

## Assessment and Feedback Policy

**Scope**

All taught programmes leading to an award of City University London.

**Senate Regulations**

19. Regulation 13 is also relevant.

**Date approved/re-approved**

December 2010, for implementation from January 2011 (minor update approved in October 2011)

**Review and Report to Senate**

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**Policy**

The assessment of students on taught programmes leading to an award of City University London shall be managed in accordance with Senate Regulation 19. This Policy supports the Regulations by highlighting the principles upon which assessment and feedback are based, thereby supporting staff, students and external examiners engaged in the assessment and feedback process. Guidance to support the implementation of the Policy is also available.

Where the Regulations cannot be followed as a result of professional, statutory or regulatory bodies or other reasons this should be discussed as part of programme approval(s) or review(s).

**Information to students**

Programme teams should provide students with information about assessment and feedback and about aspects of the assessment and feedback process in programme and module specifications and programme handbooks. This includes information about good academic practice and academic misconduct. Examples of the areas in which information should be provided to students can be found in Appendix 1.

Programme teams should also provide students with information on where they can access other sources of advice and guidance around assessment and feedback. If a student is unsure of his/her responsibilities regarding assessment and feedback s/he should seek advice.

**Scope of assessment and feedback**

Assessment and feedback are integral to the University's commitment to provide high quality learning and teaching. They are also integral to student achievement. Assessment and feedback should support a student's ongoing learning and development and the achievement of programme or module learning outcomes.

In accordance with our commitment to equal opportunities and equality and diversity, the University will make reasonable adjustments to the Regulations where appropriate. Where

study is interrupted as a direct result of a disability-related cause this should not unjustifiably impede a student's subsequent academic progress.

Assessment and Feedback strategies are agreed and reviewed during programme approval and review procedures. These strategies will include information on how assessment and feedback will be structured and may include, for example: methods for the aggregation of marks and grades; rules relating to progression, final awards and classification; and the approach to be taken to the type and timescales within which feedback will be provided during and at the end of a module.

### **Assessment**

Assessment has a double purpose. It is the summative process by which the University is able to confirm that a student has achieved the learning outcomes and academic standards for the module, Part and/or award for the programme on which they are registered. It also acts as a strong formative tool to support and assist student learning and development.

Boards of Studies are responsible for identifying someone to take overall responsibility for the security of assessments.

Assessment can take various forms, all of which are equally valuable. The assessment used for a module, including its scheduling, volume and type, should be appropriate to its purpose and to the module's learning outcomes.

Information on the impact on assessment of any professional, statutory or regulatory body requirements should be incorporated into programme and module specifications and communicated to students.

The development and use of online assessment<sup>1</sup> should be approached in the same way as any other assessment, although additional factors will need to be taken into consideration. Guidance on this is available. Where an online assessment activity contributes to a final mark and takes place within defined time and location parameters ('high-stakes e-assessment'), programme staff should inform the relevant administrative departments. Support for the development and use of online assessment is available from the Learning Development Centre.

### ***Assessment criteria and grade-related criteria***

Assessment criteria and grade-related criteria together provide mechanisms by which the quality of a student's performance in an assessment can be measured. Both are descriptions of the skills, knowledge and attributes students need to demonstrate in an assessment, and are based on the intended learning outcomes associated with an assessment:

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<sup>1</sup> Online assessment is taken to mean any assessment with an online or electronic component. This could include assessments undertaken online, for example through the internet or the strategic learning environment; assessments in which students use technology to support completion; assessments submitted online; or assessments upon which technology is used following submission (e.g. plagiarism detection software)

- Assessment criteria explain what a student needs to demonstrate in order to complete an assessment successfully. These provide the minimum requirement expected of students. Assessment criteria will differ according to the discipline, the type of assessment and the level of the students.
- Grade-related criteria explain what a student needs to demonstrate in order to achieve a certain grade or mark in an assessment. These enable students to be positioned within the overall set of marks available for an assessment. Two options for the presentation of grade-related criteria have been provided (see Appendix). These may be customised as appropriate according to the discipline, assessment type, level of study or the module or assessment in question.

