



Anglia Ruskin
University

Cambridge Chelmsford Peterborough

Senate Code of Practice on The Assessment of Students

Sixth Edition

September 2013



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Foreword

This Senate Code of Practice is one of a series of Codes through which, in conjunction with other mechanisms, academic standards and quality of education at Anglia Ruskin University are maintained, assured and enhanced. Each Code of Practice has been approved by the Senate for use throughout Anglia Ruskin and its UK and international Associate Colleges.

The complete set of Codes, as at September 2013, covers:

- Admissions
- The Assessment of Students¹
- Collaborative Provision
- Curriculum Approval and Review
- External Examiners for Taught Courses
- Research Degrees
- Work-Based and Placement Learning

The Codes are closely linked and share common elements of quality assurance policy and practice at Anglia Ruskin University. They should therefore be read as a set.

The Code is particularly intended for those staff within Anglia Ruskin and its UK and international Associate Colleges who are involved in the assessment process. The Code is structured in such a way as to provide a step-by-step guide through the assessment process (and should be read in conjunction with the *Academic Regulations* available at **www.anglia.ac.uk/academicregs**). Staff who will need to consult this document include Deans of Faculty, Deputy Deans (with responsibility for quality assurance), Directors of Studies, Heads of Departments, Course Group Leaders, Course Leaders, Module Leaders, Module Tutors and other senior management and administrative staff within Anglia Ruskin and its Associate Colleges.

This sixth edition of the Code of Practice reflects amendments to Anglia Ruskin's *Academic Regulations* approved by the Senate on 24 June 2010, 22 June 2011, 25 April 2012, 20 June 2012 and 19 June 2013.

Further printed copies of this Code of Practice are available on request from the Academic Office. An electronic copy of this Code of Practice is available at: **www.anglia.ac.uk/codes**.

Paul Baxter
Director, Academic Office
September 2013

¹ First approved by the Senate on 15 June 2005. Subsequent revisions approved on 29 November 2006, 25 June 2008, 25 June 2009, 24 June 2010, 22 June 2011, 25 April 2012, 20 June 2012 and 19 June 2013

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1. Introduction

1.1 This Code of Practice has been approved by the Senate and is based on the expectations and indicators contained in the QAA's *Quality Code for Higher Education* (December 2011)². It complements other Senate Codes of Practice for specific quality assurance activities including:

- Admissions;
- Collaborative Provision;
- Curriculum Approval and Review;
- External Examiners for Taught Courses;
- Research Degrees;
- Work-Based and Placement Learning.

1.2 The Code covers all aspects of the assessment process from fundamental principles underpinning the assessment process and the development of assessment tasks to marking, feedback to students, external moderation and assessment panels and boards.

1.3 The Code of Practice applies equally to Anglia Ruskin University and its UK and international Associate Colleges except for those small number of Associate Colleges whose collaborative relationship with Anglia Ruskin has been approved under a 'validation' model (see the *Senate Code of Practice on Collaborative Provision* for further information on this and other types of collaborative arrangements undertaken by Anglia Ruskin University). Where arrangements with regard to the assessment process differ for Associate Colleges operating under a validation arrangement, this is indicated throughout this Code of Practice, as appropriate.

1.4 Anglia Ruskin endorses and adopts the following definition of assessment contained in Chapter B6 (page 1) of Part B: Assuring and Enhancing Academic Quality of the QAA's *UK Quality Code for Higher Education*²:

"In higher education, 'assessment' describes any processes that appraise an individual's knowledge, understanding, abilities or skills. There are many different forms of assessment, serving a variety of purposes. These include:

- promoting student learning by providing the student with feedback, normally to help improve his/her performance;
- evaluating student knowledge, understanding, abilities or skills;
- providing a mark or grade that enables a student's performance to be established. The mark or grade may also be used to make progress decisions;
- enabling the public (including employers), and higher education providers, to know that an individual has attained an appropriate level of achievement that reflects the academic standards set by the awarding institution and agreed UK norms, including the frameworks for higher education qualifications. This may include demonstrating fitness to practise or meeting other professional requirements".

1.5 A glossary of terms used in the assessment process is provided as **Appendix 1**.

² The QAA's *UK Quality Code for Higher Education* replaced the former QAA *Academic Infrastructure* from the 2012/13 academic year (visit www.qaa.ac.uk for more information)

2. Definition of Assessment at Anglia Ruskin University

2.1 Anglia Ruskin endorses and adopts the following definitions of assessment contained in Appendix 2: Definitions of Terms in Chapter B6 (pages 23-24) of Part B: Assuring and Enhancing Academic Quality of the QAA's *Quality Code for Higher Education*:

- **“Diagnostic assessment:** *Used to show a learner's preparedness for a module or programme and identifies, for the learner and the teacher, any strengths and potential gaps in knowledge, understanding and skills expected at the start of the programme, or other possible problems. Particular strengths may lead to a formal consideration of accreditation of prior learning.*”
- **“Formative assessment:** *Has a developmental purpose and is designed to help learners learn more effectively by giving them feedback on their performance and on how it can be improved and/or maintained. Reflective practice by students sometimes contributes to formative assessment.*”
- **“Summative assessment:** *Used to indicate the extent of a learner's success in meeting the assessment criteria used to gauge the intended learning outcomes of a module or programme.*”

2.2 This Senate Code of Practice is primarily concerned with summative assessment.

3. Principles of Assessment at Anglia Ruskin University

3.1 Equity and Clarity in the Assessment Process

3.1.1 In developing courses leading to an Anglia Ruskin award, faculties and Associate Colleges are required to take full account of the QAA's *UK Quality Code for Higher Education*³ and, where applicable, the requirements of any professional, statutory or regulatory body (PSRB).

3.1.2 Assessment strategies for such courses measure student achievement of approved learning outcomes for individual modules and do so in accordance with the following policies:

- a common set of regulations governing assessment is contained within Anglia Ruskin's **Academic Regulations**⁴ which are published by Anglia Ruskin University and made available to students. *[NB: the sections of the Academic Regulations relating to the assessment process (Sections 5-10) are published by the Academic Office in a separate document on an annual basis under the title of the Assessment Regulations. Individual copies are included in the welcome packs of all new entrants and are made available for all returning students from faculty/departmental offices and i-Centres.*

³ The QAA's *UK Quality Code for Higher Education* comprises three sections: Part A: Setting and Maintaining Threshold Academic Standards; Part B: Assuring and Enhancing Academic Quality and; Part C: Information About Higher Education Provision

⁴ Available at www.anglia.ac.uk/academicregs; see glossary – Appendix 1

The Academic Office also provides sufficient copies to all UK and international Associate Colleges for distribution to students studying Anglia Ruskin modules and courses at other locations of delivery.]

- the **assessment methods**⁵ for a module are clearly stated in the Module Definition Form (MDF);
- the assessment volume for a module is directly related to the credit volume for that module;
- assessment is criterion-referenced not norm-referenced;
- **assessment criteria**⁵ inform the assessment process by providing academic staff with a link between academic standards as set at the level of the award (these are defined in Section 2 of the *Academic Regulations*) and academic standards at module level. Assessment criteria are written in a language that is both generic and general, reflecting the generic learning outcomes of Anglia Ruskin University's awards;
- **marking standards**⁵, comprising bands of marks, are used to distinguish between grades of student achievement in completing an item of assessment for a module;
- the determination of award classifications and other levels of overall student achievement are clearly defined in the *Academic Regulations* and cannot be altered by individuals or the Anglia Ruskin Awards Boards.

3.1.3 The Senate's Quality, Enhancement and Standards Committee (QESC) is responsible for keeping the above policies under review and for approving and securing the implementation of appropriate assessment procedures.

3.1.4 In discharging this responsibility the QESC is informed by the outcomes of the annual monitoring and periodic review of Anglia Ruskin's taught courses.

3.2 Objectivity in the Assessment Process

3.2.1 In their delivery of courses leading to an Anglia Ruskin award at both undergraduate and postgraduate level, Faculties and Associate Colleges are required to ensure objectivity in the assessment process by adhering to the following key principles:

- all examination scripts are subject to **anonymous marking**⁵;
- all other items of assessment are subject to anonymous marking wherever possible. In cases where this is not possible **double marking**⁵ is adopted;
- the Major Project, as defined in the *Academic Regulations*, is subject to **unseen double marking**⁵;
- all items of assessment (including those for level 4 modules) are subject to **internal moderation**⁵;
- the determination of award classifications and other levels of overall student achievement are based on a University-wide system of arithmetic calculation, as defined in the *Academic Regulations*, with no subjective element of discretion to alter marks or awards once these have been approved by the appropriate Departmental Assessment

⁵ See glossary – Appendix 1

Panel (DAP)⁶ (see paragraph 3.3.1 below) following a process of internal and **external moderation**⁷.

3.2.2 The Senate's QESC is responsible for:

- publishing information on assessment which is accessible to all staff, students and external examiners;
- keeping this information current, appropriate and accessible;
- ensuring that Anglia Ruskin's policies on objectivity in assessment are implemented by Faculties and Associate Colleges and are consistently applied.

3.3 Independence in the Assessment Process

3.3.1 In their delivery of courses leading to an Anglia Ruskin award at both undergraduate and postgraduate level, Faculties and Associate Colleges are required to ensure independence in the assessment process by adhering to the following key principles:

- the assessment methods for individual modules are agreed through a module approval process which normally includes a subject specialist external to Anglia Ruskin University;
- approval of a student's assessment outcome for individual modules is made in accordance with national academic standards by a formally constituted DAP⁶, attended by one or more external examiners, reporting to the Anglia Ruskin Awards Board (alternative arrangements are made if unforeseen circumstances exceptionally prevent an external examiner from attending such a meeting – see paragraph 11.2 below);
- all items of assessment which contribute towards a student's individual award (normally level 5 modules or higher) are subject to external moderation by an external examiner(s);
- the determination of a student's eligibility for an award is made by the Anglia Ruskin Awards Board, attended by one or more external examiners, reporting to the Senate (alternative arrangements are made if unforeseen circumstances exceptionally prevent an external examiner from attending such a meeting – see paragraph 14.4 below);
- student appeals in relation to assessment processes are considered in accordance with the *Academic Regulations* under the authority of the Senate's Academic Regulations Subcommittee using procedures which are independent of individual members of staff (visit www.anglia.ac.uk/appeals).

3.3.2 An independent procedure under the authority of the Senate's Academic Regulations Subcommittee considers any allegation of an **assessment offence**⁷ by an individual student or group of students. Information about assessment offences and the procedure governing them is made available to students when they first register at Anglia Ruskin University.

⁶ Or equivalent Committee at Associate Colleges operating under a validation arrangement – see paragraph 11.1.2 of this Code of Practice

⁷ See glossary – Appendix 1

3.4 The Rights and Responsibilities of Students

The rights and responsibilities of students with regard to the assessment process are detailed in Section 5 of the *Academic Regulations*.

3.5 A Two-Tier Assessment Process

3.5.1 In common with many other modular schemes in UK higher education, the assessment of taught modules and courses at Anglia Ruskin is administered through a two-tier assessment process.

3.5.2 Tier 1: module level performance and the exercise of academic judgement, managed and overseen by approximately 25 discipline related Departmental Assessment Panels (DAPs)⁸ (see Section 11 of this Code of Practice)

3.5.3 Tier 2: overall student performance, progression, (dis)continuation and the conferring of Anglia Ruskin awards, managed and overseen by the Anglia Ruskin Awards Board (see Section 14 of this Code of Practice).

3.6 The Module Leader

3.6.1 The Module Leader undertakes a key role in the assessment process. He/she is responsible for co-ordinating the assessment process, as articulated in this Code of Practice, as it relates to the module wherever and whenever it is delivered in the UK and internationally.

3.6.2 Module Leaders are assigned to their modules by the relevant Head of Department and are permanent members of Anglia Ruskin academic staff except for modules delivered exclusively by an Associate Colleges under a validation arrangement (see the *Senate Code of Practice on Collaborative Provision*) or for modules delivered by an Associate College under a franchise arrangement where Anglia Ruskin has no subject expertise (see paragraph 6.4 below).

4. **The Academic Calendar**

4.1 Every course, and its constituent modules, is delivered in a standard pattern of learning and teaching periods based on:

- two periods in the academic year (September-January and January-June) known as Semesters 1 and 2 OR;
- three periods in a complete 12 month period (September-January, January-June and June-September) known as Trimesters 1, 2 and 3;
- an exceptional delivery pattern, approved by the Senate (eg: nursing and midwifery courses in the Faculty of Health, Social Care & Education are delivered on a sessional basis - two periods each of six months' duration: September-March and March-September. Sessional delivery is currently being phased out by the Faculty).

⁸ Or equivalent Committee at Associate Colleges operating under a validation arrangement

- 4.2 Semester 1 and Trimester 1 are identical, run concurrently and comprise 12 weeks of learning and teaching followed by an examination, marking and moderation period.
- 4.3 Semester 2 and Trimester 2 are identical, run concurrently and comprise 12 weeks of learning and teaching followed by an examination, marking and moderation period.
- 4.4 Trimester 3 runs during the Summer Vacation period, comprises ten weeks of learning and teaching (rather than 12) and is followed by an examination, marking and moderation period.
- 4.5 Re-assessment opportunities are provided at designated periods in the academic year. Semester 1, Semester 2, Trimester 1 and Trimester 2 modules are re-assessed during the Summer Vacation in mid-late July (or mid-late August for international Associate Colleges). Trimester 3 re-assessment occurs in Trimester 1 of the following academic year. Any (re)assessment for Semester 1, Semester 2, Trimester 1 and Trimester 2 modules that remains outstanding after the Summer Vacation (usually due to an approved mitigation claim or an upheld academic appeal) occurs in Trimester 1 of the following academic year.
- 4.6 Each learning and teaching period is explicitly linked to a particular assessment period (eg: a set of DAP and Awards Board meetings). This relationship is demonstrated in **Appendix 2**.
- 4.7 Academic calendars are agreed and published in advance by the Senate for both a Semester and Trimester delivery. The calendars specify designated periods for a variety of aspects of the assessment process and are available at **www.anglia.ac.uk/calendar**.
- 4.8 Students studying at Anglia Ruskin's international Associate Colleges undertake their assessment tasks at the same time as students studying Anglia Ruskin modules and courses in the UK [*NB: the start times of individual examinations may differ due to different time zones but the dates are the same*]. Consequently, in order to allow time for the transit of assessed student work from international Associate Colleges to the UK to facilitate proper completion of the marking and moderation processes, separate assessment periods are held, usually three-four weeks after the main assessment periods in the UK, to consider the outcomes of the assessment process in international Associate Colleges. Heads of Department are responsible for ensuring that adequate staffing levels are in place at these times to undertake the necessary moderation processes and to attend associated DAP, Anglia Ruskin Mitigation Panel, Faculty Student Review Subcommittee and Anglia Ruskin Awards Board meetings.
- 4.9 The Assessment Unit publishes a separate Assessment Calendar which details the agreed dates of individual DAP, Mitigation Panel, Student Review Subcommittee and Awards Board meetings. The Assessment Calendar is published at **www.anglia.ac.uk/assess**.

5. The Role of the Module Guide

- 5.1 The Module Leader prepares a Module Guide for the modules for which he/she is responsible; a template for the guide is provided at www.anglia.ac.uk/moduleguide. The Module Guide elaborates on the detail provided in the MDF, translating it into 'plain English' where necessary, so as to provide students with the basic information needed about each module they are taking. It is a requirement that all modules have a Module Guide and that these are available to students during or before the first week of teaching. All module Guides are published on the Virtual Learning Environment (VLE) and may also be provided in paper format to students.
- 5.2 At the commencement of teaching, it is important that tutors present the contents of the Module Guide in some detail to students, explicitly drawing their attention to the Intended Learning Outcomes (ILOs), to the teaching programme, to the assessment tasks and the Anglia Ruskin Generic Assessment Criteria and Marking Standards and any customised marking schemes for specific assessment tasks (see paragraphs 8.6.1 - 8.6.4 below). Students are also made aware that ILOs are set at a threshold level of achievement (i.e. a mark of 40% indicates that the related ILO has been achieved).
- 5.3 The presentation of this information enables students to understand better the coherence of the modules, and associated course, they are studying. Students are also informed about Anglia Ruskin's policies in respect of poor academic practice and plagiarism, and the importance of the Module Evaluation process with which they will be invited to engage in the second half of the teaching period.
- 5.4 Anglia Ruskin's standard referencing in written work, as far as possible, is the Harvard Referencing System. This should be clearly stated in the Module Guide and/or other materials distributed to students about referencing in their academic work. Students are strongly recommended to use *Anglia Ruskin's Guide to the Harvard Style of Referencing* which is available via the University Library's website at <http://libweb.anglia.ac.uk/referencing/harvard.htm>.
- 5.5 Where the Harvard Referencing System is not appropriate to particular disciplines (eg: IT, visual arts etc.), Course Group Leaders produce written outlines of alternative referencing systems for distribution to students.
- 5.6 The Anglia Ruskin Head of Department is responsible for monitoring the quality of Module Guides which fall within the Department's remit as part of his/her overall responsibility for the operation and currency of modules. It is recommended that this includes 'signing-off' the final draft prior to its publication.
- 5.7 In order to help ensure that students understand the various elements of the assessment process, including the quality assurance processes used to assure and maintain academic standards, the Module Guide includes a diagrammatic representation of the assessment process (see **Appendix 3**). This diagram is also published in the *Assessment Regulations*⁹.
- 5.8 A timeline for the production, approval and distribution of Module Guides for undergraduate courses at Anglia Ruskin University is provided at www.anglia.ac.uk/moduleguide.

