University of Greenwich Assessment and Feedback Policy (2019)

Updated November 2022.

Introduction

1. The **University of Greenwich Strategy 2021-2030** positions the university to deliver outstanding teaching, learning and graduate outcomes.

2. The aims of the policy on assessment and feedback are to provide a framework for designing, writing and reviewing assessments and ensuring:

   a. a common understanding of the purposes of assessment and feedback.
   b. consistent and equitable arrangements for the submission and recording of summative assessment.
   c. the provision of effective and timely feedback on assessed work.
   d. timely and efficient disclosure of marks and retention of assessed work
   e. inclusive practice in assessment and feedback, so that all Greenwich students have an opportunity to succeed.

3. The University of Greenwich is committed to continued enhancement in assessment and feedback practice, grounded in evidence and research into pedagogical effectiveness. The university will provide support and development opportunities for all teaching staff to improve and enhance assessment and feedback.

4. This policy was developed and approved in the 2018-19 academic year and minor modifications to the policy and implementation dates were approved in the 2019-20, 2020-21 and 2021-22 academic years.

5. This policy applies to all assessed work which contributes to an undergraduate or postgraduate taught programme of study, including campus based and distance learning modules and programmes. Exemptions from the policy may only be granted by Faculty Student Success Committees. Exemptions will normally relate to specific and required professional, statutory, and regulatory body (PSRB) requirements and must be evidenced in writing.

Assessment

6. Assessment at the University of Greenwich aims to:
   a. enable students to excel in their chosen discipline and contribute to their learning and development.
   b. develop students' knowledge and skills and readiness for the world of employment and contribute towards achieving the Greenwich graduate attributes.

c. enable students to demonstrate that they have fulfilled the objectives of their programme of study and have achieved the standard required for the award.

7. Assessment will be planned and coordinated across the programme and tested and interrogated to ensure that each piece of assessment adds value to student learning. For programmes with assessments in more than one discipline or school, e.g. combined honours programmes, attention should be paid by programme leaders and link tutors to ensure coordination and coherence of assessments.

8. The programme approval and Annual Programme Review (APR) process shall ensure that programme assessment is compliant with this policy. Programmes shall evaluate their alignment with this policy and good practice in assessment on an annual basis.

9. Assessment shall be part of the university's efforts to create an inclusive and diverse curriculum. Staff will utilise the Inclusive Dimension of the university's Curriculum framework 2021 to review the structure and content of assessment and aim to ensure equality in outcomes and attainment.

10. Programmes will ensure that an appropriate variety of assessment methods are used and that assessments are authentic, relevant to the desired learning and graduate outcomes and assess skills and knowledge that are worthwhile and meaningful. Assessments tasks can be designed to be completed by individuals or groups, however, in the final year of a programme, all summative grades must be individual.

11. Modules will adhere to the requirements on quantities of summative assessment specified in Appendix 1 to enable the management of workload for both students and staff and provide consistency of experience within and across programmes.

12. Module handbooks will provide clear and transparent information on assessment including the number and weighting of components, the type of assessment(s), word/ time count (where these apply), method of submission, deadline and feedback arrangements. For written coursework, the assessment brief will require students to state their word count along with the title of the assignment. Word count will normally consist of the main body of text (including headings, abstracts, citations, quotes, lists etc) but not appendices or references. Any exceptions or more detailed allocations of words to sections of the work must be stated in the assessment brief.

13. All summative assessments will be preceded within the programme by at least one formative task that provides an opportunity for students to experience the assessment *type* (e.g. essay, report, presentation, exam) without their performance affecting their module outcome. This formative work will have a significantly lower demand than the summative assessment and will be followed by actionable feedback.

14. Each module will include formative activities within the timetabled teaching sessions that will engage students in learning and support their preparation for the summative assessment(s). These activities will be signposted in the module's schedule of teaching

sessions in the module handbook.

15. Coursework that is uploaded will be submitted via Turnitin/Moodle by 11.30pm on a working day. Work that cannot be submitted digitally will be submitted by 3pm on a working day to the relevant faculty office, accompanied by a header sheet that is created by the module leader and made available via Moodle.

16. Where appropriate, a Greenwich Inclusion Plan (GIP), will indicate where a student requires adjustments to the assessments to ensure accessibility. Module leaders will put these adjustments in place, following the Greenwich Inclusion Plan guidance Where an alternative assessment is needed, this requires approval of the Associate Dean for Student Success.

Marking

17. Assessments must be submitted anonymously for marking wherever it is possible to do so. It is recognised that anonymous submission is not possible for some assessment types (e.g. dissertations, presentations, staging, clinical practice, practical skills tests, 'crits'). All summative assessments are subject to marking moderation as outlined in Appendix 2.

18. All marking will be informed by clear marking criteria, which should be provided to students with the assessment brief. For coursework, markers will provide students with descriptors for each level of performance against the marking criteria, using the rubric approach in Appendix 3.

19. Assessments written in the English language should include a marking criterion on the use of written English, mapped to assessment domain 4, Communication, Organisation and Presentation, of the rubric. Exceptions are permitted where an assessment is designed to test a specific competency for PSRB requirements. Written English must be marked against this criterion, either as part of a holistic assessment of the work or if allocating marks against each specific criterion.

