6.8. Apprenticeship Programmes

Members of staff marking apprenticeship programmes need to be aware that Ofsted has stipulated that assessment feedback (on Programme and the apprenticeship assessment) must be provided with some reference to the knowledge, skills and behaviours relevant to the apprenticeship programme.

7. Standardisation and Moderation

7.1. Standardisation

Standardisation is a calibration activity that should be undertaken for all summative assessment tasks where there is more than one marker. The aim is to ensure that all markers understand the assessment criteria and associated rubrics and apply these consistently.

Standardisation activities must take place prior to marking of summative assessment activities. The way in which this is done can vary, for example:

- using anonymised scripts from previous years
- waiting until some pieces of work have been submitted for the current assessment task.
(This option is also appropriate when the summative assessment task is being run for the first time.)

Everyone who will be marking a summative assessment task should review the standardisation sample independently and then discuss the results as a marking team. Ideally the session should be recorded, so that markers can return to the comments made during the marking process.

As part of the standardisation process, it is also important to discuss the way in which feedback will be given to students. As above, this is to ensure consistency in terms of the volume and mode of delivery of the feedback comments.

For modules that are also taught at partner institutions, it is appropriate to involve staff from the partner institution in the standardisation activity where this is possible. If this is not possible, the recording of the standardisation meeting should be made available to staff at the partner institution.

7.2. Moderation

Moderation is a verification process that ensures that the academic judgments of student performance on summative assessment tasks are valid and reliable, and that the assessment criteria have been applied consistently.

For Wolverhampton provision, internal moderation is conducted by members of University staff, whereas external moderation is conducted by external examiners. For Partnership provision, internal moderation is conducted by members of staff at the partner institution, whereas the University fulfils the role of external examiner.

7.2.1. Internal moderation

Internal moderation applies to all modules with summative assessments at all Levels.

Internal moderation should be undertaken by a single member of staff, to ensure consistency across a summative assessment task. In exceptional circumstances, where this is not possible, all moderators should be reviewing the whole marking range for the module and should not be marking specific grade bands.

Moderators should not have been involved in the setting or marking of the assessment task that they are moderating. Module Leaders must not moderate their own modules.

The internal moderation process also reviews the feedback comments provided to students, to ensure that these are appropriate, constructive, supportive and consistent within a marking team (e.g., in terms of volume and mode of delivery).

Moderation **is not the same as second marking**. The aim of moderation is to review, not second mark. The focus of moderation is not on the specific mark itself, but to determine whether the work sits within the correct marking band.

Moderation **does not** change the marks of individual students. If a moderator identifies anomalies in the marking of work, then the marks of all impacted students should be reviewed and second marked. This might apply, for example, to a specific marker or to specific marking bands.

7.2.2. Internal moderation samples

All pieces of work that have been marked as a fail must be moderated. A sample of work should then be identified from the remaining submissions. The sample for moderation is calculated as the square root of the number of remaining submissions.

Example:

A module has a cohort of 80 students. Ten students fail the module. A total of eight scripts are moderated in addition to the ten fails:

10 fails

70 remaining submissions. Square root of 70 = 8.4.

Where there is more than one marker, the sampling procedure described above applies to each individual marker. For example, if an individual marker – having moderated all the fail marks – has 36 scripts remaining, they will moderate six scripts from across the remaining grade boundaries.

The chosen sample for moderation must reflect a range of marks awarded above the fail boundary (including 70-80, 80-90 and 90-100 if appropriate). The sample chosen should allow the internal moderator to determine whether the marks are in the correct grade bands.

Moderators should have access to all the grades awarded for the module, not just the sample grades.

7.2.3. Recording internal moderation outcomes

The process and outcome of internal moderation must be recorded for auditing purposes. In addition to providing relevant information as part of the Module Summary Form (MSF) in e:Vision, it is recommended that a separate form is completed and made available to the Module Leader and external examiner. This form will provide information about the scripts that have been reviewed as part of the internal moderation process and the comments of the internal moderator. A moderation form is available in Excel format for this purpose. This Excel format should also be used by partner institutions for recording the outcomes of internal moderation.

Moderation comments should relate to sample groups, rather than individual students (i.e., all fail submissions, submissions between specific mark boundaries, etc.). Moderation comments should not be added to an individual student's submission or to the first marker's comments; for example "I agree with the mark and comments of the first marker." All moderation comments should be recorded separately for the purposes of review by the Module Leader and external examiner.

7.2.4. Moderating live assessment tasks

In cases where marking of assessments takes place in a 'live' situation – for example, oral presentations, objective structured clinical examination (OSCE) – the assessment can be moderated in the following ways:

- two members of the module team are present, and/or
- the assessment is recorded for internal moderation at a later stage or
- another method specific to the module is determined by subject staff.

The method of moderation must be determined and agreed during the internal approval process for the assessment activity.

For the purposes of recording that internal moderation has taken place, a short document should be made available to the Module Leader and external examiner that states the method of moderation undertaken – based on the list above – and the members of staff involved in the marking and moderation process.

7.2.5. Moderation of Resit Assignments

All summative resit assignments should be internally moderated using the same sampling process described above.

External moderation is required for all resit assignments. This does not have to be conducted at the time of the resit assignment, but external examiners should have access to all resit assignments and should comment on these as part of the annual report.

7.3. Second Marking

Second marking involves a second marker reading and marking course work and/or examinations. It takes place if the moderator believes that there is widespread inconsistency in the first marking, or where an external examiner highlights issues with the consistency of marking.

Second marking can be 'closed' or 'open'. When undertaking 'closed' marking the second marker does not have access to the marks or comments of the first marker. In 'open' marking the second marker sees the first marker's marks and comments.

7.3.1. Dissertations and projects

Dissertations/projects that comprise 'double modules' (i.e., 40 or 60 credits) are independently marked by two members of staff in a closed second marking process.

The assessed work is not necessarily subject to further internal moderation, but should form part of the sample that is moderated by external examiners.

7.3.2. Resolving differences

Faculties must have an agreed and transparent method of resolving differences between marks awarded by first marker and the second marker where there is a wide discrepancy between the two and with no agreement. Where it is not possible to reach agreement, then a third marker might be used. In very difficult cases, the matter may be referred to the Course / Programme Leader. External examiners must not be asked to resolve disagreements of this kind.

7.4. External Examiners

From 2026/27, the University is changing the role of external examiners to ensure robustness in the safeguards of our academic provision, and maximising the benefit received from undertaking external examining at the University.

External examiners will only be recruited for courses with a recognised and current accreditation with a Professional, Statutory, or Regulatory Body (PSRB), as determined by the University's Quality Team. External examiners will be recruited to cover a course wherever possible, with alternative arrangements only where agreed prior by Head of School with the Quality Team.

The precise responsibilities of each external examiner will be made available through refreshed External Examiner Guidance, which will be made available in due course. As a minimum, we expect external examiners to engage in the following activities as summarised in Table 4.

