

Assessment and Marking Procedure

Version:	3
Bodies consulted:	University of Essex and University of East London, Student reps on AGQAC, Course Leads, Portfolio Managers, Associate Deans (Learning & Teaching / Academic Governance and Quality Assurance)
Approved by:	Academic Governance and Quality Assurance Committee (AGQAC)
Date Approved:	13/2/18
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Date issued:	
Review date:	August 2019



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Assessment and Marking Procedure

1 Introduction

- 5.3 This procedure forms part of the regulatory framework for courses validated for delivery at the Trust or at the Trust's Associate Centres and Alternative Centres of Delivery (National Centres).
- 5.4 Assessment and assessment feedback is a fundamental aspect of any academic course leading to an award, and it is essential that assessment procedures are fair, equitable, clear and reasonable.

2 Purpose

- 2.1 This procedure draws together various aspects of assessment from our Validating Partners and Trust processes and procedures, and:
- provides clear, accurate, accessible information and guidelines to all staff and students on assessment and feedback
 - maximises the potential for consistency and fairness in assessment
 - locates assessment and feedback as an integral part of learning and teaching processes.
- 2.2 Assessment, from a student perspective, is the vehicle for obtaining feedback on progress in their learning, enabling them to improve. This is indicated in terms of:
- knowledge acquired
 - skills gained, both generic and specific
 - general understanding developed.
- 2.3 Assessment, for both staff and students, can be used to determine whether a student:

- has achieved the learning outcomes
- is ready to progress to a higher level
- has the capacity to demonstrate competence
- is able to qualify for an award.

2.4 Assessment, from a staff perspective:

- enables evaluation of the success of their input into the student learning experience
- provides an external measure of recognition for the public, the student, the employer and other stakeholders of a student's achievement (as determined by the award of credit or a qualification).

2.5 Assessment may be diagnostic, formative or summative - all assessment will contain one or more of these elements.

3 Scope

5.3 This procedure covers all aspects of assessment, marking and assessment feedback on all courses for awards validated at the framework for higher education qualifications (FHEQ) Levels 6, 7, and 8 by University of East London and University of Essex. It does not apply to the Middlesex University-validated *Dynamics of Mental Health Practice* course. Middlesex University regulations, policies and procedures apply to this course.

5.4 This procedure applies to all staff and students at the Trust and at associate and alternative centres of delivery, from the date indicated on the front of the document.

5.5 This procedure applies to all students enrolled in the current academic year regardless of year of entry. This also supersedes all versions of the following previous documents:

5.6 This procedure incorporates the Trust-UEL Assessment and Feedback Policy. It supersedes the following documents:

- Trust-Essex Lateness and Extenuating Circumstances Policy
- Confidentiality and Anonymity Policy
- Tavistock Marking Practices: Common Criteria

4 Definitions

- 4.1 Assessment methods:** methods used to assess students (such as an essay, viva examination, or written examination for example).
- 4.2 Associate and Alternative Centres:** any Trust course that is delivered collaboratively at a different location to the Trust.
- 4.3 Chair's Actions:** the chair of the examination board making outstanding decisions on behalf of the board which will be ratified at the next available relevant examination board.
- 4.4 Component:** if a module has more than one summative assessment these are called assessment components, which make up the whole module assessment.
- 4.5 Component weightings:** how much weighting is allocated to each component of an assessment when calculating the overall mark (e.g. if one component is weighted at 10% and the student achieved a mark of 90% and the other component is weighted at 90% and they achieved 50%, their overall mark would be weighted accordingly to give an overall mark of 54%).
- 4.6 Coursework:** All summative written assignments except for Masters dissertations, and doctoral theses.
- 4.7 Dissertations:** normally a 60-credit long academic piece of writing (including research) that constitutes the MA stage of a Masters degree.
- 4.8 Essex:** University of Essex (validation university partner).
- 4.9 Formative Assessment:** assessment designed for developmental or diagnostic purposes, which does not count towards a module mark.
- 4.10 FHEQ Levels:** framework for higher education qualifications as described in Part A of the Quality Assurance Agency UK *Quality Code for Higher Education* (see references section below).
- 4.11 Learning Outcomes:** a list of knowledge, skills and intellectual capacity that students are expected to achieve and demonstrate through assessment as a result of their learning on the module

in order to pass the module, and ultimately, the course. Refer to 6.2 for more information.

- 4.12 **Middlesex:** Middlesex University (validating university partner).
- 4.13 **Module Descriptors:** A description of the module including assessment, learning aims and learning outcomes (see 6.2), other requirements for the module (e.g. attendance at events), study hours and teaching methods.
- 4.14 **UEL:** University of East London (validating university partner).
- 4.15 **Validating Partners:** universities that validate our courses.
- 4.16 **Validation:** courses with academic credit –leading to a nationally recognised academic award (e.g. Masters).
- 4.17 **Summative Assessment:** any assessment that does count towards a module mark. Summative assessment takes place mostly at the end of the teaching of a module ('summing up' the learning). At least one element of summative assessment in a module should be at the conclusion of teaching on the module (hence summative-summing up).
- 4.18 **Thesis:** a Doctoral research submission which constitutes a large proportion of the overall credit weighting and word count of the doctorate degree.

5 Duties and responsibilities

5.1 Course Leads

Course Leads (CLs) have responsibility for overseeing marking on their courses, including allocating markers to coursework and overseeing the quality, equity and fairness of the marking processes. They are expected to attend all examination boards. If it is not possible to attend an examination board, it will need to be discussed with the portfolio managers and alternative arrangements made. CLs are responsible for attending (or sending a suitable delegate to) the pre-boards and ensuring that they are fully apprised of assessment related decisions ahead of the main examination board so that they attend fully prepared.

5.2 Portfolio Managers

Portfolio managers (PMs) have responsibility for supporting the CLs in their portfolio and adjudicating any decisions that CLs cannot make due to conflicts of interest or other difficulties.

- 5.3 Course Administrators**
The day-to-day administration of assessments, including maintaining *Moodle* assessment pages, adding assessment deadlines, allocating markers as agreed by CLs, preparing documentation for examination (and/or assessment) boards, clerking boards, producing transcripts, and liaising with external examiners (once appointed). Course Administrators are the liaison between the Course Team and other key stakeholders such as external examiners. They are responsible for keeping a record of decisions made and be in a position to provide information to course teams when needed.
- 5.4 Course Teams**
Course Teams are responsible for marking work fairly and meeting the requirements of this procedure. They are responsible for submitting feedback and a reasonable mark within the deadlines set by the Course Lead or Course Administrator. They are responsible for attending any required training and/or keeping up to date with policies and developments relating to assessment.
- 5.5 Assessment Tutors**
Larger courses may have Assessment Tutors who carry out some of the responsibilities of the Course Lead, such as allocating markers. It is the responsibility of the Assessment Tutor to ensure that they have a clear understanding of their responsibilities and duties as delegated by the CL.
- 5.6 External Examiners**
External Examiners are appointed by the validating university in most instances. They are responsible for following and meeting the requirements of the validating university, including considering work samples, attending examination boards and providing a post-board report.
- 5.7 Head of Academic Governance and Quality Assurance**
Manages assessment within the Trust as the head of the Academic Governance and Quality Assurance (AGQA) Unit. The Unit will schedule and oversee examination boards, provide training and development on assessment and marking to course teams and course administrators, provide guidance to course

teams and course administrators, manage the appeals and chairs' actions processes, academic misconduct and other processes associated with assessment.

5.8 **Associate Deans**

Chairing non-Essex examination boards, supporting the Academic Governance and Quality Assurance Unit with carrying out their responsibilities.