20. Assessments that have a time/word limit should include a marking criterion that incorporates conciseness/ appropriate level of detail, mapped to domain 4, Communication, Organisation and Presentation, of the rubric. If the submitted work exceeds the limit by more than 10%, markers will take this into account, either as part of a holistic assessment of the work or if allocating marks against each specific criterion.

21. The step-marking system (i.e. only marks ending in 0,2,5,8) should be used, except where the assessment requires marking on a discrete numerical scale (e.g. because marks are allocated per question) or on a pass/fail basis (e.g. assessment of competencies).

22. Marking and moderation of marking will be conducted in accordance with the university's Academic Regulations for Taught Awards and completed within fifteen working days of submission of the work.

23. Programme awarding bodies must consider students' final awards anonymously unless exemption has been granted by the Learning Quality and Regulations committee.

Feedback

24. The date, method of feedback (e.g. written, audio, video) and how to access the feedback will be stated in the module handbook.

25. Markers on a module/programme team should agree a consistent approach to feedback processes (e.g. the quantity of feedback under the three headings and on the script; the provision of feedback on exams).

26. Constructive and developmental feedback will be provided on all coursework. It will be of sufficient quality and quantity to facilitate student learning and include feedforward that can be applied on a future task. In addition, markers will provide a descriptor of performance based on the Greenwich marking rubric (see Appendix 3. Feedback should address, but need not be limited to, the three headings provided in Appendix 4 and the student's use of written English.

27. If the submitted work exceeds the maximum word/ time limit by more than 10%, markers will not provide feedback on the script in relation to the excess content. The overall feedback comments at the end of the script will indicate where the work needed to be more concise and reflect that writing to a given word/ time allowance is a skill to be encouraged and developed.

28. Feedback on coursework will be provided within fifteen working days of submission.

References

29. Normally, referencing will be conducted in the Harvard style however disciplinary areas will have a diversity of approaches to referencing and bibliographies. Programme leaders will ensure that a consistent approach is taken across a programme, including programmes where assessments are completed in more than one discipline or school.

30. Where marks are allocated for referencing (domain 5 on the rubric), this should count for no more than 5% of the available marks, except where referencing skills are the focus of the assessment (e.g. study skills module).

Implementation

31. The University of Greenwich will seek to utilise the latest learning technologies and internet systems to facilitate consistent, smooth, sustainable, and user-friendly submission, marking and feedback processes.

Appendices

1. Quantity of assessment
2. Marking and moderation
3. The Greenwich marking rubric
4. The Greenwich approach to feedback
5. Portfolio and Laboratory Books/ Reports
6. Guidelines for the supervision of undergraduate and postgraduate projects/dissertations
7. Further guidance and reading

Appendix 1 – Quantity of assessment

The University wishes to ensure there is sufficient breadth and depth in assessment to maintain standards and facilitate student learning, without burdening students and academic staff with over-assessment. There should be sufficient variety to maintain interest and support the development of a range of skills however this should be balanced with the need to ensure that there are opportunities to learn from feedback and practice. Assessment diets should be planned at programme level.

Tables 1 – 5 below indicate the number of summative assessments (i.e. those assessments that contribute to the student's module outcome) and the word/ time limits per module, according to module credit rating. This approach is aimed at enabling effective student learning, maintenance of academic standards, timely feedback on assessment, and a reasonable workload for students and staff. Exceptions may be made subject to requirements of professional bodies. Decisions are subject to Faculty committee/ subgroup approval.

Note that where a large proportion of students' learning takes place in placements and involves practice-based assessments that relate to learning outcomes on more than one module, modules may require fewer assessments than the minimum shown in table 1 to ensure equity of workload overall.

For dissertation modules, please see Appendix 6 below and the handbook for research students and supervisors for guidance on word count according to the faculty and award. Where relevant, the additional guidance for portfolio and laboratory practical assessments (Appendix 5) should also be considered.

Tables 1 – 5 also provide indicative examples of how the assessment workload may be distributed across the assessments. Note that an alternative task (e.g. a presentation or practical) with an equivalent workload can be substituted for one or more of the other assessments (exams or written coursework).

Where a module includes more than one assessment, the weightings (i.e. the contribution that an assessment makes to the overall module mark) can be adjusted however all assessments should contribute at least 20% of the module mark and % weightings should always end in zero (e.g. 70% and 30%, not 66%, 33% etc). Exceptions are limited to those assessments that are marked on a pass/fail basis with zero weighting, which may be permitted due to a professional body requirement.

For examinations, additional reading time of up to 15 minutes is permitted. This time can be used for students to read questions and make notes on the exam paper but should not be used to begin writing in the answer booklet. The breakdown of exam and reading time should be stated clearly on the module specification and handbook and communicated to invigilators. The overall time, including the exam and reading time, should be used for calculating adjustments to exams for students with a GIP. Where there is a need for a longer period of reading/ thinking/planning time, a seen or take-home exam should be used.

Table 1: 10 credit modules: one assessment

Assessment type	Examination	Written coursework	Other (e.g., presentation, practical)
Workload	120 minutes	3000 words	Equivalent task

The assessment could be an exam of up to 120 minutes OR written coursework of up to 3000 words OR an equivalent task, with a weighting of 100%.