⁹ Available at: www.anglia.ac.uk/academicregs

6. Preparing Assessment Tasks

6.1 Information on the Module Assessment

6.1.1 The MDF details the delivery and assessment methods approved for the module. The MDF is in effect a contract between the institution and the student and is therefore an extremely important document. Module Leaders ensure that the delivery of a module for which they are responsible conforms in all respects with the specifications given in the MDF. Only the approved MDF is used.

6.1.2 Staff can access every MDF from the e-Vision *Manage My Modules* facility (<https://e-vision.anglia.ac.uk>). Alternatively, all MDFs are accessible to staff and students internally from the *My. Anglia Module Catalogue* (www.anglia.ac.uk/modulecatalogue) and externally from the *Anglia Ruskin Module Search Engine* (www.anglia.ac.uk/modules).

6.1.3 Detailed guidance for students begins with preparation of the Module Guide. As described above, this document is prepared by the Module Leader and used by all Module Tutors and students at all locations of delivery. It is made available to students before or at the beginning of the module. The assessment task(s) is distributed to students at least four teaching weeks before the task is scheduled to be completed by the students (eg: the details and specification of a task due to be submitted/completed in Week 10 must be provided to the students no later than week 6). If any assessment task occurs within the first four weeks of the delivery of a module, the assessment task must be published in the Module Guide.

6.2 Module Assessment – Design Stage

6.2.1 The Module Leader is responsible for co-ordinating the preparation of assessment tasks for all locations of delivery, including Associate Colleges in the UK and overseas. These tasks are normally identical at all locations of delivery. Where this is not possible for good reason, for example different time zones, the Module Leader ensures comparability and equivalence of such tasks (please refer to the *Senate Code of Practice on Work-Based and Placement Learning* when considering the design of assessment in the work place).

6.2.2 Considerations in module assessment design include:

- testing all the module intended learning outcomes;
- contributing to the variety of assessment methods within the relevant courses and to the course learning outcomes;
- using prescribed (regulatory) assessment volumes (in accordance with the module credit rating);
- referring to external examiners' reports and outcomes of previous student evaluation mechanisms in order to enhance delivery;
- removing opportunities for plagiarism and assessment offences;
- anonymous marking and moderation procedures (e.g. for student presentations).

It is also important to note that while the MDF only specifies summative assessment, the module's learning, teaching and assessment strategies may include the use of diagnostic and/or formative assessment. These terms are defined in paragraph 2.1 above. Modules may include formative as well as summative assessments to help students reflect on their learning and thereby learn more effectively. It is recognised that these types of assessment often overlap.

- 6.2.3 The Module Leader is responsible for ensuring that the assessment tasks comply with the guidelines on volume of assessment as articulated in Section 6 of the *Academic Regulations*¹⁰.
- 6.2.4 Submission dates for assessment tasks apply equally to Associate Colleges in the UK and overseas, ensuring that students in different cohorts are treated fairly. A single submission date must be included in the Module Guide (though students may submit their work in advance of this date if they wish to do so). The final dates that can be set for each learning and teaching period are published at www.anglia.ac.uk/calendar and www.anglia.ac.uk/moduleguide and are published at the start of each academic year to all staff.
- 6.2.5 Each Faculty/Department agrees with the *i-Centres* the exact date of submission by level and this information is published in the Module Guide. It is strongly recommended that deadlines for modules at levels 5, 6 and 7 (which require internal and external moderation and therefore require more time to complete the marking and moderation process) are set earlier than for modules at levels 3 and 4.
- 6.2.6 Faculties ensure that agreement on the exact dates for the submission of assessed work has been reached with the *i-Centre* by week 2 of each teaching period or the default final dates are applied.
- 6.2.7 Assessment tasks for the re-assessment periods (e.g. a further examination or set of essay questions) are set at the same time as the tasks for the main assessment period in order to ensure comparability and equivalence and to ensure more efficient use of external examiners' time. Where the assessment task is unique to the student (e.g. a case study, artistic artefact or performance, major project) the same assessment task may be used. In all other cases, a new version of the task is set (eg: a different set of essay questions). It is not acceptable to require students merely to resubmit a revised version of the same task (eg: a revised version of the same essay).
- 6.2.8 If an assessment task cannot easily be repeated for the purposes of re-assessment (e.g. contribution to a group presentation), an alternative assessment task, which addresses the relevant module ILOs, is agreed by the DAP.

¹⁰ Available at: www.anglia.ac.uk/academicregs

6.3 Approval of Proposed Assessment by External Examiner

6.3.1 The Module Leader is responsible for ensuring that all proposed draft assessment tasks have been approved by the relevant external examiner in accordance with the requirements of the *Senate Code of Practice on External Examiners for Taught Courses*¹¹.

6.3.2 The Head of Department (or nominee) is responsible for collecting proposed assessment tasks (including for modules not taught at Anglia Ruskin University - see Section 6.4 below) and Module Guides from Module Leaders, collating them and sending them to the appropriate external examiner(s).

6.3.3 The external examiner is required to confirm that:

- there is evidence of appropriate academic standards i.e. the task set is suitable for the level of the module and is comparable to similar provision elsewhere;
- the requirements of the task are clear with no ambiguities;
- the task is fair;
- the task or combination of different tasks provides adequate coverage of the module's intended learning outcomes and content;

6.4 Approval Arrangements for the Assessment of Modules Delivered at Associate Colleges Only Under a Franchise Arrangement

Where a module is only taught at an Associate College under a franchise arrangement (see the *Senate Code of Practice on Collaborative Provision*¹¹) the responsible Department nominates a member of academic staff to co-ordinate the assessment process, on behalf of the Department, including the arrangements for internal moderation, ensuring that all Anglia Ruskin regulatory and policy requirements are satisfied. Such a role may be adopted by an experienced academic staff member from the Associate College acting on behalf of the Anglia Ruskin Department whose DAP receives the marks.

6.5 Language of Assessment

All taught courses leading to an Anglia Ruskin award are delivered and assessed in English. This principle does not apply to:

- appropriate assessment methods in modern foreign languages;
- appropriate stages of dual awards;
- students transferring certificated prior learning to count towards the credit requirements of an Anglia Ruskin award under an approved credit recognition with an institution whose language of assessment is not English. In such cases assessment of the certificated prior learning has not been conducted in English.

¹¹ Available at www.anglia.ac.uk/codes

7. Module Assessment – Submission

7.1 Submission Dates and Procedures

- 7.1.1 The submission of work for assessment by the published deadline (or extension, where granted) is the sole responsibility of the student.
- 7.1.2 The Module Guide specifies the submission dates for assessment tasks. At Anglia Ruskin's Cambridge, Chelmsford, Fulbourn and Peterborough (Guild House) campuses students submit their coursework via the method specified in the Module Guide. This is usually via the *iCentres* or, for students in the Lord Ashcroft International Business School and the Faculty of Health, Social Care & Education, via GradeMark Turnitin®¹². Students submitting via the *i-Centres* use a formal submission sheet and receive a receipt from e-Vision. GradeMark Turnitin® provides students with proof of submission. At other (non-electronic) submission points students are given a paper receipt for all coursework submitted. At Associate Colleges, arrangements specific to the Associate College apply.
- 7.1.3 Academic staff are not permitted to receive assessed work directly from students.
- 7.1.4 Assessed work submitted by post must arrive at Anglia Ruskin (or the Associate College) by midday on the due date. Students are advised to retain the certificate of posting.
- 7.1.5 Special arrangements may be necessary for the submission of coursework consisting of artefacts and other studio and laboratory-based work.
- 7.1.6 Unless prior approval for an extension to the deadline has been granted, late student work is not accepted after the published submission deadline and a mark of zero is awarded for the relevant assessment element.
- 7.1.7 Faculties make arrangements to return assessed work to students who are encouraged to keep a copy of their work, where it is possible to do so (see paragraphs 20.2.1 - 20.2.9 below).

7.2 Assessments Submitted on Tape or Digital Media

Particular care needs to be taken with assessments which use the above media. While students are responsible for ensuring that their work can be read, there can, on occasion, be genuine problems with these media. For example, there have been occurrences, particularly in respect of digital files - where staff have been unable to see files on their own computer that could be seen on other terminals, including the student's. Consequently if an item of assessment handed in on audio or video-tape, or on a floppy disk, zip disk, CD, DVD or similar memory device, turns out to be unreadable, it is helpful - where possible - to contact the student immediately and give them the opportunity to provide a copy of the recording or data. It is for the relevant Director of Studies to decide if the error was genuine, or not, and to use his/her discretion accordingly.

¹² The submission of coursework via GradeMark Turnitin® may be extended to other courses in other Faculties and students should follow the relevant instructions.

8. Marking Stage

8.1 Overview

8.1.1 Generic Assessment Criteria and Marking Standards are used to define and evaluate student achievement in the completion of assessed work for an individual module. Both can be customised to suit the specific subject matter being tested, the medium of expression and the assessment method being used. It is standard practice to include Anglia Ruskin's level-specific Generic Assessment Criteria and Marking Standards in Module Guides. These are located in **Appendix 4** of this Senate Code of Practice.

8.1.2 It is recognised that different disciplines lend themselves to different styles of marking with regard to the annotation of student work and examination scripts¹³. Anglia Ruskin does not set a generic policy on how student work is annotated (eg: comments written at various places throughout a piece of work, colours of pen used etc.); such approaches are determined at departmental level, usually based on norms in the subject area and the assessment method being used. However, it is a minimal requirement that a summary piece of feedback is provided on all work which relates to the achievement of learning outcomes and refers to the assessment criteria (see paragraph 20.2.1 below).

8.2 The Logistics of the Marking Process

The Head of Department¹⁴ is responsible for identifying adequate numbers of markers and that such staff are properly briefed and trained. Particular areas of importance include:

- preparation of new and/or inexperienced staff;
- new and innovative assessment methods;
- co-ordination and standardisation of the work of multiple markers.

The Head of Department advises markers and external examiners of the timescales and deadlines for the various stages of the assessment process. The Head of Department agrees with Module Leaders the forms of support required for inexperienced staff who are new to marking procedures and standards. This may include increasing the size of samples for internal moderation to include all fails (or other categories).

8.3 Standards of Written English

A piece of written work may be penalised if:

- the handwriting is difficult to read;
- there are multiple crossings out;
- the layout causes an unacceptable degree of confusion;
- misspellings interfere with communication or are the result of consistent carelessness and failure to check adequately work submitted;

¹³ Student work submitted electronically is usually marked and moderated on-line by academic staff.

¹⁴ Or equivalent at Associate Colleges operating under a validation arrangement

- sentence structure is inappropriate to the content and the word order interferes with understanding;
- punctuation causes confusion for the reader as to the perceived meaning of the sentence;
- style is inappropriate to the subject matter (e.g. use of slang terms, excessive formality or informality);
- the text lacks cohesion and coherence.

In addition to the above, individual disciplines/departments may wish to develop specific assessment criteria according to the degree of accuracy required by the discipline and the level of the module (see 8.4.1 - 8.4.3 below).

The *Academic Regulations* provide for students whose first language is not English to take into the examination room, a single-volume, bilingual dictionary (except where the examination is in an applied English language or modern foreign language subject).

8.4 Assessment Criteria

8.4.1 There are two kinds of **Assessment Criteria: Generic and Specific**. The former serves as a guide to writing the latter.

8.4.2 **Generic Assessment Criteria** inform the assessment process by providing academic staff with a link between academic standards as set at the level of the award (defined in Section 2 of the *Academic Regulations*¹⁵) and academic standards at module level. Assessment criteria are written in a language that is both generic and general, reflecting the generic learning outcomes of Anglia Ruskin's awards (see **Appendix 4**).

8.4.3 These generic or institution-wide Assessment Criteria are translated by Module Leaders into **specific module-level Assessment Criteria** that reflect the subject being taught, and are communicated to staff and students in Departmental publications, including Module Guides and/or Student/Course Handbooks. They are also communicated to external examiners when they moderate assessed work.

8.5 Marking Standards

Marking standards comprise bands of marks, normally on a percentage scale (e.g. 60-69%, 50-59% etc.¹⁶) or occasionally on a pass/fail basis. They are accompanied by descriptors and are used by markers to distinguish between grades of student achievement in completing an item of assessment for a module.

8.6 Marking Schemes

8.6.1 **Marking Schemes** are *aides-mémoire* designed to support consistency in marking.

¹⁵ Available at: www.anglia.ac.uk/academicregs

¹⁶ All modules contributing to a HNC and HND award are classified as 'pass', 'merit' or 'distinction', in addition to fine-grading, to accord with requirements detailed in Anglia Ruskin's License Agreement with Edexcel (see Section 6 of the *Academic Regulations*)

8.6.2 Marking Schemes are used at module level to inform the first marking and internal and external moderation of each item of assessment. Marking schemes identify the knowledge and skills which students must demonstrate to achieve the learning outcomes of the module, and are used to calculate the total mark to be awarded for an individual item of assessment. Anglia Ruskin's Generic Assessment Criteria and Marking Standards are intended to advise the writing of marking schemes, ensuring that they are broadly comparable across the institution.

8.6.3 Marking Schemes customise Anglia Ruskin's Generic Assessment Criteria and Marking Standards to fit a specific item of assessment for a module, identifying the basis on which marks are awarded. A marking scheme may range from the fairly general to the highly specific. In relatively open-ended assessments (e.g. where students are asked to select one of a range of essay questions) a Module Leader is not necessarily expected to provide a detailed marking scheme specifying a 'model answer' to each specific essay question, but rather to provide a general marking scheme which identifies the characteristics of a good essay and can be applied to any of the essay questions set. The same would apply to many aspects of practice, performance or studio work. In contrast, less open-ended assessment tasks such as translation would require both a 'model translation' of the passage and a detailed marking scheme adapted to the specifics of the passage translated.

8.6.4 To facilitate consistency first markers constantly refer to the marking scheme when marking student work. They pass the marking scheme on to the internal moderator (second marker) and eventually to the external examiner with assessed work. This enables all parties to understand the basis on which marks are awarded and lends a fundamental transparency to the assessment process. It should always be clear to the internal moderator and external examiner how marks have been determined.

8.7 Anonymous Marking

Assessments at all levels are normally marked anonymously¹⁷ by the first marker(s). This means that student work will be identified by SID numbers, not by name. Where anonymity is not possible, assessments are subject to double marking¹⁷. In such cases, the second marker(s) knows the marks awarded by the first marker(s). In contrast, all Major Projects are subject to unseen ('blind') double marking where the second marker does not know the mark awarded by the first marker. If these arrangements are (exceptionally) not possible for a particular item of assessment, the Module Leader provides an alternative means of evidencing to the appropriate DAP the integrity of the assessment method for subsequent scrutiny by the external examiner during external moderation.

8.8 Word Limits for Written Work

8.8.1 The tariffs for module assessment detailed in Section 6 of the *Academic Regulations*¹⁸ specify the maximum number of words that a student is permitted to use when completing written work (equivalences are provided for other methods of assessment)¹⁹.

¹⁷ See glossary – Appendix 1.

¹⁸ Available at: www.anglia.ac.uk/academicregs

¹⁹ These limits were revised by the Senate in June 2013 for implementation in the 2013/14 academic year

8.8.2 Students are required to state the total number of words in each piece of written work on the assignment coversheet when the work is submitted. Work is not accepted from students who do not complete this section of the form.

8.8.3 Where a student exceeds the word limit, the examiner reflects this when exercising his/her academic judgement of the piece of work (ie: via the marks allocated) with a lower mark being awarded to reflect that a piece of work is neither concise nor has addressed the assignment brief sufficiently well within the set word limit.

8.9 Student Presentations

8.9.1 Since anonymity cannot be maintained, all student presentations contributing 25% or more of a module's assessment are double marked, either by another lecturer attending the presentations or by moderating marks on the basis of recordings. Where they contribute towards the classification of an award they are also moderated by an external examiner.

8.9.2 Lecturers intending to use student presentations counting for less than 25% should discuss with the relevant Head of Department²⁰ an appropriate way of second marking their assessment. This might range from full second marking to sample second marking; it might include student notes or Powerpoint handouts, assessment criteria and a coversheet specific to the presentation, which can be discussed with students and archived. The objective is always to ensure that students are marked fairly and consistently (given that a seminar group's presentations may extend over several weeks), that they understand (via feedback) the basis on which marks have been awarded (assessment criteria) and that written evidence (notes and coversheet) of the assessment process is available if required.

8.10 Written Feedback to Students (annotation of scripts and/or coversheets)

8.10.1 It is extremely important for the first marker to provide students with adequate levels of feedback on the marks awarded. Feedback should correlate with Anglia Ruskin's Generic Assessment Criteria and Marking Standards and any customised marking scheme so that students can be provided with an explanation of how marks were allocated. It is often useful to provide students with an indication of how they could have achieved a better mark. Feedback is given within **20** working days of the submission deadline, except for major projects where **30** working days are allowed (see the *Student Charter*).