Table 4: External examiner roles and responsibilities

Key duties	Deadline
Provide confirmation that external moderation has taken place (and its outcome) for relevant module(s)	Within four weeks from the date on which samples are provided
Attend relevant Assessment Review Board	To be scheduled – typically in September
Attend any relevant final External Award/Progression Assessment Boards	Typically held in June/July for undergraduate courses, but can be at other times
Submit an annual report for course(s) represented, paying particular merit to PSRB requirements and assuring the University of compliance.	End of September

7.4.1. External moderation samples

External examiners require samples for module assessments at Level 5 and above. If the module contributes to the qualification awarded (e.g., Foundation Degree, HNC or HND) then this sample may include Foundation Year and Level 4. Samples provided to external examiners should be selected as follows:

- For the highest performing core module on the programme, a sample should be moderated that captures significant outliers to the average mark on that module (i.e. the highest performers and lowest performers).
- For the lowest performing core module on the programme, a sample should be moderated that captures significant outliers to the average mark on that module, and all fail marks.
- The nature of the sample should be agreed between the external examiner and the subject team but should normally include:
 - assessed work from all components of the assessment regime of the selected module
 - presentations, laboratory work, practical and work placements where appropriate and/or if required by professional and other bodies.
- The appropriateness of module assessment in content, level, time allocation, degree of challenge and its comparability with that of other modules in the subject portfolio.

Faculties must have evidence of internal moderation available for scrutiny by the external examiner and to ensure that the process can be verified. The sample of assessments provided must include a mix of moderated and unmoderated work. It must be clear to the external examiner which of the assessments have formed part of the internal moderated sample and which have not.

7.4.2. Recording external moderation outcomes

The outcome of external moderation must be recorded within the relevant Module Summary Form (MSF) within the external examiner portal in e:Vision. The moderation outcomes can be recorded either against multiple modules at the same time or on a module-by-module basis.

Whilst external moderation is a mandatory requirement, the award of credit and subsequent processing is not dependent upon it, which is to say that the timelines of credit award and external moderation are not entirely unified (though a relationship should exist).

7.4.3. Mark adjustment following external moderation

Where the external moderation exercise identifies concerns with regards to marking standards, and – following review and potentially second marking – this necessitates the need to increase or decrease of module marks, then these will need to be processed through a Chair's action (see Section 8).

7.5. Marking and Moderation of Partner Institution Submissions

Partner institutions (UK and TNE) should undertake their own marking and internal moderation processes, following the guidance provided above.

Members of University staff will then act as external moderators and will moderate a sample of work in the same way as the external examiner process described above. Ideally, the member of staff who moderated the home version of a module should moderate the sample from the equivalent module taught at a partner institution; however, it is recognised that this may not always be possible.

7.6. Reassessment

Students who achieve a **fail grade** at Foundation Year and Levels 4-6 have a right to re-sit the assessment ([University Academic Regulations](#)). Module Leaders must ensure that arrangements for the re-sit of assessments are in place and discussed with the external examiner.

Processes for the marking and moderation of re-assessment (resit) work should reflect those carried out for all assessments at the first attempt. External examiner samples for resits should also follow the same principles as for first sit assessment, in that the outlier assessment scores on outlier modules should be sampled.

Students who fail or defer an assessment task will not be assigned to the next opportunity portal until the whole module has been completed and agreed through the automated process. This is because the overall module needs to be calculated to establish if reassessment is required.

8. Publishing marks

8.1. Sending Marks and Grades to SITS

Within the Grading Centre within the [Assessment Centre](#) Canvas site is a tab entitled 'Ready to Send' and at the top of the screen within this is the button to 'Send Grades'. This button must be selected by the marking deadline to publish the marks and grades.

The Send Grades action should be used when the Grade report has been reviewed and Grades are ready to be sent.

Sending or 'publishing' the marks will result in the following:

1. Provisional marks/grades will be made visible to students
2. It will trigger adjustments (including the population of ONS and the deduction of marks owing to late submissions)
3. The agreement of marks (and the generation of second or third opportunities) five weeks after the final due date of the module.

Marks for all modules should be released through the [Assessment Centre](#) in Canvas and not via the individual module Canvas sites.

8.2. Calculation of Marks

Marks are calculated according to the mark scheme that has been assigned at the set-up stage. The mark schemes will determine how the marks are to be recorded, the minimum qualifying mark for components, and how the system processes them and calculates outcomes. Mark schemes will reflect any academic regulations exemptions agreed for the module and thus prevent (for example) compensation being applied when it should not be.

8.2.1. Capping of marks

Marks for resits opportunities will be capped at the module level where elements have been used (typically 40% for undergraduate and 50% for postgraduate modules), and at the assessment task level where components are used.

9. Results

SITS has been programmed with award regulations and will calculate the award achieved by finalists and the classification where appropriate.

There is an **Award Predictor** in e:Vision for students from the link called 'Predict my award'. Students can enter the results they expect to achieve and view what classification of degree they would receive. Staff also have access to the award predictor from the e:Vision 'Modules and Courses' page.

Module Leaders are asked to check each module assessment pattern from their e:Vision account prior to module delivery and report any discrepancies to Faculty Support Teams.

Grades entered through SpeedGrader should not be released within the individual module Canvas courses, and can only be published to SITS by the module leader through the [Assessment Centre](#). Module leaders should not make manual adjustments for late submission, as this will be done automatically. The results will then be transferred from Canvas to SITS. Once all items of work have been entered, SITS will calculate the final overall module grade and will automatically work out if the student has passed or failed the module overall and their right to reassessment as necessary. These grades will be passed back to Canvas and displayed to the students.

University policy is to publish grades, requirements for re-assessment (resit) and recommendations to students through e:Vision. Grades **must not** be published on notice boards. For finalists, a letter confirming the award conferred and a finalist transcript is sent to the student's home address.

10. Confirmation of Standards and Mark Ratification

10.1. Agreeing Module Marks

Each module summative assessment task has an initial submission, followed by a four-week marking window. After the marking window completes, marks are moved from 'actual' to 'agreed' by the system and any non-submission grades are automatically generated.

Where the first submission attempt is failed, or approved mitigation exists, then the next attempt is generated for the student within the system. This is repeated until all attempts are exhausted.

Marks are only agreed at a module level, and therefore agreement will not take place until the module is complete (i.e., all assessment component due dates have passed). Once agreed, marks cannot be adjusted other than through a Chair's action. **Students with extenuating circumstances or who are required to resit their assessment, will only be allocated to the next opportunity portal after marks are agreed.**

After mark entry and internal moderation has taken place, a sample of work from the module must be shared with the relevant external examiners who will in turn confirm marking standards (or not where concerns are raised) within their e:Vision portal. Reassessment or deferral records will be generated based on initial mark entry and will not be held up waiting for external moderation outcomes.

After internal moderation has taken place, reassessment records will be provisionally generated based on the marks entered into Canvas. After a review of samples has taken place, an external examiner will be able to agree or not agree that marking standards have been appropriate for a module.

10.2. Annual Assessment Review Board

Having separated the function of reviewing/ ratifying module outcomes from that of a quality and performance review, there is a need to ensure that the latter is accommodated. The quality and performance takes place within Assessment Review Boards.

10.2.1. Scheduling of Assessment Review Boards

Assessment Review Boards are scheduled within each faculty according to need and suitability; however, these boards will generally take place in September or October, the point in time when a complete set of data (including the final submission opportunity results) is ready for review.

