

SCHOOL OF ARCHITECTURE & CONSTRUCTION

ASSESSMENT POLICY AND PROCEDURES

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1.0 INTRODUCTION AND GENERAL PRINCIPLES

This document details the policy and procedures of the School of Architecture & Construction with regards to the organization, operation and review of assessment of academic courses and programmes. It is intended that this document will be used in conjunction with the University *Academic Regulations for Taught Awards and Academic Regulations for Research Degrees (November 2010 and subsequent updates)* and is intended to be complementary to the University regulations. All the University's awards will adhere to the criteria and qualification descriptors of the Framework for Higher Education Qualifications (FHEQ) for England, Wales and Northern Ireland. This includes the Codes of Practice, the Subject Benchmark Statements, and the codes regarding Programme Specifications published by the Quality Assurance Agency for Higher Education (QAA)¹. Thus, this assessment policy should conform with the Academic Infrastructure as published by the QAA .

1.1 General Principles

The overriding general principle is stated in the University Academic Regulations as follows:

'The purpose of assessment is to enable students to demonstrate that they have achieved the learning outcomes and the standard required for the academic award concerned. All aspects of assessment must reflect the guidelines stated within the QAA Code of Practice. Assessment must be undertaken by examiners who are impartial, and who are competent to make judgments about the performance of individual students in relation to the particular cohorts and to peers on other comparable programmes. The specific responsibilities of external examiners are to ensure equity and fairness in the decisions reached in respect of each student being assessed and that the standards of awards are maintained'.

All assessment within the School shall be consistent with the following general principles:

1. The assessment process shall be rigorous, transparent and open to external scrutiny. In the case of work contributing towards an award, such assessments will be subject to scrutiny by the external examiner system.
2. The School's *Assessment Policy and Procedures*, and any associated documentation, shall be made explicitly available to all School students and staff.
3. The assessment associated with each course will be kept under review in response to evaluations by external examiners, students and other cross-university data.
4. The element and weighting of assessment for each course shall be strictly in accordance with the currently approved course specification. Any change in the overall assessment of a course requires formal approval by the School Learning & quality Committee. In the case of minor changes to assessments, these may be approved by the Committee chair or their nominee.
5. In considering a new course or changes to the assessment associated with an existing course, the course co-ordinator and the Head of Department will be cognisant of the need not to increase the assessment load for students and markers.
6. For each individual course, the assessment tasks shall be clearly related to the learning outcomes and the assessment methods shall be appropriate for the learning outcomes.

¹ www.qaa.ac.uk

7. For any given programme, there should be appropriate diversity and balance of assessment methods.
8. In so far as is practical, assessment related activities shall be spread evenly throughout the teaching and learning period of the course and of each year/stage of a programme.
9. The work required to complete a given assessment will reflect its weighting within a course and the credit value of the course.
10. Where a professional body accredits a programme, the assessment arrangements for that programme shall be consistent with any requirements of the professional body.
11. All courses shall have sufficient elements of formative assessment, such that assessment forms an explicit part of the learning process.
12. This *School Assessment Policy & Procedures* applies to programmes delivered in partnership (UK or international partnerships) unless the programmes are assessed on the basis of the local academic regulations as agreed in the Memorandum of Agreement between the University of Greenwich and a specific institution. Currently in our School, such arrangements are in place for the programme delivered at MSA Cairo only (BSc Hons Architectural Engineering).
13. The assessment of students with disabilities or affected by special circumstances will comply with the University Academic Regulations, and with *the 'Examination and Assessment Regulations for Students with Disabilities, Dyslexia and Long Term Medical conditions'*.
14. In compliance with the University Equal Opportunities Statement, curriculum and assessment will be designed to ensure that unintended disadvantage for certain groups have not been built into the system.

2.0 ASSESSMENT PANELS AND BOARDS

2.1 General Processes

The School's Quality Assurance procedures have provision for a two stage process leading to decisions about student progression and award.

The first stage, represented by the **Subject Assessment Panel (SAP)**, is concerned with the quality of the marking and standard of achievement of students on particular courses. At the SAP, marks are confirmed for individual courses on the Banner system following internal moderation as required. In the School, SAP are mostly held at the same time as PABs. However, they are to be used to monitor the results of groups of courses that are shared by several programmes.

The Course Co-ordinator is responsible for notifying the Head of Department of disagreement at the internal moderation stage prior to the SAP. In such instance, the Head of Department will ensure second/third marking of samples takes place as appropriate.

Banner Mark Collection Sheet will be signed off and sent to the Office of Student Affairs (Student Record) by the Course Coordinator following internal moderation and SAP.

The second stage, represented by the Progression and Award Board (PAB), looks at individual student profiles and, is concerned with decisions regarding student progression and recommendations as to the conferment of awards.

External examiners are normally required to attend at least the main PAB each year, but are not required to attend the SAP. However all course marks and any other relevant material are made available to the Examiners prior to their attendance at the PAB.

2.2 Constitution and Membership of Panels and Boards

Subject Assessment Panels (SAP). SAPs are chaired by the Head of Department or his/her nominee. Membership of the SAP will include the Course Co-ordinators and all other internal assessors. Whenever possible, SAP should consider relevant groups of courses and not just one course.

Progression and Award Boards(PAB) that result in the recommendation of candidates for awards shall be chaired by the Head of School or his nominee and shall normally comprise the Head(s) of Department, the Director of Learning and Quality or nominee, Programme Leader(s), all course coordinators and academic staff who have had significant input to the programme(s), all of the internal and external examiners associated with a programme or suite of programmes, along with the Quality Officer for the School, who will act to advise examiners on the University Regulations. The Quality Officer for the School will also record all decisions taken by the PAB.

School Extenuating Circumstance Panel (ECP). The ECP considers claims for extenuating circumstances which have been submitted by students and makes a decision to either accept or reject the claims and in some cases, it may ask for further evidences to be produced. This group is chaired by the School Director of Learning & Quality or his/her nominee. The ECP meets regularly several times per term in advance of the PABs. The conclusions of the ECP are available at the PABs. Membership of the ECP includes the Chair of the panel, appropriate programme leaders, course coordinators, and personal tutors. The School Administrative Officer (Learning& Quality) will record decision and recommendations of the ECP and will inform the students of the decision of the panel.

2.3 Roles and responsibilities

The following section identifies the main activities in relation to assessment that are normally undertaken by individuals who have been allocated named roles and by relevant functional groups within the School and the Office of Student Affairs (OSA). Such roles may be specified in more detail elsewhere and are likely to encompass a wider brief than that described below which is for guidance only with regard to assessments.

2.3.1 Dean of School (formerly titled Head of School)

- Chairs the Progression and Award Boards or nominates chairs as appropriate;
- Ensures procedures for responding to external examiners' reports function effectively across the School in conjunction with the Director of learning & Quality and Heads of Department.
- Ensures procedures for monitoring effectiveness of assessment procedures and standards of student achievement function effectively across the School.
- Oversees the production of the School monitoring and Reporting Document (SMRD)
- Chairs the School Board
- Chairs the School Experience Committee

2.3.2 School Examination Officer

- Ensures all Examination Papers are produced using the required format; sends Draft Papers to the appropriate External Examiner; transmits External Examiner's comments to Course Coordinators, oversees the production of final papers, and sends final paper to the Office of Student Affairs for printing and storage.
- Responsible for communicating listing of exam requirements to the Office of Student Affairs and School staff via University E01 form;
- Coordinates the timetable of examination invigilators including arrangements for students with special needs as advised by the University Disability & Dyslexia Unit and the School Named Contact and as agreed by the School director of Learning & Quality.
- With the input of senior invigilators, reports on the operation of the examinations process to the School Learning & Quality Committee noting examinations-related issues that emerge from the annual monitoring process;
- Publishes a calendar of critical dates in relation to exam paper production.