Assessment criteria and grade-related criteria will be:

1. Linked to each other.
2. Used by markers.
3. Used to support the feedback process. Assessment criteria should be used to provide feedback on a student's performance whilst grade-related criteria provide a mechanism with which to relate feedback to grades. Grade-related criteria might support the provision of early feedback.
4. Used to aid transparency in the assessment process.
5. Written clearly and in language that makes them easy for students to understand.
6. Communicated to students prior to the assessment task.
7. Made easily accessible to students and provided in consistent versions.
8. Presented in the same format to both staff and students and provided to the markers of the assessment as part of the marking guidelines for that assessment.

Assessment criteria will also be:

1. Provided for each assessment task.
2. Provided at an appropriate level for each assessment.
3. Linked to the module learning outcomes that are being assessed through the assessment task.

### ***Marking and moderation***

Marking may take various forms, including the use of anonymous marking and double or second marking. Double marking usually means that markers do not see each other's comments or marks whilst for second marking these may be made available to the second marker.

Moderation is used to ensure that an assessment outcome is fair and reliable. Moderation can also take various forms including sampling, additional marking of borderline cases or statistical review of marks.

Marking guidelines should be provided to all markers, moderators and external examiners and used to mark and grade assessments. This supports consistency and transparency. Marking guidelines consist of the intended learning outcomes the assessment is designed to assess; the assessment information; the assessment criteria; the grade-related criteria; and, if relevant, additional guidance that provides information on what should have been included in specific answers.

The University requires that:

1. In addition to external examining requirements, more than one member of staff is normally involved in marking and moderation processes. This should ensure that no module mark is finalised on the basis on only one internal assessor's decision.
2. Marking of examination scripts is anonymous. This is considered to be an appropriate means of avoiding claims of bias and demonstrating a commitment to equal opportunities and equality and diversity policies.
3. Second marking or moderation of all dissertations or equivalent assessment tasks takes place.

Boards of Studies are required to determine appropriate marking and moderating mechanisms and the criteria for the identification of samples to be considered through the moderation process.

The University also considers that the use of anonymous marking for forms of assessment other than examinations should be encouraged where this is appropriate to the assessment type. The use of a statistical analysis of the distributions of marks both within and between modules, including their centre and their spread, is also to be encouraged<sup>2</sup>. Where possible, Boards of Studies should review the efficacy of their marking and moderation processes with the aim of considering the use of moderation at component level and should also review the weighting of individual assessment components.

Guidance on procedures for marking and grading summative assessments is available.

### ***Assessment Boards***

Assessment Boards should operate in accordance with the Assessment Regulations. Information provided to Assessment Boards should be produced and presented in a consistent manner. Guidance on processes for recording and publishing assessment decisions is available.

Assessment Board decisions should be recorded and maintained in accordance with University and data protection requirements. Within those requirements, the decisions should be published as quickly as possible.

### **Feedback**

Feedback should be provided to support students in their learning. Feedback will be provided on all assessed work (either formative or summative), including examinations, and on other relevant aspects of a student's performance and progress in a module.

### ***Feedback on assessed work***

This comprises a marker's comments on a student's performance in an assessment component. It should facilitate a student's understanding of his/her achievement in an assessment and should promote learning and self-reflection so that a student is provided with information to help him/her improve performance in subsequent assessments.

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<sup>2</sup> Centre could include mean or median, spread standard deviation or interquartile range.

Feedback may, for example, provide information on how the mark was derived, the extent of a student's success in meeting the assessed learning outcomes and an indication of areas for improvement in the future.

Feedback should be given on all assessments, including examinations, and may relate to the content of an assessment and/or assessment technique.

The type of feedback given will be informed by the nature and purpose of the assessment and the discipline, and as such will be linked to the task's learning outcomes, assessment criteria and grade-related criteria. Programme Teams are responsible for identifying and implementing the most appropriate methods for providing feedback on assessed work, whilst considering an appropriate level of consistency in relation to how that feedback is perceived by students. Pro-formas, which allow markers to lay out how a student has met the learning outcomes being tested, may be used if appropriate.