8.10.2 Written feedback can be provided via the Assignment Coversheet.

²⁰ Or equivalent at Associate Colleges operating under a validation arrangement

9. Internal Moderation: Checks on Marking Standards

9.1 Overview

The purpose of internal moderation is to check the consistent application by the first marker of Anglia Ruskin's Generic Assessment Criteria and Marking Standards and/or marking scheme for the items of assessment. It is also a mechanism which permits comparison between markers and between different locations of delivery. These principles are operationalised in the following ways:

9.2 Modules Delivered at Anglia Ruskin University Only (*The Module Leader, Module Tutor(s) and internal moderator(s) are based at Anglia Ruskin*)

9.2.1 First markers complete Part A of the Anglia Ruskin Moderation Form (see **Appendix 5**), attach it to the sample of student work along with the overall mark list and marking scheme, and forward the bundle to the designated internal moderator. It is advisable for the first marker to keep a photocopy of the mark list, mark scheme and student work. The first marker selects a sample for internal moderation which:

- comprises a minimum of eight items or 10% (whichever is the greater) of the assessed work which he/she has marked for each assessment element contributing 25% or more of the overall assessment for a module. **These minima may be exceeded in order to address the remaining criteria below;**
- covers the range of marks identified within the marksheet;
- addresses any external requirements such as those of Professional Statutory and Regulatory Bodies (PSRBs);
- takes account of any support required by the Head of Department for new and/or inexperienced first markers (see paragraph 8.2 above).

9.2.2 Once the internal moderator has agreed the marking standards of the sample provided, he/she signs the Anglia Ruskin Moderation Form to confirm this and then forwards the complete bundle to the Module Leader.

9.2.3 The internal moderation process leads to an agreed set of marks. Where agreement cannot be reached the matter is referred to the Head of Department who determines how to resolve the matter and who may exceptionally request the assistance of the relevant external examiner.

9.2.4 Once the module marksheet is confirmed the Module Leader submits the electronic marksheet to the Assessment Unit of the Academic Office which is responsible for the data entry of marks to SITS: Vision.

9.3 Modules Delivered at Anglia Ruskin University and One or More Associate Colleges Under a Franchise Arrangement (*The Module Leader is based at Anglia Ruskin but the Module Tutors and internal moderators are based in multiple delivery locations operating under a franchise arrangement*)

9.3.1 First markers complete Part A of the standard Anglia Ruskin Moderation Form (see **Appendix 5**) and attach it to the sample of assessed work along with the overall mark list and marking scheme.

9.3.2 First markers at Anglia Ruskin follow the process outlined in paragraphs 9.2.1 and 9.2.2 above.

9.3.3 First markers at an Associate College select the sample for internal moderation and send it to the designated internal moderator (who may be the Anglia Ruskin based Module Leader). The sample for internal moderation:

- comprises a minimum of eight items or 10% (whichever is the greater) of the assessed work which he/she has marked for each assessment element contributing 25% or more of the overall assessment for a module. **These minima may be exceeded in order to address the remaining criteria below;**
- covers the range of marks identified within the marksheet;
- addresses any external requirements such as those of PSRBs;
- takes account of any support required by the Head of Department for new and/or inexperienced first markers (see paragraph 8.2 above).

All internally moderated assessed work, together with a marksheet and the standard Anglia Ruskin Moderation Form are sent to the Module Leader.

9.3.4 The Module Leader completes the internal moderation procedure by checking the comparability of marking standards across different locations of delivery.

9.3.5 The process of internal moderation leads to an agreed set of marks. Where agreement cannot be reached the matter is referred to the Head of Department who determines how to resolve the matter and who may exceptionally request the assistance of the relevant external examiner.

9.3.6 Once the module marksheet is confirmed the Module Leader submits the electronic marksheet to the Assessment Unit of the Academic Office which is responsible for the data entry of marks to SITS: Vision.

9.4 Modules Delivered at an Associate College Only Under a Franchise Arrangement
(The Module Leader, Module Tutor(s) and internal moderator(s) are not based at Anglia Ruskin)

9.4.1 First markers complete Part A of the standard Anglia Ruskin Moderation Form (see **Appendix 5**), attach it to the sample of student work along with the overall mark list and marking scheme, and forward the bundle to the designated internal moderator. It is advisable for the first marker to keep a photocopy of the mark list, mark scheme and student work. The first marker selects a sample for internal moderation which:

- comprises a minimum of eight items or 10% (whichever is the greater) of the assessed work which he/she has marked for each assessment element contributing 25% or more of the overall assessment for a module. **These minima may be exceeded in order to address the remaining criteria below;**
- covers the range of marks identified within the marksheet;
- addresses any external requirements such as those of PSRBs;
- takes account of any support required by the Head of Department for new and/or inexperienced first markers (see paragraph 8.2 above).

9.4.2 This process leads to an agreed set of marks. Where agreement cannot be reached the matter is referred to the Anglia Ruskin Head of Department who determines how to resolve the matter and who may exceptionally request the assistance of the relevant external examiner.

9.4.3 The Anglia Ruskin Head of Department is responsible for the submission of samples of assessed work to the relevant external examiner(s). In certain circumstances (see paragraph 6.4 above), the Anglia Ruskin Head of Department may formally agree to allow an Associate College to send samples of assessed work directly to the external examiner(s).

9.4.4 Once the module marksheet is confirmed the Module Leader submits the electronic marksheet to the Assessment Unit of the Academic Office which is responsible for the data entry of marks to SITS: Vision.

9.5 Modules Delivered at an Associate College Only Under a Validation Arrangement
(The Module Leader, Module Tutor(s) and internal moderator(s) are based at the Associate College operating under a validation arrangement)

9.5.1 First marking and internal moderation is conducted in accordance with paragraphs 9.2.1 - 9.2.3 above.

9.5.2 Once the module marksheet is confirmed the Module Leader submits the electronic marksheet to the relevant office at the Associate College which is responsible for the data entry of marks to its student record system.

9.6 Occasions When Sampled Internal Moderation is Unnecessary

As stated above in paragraph 8.7 above, on occasion second marking is used instead of internal moderation when student anonymity cannot be maintained (e.g. student presentations, major projects, practise assessment). In such cases, further internal moderation may be unnecessary but does occur to check marking standards between different marking teams when the module is delivered at multiple locations.

9.7 Guidance for Staff Engaged in the Moderation Process

A one-page reminder sheet on the essential requirements of the moderation process has been developed by the Academic Office to assist academic staff and is available at www.anglia.ac.uk/assess.

10. External Moderation

10.1 Overview

10.1.1 The purpose of external moderation is to provide assurance to Anglia Ruskin that the marking process has been conducted properly and, moreover, to confirm that the standards achieved by students are comparable with national benchmarks and similar provision at other HE institutions.

10.1.2 Assessed work at levels 5, 6 and 7 is subject to external moderation at the initial assessment point (eg: the end of Semester/Trimester 1 for modules delivered in Semester/Trimester 1). Level 4 assessments contributing to the classification of awards such as the Cert. HE, HNC and HND are also subject to external moderation (other level 4 modules may also be subject to external moderation if required by a PSRB).

10.1.3 External moderation of assessed work at levels 5, 6 and 7 (and level 4 if contributing to the classification of an award) at the re-assessment point (eg: July for Semester/Trimester 1 and Semester/Trimester 2 module) is not required unless:

- the total number of pieces of work for the module is 10 or more OR;
- external moderation of the assessed work at the initial assessment point led to the DAP approved adjustment of marks OR;
- concerns were expressed at the initial assessment point by the relevant external examiner about the assessment of the module OR;
- the external examiner wishes to undertake moderation OR;
- external moderation is required at all points by a PSRB.

If any of the above circumstances pertain, the standard requirements articulated below in paragraphs 10.2 to 10.4 below are applied.

10.1.4 The requirements for external moderation outlined in this section apply equally to Associate Colleges operating under a franchise or validation arrangement.

10.2 Preparation of the Sample for External Moderation: Single Marker

The Module Leader checks and forwards the bundle to the Head of Department (or nominee) for dispatch to the relevant external examiner. The sample is accompanied by:

- a full schedule of all marks achieved by all students registered for the module, clearly indicating which examples of work have been included in the sample;
- the relevant MDF;
- the Generic Assessment Criteria and Marking Standards/marketing scheme for each assessment task;
- Part A of the Anglia Ruskin Internal Moderation Form.

10.3 Preparation of the Sample for External Moderation: More than One First Marker and/or Multiple Locations of Delivery

10.3.1 The Module Leader receives the bundles of assessed work from each internal moderator. The Module Leader collates all Parts A of the Anglia Ruskin Moderation Form and selects from the accompanying samples a final “sample of samples” for external moderation. This final sample:

- comprises a minimum of eight items or 10% (whichever is the greater) of the assessed work for each assessment element contributing 25% or more of the overall assessment for the entire delivery module (ie all locations of delivery). **These minima may be exceeded in order to address the remaining criteria below;**

- covers the full range of marks identified within the final marksheet;
- covers all markers;
- covers all locations of delivery;
- addresses any external requirements such as those of PSRBs.

10.3.2 The Module Leader completes Part B of the Anglia Ruskin Moderation Form. He/she collates, checks and forwards the final sample to the Head of Department (or nominee) for onward transmission to the relevant external examiner. The sample is accompanied by:

- a full schedule of all marks achieved by all students registered for the module, clearly indicating which examples of work have been included in the sample;
- the relevant MDF;
- the Generic Assessment Criteria and Marking Standards/marketing scheme for each assessment task;
- Part B of the Anglia Ruskin Moderation form.

10.4 Arrangements for Scrutiny of the Sample for External Moderation

External moderation can be achieved through a variety of practices, usually depending on the nature of the assessed work and the medium of its expression. The Head of Department²¹ discusses the detail of the moderation process with all new external examiners on appointment and, in particular, how the moderation process is conducted (e.g. posting of samples to external examiners, moderation meetings at Anglia Ruskin and/or Associate Colleges before the DAP, electronic moderation of work or a combination of these). Within reason, the Head of Department attempts to accommodate the system(s) which best suits the individual external examiner and allows him/her to fulfil his/her moderation duties.

11. The Departmental Assessment Panel (The DAP)

11.1 Overview

11.1.1 The **Departmental Assessment Panel (DAP)** represents the first tier of Anglia Ruskin's two-tier assessment process and is the body responsible for the assessment of, and academic standards achieved in, the discipline(s) which fall within its remit at Anglia Ruskin University. Each piece of student work is assessed by one DAP. The DAP does not consider the academic progress of individual students or personal circumstances affecting student performance. The terms of reference of the DAP are as specified in Section 7 of the *Academic Regulations*. The Assessment Unit of the Academic Office is responsible for the production of documentation to support the DAP process.

11.1.2 The responsibilities of the DAP are delegated to an appropriate Modular Board at an Associate College operating under a validation arrangement (see the *Senate Code of Practice on Collaborative Provision*²²). The Modular Board, which includes representation from the appropriate Anglia Ruskin Faculty, reports to the Anglia Ruskin Awards Board (see Section

²¹ Or equivalent at Associate Colleges operating under a validation arrangement

²² Available at www.anglia.ac.uk/codes

14 of this Code of Practice) and undertakes the same duties as a DAP as detailed in this Section. The responsibilities allocated to the Assessment Unit of the Academic Office are performed by the relevant office at the Associate College.

11.2 External Examiner Attendance at the DAP

At least one external examiner must be present for a DAP to be quorate. On the exceptional occasion when no external examiner is present (usually due to sudden and unforeseen circumstances such as illness), the meeting may still go ahead but, prior to the publication of the outcomes of the DAP being published, the Head of Department contacts one (or more) of the external examiners to discuss the outcomes of the meeting, explaining how any complex decisions have been reached. The outcomes of the meeting are only published once the external examiner(s) has confirmed in writing that he/she is endorsing the outcomes based on the discussion held with the Head of Department (an e-mail message is acceptable). Such endorsement is lodged with the Assessment Unit.

11.3 Conduct of the DAP

11.3.1 The DAP follows a standard agenda, provided by the Assessment Unit of the Academic Office. It receives, on a module by module, level by level basis, the proposed marks for all assessment elements and the overall module result. Prior to the DAP, the Module Leader is responsible for checking the accuracy and completeness of marks. This is frequently carried out by informal meetings of staff.

11.3.2 In addition to taught modules, the DAP also receives marks being transferred into Anglia Ruskin from institutions hosting Anglia Ruskin students undertaking credit-bearing exchange programmes. The Departmental Co-ordinator for Student Exchange Programmes presents the marks for the consideration of the DAP which awards the associated credit as applicable.

11.3.3 The consideration of each module comprises:

- a brief report to the DAP, from the Module Leader, on the delivery and assessment of the module at all locations, highlighting any particular areas of concern or commendation that may be applicable;
- a brief report from the relevant external examiner (or a report of the appropriate external examiner's comments if absent);
- consideration of any proposed moderation of marks for individual assessment tasks (not individual candidates), based on advice from the relevant external examiner (see below);
- the award of credit for passed modules;
- confirmation of the form of assessment method to be used for retrieval of modules failed at the first attempt (normally in accordance with the validated MDF – see paragraphs 6.2.7 - 6.2.8 above). The timescales for re-assessment follow the standard deadlines provided with the academic calendar²³. The *Academic Regulations* provide for the DAP to vary exceptionally the form and timing of re-assessment from the requirements of the academic calendar only where the

²³ Available at www.anglia.ac.uk/calendar

subject area and/or nature of the assessment task deems it to be necessary;

- agreement of any action required with regard to the module (e.g. review of appropriateness of assessment tasks etc.).

11.3.4 An external examiner may propose to the DAP that, on the basis of his/her sample moderation:

- all marks for a particular assessment task are moderated up;
- all marks for a particular assessment task are moderated down;
- all marks for a particular assessment task are re-marked due to inconsistencies in the marking process (in such cases, the external examiner provides guidance on the issues that need to be addressed when the re-marking occurs).

11.3.5 The DAP cannot agree to moderate the marks of individual candidates unless the external examiner has moderated all assessed work for all candidates.

11.3.6 Modules which are delivered over two semesters, or two or three trimesters, are only considered by the DAP once the delivery of the entire module, and all associated assessment, has been completed. For example, all assessment for a module delivered over Semesters 1 and 2 (a 'long-thin' module) is considered by the appropriate DAP at the end of Semester 2. The re-assessment of any element conducted in the early stages of such a module does **not** occur until the module has been considered in full by the DAP and the module result has been confirmed.

11.3.7 The DAP considers statistical information derived from the performance of all candidates on all modules for which the DAP is responsible (e.g. mean marks and standard deviation). This allows the DAP to gain an overview of student performance and academic standards for the discipline(s) for which it is responsible and to determine where any investigation or further action is required both for individual assessment periods and/or over time (e.g. a DAP may wish to investigate a particular module whose mean mark is significantly lower or higher than others at the same level or whose mean mark has steadily decreased over time). The Module Leader is responsible for co-ordinating any such agreed action.

11.3.8 Prior to publication of the outcomes of the DAP, the Chair is required to sign a standard proforma (provided by the Assessment Unit) to confirm that the written record is an accurate account of the meeting's deliberations and agreed outcomes.

11.4 After the Meeting

11.4.1 The DAP may delegate authority to its Chair to make decisions on its behalf, following consultation with relevant external examiners, as detailed in Section 7 of the *Academic Regulations*.

11.4.2 The Assessment Unit is responsible for communicating outcomes of the DAP to students and other relevant sections of the institution. Where retrieval of failed modules after the first attempt involves the re-submission of coursework, it is the responsibility of the students concerned to contact the Module Leader/Tutor to obtain precise details of the re-assessment task(s).

11.4.3 Where the DAP has approved the outcomes of modules where the internal and/or external moderation process has resulted in changes to marks for modules delivered at an Associate College, the Module Leader provides an explanation of the changes to staff at the Associate College(s) in order to ensure that any issues identified during the internal and/or external moderation process are understood. Where required, further staff development may be deemed necessary to address the issues identified for future assessment cycles.

11.4.4 Where it is judged that it is unreasonable to expect an international student to return to the UK to present him/herself for re-assessment, and the form of re-assessment is an examination, then the relevant Department can agree to permit the student to undertake invigilated re-assessment in another country (eg: the offices of the British Council or an Associate College) – see paragraph 27.4 below.

11.5 Alternative Arrangements for DAPs

Sections 6 and 7 of the *Academic Regulations* provide for special alternative arrangements for the conduct of DAP business in the following circumstances:

- when the volume of business for an individual DAP is significantly low and therefore, the convening of two or more DAPs in one single meeting (known as a 'Joint DAP');
- confirming the outcomes of the initial assessment of module including placement assessment in order to facilitate re-assessment where necessary (particularly in the Faculty of Health, Social Care & Education).

12. **Mitigating Circumstances**²⁴

12.1 Anglia Ruskin recognises that there are occasions when exceptional circumstances either prevent students undertaking an assessment task or impair their performance. Consequently, a process for the submission and consideration of **Mitigating Circumstances** (or mitigation) is provided by the *Academic Regulations*.

12.2 All claims for mitigation are considered by the **Anglia Ruskin Mitigation Panel** at the end of each formal assessment period for formal recommendation to the Anglia Ruskin Awards Board. The Terms of Reference of the Panel are detailed in Section 7 of the *Academic Regulations*. The management and consideration of mitigating circumstances at an Associate College operating under a validation arrangement are devolved to the Associate College and are conducted in accordance with the *Academic Regulations*.