2.3.3 Heads of Department

- In consultation with programme leaders and programme staff, nominate external examiners for approval by School Learning and Quality Committee and/or School Board;
- Oversee production of examination papers for the Department and their internal moderation;
- Oversee arrangements for moderation of examination papers by external examiners;
- Monitor responses of internal examiners to external examiners' comments on examination papers;
- Oversee internal moderation of courses, including nomination of second/third markers when appropriate;
- Oversee SAP process and chair SAPs;
- Attend relevant ECPs and PABs;
- Ensure the presence of the exam papers author(s) for the first half hour of each examination period.
- With other Heads of Department, designate which courses are to be evaluated in detail each year by students.
- Oversee the production of Programme Annual Monitoring Reports which include responses to external examiners comments;
- Liaise with the School Director of Learning & Quality to send written feedback to external examiners as a result of their report (ideally in term 2 of each academic year- by March at the latest);
- Convene Departmental Programme Committee (student/staff) meetings for their department, at least twice per academic year.
- Convene staff team meetings to include the planning and the coordination of learning and assessments.

2.3.4 Programme Leaders (for a programme or a portfolio of programmes as appropriate)

- Convene programme team meetings;
- Convene programme staff/student meetings as appropriate ;
- Respond to external examiners' reports in collaboration with the relevant Head of Department.
- Attend relevant ECPs and PABs.
- Oversee the assembly and distribution of deferred and referred assessment tasks;
- Collect and organise students work for inspection by External Examiners;

- Ensure (in coordination with other programme leaders as appropriate) that there is a balanced and evenly spread schedule of assessment for each year of the programme;
- Oversee the production of Annual Programme(s) Monitoring Reports as required by professional bodies and Head of Department. See Appendix M3 of the QA Handbook at http://www.gre.ac.uk/offices/lqu/qa_handbook
- Analyse cohort statistics for use in Annual Programme Monitoring Report.
- Ensure that students elect appropriate representatives to attend programme meetings and departmental staff/students meetings.

2.3.5 Course Co-ordinators

- Ensure that the correct assessment definitions/weighting for the course(s) are recorded on BANNER;
- Provide course information at the commencement of the course including a course assessment schedule;
- Oversee the preparation of assessment materials associated with the course(s) for which they are responsible;
- Maintain a secure record of assessment results on a course by course basis;
- Report on course delivery and assessment;
- Submit course assessment results in the prescribed format and to published timetables to nominated persons in the School and in the Office of Student Affairs;
- Ensure courses are internally moderated as required prior to SAPs;
- Attend relevant SAPs, ECPs and PABs.
- Ensure written feedback on progress and performance is given to students as appropriate and in a timely fashion.
- Prepare an annual Course Monitoring Report as per Appendix M2 of the QA Handbook to be found at: http://www.gre.ac.uk/offices/lqu/qa_handbook

2.3.6 Director of Learning and Quality

- Chairs the School Learning & Quality Committee which oversees changes to course and programme assessment;
- Oversees the review of programmes and the reporting of programme and course monitoring.
- Receives and monitor responses to external examiners' reports;
- Oversees effectiveness of assessment procedures and monitors standards of student achievement in relation to School and University policies and practice in association with the L&Q committee.
- Convenes and chair ECPs as required to consider formal requests submitted under the University's extenuating circumstances procedures .
- Oversees invitation of external examiners to PABs, in liaison with the School QA support team.
- Oversees APL/APEL process.

2.3.7 School Quality Assurance Officer

- Provides administrative and secretarial support to the assessment processes and to PABs;
- Provides administrative and secretarial support to Departments in relation to correlation and transfer of assessment data to the Office of Student Affairs;
- Provides administrative support in relation to investigation of assessment appeals and offences;
- Provides advice on interpretation of the University *Academic Regulations and Framework*.
- Provides support for programme approvals and reviews;

- Publishes a *Calendar of Assessment Activities*, ECPs, SAPs and PABs dates/rooms.
- Notifies staff of PAB chairs as agreed with Dean of School.
- Records decisions made at PABs.
- Formulation and publication of agendas for PABs.

2.3.8 External Examiners

In the School, external examiners are normally appointed to a programme or group of programmes following approval by the School Learning and Quality Committee (or by the School Board) and professional body when appropriate. Communication regarding all matters such as briefings, times of meetings etc. is normally overseen by the School Director of Learning & Quality and undertaken by the School QA support team. The University Learning & Quality Unit is responsible for formalising initial contracts and arranging general induction programmes, after the School has approved the appointment.

The School expects external examiners to normally attend the main meeting of the PAB each year. External examiners are not normally expected to attend meetings in connection with deferred or referred students.

External examiners play two roles in relation to the assessment process. By looking at a range of students work, they act as moderators for the standard of marking and the spread of marks across any given course and reflect on the standard of achievement of the students. Therefore in confirming course grades, the External Examiner may advise moderation of marks for complete cohorts, up or down, in line with their sampling. It is not the intention that they should act as arbiters in the case of disputed marks, nor is it the case that they should be expected to act as ‘third markers’ of particular pieces of work. Their role is to establish that the standard of marking is comparable to that in other Higher Education Institutions of which they have experience and that the distribution of marks is appropriate.

In advance of the PAB, external examiners may be asked to look at profiles or part-profiles for particular students, especially those who are within the range of the borderline between degree classifications. But the University does not expect External Examiners to moderate the marks of individual students on the basis of work selected for sampling. This is to safeguard the position of all students where only samples of work are made available. Adjustment to a mark or marks must be made in consultation with the other members of the PAB in a manner ensuring fairness to all candidates.

External Examiners may call students for a viva (in accordance with University Regulations).

More can be found on the appointment and responsibilities of external examiners in the Academic Regulations (ref in section 13 of this document) and at:

<http://www.gre.ac.uk/offices/lqu/external-examining>

External examiners upload their reports on the Learning & Quality Web Site. School staff can access the reports from the above page under ‘online reporting system’. A login ID and password will be provided by the School QA Officer.

Following receipt of reports from external examiners and completion of the School’s annual reporting process, including signing off by the School Learning & Quality Committee, Heads of Department prepare a formal reply to the examiners with responses to their report. Responses to external examiners’ reports are also uploaded by the School on the external examining web site. In the School, this is normally done by sending Programme Annual

Monitoring Reports to appropriate external examiners. All annual programme reporting including responses to External Examiners' reports are scrutinised and approved by the School Learning & Quality Committee.

The School Monitoring and Reporting Document (SMRD), approved by the School Board, summarises issues identified in both external examiner comments and the responses made by Departments on a School wide basis.

Copies of this *School Assessment Policy and Procedures* document will be sent to all external examiners, including those attached to School-related programmes at partner colleges.

2.3.9 School Learning & Quality Committee

The role of the School Learning and Quality Committee in relation to assessment includes review of operation of the School's published Assessment Policy and Procedures, and scrutiny of any claims for exemption from normal practice. The Committee will also approve changes to programmes or course specifications and monitor they are reviewed as appropriate.

2.3.10 Role of School Office

The School Examination Officer will co-ordinate the preparation of exam papers. A copy of all current documentation on University and School policy and practice will be kept in the Office and be available to all staff for reference.

Depending on the nature of their enquiry, students will be directed by the School Office to:

- Programme Leaders
- Personal Tutors
- Course Co-ordinators (individual courses)
- School Examinations Officer (examination arrangements)
- School Disability Named Contact

Programme Handbooks clarify channel of communication in the School.

2.3.11 Role of the Office of Student Affairs (OSA)

The OSA is responsible for the organisation and administration of written examinations on a campus wide basis, in consultation with the School's Examination Officer.

Student Record Officers in the OSA are responsible for amendments to student Banner records in consultation with School staff and for the recording and dissemination of definitive assessment records for students.