Consideration should be given to the type of feedback provided to students who are eligible to resit and the most appropriate mechanisms through which their learning can be supported.

It is noted that feedback should not be used as a basis for negotiation on marks but to enable a dialogue on ways in which to improve performance for the future. The process of providing feedback must be kept separate from the extenuating circumstances and appeals procedures.

Various types of feedback on assessed work exist. Some examples include:

- Individual or group verbal feedback
- Individual or group written and/or audio feedback
- Model answers and/or example solutions
- Previous assessment questions/papers/performances
- Generic feedback

Guidance on types of feedback and how they can be used is available. This includes guidance on the provision of feedback on examinations.

#### Timeliness of Feedback

- Students will normally be provided with feedback within three weeks of the submission deadline or assessment date. This would normally include a provisional grade or mark. For end of module examinations or an equivalent significant task (e.g. an end of module project), feedback will normally be provided within four weeks<sup>3</sup>.

In light of the substantial nature of the work and associated internal and external marking processes, feedback on final year projects and dissertations may be provided after the final Assessment Board. The timescale for feedback on this component of work may therefore be longer than four weeks. Students must be

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<sup>3</sup> Provision of feedback within these timeframes cannot be guaranteed for work submitted after the deadline or where the student is not entitled to receive the result (e.g. if there is an outstanding fee debt). Where work is submitted after the deadline, students should nonetheless receive feedback in a timely manner.

advised in writing of the feedback timescale for this element of the programme and the reasons why this is in place.

- Adjustments may be made where alternative turnaround times are integral to the nature of the assessment, or to accommodate University closures or staff absence due to religious holidays. Any adjustments should be approved by the Board of Studies, which will also be responsible for monitoring the impact of any adjustments on the student learning experience.
- In accordance with the Assessment Regulations and the statement provided to students in programme handbooks, all marks will remain provisional until the end of year Assessment Board when internal moderation and external examiner scrutiny will have been completed.

Boards of Studies will oversee the effective implementation of the timeliness of feedback and associated data on turnaround times. School Executive Committees will also receive reports. University level monitoring will take place through Senate and the University Executive Team.

Students will be informed in writing of all submission and feedback dates. Students will also be informed in writing of any unforeseen delays in receiving feedback and the reasons for this.

### ***Feedback on student performance and progress***

This comprises any comments given to students regarding their performance and progress in a module to support their learning and academic development. This can take place in formal or informal settings, for example: in lectures or seminars; in personal tutorials; through the strategic learning environment; and during group or in-class activities. Where possible, some form of feedback should be provided in the first term of an academic year.

This type of feedback can relate closely to feed-forward. Feed-forward comprises information to students which is similar to feedback but is provided in advance of an assessment task to support student learning and development prior to completion of the assessment. Feed-forward is considered to be an important mechanism for supporting student learning. Where used it should support, rather than replace, the provision of feedback.

### **Extenuating circumstances and academic misconduct**

Regulations and policies exist to deal with instances where the assessment and feedback process is affected by the following:

#### ***Extenuating circumstances***

Claims for extenuating circumstances will be managed and considered in accordance with the Assessment Regulations. Where possible forms on which students can report extenuating circumstances should be used and cases should be considered anonymously. Panel meetings and outcomes should be monitored to ensure consistency.

A student should note that a claim for extenuating circumstances should be submitted as soon as possible after the circumstances occur, preferably before the assessment deadline. In any event, a claim for extenuating circumstances can only be submitted under the Extenuating Circumstances Regulations up to the date of the Assessment Board. After this point extenuating circumstances would have to be submitted as part of an appeal. Both a description of the circumstances, including the impact the student is claiming they have had on performance in the assessment, and evidence in support of the claim should be included.

If a student waits until after the Assessment Board, and therefore has to submit extenuating circumstances as part of an appeal, s/he will have to prove that there was a demonstrated, valid and over-riding reason why the circumstances were not submitted earlier. A professed lack of knowledge of the extenuating circumstances regulations or an assumption by the student at the time of the assessment that his/her performance would not be affected by an event which s/he has since decided resulted in extenuating circumstances will not normally be considered as acceptable reasons for delay. Extenuating circumstances should not be used as an insurance against poor assessment results.

