

# UNIVERSITY OF LEEDS

## Assessment Framework

*This document sets out University assessment policies and strategies that have been agreed by Committees (notably Learning and Teaching Board (LTB)/Taught Student Education Board (TSEB).*

*The reference to the original committee paper for each policy is provided below and these are now archived on the [QAT SharePoint site](#): (UoL username/password reqd).*

### **1. Viva voce or oral examinations** (LTB 28 June 2006)

*Viva voce examinations applied to selected students within a programme (and the outcomes of such selected vivas) should not be used for determining classification for a student who falls within one of the established criteria for discretion.*

- This applies to undergraduate, integrated masters and taught postgraduate students. It does not apply to postgraduate research students.
- Acknowledgement that viva voce examinations for taught programmes are desirable for assessing a student's ability to discourse orally or to confirm certain requirements for professional accreditation (e.g. dentistry).
- Where vivas are used as a form of assessment they must be applied to all students taking the module and be detailed in the module specification.

### **2. Double marking/check marking of assessed work** (LTB 16 January 2001)

*All Schools must have in place procedures, approved by the relevant FLTC<sup>1</sup> to ensure that marks given for assessed work are appropriate and that all students are treated equitably. In all cases the mark awarded to assessed work must be moderated (check marked)<sup>2</sup> through a process of internal double marking or systematic monitoring. Evidence must be available of full adherence to the School's documented procedures for moderating marks (check marking).*

- Schools are required to state their own policy for double marking/check marking of examination scripts and coursework in their Code of Practice on Assessment.
- <sup>1</sup> FLTC is now FTSEC (Faculty Taught Student Education Committee).
- <sup>2</sup> Schools should avoid using the term 'moderation' (check marking is the preferred term; the School Code of Practice on Assessment template uses 'moderation' to refer to the process of settling questions, not checking the marking).

### **3. Policy on late Submission of coursework** (LTB, November 2002).

*University rules on penalties for late submission of coursework require 5 full marks to be deducted for each calendar day that passes after the date of required submission where the work is marked on the University's standard module grade scale of 20 to 90 or on the 0 to 100 marking scale. The deduction should be applied to the grade/mark for the coursework component concerned before any conflation with other grades/marks to give the overall result for the module. If coursework is not submitted by the end of fourteen calendar days following the prescribed deadline, a grade/mark of zero should be returned for that component.*

The original committee papers which contain these policies are now archived on the Quality Assurance Team (QAT) SharePoint site (a UoL username and password are required for access):  
<https://teamspace.leeds.ac.uk/sites/committees/groups/Archive%20of%20policies%20from%20QAT%20website/Forms/AllItems.aspx>

- The penalties for late submission are designed to provide parity for all students including those undertaking ODL.
- Departments may make special arrangements for students who experience difficulties and advise the department prior to the deadline. Such dispensations should be approved under departmental guidelines.
- Departmental guidelines concerning particular programme requirements and specific penalties for poor attendance, poor commitment, and late submission of coursework should be available for all students.
- Schools are required to state this policy in their CoPA and insert any School-specific information if required.

**4. Formal assessment using multiple-choice questions (MCQs)** (Guidance from the Standing Group on Standards, July 2004).

This includes multiple-choice, multiple-response and other question types generating responses that cannot be subjected to effective plagiarism detection.

- An MCQ paper is considered an examination if the mark contributes towards the final module grade.
- If the MCQ contributes towards the module grade a permanent record of students' responses must be produced.
- If the MCQ paper contributes to the final grade and students are on campus the examination must be invigilated. Students must also be required to complete an academic integrity statement.
- If a module is distance-taught and impractical to invigilate, steps must be taken to minimise the ability of students to collaborate. Student completing the examination on-line must be required to confirm their identity through the use of a username and password.

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