²⁴ Dedicated webpage for information on the mitigation process: www.anglia.ac.uk/mitigation

- 12.3 Students submit mitigation claims directly, and in confidence, to the Assessment Unit²⁵. Students are strongly encouraged to discuss the claim with a Faculty Student Adviser²⁵ prior to submission. Module Leaders and Module Tutors can neither receive nor consider such claims.
- 12.4 Claims are made against individual assessment elements, as defined on the MDF and are submitted within five working days of the submission date of the assessed work or the date on which an examination has been held. Where students are claiming mitigation against a series of elements, it is essential that the five day period is adhered to; this may mean that, during an examination period, it is necessary to submit more than one mitigation claim, albeit based on the same circumstances.
- 12.5 Mitigation claims do not result in a change to any mark that may have been awarded (e.g. the raising of a mark to take account of mitigating circumstances). The outcome of a successful claim for mitigation is the annulment of any mark achieved for the assessment element(s) identified in the mitigation claim and to allow the student a further opportunity to complete the assessment task at the next assessment period specified by the DAP (which will be a different version of the assessment task already agreed; see paragraphs 6.2.7 - 6.2.8 above). Feedback on the piece of assessed work for which the mark has been annulled is available to the student.
- 12.6 The detailed operation of the mitigation process, including the criteria for considering mitigation claims and examples of acceptable and unacceptable mitigation, is described in Section 6 of the *Academic Regulations*.

13. Student Review Process

- 13.1 After all DAPs and the Mitigation Panel have completed their business, it is necessary to consider the detail of the consequences of the various outcomes that emerge for all students (e.g. compensation, discontinuation and progression) and to propose future actions, where necessary. The **Student Review** process, established on a faculty basis, undertakes this detailed and important exercise, on behalf of the Anglia Ruskin Awards Board.
- 13.2 The Student Review process is conducted by the **Faculty Student Review Subcommittee** at the end of each formal assessment period. The Terms of Reference of this Subcommittee and details of its operation are detailed in Section 7 of the *Academic Regulations*.
- 13.3 The function of the Student Review Process at an Associate College operating under a validation arrangement is delegated to an appropriate committee at the Associate College.
- 13.4 The Student Review Subcommittee submits formal recommendations to the Awards Board on compensation, progression, discontinuation and the conferment of intended and, where applicable, intermediate awards (see also paragraph 28.5 below).
- 13.5 External examiners are not expected to attend Faculty Student Review Subcommittees unless required to do so to satisfy the requirements of a PSRB.

²⁵ Or appropriate Office/Postholder at an Associate College operating under a validation arrangement

14. The Anglia Ruskin Awards Board

14.1 The **Anglia Ruskin Awards Board** is responsible for:

- recommending the conferment of all Anglia Ruskin awards to the Senate;
- the formal consideration or the progression of students from one level/academic year to the next at undergraduate level;
- the formal consideration of claims for mitigating circumstances;
- the conduct of the Student Review process including decisions on compensation and the discontinuation of students.

The above decisions are taken following recommendation from its sub-committees: the Anglia Ruskin Mitigation Panel and the four Faculty Student Review Subcommittees.

14.2 The responsibilities of the Anglia Ruskin Awards Board are NOT delegated to Associate Colleges operating under a validation arrangement. The appropriate committee at the Associate College which undertakes the Student Review function (see Section 13 of this Code of Practice) reports directly to the Anglia Ruskin Awards Board.

14.3 The Terms of Reference of the Awards Board and details of its operation are detailed in Section 7 of the *Academic Regulations*.

14.4 At least one external examiner must be present for the Awards Board to be quorate. On the exceptional occasion when no external examiner is present (usually due to sudden and unforeseen circumstances such as illness), the meeting may still go ahead but, prior to the publication of the outcomes of the Board being published, the Director of the Academic Office (on behalf of the Chair of the Awards Board) contacts one (or more) of the external examiners to discuss the outcomes of the meeting, explaining how any complex decisions have been reached. The outcomes of the meeting are only published once the external examiner(s) has confirmed in writing that he/she is endorsing the outcomes based on the discussion held with the Director of the Academic Office (an e-mail message is acceptable). Such endorsement is lodged with the Assessment Unit of the Academic Office.

14.5 The Awards Board cannot change the decisions made by a DAP (or Modular Board at an Associate College operating under a validation arrangement) with regard to module results (eg: marks and pass/fail decisions cannot be amended in light of a student's overall performance). In cases where the total volume of re-assessment for an individual student, as proposed by each DAP, is excessive, the Awards Board reviews and, if necessary, amends the timing of such re-assessments in order to prevent an overload of re-assessment at any one point. Such cases are drawn to the Awards Board's attention by the Faculty Student Review Subcommittee. In general, the Awards Board's function is a mechanical one, ensuring the correct and consistent application of the *Academic Regulations* as they pertain to each student (e.g. the Awards Board does not have the discretion to raise or lower the classification of awards).

- 14.6 Prior to publication of the outcomes of the Awards Board, the Chair is required to sign a standard proforma (provided by the Assessment Unit) to confirm that the written record is an accurate account of the meeting's deliberations and agreed outcomes.
- 14.7 The Awards Board may delegate authority to its Chair to make decisions on its behalf, following consultation with relevant external examiners, as detailed in Section 7 of the *Academic Regulations*.
- 14.8 The Assessment Unit of the Academic Office is responsible for communicating outcomes of the Awards Board to students, Associate Colleges and other relevant sections of the institution.

15. Consequences of Failure: Re-assessment

- 15.1 Sections 6 and 8 of the *Academic Regulations* detail the consequences of failure for student in individual modules and in multiple modules.
- 15.2 In general, a student is entitled to one re-assessment attempt for a module in which they fail the first attempt and the overall module result is capped at 40%. A student is not entitled to be re-assessed in a module in order to improve a pass mark. Re-assessment occurs at designated points in the academic year (see paragraph 4.5 above).
- 15.3 The policies and procedures described in this Code of Practice and the *Academic Regulations* are applied to all student work submitted for re-assessment.

16. Progression

- 16.1 All new entrants to undergraduate courses at levels 3 and 4 since September 2012 are subject to Anglia Ruskin's progression scheme. The general principle of the progression scheme is the requirement for students to pass a specified volume of credit before being permitted to commence modules for the next academic level/year. Section 8 of the *Academic Regulations* details the regulations governing progression from one academic level/year to another for both full-time and part-time courses.
- 16.2 SITS:Vision determines recommended progression decisions (for all students under the progression scheme) based on students' academic profiles. The Student Review process is responsible for considering these recommendations alongside the full student academic profiles for all students and either confirming or amending these recommendations for submission to the Awards Board for final approval.
- 16.3 For those students who receive a **Cannot Proceed** decision, the *Academic Regulations* require a Retrieval Package to be constructed which details how an individual student will retrieve the failed or incomplete module(s) and become eligible for progression to the next academic level/year at a future Awards Board. Course Group Leaders are responsible for liaising with students and for constructing the Retrieval Package using the official proforma available at www.anglia.ac.uk/assess. All Retrieval Packages, once approved by the appropriate Director of Studies, are submitted to the Academic Office via the dedicated progression@anglia.ac.uk mailbox. The Academic Office ensures

that the student's SITS record is amended accordingly and forwards relevant information on to Registration Services and the Timetabling and Space Management Unit accordingly.

17. Module Evaluation

- 17.1 The module evaluation process (co-ordinated by the Strategic Planning & Policy Unit (SPPU) of the Academic Office) is an important source of management information that helps Anglia Ruskin to gauge the degree of student satisfaction with module delivery (including assessment) and to inform the enhancement of future deliveries. The key principles of the process are that students feel confident that the integrity of the process and their personal anonymity are both fully respected.
- 17.2 Students are provided with the standard Anglia Ruskin Module Evaluation Questionnaire (MEQ) during a specified window of opportunity in the second half of the learning and teaching period (Semester or Trimester). Module Leaders outline the purpose of the module evaluation process to the students and of the opportunity to provide qualitative answers on the questionnaires. Module Leaders administer the MEQ at an appropriate time that will maximise student returns. Normally, students complete the MEQ in class but on occasion there may be good reason for the MEQ to be completed outside the classroom.
- 17.3 The Faculty returns the completed survey forms to the Academic Office as soon as the exercise has been completed. The dispatch of completed surveys is not delayed by the Faculty to wait for late module evaluation surveys to be completed as this delays the analysis of students' views.
- 17.4 On receipt, the Academic Office optically scans the completed forms and this produces a summary report of survey, including students' qualitative comments. The report is e-mailed directly to the Module Leader and copied to relevant management staff in the Faculty.
- 17.5 The module evaluation process is designed to provide feedback on the operation of the module to the Module Leader, Module Tutors and students before the final teaching session of the module in order to allow the teaching team to address any serious or major concerns with the student prior to the completion of the module.
- 17.6 The management and conduct of module evaluation at Associate Colleges operating under a validation arrangement is devolved to the Associate College

18. The Module Report

- 18.1 The Module Report Form (**Appendix 6**) provides an opportunity for module leaders and tutors to reflect on the most recent delivery of a module, using the statistical data provided by the module evaluation process, in addition to other information that may have been obtained. The Module Report Form is completed in draft after the DAP following the receipt of a statistical analysis of student performance and using the summary of responses to the module evaluation process provided by the Academic Office.

- 18.2 Module Report Forms are published in the next academic year's version of the Module Guide (ie: usually the next delivery of the module) in order to inform current students about enhancements made to the module as a result of feedback from students who had previously taken it. Such information may also be provided to students via the VLE, notice boards or Departmental Offices. Whilst the Module Report usually covers all locations of delivery, it may be appropriate to complement the Report with information and/or comments which are specific to particular locations, where appropriate.
- 18.3 The appropriate Course Management Committees (CMCs) receive statistical information resulting from the student module evaluation process in the semester/trimester following the delivery of the module. The data is disaggregated for each delivery point. The CMCs may also wish to receive and consider the Module Report Forms for those modules whose statistics are deemed to warrant further investigation.

19. The Archiving of Assessed Work

- 19.1 The Module Leader is responsible for maintaining an archive of the previous delivery of the module. The archive contains the following information:
- module guide (including the MDF);
 - assessment tasks;
 - specific marking schemes (if relevant);
 - examples of student assessed work, reflecting the range of performance and demonstrating evidence of internal and external moderation (usually the sample used for external moderation);
 - marking and feedback sheets evidencing comprehensive and appropriate written feedback to students on assessed work;
 - list of all marks for entire cohort on module at all locations of delivery;
 - MEQs accompanied with analysis of results obtained.
- 19.2 The above is readily available for quality assurance purposes. The archive of the previous delivery of the module is retained until the next delivery of the module is complete. The Head of Department²⁶ is responsible for organising appropriate storage for the Department's archive.

20. Communicating Results and Feedback on Assessed Work to Students

20.1 Results²⁷

20.1.1 The Assessment Unit of the Academic Office is responsible for communicating module results to students. The official dates for the availability of confirmed results are published by the Academic Office.

20.1.2 Once agreed by the DAP or the Awards Board, students collect their formal results via the SITS e-Vision system.

²⁶ Or equivalent at Associate Colleges operating under a validation arrangement

²⁷ Dedicated webpage for information on assessment results: www.anglia.ac.uk/results

- 20.1.3 Anglia Ruskin provides all students with a final transcript at the completion of their studies. Transcripts are not provided as a matter of course at any other stage although students can request an interim transcript which provides details of assessment outcomes to date, at any stage. The Anglia Ruskin transcript meets the requirements of the Diploma Supplement, details of which are available via the Curriculum website²⁸.
- 20.1.4 If students highlight any errors regarding the transcript or other queries regarding the assessment process, this is brought to the attention of the relevant Module Leader/Tutor and Head of Department for investigation and, where necessary, action. Students are also advised to refer any such queries to the Faculty Student Advisers and, if the issue cannot be resolved, the Students' Union. Any faculty based formal written communication to individual students about the outcomes of the assessment process is copied to the appropriate Director(s) of Studies.
- 20.1.5 Any faculty based formal written communication to individual students about other non-module specific aspects of the assessment process (e.g. academic appeals or complaints), is sent by the appropriate Director of Studies.

20.2 Feedback on Assessed Work

- 20.2.1 Students are entitled to written feedback on their performance for all assessed work and this is provided through the completion of the assignment coversheet on which markers relate feedback to the achievement of the module ILOs and the Anglia Ruskin Generic Assessment Criteria and Marking Standards (or Marking Scheme developed for specific assessment tasks).
- 20.2.2 Feedback on all assessed work is available to students within 20 working days of the submission deadline or the date of an examination except for feedback for a Major Project module which is given within 30 working days (note that working days excludes those days when Anglia Ruskin is officially closed). *[NB: The 20 working days requirement refers to when feedback must be available to students. It is NOT an allowance for the marking and moderation processes to be completed. All work for the designated period (eg: Semester 1) is marked and moderated in sufficient time for consideration at the (Semester 1) DAP meeting. When setting submission dates for assessed work, Module Leaders take account of the published final dates for submission (see paragraphs 6.2.4 - 6.2.6 above) and are advised to work back from the date of the DAP to ensure that sufficient time is allowed for marking, internal and external moderation].*
- 20.2.3 Examination scripts are retained and are not returned to students. However, students are entitled to receive notification of the mark and feedback within the prescribed time period. Students may request a meeting with a Module Leader/Tutor to see their examination scripts and to discuss their performance.

²⁸ <http://web.anglia.ac.uk/curriculum/index.phtml>

- 20.2.4 At the main Anglia Ruskin University campuses, each faculty publishes details of the arrangement for the return of assessed work to students (except examination scripts which are not returned) within 20 working days of the submission deadline (30 working days for Major project modules). After a further 20 working days, all uncollected assessed work is returned to the *i-Centres* from where it can subsequently be collected. Any work not collected by a student is disposed of after the time limit for the retention of such work has expired; the *i-Centres* advertise when assessed work will finally be disposed.
- 20.2.5 These arrangements apply equally to work submitted during and at the end of the teaching period and to any work submitted for an approved reason outside the teaching period. Such feedback clearly states, if applicable, that the mark awarded is unconfirmed and subject to internal and external moderation.
- 20.2.6 Similar arrangements for the return of assessed work, which provide an equivalent service to students (ie: adhering to the 20 working days requirements), apply at Associate Colleges.
- 20.2.7 Some student assessed work is required to be seen by external examiners as part of the external moderation process. In such cases, copies of the student work are made by the faculties for the attention of external examiners and the original work with the mark and feedback is therefore given within the prescribed time period.
- 20.2.8 Whenever feedback is provided for summative assessment tasks before the marks have been moderated and agreed by the appropriate DAP, Module Leaders/Tutors are required to state clearly that the mark awarded is unconfirmed and is subject to internal and external moderation processes and approval by the relevant DAP.
- 20.2.9 Once a level 4 student has received all feedback for the previous semester/trimester, he/she is entitled to arrange to meet with their Personal Tutor to discuss any common themes emerging from the feedback on their assessed work²⁹.

21. Assessment Offences (detecting and reporting)

- 21.1 The *Academic Regulations* define an assessment offence as occurring when “a student has sought to gain unfair academic advantage in the assessment process for him/herself or another student(s)” (Section 10). Students are informed of this definition, and are also provided with guidance on avoiding assessment offences, in a range of publications issued to students on registration including the Anglia Ruskin Student Handbook and the *Assessment Regulations (Extract from the Academic Regulations)*, as well as Departmental/Course Group/Course Student Handbooks and module guides.
- 21.2 The Faculty’s Director(s) of Studies is responsible for administering the assessment offences process in the Faculty. If a Module Tutor believes that an assessment offence has occurred he/she reports it to the Module Leader in the

²⁹ Further details are available from the Personal Tutor Toolkit at: http://web.anglia.ac.uk/curriculum/personal_tutors.phtml

first instance, providing the appropriate outline evidence (e.g. in cases of alleged plagiarism, cross referencing between the student work and the suspected source(s)). If the Module Leader agrees that the allegation should be formally investigated, he/she contacts the Director of Studies who implements the correct procedures as detailed in Section 10 of the *Academic Regulations*.

- 21.3 The penalties that can be applied for an assessment offence admitted by a student or proven via a Panel Hearing, ranging from failure of the relevant piece of assessed work to expulsion from Anglia Ruskin, are detailed in Section 10 of the *Academic Regulations*.
- 21.4 Responsibility for managing and administering Stage 1 of the assessment offences process, in accordance with the *Academic Regulations*, is delegated to Associate Colleges operating under a validation arrangement. Stage 2 (Panel Hearings) is referred to Anglia Ruskin's Academic Office which manages and administers this stage of the process.

22. Assessment for Students with Disabilities

- 22.1 The *Academic Regulations* take account of Anglia Ruskin's legal obligations towards students who have special needs, as defined by the Equality Act (2010). Where students disclose details of an evidenced disability, their needs are assessed by the Study Support Service and reasonable adjustments are put in place to enable them to overcome disadvantage and access learning activities and existing course assessment on an equal basis as their peers.
- 22.2 Where the timing of disability disclosure means that there has not been an opportunity for reasonable adjustments to be put in place, short or long term extensions to coursework deadlines or mitigation may be appropriate until reasonable adjustments are arranged. Extensions are not normally given on the basis of a disability once support and adjustments are in place. A claim for mitigation on the basis of disability may be made at the first point of assessment after disclosure or until reasonable adjustments have been arranged. Subsequent claims for mitigation can be considered for acute episodes of ill-health or a sudden deterioration of an underlying condition.
- 22.3 Anglia Ruskin recognises that assessment methods may need to be amended in circumstances where, due to a disability, the approved form of assessment for a module is unsuitable. Where adjustments to existing assessments are required (e.g. additional time in examination), these are included in the Summary of Reasonable Adjustments produced by the Study Support Service. In circumstances where a change to the form of assessment may be required, the Study Support Service makes recommendations to the appropriate Head of Department on possible alternative forms of assessment. If agreed, the Head of Department is responsible for communicating the details of the revised arrangements to the appropriate Module Leader(s) for implementation.
- 22.4 It is important to note that any adjustment to an existing assessment method or any agreed alternative assessment method must continue to test the competence standards associated with the module ILOs.
- 22.5 It is the ultimate objective of any agreed revised assessment arrangements to ensure that the student is assessed on equal terms with other students.