10.2.2. Terms of reference for Assessment Review Boards

Full terms of reference for Assessment Review Boards are available from each faculty. It is expected that the Boards will review and reflect on:

- the end of year Quality Reports from Module external examiners
- relevant comments made within the Module Summary Forms (MSF) by the Module Leader, internal moderators, and external moderators
- data related to the performance of modules and programmes.

10.3. Chair's Actions

It is recognised that when agreeing marks on a defined timeframe and automatically through the system, there will be rare occasions where an agreed mark will need to change. Such changes are processed through Chair's actions, which mirrors historic practice for mark adjustments post module board.

10.3.1. Requesting Chair's action

Chair's actions can be requested by Module Leaders after marks are agreed until the point of progression of the student. After a student has been processed for progression, marks can only be adjusted with approval by the Academic Registrar or a delegated authority.

Chair's actions are requested through e:Vision within Modules & Courses > Chair's action > Request chair's action.

Within the task it is possible to submit a request for a specific student, and then select the assessment component that needs adjusting.

10.3.2. Processing Chair's actions

Once submitted, the request will be placed in the workflow of all specified Chairs to be able to process. It is permissible for up to three chairs per a domain (domain being a School, subject area or collection of courses/levels) and these are specified locally within each faculty.

A chair will access and process the requests within e:Vision at Modules & Courses > Chair's action > Process chair's action.

11. Leaves of Absence and Appeals

11.1. Leave of Absence

The University's [Academic Regulations](#) provide information about a student's rights and the University's responsibilities with regard to the management of leave of absence. Students apply for leave of absence via their e:Vision account and are advised to seek advice from their Personal Tutor, ASK@wlv or the Students' Union Advice and Representation Centre (ARC), particularly regarding financial implications before taking this step.

11.2. Appeals

If a student is concerned that an **assessment grade is lower than expected**, the student should meet with the relevant Module Leader (or their Personal Tutor) to review the feedback provided. This process would be expected to resolve most immediate concerns. If, as part of this process, it becomes clear that there has been a problem with marking, such as questions being missed or grades being miscalculated, these should be resolved immediately. The Module Leader should check that a similar problem has not occurred with other work and should be assured through the internal moderation processes that this is an isolated issue.

A student has the **right to appeal** against the decision of an Award Board if there is evidence of one or more of the following:

- The published grades are incorrect.
- There has been a material irregularity in the assessment process which casts reasonable doubt on the validity of the result.
- Performance in assessment was affected by exceptional factors which could not (for valid reasons) be notified to the Award Board prior to its meeting.
- There has been an error in the application of the University's regulations in a decision of the Award Board relation to continuation, progression, completion or conferment.
- There has been a material error in the calculation of an award classification.

While a student may not question "academic judgement", the University operates a formal appeals process by which any student may appeal the decision of the relevant Award Board.

Advice from the Students' Union:

*"You cannot appeal against the academic judgement of the University. This means that you can't question your grades or another University decision simply because you feel you could have done better or you are disappointed by the result. This is because the academic staff are the experts, and the University has internal and external moderation procedures to ensure your assessment is marked fairly. If you do not agree with a decision of an Award Board, the University's regulations allow you to appeal within **twenty working days** of that decision providing you have grounds to do so..."*

The University's [Academic Appeals](#) processes apply only to the decisions of Assessment Boards of the University. The University has no powers to review assessment that is considered externally.

Further information on University policy and procedures relating to academic misconduct is available on the [Academic Misconduct](#) website.

12. Progression

12.1. Application of Compensation

Ahead of calculating progression for a student, the application of any permitted compensation will be processed. Application of such compensation is done automatically through the system and according to the following principles:

1. Levels of compensation are specific to awards and the credit structure for modules (i.e., 20- or 30-credit modules). For specific details, refer to the [Academic Regulations](#) for the award.
2. Compensation is awarded where the aggregate module mark is 35-39.
3. Programmes for which compensation is prohibited will not have it applied automatically.
4. Compensation can be applied even where it does not complete a level of study. For example, a student with 80 credits passed, 20 credits in the compensation range and 20 credits failed outside of the compensation range, will have 20 credits compensated in order to take them to a PRO100.
5. For Foundation Year and Level 4, compensation is applied at the earliest progression/ award opportunity, and students will not be permitted a further opportunity to submit an assessment for the compensated module. This applies regardless of whether a further submission opportunity, within the current academic year, would otherwise be available.
6. For Levels 5 and 6, compensation is applied at the latest opportunity (i.e., after all submission opportunities in the current academic year have been exhausted).

Level 5 and 6 modules are compensated after all submission opportunities have been exhausted in order to give the student the option to improve their overall module mark and thus improve their standing in relation to degree classification. For example:

	Component 1 (50%)	Component 2 (50%)	Final module mark
Compensated early	70	0 (failed)	35
Compensated late	70	40 (resit capped)	55

Where a Level 5 or 6 student elects not to submit to the resit, then compensation will be applied at the mark of 35% awarded. Given that Foundation Year and Level 4 modules do not count towards a classification there is no material advantage to the student to permit additional submissions.

12.2. Processing Progression

As with module results, progression is calculated automatically by the system at defined points of the year, reflecting the progression pattern of the programme of study. Where a student has accumulated enough credit to progress then the system will automatically process them onto their next level. Where a student has outstanding credit (i.e., retakes or mitigated modules), then the system will automatically assign a progression code reflecting the amount of credit that the student has outstanding, together with the credit that they have attained.

13. Reflecting, Reviewing and Amending

The University operates a Continuous Monitoring and Improvement (CMI) process in order to ensure that academic standards and the quality of learning opportunities for students are being maintained and enhanced.

13.1. Assessment Change

Normally, the process for making assessment changes is as follows.

As a part of CMI, course teams are required to review and evaluate the effectiveness of assessments, looking to identify opportunities for improvement. This review and evaluation should be based on the following sources of information:

- comments of internal moderators/second markers
- external examiner reports
- all forms of student feedback such as group discussions and early module feedback
- student surveys
- previous course journal / academic enhancement plan reporting
- profiles of grades awarded
- submitted assessments.

Any **revisions to assessment regimes** have to be approved through the Faculty's modifications process, in the academic year **preceding** the delivery of the module in order to comply with expectations of the [Competitions and Markets Authority](#).

Refer to the [Course and Module Change](#) guidelines for further information on processes for the modification to approved module assessments, including timelines.

14. Apprenticeship Assessment

An apprenticeship assessment is an impartial mandatory component that occurs at the end of the apprenticeship. It is an assessment of the knowledge, skills and behaviours that an apprentice has learned throughout an apprenticeship, confirming occupational competence. The apprenticeship assessment period should only start, and the apprenticeship assessment be arranged, once the employer and training provider (University) are satisfied that the apprentice has consistently worked at or above the level set out in the occupational standard and all the pre-requisite gateway requirements. The external quality assurance of apprenticeship assessments is undertaken by the Office for Students (OfS).

Apprentices are prepared to develop the required knowledge, skills and behaviours throughout the work-based programme. Formative and summative assessments throughout the apprenticeship programme of study have been aligned to the Skills England occupational Standard and in preparation for the apprenticeships assessment methods. The University of Wolverhampton is the approved assessment organisation (formally known as the End Point Assessment Organisation (EPAO)) for a number of integrated apprenticeships.