All final assessment data must be communicated to OSA officers. Changes to assessment details in course outlines which have been approved through the School's published procedures are confirmed to the Banner Team of OSA by the School Quality Officer.

2.3.12 Role of the School Disability Named Contact

The School Disability Named Contact receives from the University Disability & Dyslexia Unit, a list of students with known disabilities and with special entitlement and ensures that appropriate entitlement is given to these students with regard to assessment and other learning/teaching matters. He/she will liaise with the Head of School, the School Examination

Officer, Programme Leaders, Course Coordinators, and Personal Tutors to facilitate the implementation of entitlement for disabled students.

2.3.13 Role of School Intranet and other Web pages

The School Intranet will act as a central repository of some data relating to assessments and is expected to provide this service for both staff and students. In particular, the following will be available from the School Intranet:

- Full details of all programmes of study (equivalent to a hard copy student handbook).
- This document.
- All other School related assessment information that maybe published from time to time such as APL/APEL forms.
- Coursework for referred assessments and procedures for submission of such work.
- Course specifications and their updated versions, including details of assessments, are archived on the Banner Web system.
- The formal examination timetable is published centrally by the University.
- The ‘three term academic calendar’ is published centrally by the University. The calendar sets out the dates of teaching weeks, assessment weeks, PAB weeks etc...

3.0 THE CONDUCT OF ASSESSMENT

3.1 Assessment Information for Students

At the start of each academic year students will be informed of the University and School academic regulations, of any professional body requirements which may apply to their programmes and of the University policy for late submission of coursework. Guidance will be given on sources of detailed information such as University and School websites where specific details are available, particularly with regard to information relating to examinations. This is contained in the *School Student Handbook: General Information* and in the *Programme Specific Handbooks* (updated every year).

At the beginning of each Semester, all course co-ordinators will provide students with the following information:

- A course specification which indicates course title, course code, name of course co-ordinator, aims, learning outcomes, assessment details, indicative content, recommended texts and journals and other learning support materials; Any updated reading list and learning material;
- A course programme and timetable (lectures, studios, tutorials, presentations, ‘crits’, etc., giving names of any other tutors or lecturers contributing to the course.
- A course assessment schedule which is sufficiently detailed to indicate the nature and weighting of all assessment elements which contribute to the overall grading of the students performance on the course. Details of the dates for the issue and return of each coursework assessment element must be given. Where an end of semester assessment element such as an examination is included, an indication of the dates of the end of semester assessment periods as scheduled by the University should also be given. It should be made clear that a detailed brief for each coursework assessment element, including aims, learning outcomes, assessment deadlines and assessment criteria will be made available to students when appropriate.

3.2 Arrangements for the Submission and Return of Coursework

3.2.1 Submission of Coursework in the School

Courses taught using a Virtual Learning Environment (VLE) such as WebCT (discontinued from September 2011 on) or Moodle (the designated University-wide VLE platform from September 2011 on), or when electronic submission has been organised by the course tutor, should submit electronically or online as appropriate. All other assessed elements, must be submitted with an appropriate electronic header sheet as generated by Banner. The Course Co-ordinator is responsible for setting up appropriate electronic header sheets and ensuring that the relevant reference numbers are identified in the coursework brief issued to students.

Coursework is to be submitted to the School Reception with the appropriate electronic header sheet. When submitting design artefacts or portfolios via the studio, it is the responsibility of the student to present the electronic header sheet (signed by the studio manager or the studio tutor) for logging-in and receipting at School reception after submission.

Note: for programmes delivered in collaboration with other institutions (UK partner colleges or international institutions), there will be local arrangements for the practicalities of coursework submission.

3.2.2 Return of Coursework

Coursework is returned only to the student(s) who submitted it.

For all coursework submission (including design portfolio or project work) there shall normally be a maximum of a three working week turnaround period for return of the work to students. (see section 6).

Student work may be retained by the School for archiving, external examination or professional body visit. In such instance, the student will be given sight of the coursework and a copy of the feedback sheet.

It is the responsibility of the student to keep all course work until the relevant PAB at the end of the academic period. Any piece of coursework may be recalled for the purpose of external examining.

A date for the collection of assessed coursework/portfolios should be notified to the students by the lecturer or published in the coursework brief.

In the design programmes, it is the responsibility of students to retrieve their portfolio/models/ project work from the assessment room by the published time and date. The School cannot guarantee the safekeeping of portfolios/models/artifacts after that deadline.

In all programmes, it is the responsibility of the students to collect their work following presentation to assessors or external examiners, by the published time and date. Again, the School cannot guarantee the safekeeping of work after that deadline.

3.3 Late Submission Policy

One of the obligations which students subscribed to in the Student Charter states that:

You are expected to respond to deadlines and other requirements issued by course coordinators.

The University enforces a strict policy regarding adherence to submission deadlines. All coursework submitted late will be graded as 0% unless a claim for extenuating circumstances

is also submitted before the submission date or the examination and has subsequently been accepted as valid and the work is submitted within 10 working days of the deadline.

If there are valid reasons for you to submit your work late you must submit a claim for extenuating circumstances which should be received by the Office of Student Affairs or the school office before the assessment is due. See section 3.4 below.

In practice this means that:

- if you submit work late within 10 working days of the submission deadline without an extenuating circumstances form, the work will be marked 0%
- if you submit work late within 10 working days of the submission deadline with a claim for extenuating circumstances that is rejected by the School Extenuating Circumstances Panel, the work will be marked 0%.
- If you submit work later than 10 working days of the submission deadline your work will be marked 0%.

3.4. Extenuating Circumstances in Assessment Including Examinations

The following information is a summary from Appendix C of the Academic Regulations on Regulations Governing Student Claims of Extenuating Circumstances. The full regulations are available from the University web site at

<http://www.gre.ac.uk/offices/lqu/regs>

The University recognises that students may sometimes suffer problems which are outside their control and which may affect their performance in assessments. The extenuating circumstances procedure enables students to submit claims for consideration. The following points are guidelines to students on what is defined as extenuating circumstances:

Extenuating Circumstances are circumstances which

- impair your performance in assessment or reassessment, or
- prevent you from attending for assessment or reassessment, or
- prevent you from submitting assessed or reassessed work by the scheduled date

Such circumstances **rarely occur** and would normally be

- **unforeseeable** - in that you could have no prior knowledge of the event concerned, and
- **unpreventable** - in that you could do nothing reasonably in your power to prevent such an event, and
- expected to have a **serious impact** on performance

Students are expected to make reasonable plans to take into account circumstances even those which, on occasion, may have been unforeseeable and unpreventable.

For example, students commonly taking a route to the campus which experiences severe traffic delays would be expected to leave earlier or plan to take an alternative route on the morning of an examination. Another example would be a carer for a dependent who on occasion has not attended college because the dependent developed a minor illness. The student would have been expected to make contingency plans for alternative care just in case this happened on the day of an examination. The onus is on students to manage their life so that these types of occurrences can be handled if they arise.

What is meant by a serious impact on performance?

Many things may have an impact on performance – a poor night's sleep, a minor illness (such as a cough or cold), a minor injury, financial worries etc. These will often impact on performance but would **not be expected to have a serious impact** and so would **not** be acceptable as extenuating circumstances

What does not constitute extenuation?