6 Procedures

6.1 **Assessment Design and Approval**

6.1.1 All assessment methods, learning outcomes, criteria, any component weightings and types of assessment should be described in the module descriptors within the course handbook must be approved (normally through Validation, Revalidation, Course Variation (Essex) or Course Modification (UEL)).

6.1.2 Additional information not included in the course handbooks (such as essay titles or topics) should be approved by the External Examiner, and be provided to the student either before or at the beginning of the module.

6.1.3 Course teams are encouraged to introduce a variety of assessment methods to accommodate different learning styles of the student body, such as essays, group work, presentations, *viva voce*, portfolio and online assessment.

6.1.4 It is acceptable on academic grounds to allocate marks for the manner and quality of participation in class. Marks for participation may contribute no more than 5% of the overall mark for a module and the marks should relate to a module learning outcome.

6.1.5 Marks should be awarded on the basis of academic achievement, not merely attendance or lack thereof. Attendance for a module, conference or other activity can be contingent on passing that assignment where specified, but will not have marks allocated to it and will be pass/fail grade only. It must be clearly labelled in the module descriptors if

these elements are requirements to achieve the module as otherwise they will be seen as formative assignments.

6.1.6 All modules should ideally include some formative assessment, earlier in the module, particularly where modules run over a whole academic year. Written or verbal feedback is acceptable for formative assignments, and does not need to be completed on the formal feedback sheet.

6.1.7 All documentation regarding assessment tasks, assessment criteria, submission deadlines and any accompanying guidance, including information relating to the return of work, will be clearly worded and readily available well in advance of the assessment deadline.

6.1.8 In order to serve the purposes described in section 2, assessment will be treated in accordance with the following principles and be:

- based on learning outcomes and assessment criteria
- integral to course design
- fair and free from bias
- valid, transparent and reliable
- timely
- consistent
- demanding, yet manageable,
- efficient

6.2 Learning Outcomes and Assessment Criteria

6.2.1 All assessment tasks are specifically designed to be clearly mapped to identified learning outcomes, which will assess whether the student has met the required learning outcomes.

6.2.2 Learning outcomes will be devised at course and module level:

- course level outcomes enable students to gain an overall understanding of their learning across the course

- module learning outcomes enable students to gain an appreciation of what will be learned by the end of the module
- module learning outcomes fall under an over-arching course learning outcome and will be clearly mapped as such in course validation.

6.2.3 Learning outcomes will be monitored to ensure that they:

- are each described as specifically as possible in terms of what the student will be able to do, and /or know
- are devised according to the appropriate subject benchmark statement
- are set at the appropriate level for the module /course.

6.2.4 Assessment criteria should be designed to enable more effective marking against the learning outcomes and to provide students with clarity on assessment tasks.

6.2.5 Where assessment criteria are present, they will be presented under the 'assessment' heading in the module descriptor in the course handbook. Assessment criteria will:

- use clear and accessible language
- examine whether all module learning outcomes have been met by the student, and whether each learning outcome has been considered by the markers. The Learning Outcomes may be covered over more than one assessment task, but the culmination of assessment tasks should meet all module learning outcomes
- be set at the required standard and level for the module
- be of a comparable standard to equivalent awards elsewhere in the UK and in keeping with appropriate subject benchmark statements

6.2 Rules of Assessment and Academic Frameworks

6.3.1 All Essex-validated courses (FHEQ levels 6, 7 and 8) fall under the Rules of Assessment, which defines the conferment of awards and rules for progression.

- 6.3.2 Where rules of assessment have been amended, candidates who had been admitted under the previous rules should be assessed under the most recent set of rules except where this would disadvantage them. This resolution should only be invoked where it is unambiguous that it would be advantageous for all candidates to be assessed under the most recent rules. (ASC 26 Oct 05 & 23 Nov 05).
- 6.3.3 All UEL-validated courses fall under the Trust-UEL academic framework for Masters level courses (for level 7 courses), or the Trust-UEL academic framework for D-level courses (for level 8 courses).

6.4 Word Count

- 6.5 For all Level 6 and 7 courses and taught components of doctoral (level 8) courses, word counts are stipulated under the assessment tasks described in the module descriptors within the course handbooks and a 10% margin of tolerance is applied. It will be expressed as a single figure and not as a range, e.g.:

*4,000 words (10% margin), rather than:
3,500-4,500 words*

- 6.6 As a rule of thumb, a 20 credit module will normally attract a word count of 4,000 words or equivalent. This will be pro-rata for larger or smaller credit modules:

Indicative word count tariff for Level 6 and 7 courses. Also Level 8 taught modules (but not thesis or doctoral viva voce).		
Assessment Type	Credits	Tariff
Written coursework	10	2,000 words
Written coursework	20	4,000 words
Written coursework	30	5,000 words

Written coursework	40	6,000 words
Presentation/viva voce	10	30 minutes
Presentation/viva voce	20	60 minutes

6.7 Doctoral theses should be no more than the stipulated word count and will normally be expressed as a range. No margin of tolerance is allowed where a range is specified.

6.8 Ancillary documentation (e.g. appendices) will not count towards the word count and will not be marked unless otherwise indicated within the module descriptor.

5.4 Penalties for exceeding word counts

6.4 Assessment submissions that go above the stipulated word count will be:

- Marked from the beginning up to the word count limit (including the 10% margin where applicable); and
- Assessment requirements/criteria regarding structuring, presentation and style of the written work will not have been fully met due to exceeding the word limit and marks should appropriately reflect this.

5.5 Confidentiality

6.4 The assessment design of many modules requires students to write about personal and professional experience and the information is often detailed and specific. It is therefore essential that the same high standard of confidentiality expected in relation to clinical and professional practice is observed in academic work. Students are responsible for ensuring the following:

6.5.4.1 The use of pseudonyms and the removal of personal details from which the identity of an individual patient / client could be deduced, including the identification of addresses, location of the

individual's home, school, GP, workplace, job etc., including any transcripts or appendices.

- 6.5.4.2 The use of pseudonyms and personal details that could identify colleagues, other professionals and organisations involved in the case, including identification of their workplace and specific location details.
- 6.5.4.3 That any documentation about, or produced by, an organisation is already within the public domain e.g. that it is document that a Trust, Social Services Department or organisation has published to the general public.
- 6.5.4.4 The assignments include a signed written statement confirming that pseudonyms have been used throughout, including any attached transcripts and appendices.
- 6.5.4.5 Audio-visual assessments include written consent from all participants involved that the session is being recorded and will be used for assessment purposes.

6.2 Penalties for breaches of confidentiality

- 6.5.2.1 Both explicit and indirect breaches of confidentiality will be penalised.
- 6.5.2.2 A major breach of confidentiality, which clearly identifies a patient, will be marked as a fail, and normal resubmission regulations will apply where relevant (6.12 below).
- 6.5.2.3 Minor breaches, the range of which could include lapses in the use of pseudonym, failure to sign a confidentiality statement and other possible lapses not cited here but judged not to clearly identify a

patient will incur a 10% deduction of the assessed mark.

- 6.5.2.4 A further minor breach would be marked as a major breach and the relevant penalty applied (6.6.2.2 above).
- 6.5.2.5 A further major breach may invoke the *Student Conduct Concern* and/or *Professional Suitability* procedures.