There are two types of apprenticeship assessment: integrated and non-integrated. An integrated apprenticeship assessment is delivered by the training provider as the assessment organisation and occurs prior to successful completion of the award. A non-integrated apprenticeship assessment is delivered by an external assessment organisation and occurs after successful completion of the award; 1-, 3-, 6- or 12-month apprenticeship assessment periods are common. Apprentices have one apprenticeship assessment resit opportunity. Once the apprenticeship assessment has been completed and successfully passed, the apprentice will receive an apprenticeship certificate.

Skills England is responsible for providing details of each occupational standard End Point Assessment which can be located within each assessment plan aligned to each occupational standard. apprenticeship assessment grading criteria are detailed in each plan (i.e., Pass, Fail/Pass, Merit, Distinction/1st, 2:1, 2:2, 3rd).

An Independent Assessor should be independent of the apprentice, and the employing organisation involved in delivering the apprenticeship, and must not have been involved in the teaching or on-programme assessment of apprentices. An apprenticeship assessment external examiner will be appointed for each apprenticeship programme in line with the requirements of the relevant apprenticeship standard.

15. Feedback

15.1. Why Feedback is Important

Assessment and feedback practices are at the core of higher education (Advance HE, 2024).

The National Student Survey (NSS) questions on assessment and feedback receive some of the lowest satisfaction rates out of all the questions asked in the survey, year on year.

Developmental and supportive feedback is important at all levels of students, and so this guidance applies to students from Foundation Year to Level 8.

Anyone new to teaching and/or giving formative and summative feedback, should read through all the following sections. Anyone with experience of giving feedback for some time, should go to the section on 'Making Feedback Effective' (Section 15.6) and think further about how to make feedback more inclusive and supportive to students.

15.1.1. About feedback

"Feedback is information about a student's learning or performance which they can use in future work" (www.ctl.ox.ac.uk/teaching-ideas). It is not just about looking back and telling the student how well they performed in an assessment (feedback) but more importantly it is about looking forward and providing the student with information on how they can improve their learning (feed forward).

15.2. The Purpose of Feedback

- To raise students' consciousness of the strengths of their work.
- To motivate/ boost students' confidence and self-awareness regarding personal strengths and abilities and professional development.
- To provide guidance on areas for further development of skills and enhancement of work.
- To enhance students' own judgement, understanding of assessment criteria and ability to self-audit their own work.
- To justify why a particular grade has been awarded.

NOTE: Feedback needs to look both backwards and forwards

15.3. Types of Feedback

15.3.1. Formative feedback

- Is used to guide the students' learning and help them understand how to improve or refocus their learning.
- Often carries no grade or is attached to a low stakes/ shorter yet related assessment.
- Ideally shares ideas about positives/ development areas/ ideas on how to improve.

Formative feedback can support students' transition into higher education and supports their retention, progression and success. Early formative feedback provides tutors with an opportunity to identify those students who are struggling/ may not submit and also helps submitting students to develop the confidence that they are doing the right course and that they have the ability to be successful. In addition, formative feedback can support students in developing academic identity.

As well as offering formative feedback whilst teaching within the classroom, all modules should offer students at least one opportunity to submit something assessment-related for formative feedback. It is crucial that formative assessments are relevant to summative tasks if they are to be helpful to improve students understanding of assessment expectations.

Formative feedback should be provided within two weeks of the submission deadline.

NOTE: Applying formative principles to all students

For students on placement, or studying projects/ dissertations and PhDs, most feedback will be ongoing and formative. For example, for PhD students their only experience of summative feedback is after their viva voce, when they receive corrections from their examiners. Therefore, not surprisingly, timely, supportive and high-quality feedback is critical for facilitating and supporting these students. Ongoing, positive and supportive feedback that focuses on what students are doing well and what they can do more of, helps them build their confidence that their knowledge and insights will allow them to meet their expected learning outcomes.

15.3.2. Summative feedback

- Evaluates the overall student performance at the end of a topic or module and can provide an overall assessment of the learning outcomes.
- Is usually given after completion of an assignment.
- Often includes a grade with justification of how that grade was awarded.
- Ideally shares ideas about positives/ development areas/ ideas on how to improve.

15.4. The Importance and Benefits of Good Feedback

Effective feedback has a positive impact on the students receiving it:

- motivates students to continue to work hard for their next assessments, by encouraging them to do the best they can
- develops students' ability to make informed judgements on their own work
- provides evidence of application of students' learning, so the students know what and why they have done well. "Commenting on strengths is very helpful for students – if they know what they are doing well, they can keep doing these things" (University of Oxford, 2024)
- clarifies the expected standards for the next assessments, and signposts where and how to improve for next time.

Effective feedback is also essential to break down the often-perceived assessment barrier between tutor and students. Effective feedback has a positive impact for the tutor giving it too, as it:

- is an opportunity to acknowledge your students' learning and help them build on it
- is an opportunity to highlight issues/misunderstandings early, and adapt approaches
- allows an opportunity to develop teaching to build on current learning and gaps
- empowers students to take charge/be more proactive and be more independent
- opens up lines of communication/dialogue to develop better relationships with students.

From a regulatory perspective, the Office for Students B1 conditions highlight areas likely to spark concern in relation to feedback:

- feedback that is not sufficient or timely to support learning
- an absence of feedback on students' performance before a final essay or exam, or feedback not returned in time for students to learn from it before the next assessment.

In addition, external examiners will look at assessment marking and feedback given and will be highly critical if we are not being consistent, supportive and inclusive with our students.

15.5. Challenges with Formative and Summative Feedback

Some of the common problems associated with feedback and feed forward are related to:

- out of time (i.e., received at a point when meaningful action cannot be taken)
- lack of regularity (i.e., feedback needs to be regular to be effective)
- missed opportunities for tutors (i.e., tutors missing the need to discuss feedback, for example)
- missed opportunities for students (i.e., students not engaging with the provided feedback)
- students acting as passive learners (i.e., just not interested – a pass is a pass)
- students not understanding what was expected by certain key words (e.g., critical)
- students not understanding the language used in feedback, so unable to make changes.

NOTE: If the giving of feedback is not handled well, it can become a barrier to learning and progress.

15.5.1. Four considerations

1. **Appreciation:** do students understand, recognise, appreciate, and value the role and purpose of feedback?
2. **Judgement:** are students able to make accurate judgement about their own work (and the work of others in peer assessment)?
3. **Managing affect:** are students able to be receptive to constructive feedback as part of their learning journey?
4. **Taking action:** do students understand what actions need to follow from feedback?

15.6. Making Feedback Effective

Feedback should help clarify what good performance is and be accompanied by access to further support/ advice and be sustainable to support the student to develop an ability to self-monitor their own work independently of the tutor.

To summarise, effective feedback should be:

- **Timely**; given when it still matters to students and in time for them to use it as feed forward into their next assignment.
- **Personalised, clear and manageable** for the student.
- **Empowering** to help students take action to improve their learning not just about current performance.
- **Understandable, sensitive and selective**; using encouraging and supportive language that students will understand with not too much academic jargon and with reasonable detail on key things that the students can action.
- **Constructive, fair and honest**; forward-facing with a focus on aspects of the work which are relevant to later assessments.
- **Specific**; relevant to the assessment brief and the criteria for success with examples highlighted within the student work.
- **Balanced**; with focus on the positive aspects as well as areas needing improvement.