23. Draft Work and Associated Tutorial Support

- 23.1 It is the responsibility of the Module Leader to specify to students at the outset of a module the extent of formative individual/group support that is provided by the Module Tutor during the drafting of, or other preliminary work associated with, summative assessment tasks. Module tutors make it clear to students that the final mark for the summative assessment cannot be inferred from comments relating to formative draft work.
- 23.2 A module tutor (or major project supervisor) can provide comment on a maximum of 20% of any one piece of work. Normally, major project supervisors receive an allowance of three hours (undergraduate) and six hours (postgraduate) for this purpose unless specified differently in the MDF.

24. Extensions to Coursework Deadlines

- 24.1 The *Academic Regulations* allow students to apply for short-term and long-term extensions to their coursework deadlines. Short-term extensions of a default length of ten working days are considered and granted by Faculty Student Advisers under delegated authority for the Directors of Studies. A maximum of one short-term extension is permitted per assessment task, as defined on the MDF. Long-term extensions are considered and granted by Directors of Studies, following advice from Faculty Student Advisers. Approved short and long term extension requests, detailing the revised submission date, are entered on to SITS: Vision.
- 24.2 Individual module leaders and module tutors are not authorised to grant extensions to coursework deadlines.
- 24.3 Section 6 of the *Academic Regulations* describes the process for extensions, including the criteria for approving such requests and examples of acceptable and unacceptable reasons for extensions.
- 24.4 Equivalent arrangements for the granting of extensions to coursework deadlines, which accord with the *Academic Regulations*, apply at Associate Colleges.

25. Fitness to Practise

- 25.1 A number of courses delivered by Anglia Ruskin qualify students for professional accreditation. In these cases, there exists a duty of care to protect the public by setting standards for professional practice, overseeing the education of students and taking action when fitness to practise is in doubt. Anglia Ruskin's policies and procedures in this regard are detailed in the *Rules, Regulations and Procedures for Students*³⁰, including the constitution of the Fitness to Practise Committee.
- 25.2 Any member of staff who has cause for concern about a student's fitness to practise (e.g. that is highlighted through the assessment process) reports such concerns to the appropriate Director of Studies who then follows the formal procedure.

³⁰ Available at: http://web.anglia.ac.uk/anet/staff/sec_clerk/ruL_regs.phtml

26. Academic Appeals³¹

- 26.1 A student is entitled to appeal against the decision of a DAP or the Awards Board. Section 9 of the *Academic Regulations* details the Academic Appeals process including information on the acceptable grounds for an appeal. Students cannot appeal against academic judgement.
- 26.2 The Academic Office manages the Academic Appeals process. Responsibility for managing and administering Stage 1 of the academic appeals process, in accordance with the *Academic Regulations*, is delegated to Associate Colleges operating under a validation arrangement. Stage 2 (Panel Hearings) is referred to Anglia Ruskin's Academic Office which manages and administers this stage of the process.
- 26.3 Deadlines for the submission of an academic appeal, relating to the date of the appropriate Awards Board meeting, are published by the Academic Office with the Official Publication of Results Dates³².

27. Examination Regulations

- 27.1 Regulations governing the operation of examinations, including the conduct of candidates, are detailed in Section 6 of the *Academic Regulations*.
- 27.2 Instructions to Examination Invigilators are published by the Academic Office and are provided as **Appendix 7**
- 27.3 The Examination Timetable is published on-line by the Quality Assurance Unit of the Academic Office: **www.anglia.ac.uk/exams**.
- 27.4 From time to time, it may be appropriate for a student, or a group of students, to undertake examinations at a location outside Anglia Ruskin's main campuses in the UK, or overseas. This is most likely to occur for courses which have been franchised for delivery by an Associate College or on request from students who, for good reason, are unable to return to Anglia Ruskin to undertake the examination(s) (e.g. to prevent international students having to travel to the UK in order to undertake resit examinations in July). In these circumstances, the relevant Head of Department and Course Group Leader are responsible for making the detailed arrangements, as specified in **Appendix 8**³³.

28. Module Attendance

- 28.1 Students are expected to attend all taught sessions which are part of the module(s) being taken in accordance with the Student Charter and Section 5 of the *Academic Regulations*. Failure to attend may indicate that the student is experiencing difficulty with their studies and additional support might be required.

³¹ Dedicated webpage for the Academic Appeals Process: **www.anglia.ac.uk/appeals**

³² Available at: **www.anglia.ac.uk/results**

³³ These procedures are subject to review by the QESC during the 2013/14 academic year.

- 28.2 Attendance at taught sessions at the main Anglia Ruskin campuses is monitored. Students are required to 'tap' in at the beginning of each timetabled session using their Anglia Ruskin identity card and scanners fitted in each teaching room. The scanners report attendance information directly to the SITS:Vision system which allows Faculties to monitor attendance patterns and take necessary action. Faculty/Departmental Offices contact any student who is absent from two consecutive sessions in any one module and request that the student contacts the Faculty to discuss the matter.
- 28.3 International students who are non-EEA nationals and in possession of entry clearance/leave to remain as a student (under Tier 4 of the UK's Points based immigration system) are required to be in regular attendance at Anglia Ruskin. Failure to do so is considered to be a breach of the immigration regulations. Anglia Ruskin, like all British Universities, is statutorily obliged to inform the Home Office of significant unauthorised absences by any Tier 4 visa holders. International Students are advised of this requirement during their induction. The Student Handbook and Module Guide templates also inform international students of Anglia Ruskin's responsibilities in this regard and the consequences of poor attendance.
- 28.4 Sections 6 and 7 of the *Academic Regulations* authorise the DAP to require all students who have failed their first attempt in a particular module(s) to undertake further attendance before undertaking the re-assessment. This only occurs where it is deemed necessary in view of the subject area (eg: a the required laboratory work for a science based subject which forms the basis of the re-assessment task requires further attendance by students before the re-assessment can be conducted).
- 28.5 The Faculty Student Review Subcommittee recommends to the Awards Board that a student is required to undertake his/her re-assessment in a module(s) with attendance in the following cases:
- where the module assessment is failed and the student has not satisfied the attendance requirements as prescribed in the Student Handbook and/or Module Guide;
 - where a student has failed more than one module and more than half the credit attempted has been failed and it is not in the best interests of the student to attempt re-assessment without further tuition.

29. Staff Development & Training

- 29.1 All academic and administrative staff associated with the assessment process receive copies of this Senate Code of Practice and the regulations governing assessment contained in Anglia Ruskin's *Academic Regulations*.
- 29.2 The Academic Office provides staff development sessions on the *Academic Regulations*, with a particular focus on the assessment function, in April/May and November of each year.
- 29.3 All members of academic staff associated with the management of the curriculum and/or assessment processes are strongly encouraged by the Dean of their Faculty (or a designated alternate) to attend appropriate and relevant staff development events.

- 29.4 All members of administrative staff associated with the management of the curriculum and/or assessment processes are strongly encouraged by the Director of their Support Service (or a designated alternate) to attend appropriate and relevant staff development events.
- 29.5 All newly-appointed academic staff who are required to complete a probationary period are required to pass within their first year of appointment Anglia Ruskin's *PG Cert Learning & Teaching* course which includes a module on the assessment of students.

APPENDICES

ANGLIA RUKSIN UNIVERSITY**Quality, Enhancement & Standards Committee****Glossary of Terms used in the Assessment Process**

[NB: These terms are defined solely in the context of Anglia Ruskin University and its Associate Colleges. They do not necessarily apply to other institutions.]

- **Anonymous marking** is the process whereby the identity of individual students is, wherever possible, not revealed to markers at the marking stage.
- **Assessment criteria** inform the assessment process by providing academic staff with a link between academic standards as set at the level of the award (these are defined in Section 2 of the *Academic Regulations*) and academic standards at module level. They identify student achievement of generic learning outcomes in the broadest possible terms by correlating three key variables - level of learning, marking standards, and student achievement - in a taxonomy of statements about assessment.

The Senate has approved (February 2012) a set of generic assessment criteria and marking standards for each level of learning (Levels 3-7, Access and FHEQ levels 4-7). They are published annually in Anglia Ruskin's Undergraduate and Postgraduate Student Handbooks and in this Code of Practice in **Appendix 4**.

The generic assessment criteria are customised by Module Leaders for individual modules within each Faculty. These module-specific assessment criteria are communicated to:

- students in Module Guides and/or individual assignment sheets;
- external examiners when their approval is sought for draft assessment tasks for a module in accordance with the *Senate Code of Practice on External Examiners for Taught Courses*.
- **Assessment methods** are the range of assessment instruments used by a teaching team to evaluate the level of a student's knowledge, understanding, skills and competencies when taking a module, successful completion of which results in the award of credit for that module.
- An **assessment offence** is action taken by a student, whether knowingly or unknowingly, when completing an individual item of assessment which results in the student gaining unfair academic advantage over other students. Such advantage may take a variety of forms including the award of a higher mark than would otherwise be given or in the unwarranted granting of an extended period of time within which to complete an item of assessment.
- The **Academic Regulations** are Anglia Ruskin's principal set of regulations governing all aspects of curriculum delivery. They are approved by the Senate and may from time to time be revised by the Senate. See:

www.anglia.ac.uk/academicregs

Appendix 1

- **Double marking** (sometimes known as “second marking”) is the use of two markers to mark an item of assessment. As defined and implemented by Anglia Ruskin, it is the process whereby the work submitted by **all** students for a particular item of assessment is assessed by a second marker with access to the approved assessment criteria and marking scheme for that item of assessment. The second marker knows the mark awarded by the first marker and the purpose of the process is to agree a mark for each student. In certain circumstances more than one staff member may be used as the second marker for a particular item of assessment submitted by a student cohort.

Double marking as defined above is adopted at Anglia Ruskin **only** in cases where the principle of anonymous marking cannot be applied to a particular assessment instrument.

In certain cases where anonymity cannot be achieved a variant of the above arrangements is necessary e.g. for an assessed seminar presentation given by an individual student two markers attend and confer after the presentation to identify an agreed mark. A further variant of this principle is applied to the assessment of artefacts in the Creative Arts.

In other cases where a student is assessed in clinical or non-clinical practice or in the workplace anonymity cannot be maintained. These cases include:

- the use of objective structured clinical examination (OSCE) as an assessment method in some modules in the Faculty of Health, Social Care & Education;
- certain clinical practice assessments in the Faculty of Arts, Law & Social Sciences, Faculty of Health, Social Care & Education and the Faculty of Science and Technology;
- practice or workplace assessments in all Faculties (eg initial teacher training or the assessment of work-based learning within Foundation Degrees).

In such cases “the Module Leader shall provide an alternative means of evidencing to the appropriate Assessment Panel the integrity of the assessment method for subsequent scrutiny by the external examiner during the external moderation process” in accordance with paragraph 8.7 of the *Senate Code of Practice on the Assessment of Students*. Such evidence could take various forms including written confirmation from the Module Leader to the Assessment Panel that the practice assessment was conducted with the placement supervisor in attendance or that the OSCE was conducted in accordance with the clearly defined guidelines and assessment criteria of the relevant professional statutory and regulatory body.

- **External moderation** is the process whereby an external examiner reviews and moderates a defined **sample** of student work for a module. The sample draws on all items of assessment contributing to the overall assessment of the module, including written assignments and examination scripts. The sample includes student work associated with delivery of the module by an Associate College.

The external examiner has access to the approved assessment criteria and marking scheme for each assessment instrument in the sample, knows the mark awarded by the internal marker(s), and also has access to any written feedback given to the student by the internal marker(s).

The purpose of external moderation is to check that appropriate standards of assessment are being set and maintained by the internal marker(s) and that these are comparable to those set on similar programmes at the same level at other higher education institutions in the UK.

- **Internal moderation** is the process whereby an internal moderator (ie a member of academic staff of Anglia Ruskin University) reviews and moderates a defined **sample** of student work for a module which has been anonymously marked by a first marker. The sample draws on all items of assessment contributing to the overall assessment of the module, including written assignments and examination scripts. The sample includes student work associated with delivery of the module by an Associate College.

The internal moderator has access to the approved assessment criteria and marking scheme for each assessment instrument in the sample, knows the mark awarded by the first marker, and also has access to any written feedback given to the student by the first marker.

The purpose of internal moderation is to check the consistent application by the first marker of the assessment criteria, marking scheme and marking standards for the items of assessment in the sample (see the definitions for these terms contained elsewhere in this glossary).

- A **marking scheme** customises Anglia Ruskin University's generic assessment criteria and marking standards to fit a specific item of assessment for a module, identifying the basis on which marks are awarded. A marking scheme may range from the fairly general to the highly specific. In relatively open-ended assessments (e.g. where students are asked to select one of a range of essay questions) a Module Leader is not necessarily expected to provide a detailed marking scheme specifying a 'model answer' to each specific essay question, but rather to provide a general marking scheme which identifies the characteristics of a good essay and can be applied to any of the essay questions set. The same would apply to many aspects of practice, performance or studio work. In contrast, less open-ended assessment tasks such as translation would require both a 'model translation' of the passage and a detailed marking scheme adapted to the specifics of the passage translated.

To facilitate consistency first markers constantly refer to the marking scheme when marking student work. They pass the marking scheme on to the internal moderator/second marker and eventually to the external examiner with student scripts. This enables all parties to understand the basis on which marks are awarded and lends a fundamental transparency to the assessment process. It should always be clear to the internal moderator and external examiner how marks have been determined.

Appendix 1

- **Marking standards** comprise bands of marks normally on a percentage scale (e.g. 60-69%) or occasionally on a pass/fail basis. They are accompanied by descriptors and are used by markers to distinguish between grades of student achievement in completing an item of assessment for a module.

The Senate has approved a set of generic marking standards which apply to assessed work at all award levels (Levels 3-7). These generic marking standards are incorporated into one document (by level), the *Anglia Ruskin University's Generic Assessment Criteria and Marking Standards*, published annually in Anglia Ruskin's Undergraduate and Postgraduate Student Handbooks and in this Senate Code of Practice as **Appendix 4**. See:

<http://web.anglia.ac.uk/anet/students/documents.phtml>

www.anglia.ac.uk/codes

The generic assessment criteria and marking standards may be customised by Departments for application to all modules within a particular subject area. Any local customisation of the generic marking standards is communicated to students in individual Module Guides published by Faculties.

- **Mitigation** is the process by which Anglia Ruskin University makes allowance for any matter or circumstance which may have seriously affected a student's performance in an assessment element(s).
- **Unseen double marking**, as defined and implemented by Anglia Ruskin, is the process whereby the Major Project (at undergraduate or postgraduate level), as defined in the *Academic Regulations*, is assessed by a second marker with access to the approved assessment criteria and marking scheme for that item of assessment. More than one staff member may be used as the second marker for the Major Project submitted by a student cohort. The second marker does **not** know the mark awarded by the first marker and the purpose of the process is to agree a mark for the Major Project.

Learning and Teaching Periods Mapped to Assessment Periods (core Anglia Ruskin and UK delivery only) ³⁴

Period ³⁵	Teaching	First Assessment		Re-assessment	
		Assessment tasks undertaken by students (final submission dates/ examinations)	Assessment Meetings (DAPs, Mitigation Panel, Student Reviews and Awards Board)	Assessment tasks undertaken by students (final submission dates and examinations)	Assessment Meetings (DAPs, Mitigation Panel, Student Reviews and Awards Board)
Semester 1 (SEM1)	September - December	December / January	January / February	July	July / August
	February - May	May / June	June / July		
Semester 2 (SEM2)	September - December	December / January	January / February	July	July / August
	February - May	May / June	June / July		
Trimester 1 (TRI1)	September - December	December / January	January / February	July	July / August
	February - May	May / June	June / July		
Trimester 2 (TRI2)	September - December	December / January	January / February	July	July / August
	February - May	May / June	June / July		
Trimester 3 (TRI3) ³⁶	September - December	December / January	January / February	July	July / August
	February - May	May / June	June / July		
Trimester 3 (TRI3) ³⁶	September - December	December / January	January / February	July	July / August
	February - May	May / June	June / July		

³⁴

Additional assessment cycles are held in late February/March, July and October to accommodate delivery of Anglia Ruskin modules and courses at international Associate Colleges. Visit www.anglia.ac.uk/newtips for more information.

³⁵

Any module taught and assessed over a double period follows the structure for the latter period (eg: for a module delivered and assessed over Semesters 1 and 2 (identified as SEM1-2), assessment is considered under the Semester 2 structure outlined above).