5.6 Assessment Submission Deadlines

- 6.2 All assessment submission deadlines must be set and published by the beginning of the academic year (via *Moodle*).
- 6.3 The idea of advertising submission deadlines well in advance is to enable students to plan their time effectively (particularly students with a learning difficulty or disability which may affect their ability to work to short deadlines).
- 6.4 Deadlines should be set bearing in mind examination boards and other key dates, to enable a reasonable length of time for marking and preparation of examination board grids.
- 6.5 All submission deadlines must fall at 12pm (midday) during the working week. Deadlines should not fall on bank holidays or weekends.
- 6.6 Where possible, there should not be more than one submission deadline per week on the same course.

5.7 Late Submissions

- 6.4 Under normal circumstances, if coursework is received after the submission deadline it will be marked as Late, and penalised in one of two ways:

- 6.7.4.1 For coursework submitted within 24 hours after the deadline, it will receive a penalty of 5% off their mark to be recorded by the markers on the feedback sheet, and checked by CAs to ensure the penalty has been applied before the examination board.
- 6.7.4.2 For coursework submitted over 24 hours later than the deadline will penalised with a mark of zero recorded at the assessment or examination board.
- 6.5 Markers should still mark the work and feedback should be shared with the student. Course Administrators will record that the coursework was submitted late (beyond 24 hours) and the penalty mark of zero will be recorded on the examination board grid. The mark may be upheld or reinstated as a result of an Extenuating Lateness or an Extenuating Circumstances claim being submitted and upheld.
- 6.6 For late assignments, if it is the first attempt, the Examination Board may ask the student to resubmit (in line with failure rules of assessment (Essex) or academic framework (UEL)). Students may submit the same assignment or submit new work. The second attempt will be capped at the pass mark.
- 6.7 Rules regarding failed work are laid out in the Trust-UEL Academic Framework for Masters Level Courses (UEL validated courses) and the Rules of Assessment (Essex validated courses).

5.8 Extenuating Lateness and Full Extenuating Circumstances

- 6.1 The Trust follows three Extenuating Circumstances policies for UEL and Essex-validated courses: 1) Extenuating Lateness; 2) Extenuating Circumstances (Trust-Essex); and 3) Extenuating Circumstances (Trust-UEL).
- 6.2 This procedure does not apply to the Middlesex University-validated *Dynamics of Mental Health Practice* course. Middlesex University Regulations, Policies and Procedures apply to this course.
- 6.3 Extenuating Lateness only relates to situations in which work is likely to be submitted later than the published deadline, but within 28 days.

6.4 Assessment deadlines are published at the beginning of the academic year to enable students to plan their workloads and submit their work in good time. Extenuating lateness, therefore, only applies when the student experiences unforeseen and exceptional life events which has affected their ability to submit on time.

6.5 Extenuating Lateness Application

6.8.5.1 The Late Submission Application Form (Appendix C) should be completed by the student and submitted to the relevant Course Administrator and the AGQAU via email (academicquality@tavi-port.nhs.uk) by the assignment deadline, or in exceptional circumstances within 7 days (including weekends and bank holidays) of the deadline date. The form can be found on the Trust website under 'Extenuating Circumstances'.

6.8.5.2 A new deadline should be proposed in the form which falls within 28 days (including weekends and bank holidays) of the original submission deadline). The new deadline must be approved by the Course Lead or Assessment tutor and must allow time for the work to be marked in time for the exam board. If the revised deadline would not allow for marking in time for the board, the student must make a full Extenuating Circumstances request.

6.8.5.3 Evidence should be provided to accompany the late submission form. This should cover the time period in question and meet the Extenuation Criteria described in 6.9.6 below.

6.8.5.4 An Extenuating Lateness panel will meet as described in section 6.9.7 to consider Extenuating Lateness claims and feed back to the Course Administrator. See 6.9.7 below for constitution of the Lateness Panel.

6.8.5.5 A decision will be reached and communicated to students within two weeks of the submission. The student should not wait for a decision to complete

and submit their assignment within the time frame indicated in their application.

- 6.8.5.6 Students may submit an extenuating circumstances claim in addition to or instead of the Extenuating Lateness application. The decision made at the Lateness panel may be reconsidered at the Extenuating Circumstances Committee if more evidence or further information is provided.
- 6.8.5.7 Markers should mark any work as normal and the mark will either be instated if the application is upheld, or the coursework will be marked as 'late' and a mark of zero recorded at the examination board if the application is rejected. The original mark should be recorded at the examination board as well as the final mark of zero in these cases.
- 6.8.5.8 If the Extenuating Lateness application is rejected and a mark of zero recorded at the examination board, and providing this is the first attempt, the student will have the opportunity to resubmit (retrieve). However, resubmitted work will be capped. If the assignment was marked and passed at the first attempt, the same assignment may be used for the retrieval and the mark capped at the resubmission board.

6.6 Extenuating Lateness Criteria

- 6.8.6.1 Extenuating lateness should meet the following criteria to be upheld:
 - the claim must be submitted within 7 days of the assessment deadline (including weekends and bank holidays).
 - evidence needs to be provided to support the claim.
 - the claim needs to clearly explain how the life events have affected the student's ability to submit on time.

- the circumstances need to be exceptional, unforeseen and normally experienced at some time between 28 days before the submission deadline, and the deadline.
- circumstances that constitute a valid claim are the same as those circumstances for Extenuating Circumstances within the UEL or Essex policies.
- circumstances not normally valid are heavy workloads at work (unless evidence can be provided that this is unforeseen), computer failure or other technical issues.

6.8.6.2 For a more detailed list of what does and does not constitute extenuating circumstances please see the relevant University Extenuating Circumstances policies and guidance.

6.7 Extenuating Lateness Panel

6.8.7.1 The Extenuating Lateness Panel should be made up of members sufficiently removed from the course which the student is being considered is enrolled with. The panel must include a servicing officer from the Academic Governance and Quality Assurance Unit who will also provide guidance and advice to the panel members. There should be no fewer than two members. It will normally be chaired by an associate dean, portfolio manager or the Head of Academic Governance and Quality Assurance.

6.8.7.2 The panel will meet on an *ad hoc* basis within 7 days of a claim being received. Students should normally expect to receive the outcome within 10 working days, but it will normally be earlier than this.

6.8.7.3 Records of decisions made will be kept and communicated to Course Administrators ahead of the Pre-Board (Essex) or Assessment Board (UEL). The AGQAU is responsible for ensuring that course teams are informed of these decisions.

6.8.7.4 Lateness Panels may only uphold the claim and confirm the resubmission deadline. They cannot recommend any other course of action to the Examination Board but can refer the claim to the Extenuating Circumstances Committee.

6.8 Full Extenuating Circumstances

- 6.8.8.1 Extenuating circumstances claims can be made when: the student has been unable to claim for Extenuating Lateness; where the student has not been able to submit an assignment at all; or where the assignment is later than 28 days late (including weekends and bank holidays).
- 6.8.8.2 Students should use the Trust-UEL (Appendix E) or Essex Extenuating Circumstances claim form (as applicable). Both forms can be found and downloaded from the Trust website under 'Extenuating Circumstances'.
- 6.8.8.3 The UEL or Essex Extenuating Circumstances Policy (as applicable) should be followed for all Extenuating Circumstances claims relating to students enrolled on Trust-UEL or Trust-Essex courses.
- 6.8.8.4 The Trust will convene at least one Extenuating Circumstances Committee per year, before pre-examination boards or assessment boards take place. The date of the committee and the deadline for submitting applications will be advertised well in advance on the Trust website under 'Extenuating Circumstances'.
- 6.8.8.5 The Extenuating Circumstances Committee only has the power to make a recommendation to the Examination Board. All decisions are confirmed or rejected by the Board.

