CSVPA ASSESSMENT PRINCIPLES

These principles are applicable to all university-level awards at CSVPA.

Version control

PURPOSE/CHANGE	AUTHOR	DATE
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1. Assessment Requirements

1.1. Students shall experience both formative and summative assessment

Formative assessment assists student learning by providing early feedback to help students to improve their learning, building on their strengths and targeting weaknesses that require closer attention. It does not contribute directly to the module result, or to progression and award decisions.

Summative assessment evaluates student learning by comparing it against learning outcomes or other requirements. It provides the basis of module results, and progression and award decisions.

1.2. Students shall expect opportunities for formative assessment early in their studies

Formative assessment is at the discretion of Module Co-ordinators and is not recorded centrally. Its nature, purpose and timing must be made clear to all students. It is expected that formative assessment opportunities will be available to all students studying at Level 4 and Level 5, though not necessarily in every module.

1.3. Students shall have opportunities to experience peer assessment and self-reflective learning during their studies

The School recognises the value of a range of evaluative activities to support learning. These will be of a formative nature and will not directly determine module or course outcomes

1.4. Students shall experience a variety of assessment methods and media during their studies

Across each stage of study, a course shall offer a range of different assessment methods and media to ensure that students are challenged and learning outcomes properly tested.

1.5. Summative assessment requirements shall be defined, approved and communicated to all students prior to the commencement of a module

Summative assessment requirements may not be modified without the authority of the Academic Quality and Standards Committee.

In-year changes to assessment will only be permitted in exceptional circumstances. They may not be introduced unilaterally but must be agreed by AQSC and communicated in writing to all students, clearly stating the rationale for change. It is expected that in-year changes shall only be permitted where they are to the benefit of the student experience or required to safeguard the standard and reputation of the course.

1.6. Each module shall have its own discrete summative assessment
Assessment in a module shall not make assumptions about concurrent learning on other modules, and an assessment shall not be shared across modules.

1.7. All students studying a module shall share a common assessment experience
All students on a module shall undertake the same set of assessments, whether they are enrolled on the same course or drawn from two or more courses. Students are not permitted to choose which assessments to submit, or not submit.

2. Assessment Deadlines

2.1. Assessment deadlines shall be set and published prior to the commencement of a module
Deadlines shall be set with due regard to the workload of students across their course a whole and likely demands on library, IT and other resources.

Deadlines shall be set so as to create an appropriate balance between student learning on the one hand and marking and feedback on the other.

Once set, deadlines may be amended only in exceptional circumstances. They may not be introduced unilaterally but must be agreed by the Chair of Academic Quality & Standards Committee, who will ensure they are communicated in writing to all students, clearly stating the rationale for change.

The School shall publish deadlines for reassessed and deferred work to ensure that students are treated equitably. Locally determined deadlines for such work shall not be permitted.

3. Submission of Work

3.1. The method of submission shall be defined and published prior to the commencement of a module
Assessments may be submitted online via the VLE; in hard copy via the course team, at the place of delivery (e.g. exhibitions, performance or seminar presentations); or via other approved method.

For any assessment, all students shall be required to submit via the same method, and against the same deadlines, unless an adjustment has been agreed on grounds of disability or other extenuating circumstances.

Students shall have the opportunity to submit work electronically. For electronic submission, permitted formats, file types and file sizes will be defined prior to the commencement of the module.

Permitted formats must provide appropriate controls to ensure that the version submitted by the due date cannot subsequently be modified and remains

available to assessors.

It shall not be necessary to submit an assessment both online and in hard copy.

3.2. All assessment submissions shall be logged electronically
Bar-coding or other methods may be used, provided a definitive record is created of the date and time of submission, and the recipient of the work. When work is submitted in physical form, or in performance, corresponding documentation will be submitted to the VLE, serving as a record of submission.

4. Marking and Moderation

4.1. Marking criteria and expectations shall be defined and made available to all students prior to the start of a module
All module assessments and learning outcomes are defined in the Module Information Form; however, this needs to be presented in an accessible fashion to students.

4.2. **Marking shall be consistent in standard and permit comparison within and between modules and courses**
Marking shall conform to the marking and grading scales set out in the academic regulations.

4.3. A representative sample of work shall be double-marked and moderated
External Examiners shall satisfy themselves that marking standards are appropriate and aligned with HE sector expectations, and that moderation is properly conducted.

5. Feedback

5.1. Feedback shall be timely
Due to its character and purpose, feedback on formative assessment should be provided at the earliest opportunity.

All students should receive feedback on summative assessments at the earliest opportunity; this should be within 3 calendar weeks of the assessment deadline (excluding School breaks), and prior to the commencement of the next study block.

5.2. Feedback shall be appropriate and constructive
The format shall be appropriate to the assessment. Feedback must not be restricted to certain types of assessment. A student should expect to receive a variety of forms of feedback relating to his/her course. This must include face-to-face feedback, particularly in the earlier stages of the course. The feedback must explain how the mark/grade was arrived at, and provide counselling on how to improve.

6. Submission of Marks

6.1. All marks shall be submitted by markers by the published deadlines
Deadlines are set to ensure that preparation for Assessment Boards can proceed in a timely manner. Where, exceptionally, deadlines cannot be met for good reason, notification must be made in advance so that alternative arrangements can be made and, if necessary, Boards postponed.

7. Publication of Results

7.1. The School shall inform students of result publication dates during the course of the relevant study block

Until formal publication, all marks supplied as part of student feedback remain provisional. The School reserves the right to review and amend marks in case of material error, or when evidence of unfair practice becomes available.

8. Reassessment, Late Assessment and Reasonable Adjustments

8.1. Reassessed work, and work deferred due to disability or other extenuating circumstances, shall be assessed to the same standards as 'on-time' work

8.2. Students shall be given clear written instructions about the requirements and deadlines for referred work, and work deferred due to disability or other extenuating circumstances

8.3. All assessment elements shall have an appropriate reassessment strategy

9. Retention of Student Work

9.1. Students shall be informed of the timescales for the return of work, and the place to collect it.

Uncollected work shall be securely disposed of one study block after the end of the academic year in which it was assessed, unless it is required as part of a representative sample for quality assurance purposes or as evidence in appeals or complaints, in which case it shall be retained for 3 years after the end of the academic year in which it was assessed.