- *minor illnesses - even if covered by medical certificates.* As stated above these may have some impact but not a serious impact and so would not be regarded as extenuating circumstances.
- *computer failure of your equipment or storage media.* Students are expected to take proper precautions and make back up copies of data which are accessible (not in a friends house which becomes inaccessible). There are always other computers to work on.
- *inadequate planning, organisation or time management.* This includes the late submission of coursework – late is late whether it is by 1 minute, 1 hour or one day. All work that is handed in after the official submission deadline, established by the course co-ordinator, will be graded as 0%, unless exceptional circumstances apply and extenuation submitted is deemed valid.
- *computer failure of University equipment or storage media (where failure is less than a continuous 24 hours).* Network failures do happen and work should be planned to be finished before 'the last minute'. For instance students relying on finishing work within 24 hours of a deadline (e.g. printing your work off) are opening yourself up to this risk. This could have prevented this by better planning.
- *transport problems.* Students need to plan for this possibility.
- *moving house.* This is predictable.
- *holidays.* This is predictable.
- *Wedding preparations.* This is predictable.
- *Sporting commitments* – exceptions might be made if a student was representing their country/University.
- *misreading of assessment timetables.*

- *family, work, social, financial or other general problems.* This is a large list but covers the sorts of things normally dealt with in everyday life and would not be regarded as extenuating circumstances.
- *Employment commitments* limiting time available for study (*although greater flexibility may be applicable to part-time students in full-time employment*)
- *Pressure of other academic work* e.g. other coursework due around the same time

N.B. These examples are not definitive, and are intended only as a guide.

Claims for extenuating circumstances are only entertained if:

- Application is made on an official form (available from the School Office, the Office of Student Affairs, the Students' Union or the Student Services Department);
- Relevant objective evidence is submitted (further details are on the form);
- The completed form together with the relevant evidence is handed in to the Office of Student Affairs, or the School Reception - a receipt is issued, and should be kept safely by the student.

All claims are treated confidentially. If a student's circumstances are such that they would not want the information to be seen by anyone, then a Student Counsellor can write to the Chair of the Extenuating Circumstances Panel, School of Architecture & Construction on the student's behalf. The Counsellor will need to have seen any objective evidence (details are on the form).

The circumstances will be considered by the School Extenuating Circumstances Panel reporting to the Progressions and Award Board. Whilst extenuating circumstances do not excuse a student from completing formal assessment, the Board can make its decisions on progression or award in the light of all the relevant information.

Consultation with your personal tutor, Programme Tutor and Office of Student Affairs is strongly advisable before submitting a claim.

Claims for extenuating circumstances must be made at the time of the unforeseen circumstances and **not retrospectively**. Claims relating to the submission of coursework must be made **before** the assessment is due. Claims relating to examinations: if a student is sick on the day of an examination then the student must phone in to a relevant officer (i.e. via the Exams Officer in the School Office) for approval **before** the examination takes place. This approval will be subject to submission to the School as soon as possible of written evidence from a medical practitioner.

Please read the complete regulations on the web site referred to above.

3.5 Cheating and Plagiarism Offences

Academic dishonesty

In general, the School would want to encourage collaborative work with other students and wide reference to other work - published and unpublished - in your studies. It is important to distinguish these activities from cheating plagiarism.

There are various forms of academic dishonesty but in the student context it means cheating in examinations or presenting work for assessment which is not their own. Plagiarism as a form of cheating takes place when a student takes or copies information, data or results from an unacknowledged source, without quotation marks or any indication that the presenter is not

the original author. If carried out knowingly, cheating and plagiarism have the objective of deceiving examiners and this threatens the integrity of the assessment procedures and the value of your awards. It is seeking to gain an unfair advantage over other students.

Warning

Students are warned that all forms of cheating, including plagiarism, are totally unacceptable and any student discovered cheating or plagiarising is seen as having committed an offence and will face serious consequences.

A student who is thought to have attempted to gain an unfair advantage in an examination or other assessment may be deemed to have committed an offence.

There are University-wide regulations which are followed by staff where there are good grounds to suppose that an offence has taken place. The procedure for investigating a suspected offence and the range of penalties that can be imposed is outlined in the Academic Regulations at <http://www.gre.ac.uk/offices/lqu/regs>

Suspected plagiarism and cheating – definitions

Plagiarism includes, but is not limited to:

- *using published work without referencing (the most common);*
- *presenting group work as one's own individual work without acknowledgement of other's contribution;*
- *copying coursework essays;*
- *collaborating when the work is supposed to be individual;*
- *taking a computer file / program from another student and,*
- *submitting the work of another person;*
- *copying someone else's design without acknowledgement;*
- *using someone else's design or visual material without acknowledgement;*
- *the use of unacknowledged material published on the web and purchase of model assignments from whatever source.*

Similarly, cheating includes:

- bringing unauthorised material into an examination, including material programmed into a calculator;
- communicating with other students in an examination;
- obtaining a copy of the examination paper in advance and,
- persuading another person to sit the examination.

Other forms of dishonesty include : Copying laboratory results of another student and falsifying laboratory results.

Examples of the penalties that may be imposed include:

- grade of 0% will be awarded for component assessment. No interim reassessment permitted. Component reassessment will be capped at 40%.
- failure of the whole course (0%) with all elements of assessment repeated at the first opportunity;
- recommendation to the Vice-Chancellor to exclude the student and withhold the award of any credits or lower level qualification to which the student may otherwise be entitled.

3.6 Arrangements for Work to be Submitted to Panels and Boards

All work which contributes to the assessment of a student for academic stages contributing to an award must be made available at the end of the session for scrutiny by the external

examiners. The following material will normally be made available for each student enrolled on programmes and stages which are externally examined:

- coursework produced by students over the academic year/stage ;
- portfolio of project work where applicable (studio projects, workshop projects, design project work and other visual portfolios including models, photographic work, etc.);
- coursework, project work and studio briefs set by tutors over the academic year/stage;
- examination scripts for all examinations taken over the academic year/stage;
- examination papers and model answers set by tutors over the academic year/stage;
- final stage projects or dissertations where applicable.

In some programmes (e.g. design based programmes), it is traditional for external examiners to interview a representative sample of students who present their portfolio of work. This is part of the normal external examination process and students, whether selected or not for these interviews, will not in anyway be disadvantaged (or advantaged as the case may be).

Programme Leaders are primarily responsible for liaising with students and organising the collection of coursework and arranging its presentation to external examiners.

3.7 Written Examination Procedures

An invigilator information document is made available, prior to each examination period to provide up-to-date information for each invigilator.

A copy of the information pack is available for reference purposes in each exam venue, however members of staff and invigilators are advised to be familiar with the information in advance of the examination period.

All invigilators will receive the invigilation and accommodation schedule in advance of the assessment period. Senior Invigilators are responsible for ensuring the collection of papers from the Campus Registry on the day of the exam and ensuring that there are no problems with the examination venue.

Senior invigilators are also required to make announcements to the candidates upon their arrival into the exam venue such as:

- remaining silent;
- turning off mobile phones / pagers;
- placing their University ID cards on their desk for identification purposes;
- to complete the front cover of the answer books;
- check that they have the correct question paper in front of them;
- read all instructions and questions;
- deposit coats and bags in an appropriate place away from their desk;
- only leaving the examination at times laid down by the regulations.

Information is also provided about reporting a suspected examination offence where any unauthorised material is found by an invigilator. The Regulations on Examinations Offences (referred to above) are included in the information document, which also includes definitions of examination offences along with the appropriate form for recording a suspected offence.

Invigilators need to be aware of any candidates who require extra time OR other entitlements such as enlarged examination papers due to dyslexia or other disabilities. Any approved examination entitlement will already be identified on the Invigilator report. The Invigilator

Report is supplied for each examination and provides the names and University ID numbers of those candidates taking the examination.

Guidance notes are also provided where an invigilator may be required to read aloud to the candidate the question paper and where a scribe is required to produce an accurate record of the candidate's answer. Further information on the type of provision that may be required is available from the University web site and the Disability and Dyslexia Centre.

Invigilators need to be aware of any emergency procedures and details of fire exits and assembly points so that they may inform candidates in the event of an evacuation. Details for external examination venues will be provided.

3.8 Students with Disabilities

The education needs of students with disabilities, which also relate to assessment, are now covered by the Special Educational Needs and Disability Act 2001 (SENDA).