5.9 Assessment Feedback

- 6.4 Summative Assessment Feedback should always be provided in writing on the standard Assessment Feedback Sheet (Appendix B). Feedback should be constructive and help students to improve.
- 6.5 Unhelpful, negative, subjective or brief or conversely, overly lengthy feedback is not normally acceptable.
- 6.6 Markers will not make assumptions about coursework being in a second language (e.g. being too lenient or strict regarding syntax and grammar based on assumptions). As this policy encourages anonymous marking as far as possible, all assignments should be approached as equal when marking, except where a disability front sheet is present. See section 6.14 on students with disabilities.

5.10 Marking and Internal Verification

- 6.4 All summative assignments, including oral examinations such as presentations and *viva voce*, should be double or second marked, or be internally verified.
- 6.5 Marking turnaround times should normally be no more than four weeks from submission of a summative assignment to students receiving their feedback. All marks released to students are always provisional until the examination board has sat.
- 6.6 **Double Marking**
- 6.10.6.1 The principal of double marking will be used in the case of all dissertations and final projects except for doctoral theses:
- both markers receive an un-marked copy of the script (as it was submitted). Both markers record their marks and comments separately.
 - the markers then discuss and compare marks and comments to resolve differences and produce one agreed mark and Assessment

Feedback Sheet (see 6.11.4.1 below for details about agreeing marks).

- the agreed mark and assessment feedback sheet may only then be shared with the student.
- only the agreed mark should be recorded at assessment boards.
- every piece of work for that component of assessment will be marked by two markers.

6.10.6.2 If the first and second Markers do not reach agreement, a third (experienced) marker will be consulted and their decision is final. They do not necessarily need to re-mark the work, but will always need to consider the comments and marking of the first two markers.

6.7 Second Marking

6.10.7.1 Second marking may be used as an induction tool for new markers, or where a new assessment or module is introduced. It may also be used to settle challenges to a student mark:

6.10.7.2 In the case of **second marking** the second marker marks the work but has access to the first marker's marks and/or comments.

6.10.7.3 Marks must be reconciled by agreeing a mark and comments between the two markers rather than averaging the mark. Students may then receive the agreed mark and a single set of comments.

6.10.7.1 If the first and second Markers do not reach agreement, a third (experienced) marker will be consulted and their decision is final. They do not necessarily need to re-mark the work, but will always need to consider the comments and marking of the first two markers.

6.10.7.2 On very rare occasions the External Examiner can be approached to arbitrate in cases where an agreed mark between three markers cannot be reached satisfactorily.

6.8 Oral Examinations

6.10.8.1 Oral examinations such as viva voce or presentations must be attended by at least two markers and the principles of either double marking or second marking must be used. Although either can be used, one or other method must be consistently applied to all students in that cohort.

6.9 Internal Verification

6.10.9.1 Internal Verification (IV) should be applied to all Summative written assignments apart from final projects/dissertations which should be double marked (6.11.4 above). The Internal Verifier's role is crucial to providing an overview and assurance to the course team and the Trust that students are being marked at a high standard fairly, consistently and accurately. They should be prepared to respond to the Course Lead (even if it is not reported formally) on these areas.

6.10.9.2 The sample to be verified should normally consist of a minimum of 10% or 10 scripts (whichever is the greater), plus all fails. An Internal Verifier would normally be the module lead and be allocated to a whole module.

6.10.9.3 The sample should be representative of all markers and grades, meaning that the sample should be made up of scripts from the full range of markers, grades and any associate centres.

6.10.9.4 If a cross-section of all markers and centres cannot be achieved within one assignment, a sample of each

marker's work should be Internally Verified over the course of the year (or two years).

6.10.9.5 Markers should not be informed if their feedback and marks are going to be a part of a sample, nor which students' assignments will be included before they mark the work.

6.10.9.6 Students should not be made aware whether their work has been verified or not.

6.10.9.7 Internal verifiers cannot amend individual marks, because this could disadvantage the students who are included, or not included, in the sample.

6.10.9.8 If the Internal verifier identifies that a particular marker's marks are higher or lower than the other markers, they should:

- Review a larger sample (or all other) work marked by that marker; and
- Bring this discrepancy to the attention of the Course Lead. Where the Course Lead's sample is the one with the discrepancy, another experienced marker should be brought in but the course lead will need to be made aware of the issue.
- If the concerns raised by the IV are felt to be valid upon further scrutiny, the Course Lead can make the decision to have the assignments of those affected second marked (see 6.11.4 above);

6.10.9.9 The internal verifier should produce a brief, written report identifying the size and nature of the sample reviewed and their findings. A sample form can be found in Appendix D.

6.10 'X9' Aggregate Module Marks should be considered for Essex-validated courses at the Pre-Board, and any coursework making up an aggregate module mark, which are at a threshold banding (e.g 49, 59, or 69), should be re-marked to decide

whether the student should be upgraded to the higher banding, or be downgraded by one mark, to provide a clearer result for students.

6.10.10.1 The marker has the right to keep the mark as it was originally.

6.10.10.2 These will be reported at the examination board and the aggregate mark amended where applicable.

6.10.10.3 The student will be informed that the marks were revisited and either were amended or remained the same.

5.11 Failed Work

6.4 Failed work will fall under the Essex Rules of Assessment or Trust-UEL Framework.

6.5 Any failed work which the examination board require resubmission on, should be marked in the same way as the first attempt as described in 6.11 above, although in reality, coursework may be double or second marked rather than being internally verified due to the small number of papers.

6.6 Preserving the anonymity of a student who has resubmitted may not always be possible in small course teams.

5.12 External Examining

6.4 The Trust follows the University of East London, or the University of Essex External Examining processes for appointment, examination boards and annual reporting (whichever is the relevant validating body for the course).

6.5 The Course Administrator will be the main liaison with the external examiner. They will work with the AGQAU and Course Lead in relation to liaising with the external examiner.

- 6.6 In addition to the above, student work from national centres should be identified within the sample to allow examiners to compare student performance and academic standards across different sites of delivery. Findings from this should be raised in the annual report, but may also be raised in the examination board.
- 6.7 **Marks Scaling:** For Essex-validated courses, marks can be considered for scaling under section 5f of the *Assessment Policies for Undergraduate and Taught Postgraduate Awards of the University of Essex*.

5.13 Students with Disabilities

- 6.4 This section should be read in conjunction with the 'Academic Procedure for Students with Disabilities'.
- 6.5 Formative assessment should take place during the first half of the module to provide students with developmental feedback and to identify any issues that the students might face (e.g. needing further support with study skills, or students with undiagnosed learning difficulties), although tutors are not expected to correctly identify, and if they have concerns they should refer the student to the relevant experts for diagnosis and support (see 'Students with Disabilities Procedure').
- 6.6 Students who have declared a learning difficulty will be provided with cover sheets (where appropriate) to attach to the front of their assignments before submission. This alerts markers to the fact that the student has learning difficulties or disabilities that affect their work. This also includes guidance on marking these assignments. In order to provide the cover sheet, the student must have formally disclosed their disability to avoid fraudulent use of such sheets, in accordance with the Trust's Students with Disabilities Procedure.
- 6.7 Markers are expected to attend training on marking for students with learning difficulties.
- 6.8 Extensions are not normally provided to students on the basis of learning difficulties or disabilities because the assignment

submission deadlines are advertised at the beginning of the academic year, enabling all students to plan their work and make arrangements for submitting their assignments on time.