Examples of the types of extenuating circumstances that might be accepted include ill-health, bereavement or other personal issues which were unexpected, out of the student's control and may have affected preparation for an assessment or performance during the assessment itself. Circumstances such as the availability of books, conflicting assessment deadlines, transport difficulties, routine work commitments or circumstances that could have foreseen and/or prevented will not normally be accepted.

It is considered good practice, wherever possible, to provide a student who fails as a result of extenuating circumstances with an additional assessment opportunity rather than to substitute or raise assessment marks.

### ***Academic misconduct***

Cases of alleged academic misconduct will be managed and considered in accordance with the Assessment Regulations and Disciplinary Regulations. The University actively pursues all cases of suspected academic misconduct. This safeguards the integrity of its awards as well as the interests of the majority of students who work hard for their award through their own efforts. Decisions on the severity and extent of misconduct are matters of academic judgement.

Plagiarism, cheating in an examination, collusion, impersonation, falsification or fabrication, duplication or self-plagiarism, ghosting and disruption are non-exhaustive types of academic misconduct. Further information on these types of academic misconduct is available in Appendix 3.

Academic misconduct does not include instances of poor academic practice, which can be dealt with within the assessment criteria. Where poor academic practice has been identified markers should use the ordinary marking procedures to provide the student with an appropriate mark for their performance. They should also provide the student with feedback on how to improve academic practice, where relevant informing the student if there is a concern that his/her academic practice might result in a charge of academic misconduct in

the future. Information on the opportunities for training in good academic practice should also be provided. Where a student commits poor academic practice on more than one occasion they must take part in training in good academic practice.

Technologies may be used to support academic judgement in cases of suspected academic misconduct, for example: to investigate suspected cases of academic misconduct already identified via other means; or to check the work of a whole cohort or a defined sample of students. The reports arising from these technologies should only be used as evidence if they are subject to academic interpretation and accompanied by a short written analysis of the results.

The Assessment Regulations and Disciplinary Regulations set out the different stages at which cases of alleged academic misconduct might be considered:

- Initial consideration at local level.
- School-level consideration via an Academic Misconduct Panel.
- University-level consideration via a University Disciplinary Panel.

#### *Local procedures*

The Regulations allow the use of local procedures prior to the establishment of an Academic Misconduct Panel and specify that these should focus on preliminary investigation and potential resolution. Any local procedures should be well-documented and communicated to all staff and students. Some examples include:

- Offering the student the opportunity to resolve the issue via correspondence if both sides are in agreement about the facts.
- Inviting the student to a meeting to explain the charge and discuss potential ways forward.
- Giving the student a warning (written or verbal) that any future occurrences would be dealt with by an Academic Misconduct Panel.
- Holding a viva for the student.

If the case is not resolved at this stage, including if the student disputes the charge, it should be referred to an Academic Misconduct Panel.

#### *Academic Misconduct Panels and Disciplinary Panels*

Academic Misconduct Panels and Disciplinary Panels should be held in accordance with the Assessment Regulations and Disciplinary Regulations respectively.

Panels should aim to achieve an equitable and consistent outcome for students in the penalties given for cases of academic misconduct. However, the same penalty might have a different outcome depending on the time at which the misconduct was committed (e.g. first sit or resit) and the structure of the programme. Further guidance on the process for considering cases of alleged academic misconduct by Panels is available.

Cases of academic misconduct should be recorded and reported to the Board of Studies on an annual basis. This will help to ensure consistency, equity and comparability and encourage monitoring of the process and the outcomes.

## **Appendix 1 – Information for students**

### **Information about assessment and feedback**

Examples of the types of information that should be provided to students about assessment and feedback include information on:

- The nature and format of the assessment, including any special arrangements for online assessment;
- Submission procedures and deadlines;
- Assessment criteria and grade-related criteria;
- The type of feedback that will be provided and feedback timescales. Where turnaround times differ from the schedules set out in this policy (e.g. where it is integral to the nature of the assessment or where there are holidays), the rationale should be made clear to students.
- How marks and awards are calculated.