Table 2: 15 credit modules: one or two assessments

Assessment type	Examination	Written coursework	Other (e.g., presentation, practical)
Workload	120 minutes	3000 words	Equivalent task

The assessment could be an exam of up to 120 minutes OR written coursework of up to 3000 words OR an equivalent task (100% weighting). Alternatively it could consist of two assessments e.g. a 60 minute exam AND a 1500 word coursework or other combination, with the weightings adjusted appropriately.

Table 3: 20 credit modules: one or two assessments

Assessment type	Examination	Written coursework	Other (e.g., viva, presentation)
Workload	150 minutes	4,500 words	Equivalent task

The assessment could consist of an exam of up to 150 minutes OR written coursework of up to 4,500 words OR an equivalent task (100%). Alternatively it could consist of two assessments e.g. a 75 minute exam AND a 2,000 word coursework or other combination, with the weightings adjusted appropriately.

Table 4: 30 credit modules: two or three assessments

Assessment type	Examination	Written coursework	Other (e.g., viva, presentation)
Workload	180 minutes	6000 words	Equivalent task

The assessment could consist of two assessments e.g. a 90 minute exam AND a 3000 word coursework or three assessments e.g. a 60 minute exam AND 1 x 2000 word coursework AND 1 equivalent task, or other combination, with the weightings adjusted appropriately.

Table 5: 40 credit modules: two or three assessments permitted

Assessment type	Examination	Written coursework	Other (e.g., viva, presentation)
Workload	180 minutes	7,500 words	Equivalent

The assessment could consist of two assessments e.g. a 90 minute exam AND a 3,500 word coursework or three assessments e.g. a 60 minute exam AND 2 x 2,500 word coursework or other combination, with the

weightings adjusted appropriately.

Appendix 2: Marking and moderation

Moderation of assessment tasks

Before they are released to students, summative assessment **tasks** should be moderated via internal peer review and, for assessments that contribute to the degree outcome (level 5 upwards) or where this is a professional body requirement, via External Examiner review.

Calibration of marking

Before marking begins, particularly where there are new assessments, new markers/ moderators or multiple markers, it is strongly recommended that calibration takes place, to facilitate marking and feedback and support consistency. All markers and moderators should participate in the calibration activity. Where available and appropriate, calibration based on a sample of work from a previous year is recommended to help guard against grade inflation. Similarly, where an assessment is double marked by multiple pairs of markers and/or new markers, where practicable, sample moderation after double marking may be used to ensure consistency across the team of markers.

Moderation of marking

Marking of all summative assessments is subject to moderation via the relevant process below. Students should be informed of the process to be used in the assessment brief. Marking and internal moderation of marking must be completed before provisional grades are released to students and within the timeframe set out in this policy. Moderation must be evidenced to allow for external scrutiny by using the Online Moderation System or by completing the Moderation Reporting Form below or an equivalent, as required by the faculty.

Sample Moderation

1. Sample moderation is the most common practice used to demonstrate peer evaluation and oversight of marking. This requires the moderator(s) to scrutinise the first marker(s)' marking by considering the overall distribution of marks as well as the marks and feedback provided on a sample of students' work.

2. The sample reviewed by the moderator(s) must be representative. It should include at least 10% of the total submissions (or, at least five scripts, whichever is greater). It must include examples from all markers and each marking band including a representative sample of work in the fail range. The upper limits of the sample size should normally be twenty items, depending on the distribution and number of first markers.

3. If the distribution of marks and quality of the feedback are deemed suitable, the moderator(s) endorse the first marking. However, if the moderator(s):

   a. consider the marking is not at an appropriate level or in line with the marking criteria or
   b. believe the distribution requires adjustment or
   c. consider that the feedback in the sample is not based on good practice as set out in the

then the first marker(s) and moderator(s) must discuss this and take any required actions, for example, increase/ decrease all grades within one or more marking band. Individual grades must <u>not</u> be adjusted following sample moderation.

If necessary, the feedback provided by the first marker(s) should be adjusted following moderation to address any issues raised by the moderator(s) about the quality of the feedback and /or to ensure consistency with the agreed mark. The moderator role does not include provision of feedback to students.

4. Any unresolved issues regarding marking, feedback and moderation of marks must be negotiated by the Programme Leader/ Head of School before the marks/ feedback are released to students and before the External Examiner is provided with the sample, marks and evidence of moderation. The External Examiner's role does not extend to undertaking marking or negotiating compromises.

Double Marking

5. Double marking involves two markers evaluating all scripts. It can be completed in open or blind mode, depending on the assessment.

a) In open double marking, the second marker is aware of the first marker's proposed grade and feedback when they mark the work. If the second marker agrees with the marks and quality of the feedback, they endorse the first marking. If they disagree with individual marks or the distribution of marks or consider that the feedback is not based on good practice as set out in the Assessment and Feedback Policy, then the two markers must discuss this and take any required actions. This may include adjusting feedback to be consistent with the agreed mark.

b) In blind double marking, each marker arrives at their initial mark and feedback independently. After initial marking is completed, the two markers compare notes to arrive at a jointly agreed mark and feedback. It is standard practice for dissertations/ final year projects to be double marked in blind mode.