- 6.9 For other support available to students with disabilities or learning difficulties, see the Trust's 'Academic Procedure for Students with Disabilities'
- 6.10 Students who have not formally declared a disability as set out in the Academic Procedure for Students with Disabilities in advance of submission cannot expect additional consideration during marking, even if they have mentioned it to a member of the course team and have not given permission for the member of the course team to act on this information by recording the disability with the Student Disability Lead to take further. However, a disability can be formally declared at any time. For the process of formally declaring a disability, please see the Students with Disabilities Procedure.

5.14 Assessment Processes and Submission

- 6.4 Full use is made of e-Submission for appropriate coursework submission, marking and feedback
- 6.5 Any written coursework may be checked for similarity with other work using the Turnitin platform
- 6.6 All information relating to assessment tasks, assessment criteria, submission deadlines and feedback processes will be clearly provided within module descriptors, which will be accessible to students via the relevant module's virtual learning environment. Course approval panels need to:
- be satisfied that a proposed course requires students to achieve appropriate standards of work at each level of the award
 - ensure assessment within a course incorporates a varied and appropriate diet of assessment tasks
 - consider the overall coherence of the course of study and progression through the programme.

- 6.7 Periodically, course teams will review the spread and variety of assessments undertaken across modules that comprise the course of study. This will acknowledge changes that may have been undertaken within individual modules since the previous approval/review and will ensure that a varied and appropriate diet continues to be offered across the courses.
- 6.8 Communicating with students to inform them of outcomes following an examination board is the responsibility of the Course Administrator.

6.16 Requests from students to have their work re-marked

- 6.16.1 The following apply to all requests for a re-mark:
 - 6.16.1.1 Students may only request a re-mark of work under the circumstances set out in 6.16.2 and 6.16.3 below.
 - 6.16.1.2 If a request for a re-mark is approved, work will be double-marked and marks must be reconciled (see Section 6.11.3).
 - 6.16.1.3 Students must request a re-mark within one month of the provisional mark being published through Moodle. Requests will only be considered as a result of the submission of a correctly completed form. The process, deadlines and criteria set in this document cannot be changed.
 - 6.16.1.4 Students marks can increase, decrease or remain the same after a request for a re-mark.
 - 6.16.1.5 Students will receive revised written feedback after a re-mark on the standard feedback form
 - 6.16.1.6 The right to request a re-mark can only be requested on one occasion for any particular piece of work (unless a procedural/administrative error is suspected).
- 6.16.2 Where coursework has been single marked with a sample being verified, students have the right to request formal re-marking of the piece of work under one or both of the following criteria:
 - 6.16.2.1 Procedural/administrative error is suspected.
Students have the right to request formal re-marking of a piece of work if they suspect there has been a procedural/administrative error.

6.16.2.2 If the work was not initially included in the sample for verification.

6.16.2.3 The student may only request a re-mark if:

- The student has met with the initial marker or Course Lead (or suitable nominee appointed by the relevant Associate Dean) to obtain further feedback on the reason for the initial mark before making a formal request for a re-mark; and
- The form requesting a re-mark has been completed and submitted with the signature of the first marker (or nominee, see above) confirming that the meeting has taken place, no later than one month from the date of the initial feedback to students.

6.16.3 Other circumstances

There may be exceptional circumstances where approval is given for a piece of work to be re-marked which falls outside those defined in 6.16.2. Where this is the case, the conditions set out in 6.16.1 apply. Students should contact their Course Lead for advice, and should also note that approval will only be given in exceptional cases.

5.15 Language of Assessment

- 6.4 In addition to courses validated by the University of East London which are delivered in English, the Trust has developed an effective precedence for delivery in a foreign language, which is in line with the QAA's UK Quality Code for Higher Education.
- 6.5 The courses delivered in another country are taught in the native language and assessed work is submitted in that language.
- 6.6 The markers are fluent in English and in the language of teaching and assessment. At least one external examiner appointed to the course is bilingual in the language of delivery and assessment and in English.
- 6.7 There are also specific and equitable arrangement for marking where a course is delivered in a language other than English – staff fluent in the other language will mark both English and the local language papers to ensure comparability of standards.

- 6.8 In instances where a non-local language speaker teaches on the course, the respective partner institution will ensure that full translation and interpretation resources are provided.

7 Training Requirements

- 6.4 Markers are expected to attend regular training relating to assessment and feedback, including marking work by students with disabilities or learning difficulties, and using the full range of marks.
- 6.5 All new markers should be paired with an experienced marker who will second mark the assignments (see 'Second Marking') above.

8 Process for monitoring compliance with this Procedure

- 6.4 External examiners are responsible for looking at the performance of the students and markers and comparing these with the national picture. External Examiners will:
- 8.3.4.1 receive a sample of student work in accordance with the relevant validating University's requirements, and will also receive a copy of this procedure.
 - 8.3.4.2 report on these issues in an annual report
- 6.5 At the examination board, all marks and grades will be considered to ensure assessment and marking is consistent with this procedure and identify any anomalies.
- 6.6 Annually, a course-level report is produced by course leads detailing progression and achievement statistics and analysis thereof (Annual Course Monitoring). These reports are peer reviewed, and an overview report is produced by the Dean of Academic Governance and Quality Assurance looking at high level retention and achievement statistics.

- 6.7 The Academic Governance and Quality Assurance Committee receives an analysis of student survey feedback which includes questions on assessment.
- 6.8 Throughout the year, course teams may feed back to the Head Academic Governance and Quality Assurance or the Senior Quality Officer, Academic Governance and Student Engagement on the effectiveness of the procedure, who will factor these comments into the review of the policy at the date specified on the front of the document.

9 References

- 6.4 Students with Disabilities Procedure:
<https://tavistockandportman.nhs.uk/training/current-students/student-support/>
- 6.5 QAA UK Quality Code for Higher Education:
<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code>
- 6.6 Course Validation, Variation, Revalidation and Modification Procedures:
<https://tavistockandportman.nhs.uk/training/current-students/student-regulations/quality-assurance/course-development-and-review/>
- 6.7 Frameworks for Higher Education qualifications:
<http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2718#.WAC-xLFwa70>
- 6.8 The Data Protection Act 1998:
http://www.opsi.gov.uk/Acts/Acts1998/ukpga_19980029_en_1

10 Associated documents¹

¹ For the current version of Trust procedures, please refer to the intranet.
Assessment and Marking Procedure, version 3, 2018

10.1

The following are found here:

<https://tavistockandportman.nhs.uk/training/current-students/student-regulations/assessment/>

- University of Essex Rules of Assessment
- University of Essex Postgraduate Taught Course Credit Framework
- University of East London/Trust Academic Framework for Masters Level Courses
- University of East London/Trust D Level Modular Regulations
- University of East London Research Degree Regulations
- Data protection procedure

5.2 Assessment Cover Sheet for students with disabilities or learning difficulties (The Student Disabilities Lead can provide a copy to those qualified to receive this).

5.3 Standard Assessment Feedback Sheet (APPENDIX B)

5.4 Standard Assessment Front Sheet (APPENDIX C)

5.5 Late Submission Application Form (APPENDIX D)

5.6 Internal Verifiers Report Form (APPENDIX E)

5.7 Trust-UEL Extenuating Circumstances Claim Form (APPENDIX F)

NB The **Essex** Extenuating Circumstances Claim Form should be downloaded from the following link:

<https://tavistockandportman.nhs.uk/training/current-students/student-regulations/assessment/extenuating-circumstances/> and returned to AcademicQuality@Tavi-Port.nhs.uk)

Appendix A: Equality Impact Assessment

Completed by	Rebecca Bouckley
Position	Senior Quality Officer, Academic Governance and Student Engagement
Date	6 th January 2017

The following questions determine whether analysis is needed	Yes	No
Is it likely to affect people with particular protected characteristics differently?	X	
Is it a major policy, significantly affecting how Trust services are delivered?	X	
Will the policy have a significant effect on how partner organisations operate in terms of equality?	X	
Does the policy relate to functions that have been identified through engagement as being important to people with particular protected characteristics?	X	
Does the policy relate to an area with known inequalities?		X
Does the policy relate to any equality objectives that have been set by the Trust?		X
Other?		X

If the answer to *all* of these questions was no, then the assessment is complete.