### **Other information to support the assessment and feedback process**

Examples of the types of information that should be provided to students to support the assessment and feedback process include information on:

- The processes for informing staff if it is not going to be possible for the student to attempt an assessment at the first opportunity.
- Developing good academic practice, including how to avoid academic misconduct. This should include information on the existence and use of learning activities embedded into the curriculum; and information on referencing and paraphrasing.
- What happens in instances in which a student commits poor academic practice.
- Academic misconduct and the use of any technologies for detecting academic misconduct.
- The details of any local procedures for considering cases of alleged academic misconduct in the first instance.
- Possible impacts of being found guilty of academic misconduct, for example in terms of the penalties possible through the Assessment Regulations/Disciplinary Regulations; any requirement to report instances of academic misconduct to professional, statutory or regulatory bodies associated with the programme; and any impact a record of academic misconduct might have on a student's employment prospects, particularly in a particular career.
- Other sources of information for a student to learn about assessment and feedback.

## Appendix 2 – Common Grade-related Criteria

OPTION 1: For Undergraduate and Graduate programmes:

Class – Degree (Diploma/ Certificate)	%	Alphabetic <sup>4</sup>		Literary	Description
1 (Distinction)	85-100	A	A+	Outstanding	Work that demonstrates a comprehensive knowledge of the subject area and addresses the learning outcomes/assessment criteria in full. Where relevant, it will show evidence of independent reading, thinking and analysis. It will be well-constructed and demonstrate a professional approach to academic practice. It will be of a professional standard.
	75-84		A	Very good	Work that demonstrates strong knowledge of the subject area and addresses the learning outcomes/assessment criteria well. Where relevant, it will show evidence of wide and comprehensive reading. It will be clearly written and adhere to the principles of good academic practice.
	70-74		A-		
2:1 (Merit)	67-69	B	B+	Good	Work that demonstrates a sound level of knowledge of the subject area and makes a good attempt to address the learning outcomes/assessment criteria, realising all to some extent and most well. Where relevant, there will be evidence of thorough research of the topic(s). It will be well-structured and logically written and will demonstrate good academic practice.
	64-66		B		
	60-63		B-		
2:2 (Pass)	57-59	C	C+	Fair	Work that demonstrates knowledge of the subject area and attempts to address the learning outcomes/assessment criteria, realising all to some extent and some well but perhaps also including irrelevant or underdeveloped material. Where relevant, answers will provide some evidence of analysis but may be largely descriptive. It will have structure but this may not always be clear. Attempts to demonstrate academic practice will be evident.
	54-56		C		
	50-53		C-		
3 (Pass)	47-49	D	D+	Satisfactory	Work that demonstrates basic knowledge of the subject area and provides some level of response to the learning outcomes/assessment criteria but only realises these outcomes and criteria to some extent and may not include important elements or information that is completely accurate. Where relevant, development of ideas is limited. Expression and structure will lack clarity and evidence of academic practice will be limited.
	44-46		D		
	40-43		D-		
Fail	37-39	E	E+	Poor	Unsatisfactory work that demonstrates very limited knowledge of the subject area and does not succeed in

<sup>4</sup> The smaller divisions (A+, A, A- etc) are usually used by performing arts students

	34-36		E		grasping the key issues. Learning outcomes/assessment criteria will not be realised. There will be no real development of ideas and few sources will be used or used correctly. Presentation is confused or lacking in clarity.
	30-33		E-	Very poor	Work that demonstrates no real knowledge of the subject area and which demonstrates a totally inadequate attempt to address the learning outcomes/assessment criteria.
	15-30	F	F		
	0-15				