6. In both cases, blind or open double marking, the student receives only the agreed mark and one set of feedback comments that reflect the agreed mark. A record should be made of the marker agreement process to allow for internal / external scrutiny.
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Marking paper-based exams

7. In respect of examination scripts, the marker is to ensure:

> a. a consistent method is used to confirm that all the students' work has been marked (e.g. a tick or marker's initial on each page).
> b. the marks for each question are written in the margin (e.g. 6/8) and on the front cover.
> c. calculation of the final percentage for the script is written on the front cover.

8. In respect of examination scripts, based on the sample reviewed, the moderator is to ensure:

a. first marking of all pages have been confirmed
b. the marks for each question are correct and transcribed correctly to the front cover
c. the final percentage calculated is correct
d. there is agreement with the first marker over the marking of all questions on the paper, following the sample moderation process described above.

Guidance for marking "live" assessments

9. For live assessments (e.g. presentations, debates, clinical skills, presentation of an artefact or model), marking is completed using one of the following two approaches, depending on the nature of the work being assessed:

a. Two markers view the live assessment and follow the double marking process outlined above. Recordings of a sample of work should be made, where possible, to allow for scrutiny by the External Examiner. Where recording is not used, the External Examiner is provided with the materials (e.g. presentation slide deck, artefact), where applicable, and the agreed marks and feedback.

b. One marker views the live assessment. A recording is made so that sample moderation, as outlined above, can take place. The standard process for external examining is used i.e. the marks and feedback and a sample of recordings are provided to the External Examiner for scrutiny.

(Where an External Examiner is present at a `live' assessment, this is solely for the purpose of providing commentary on the quality oversight of the module and not to act as a marker, unless there is an additional PSRB requirement.)

Online assessments

10. Module Leaders should ensure that they have properly checked for errors on online tests that are marked by the system, to ensure that any issues have been addressed and should confirm this in their end of module report.

Moderation by the External Examiner

11. The Module Leader (or nominee) should identify the sample of work for review from the full set of marked work. The sample should include 10% of the total submissions (or up to 5 pieces of work, whichever is greatest) up to a maximum of 20 items. The sample should be representative, covering the full range of marks, including work in the fail range if applicable. It can include a mix of work that was and was not internally moderated.

12. The Module Leader (or nominee) will provide the sample of work, assessment information and Moderation Reporting Form (or equivalent) to the appointed External Examiner. The form below is *indicative* of the protocols that should be used for recording the processes of marking, moderation and external oversight. Where the on-line moderation system is not used, the following form should be used.

13. All samples of work should be stored according to the faculty's standard procedures and made available for the External Examiner in a timely manner to facilitate their workloads

Moderation Reporting Form

Academic Year:	Dept/ School:			
Module code and title:	**Module Leader:**			
Name of Greenwich campus or Partner:	**Assessment type:** *(tick one)*			
	Exam	Written Coursework		Other	
Number of submissions:	**Number of items in sample provided for moderation:**			

1a. Distribution of initial grades across grading bands

Grade	<30%	30-39%	40-49%	50-59%	60-69%	70-79%	≥80%
Number							

Stats (if 30 or more submissions):	Mean:		Standard Deviation:	

1b. Distribution of initial grades across pass/fail boundary

Grade	Pass	Fail	
Number			

Expected documents *(tick to confirm these are available to moderator and external)*		Module handbook		Assessment task, marking schema and rubric	
		Marked assessments (documents, files, or link)		Grades awarded for this cohort on this task	

2. The Marking Process:

Instructions: This section is completed by the Module Leader(s) or nominee. Please delete the grey instructions and provide comments in black font. Where double marking has taken place, the comments in this section should reflect the consensus views of the markers.

Commentary may include a general description of processes, including any calibration activities, if used, and any themes/problems encountered etc. to assist the moderator and external examiner.

Name of module leader (or nominee)	E signature:	Date:

3. Moderator's comments

Instructions: This section is completed by the moderator. Please delete the grey instructions and provide comments in black font. Please comment on the suitability of the 1) grade distribution and 2) feedback (if not an exam). Please evidence your engagement with the scripts and your views on the proposed marks.

Please complete moderation processes promptly, including discussion with marker(s) if you are proposing changes. Provisional marks and feedback are due for release within 15 working days of the submission deadline.

Tick one	
	I endorse the marking and feedback processes and confirm the grades can be released to students provisionally
	I would suggest amending the marking/ feedback as follows: *Provide specific suggestions / feedback to the marker(s) about changing the distribution or altering the feedback etc. to address any issues noted while moderating.*

Moderator's name:	E-signature:	Date:

4.   Resolution of Marker(s) and Moderator's Positions

Instructions: This section is completed by the person who completed section 2. Please delete the grey instructions and provide comments in black font. Please comment on how the moderator's comments were addressed. If no suggestions were made, please enter "not applicable".

Final distribution of grades across grading bands

Grade	<30%	30-39%	40-49%	50-59%	60-69%	70-79%	≥80%
Number							

Stats (if 30 or more submissions):	Mean:		Standard Deviation:	

Final distribution of grades across pass/ fail boundary

Grade	Pass	Fail	
Number			

5.   External Examiner Comments:

Instructions: As External Examiner you may complete this section of the form or you may prefer to provide your comments in your annual report and simply sign below.

If entering your comments here, please delete the grey instructions and provide comments in black font. Please comment on any aspects relevant to the scrutiny of this set of assessments.

If this is a Partner sample, please keep a copy of this form so you can make comparative comments in your annual report.