If the answer to *any* of the questions was yes, then the following analysis will provide further scrutiny:

	Yes	No	Comment
Do policy outcomes and service take-up differ between people with different protected characteristics?		X	Not as far as we know although this will be closely monitored

What are the key findings of any engagement you have undertaken?			Practices laid out in this policy are consistent with HE sector research and practice (Quality Assurance Agency for Higher Education / Higher Education Academy)
If there is a greater effect on one group, is that consistent with the policy aims?	X		Students with disabilities and learning difficulties have been specifically factored into the policy to ensure fairness and equity
If the policy has negative effects on people sharing particular characteristics, what steps can be taken to mitigate these effects?		X	
Will the policy deliver practical benefits for certain groups?	X		Students with disabilities and learning difficulties have been specifically factored into the policy to ensure fairness and equity. Anonymised student assessment helps to ensure bias is avoided in the assessment process.
Does the policy miss opportunities to advance equality of opportunity and foster good relations?		X	
Do other policies need to change to enable this policy to be effective?	X		The Students with Disabilities Procedure is being revised as a result of this policy.
Additional comments			

If one or more answers are yes, then the policy may unlawful under the Equality Act 2010 –seek advice from Human Resources (for staff related policies) or the Trust’s Equalities Lead (for all other policies).

Appendix B: Assessment Feedback Sheets

The Tavistock & Portman NHS Foundation Trust Assessment Feedback Sheet – Level 7

= CA to complete

= Completed by marker

Course Title and Code:		Version of the course (e.g. Essex, validated 2015/16)	
Module Title:			
Component (where there is more than one assessment component to a Module identified in the course handbook):			
Word Count expressed in handbook:			
Submission due date:			
Student Number:			
Marker's Name:			
Assessment Criteria	Comments (markers to complete comments against each criteria listed):		
<i>Assessment criterion from the module descriptor within the course handbook:</i>	<i>As a guide, keep each box to a maximum of 100 words</i>		

Presentation	
Spelling/grammar	
Style/structure (if the work went over the word count this should be reflected in this section, and in the overall mark)	
References	
Overall Comments: <i>State here how the student could have improved their mark, and what they did well (max 100 words):</i>	
Marking penalties (e.g. Lateness and confidentiality) Assignments submitted after the deadline but within 24 hours of the deadline will receive a 5% penalty. Work submitted over 24 hours late: marked at 0. Markers please put original mark before penalty in 'overall comments' section above. Work that goes over the word count will only be marked up to the upper limit of the word count.	<i>Indicate penalty type(s)</i>
Indicative Mark: <i>Please note that this mark is not ratified until the examination board has met and may be subject to change. Penalties will be applied at Examination Boards if rules are breached such as late submission, confidentiality or plagiarism. In these instances, the mark provided here will change, and is for your information only to support your development.</i>	<i>Indicative Mark</i>

70%+ Distinction	<p>All criteria necessary to achieve a Merit in addition to some of the elements listed below:</p> <ul style="list-style-type: none"> Sophisticated analysis and critique of complex issues; Advanced capacity to integrate theory and observation for papers where observational skills are central; Evidence of original thinking and/or original application of established ideas; Significant and outstanding piece of fluent writing.
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<p>60-69% Merit</p>	<p>All criteria necessary to achieve a Pass in addition to some of the elements listed below: Constructs a strong argument from an informed position; Use of a range of primary sources which are well-digested and appropriately applied; Capacity to evaluate issues critically; A well-presented piece of fluent writing.</p>
<p>50-59% Pass</p>	<p>The assignment adequately addresses the module assessment criteria. A reasonable capacity to integrate theory and observation is demonstrated. A reasonably coherent presentation that follows an argument or line of thinking.</p>
<p>40-50% Marginal Fail</p>	<p>Fails to meet all of the criteria and requirements of the assignment adequately. Narrow range of knowledge and underpinning theory. Little application of theory to practice/observation. A piece of writing which may be disorganised in places or present arguments which are difficult to follow.</p>
<p>0-40% Fail</p>	<p>Fails to meet any of the criteria and requirements of the assignment adequately. Very little evidence of relevant knowledge and underpinning theory. Very little or no application of theory to practice/observation A piece of writing which are likely to be disorganised or present argument(s) which are difficult to follow.</p>

**The Tavistock & Portman NHS Foundation Trust
Assessment Feedback Sheet – Level 6**

= CA to complete

= Completed by marker

Course Title and Code:		Version of the course (e.g. Essex, validated 2015/16)	
Module Title:			
Component (where there is more than one assessment component to a Module identified in the course handbook):			
Word Count expressed in handbook:			
Submission due date:			
Student Number:			
Marker's Name:			
Assessment Criteria	Comments (markers to complete comments against each criteria listed): <i>As a guide, keep each box to a maximum of 100 words</i>		
<i>Assessment criterion from the module descriptor within the course handbook:</i>			
Presentation			

Spelling/grammar	
Style/structure (if the work went over the word count this should be reflected in this section, and in the overall mark)	
References	
Overall Comments: <i>State here how the student could have improved their mark, and what they did well (max 100 words):</i>	
Marking penalties (e.g. Lateness and confidentiality) Assignments submitted after the deadline but within 24 hours of the deadline will receive a 5% penalty. Work submitted over 24 hours late: marked at 0. Markers please put original mark before penalty in 'overall comments' section above. Work that goes over the word count will only be marked up to the upper limit of the word count.	<i>Indicate penalty type(s)</i>
Indicative Mark: <i>Please note that this mark is not ratified until the examination board has met and may be subject to change. Penalties will be applied at Examination Boards if rules are breached such as late submission, confidentiality or plagiarism. In these instances, the mark provided here will change, and is for your information only to support your development.</i>	<i>Indicative Mark</i>

70%+ Distinction	All criteria necessary to achieve a Merit in addition to some of the elements listed below: Sophisticated analysis and critique of complex issues; Advanced capacity to integrate theory and observation for papers where observational skills are central; Evidence of original thinking and/or original application of established ideas; Significant and outstanding piece of fluent writing.
60-69% Merit	All criteria necessary to achieve a Pass in addition to some of the elements listed below: Constructs a strong argument from an informed position;

	<p>Use of a range of primary sources which are well-digested and appropriately applied; Capacity to evaluate issues critically; A well-presented piece of fluent writing.</p>
<p>40-59% Pass</p>	<p>The assignment adequately addresses the module assessment criteria. A reasonable capacity to integrate theory and observation is demonstrated. A reasonably coherent presentation that follows an argument or line of thinking.</p>
<p>35-39% Marginal Fail</p>	<p>Fails to meet all of the criteria and requirements of the assignment adequately. Narrow range of knowledge and underpinning theory. Little application of theory to practice/observation. A piece of writing which may be disorganised in places or present arguments which are difficult to follow.</p>
<p>0-34% Fail</p>	<p>Fails to meet any of the criteria and requirements of the assignment adequately. Very little evidence of relevant knowledge and underpinning theory. Very little or no application of theory to practice/observation A piece of writing which are likely to be disorganised or present argument(s) which are difficult to follow.</p>