15.7. Feedback Alignment

Feedback needs to be aligned to the information provided in the assessment brief (see Appendix 2) so that students are clear on what criteria they will be marked from the outset (i.e., providing full transparency).

- Learning Outcomes need to be clear (and aligned to the CST/MST) for the module.
- Assessment criteria need to clearly align to the Learning Outcomes for the module.
- Assessment criteria need to be clarified with further descriptions into a grid/ rubric (see University's [Level and mark descriptors](#) as a starting point but not as the sole grid/ rubric).
- The assessment grid/rubric needs to show specific descriptions for each grade/ mark (e.g., outstanding/ excellent/ very good, good, borderline pass/ fail etc., so that expectations for each grade level are clear).
- Assessment criteria with accompanying descriptors need to be weighted on the rubric/ grids (e.g., 20% x five criteria).
- The descriptors in the assessment grid/ rubric need to align to the assessment criteria so that students are very clear what is expected of them and how they will be marked and graded.

- Key words used in the assessment brief/ grid/ rubric need to be explained to students (e.g., critically evaluate, so they are clear about your expectations; ideally share a glossary for the key words.
- The (numerical) ranges need to be used correctly so that all tutors that mark an excellent piece of work at UG and PG level are using the same ranges and titles of these ranges.

NOTE: Always use an assessment rubric to give clear and aligned feedback

15.8. Using an Assessment Rubric

- An assessment grid/ rubric must be used for marking (e.g., to highlight the related assessment criteria columns, so students can clearly see the standard assessment words with the grades given).
- Individual personal feedback must also be given with the assessment criteria and summarised at the end, making reference to improvements for the future.
- Feedback must clearly relate to the assessment grid/ rubric showing how the ranges have been met or not met.
- Feedback must be returned within the agreed timescales.
- Students have shared that they like to see annotations on their work too. This helps them feel reassured that their work has been read in depth and also gives helpful pointers to use in the feedback summary.
- If possible, use the rubric to give feedback on formative work too, so that students can see where they have/ have not met the criteria and also can get used to this process.

Encourage students to use rubrics for peer/ self-review of formative work. Use these with the 'What's my assignment?' activities (see Section 3.1). Rubrics can be combined with video, audio or written feedback for additional richness and personalisation.

NOTE: do not cut and paste or use standard wording in your feedback. Students notice this and feel that the feedback is not personalised.

It is recommended that you do not use standard wording in your personal feedback. Standard wording is in your rubric, additional personal comments give you scope to be more personal/ more specific. In addition, students will compare their feedback with others and will spot if you have cut and pasted the same comments for them.

To save time often writing the same comments (e.g., about referencing), it is possible to create bank of statements that can be used, but these statements should be nuanced with an example to demonstrate that it applies specifically to a student's own work.

It is, however, recommended that standard wording is used for issues such as potential academic misconduct, but at a level that falls short of a referral to the Complaints and Student Casework team. See Appendix 4 for an example of this wording.

15.9. Inclusive Feedback: Showing Compassion

NOTE: for a collection of useful resources to help improve the accessibility of feedback, tutors should consult Newcastle's guidance (Newcastle University, 2024).

1. Keep feedback personal to the student.
Suggestion: If not anonymised (e.g., dissertation/project), use a student's first name in their feedback and then 'you' throughout.
2. Though it may seem obvious, it is important to be "compassionate" when giving student feedback.
Suggestion: Begin feedback with a 'Thank you' for their submission and positive comments. Though there will of course be points where a student needs to improve their work, try to highlight the *extent* to which they have met the assessment brief.
Note: a fail that starts with a 'thank you for completing your assessment and for handing it in on time' is so much more supportive.
3. As academics (known for being critical, but in a good way) it is tempting to jump to critiquing others work, with all good intentions.
Suggestion: Start with some positive comments, and where you can, ending on a positive too. BUT make sure they are genuine comments.
4. It is hard to get the perfect balance between positive and negative comments. Try to find positive ways of wording the feedback so that the student feels more empowered than deflated.
Suggestion: Rather than say 'your work is not critical enough when discussing X and Y', you could reword this to; 'there were times when your work could be more critical when discussing X and Y.'
Never use negative phrases such as "appalling", "atrocious", "rubbish", or "terrible" when providing feedback on students' work.
5. Think about 'closing the gap' and give a supportive balance between good and less positive comments.
Suggestion: Use the three-step model, explicitly stating:
 - a) what was done well – clearly identify the strengths of their work
 - b) where there is room for improvement – clearly identify what needs to be done
 - c) what steps to take to improve – clearly identify what should be done differently next time.
6. Think about the language you use in your assessment brief and your feedback (e.g., saying "be more critical" requires context for most students to understand their meaning).
Suggestion: Create a glossary of terms or share your own explanations/ guide with your students about what the terms mean for your subject; see the Skills for Learning links (e.g., the study guide for [critical writing](#)), to help students develop an understanding of these terms.

NOTE: Think about developing your own glossary guide, sharing an explanation of the key words used in your assessment rubric.

7. Language used in feedback should correspond to the language used in the assessment.
Suggestion: that the language used in feedback and assessment briefs be introduced and explained at the beginning of the module with consistent use in class, and on feedback given, so there is consistent clarity.
8. Encouraging dialogue can improve the quality of student feedback.
Suggestion: it may be helpful to ask questions of students when writing feedback, to help them “complete the feedback loop” rather than following a one-directional process.

NOTE: Please do not use the question mark on its own

Please do not use the question mark unless you are genuinely asking a question of the student. It is tempting to put a question mark at the end of a statement e.g. ‘critical analysis?’ Students do not always understand what is meant by this; for example, it could mean ‘where is it?’ or ‘we need more of it’ or ‘I disagree with your critical analysis’.

9. Make feedback simple for the students’ benefit.
Suggestion: “Giving just a couple of recommendations is more realistic than a long list, and it’s also easier for you to keep track of whether the student has taken up your advice in their next piece of work” (University of Oxford, 2024). Listing key comments may be helpful, but in particular, tutors should highlight the most important action points.
10. Feedback should prioritise areas for improvement, rather than identifying everything that is wrong with a piece of work.
Suggestion: Once written, re-read and check for the balance of your feedback; ensure a mixture of positive and developmental points.

See Appendix A for some examples of good/ not so good feedback given

15.10. The Volume of Feedback

- Too much feedback may cause the student to:
 - not feel motivated towards reading it
 - not clearly see the priorities to address
 - feel overwhelmed and demotivated
 - not take forward the actions suggested.
- Too little feedback may cause the student to:
 - not feel their work has been looked at thoroughly
 - not feel fairly marked
 - feel confused as not enough to build on for next time
 - not take forward the actions suggested.

Consider the volume of feedback needed at different levels and for different grades:

- Do Foundation Year and Level 4 students need more feedback as they are starting out?
- Do Level 6, 7 and 8 students need differing amounts at differing stages?
- At higher academic levels (e.g., PhD study), it may be possible to ask the students what particular aspects they would like feedback on (e.g., how critical their writing is).
- Do those that fail need more but those that pass with high grades need less?