External Examiner's name:	E-signature:	Date:

Appendix 3 – The Greenwich marking rubric

The Greenwich marking rubric is organised around six domains (see left hand column) which are likely to feature in assessments across disciplines and through programme levels. A customised rubric should be created for each coursework assessment and provided to students with the assessment brief. It should be uploaded to Turnitin/ Moodle for use when marking.

To create a customised rubric, module leaders should:

- allocate each of their marking criteria to the most appropriate assessment domain, using their professional judgement. On a given assessment, a domain may be used once, more than once or not all, except for domain 4, which should be used on all assessments with a word/time limit and all assessments submitted in written English, unless a PSRB requirement does not allow this.
- ensure the marking band across the top of the rubric reflects the correct pass mark (40% for UG, 50% for PG) and type of marking to be used (numerical or pass/fail).
- write a brief descriptor of performance for each marking criterion for each marking band, drawing on the wording in the generic template as appropriate. It is recommended that module leaders begin with the descriptor for a pass level performance and then edit the wording for the range of performance from fail through to exceptional.
- create the rubric in Excel for Turnitin assignments to facilitate uploading. For Moodle assessments, the rubric can be created in a word document. Technical guidance for uploading rubrics is provided at the ILS [Assessment and Feedback](#) blog.
- where a rubric is set to calculate the percentage automatically (this is optional and not the recommended approach), also consider the work holistically, with a view to increasing the grade to the next step mark if appropriate.

For staff, the rubric provides an efficient and effective way to provide feedback to students. Once the rubric is set up, it can be used again in future presentations of the module. The assessment domains can also be used by module/ programme team to reflect on their marking criteria and consider whether adjustments may be needed to ensure coverage of all relevant assessment areas. For students, the rubric is intended to be one element of a consistent, structured, and developmental approach to feedback that they will experience across modules and throughout their programme.

In addition, the rubric can be used in formative activities with students to support their understanding of the marking criteria and expectations of the standards of work i.e. to develop their assessment literacy e.g. using the rubric, students can take part in activities such as self-assessment of own draft work, peer assessment and marking of exemplars.

This guidance was developed with reference to documentation from*: Sheffield Hallam; Surrey; Canterbury; UoG Psychology, UoG Social work, and Counselling; UoG Teacher Education; QAA and FHEQ; Manchester Met, Kingston, Kent and UoG FEHHS.*

Assessment Domains	0-29 Fail	30-39* Fail	40-49* Satisfactory	50-59 Good	60-69 Very Good	70-79 Excellent	80-100 Exceptional

Greenwich Marking Rubric Generic Template

Assessment Domain 1: Knowledge and understanding of content

Level 3: A developing factual and conceptual knowledge base, with some appreciation of the breadth of the field of study and relevant terminology. Increasing knowledge and understanding of main concepts and theories. A good grasp of the skills and knowledge covered. Awareness that knowledge is open to on-going debate.

Level 4: Knowledge of underlying concepts and principles associated with the subject area. Accurate, consistent knowledge and understanding of main concepts and theories. Beginning to show awareness of the limitations of the knowledge base, its terminology and discourse. Shows understanding that knowledge is open to on-going debate.

Level 5: Accurate knowledge and critical and comprehensive understanding of the well-established principles, theories, and concepts of the area(s) of study, and of the way in which those principles have been developed. Demonstrates an awareness of different ideas, contexts, and frameworks, and recognition of those areas where the knowledge base is most or least secure.

Level 6: Systematic understanding of key aspects of the area of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of their academic discipline or area of professional practice. Understanding of the way in which key concepts relate to one another. Detailed appreciation of ways in which some aspects of the material are uncertain or contradictory**.**

Level 7: Sophisticated, systematic and comprehensive knowledge of the subject area. Critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline or area of professional practice. Ability in the appropriate use of the relevant literature, theory, methodologies, practices, or tools to analyse and synthesise at M level.

Assessment Domain 2: Use of research informed evidence

Level 3: Within a defined context, able to manage information and collect data from a range of straightforward sources. Able to collate and categorise ideas and information. Good reference to and application of research informed evidence. Emerging ability to analyse and interpret information.

Level 4: Can collect and interpret appropriate data and successfully undertake research with a degree of autonomy. Developing ability to present, evaluate and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of the subject area. Able to use a range of evidence which is interpreted with insight in its application. Some perception and persuasion demonstrated. Explicit understanding of other stances.