**The Tavistock & Portman NHS Foundation Trust
Assessment Feedback Sheet – Level 8**

= CA to complete

= Completed by marker

Course Title and Code:		Version of the course (e.g. Essex, validated 2015/16)	
Module Title:			
Component (where there is more than one assessment component to a Module identified in the course handbook):			
Word Count expressed in handbook:			
Submission due date:			
Student Number:			
Marker's Name:			
Assessment Criteria	Comments (markers to complete comments against each criteria listed): <i>As a guide, keep each box to a maximum of 100 words</i>		
<i>Assessment criterion from the module descriptor within the course handbook:</i>			
Presentation			

Spelling/grammar	
Style/structure (if the work went over the word count this should be reflected in this section, and in the overall mark)	
References	
Overall Comments: <i>State here how the student could have improved their mark, and what they did well (max 100 words):</i>	
Marking penalties (e.g. Lateness and confidentiality) Assignments submitted after the deadline but within 24 hours of the deadline will receive a 5% penalty. Work submitted over 24 hours late: marked at 0. Markers please put original mark before penalty in 'overall comments' section above. Work that goes over the word count will only be marked up to the upper limit of the word count.	<i>Indicate penalty type(s)</i>
Indicative Mark: <i>Please note that this mark is not ratified until the examination board has met and may be subject to change. Penalties will be applied at Examination Boards if rules are breached such as late submission, confidentiality or plagiarism. In these instances, the mark provided here will change, and is for your information only to support your development.</i>	<i>Indicative Mark</i>

Appendix C: Assessment Front Sheet

Assessment Front Sheet

All written assignments MUST be submitted with this cover sheet. Assignments submitted without this cover sheet will not be accepted.

Student Number:

Course Code:

Module Name:

Module Number:

Submission Date:

Confirmation: Please tick the following boxes to confirm:

1. I confirm that the word length is (Enter word count) which falls within the word length tariff for this assignment
2. I confirm that I have taken all reasonable measures to ensure anonymity of all the patients, clients, professionals and institutions referred to in this assignment
3. I confirm that this submission is my own work and the ideas and written work of others has been identified and correctly referenced

Appendix D: Trust-Essex Late Submission Application Form

Tavistock and Portman NHS Foundation Trust LATE SUBMISSION OF COURSEWORK FORM (Extenuating Circumstances) APPLICATION FORM FOR INSTATEMENT OF ASSIGNMENT MARK

This form is **ONLY** for use by Postgraduate and Graduate Certificate/Diploma students enrolled on a University of Essex-validated programme.

This form should be completed by students who have not met an assignment deadline and wish to submit the work late (**but within 28 days of the published deadline**) and have their marks instated by the Trust Late Submissions Committee. This should be submitted to Academic Quality (academicquality@tavi-port.nhs.uk). **You should note that submitting this form does not mean that marks for the assignment will be automatically instated.** For further information on the process, see the Academic Procedure for Assessment and Marking section 6.9.

You are encouraged to submit incomplete work if you cannot satisfactorily complete your assignment by the deadline, so that in the event that your appeal to the Late Submission Committee is unsuccessful, you will still have some marks for consideration at the Examination Board.

This form must be submitted within 7 calendar days of the coursework deadline. Each form allows two separate pieces of work to be considered (providing that the same reason for lateness is being claimed).

ALL SECTIONS MUST BE COMPLETED

Full Name:	
Student number:	
Course title:	
Year of Study:	
Module Title (please use a separate form for each module):	
Module Code:	
Coursework Description: E.g. essay, portfolio, care-study, skills sheet.	
Coursework Deadline:	
NB This form may <u>only</u> be used for work submitted within 28 days of the course work deadline. After this time, extenuating circumstances forms must be used.	
EITHER - Date coursework actually submitted:	
<u>OR</u> - Date you propose to submit course work:	

Please complete your claim overleaf:

FOR OFFICE USE ONLY:

Date received by AQ:	
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Outcome of request for instatement:	<input type="checkbox"/> APPROVED	<input type="checkbox"/> NOT APPROVED
Comments:		
Signature of Chair of Late Submissions Committee:		
Date:		
Copied to:		

ALL SECTIONS SHOULD BE COMPLETED

(1) What is the nature of your claim? *Please give your reasons for late submission and state why you think your mark should be instated.*

(2) List below any documentation submitted in support of your request: The Late Submissions Committee reserves the right to reject cases where evidence is not provided. You are advised to save copies of any evidence that you submit, in case you need to refer to, or re-use, them in the future.

(Please do not state that "xxx is available if needed" - If you list documentary evidence to support this claim you ARE required to submit it.)

(3) If you have spoken to a member of the Course Team or a Trust support service about your situation please fill in the details below. Although we do not routinely contact staff, we may need to contact them for further information.

Name of Staff member or Service:	<i>(If no-one state no-one)</i>
Date contacted:	

Please give brief details:	
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- (4) You should note that submitting a false claim or fraudulent documentation is a serious matter and is an academic offence, which will be dealt with under the Academic Offences Procedures. The Tavistock and Portman NHS Foundation Trust reserves the right to check on the validity of the document(s) you submit by contacting the third party directly.

By submitting a late submission of coursework form you are agreeing to the Tavistock and Portman NHS Foundation Trust holding this personal data for the purposes of processing your claim. The Trust will hold this data in accordance with its notification under the 1998 Data Protection Act.

SIGNED:

DATED:

Students should sign and return the completed form, with supporting documentation, if appropriate, to the Academic Quality Unit (AcademicQuality@Tavi-Port.nhs.uk) or place in an envelope marked 'confidential – FAO AGQAU' and leave with the DET reception.

Non-approval of the request for instatement of marks does not affect a student's right to submit an Extenuating Circumstances Form for consideration by the Board of Examiners.

Appendix E: Internal Verifier's Report Form

Internal Verifier's Report Form Tavistock and Portman NHS Foundation Trust

NB You cannot amend individual students' marks. If you identify a clear mistake such as a typo you can go back to the marker who can review their feedback to that student. Please refer to the Academic Procedure for Assessment and Marking relating to Internal Verification before starting your verification.

Name of Verifier:

Course Title:

Module Title/Assignment title:

Student ID numbers for work reviewed:

Number of papers reviewed:

Academic Year:

Are you satisfied that the markers' marks reflect the comments well? YES NO

Please comment:

Are you satisfied that the marks reflect the student's achievement (within a tolerable margin)?

YES NO

Please comment. If you are not satisfied please outline the issues identified and what steps have been taken:

If you have identified this issue please refer this to the Course Lead in relation to 6.11.6 of the Academic Procedure for Assessment and Marking.

Once this form is completed, please send to the Course Lead for review.

Course Lead: Once you are satisfied with this form, please send to the Course Administrator to include in the Pre-Board packs and also to send to the External Examiners.

Course Administrators: This completed form can only be considered final when you have received it from a Course Lead or Portfolio Manager (where the Course Lead has a conflict of interest).

Appendix F: Trust-UEL Extenuating Circumstances Claim Form

I want to apply for extenuation for:

(please tick boxes that apply)

An Exam	<input type="checkbox"/>	An Exam (I have previously had extenuation granted for this)	<input type="checkbox"/>
Coursework (Submitted after 7 days)	<input type="checkbox"/>	Coursework (Submitted within 7 days of the deadline)	<input type="checkbox"/>
Coursework (Not submitted)	<input type="checkbox"/>	Coursework (I didn't submit it, but I have previously had extenuation for this)	<input type="checkbox"/>



Sorry, if you ticked any boxes in the left hand column, it means your module is CAPPED and you cannot apply for extenuation for this module.