The University Academic Regulations for Taught Award cover the assessment of students with disabilities or affected by special circumstances as follows:

‘Where students cannot be assessed under normal conditions because of a disability or special circumstances beyond their control, alternative arrangements may be made to carry out the assessment. Students are to be advised to contact the Disability and Dyslexia Services directly for an evaluation of their circumstances in advance of any formal assessments.

The Disability and Dyslexia Services will identify and recommend alternative assessment arrangements to be approved by the Head of School (or nominee) as Chair of the Progression and Award Board. Any approved arrangements will be recorded on the student record within the University’s Central Information System. The aim of providing alternative assessment arrangements is to minimise the disadvantage suffered by the student, whilst testing his/her academic performance as rigorously as that of other students.

*Responsibilities for the provision of alternative assessments (and accompanying arrangements) are outlined in the ‘**Examination and Assessment Regulations for Students with Disabilities, Dyslexia and Long-Term Medical Conditions.**’*

Information about alternative arrangements is available in the document ‘Information for Candidates’, the Disability Handbook, the Guide for New Students and the Personal Tutors Handbook. This information is also disseminated by personal tutors, programme leaders and the Disability Adviser.”

Students and staff are also encouraged to consult the ‘*University of Greenwich Disability Equality Statement*’ which can be found in the University Policy Documents on the web site.

See also more specific references, under section 13 of this document. In particular, academic staff should mark the work of dyslexic students according to the policy: ‘**adjustment to coursework marking for dyslexic students**’.

Within the School of Architecture & Construction this means that:

1. The School has a *Disability Named Contact*. The Disability Named Contact will liaise between all concerned and will facilitate the School's response to special needs in relation to assessment or other teaching/learning matters.
2. Entitlement for Disabilities will be distinguished from 'special consideration' at ECP/PAB in respect of Extenuating Circumstances.
3. Details of entitlement will be confirmed by the School Disability Named Contact and circulated to all necessary parties, including the School Examination Officer, Heads of Department, Programme Leaders, Course Coordinators and Personal Tutors.
4. Entitlement may include special arrangements for completion of assessments, extra time and special consideration for expression and presentation of coursework as well as examinations.

3.9 Advanced Standing: Accreditation of Prior Learning(APL) or Accreditation of Prior Experiential Learning(APEL) or Accreditation of Prior Certificated Learning (APCL) and admission with advanced standing

The admittance of students with advanced standing should not normally exceed 50% of the credit requirements for the particular named qualifications to be pursued. However, where a close match between the curriculum coverage, academic level and credit volume of a specified feeder programme can be clearly demonstrated, the validated admissions criteria for the programme may allow students to progress with advanced standing beyond 50%, but normally no more than 66% of the total credit value of the award. Exceptions to this should be agreed by Academic Council.

Claims for APL/APEL/APCL are made through the production of evidence (eg: certificates, transcript of grades, qualifications) and in some cases, student will need to present the actual pieces of work (e.g. dissertation or portfolio of work) to enable the School to assess the equivalence of the work produced. Claims for APEL are made through the production of a portfolio of evidence based on experience (e.g. work experience).

Portfolios will be assessed with the same rigour as any other academic assignment.

Applications are to be made using the School's pro-forma for APL/APEL. Claims should be submitted by week 5 of the semester/term when the course is timetabled.

Programme leaders (in consultation with appropriate course coordinators), scrutinize APL/APEL claims and make a recommendation to the School Director of Learning & Quality. The School Director of Learning & Quality finally signs off the claim. In some cases, this involves the requirement for more evidence to be produced.

Please refer to the University Academic Regulations for more details.

3.10 Archiving of Assessed Work and Other Records

A sample of students coursework briefs and assessments from each stage of each programme should be archived in the School for a minimum of one year, such that at any time a set of completed assessments demonstrating student achievement over all stages of a programme are available.

Each Course Co-ordinator is responsible for keeping this course file up to date, including samples of assessment with feedback/mark sheet, all course briefs and course material, and the latest course monitoring report.

The archiving of examination scripts is the responsibility of the School Office Manger. These archives are held for a period of five years.

All external examiner reports, along with the Teams' responses to them by means of Annual Reports and Annual Reporting and Planning Documents, will be archived in the School for a minimum of three years.

Please refer to the University Archiving Policy at http://www.gre.ac.uk/governance/rmo/introduction/retention/archiving_policy

4.0 SCHEDULING OF ASSESSMENT:

4.1 Scheduling: general principles

The scheduling of assessment should ensure that :

- Assessment supports learning through the scheduling of *formative assessment* tasks;
- Whenever appropriate, *diagnostic assessments* are scheduled in year1 undergraduate programmes. It is recommended to schedule such assessment in the first 6 weeks of term 1. This should enable course coordinators to refer individual students to appropriate study skills workshops.
- Students have adequate time to reflect on what they have learnt before being asked to undertake *summative* assessment tasks.
- Programme Leaders are responsible for ensuring that the assessment load of the programme is spread evenly across the year as far as possible.
- Programme leaders should ensure strategic scheduling of assessments to allow for major projects and/or dissertations to be completed.
- For courses running over the whole academic year, at least one piece of *summative or formative assessment* should be set mid-year in order to give feedback to students on their progression so far.
- Courses overall should aim to have at least one piece of assessed work/or some *formative feedback* on progress returned to the student before the end of the term in which the course is delivered, ideally at about mid-way into the term. The course coordinator shall determine how feedback is best given. In some cases, such as studio workshops/tutorials, individual verbal feedback is given regularly to students who attend.

Definitions (reference Quality Assurance Agency for Higher Education, Code of Practice section 6 on Assessment of students) :

- *diagnostic assessment* provides an indicator of a learner's aptitude and preparedness for a programme of study and identifies possible learning problems.
- *formative assessment* is designed to provide learners with feedback on progress and inform development, but does not contribute to the overall assessment.
- *summative assessment* provides a measure of achievement or failure made in respect of a learner's performance in relation to the intended learning outcomes of the programme of study.

4.2 Amount and Types of Assessment

4.2.1 Coursework

The general aim is to keep the volume of coursework assessments to a level consistent with achieving robust assessment of the learning outcomes of the course. This is to allow students

time to reflect on the lecturing and other delivered material. The aim should be, if appropriate, to use a mixture of assessment methods to enable students to be assessed in a range of differing skills. Examples include group based, peer based, individual, industrial visits, report writing, case study based, project/portfolio based, crits and verbal presentations, and tutorials. The assessment method chosen will be appropriate for the measurement of the relevant learning outcomes.

See also: item 3.8 above relating to the assessment of students with disabilities, dyslexia or long term medical condition.

4.2.2 Examinations

The length and format of the examination paper for each course will be agreed at approval or reviews of programmes by the relevant panel and will be appropriate to the learning outcomes of the course. Minor variations to these are subject to approval by the School Learning & Quality Committee. Where appropriate the agreed length and format of papers will be informed by relevant professional body requirements.

See also: item 3.8 above relating to the assessment of students with disabilities, dyslexia or long term medical condition.

5.0 MARKING AND GRADING

5.1 Marking: general principles

The collation of assessment marks for a given course will be undertaken by the course-coordinator.

Marks or grades on coursework are indicative only and are provisional until confirmed by the Progression and Award Board.

The marking procedures employed by assessors must:

- Actually measure whether an individual student has met the stated learning outcomes at the appropriate level.
- Ensure that all student work for a particular assignment is being assessed according to the same criteria. This is to ensure that students' marks are not affected by how many assessors there are or when the marking is carried out. This means that markers are all assessing work against stated learning outcomes using agreed marking schedule.

5.1.1 Anonymous Marking Policy

All examination papers will be marked anonymously.

Anonymous marking in examinations is a University requirement across all Schools. Candidates are identified by an ID number. Candidates must bring this number to all of their examinations. They must also have their University resource card and place it on their desk when they take their seat in the examination room. The card is checked by the invigilators.

The student's name is concealed on the student's examination answer script and is not to be referred to during the marking process.