	Level 5: Knowledge and skills in the main methods of enquiry in the subject area. Some evidence of the ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study. Draws on a comprehensive range of evidence, reflection, and reasoned argument. Ability to apply underlying concepts and principles outside the context in which they were first studied. **Level 6:** An ability to deploy accurately established techniques of analysis and enquiry within the academic discipline. The ability to describe and comment on specific aspects of current research, or equivalent advanced scholarship, in the discipline. Able to make use of scholarly reviews and primary sources, for example, refereed research articles and/or original materials appropriate to the discipline. **Level 7:** A comprehensive understanding of techniques applicable to their own research or advanced scholarship. Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline. Conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline, as well as to evaluate methodologies.
Assessment Domain 3: Evaluation and analysis	**Level 3:** A developing ability to analyse key concepts and show emerging recognition of the complexity of associated issues. An increasing ability to apply knowledge, tools and skills within a defined context and evaluate own strengths and weaknesses within criteria largely set by others. Able to develop a sustained argument. Can generate a range of appropriate responses to given problems. **Level 4:** Evaluate the appropriateness of different approaches to solving problems related to the area of study. Information /data is organised and interpreted using appropriate structures to address the question. Coherent and well balanced – comparative reasoning with some analytical arguments beginning. Conclusions are a cogent integration of theories, evidence, concepts, and academic arguments. **Level 5:** Demonstrates systematic thinking and the ability to critical evaluate arguments and make judgements. Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. An understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge. **Level 6:** Demonstrates critical evaluation and interpretation. Apply the methods and techniques learnt to review and consolidate. Initiate and carry out projects. Devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of the discipline. Appreciation of the uncertainty, ambiguity, and limits of knowledge; mature and independent approach to problem-solving. Create appropriate hypotheses and use well-justified, imaginative, and innovative approaches to explore them. **Level 7:** Demonstrates critical thinking and enquiry, deals with complex issues both systematically and creatively, makes sound judgements in the absence of complete data, able to communicate conclusions clearly to specialist and non-specialist audiences where appropriate. Able to draw upon critical evaluation of current knowledge in the field to propose new hypotheses. Originality in critical analysis and interpretation and application to appropriate contexts.
Assessment Domain 4: Communication,	**Level 3:** A coherent, concise and well-structured assessment with an appropriate level of detail (within the maximum word/time limit), ideas organised effectively. Proof-reading undertaken to eliminate errors in academic presentation. Present a professional approach and transferable

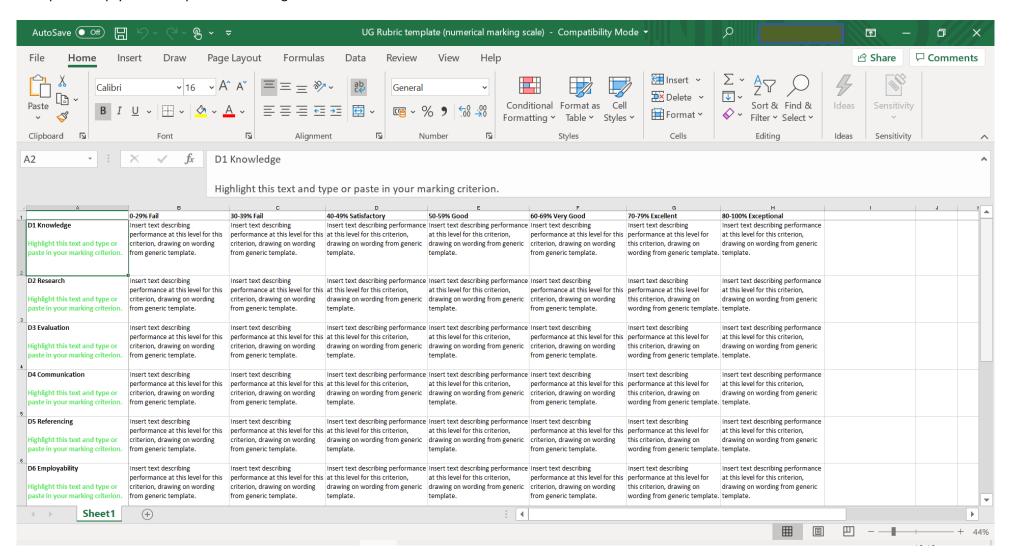|	
Organisation and Presentation	skills to enable them to operate in defined contexts that require use of a specified range of standard techniques. Use of clear, accurate English, with flow and progression. Syntax and grammar indicate an appropriate level of maturity in communication. **Level 4:** Communicate the results of their study/work accurately, reliably and with an appropriate level of detail (within the maximum word/time limit), with coherent arguments which are fluent and appropriately structured, as well as systematic and logical. Act with a limited amount of personal autonomy, under direction, within defined guidelines. Use of clear, accurate English, well organised, with flow and progression. **Level 5:** Produce a coherent and well-structured assessment which effectively communicates information, arguments, and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively with an appropriate level of detail (within the maximum word/time limit). Emerging evidence of innovation and/or well-judged experimentation. Use of clear, accurate English, well organised, with flow and progression. **Level 6**: Produce a cohesive and well-structured assessment which makes judgements and frames appropriate questions to achieve a solution - or identifies a range of solutions to a problem. Evidence of innovation and/or well-judged experimentation and risk-taking. Expresses ideas effectively, fluently and with an appropriate level of detail (within the maximum word/time limit). Use of clear, accurate English, well organised and well presented with flow and progression. **Level 7**: Demonstrates self-direction and originality in tackling and solving problems, and able to act autonomously in planning and implementing tasks at a professional or equivalent level. Expresses ideas effectively, fluently and with an appropriate level of detail (within the maximum word/time count). Evidence of innovation and/or well-judged experimentation and risk-taking. Use of clear, accurate English, well organised and well presented, with flow and progression.
Assessment Domain 5: Referencing and coverage	**Level 3:** Sources used are acknowledged in the text and reference list/bibliography using correct academic citation – including online sources. Referencing is consistently accurate. Work has followed the academic practice required for the module in terms of citation and referencing. Reading list is adequate in terms of number of sources. There may be many secondary sources. **Level 4:** All literature is correctly and consistently referenced both within the text and reference list/bibliography. Reading list demonstrates wide reading and assignment includes primary sources. All sources are referenced appropriately, all references written in the correct format, including online sources. **Level 5:** Sources used are all acknowledged in the text and reference list/bibliography uses correct academic citation, including online sources. Bibliography is wide and includes many primary sources. Evidence of broad, independent reading from appropriate sources. **Level 6:** Sources used are all acknowledged in the text and reference list/bibliography, using correct academic citation, including online sources. Referencing is consistent throughout. Follows a professional approach to academic practice. Bibliography has strength in breadth and depth and all sources are primary sources.