³⁶

Exception: Postgraduate Major Project modules which are delivered and completed in Trimester 3 will have a standard submission deadline of the last Friday in September, in recognition of the nature of the modules (ie: a later deadline than for all other taught Trimester 3 modules). Therefore, the assessment of Major Project modules is not processed as part of the Trimester 3 assessment cycle but is, instead, considered during a special assessment cycle in November/December in the following academic year. Visit www.anglia.ac.uk/newtips for a fuller explanation.

Learning & Teaching Periods Mapped to Assessment Periods (HSCCE core Anglia Ruskin & UK delivery only) ^{37, 38}

Period ³⁹	Teaching	First Assessment		Re-assessment	
		Assessment tasks undertaken by students (final submission dates/examinations)	Assessment Meetings (DAPs, Mitigation Panel, Student Reviews and Awards Board)	Assessment tasks undertaken by students (final submission dates and examinations)	Assessment Meetings (DAPs, Mitigation Panel, Student Reviews and Awards Board)
Semester 1 (SEM1)	September - December	December / January	January / February		
Semester 1 Extended (SEM1X) ⁴⁰	September - December	December / January (or February for placement elements)	April	July	July / August
Semester 2 (SEM2)	February - May	May / June	June / July		
Semester 2 Extended (SEM2X) ⁴⁰	February - May	May / June (or July for placement elements)	July / August	September	November / December
Trimester 1 (TRI1)	September - December	December / January	January / February		
Trimester 2 (TRI2)	February - May	May / June	June / July	July	July / August
Trimester 3 (TRI3) ⁴¹	June - August	August	September	December / January	January / February

³⁷ FOR ALL FACULTIES, WHERE APPLICABLE: Additional assessment cycles are held in late February/March, July and October to accommodate delivery of Anglia Ruskin modules and courses at international Associate Colleges. Visit www.anglia.ac.uk/newtips for more information.

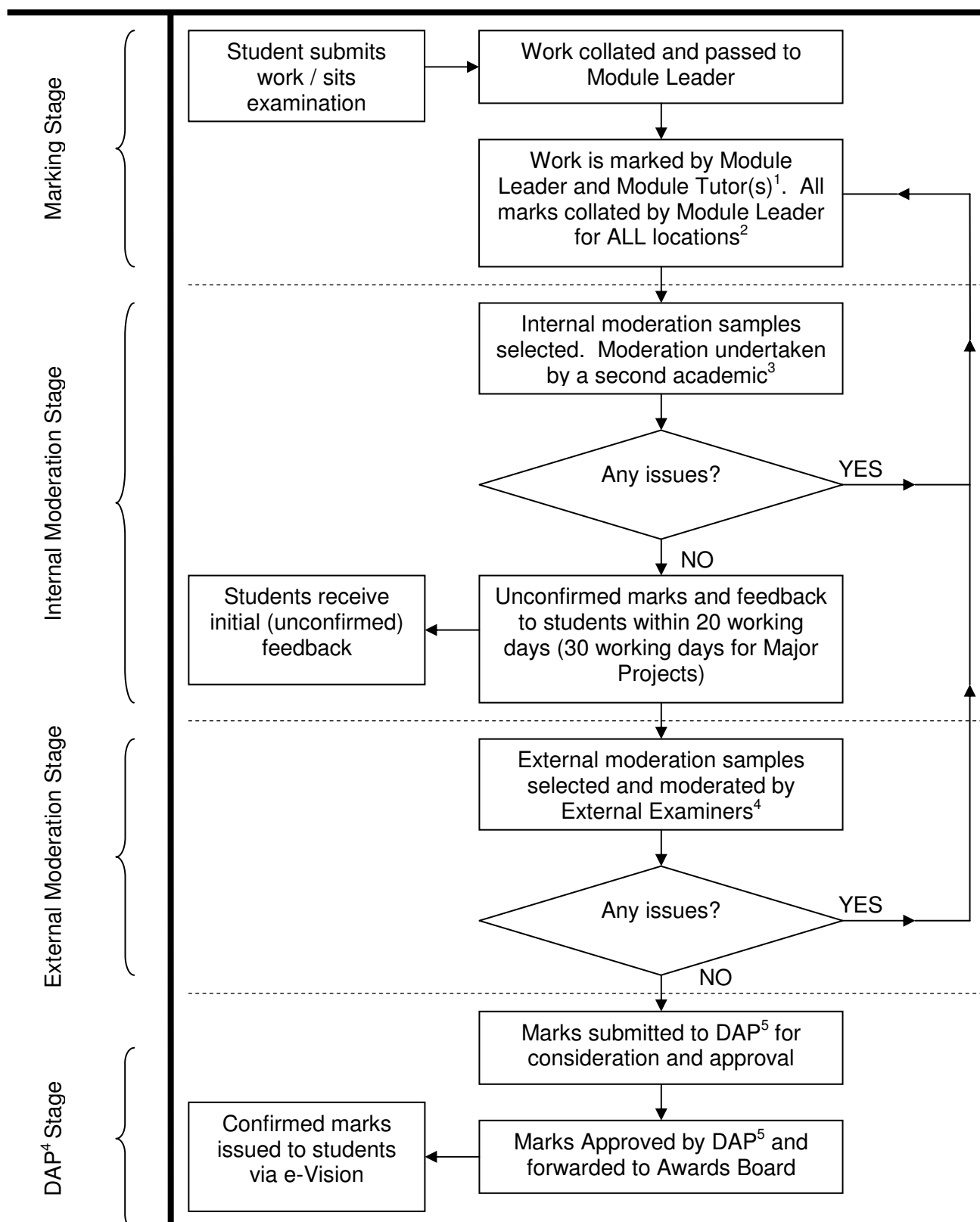
³⁸ **HSCCE ONLY:** The periods *Session 1* and *Session 2* (SES1 and SES2) are being phased out over the next few years. These periods (and their associated assessment meetings) will only continue to be used for returning students who initially registered before the introduction of the re-approved HSCCE curriculum). All new entrants are taught and assessed on either a Semester or Trimester basis, as described in the table above.

³⁹ FOR ALL FACULTIES: Any module taught and assessed over a double period follows the structure for the latter period (eg: for a module delivered and assessed over Semesters 1 and 2 (identified as SEM1-2), assessment is considered under the *Semester 2* structure outlined above).

⁴⁰ **HSCCE ONLY:** The *Semester 1* and *2 Extended* periods (SEM1X and SEM2X) are for use in the Faculty of Health, Social Care & Education and ONLY for modules which include a placement element for which the assessment process cannot be completed in time for the main *Semester 1* or *Semester 2* assessment periods. All academic assessment elements of the module are completed as normal, following standard deadlines and timelines for normal *Semester 1* or *Semester 2* modules. Other module types are NOT permitted to use the SEM1X and SEM2X periods.

⁴¹ FOR ALL FACULTIES - **Exception:** Postgraduate Major Project modules which are delivered and completed in *Trimester 3* will have a standard submission deadline of the last Friday in September, in recognition of the nature of the modules (ie: a later deadline than for all other taught *Trimester 3* modules). Therefore, the assessment of Major Project modules is not processed as part of the *Trimester 3* assessment cycle but is, instead, considered during a special assessment cycle in November/December in the following academic year. Visit www.anglia.ac.uk/newtips for a fuller explanation.

Flowchart of Anglia Ruskin's Marking Processes



- ¹ All work is marked anonymously or double marked where identity of the student is known (eg: in a presentation)
- ² The internal (and external) moderation process compares work from all locations where the module is delivered (eg: Cambridge, Chelmsford, Peterborough, Malaysia, India, Trinidad etc.)
- ³ The sample for the internal moderation process comprises a minimum of eight pieces of work or 10% (whichever is the greater) for each marker and covers the full range of marks
- ⁴ Only modules at levels 5, 6 and 7 are subject to external moderation (unless required for separate reasons). The sample for the external moderation process comprises a minimum of eight pieces of work or 10% (whichever is the greater) for the entire module and covers the full range of marks
- ⁵ DAP: Departmental Assessment Panel – Anglia Ruskin has over 25 different DAPs to reflect our subject coverage

Anglia Ruskin University's Generic Assessment Criteria and Marking Standards

Assessment criteria inform the assessment process by providing academic staff with a link between academic standards as set at the level of the award (these are defined in Section 2 of the *Academic Regulations*) and academic standards at module level. Assessment criteria are written in a language that is both generic and general, reflecting the Generic Learning Outcomes of Anglia Ruskin awards which, in turn, reflect the Framework for Higher Education Qualifications (FHEQ) (QAA, 2008).

Assessment criteria are not to be confused with marking schemes.

Assessment criteria identify student achievement of generic learning outcomes in the broadest possible terms by correlating three key variables - level of learning, marking standards, and student achievement - in a taxonomy of statements about assessment.

- **level** is as identified in the FHEQ and Anglia Ruskin's *Academic Regulations*, ranging from Level 3 (Access), through Levels 4-6 (Undergraduate) to Level 7 (Postgraduate). A separate table is provided for each of the five levels.
- **marking standards** are identified by means of a percentage scale covering the mark of 0% (zero) and ten mark bands: 1%-9%, 10%-19%, 20%-29%, 30%-39%, 40%-49%, 50%-59%, 60%-69%, 70%-79%, 80%-89% and 90%-100%. Marking standards are expressed as *rows* in the following tables.
- **student achievement** consists of a set of descriptors which are used by markers to distinguish between grades of student achievement.

A **marking scheme** is used at module level to inform the first marking and internal and external moderation of each item of assessment. Marking schemes identify the knowledge and skills which students must demonstrate to achieve the learning outcomes of the module, and are used to calculate the total mark to be awarded for an individual item of assessment. Anglia Ruskin University's generic assessment criteria are intended to advise the writing of marking schemes, ensuring that they are broadly comparable across the institution.

A module marking scheme customises the Anglia Ruskin's generic assessment criteria to fit a specific item of assessment for a module, identifying the basis on which marks are awarded. A marking scheme may range from the fairly general to the highly specific. In relatively open-ended assessments (eg where students are asked to select one of a range of essay questions) a Module Leader would not necessarily expect to provide a detailed marking scheme specifying a 'model answer' to each specific essay question, but rather to provide a general marking scheme which identifies the characteristics of a good essay and can be applied to any of the essay questions set. The same would apply to many aspects of practice, performance or studio work. In contrast, less open-ended assessment tasks such as translation would require both a 'model translation' of the passage and a detailed marking scheme adapted to the specifics of the passage translated.

To facilitate consistency first markers constantly refer to the marking scheme when marking student work. They pass the marking scheme on to the internal moderator/second marker and eventually to the external examiner with student scripts. This enables all parties to understand the basis on which marks are awarded and lends a fundamental transparency to the assessment process. It should always be clear to the internal moderator and external examiner how marks have been determined.

ANGLIA RUSKIN UNIVERSITY GENERIC ASSESSMENT CRITERIA AND MARKING STANDARDS

LEVEL 3

Level 3 (Access) prepares students to function effectively at Level 4. Criteria for assessment at Level 3 reflect the preparatory nature of these modules. Students are expected to demonstrate the acquisition of generic learning skills appropriate for self-managed learning in an HE context. Students are expected to demonstrate that they have acquired the underpinning discipline-specific skills, knowledge and understanding necessary to undertake a programme of higher education		Generic Learning Outcomes (GLOs) (Academic Regulations, Section 2)	
Mark Bands	Outcome	Knowledge & Understanding	Intellectual (thinking), Practical, Affective and Transferable Skills
90-100%	<p>Achieves module outcome(s) related to GLO at this level</p> <p>A marginal pass in module outcome(s) related to GLO at this level</p>	Exceptional information base and understanding of ethical issues	Exceptional management of learning resources. Exceptional leadership and contributions to teams. Structured and accurate expression. Demonstrates intellectual originality and imagination. Exceptional practical/professional skills
80-89%		Outstanding information base and understanding of ethical issues	Outstanding management of learning resources. Provides an exemplar of leadership and contributions to teams. Structured and accurate expression. Demonstrates intellectual originality and imagination. Outstanding practical/professional skills
70-79%		Excellent information base and understanding of ethical issues	Excellent management of learning resources. Contributes well to teams. Structured and largely accurate expression. Excellent academic/ intellectual skills and practical/ professional skills
60-69%		Good information base covering all major/ ethical issues	Good management of learning resources. Expression is structured and mainly accurate. Good academic/ intellectual skills and team/ practical/professional skills
50-59%		Satisfactory information base covering most major issues and their ethical dimension	Satisfactory use of learning resources. Expression shows some lack of structure and/or accuracy. Acceptable but undistinguished skill sets. Satisfactory team/practical/ professional skills
40-49%		Basic information base; basic understanding of major/ ethical issues of discipline	Basic use of learning resources, with significant lack of structure and/or accuracy in expression. Some issues with academic/ intellectual skills. Basic team/practical/ professional skills
Characteristics of Student Achievement by Marking Band			

Characteristics of Student Achievement by Marking Band				
30-39%	A marginal fail in module outcome(s) related to GLO at this level. Possible compensation. Satisfies qualifying mark	Limited information base; limited understanding of discipline and its ethical dimension	Limited use of learning resources with little contribution to team work. Weak academic/intellectual skills and difficulty with expression. Insecure practical/professional skills	
20-29%			Little evidence of use of learning resources with little evidence of contribution to team work. Very weak academic/intellectual skills and difficulty with expression. Little evidence of practical/professional skills	
10-19%	Fails to achieve module outcome(s) related to this GLO. Qualifying mark not satisfied. No compensation available	Inadequate information base; inadequate understanding of discipline and its ethical dimension.	Inadequate use of learning resources with inadequate contribution to team work. Very weak academic/ intellectual skills and difficulty with expression. Inadequate practical/ professional skills	
1-9%			No evidence of use of learning resources with no evidence of contribution to team work. No evidence of academic/ intellectual skills and incoherent expression. No evidence of practical/ professional skills	
0%		Awarded for: (i) non-submission; (ii) dangerous practice and; (iii) in situations where the student fails to address the assignment brief (eg: answers the wrong question) and/or related learning outcomes		

ANGLIA RUSKIN UNIVERSITY GENERIC ASSESSMENT CRITERIA AND MARKING STANDARDS

LEVEL 4

Level 4 introduces students to Higher Education. Students are expected to demonstrate relevant skills and competencies; to be articulate in expressing ideas orally and to be coherent and structured in terms of written or other media. Forms of expression at this level may be descriptive or imitative, but students are expected to demonstrate an increasing understanding of the theoretical background of their study and the analytic competence to explore it, as well as its relationship, where appropriate, to particular skills. Students are expected to develop an awareness of strengths and weaknesses in their skill sets		Generic Learning Outcomes (GLOs) (Academic Regulations, Section 2)	
Mark Bands	Outcome	Knowledge & Understanding	Intellectual (thinking), Practical, Affective and Transferable Skills
90-100%		Exceptional information base exploring and analysing the discipline, its theory and ethical issues with extraordinary originality.	Exceptional management of learning resources, complemented by assured self-direction/exploration. Exceptional structure/accurate expression. Demonstrates intellectual originality and imagination. Exceptional practical/professional skills.
80-89%		Outstanding information base exploring and analysing the discipline, its theory and ethical issues with clear originality	Outstanding management of learning resources, complemented by assured self-direction/exploration. An exemplar of structured/accurate expression. Demonstrates intellectual originality and imagination. Outstanding practical/professional skills
70-79%	<i>Achieves module outcome(s) related to GLO at this level</i>	Excellent information base, exploring and analysing the discipline, its theory and ethical issues with considerable originality.	Excellent management of learning resources, complemented by self-direction/exploration. Structured/ accurate expression. Very good academic/intellectual and team/practical/professional skills
60-69%		Good information base; explores and analyses the discipline, its theory and ethical issues with some originality	Good management of learning resources with some self-direction. Structured and mainly accurate expression. Good academic/intellectual skills and team/practical/ professional skills
50-59%		Satisfactory information base that begins to explore and analyse the discipline and its ethical issues but is still mainly imitative	Satisfactory use of learning resources and input to team work. Some lack of structure/accuracy in expression. Acceptable academic/intellectual skills and satisfactory practical/professional skills
40-49%	<i>A marginal pass in module outcome(s) related to GLO at this level</i>	Basic information base; omissions in understanding of major/ethical issues. Largely imitative	Basic use of learning resources with no self-direction. Some input to team work. Some difficulty with structure and accuracy in expression. Some difficulties with academic/intellectual skills and developing practical/ professional skills
Characteristics of Student Achievement by Marking Band			

Characteristics of Student Achievement by Marking Band				
30-39%	<i>A marginal fail in module outcome(s) related to GLO at this level. Possible compensation. Satisfies qualifying mark</i>	Limited information base; limited understanding of discipline and its ethical dimension	Limited use of learning resources. No self-direction, little input to team work and difficulty with structure/accuracy in expression. Weak academic/intellectual skills. Practical/professional skills are not yet secure	
20-29%	<i>Fails to achieve module outcome(s) related to this GLO. Qualifying mark not satisfied. No compensation available</i>	Little evidence of an information base. Little evidence of understanding of discipline and its ethical dimension.	Little evidence of use of learning resources. No self-direction, with little evidence of contribution to team work. Very weak academic/intellectual skills and significant difficulties with structure/expression. Little evidence of practical/professional skills	
10-19%		Inadequate information base. Inadequate understanding of discipline and its ethical dimension.	Inadequate use of learning resources. No attempt at self-direction with inadequate contribution to team work. Very weak academic/intellectual skills and major difficulty with structure/expression. Inadequate practical/professional skills	
1-9%		No evidence of any information base. No understanding of discipline and its ethical dimension.	No evidence of use of learning resources of understanding of self-direction with no evidence of contribution to team work. No evidence academic/intellectual skills and incoherent structure/ expression. No evidence of practical/ professional skills	
0%		Awarded for: (i) non-submission; (ii) dangerous practice and; (iii) in situations where the student fails to address the assignment brief (eg: answers the wrong question) and/or related learning outcomes		