**OPTION 1: For Postgraduates programmes:**

<b>Class</b>	<b>%</b>	<b>Alphabetic<sup>5</sup></b>		<b>Literary</b>	<b>Description</b>
Distinction	85-100	A	A+	Outstanding	Work that demonstrates a comprehensive knowledge of the subject area and addresses the learning outcomes/assessment criteria in full. Where relevant, it will show evidence of independent reading, thinking and analysis and strong critical ability. It will be well-constructed and demonstrate a professional approach to academic practice. It will be of a professional standard.
	80-84		A	Excellent	
	75-79		A-	Very good	
	70-74				
Merit	67-69	B	B+	Good	Work that demonstrates a sound level of knowledge of the subject area and makes a good attempt to address the learning outcomes/assessment criteria, realising all to some extent and some well. There will be evidence of thorough research of the topic(s) but some answers may not be complete or arguments sufficiently explored. It will be well-structured and logically written and will demonstrate good academic practice. Some critical ability will be evident.
	64-66		B		
	60-63		B-		
Pass	57-59	C	C+	Satisfactory	Work that demonstrates knowledge of the subject area and provides some level of response to the learning outcomes/assessment criteria but only realises these outcomes and criteria to some extent and may not include important elements or information that is fully accurate. Where relevant, development of ideas is limited but attempts will be made to analyse materials critically. Expression and structure may lack clarity and evidence of academic practice will be limited.
	54-56		C		
	50-53		C-		
Fail	47-49	D	D+	Poor	Unsatisfactory work that demonstrates very limited knowledge of the subject area and which does not succeed in

<sup>5</sup> The smaller divisions (A+, A, A- etc) are usually used by performing arts students

	44-46		D		grasping the key issues. Learning outcomes/assessment criteria will not be realised. There will be no real development of ideas and critical analysis will be very limited. Presentation is confused or lacks coherence.
	40-43		D-	Very poor	Work that demonstrates no real knowledge of the subject area and which demonstrates a totally inadequate attempt to address the learning outcomes/assessment criteria. No critical ability will be displayed.
	20-40	E	E		
	0-20				

OPTION 2: for Undergraduate and Graduate programmes

Class – Degree (Diploma/ Certificate)	%	Alphabetic <sup>6</sup>		Literary	Knowledge	Independent thought, use of sources and research materials	Presentation	Professional
1 (Distinction)	85-100	A	A+	Outstanding	Comprehensive knowledge of subject area, addresses learning outcomes and assessment criteria in full – be of a professional standard	Where relevant, evidence of independent reading, thinking, analysis. Comprehensive use of sources and links to research and evidence of independent research	Well-constructed	Professional approach to academic practice
	75-84		A	Very good	Strong knowledge of subject area, addresses learning outcomes/ assessment criteria well	Where relevant, evidence of wide and comprehensive reading	Clearly written	Adhere to the principles of good academic practice
	70-74		A-					
2:1 (Merit)	67-69	B	B+	Good	Sound knowledge of subject area, good attempt to address the learning outcomes/assessment criteria, realising all to some extent and most well.	Where relevant, evidence of thorough research of the topic(s)	Well-structured and logically written	Demonstrates good academic practice
	64-66		B					
	60-63		B-					
2:2 (Pass)	57-59	C	C+	Fair	Knowledge of subject area, attempts to address the learning outcomes/ assessment criteria, realising all to some extent and some well but perhaps also including irrelevant or	Where relevant, answers will provide some evidence of analysis but may be largely descriptive.	Has structure but this may not always be clear.	Attempts to demonstrate good academic practice will be evident.
	54-56		C					
	50-53		C-					

<sup>6</sup> The smaller divisions (A+, A, A- etc) are usually used by performing arts students

					underdeveloped material.			
3 (Pass)	47-49	D	D+	Satisfactory	Basic knowledge of subject area, provides some level of response to the learning outcomes/ assessment criteria but only realises these outcomes and criteria to some extent and may not include important elements or information that is completely accurate.	Where relevant, development of ideas is limited.	Expression and structure will lack clarity	Evidence of good academic practice will be limited
	44-46		D					
	40-43		D-					
Fail	37-39	E	E+	Poor	Unsatisfactory - very limited knowledge of subject area and does not succeed in grasping the key issues. Learning outcomes/ assessment criteria will not be realised.	There will be no real development of ideas and few sources will be used or used correctly.	Presentation is confused or lacks coherence.	Unawareness of good academic practice may be evident
	34-36		E					
	30-33		E-					
	15-30	F	F					
	0-15							

