



Procedures for the Communication of Assessment Arrangements

The purpose of this paper is to **define** and **prescribe** institutional procedures for the communication of assessment arrangements to students and to provide outline **guidance** to programme teams.

Institutional Requirements

These institutional requirements support the requirements of the UK Quality Code for Higher Education Part C, indicator 4: *“Information on the programme of study is made available to current students at the start of their programme and throughout their studies..... assessment details, including content, timing, deadlines for submission, marking criteria, and arrangements for returning marked work and giving feedback”*

An assignment brief must be provided for **each coursework assignment task**. This will normally be included in the unit handbook and should include:

Submission instructions; list of learning outcomes tested in the assignment; task details and any instructions such as about referencing or technical requirements; guidance on size of submission; information about any penalties for overlong submissions; marking criteria or marking scheme; feedback plan; support arrangements

A less detailed brief must be provided for **each examination**. This will normally be included in the unit handbook and should include:

Dates for the possible period of examinations for this programme; information about the structure of the examination; whether it is unseen, seen or open book, and what this means in the context of this particular examination; support arrangements.

Notes:

Submission Dates

The Student Record System should automatically provide information about submission and return dates to students via Moodle, so this information should not be included in the assignment brief.

Marking criteria

Marking criteria indicate how submitted work will be judged and may be defined at unit, programme, departmental or Faculty level. The criteria should be linked clearly to the University's Standards Descriptors. For assignments which test **only** factual information, a marking scheme which breaks down the individual sections or marks is more appropriate. See the CELT guidance for more information.

What do unit leaders need to do?

- Produce a brief for each assessment element on a programme
- Submit submission dates and other relevant information to the local Management Services team
- Ensure that the briefs are verified by a colleague and/or the external examiner for the programme (see Verification, Marking and Moderation Procedure) before distribution
- Distribute briefs to students via unit handbook, Moodle or other agreed method
- Review assignment briefs as part of Continuous Monitoring and improvement

What do programme leaders need to do?

- Ensure that there is a consistent approach to the production and distribution of assignment briefs across the programme
- Ensure that assignment briefs have been verified across the team before distribution to students
- Ensure that students are informed of general processes for assignment submission, penalties for late submission, arrangements for requesting Exceptional Factors and any other assessment-related policies as part of induction, programme handbook and ongoing communications with students.

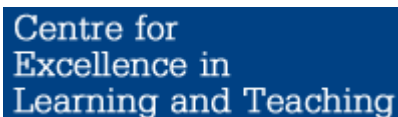
Key Definition

Assignment brief

An assignment brief contains details of an assignment task, usually including the learning outcomes being assessed, a description of what is to be presented for assessment, dates for the submission and return of work, assessment criteria and a description of the feedback which will be provided.

Appendix: Indicative Assignment Brief

This format is not compulsory but is intended as guidance.



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Indicative Assignment Brief

Sections marked with a '#' should be copied over from the unit specification proforma; more information may need to be added for clarity.

Unit title	#
Assignment title	#
Unit Leaders	
Submission Instructions	<i>What should be the format of the submission? Where should it be submitted? How will the receipt be recorded?</i>
Learning outcomes tested in this assignment	1. # 2. # 3. # 4. # 5. #
Task details and instructions	# <i>Provide a brief description of the task and what you will be looking for in the submission.</i>
Guidance on size of submission	# <i>Indicate a range of acceptable sizes, or a fixed size if this is more appropriate. This will have been determined in the unit specification but you may need to offer a range. See http://www.celt.mmu.ac.uk/assessment/design/size.php</i>
Penalties for overlong submissions	<i>If there will be a penalty for submission of an overlong submission, it must be declared here. See http://www.celt.mmu.ac.uk/assessment/design/penalties.php</i>
Feedback procedure	<i>What kind of feedback can students expect? (see http://www.celt.mmu.ac.uk/feedback/types.php)</i>
Support arrangements	<i>How should students get help – eg Frequently Asked Questions page in Moodle, tutor office hours, tutorials, email, etc – and how long are replies likely to take? What should students do if they have special requirements such as a need for Exceptional Factors application or a PLP?</i>
Marking and Moderation procedure	<i>Brief overview of process, including whether or not the submissions are marked anonymously.</i>

Indicative Marking Criteria/Feedback sheet : sections will be highlighted to show performance. See the [University Procedures for Assessment Grading, Criteria and Marking](#) for more information. This format is **not** compulsory and is only included as an example.

Grade band	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 4	Descriptor 5
86%-100%					
70%-85%					
60%-69%					
50%-59%					
40%-49%					
35%-39%					
20%-44%					
0%-19%					

Comments:

You did really well on

Next time that you complete a similar assignment, I recommend that you....

First marker:		Date	
Second marker: (if appropriate, delete if not)		Date	