ANGLIA RUSKIN UNIVERSITY GENERIC ASSESSMENT CRITERIA AND MARKING STANDARDS

LEVEL 5

Level 5 reflects continuing development from Level 4. At this level students are not fully autonomous but are able to take responsibility for their own learning with some direction. Students are expected to locate an increasingly detailed theoretical knowledge of the discipline within a more general intellectual context, and to demonstrate this through forms of expression which go beyond the merely descriptive or imitative. Students are expected to demonstrate analytical competence in terms both of problem identification and resolution, and to develop their skill sets as required.		Generic Learning Outcomes (GLOs) (Academic Regulations, Section 2)	
Mark Bands	Outcome	Knowledge & Understanding	Intellectual (thinking), Practical, Affective and Transferable Skills
90-100%		Exceptional information base exploring and analysing the discipline, its theory and ethical issues with extraordinary originality and autonomy. With some additional effort, work may be considered for internal publication	Exceptional management of learning resources, with a higher degree of autonomy/ exploration that clearly exceeds the brief. Exceptional structure/accurate expression. Demonstrates intellectual originality and imagination. Exceptional team/practical/professional skills. With some additional effort, work may be considered for internal publication
80-89%		Outstanding information base exploring and analysing the discipline, its theory and ethical issues with clear originality and autonomy	Outstanding management of learning resources, with a degree of autonomy/exploration that clearly exceeds the brief. An exemplar of structured/accurate expression. Demonstrates intellectual originality and imagination. Outstanding team/practical/professional skills
70-79%	<i>Achieves module outcome(s) related to GLO at this level</i>	Excellent knowledge base, exploring and analysing the discipline, its theory and ethical issues with considerable originality and autonomy	Excellent management of learning resources, with a degree of autonomy/exploration that may exceed the brief. Structured/accurate expression. Very good academic/ intellectual skills and team/practical/professional skills
60-69%		Good knowledge base; explores and analyses the discipline, its theory and ethical issues with some originality, detail and autonomy	Good management of learning with consistent self-direction. Structured and mainly accurate expression. Good academic/ intellectual skills and team/practical/ professional skills
50-59%		Satisfactory knowledge base that begins to explore and analyse the theory and ethical issues of the discipline	Satisfactory use of learning resources. Acceptable structure/accuracy in expression. Acceptable level of academic/intellectual skills, going beyond description at times. Satisfactory team/practical/professional skills. Inconsistent self-direction
40-49%	<i>A marginal pass in module outcome(s) related to GLO at this level</i>	Basic knowledge base with some omissions and/or lack of theory of discipline and its ethical dimension	Basic use of learning resources with little self-direction. Some input to team work. Some difficulties with academic/ intellectual skills. Largely imitative and descriptive. Some difficulty with structure and accuracy in expression, but developing practical/professional skills
Characteristics of Student Achievement by Marking Band			

Characteristics of Student Achievement by Marking Band				
30-39%	A marginal fail in module outcome(s) related to GLO at this level. Possible compensation. Satisfies qualifying mark	Limited knowledge base; limited understanding of discipline and its ethical dimension	Limited use of learning resources, working towards self-direction. General difficulty with structure and accuracy in expression. Weak academic/intellectual skills. Still mainly imitative and descriptive. Team/practical/professional skills that are not yet secure	
20-29%				
10-19%	Fails to achieve module outcome(s) related to this GLO. Qualifying mark not satisfied. No compensation available	Little evidence of an information base. Little evidence of understanding of discipline and its ethical dimension	Little evidence of use of learning resources. No self-direction, with little evidence of contribution to team work. Very weak academic/intellectual skills and significant difficulties with structure/expression. Very imitative and descriptive. Little evidence of practical/professional skills	
1-9%				
0%				
	No evidence of any information base. No understanding of discipline and its ethical dimension	No evidence of use of learning resources of understanding of self-direction with no evidence of contribution to team work. No evidence of academic/intellectual skills and incoherent structure/ expression. No evidence of practical/ professional skills		

ANGLIA RUSKIN UNIVERSITY GENERIC ASSESSMENT CRITERIA AND MARKING STANDARDS

LEVEL 6

Level 6 is characterised by an expectation of students' increasing autonomy in relation to their study and developing skill sets. Students are expected to demonstrate problem solving skills, both theoretical and practical. This is supported by an understanding of appropriate theory; creativity of expression and thought based in individual judgement; and the ability to seek out, invoke, analyse and evaluate competing theories or methods of working in a critically constructive and open manner. Output is articulate, coherent and skilled in the appropriate medium, with some students producing original or innovative work in their specialism.		Generic Learning Outcomes (GLOs) (Academic Regulations, Section 2)	
Mark Bands	Outcome	Knowledge & Understanding	Intellectual (thinking), Practical, Affective and Transferable Skills
90-100%	<i>Achieves module outcome(s) related to GLO at this level</i>	Exceptional information base exploring and analysing the discipline, its theory and ethical issues with extraordinary originality and autonomy. Work may be considered for publication within Anglia Ruskin University	Exceptional management of learning resources, with a higher degree of autonomy/exploration that clearly exceeds the assessment brief. Exceptional structure/accurate expression. Demonstrates intellectual originality and imagination. Exceptional team/practical/professional skills. Work may be considered for publication within Anglia Ruskin University
80-89%		Outstanding information base exploring and analysing the discipline, its theory and ethical issues with clear originality and autonomy	Outstanding management of learning resources, with a degree of autonomy/exploration that clearly exceeds the assessment brief. An exemplar of structured/accurate expression. Demonstrates intellectual originality and imagination. Outstanding team/practical/professional skills
70-79%		Excellent knowledge base that supports analysis, evaluation and problem-solving in theory/practice/ethics of discipline with considerable originality	Excellent management of learning resources, with degree of autonomy/research that may exceed the assessment brief. Structured and creative expression. Very good academic/ intellectual skills and practical/team/professional/problem-solving skills
60-69%		Good knowledge base that supports analysis, evaluation and problem-solving in theory/ practice/ethics of discipline with some originality	Good management of learning resources, with consistent self-directed research. Structured and accurate expression. Good academic/ intellectual skills and team/practical/ professional/problem solving skills
50-59%		Satisfactory knowledge base that supports some analysis, evaluation and problem-solving in theory/practice/ethics of discipline	Satisfactory management of learning resources. Some autonomy in research but inconsistent. Structured and mainly accurate expression. Acceptable level of academic/ intellectual skills going beyond description at times. Satisfactory team/practical/professional/problem-solving skills
Characteristics of Student Achievement by Marking Band			

Characteristics of Student Achievement by Marking Band					
40-49%	A marginal pass in module outcome(s) related to GLO at this level	Basic knowledge base with some omissions at the level of theoretical/ethical issues. Restricted ability to discuss theory and/or solve problems in discipline	Basic use of learning resources with little autonomy. Some difficulties with academic/intellectual skills. Some difficulty with structure/accuracy in expression, but evidence of developing team/practical/professional/problem-solving skills		
30-39%	A marginal fail in module outcome(s) related to GLO at this level. Possible compensation. Satisfies qualifying mark	Limited knowledge base. Limited understanding of discipline/ethical issues. Difficulty with theory and problem solving in discipline	Limited use of learning resources. Unable to work autonomously. Little input to teams. Weak academic/ intellectual skills. Still mainly descriptive. General difficulty with structure/accuracy in expression. Practical/professional/ problem-solving skills that are not yet secure		
20-29%		Little evidence of knowledge base. Little evidence of understanding of discipline/ethical issues. Significant difficulty with theory and problem solving in discipline	Little evidence of use of learning resources. Unable to work autonomously. Little input to teams. Very weak academic/ intellectual skills. Work significantly descriptive. Significant difficulty with structure/accuracy in expression. Little evidence of practical/professional/problem-solving skills		
10-19%	Fails to achieve module outcome(s) related to this GLO. Qualifying mark not satisfied. No compensation available	Inadequate knowledge base. Inadequate understanding of discipline/ethical issues. Major difficulty with theory and problem solving in discipline	Inadequate use of learning resources. Unable to work autonomously. Inadequate input to teams. Extremely weak academic/intellectual skills. Work significantly descriptive. Major difficulty with structure/accuracy in expression. Inadequate practical/professional/problem-solving skills		
1-9%		No evidence of knowledge base; no evidence of understanding of discipline/ethical issues. Total inability with theory and problem solving in discipline	No evidence of use of learning resources. Completely unable to work autonomously. No evidence of input to teams. No evidence of academic/intellectual skills. Work wholly descriptive. Incoherent structure/accuracy and expression. No evidence of practical/professional/ problem-solving skills		
0%		Awarded for: (i) non-submission; (ii) dangerous practice and; (iii) in situations where the student fails to address the assignment brief (eg: answers the wrong question) and/or related learning outcomes			

ANGLIA RUSKIN UNIVERSITY GENERIC ASSESSMENT CRITERIA AND MARKING STANDARDS

LEVEL 7

Level 7 is characterised by an expectation of students' expertise in their specialism. Students are semi-autonomous, demonstrating independence in the negotiation of assessment tasks (including the major project) and the ability to evaluate, challenge, modify and develop theory and practice. Students are expected to demonstrate an ability to isolate and focus on the significant features of problems and to offer synthetic and coherent solutions, with some students producing original or innovative work in their specialism that is worthy of publication or public performance or display.		Generic Learning Outcomes (GLOs) (Academic Regulations, Section 2)	
Mark Bands	Outcome	Knowledge & Understanding	Intellectual (thinking), Practical, Affective and Transferable Skills
90-100%	<i>Achieves module outcome(s) related to GLO at this level</i>	Exceptional analysis of key issues/concepts/ethics with very clear originality and autonomy. Exceptional development of conceptual structures and argument making an exceptional use of scholarly conventions. Demonstrates independence of thought and a very high level of intellectual rigour and consistency. Work pushes the boundaries of the discipline and may be considered for external publication	Exceptional analysis of key issues/concepts/ethics. Exceptional development of conceptual structures and argument, making consistent use of scholarly conventions. Exceptional research skills, independence of thought, an extremely high level of intellectual rigour and consistency, exceptional expressive/professional skills and substantial creativity and originality. Exceptional academic/intellectual skills. Work pushes the boundaries of the discipline and may be considered for external publication
80-89%		Outstanding analysis of key issues/concepts/ethics with clear originality and autonomy. Outstanding development of conceptual structures and argument making an exemplary use of scholarly conventions. Demonstrates independence of thought and a very high level of intellectual rigour and consistency	Outstanding analysis of key issues/concepts/ethics. Very high level development of conceptual structures and argument, making consistent use of scholarly conventions. Outstanding research skills, independence of thought, a high level of intellectual rigour and consistency, outstanding expressive/professional skills, and considerable creativity and originality. Exemplary academic/intellectual skills
70-79%		Excellent analysis of key issues/concepts/ethics. Excellent development of conceptual structures and argument making excellent use of scholarly conventions. Demonstrates independence of thought and a high level of intellectual rigour and consistency	Excellent analysis of key issues/concepts/ethics. High level development of conceptual structures and argument, making consistent use of scholarly conventions. Excellent research skills, independence of thought, a high level of intellectual rigour and consistency, excellent expressive/professional skills, and considerable creativity and originality. Excellent academic/intellectual skills, and considerable creativity and originality
60-69%		Good analysis of key issues/concepts/ethics. Development of conceptual structures and argument making consistent use of scholarly conventions	Good analysis of key issues/concepts/ethics. Development of conceptual structures and argument, making consistent use of scholarly conventions
Characteristics of Student Achievement by Marking Band			

Characteristics of Student Achievement by Marking Band					
50-59%		Satisfactory knowledge of key issues/concepts/ethics in discipline. Descriptive in parts but some ability to synthesise scholarship and argument. Minor lapses in use of scholarly conventions	Satisfactory knowledge of key issues/concepts/ethics in discipline. Descriptive in parts but some ability to synthesise scholarship and argument. Minor lapses in use of scholarly conventions	Satisfactory knowledge of key issues/concepts/ethics in discipline. Descriptive in parts but some ability to synthesise scholarship and argument. Minor lapses in use of scholarly conventions	Satisfactory knowledge of key issues/concepts/ethics in discipline. Descriptive in parts but some ability to synthesise scholarship and argument. Minor lapses in use of scholarly conventions
40-49%	<i>A marginal pass in module outcome(s) related to GLO at this level</i>	Basic knowledge of key issues/concepts/ethics in discipline. Generally descriptive, with restricted synthesis of existing scholarship and little argument. Use of scholarly conventions inconsistent	Basic knowledge of key issues/concepts/ethics in discipline. Generally descriptive, with restricted synthesis of existing scholarship and little argument. Use of scholarly conventions inconsistent	Basic knowledge of key issues/concepts/ethics in discipline. Generally descriptive, with restricted synthesis of existing scholarship and little argument. Use of scholarly conventions inconsistent	Basic knowledge of key issues/concepts/ethics in discipline. Generally descriptive, with restricted synthesis of existing scholarship and little argument. Use of scholarly conventions inconsistent
30-39%	<i>A marginal fail in module outcome(s) related to GLO at this level. Possible compensation. Satisfies qualifying mark</i>	Limited knowledge of key issues/concepts/ethics in discipline. Largely descriptive, with restricted synthesis of existing scholarship and limited argument. Limited use of scholarly conventions.	Limited knowledge of key issues/concepts/ethics in discipline. Largely descriptive, with restricted synthesis of existing scholarship and limited argument. Limited use of scholarly conventions	Limited research skills impede use of learning resources and problem solving. Significant problems with structure/accuracy in expression. Team/Practical/ Professional skills not yet secure. Weak academic/intellectual skills. Limited use of scholarly conventions	Limited research skills impede use of learning resources and problem solving. Significant problems with structure/accuracy in expression. Team/Practical/ Professional skills not yet secure. Weak academic/intellectual skills. Limited use of scholarly conventions
20-29%		Little evidence of knowledge of key issues/concepts/ethics in discipline. Largely descriptive, with little synthesis of existing scholarship and little evidence of argument. Little evidence of use of scholarly conventions.	Little evidence of knowledge of key issues/concepts/ethics in discipline. Largely descriptive, with little synthesis of existing scholarship and little evidence of argument. Little evidence of use of scholarly conventions.	Little evidence of research skills, use of learning resources and problem solving. Major problems with structure/accuracy in expression. Team/Practical/Professional skills virtually absent. Very weak academic/intellectual skills. Little evidence of use of scholarly conventions	Little evidence of research skills, use of learning resources and problem solving. Major problems with structure/accuracy in expression. Team/Practical/Professional skills virtually absent. Very weak academic/intellectual skills. Little evidence of use of scholarly conventions
10-19%	<i>Fails to achieve module outcome(s) related to this GLO. Qualifying mark not satisfied. No compensation available</i>	Inadequate knowledge of key issues/concepts/ethics in discipline. Wholly descriptive, with inadequate synthesis of existing scholarship and inadequate argument. Inadequate use of scholarly conventions.	Inadequate knowledge of key issues/concepts/ethics in discipline. Wholly descriptive, with inadequate synthesis of existing scholarship and inadequate argument. Inadequate use of scholarly conventions.	Inadequate use of research skills, learning resources and problem solving. Major problems with structure/accuracy in expression. Team/Practical/Professional skills absent. Extremely weak academic/intellectual skills. Inadequate use of scholarly conventions	Inadequate use of research skills, learning resources and problem solving. Major problems with structure/accuracy in expression. Team/Practical/Professional skills absent. Extremely weak academic/intellectual skills. Inadequate use of scholarly conventions
1-9%		No evidence of knowledge of key issues/concepts/ethics in discipline. Incoherent and completely but poorly descriptive, with no evidence of synthesis of existing scholarship and no argument whatsoever. No evidence of use of scholarly conventions.	No evidence of knowledge of key issues/concepts/ethics in discipline. Incoherent and completely but poorly descriptive, with no evidence of synthesis of existing scholarship and no argument whatsoever. No evidence of use of scholarly conventions.	No evidence of use of research skills, learning resources and problem solving. Incoherent structure/accuracy in expression. Team/Practical/Professional skills non-existent. No evidence of academic/intellectual skills. No evidence of use of scholarly conventions	No evidence of use of research skills, learning resources and problem solving. Incoherent structure/accuracy in expression. Team/Practical/Professional skills non-existent. No evidence of academic/intellectual skills. No evidence of use of scholarly conventions
0%		Awarded for: (i) non-submission; (ii) dangerous practice and; (iii) in situations where the student fails to address the assignment brief (eg: answers the wrong question) and/or related learning outcomes	Awarded for: (i) non-submission; (ii) dangerous practice and; (iii) in situations where the student fails to address the assignment brief (eg: answers the wrong question) and/or related learning outcomes	Awarded for: (i) non-submission; (ii) dangerous practice and; (iii) in situations where the student fails to address the assignment brief (eg: answers the wrong question) and/or related learning outcomes	Awarded for: (i) non-submission; (ii) dangerous practice and; (iii) in situations where the student fails to address the assignment brief (eg: answers the wrong question) and/or related learning outcomes

INSTRUCTIONS TO THE FIRST MARKER:

First markers complete Part A of this form, attach it to the sample of student work along with the overall mark list and marking scheme, and forward the bundle to the designated internal moderator. It is advisable for the first marker to keep a photocopy of the mark list and mark scheme. If it is not possible for the moderation process to be completed prior to the scheduled return of feedback and assessed work to students, **photocopies of work included in the sample** should be made for the purpose of the moderation process. The first marker selects a sample for internal moderation which:

- consists of a minimum of eight items or 10% (whichever is the greater) of the assessed work which he/she has marked for each assessment element contributing 25% or more of the overall assessment for a module. These minima may need to be exceeded in order to address the following criteria;
- covers the full range of marks identified within the marksheet (see paragraphs 9.2 - 9.5 of the Senate Code of Practice on the Assessment of Students);
- addresses any external requirements such as those of PSRBs;
- takes account of any support required by the Head of Department for new and/or inexperienced first markers.