This may well depend on the disciplines being taught and/ or PSRB requirements. Discussions with Programme/ Course Leaders will help to agree the best way forward.

15.11. Different Feedback Methods

It is important to recognise that students will make cognitive evaluations whilst processing feedback, both in respect of marks assigned, alignment to criteria/ rubrics, and feedback comments.

Therefore, consideration of advantages, limitations, subject and context when selecting methods to feedback to students is important. Students tell us they would like to be asked as a class group how they would prefer their feedback, so approaches can vary, depending on the needs/ learning preferences of the class.

15.11.1. Written feedback

Advantages:

- Written feedback is a useful way to document the achievement and progress of a learner in a way that can be easily revisited by either party or audited as part of quality assurance processes.
- It can provide clear links to specific rubrics and may also offer students more time to assimilate the feedback.
- It may also provide greater clarity for speakers of other languages, and for students who may have a protected characteristic who can take some time to translate/ digest.

Caveats:

- Done properly, written feedback can be time-consuming, and pressures associated with marking assessments for large cohorts may potentially result in overly brief or substantially generalised or standardised feedback, which may diminish the relevance to individual learners, fail to provide sufficient guidance to make improvements, or limit feedforward opportunities.

Considerations:

- Written feedback is permanent and invariably auditable; therefore, it is crucial that the tutor takes time to check before making the feedback accessible for students. This is to ensure that it has been written clearly so that the learner can understand the feedback and/ or feedforward comments that have been made, and there are no gaps or ambiguity where miscommunication or inference may occur as a consequence.

- Furthermore, you may wish to be conscious of your ‘tone’ within your written feedback; as your intended neutral or positive tone, and warm and positive intentions may not always come across in writing.

15.11.2. Audio feedback

Advantages:

- Feedback may feel more personal for the student; students regularly cite recorded audio feedback amongst their preferred mechanisms, and external examiners can be very receptive to this approach.
- Delivery can be nuanced and inflected in order to emphasise the strengths of the work, with more targeted detail or signposts around missed opportunities to fully develop specific points, structural or stylistic factors worthy of comment, feedforward suggestions, etc.
- Constructive feedback may be explained more supportively, potentially enhancing student receptiveness, and understanding of the rationale for marks that have been assigned.

Caveats:

- This may be a time-consuming process when done well, therefore recorded audio feedback may lend itself to smaller groups rather than large cohorts.
- Where recorded, the type of media used needs to be reliable, accessible to students (subtitled and/ or BSL interpreted) and secure, and feedback needs to align to criteria and rubrics. This needs to be clearly articulated so that all stakeholders can clearly understand what is being said.

Considerations:

- A transcript to accompany recorded audio feedback to enhance clarity.
- Use a template to structure generalised audio-feedback comments before moving into specific, individual comments add more consistency to the process.
- From an inclusivity perspective, do any students have protected characteristics or intersectionality’s, where recorded audio feedback might be less accessible?

15.11.3. Video

Advantages:

- Provides an interpersonal aspect to feedback.
- Opportunity for more extensive, detailed, nuanced and directed coverage of their work than with written comments, which can show a greater appreciation of a student’s grade.
- This more conversational approach allows for expression of meaning through tone of voice and facial expressions.
- Students have also reported that video feedback is easier to understand resulting in a better understanding of the grade awarded. This is particularly true where video feedback is

provided alongside a screen capture of the work so that the student can see the comments corresponding with specific sections of their work.

Caveats:

- Some tutors may perceive this method of feedback could be more time consuming. This may not necessarily be the case in the long term, but there may be additional time required for developing the necessary technical skills in the first instance.
- Video feedback can be perceived as being less convenient to access and review.

Considerations:

- A suitable quiet location for recording is required when undertaking video feedback.
- Recording equipment and software will need to be available.
- Video feedback may not be the most appropriate form of feedback for all assessments.
- Consider the length of the video feedback, providing the information concisely. The length of the video should be appropriate relative to the number of words in the assignment. As a guide, one minute of spoken word equates to between 125 and 150 written words. The addition of annotations on the work prior to recording can be helpful to aid the process and improve the succinctness of the feedback.
- See considerations for audio feedback above e.g. transcription, templates and accessibility.

15.11.4. Group or peer feedback

Advantages:

- Group feedback may be useful in determining and highlighting strengths and weaknesses across a group/ cohort.
- Less confident students may find it potentially less intimidating than individual feedback.
- Peer feedback can be useful as students develop a deeper understanding of their discipline, and the standards and criteria that are being expected of them.
- It can also develop a skill in respect of feeding back to peers that will be appropriate in the workplace.

Caveats:

- Not all students like group feedback and stronger students might not feel that it fairly and accurately reflects their contribution.
- Peer feedback benefits from being aligned to clear criteria, and to being a managed process.

Considerations:

- Consider giving overall group feedback on strong areas or to showcase good exemplar, alongside individual feedback.
- Consider devising a template to help students structure feedback to peers, and map this to the criteria.

15.11.5. Face to face

Advantages:

- Feedback should be a two-way process rather than a one-way transfer of information, giving the student the opportunity to clarify any comments they do not understand.
- Face to face feedback can be perceived as being more personal.
- A face-to-face feedback session ensures that students are actively engaged with the feedback process, not just looking at the grade received.

Caveats:

- A power relationship exists between the tutor and the student which may limit the extent of the dialogue.
- The time involved in individual face to face appointments can be prohibitive for large cohorts, although this can be shared within a module team, and offered as optional.
- Time to travel in and meet up but this can be mitigated by using online platforms too.

Considerations:

- Consider the nature of the relationship between tutor and student, and how a supportive atmosphere for productive dialogue can be achieved.
- Consider the emotional impact of giving and receiving critical feedback, mitigating any detrimental effects on motivation and future learning by using positive phrasing and feeding forward.

NOTE: Think about what is best for your students in terms of feedback methods. Ask them what they prefer as a class or if possible, individually – perhaps, depending on class numbers think about adjusting your method(s) depending on individuals learning styles.

16. References

Equality & Human Rights Commission (2024) *Advice note for the higher education sector from the legal case of University of Bristol vs Abrahart*. [Online] Available at:

<https://www.equalityhumanrights.com/guidance/advice-note-higher-education-sector-legal-case-university-bristol-vs-abrahart> (accessed June 2025).

Newcastle University (2024) *What Makes Good Feedback*. [Online] Available at:

<https://www.ncl.ac.uk/learning-and-teaching/effective-practice/assessment/good-feedback/>

University of Oxford (2024) *Giving effective feedback*. [Online] Available at:

<https://www.ctl.ox.ac.uk/giving-effective-feedback>

Appendix 1: Assessment Types

Attendance

The meeting of learning outcomes is measured through continued attendance or attendance levels meeting a pre-determined threshold.

Note. As a default, this assessment type will be submitted offline. Anonymous marking in Canvas will not apply to this assignment type.

Aural

An assessment of the ability and perception to listen and identify patterns and answers from what is heard.

Note. As a default, this assessment type will be submitted offline. Anonymous marking in Canvas will not apply to this assignment type.