Other coursework may be marked anonymously when it is practicable according to the nature of the coursework. For some courses, there is a close tutorial relationship between the

tutor(s)/marker(s) and the students and this provides enhanced individualised feedback and tutorial support which is incompatible with anonymous marking.

5.1.2 Examination Scripts

Examination shall be marked out of 100%. The course coordinator should publish a marking grid that indicates to students and assessors how many marks are awarded to each examination question, including any weighting of marks awarded. Model solutions will be provided to assessors clearly showing the allocation of marks. Examination questions will be internally verified prior to being sent to external examiners for comments. The team undertaking internal verification shall normally consist of at least the course co-ordinator (examiner) setting the questions, the Head of Department and one other academic staff member. The purpose of the internal verification is to ensure consistency of standards across the programmes, clarity of questions, and reasonable stretch in questions for first class students. The verification panel will complete a standard verification form which shall be made available to external examiners.

In the case of team taught courses, to ensure consistency, marking will be divided amongst team members by questions rather than script. During marking and second marking the anonymity of the student will be maintained.

Past examination papers will be published on the School web site. Model solutions may be used to offer feedback to students if re-sit examinations are required.

5.1.3 Coursework

For team-taught courses individual tutors shall set coursework elements based on their taught sections, with this process being overseen by the course-coordinator. Where a coursework element carries an assessment weighting of more than 50%, the coursework shall be subject to internal verification in using the methodology described for examination papers in section 5.1.2 above.

5.2 Moderation of marks

Internal moderation of the marks by internal examiners can improve the reliability of marking. Internal moderation should take place before the SAP, before students receive the marks for summative assessment and before they receive written feedback on summative assessments.

Moderation of course marks is required in the following circumstances:

- When a course is delivered at more than one centre (e.g. University and Partner College) or is delivered by several teams (e.g. design ateliers in the School) or if the same course being delivered by different tutors to part time students and to full time students.
- When the same assignment is marked by different assessors (e.g. dissertations)
- If special circumstances have prevented the course being delivered normally.
- When there is an unusual pattern of results for the course (e.g. higher than expected failure rate or less than usual marks in the top performance categories).

Marks may be moderated for other reasons at the discretion of the course team or of the Head of Department (e.g. if a course is a new development in the School and there is a need to monitor results closely).

There are many types of moderation practices depending on the type of assessment, the number of assessors and their experience. Course teams should agree and use consistently internal moderation appropriate to the type of assignment.

The following moderation practices are considered appropriate for the School: (*see note 1*)

- Type 1 (most suitable for coursework and examinations): the course team meet and jointly mark a sample of the work, minimum 10%, to establish standard and thresholds. Then assessors work individually to mark and comment on the rest of the work.
- Type 2 (most suitable for coursework and examinations): assessments are marked and given clear comments by the first assessor. A representative sample of work, minimum 10% plus all fails, is reviewed by a second assessor usually from the course team. Moderated work should be appropriately annotated and signed by the moderating tutor. This process may be informed by an analysis of marks given by each marker-average, ranges etc. When the moderation process involves reviewing a sample, any changes made must apply to all students, not just those in the sample and all marks should be re-checked.
- Type 3 (most suitable for summative assessment of design portfolios): portfolios are assessed by teams of peer assessors at the end of design courses. Each group of portfolios should be assessed by a minimum of two assessors, one of whom is not the student's design tutor. All assessors (or several teams of assessors) review jointly a sample, 2 minimum, of the top, middle and all bottom passes from each assessment team and the overall moderation of mark is then jointly agreed. Additionally, all fails are checked jointly by all assessors. In case of major disagreement, the Course coordinator will refer the matter to the Head of Department who will take appropriate action such as the appointment of an independent assessor or an external advisor etc.
- Type 4 (most suitable for dissertations, major projects, and thesis): all work is double marked and the assessors agree grades and comments. Best practice is that second marking is done without reference to the first assessor's mark. In the event of failure of agreement between first and second assessors and when marks have more than 10% difference between the two assessors, then a third assessor is asked to assess the work and all three assessors agree a final mark. If there is still disagreement, the Course coordinator will refer the matter to the Head of Department who will take appropriate action such as further moderation etc.

(1) We have been guided in this section by the definitions employed by Helena Webster, School of Built Environment, Oxford Brookes University Assessment Policy.

5.3 Assessment Regulations

Programmes are assessed in accordance with the current University's Academic Regulations for Taught Awards or for Research Degrees.

Exceptions or specific regulations which may apply are specified in the programme handbook and the definitive programme document.

5.4 Grading

As a norm, all assessment (including EDEXCEL) are marked on a numerical scale of 0%-100%, in accordance with the University regulations. An exception to this is permitted for courses where the attainment of skills/competence is best graded on a Pass/Fail basis.

Pieces of formative assessment may be marked using a range of marks (e.g. 60-69%) as a way of guiding students on their progress. Formative assessment does not contribute to the overall assessment and final moderated mark.

Markers are encouraged to make full use of marks at each end of the scale according to the Marking and Classification Conventions highlighted below.

5.5 Marking and Classification Conventions

5.5.1. Programmes and courses up to level 6 (undergraduate awards)

The following conventions have been approved by Academic Council in 2007-08- They apply to undergraduate degrees.

Honours Class	%	Generic Assessment Criteria *	
		%	
I	70 – 100	86 – 100	The work examined is exemplary and provides clear evidence of a complete grasp of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also ample excellent evidence showing that all the learning outcomes and responsibilities appropriate to that Level are fully satisfied.
		76 – 85	The work examined is outstanding and demonstrates comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is also excellent evidence showing that all the learning outcomes and responsibilities appropriate to that Level are fully satisfied.
		70 – 75	The work examined is excellent and is evidence of comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is also excellent evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.
II(i)	60 – 69	65 – 69	The work examined is very good and is evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also very good evidence showing that all the learning outcomes and responsibilities appropriate to the Level are satisfied.
		60 – 64	The work examined is good and is evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also good evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.
II(ii)	50 – 59	55 – 59	The work examined is sound and is evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also sound evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.
		50 -54	The work examined is sound but provides limited evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also sound but limited evidence showing that all the learning outcomes and responsibilities to that Level are satisfied.
III	40 – 49	45 – 49	The work examined is acceptable but provides significantly restricted evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also acceptable but significantly restricted evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.

		40 – 44	The work examined is acceptable but provides barely sufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also acceptable but barely sufficient evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.
Compensatable (If this is allowed by the programme regulations)	30 -39	35 – 39	The work examined narrowly fails to provide sufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is acceptable evidence showing that the great majority of the learning outcomes and responsibilities appropriate to that Level are satisfied.
		30 – 34	The work examined provides insufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence provided shows that the majority of the learning outcomes and responsibilities appropriate to that Level are satisfied.

FAIL

	0 -29	20 – 29	The work examined is unacceptable and provides little evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence shows that only some of the learning outcomes and responsibilities appropriate to that Level are satisfied.
		10 – 19	The work examined is unacceptable and provides negligible evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence shows that few of the learning outcomes and responsibilities appropriate to that Level are satisfied.
		0 – 9	The work examined is unacceptable and provides no evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence fails to show that any of the learning outcomes and responsibilities appropriate to that Level are satisfied.

* These assessment criteria are generic and apply to all subject areas at the relevant level across the University. Each department supplements these with its own subject-specific criteria in line with the appropriate subject benchmarks and other requirements relevant to the discipline, NOT ONLY for the conferment of degrees BUT ALSO the marking of individual assessment tasks.