	Level 7: Sources used are all acknowledged in the text and reference list/bibliography using correct academic citation – including online sources. Referencing is consistent throughout. Follows a professional approach to academic practice. Bibliography has considerable strength in breadth and depth and all sources are primary sources. Comprehensive range of evidence used.
Assessment Domain 6: Graduate **employability** and application of skills	**Level 3:** Awareness of areas of professional practice relevant to academic discipline. Developing transferable skills required for employment and ability to reflect on these skills within defined contexts. A basic understanding of what a professional online presence means. Developing experience of teamwork, debate, and creativity. Demonstrates motivation, self-management, and inter-personal skills. Able to communicate effectively and engage an audience. **Level 4:** Developing knowledge of career pathways, job market(s) including selection procedures within relevant sectors. Developing transferable skills and ability to reflect on these skills and identify areas for development. A basic understanding of what a professional online presence means. Developing evidence of successful teamwork, goal setting, debate, creativity. Demonstrates motivation, self-management, and inter-personal skills. Effective communication in different formats. **Level 5:** Able to relate theory to professional practice. Understand how to apply for jobs, placement and/or internship relevant to degree discipline. Able to reflect on skills needed for careers relevant to disciplines. Knowledge of organisation and structures in relevant sectors. Understanding of professionalism and the importance of networking. Growing evidence of successful teamwork, goal setting, debate, creativity, understanding of motivation and resilience, interpersonal skills. Effective communication in different formats and for different audiences. **Level 6**: Able to reflect on, evaluate and action plan for the development of transferable skills. More advanced practical and/or technology-based skills. Successful self-management. Strong evidence of successful group work, goal setting, debate, interpersonal skills. Demonstrates initiative and creatively. Understanding of motivation and resilience. Practice in making applications (including graduate job and further study). An established professional online identity. Effective communication in a range of different formats; able to engage the audience. **Level 7**: Able to reflect on, evaluate and action plan in detail for the development of transferable skills. More advanced practical and/or technology-based skills. Sustained successful self-management. Strong evidence of successful group work, goal setting, debate, interpersonal skills. Demonstrates initiative and creatively. Understanding of motivation and resilience. Practice in making job/ training applications appropriate following M level award. An established professional online identity. Effective communication in a range of different formats; able to engage the audience.

*For PG modules, the marking band headings are: 0-29% Fail, 30-49% Fail, 50-59% Good, 70-79% Excellent, 60-69% Very Good, 80-100% Exceptional.

Example of empty Excel template for creating customised rubric

Appendix 4 – The Greenwich approach to feedback

The headings in the template below should form the basis of structured, developmental feedback on summative coursework, provided to students within fifteen working days of the submission deadline, ideally in advance of the next comparable assessment task.

A completed proforma should be returned to students OR the headings can be pasted into the summary comments box in Turnitin/Moodle OR the headings can be used to structure feedback that is presented in audio/video form.

Feedback and Feedforward for next assignment
What was done well in this assignment:
What could be improved in this assignment:
What to take forward to your next assignment:
Marker's name:

Appendix 5: Portfolio and Laboratory Books/ Reports

Scope

This note applies to assessments that contribute to an undergraduate or postgraduate programme of study and take the form of a 1) portfolio or 2) laboratory book or report.

Exemptions may only be granted by the respective Faculty Student Success Committee and will normally relate to specific professional, statutory, and regulatory body (PSRB) requirements, which must be evidenced in writing at the time of the request.

Requirements

- A portfolio or laboratory book/ report will be recognised as one summative assessment within the overall context of the module assessment workload. The weighting and, where applicable, word limit should be aligned with Appendix 1 of this policy.

- For portfolios, each item within the portfolio should have clearly specified word counts and weightings to reflect their contribution to the overall task, which must be articulated in the assessment brief.

Formative assessment

- A summative portfolio assessment will be preceded by formative element(s) which do not affect the student's module outcome but support the development of one or more of the summative portfolio items. The feedback from the formative element will be an enabler for the summative work.

- Each type of summative laboratory assessments will be proceeded by a formative exercise which does not affect the student's module outcome, but which will be an enabler for the summative work. Where additional 'exercises' are used to engage students with formative feedback, it should be made clear to students that this constitutes formative feedback.

Submission and marking

- Portfolio items will be submitted as a single collection by the summative assessment deadline. This will be either as an online submission or as a physical artefact with the appropriate header sheet, adhering to the hand-in times stated in the policy.

- Laboratory books will be submitted immediately after completion of the practical activity.

- Although laboratory assessments cannot be marked strictly anonymously, assessors should aim to mark without reference to the student details on the front cover (for example, by stacking the books face down).