INSTRUCTIONS TO THE DESIGNATED INTERNAL MODERATOR:

The bundle of scripts provided by the First Marker should be moderated and the relevant section of Part A of this form is completed. Once the internal moderator has agreed the marking standards of the sample provided, he/she signs the form to confirm this and then forwards the complete bundle to the Module Leader.

INSTRUCTIONS TO THE MODULE LEADER:

Where this module has been delivered in one location only, and marked by one member of staff only, Part A of this form is sent (with attachments) to the relevant external examiner for scrutiny and counter-signature. Part B of this form does not require completion.

Where this module has been marked by more than one member of staff and/or delivered at more than one location, Part B of this form is completed in order to compile a 'sample of samples' prior to dispatch to the relevant external examiner.

COMPLETING PART A OF THIS FORM:**Level 3 and 4 modules NOT contributing to award classification**

1. First marker marks all scripts and, using this form, passes the sample (see above) to nominated internal moderator (2nd marker). Scripts should be marked according to the Anglia Ruskin Generic Assessment Criteria & Marking Standards (or module specific marking scheme).
2. Internal Moderator reads scripts received from the first marker and *either*:
 - (A) agrees the marks awarded, signs the **Assessment Moderation Form** (*overleaf*) and forwards the form and assessed work to the Module Leader, or
 - (B) suggests a review of marks for all students, explaining reason and returns the form and assessed work to the first marker for a re-mark.

If (B) then steps 1-2 are repeated.


3. Head of Department retains sample for monitoring/audit purposes until the next delivery is complete.

Level 4, 5, 6 and 7 modules contributing to award classification

- 1 As above.
- 2 As above.
- 3 The Module Leader forwards a sample to the external examiner for moderation. The sample:
 - comprises a minimum of eight items or 10% (whichever is the greater) of the assessed work for each assessment element contributing 25% or more of the overall assessment for the entire delivery module (ie: all locations of delivery). These minima may be exceeded in order to address the following criteria;
 - covers the full range of marks identified within the final marksheet (see paragraphs 9.2 - 9.5 of the Senate Code of Practice on the Assessment of Students);
 - covers all markers;
 - covers all locations of delivery;
 - addresses any external requirements such as those of PSRBs.

NB: Where there is more than one first marker and/or multiple locations of delivery, the Module Leader must complete Part B of this form.

Appendix 5

 <p style="font-size: 1.2em; margin: 0;">Anglia Ruskin University</p>	<p>MODERATION FORM: Part A</p> <p><i>[NB: A 'Part A' of the Moderation Form is required for each First Marker]</i></p>
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Module (title and code):

Assessment Element (and weighting):

No of candidates at this location:

Year:

Semester/Trimester:

Department:

Location of delivery:

First Marker:

Module Leader:

Script Identifier (Normally SID Number)	Mark	Internal Moderator's Comment Either: (a) confirm below that you are in agreement with the marking standards of this sample OR; (b) if you have concerns about marking standards, detail these below, using a separate sheet where necessary, and return the sample with your comments to the first marker
1		<i>Continuation Sheet available</i>
2		
3		
4		
5		
6		
7		
8		

For Internal Moderator: Please tick below as appropriate

1. The marks allocated to this sample of scripts indicate that the module has been fairly assessed.
2. All scripts should be re-marked because (continue on separate sheet if necessary):


In the event of a re-mark (delete as appropriate)

I have discussed my concerns with the first marker (on _____ (date)) and now agree/do not agree that the marks allocated to this sample of scripts indicate that the module has been fairly assessed.

Name of Internal moderator (BLOCK CAPITALS): _____

Signed: Internal moderator: _____ **Date:** _____

<p>For External Examiner (only to be completed when no Part B of this form is provided):</p> <p><i>Please tick number as appropriate</i></p> <p><input type="checkbox"/> 1. The marks allocated to this sample of scripts indicate that the module has been fairly assessed.</p> <p><input type="checkbox"/> 2. On the basis of the sample I have seen, all scripts should be moderated up / down by%.</p> <p><input type="checkbox"/> 3 All scripts should be re-marked because..... (continue on separate sheet if necessary):</p> <p>Signed: External Examiner _____ Date: _____</p>
--

 Anglia Ruskin University	MODERATION FORM: Part A (Continuation Sheet) <i>[NB: A 'Part A' of the Moderation Form is required for each First Marker]</i>
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Module (title and code):

Assessment Element (and weighting):

Script Identifier (Normally SID Number)	Agreed Mark	Internal Moderator's Comment Either: (a) confirm below that you are in agreement with the marking standards of this sample OR; (b) if you have concerns about marking standards, detail these below, using a separate sheet where necessary, and return the sample with your comments to the first marker
1		
2		
3		
4		
5		
6		
7		
8		

For Internal Moderator: Please tick below as appropriate

1. The marks allocated to this sample of scripts indicate that the module has been fairly assessed.
2. All scripts should be re-marked because (continue on separate sheet if necessary):

In the event of a re-mark (delete as appropriate)

I have discussed my concerns with the first marker (on _____ (date)) and now agree/do not agree that the marks allocated to this sample of scripts indicate that the module has been fairly assessed.

Name of Internal moderator (BLOCK CAPITALS): _____

Signed: Internal moderator: _____ **Date:** _____


For External Examiner (only to be completed when no Part B of this form is provided):

Please tick number as appropriate

1. The marks allocated to this sample of scripts indicate that the module has been fairly assessed.
2. On the basis of the sample I have seen, all scripts should be moderated up / down by%.
3. All scripts should be re-marked because..... (continue on separate sheet if necessary):

Signed: External Examiner _____ **Date:** _____

Appendix 5

 Anglia Ruskin University	MODERATION FORM: Part B <i>[NB: Part B of the Moderation Form accompanies the sample to the External Examiner]</i>
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THIS SECTION IS ONLY COMPLETED FOR MODULES WHICH ARE MARKED BY MORE THAN ONE MEMBER OF STAFF AND/OR ARE DELIVERED AT MORE THAN ONE LOCATION

INSTRUCTIONS TO THE MODULE LEADER:


The Module Leader receives the bundles of assessed work from each internal moderator. The Module Leader collates all Parts A of the Moderation Forms (there should be one Part A for each individual first marker) and selects from the accompanying samples a final “sample of samples” for external moderation. This final sample:

- comprises a minimum of eight items or 10% (whichever is the greater) of the assessed work for each assessment element contributing 25% or more of the overall assessment for the entire delivery module (ie: all locations of delivery). These minima may be exceeded in order to:
 - cover the full range of marks identified within the final marksheet;
 - cover all markers;
 - cover all locations of delivery;
 - address any external requirements such as those of PSRBs;

The Module Leader completes Part B of this Form. He/she collates, checks and forwards the final sample to the Head of Department (or nominee) for onward transmission to the relevant external examiner. The sample is accompanied by:

- a full schedule of all marks achieved by all students registered for the module, clearly indicating which examples of work have been included in the sample;
- the relevant MDF;
- the assessment criteria/marketing scheme for each assessment task;
- parts A (multiple) and B of this form.

Appendix 5

 Anglia Ruskin University	MODERATION FORM: Part B <i>[NB: Part B of the Moderation Form accompanies the sample to the External Examiner]</i>
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Module (title and code):	
Assessment Element (and weighting):	
Year:	Semester/Trimester:
Department:	
Module Leader:	

Locations at which module was delivered	Number of candidates taking module	First Marker (Name)	Internal Moderator (Name)

Script Identifier (Normally SID no.)	Location of Delivery	Agreed Mark (Internal)	Module Leader's Comment (only to be completed in detail if there is concern about the overall standard of marking)
1			
2			
3			
4			
5			
6			
7			
8			

Continue on duplicate of this sheet if necessary

For External Examiner:

Please tick number as appropriate

- 1. The marks allocated to this sample of scripts indicate that the module has been fairly assessed.
- 2. On the basis of the sample I have seen, all scripts should be moderated up / down by%.
- 3. All scripts should be re-marked because..... (continue on separate sheet if necessary):

Signed: External Examiner: _____ **Date:** _____

 <p>Anglia Ruskin University</p>	<p>MODULE REPORT FORM</p>
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This form should be completed by module tutors (where there is more than one delivery) and forwarded to Module Leaders who compile the results on to one form for use at the Course Management Committee (CMC) and other methods of disseminating feedback to students.

Module Code and Title:

Anglia Ruskin Department:

Location(s) of Delivery:

Academic Year:

Semester/Trimester:

Enrolment Numbers (at each location):

Module Leader:

Other Module Tutors:

Student Achievement *Provide a brief overview of student achievement on the module as evidenced by the range of marks awarded. A detailed breakdown of marks will be available at the Departmental Assessment Panel.*

Feedback from Students *Briefly summarise student responses, including any written comments*

Module Leader/Tutor's Reflection on Delivery of the Module, including Response to Feedback from Students *(including resources if appropriate)*

Developments during the current year or planned for next year *(if appropriate)*

External Examiner's Comments *State whether the external examiner agreed the marks and/or commented on the module*

ANGLIA RUSKIN UNIVERSITY

Quality, Enhancement & Standards Committee

Instructions to Examination Invigilators

(UPDATED JUNE 2012)

1. The Invigilator receives the examination question paper and other material from a 'Designated Person' appointed by Anglia Ruskin University who will have the overall responsibility for the conduct of the examination(s). In some cases the 'Designated Person' may also be the invigilator.

2. Before the Examination
 - 2.1 The Invigilator(s) arrives approximately 30 minutes before the examination and makes contact with the 'Designated Person'.
 - 2.2 The Invigilator(s) opens the sealed examination envelope containing the examination question papers, and pays particular attention to the instructions stated on the front of the question papers. The instructions will advise the materials required for the examination e.g. writing paper/answer booklet and/or specialised paper such as graph paper or manuscript.
 - 2.3 The Invigilator(s) set out the examination room making maximum use of the desk space available, ensuring that each desk is provided with a candidate number, if appropriate, and the requisite stationery etc.
 - 2.4 The Invigilator(s) instructs the candidate(s), on entering the examination room, to place their student ID card (or other means of identification containing a recent photograph deemed acceptable to Anglia Ruskin University) on the desk, to place their bags at a nominated area in the room and to sit down quickly and quietly.

3. During the Examination
 - 3.1 The Invigilator(s) reads out any instructions to that examination.
 - 3.2 The Invigilator(s) reminds candidates of the start and finish times and instructs them to begin the examination.
 - 3.3 If an examination has a specific period for reading (and this is stated on the front of the question paper), this is outlined to candidates and adhered to.
 - 3.4 Candidates may leave the examination room before the scheduled finish time other than in the first 30 minutes or the last 15 minutes of the examination. The Invigilator(s) ensures that the examination scripts are collected before the candidates leave and returned to the 'Designated Person'.
 - 3.5 If a candidate needs to leave the room temporarily they are accompanied by the Invigilator or a nominated person.

Appendix 7

- 3.6 If an emergency occurs during the examination, a report is completed and handed to the 'Designated Person' at the end of the examination. Such a report is also completed if there are any external factors that might affect the performance of the candidates.
- 3.7 If an Invigilator believes a candidate to be in breach of Examination Regulations the candidate is warned as such and is permitted to continue the examination. The answer paper is marked as normal, pending an investigation into the alleged breach of regulations.
- 3.8 The Invigilator(s) gives 30 and 5 minute warnings before the end of the examination and then announces clearly the finish of the examination and for candidates to stop writing.
- 3.9 Once the examination is finished, the Invigilator(s) reminds candidates that all answer sheets should be tied to the examination answer booklet and to remain seated while the examination scripts are collected. When all scripts are in possession of the invigilators, candidates are then allowed to collect their belongings and leave the examination room as quickly and quietly as possible as there may be other examinations continuing in the vicinity.

4. After the Examination

Once all candidates have left the examination room the invigilator(s) checks that they have a script for each candidate. These are then placed in the examination envelope with all spare examination stationery etc. and returned to the 'Designated Person'.

ANGLIA RUSKIN UNIVERSITY***Quality, Enhancement & Standards Committee*****Examinations Held at Locations Outside Anglia Ruskin in the UK or Overseas
(subject to QESC review during the 2013/14 academic year)**1. Introduction

1.1 From time to time it may be appropriate for a student, or group of students, to sit (or resit) an examination (or examinations) at a location in the UK other than Anglia Ruskin's main campuses or overseas. This is most likely to occur:

(a) for courses delivered wholly or partly overseas under validation, franchise or outcentre arrangements;

or

(b) as a result of a request from the student whilst away from Anglia Ruskin either within the UK or overseas;

or

(c) from a student who, for good reason, is unable to return to Anglia Ruskin to sit or resit examinations;

or

(d) where Anglia Ruskin determines that a student or cohort of students from overseas could undertake assessment "off campus" for instance in order to spare the students' travel and accommodation costs in respect of a return journey to an Anglia Ruskin campus.

1.2 In exceptional circumstances, Anglia Ruskin is prepared to enable a candidate, or group of candidates, to sit (or resit) an examination at a location in the UK other than Anglia Ruskin's main campuses or overseas. Such circumstances include international students taking examinations outside the normal academic year (eg: resits during July).

1.3 The relevant Head of Department and Course Group Leader, in consultation, where appropriate, with the relevant Anglia Ruskin support services (eg: Academic Office) are responsible for making the detailed arrangements. All such examinations are conducted in accordance with the *Academic Regulations* and the following guidelines.

2. Arrangements

The Course Group Leader discusses the request with the student, which is submitted at least six weeks before the date of the examination, and either accepts or rejects the request in writing. Where the request is accepted the student, in the case of an international student, is allowed to take the examination at the nearest British Council Office or one of Anglia Ruskin's Associate Colleges. The student will be responsible for any costs incurred or fees charged at the alternative location.

Appendix 8

Visiting students from Associate Colleges in Europe or the US submit their request to their link tutor by week 6 of the Semester at the latest.

In making these arrangements particular attention is paid to the following:

(a) *"Designated Person"*

A "Designated Person" is to be appointed by the Course Group Leader (or link tutor in the case of visiting student), acting on behalf of Anglia Ruskin, who will be responsible for the conduct of the examination(s) at the location outside Anglia Ruskin in the UK or overseas. The "Designated Person" is required to certify that the examination has been conducted in accordance with the *Academic Regulations* and these guidelines.

(b) *Examination Questions*

Normally examinations at a location outside Anglia Ruskin in the UK or overseas are held as near as possible to the same time as in Anglia Ruskin. Where this is not possible (usually due to a difference in time zones) the Head of Department liaises with the relevant Module Leader to ensure that a different set of questions, which addresses the same intended learning outcomes and module content, are designed (and approved, in accordance with normal procedures, by the relevant external examiner).

(c) *Accommodation*

The examination is held in a room which is appropriately heated, well lit and ventilated. The candidate is provided with a desk/table and if more than one candidate is taking the examination in the same room, the desks are placed in such a way as a candidate cannot see another candidate's work.

(d) *Security of Examination Papers and Stationery*

The examination questions and answer-books are sent to a named "designated person" at the "off campus" location in good time for the examination. The examination papers are transported in a sealed envelope and are kept in a secure place (a safe or locked cupboard) until handed to the invigilator on the day of the examination. The envelope containing the examination question paper is opened in front of the candidate(s) and not before the examination begins. Following the examination the invigilator returns the examination scripts to the "designated person" who is responsible for their immediate return to Anglia Ruskin by registered or data post. It is required that the "designated person" retains a photocopy of the examination scripts.

(e) *Invigilators*

All examinations "off campus" including those where there is only one candidate are to be invigilated. The Course Group Leader (or link tutor) is responsible for liaising with the "designated person" at the "off campus" location to ensure that an appropriate person is available to invigilate the examination. If appropriate the "designated person" may

be the invigilator. The student, or 'home' institution in the case of visiting students, is responsible for the payment of any fees to the invigilator. A copy of Anglia Ruskin's Instructions to Invigilators is given/sent to each invigilator (*Appendix 7 of the Senate Code of Practice on the Assessment of Students*).

(f) *Instructions to Candidates*

The Course Group Leader, when making arrangements with the candidate for him/her to sit the examination, ensures that he/she receives a copy of the Anglia Ruskin Examination Regulations; Instructions to Candidates (issued by the Academic Office).



Additional copies of the Senate Code of Practice on
The Assessment of Students are available from:

Director of the Academic Office
Anglia Ruskin University
Bishop Hall Lane
Chelmsford
CM1 1SQ

Tel: 0845 196 4931