5.5.2. Marking Convention for Post Graduate Programmes & Courses

Following the decision of Academic Council to change the pass mark for course at level 7 from 40% to 50% starting in 2010-11, the School has adopted the following revised marking convention:

UNIVERSITY OF GREENWICH
SCHOOL OF ARCHITECTURE & CONSTRUCTION

**GUIDELINES TO MARKING AND CLASSIFICATION CONVENTIONS FOR
COURSES AT ACADEMIC LEVEL 7 (MASTER LEVEL)**

	%	Generic Assessment Criteria *	
		%	
Distinction	70 – 100	86 – 100	The work examined is exemplary and provides clear evidence of a complete grasp of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also ample excellent evidence showing that all the learning outcomes and responsibilities appropriate to that Level are fully satisfied.
		76 – 85	The work examined is outstanding and demonstrates comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is also excellent evidence showing that all the learning outcomes and responsibilities appropriate to that Level are fully satisfied.
		70 – 75	The work examined is excellent and is evidence of comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is also excellent evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.
Merit	60 – 69	65 – 69	The work examined is very good and is evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also very good evidence showing that all the learning outcomes and responsibilities appropriate to the Level are satisfied.
		60 – 64	The work examined is good and is evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also good evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.
Pass	50 – 59	55 – 59	The work examined is sound and there is evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also sound evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.
		50 -54	The work examined is sound and acceptable but provides limited evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also sound but barely limited evidence showing that all the learning outcomes and responsibilities to that Level are satisfied.
Fail or Compensatable (If allowed by Programme regulations)	40 – 49	45 – 49	The work examined narrowly fails to provide sufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is acceptable but restricted evidence showing that the majority of the learning outcomes and responsibilities appropriate to that Level are satisfied.
		40 – 44	The work examined provides insufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is acceptable but significantly restricted evidence showing that some of the learning outcomes and responsibilities appropriate to that Level are satisfied.
Fail	30 -39	35 – 39	The work examined is unacceptable and provides insufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is acceptable but significantly restricted evidence showing that only few of the learning outcomes and responsibilities appropriate to that Level are satisfied.

		30 – 34	The work examined is unacceptable and provides restricted evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence provided shows that very few of the learning outcomes and responsibilities appropriate to that Level are satisfied.
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	0 -29	20 – 29	The work examined is unacceptable and provides little evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence shows that very little of the learning outcomes and responsibilities appropriate to that Level are satisfied.
		10 – 19	The work examined is unacceptable and provides negligible evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence fails to show that any of the learning outcomes and responsibilities appropriate to that Level are satisfied.
		0 – 9	The work examined is unacceptable and provides no evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence fails to show that any of the learning outcomes and responsibilities appropriate to that Level are satisfied.

* These assessment criteria are generic and apply to courses at level 7 across the School of Architecture & Construction. Each department supplements these with its own subject-specific criteria in line with the appropriate subject benchmarks and other requirements relevant to the discipline, NOT ONLY for the conferment of degrees BUT ALSO the marking of individual assessment tasks.

6.0 FEEDBACK TO STUDENTS ON PERFORMANCE

Sufficient and timely (normally within 3 working weeks) feedback to students will be provided on assessed work in a way that promotes learning and facilitates improvement. The feedback comments will be noted either on the header sheets for each coursework submitted or on the School ‘crit sheet’ (for design programmes) or on a suitable tutor devised form and if not typed the handwriting must be legible. Feedback should be positive and informative about how the work could be improved rather than just highlight ‘what was not done’. Feedback should relate to the assessment criteria and the learning outcomes as published in the coursework brief or in the project brief or in the course specification as appropriate.

Student should expect at least one written feedback on summative assessment (see 4.1) related to each course they attend. The feedback should make it clear that grades are provisional until they are confirmed by the PAB. However, it is not currently a requirement that students be given feedback on unseen ‘sit-down’ examinations.

‘Crits’: Interim or final ‘crits’(critique of project work) are the usual way to give feedback on design project work. Students exhibit and explain their work in front of a panel of tutors which may include visiting critics and/or other students. At ‘crits’ or immediately following, a ‘crit-sheet’ is issued to each student /student group with specific recommendations on how to improve the work and/or outlining strengths and weaknesses of the project. ‘Crits’ or verbal presentations can be used either as formative assessment or summative assessment.

Students are encouraged to ask another student observer to make notes of comments made by tutors and other students in relation to their work, at ‘crits’ or at other verbal presentations. Verbal presentations of their work by students should take place in such a way that other students on the same course are able to attend and learn from the comments made by the

tutors on all presentations. In such cases, students are encouraged to listen to the presentations of other students and learn from the feedback given by tutors at the event. The exception to this is when there is a formal viva as a form of examination. In such cases, the session may be restricted to the examiners, the tutors, and the student presenting her/his work.

Project work or coursework which are not discussed at 'crits' or verbal presentations should be returned, once assessed, with written feedback, normally within three working weeks of the work being handed-in.

Exceptionally, when written feedback cannot be given back to students within the expected three working weeks, the course coordinator should inform the Head of Department and publish the date when feedback will be available. For example, such exceptions would be dissertations where the marking and moderation process may take longer or delay in the marking due to unforeseen circumstances (e.g. staff illness). And at Hadlow College, coursework is expected to be returned within 4 weeks.

In summary, written feedback to students should be:

- Prompt (within 3 working weeks);
- Clear, detailed, constructive and helpful;
- Related to published learning outcomes;
- Related to published assessment criteria;
- Telling the student how to improve the work.

7.0 STAFF DEVELOPMENT AND TRAINING

All academic staff are required to make themselves familiar with the current policies and procedures for assessment within the School and the University. The following mechanisms are in place to support this:

- All relevant documentation regarding assessment policies and procedures will be available from the University and the School Intranet;
- The School Learning & Quality Committee will meet at least three times per academic year to discuss and review any assessments related developments and will recommend any necessary changes to policy and procedures to the School Board.
- Team meetings will be used as the main forum in which all staff can discuss assessment related developments;
- New academic staff joining the School will be allocated a mentor, who will advise on assessments related issues. In addition and where appropriate, new staff will enroll in a PGCE.

8.0 THE LANGUAGE OF INSTRUCTION AND ASSESSMENT

The language of instruction and assessment for the school's programmes shall be English. Exceptions to this rule need to be authorised by Academic Council.

9.0 PROFESSIONAL AND ACCREDITATION BODY REQUIREMENTS

The following is an extract of the University Academic Regulations:

'Where a programme forms part of the qualifications required by a professional or statutory body, clear information will be provided about specific assessment requirements that must be met for progression towards the professional qualification including criteria for the marking

and grading of assessments. The requirements of that body will take precedence over those of the University regulations in the awarding of the professional qualification’.

For example: see extract from item 5.19 of the Academic Regulations for Taught Awards: ‘**A programme may identify certain courses to which compensation cannot be applied. As appropriate, the Progression and Award Board will also consider the requirements of professional bodies’.**

Where appropriate, this will be outlined in the relevant Programme Handbooks.

10.0 REVIEW OF REGULATIONS

10.1 General

The University Academic Regulations provide the essential regulatory framework for assessment. These Regulations are reviewed annually and all changes to Regulations are agreed through Academic Council, following broad consultation across the University. These Regulations are general. Conformity with the general assessment regulations is required by the University.

Detailed regulations regarding assessment for programmes within the School are subject to University validation and are set down in a definitive Programme Specification. Changes to detailed assessment strategies within the School are subject to approval by the School Learning and Quality Committee.

10.2 Changes to Assessment Policy and Procedures

This document (and any subsequent modifications) is subject to approval by the School Learning and Quality Committee as a sub-committee of the School Board. All students who are immediately affected by the changes are consulted via Staff/Student Team Meetings.

Changes to course/programme assessments are subject to approval by the School Learning & Quality Committee. External examiners must be consulted if the proposed changes relate to stage 2 and 3 of an honours degree or are considered as ‘major’ changes for a post graduate award.

The final changes, once formally agreed, are communicated to students through Staff/Student Meetings or a specially convened meeting, if required.