OPTION 2: for Postgraduate programmes

<b>Class</b>	<b>%</b>	<b>Alphabetic</b>		<b>Literary</b>	<b>Knowledge</b>	<b>Independent thought, uses of sources and research materials</b>	<b>Presentation</b>	<b>Professional</b>
Distinction	85-100	A	A+	Outstanding	Comprehensive and informative knowledge of subject area, may include - new knowledge derived from which the marker and wider community may learn; addresses the learning outcomes/ assessment criteria in full	Where relevant, evidence of independent reading, thinking and analysis and strong critical ability	Well-constructed	professional approach to academic practice; professional standard generally
	80-84		A	Excellent				

	75-79			Very good	Sophisticated or strong - shows knowledge of complex issues or a broad range of issues and addresses the learning outcomes/assessment criteria well.	Where relevant, show evidence of wide and comprehensive reading and critical ability	Clearly written	adhere to the principles of good academic practice
	70-74		A-					
Merit	67-69	B	B+	Good	Sound knowledge of a broad range of issues or detailed knowledge of a smaller number of issues; makes a good attempt to address the learning outcomes/assessment criteria, realising all to some extent and some well	Evidence of thorough research of the topic(s) but some answers may not be complete or arguments sufficiently explored. Some critical ability will be evident.	well-structured and logically written	demonstrate good academic practice
	64-66		B					
	60-63		B-					
Pass	57-59	C	C+	Satisfactory	Adequate knowledge of important issues – some level of response to all learning outcomes/assessment criteria but may not include important elements or information that is fully accurate	Where relevant, development of ideas is limited but attempts will be made to analyse materials critically	Expression and structure may lack clarity	evidence of good academic practice will be limited
	54-56		C					
	50-53		C-					
Fail	47-49	D	D+	Poor	Unsatisfactory work - inadequate knowledge of the important issues and doesn't succeed in grasping key issues, therefore learning outcomes/assessment criteria will not be realised	No real development of ideas and critical analysis will be very limited.	Presentation is confused or lacks coherence	General unawareness of good academic practice may be evident
	44-46		D					
	40-43		D-					
	20-40	E	E	Very poor	Knowledge is lacking either through omission, the inclusion of large amounts of irrelevant information or evidence of significant misunderstanding - totally inadequate attempt to address the learning outcomes/assessment criteria	No critical ability will be displayed	Confused or unstructured presentation that lacks coherence	Unawareness of good academic practice will be evident
	0-20							

## Appendix 3 - Definitions of academic misconduct

### **Definitions**

A non-exhaustive list of types of academic misconduct is provided in the Assessment and Feedback Policy. Further information on these types is below:

1. **Plagiarism:** passing off the ideas or words of someone else as though they were your own. It applies equally to the work of other students as to published sources and can include:
  - Submitting, as one's own, an assignment that another person has completed.
  - Downloading information, text, artwork, graphics or other material from the internet and presenting it as one's own without acknowledgment.
  - Quoting or paraphrasing material from a source without acknowledgment.
  - Copying from other members while working in a group.
  - Contributing less, little or nothing to a group assignment and then claiming an equal share of the marks.
2. **Cheating in an exam:** either by copying from other students or using unauthorised notes or other aids.
3. **Collusion:** students working together to create and submit a similar or identical assignment or assessment, without authority from their tutor or School.
4. **Impersonation:** where a person assumes the identity of another person with the intention of gaining unfair advantage for that person.
5. **Falsification or fabrication:** inventing or altering data or references.
6. **Duplication or self-plagiarism:** Preparing a correctly cited and referenced assignment from individual research and then handing part or all of that work in twice for separate subjects/marks, without acknowledging the first assignment correctly.
7. **Ghosting:** Submitting as your own work that has been done in whole or in part by another person on your behalf, or deliberately making or seeking to make available material to another student for it to be used by the other student. Investigating the possibility of using another person's work can also be counted as academic misconduct.
8. **Disruption:** preventing an assessment from being conducted in an orderly and appropriate manner.