Appendix 6 - Guidelines for the supervision of undergraduate and postgraduate projects/ dissertations

The undergraduate/postgraduate project/dissertation provides an opportunity for students to undertake a piece of research under the guidance of an experienced researcher, tutor or practitioner and to demonstrate key skills including independent working and communication. The use of innovative forms of dissertations such as case studies, lab-based and consultancy projects is encouraged. These guidelines are:

- To be used as part of a supportive approach to assist students in undertaking their dissertation.
- To help ensure that areas of concern are identified and addressed as early as possible

The support for a student undertaking their dissertation will involve a complimentary approach of individual supervision and structured activities such as drop-in sessions and group sessions that cover research skills, research ethics, time management, bibliographic referencing and a guide to the structure of the report. These structured activities may be delivered through the dissertation module or through another module that focuses on research methods.

It is acknowledged that each student will have an individual supervision experience as each dissertation undertaken is tailored to the needs of the student and the nature of the research or project, however generic expectations are provided below.

Responsibilities of the Supervisor

1. Maintain contact with the student through dissertation meetings. The supervisor should be available to meet several times over the course of the module. Meetings can be online or on campus. Guidelines for the frequency are in Tables 1 and 2 below. Note that these meetings are separate from personal tutorials.
2. Ensure a record is kept of all supervision meetings, including any actions and deadlines agreed with the student. These records can also serve as supplementary evidence of engagement e.g. for TIER4 students or where required by a Professional Standards Regulatory Body (PSRB).
3. Keep a record of any occasions when a student fails to attend a scheduled meeting, including any reasons given and the efforts made to encourage the student to attend.
4. Respond to emails within two-working days. However, this may be limited to a single email response per-week if emails are numerous.
5. In the event of the supervisor being granted a leave of absence, the Head of School should ensure that adequate alternative arrangements are in place and are communicated to the student.
6. Talk about how guidance and feedback will be provided, at the first meeting with the student.
7. Discuss and agree a timetable and timeline with the student, including deadlines for completing successive stages of the work to support the student to complete the dissertation within the permitted period of registration.
8. Discuss and agree the topic and proposal of work, including the identification of any additional resources and/or ethics approval that will be required.
9. Provide advice during the development and implementation of the work.

10. Provide feedback on an outline structure of the dissertation (headings and subheadings in bullet points) and on at least one draft written section of the dissertation if submitted by the agreed deadline.
11. Raise with the module leaders any issues of concern relating to the dissertation as early as possible.
12. It is not the responsibility of the supervisor to provide any content for inclusion in the dissertation or for any solutions to be provided in respect of the work undertaken.
13. It is not the responsibility of the supervisor to proof-read through the complete dissertation, nor to provide feedback on a draft of the complete dissertation.
14. The supervisor should not indicate any grading of the work in progress as it is only the final submission which will be formally assessed.

Responsibilities of the Student

1. Arrange supervision meetings within reasonable time frames and attend these meetings.
2. In advance of each supervision meeting, provide an agenda covering the topics to be discussed; these can then form the basis of the minutes for the meeting.
3. After the supervision meeting, record the agreed action points; these can then be included in the minutes for the meeting.
4. Lead on the identification of a suitable topic and develop the research proposal, taking advice from the supervisor.
5. Together with the supervisor, create a timetable with milestones to ensure the timely completion of the dissertation.
6. Manage day-to-day running of the work, including meeting all deadlines agreed with the supervisor.
7. Submit the research ethics application by the set deadline(s), if applicable.
8. Read and review relevant literature, undertake all necessary development work and author the dissertation.
9. Conduct the research in a manner that complies with issues of a legal, health and safety, data protection, ethical and professional nature.
10. Address any concerns relating to the dissertation with the supervisor as early as possible. Where concerns remain, raise them with the module leader.

To further clarify expectations around the supervision of student projects/ dissertations, Tables 1 and 2 present guidance on the word count and number of supervision meetings.

Table 1: Indicative parameters to guide supervision of undergraduate dissertations

Credits	Word count[1]	Instances of 1-2-1 supervision [2]
30	5000-7000	Min:2 Max:6
40-45	7000-9000	Min:3 Max:9
60	9000-11000	Min:4 Max:12

Table 2: Indicative parameters to guide supervision of postgraduate dissertations

Credits	Word count[1]	Instances of 1-2-1 supervision[2]
30	8000-10000	Min:2 Max:6
40-45	10000-12000	Min:3 Max:9
60	12000-15000	Min:4 Max:12

1 where there is a different word count due to PSRB requirements, this would need to be evidenced.
2 Variation to take account of discipline. Meetings can be face to face or online. Where email is predominantly used for remote supervision, this must include a more substantive level of engagement and should be arranged based on mutual agreement.
3 Some undergraduate and postgraduate dissertations are designed to be delivered via a structured taught module.

Appendix 7: Further guidance and reading

University of Greenwich Assessment Hub

Advance HE (Higher Education Academy) – 'A Marked Improvement' assessment toolkit

Advance HE (Higher Education Academy) – Re-assessing innovative assessment

National Union of Students – Assessment and Feedback benchmarking tool

Graham Gibbs - '53 Powerful Ideas': Numbers 27 (Making Feedback Work: Assessment) and 28 (Making Feedback Work: Students)

Graham Gibbs - Improving student learning through assessment and feedback (video lecture)