The School Learning & Quality Committee meets at least three times a year to discuss proposed policy changes although extraordinary meetings may be convened at any time, with the agreement of the School Director of Learning and Quality.

In the first instance, this document (and any subsequent modifications) shall be made available to students via the School Intranet.

11.0 RECORDING, DOCUMENTATION AND PUBLICATION OF ASSESSMENT DECISIONS

11.1 Recording and Documentation

11.1.1 Accuracy of Course Results

Course co-ordinators should keep a secure record of the marks they have awarded for the separate elements of their course(s).

Course co-ordinators are responsible for ensuring that the Banner records for the assessment of their courses are up to date. Any changes in assessment weighting for a particular course are subject to approval by the School Learning and Quality Committee. These changes must be communicated to the Student Records Team in the Office of Student Affairs, so that the Banner system is up-to-date.

Once marking of all work for a particular course is complete and the marks have been agreed following moderation as appropriate, this data must be entered into the Banner Web Mark Collection system or, for re-sit assessment, forwarded to the Student Record Team by the published deadline, so that they can be entered onto Banner.

11.12 Accuracy of Decisions Regarding Progression

The School has a two-tier process by means of which decisions about student progression are determined.

The first layer of this process is a meeting of the Subject Assessment Panel (SAP). This Panel is concerned with the quality of the marking and standard of achievement of the cohort of students on courses. All marks shall be signed off, for each course, by the Course Coordinator.

Where the SAP considers that it is appropriate to moderate marks across a whole cohort, such moderation shall be limited to a maximum increase or decrease of 5%. Exceptionally the SAP may receive a proposal for the moderation of marks across a whole cohort in excess of 5%. Such moderation can only be considered if written documentation is received by the Head of Department at least two working days before a scheduled meeting of the panel. Such documentation shall be signed by the course coordinator and the Head of Department to which the course is attached and shall normally include:

- (i) a written rationale for the proposed moderation;
- (ii) a statistical analysis of the performance of the cohort in relation to the performance of cohorts on previous occurrences of the course (if applicable) and on occurrences of other comparable courses;

Such documentation will form part of the formal records of proceedings of the SAP. Where moderation of marks in excess of 5% is approved by the SAP, the course shall be referred for review. The results of the review should be formally approved by the School Learning and Quality Committee.

The second layer of this process is fulfilled by the Progression and Award Board (PAB). The Board looks at individual student profiles and is concerned with decisions regarding student progression and recommendations as to the conferment of awards. Decisions about student progression at the PAB shall also be confirmed through the signature of the Chair of the Board at the PAB itself and the External Examiners in the case of an award board. The Quality Officer or her/his nominee for the School is present at all PAB meetings and is responsible for recording all decisions taken at the PAB.

The Student Record Team in the Office of Student Affairs will enter the academic results and progress decisions onto Banner.

11.2 Publication of Assessment Results

Students are able to see their results letters on their BannerWeb account. Results letters are also sent by post to students whose names appear on the results list. A transcript of a student's record of achievement may be obtained on request by any student who has successfully completed any elements of a programme of study leading to an award of the University. Request for transcripts are to be made to the Office of Student Affairs.

Students are required to keep their address and contact details up to date on their BannerWeb records.

11.2.1 Access to Individual Results and Assessment Judgements

All discussions at the SAPs and PABs are strictly confidential and details of the specific judgements made within SAPs and PABs will not be made available to students. However, the mechanisms involved in the decisions taken at these meetings are made available to students via the University Academic Regulations.

Students are at liberty to request the procedure by which their final mark has been calculated. They may view the constituent numerical elements that formed their final mark. There is no facility to query or view examination papers that an individual student has taken.

Staff may not divulge final results to students prior to the formal publication of results. In order to avoid possible misunderstanding or communication errors, results will not be divulged by telephone.

Fully registered students have access to BannerWeb via the Student Portal in order to check their student record.

Academic results will not be made available to any student who has outstanding financial obligations to the University.

Any data held on students by members of academic or administrative staff is subject to the provisions of the Data Protection Act and will be held in accordance with these provisions.

11.2.2 Systems for Back-Up of Assessment Data

All academic results and decisions are stored on the Banner database system. The data on Banner is backed up regularly by the Banner team.

12. Intellectual Property Policy

Students and staff are advised to check the University's Intellectual Property Policy which is published on the University's Intranet at <http://www2.gre.ac.uk/about/policy>

The School of Architecture & Construction requires its students to abide by the University's Policy on Exploitation of Intellectual Property. Under this Policy, students who enroll at the University agree as a condition of enrolment to assign to the University any coursework which they produce during their studies. There may be instances where students produce work which, while not directly contributing to their coursework, nonetheless makes use of the expertise, facilities and resources available at the University. In such circumstances the student would be the owner of the intellectual property created in the work. The School reserves the right to make use of such work, through an automatic, irrevocable royalty-free licence back to the University, for its own purposes – for example, in illustrations in School brochures, publicity material, compendia of students' work, and so on. Students will be credited as the creators of such material where their work is used in this way.

13. References

- The Quality Assurance Agency for Higher Education www.qaa.ac.uk particularly the codes of practice for the assurance of academic quality and standards in higher education: section 6 – Assessment of Students (May 2000 and updates); section 4- External Examining (January 2000 and updates); section 3- Students with disabilities (October 1999 and updates).
- The University of Greenwich Academic Regulations for Taught Awards and for Research Awards at www.gre.ac.uk The regulations are regularly updated and students and staff are advised to keep up to date with them. The regulations for taught awards have a number of appendices currently covering the following topics:
 - A. HE Qualification Descriptors
 - B. Student Withdrawal Procedures and Procedures for Interrupting Studies
 - C. Regulations Governing Student Claims of Extenuating Circumstances Affecting Formal Assessment
 - D. Regulations Governing Suspected Plagiarism and Examination Offences
 - E. Regulations Governing Exclusion and Academic Appeals
 - F. University Framework for the Provision of Programmes Leading to Double Diploma (DD) Awards of the University and Other European Institutions.
 - G. Staff roles and responsibilities for the appointment of external examiners.
- Programme specific handbooks: some programmes will have specific assessment regulations due either to the requirements of professional bodies or to a specific assessment strategy for a particular group of programmes (e.g. the undergraduate programmes in Construction and Property). Please check with specific programme handbooks. The School's Programme Handbooks are posted every year on the School Website under 'Student Resources'.
- Course specifications: Each course specification can be found on the Banner Web system. Each time a course change is approved by the School Learning & Quality Committee, the change is sent to the Banner team who will update the specification for the appropriate academic year. The course specifications on Banner web are the most up to date ones. They are also archived for each academic year in the 'authorised course list'.
- The University of Greenwich Quality Assurance Handbook: This can be found on the University Learning & Quality Unit home page at:
http://www.gre.ac.uk/offices/lqu/qa_handbook
- The following documents can be found on the university web site at:
<http://www2.gre.ac.uk/about/policy>
 - The University Learning & Teaching Strategy – (2006-2011)

- [The University Intellectual Property Policy \(June 2009\)](#)
- [The University E-Learning Strategy](#)
- [The University Archiving Policy](#)
- [The University Equal Opportunities Statement](#)

- [The University Disability & Dyslexia web page](#) :

Via Student Information > Welfare and student Support > Disability & Dyslexia. You can download the document entitled:

‘Examination & Assessment regulations for students with disabilities, dyslexia and long-term medical conditions’.

You will also find a link entitled ‘Guideline for Staff’. This will lead you to

‘examination & coursework guidelines’

including a policy on: ***‘adjustment to coursework marking for dyslexic students’***

Students who have a reported dyslexia that has been confirmed by the University Disability & Dyslexia Team will have the symbol ‘DYS’ on their coursework header sheet. This is a way to alert academic staff that they should mark the coursework according to the above policy.