Case study

A research-led investigation or analysis into a specific topic, person or event within a given subject area. Findings and conclusions of a case study will be presented in the form of a written document or an oral presentation.

Note. This assessment type will have a single due date and, as a default, will be submitted online through Canvas. Anonymous marking in Canvas will apply to this assignment type.

Clinical practice

Clinical practice is the development or demonstration of competency in a range of tasks. It may involve some form of practice document being used to record progress.

Note. This assessment type will have a single due date and, as a default, will be submitted online through Canvas. Anonymous marking in Canvas will apply to this assignment type.

Coursework (or written assignment)

An exercise usually completed in writing (but not exclusively e.g. posters, computer aided design work might be classified as coursework) with a deadline attached, but not carried out under timed conditions.

Note. This assessment type will have a single due date and, as a default, will be submitted online through Canvas. A series of coursework items will need to be incorporated as separate components they must be passed independently; or be incorporated as constituent elements if they contribute towards the overall coursework mark. Anonymous marking in Canvas will apply to this assignment type.

Examination

A question or set of questions (seen or unseen) relating to a particular area of study. Written exams usually occur at the end of a period of learning and assess whether students have achieved the intended learning outcomes. Written exams usually (but not always) take place under invigilated and timed conditions.

Note. As a default, this assessment type will be submitted offline. Assessments intended for computerised format must be carefully designed to ensure that the learning outcomes and

required academic level are met; and that invigilation by either face-to-face or specialised online means is in place. Anonymous marking in Canvas will not apply to this assignment type.

Group work

A piece of assessment developed and delivered through students working together as a group.

Note. This assessment type will have a single due date and, as a default, will be submitted online through Canvas. Anonymous marking in Canvas will not apply to this assignment type.

In-class test

A question or set of questions designed to assess the level of knowledge in a particular area of study.

Typically in-class tests will not always be conducted under full exam conditions (invigilation will always apply) and will not necessarily occur at the end of a period of learning.

Note. As a default, this assessment type will be submitted offline. Assessments intended for computerised format must be carefully designed to ensure that the learning outcomes and required academic level are met. Anonymous marking in Canvas will not apply to this assignment type.

Objective Structured Clinical Exam

An assessment designed to evaluate clinical and/or professional competencies by observing the performance of a student in a series of simulated stations under invigilated, examination conditions.

Note: The assessment may take place over one or more days within a designated assessment week; and students may be held under examination conditions before or after attempting stations. This assessment type, as a default, will be submitted offline. Anonymous marking in Canvas will not apply to this assignment type.

Online quiz

Typically a set of multiple choice questions designed to assess the level of knowledge in a particular area of study, undertaken online through Canvas.

Note. As a default, this assessment type will be submitted online. Anonymous marking in Canvas will not apply to this assignment type.

Oral assessment/presentation

A conversation or oral presentation on a given topic, including an individual contribution to a seminar.

This assessment type will not have associated hardcopy or supporting materials submitted. Examples of oral assessments and presentations might include conversations, discussions, debates, presentations and individual contributions to seminars

Note. As a default, this assessment type will be submitted offline. A series of presentations will need to be incorporated as separate components if they must be passed independently; or be incorporated as constituent elements if they contribute towards the overall presentation mark. Anonymous marking in Canvas will not apply to this assignment type.

Performance

A performance piece that demonstrates the physical or artistic skills/competencies as defined by the learning outcomes. Typically associated with (but not confined to) the arts.

Note. As a default, this assessment type will be submitted offline. Anonymous marking in Canvas will not apply to this assignment type.

Placement (or work-based learning)

Work-based learning that achieves specific learning outcomes through the delivery of work objectives, and may (but not always) include a written evaluation of the experience.

Note. The due date of this assessment type should be determined by the last date of the placement (where no evaluation is required) or the date by which an evaluation needs to be submitted. As a default, this assessment type will be submitted offline, however this can be changed to online where it is accompanied by a piece of written assessment. Anonymous marking in Canvas will not apply to this assignment type.

Portfolio

A collection of work that relates to a given topic or theme, which has been produced over a period of time and that is associated with reflective learning. Typically, a portfolio contains a number of pieces of work, usually connected by a topic or theme; and/or a specific requirement to demonstrate reflection. Whilst each individual piece of work might contribute towards the final aggregate mark of the portfolio, they will not in their own right need to achieve a qualifying mark.

Note. This assessment type will have a single due date and submission portal, to which the collection of work will be submitted. As a default, this assessment type will be submitted online through Canvas. Anonymous marking in Canvas will apply to this assignment type.

Posters (physical)

The creation and presentation of a physical poster (similar to a poster session at a scientific conference), staff assess each poster and the ability of students to explain their work and answer questions about their poster.

Note. This assessment type will have a single due date and, as a default, will be submitted offline. Anonymous marking in Canvas will not apply to this assignment type when submitted offline.

Where the physical poster is to be submitted through Canvas, or is accompanied by written reflection or recording, then this should be changed to online through Canvas. *Anonymous marking in Canvas will not apply to this assignment type when submitted online.*

Practical Competence (Or Skills Assessment)

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, language translation or listening comprehension, and so on.

Anonymous marking in Canvas will not apply to this assignment type.

Presentation with submission

An oral presentation on a given topic with supporting hardcopy or materials submitted online in accompaniment.

Note. As a default, this assessment type will be submitted online with the submission of the hardcopy or supporting materials used to determine the submission date. A series of presentations will need to be incorporated as separate components if they must be passed

independently; or be incorporated as constituent elements if they contribute towards the overall presentation mark. Anonymous marking in Canvas will only apply to this assignment type where there is online submission.

Proposal

A written proposal outlining the scope, approaches and expected outcomes of an associated piece of assessment. This assessment type may or may not directly inform and be associated with a more substantial piece of summative assessment.

Note. This assessment type will have a single due date and, as a default, will be submitted online through Canvas. Anonymous marking in Canvas will apply to this assignment type.

Project (or Dissertation)

An extended piece of written work, often the write-up of a final-year project. A project or dissertation is a substantial piece of writing (often but not always) deriving from research, or extended interrogation of the literature leading to findings, that a student has undertaken – it is often carried out under the guidance of a supervisor.

Note. This assessment type will have a single due date and, as a default, will be submitted online through Canvas. Anonymous marking in Canvas will not apply to this assignment type.

Report

A description, summary or other account of a theoretical perspective, a real or simulated experience, or activity. Often students are required to produce a report after participating in a practical activity such as fieldwork, laboratory work, work experience or placement. Reports typically have a prescribed format.

Note. This assessment type will have a single due date and, as a default, will be submitted online through Canvas. A series of reports will need to be incorporated as separate components if they must be passed independently; or be incorporated as constituent elements if they contribute towards the overall report mark. Anonymous marking in Canvas will apply to this assignment type.

Research

A research-led project that investigates and concludes on a pre-defined thesis. Whilst this assessment type might include physical artefacts or practical elements, a written component will be expected.

Note. This assessment type will have a single due date and, as a default, will be submitted online through Canvas. Anonymous marking in Canvas will apply to this assignment type.