EXTENUATION FORM - GUIDANCE – PLEASE READ

These notes are designed to help you complete the Extenuation Form. Please read them carefully before you complete the form.

Extenuating Circumstances Procedures

You should also read the following documents carefully as they provide the framework for the extenuation process:

- **Procedures Governing Extenuating Circumstances**
<http://www.uel.ac.uk/ga/manual/documents/part6-extenuating.doc>
- **Extenuating Circumstances: Student Guidance – FAQs.**
<http://www.uel.ac.uk/ga/documents/extenuatingcircumstances.doc>

In addition the **Trust Academic Governance and Quality Assurance Unit** may be contacted for advice on extenuation as follows:

- by telephone on 0208 938 2699;
- by e-mail at AcademicQuality@Tavi-Port.nhs.uk;
- in person by making an appointment with DET reception (room 261)

Please do not approach lecturers, personal tutors or administrative staff for advice on extenuation. They will only be able to refer you to the AGQAU and the guidance on the website.

Key things to remember

- **Claims for extenuation will normally fail unless supported by documentary evidence.** It is your personal responsibility to ensure that one copy of **ALL** documentary evidence relating to your case is attached to the Extenuation form.
- You must supply information for all fields marked with an asterisk (*) or your claim will fail – **if we don't have enough information, we can't process your claim.**
- You must take a **photocopy** of your completed form and supporting evidence prior to submission. Your extenuation form and the documentary evidence will not be returned to you.
- Hand in the form to the DET student reception, or scanning and emailing to AcademicQuality@Tavi-Port.nhs.uk. Claims that are submitted later than this date usually fail.
- No correspondence will be entered into relating to your extenuation form or the decision of the extenuation panel.

Log on to UEL DIRECT to view the decision of the extenuation panel after the release of the end-of-semester results. This is the only way to find out whether your extenuation claim has been successful or not.



EXTENUATING CIRCUMSTANCES FORM

PLEASE COMPLETE ALL SECTIONS OF THE FORM (* starred items on this form must be completed correctly or your extenuation claim will automatically be rejected)

SECTION 1- YOUR DETAILS (Anonymity will be protected wherever possible)

Surname: *	Date of Birth:*
Forename(s): *	
Student Number: *	
Course Title: *	

SECTION 2 –**DETAILS OF THE ASSESSMENT GIVING RISE TO THE CLAIM FOR EXTENUATION (* starred items on this form must be completed correctly or your extenuation claim will automatically be rejected)**

In which Term was the assessment for which extenuation is claimed? Please tick the relevant box.

Autumn Term	<input type="checkbox"/>	Spring Term	<input type="checkbox"/>	Summer Term	<input type="checkbox"/>	Summer Reassessment	<input type="checkbox"/>	Other (please specify)	<input type="checkbox"/>
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COURSEWORK

If the assessment for which extenuation is being claimed was COURSEWORK please complete the boxes below.

Module Code	Module Name	Title of Coursework	Coursework Deadline Date and time	Did you submit the work by the exact deadline? Yes / No	Did you submit the work within 7 days of the deadline? Yes / No	If submitted, give date and time of submission	Office use only: Delta component code
*	*	*	*	*	*	*	
*	*	*	*	*	*	*	
*	*	*	*	*	*	*	

SECTION 3 –

DETAILS OF THE EXTENUATING CIRCUMSTANCES

PLEASE STATE IN A RELEVANT AND CONCISE MANNER WHAT THE EXTENUATING CIRCUMSTANCES WERE (Do not continue on a separate sheet unless absolutely necessary. Securely attach any additional sheets to this form.)

Please try and answer the following questions:

- 1) Why are you applying for extenuation? Describe the relevant circumstances concisely.**
- 2) How was your performance impaired?**
- 3) When did this happen? Please give exact dates or periods of dates that you were impaired.**

Prior to submission please take a photocopy of all pages of your extenuation claim including supporting evidence. This form will not be returned to you.

DOCUMENTARY EVIDENCE:

Please note that claims for extenuation will normally fail unless supported by documentary evidence

List below any documentary evidence that you have attached to this form.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

List below any documentary evidence that you have NOT attached to this form but will provide within 5 days of the submission of this form. Give reasons why the documentation is not attached to the form.

- 1.
- 2.
- 3.

Reason for late submission of documentation:

Prior to submission please take a photocopy of all pages of your extenuation claim including supporting evidence. This form will not be returned to you.

SECTION 4 –

CHECKLIST

Prior to submitting your form please check that you have undertaken the following:

(Please tick the boxes below to confirm)

	I have read the student guidance notes and where required sought advice from the Academic Governance and Quality Assurance Unit.
	I have completed all sections of the extenuating circumstances form including all starred items.
	I have attached documentary evidence in support of my extenuation claim.
	I have signed and dated the declaration below.
	I have taken a photocopy of all pages of the extenuation claim including supporting evidence.

DECLARATION

Please read the statements below and sign the declaration at the bottom*

I have completed sections 1, 2,3 and 4 clearly explaining the grounds of my claim. I have attached all additional sheets and documentary evidence available. The details on this form are correct to the best of my knowledge. I have read the Extenuating Circumstances-: Student Guidance FAQs at www.uel.ac.uk/qa/extenuation.htm and the Extenuation Form Guidance. I acknowledge that the decision of the extenuation panel is final and that no correspondence will be entered into or information given on this decision

In accordance with the Data Protection Act 1998 we are required to obtain your consent for the following:

- to hold some elements of the information that you have provided on an electronic database;
- to disclose the information that you have provided to authorised members of University staff as required for the reasonable purposes connected with the investigation in the case of an Appeal or Complaint.

By signing here you confirm that you agree with the above statements and indicate your consent for the information provided to be used as detailed above.

From time to time it may be necessary to inform school teaching staff that you have made an extenuation claim (although this will not involve disclosing the details of your claim) in order to ensure that you are offered appropriate academic support. Please tick the box below if you do NOT want us to do this.

- I do not want academic staff to be informed about my extenuation claim.
- I do not want to be referred to the relevant Support Unit if further study support is deemed appropriate by the panel.

Student Signature	*	Date	*
Number of items of evidence attached to this form	* HELPDESK - PLEASE CHECK	School Signature and stamp	

Please return the completed form to your School Helpdesk:

EXTENUATION RECEIPT:

Student: (Print Name)			
Student Signature		Date	
Number of items of evidence attached to this form	HELPDESK - PLEASE CHECK	School Signature and stamp	

Prior to submission please take a photocopy of all pages of your extenuation claim including supporting evidence. This form will not be returned to you.

Appendix G: Form for requesting a re-mark of work which has not previously been included in a sample for verification

Name of student	
Student number	
Title and code of module affected and the title of the assignment.	
Date on which mark and feedback was given through Moodle	
Signature of marker or Course Lead (or substitute nominated by the Associate Dean) to confirm that an initial meeting to discuss the initial feedback has taken place.	
Signed	Date
Print name	
Brief description of the grounds for wanting a re-mark	
<p>Declaration by the student: I declare that:</p> <ul style="list-style-type: none"> • this individual item of assessment was originally marked by one person (single marked) and the my work was not initially included in the sample for verification; • I have had a meeting with the initial marker (or substitute) to discuss the feedback on my work, and that I am still dissatisfied with the mark; • I request re-marking of the work, I understand that marks can go up as well as down as a result of re-marking I further understand that the decision of the new marker is final relating to this piece of work (unless procedural irregularity is suspected). 	
Signed	
Date	

This form must be sent to your **Course Administrator** with a copy to academicquality@taviport.nhs.uk