Time-constrained assessment

Time Constrained Assessment (TCA): a piece of coursework to be undertaken within specified time constraints. TCAs must be in the format of an online file-based submission through Canvas (e.g., not Exam) with a maximum duration of 168 hours (1 week) and a minimum of 72 hours (unless there are PSRB requirements for a shorter duration) - the duration must be set to units of 24 hours.

Note. This assessment type will have a single due date and, as a default, will be submitted online through Canvas. Anonymous marking in Canvas will apply to this assignment type.

Viva Voce

An oral examination designed to supplement and verify a written piece of work. A Viva Voce aims to confirm that the associated written work (where applicable) is the students own, that what is written is understood, and to establish awareness of the work in context.

Note. As a default, this assessment type will be submitted offline. Anonymous marking in Canvas will not apply to this assignment type.

Appendix 2: Assignment Brief Template

Topic	Detail
Academic year / semester	
Module code and title	
Module Leader	
Assignment name	<i>(e.g., "Coursework 1", "Reflection on Professional Practice")</i>
Assignment type	<i>(e.g., coursework, portfolio, essay, presentation)</i>
Assignment weighting and size	<i>(e.g., 70%, 2,500 words, 15 minutes)</i> <i>If using a word count or time limit, include information about penalties for over-long submissions. For example, "If an assessment is more than 10% above the word / time limit then a 10% reduction to the percentage grade awarded will be made."</i>
Assessment unpacking video location	<i>(Location in Canvas where students can find the Module Leader's assessment unpacking video)</i>
'What's my assignment?' unpacking date (if applicable)	<i>(Student-led assessment unpacking session. See Assessment Handbook for details)</i>
Formative submission date	<i>(Submission no later than Week 8)</i>
Formative submission method	<i>(e.g., online in Canvas, live presentation)</i> <i>Formative work should represent c.30% of the summative task</i>
Formative feedback date	<i>(Formative feedback to be back within 2 weeks of submission)</i>
Summative submission method	<i>(e.g., online in Canvas, live presentation)</i>
Assignment requirements	<i>(What are you asking the students to do?)</i>
Learning outcomes	<i>(List the learning outcomes from the MST)</i>
Assessment criteria (see rubric below for performance criteria)	<i>(Including individual weighting, if applicable, and the learning outcomes being assessed)</i>
Characteristics of a good submission	<i>(List up to five points that will help students to understand what a good submission looks like)</i>
Additional instructions (use of AI, etc.)	<i>(If applicable)</i>
Professional Body requirements	<i>(If applicable)</i>
University regulations	University's Academic Regulations Academic Integrity Policy Level and Mark Descriptors
Support	Student Life Study Guides Skills for Learning – Introduction to Academic Study Skills Academic English Language Skills You should also refer to your Course and Module Guides
Date by which feedback will be provided	<i>(When can students expect their feedback?)</i>
Feedback format	<i>(For example, written, oral, video)</i>
Resit details	<i>Add some information about the type of resit submission and the date if known. Be clear what will be required; for example, asking students to highlight areas of re-working to show how they have addressed the original feedback.</i>

Assessment Rubric (to be appended)

(Or a link provided to where this can be found in Canvas.)

Appendix 3: Feedback Examples

The following are examples of real feedback comments given to students.

Good	Not so good or bad, you decide!
• Dear XX, thank you for your submission... • I really enjoyed reading it and I particularly liked... • This is a sophisticated and carefully researched discussion of... • You set up your argument well and offer some really insightful... • Your discussion of XX is particularly effective. • It would have been helpful to extend your discussion of XX in order to think about the XX or XX. • While overall this is really very good work, however you could communicate more clearly to your reader why XX helps us to understand XX. • I suggest paying a bit more attention to the bigger picture in order to improve your work still further - it's tricky in an essay of this length but this is more for longer pieces where you have more space for critical * and historical context, however there was scope to... (*link back to the explanation of key words sheet/guide and/or other links). • Your work has limited coverage of XX, for future assessments, it is worth considering doing more XX. • For future assessments, I would suggest focussing more on the... • Sometimes the structure feels a bit like XX, so next time try to work on careful and creative transitions between topics • It would have been helpful to think about/write about... • You could have covered XX. • Please do follow these links to find out more about Harvard Referencing, the Skills for Learning sessions in the Library etc.: https://www.wlv.ac.uk/lib/skills-for-learning/	• An excellent piece of work, no feedback needed! • A very good/ good piece of work. • Using 'good' or 'nice', repeatedly and without context. It's important for students to understand what specifically they have done well. • I cannot mark this work. • This is not a good piece of work. • This is a fail. • Critical? • Where is your evaluation? (Using '?' instead of making a clear critique of the student's work. Do not assume a student will understand your point, even if it seems obvious to you.) • Nice try (avoid phrases which may be interpreted as sarcasm). • What were you thinking? • You have clearly not listened in class. • Is this your own work? • If you had attended more, you would have passed. • You have limited understanding of XX. • Next time you need to do, XX, XX, XX, XX, XX and XX. • I cannot read your writing (written with very poor handwriting).

Appendix 4: Wording for Potential Academic Misconduct Cases

If there is evidence of potential plagiarism, but at a level that does not warrant referral to Complaints and Student Casework team, the following words may be useful:

As part of the process of marking this work I have examined the Turnitin Originality report that was automatically generated following submission of your assessment. This report has identified that there may be some plagiarism evident within the work. Plagiarism can be defined as “the act of taking someone else’s work and passing it off as your own. This includes incorporating either unattributed direct quotation(s) or substantial paraphrasing from the work of another/others/or yourself.”

You are reminded that it is important to cite all the sources that you have drawn on and to reference them fully.

On this occasion the plagiarism evident does not warrant a referral for academic misconduct and your assessment has been marked, but you are strongly advised to seek advice to avoid the potential for future work being referred.

Please be aware that there are also a range of resources available on our website that can help you to improve your academic writing. These can be found at <https://www.wlv.ac.uk/lib/skills-for-learning/>.

If there is evidence of **potential collusion**, but at a level that does not warrant referral to Complaints and Student Casework team, the following words may be useful:

As part of the process of marking this work I have identified that there is some evidence of collusion within the work. Collusion can be defined as “when two or more people combine to produce a piece of work for assessment that is passed off as the work of one person alone. The work may be so alike in content, wording and structure that the similarity goes beyond what might have been a coincidence.”

This means that your work and that of one or more other students has been found to have similarities, which suggest that either you worked with other students to produce the work or that the work of one student has been shared with another.

You are reminded that unless designated as group work, all assessments are intended to be the sole work of the student who submits it. On this occasion, the extent of the collusion does not warrant a referral for academic misconduct and your assessment has been marked, but future assessment must be written solely by you.

If there is evidence of the **potential unauthorised use of artificial intelligence**, but at a level that does not warrant a referral to Complaints and Student Casework team, the following may be useful.

As part of the process of marking this work, I have reason to believe that you have used an artificial intelligence tool (e.g., ChatGPT) in the development of your work. You should be aware that when you submit an assignment you are stating that this is your own work and that the use of any unacknowledged sources counts as academic misconduct. Please refer to the information at <https://canvas.wlv.ac.uk/courses/9339/pages/use-of-artificial-intelligence-in-assignments> to find out more about the use of artificial intelligence tools in assignments.