1. Specifying (curriculum level)
   Course and module approval
   a. Assessment tasks are designed around clear learner focused principles
   b. Assessment tasks are designed to be fair and marking criteria are transparent and equitable
   c. Clear protocols and guidance are provided to academic staff around the format of assessments and different types of feedback
   d. Verification of assessment tasks is completed in advance of the tasks being set to students

2. Setting (assessment level)
   a. Assessment information, including module leader, task hand in dates and deadlines are made available before the start of year and systematically passed to supporting systems e.g. SITs and Blackboard
   b. Summary level assessment statements are provided to students showing their assessment diary at the start of the year of study
   c. Detailed assessment task information is set and made available in advance of teaching starting for the module, online from a single point of access and defines: what is required, how work will be assessed, when this will be needed to be submitted and when feedback should be expected
   d. Reassessment information is produced at the same time as first sit papers by academic staff in advance of teaching starting for the module

3. Supporting
   a. Support and guidance is provided to students and staff around the specific criteria of assessment for each assessment task, as well as around the policies and processes for extensions, extenuating circumstances, learning contracts and academic misconduct
   b. Help and support is available around the technologies supporting the assessment processes for both students and staff

4. Submitting / Sitting
   a. Students will primarily submit their work online and receive an electronic receipt. In some cases where online submission is unable to be supported due to the nature of the assessment or where adjustments have had to be made for the student or staff, alternative methods will be available for submission but receipt will be recorded on system
   b. Clear protocols are in place and understood by students and staff around what to do if online submission is unavailable
   c. The file types for submitted work should adhere to agreed formats and be accessible for staff to mark
   d. Students sit exams in line with existing protocols

5. Marking and Feedback
   a. Supporting technology and training for marking and feeding back online are made available to academic staff
   b. Clear protocols and guidance are provided to academic staff in how to support the allocation of work for marking and feedback
   c. Systems and technology support the passing of electronically submitted work for second marking / internal moderation and the provision of samples for moderation

6. Recording marks
   a. Clear protocols are provided around which member of staff records the mark in system
   b. Technology ensures that the provisional task mark is only required to be inputted once

7. Returning marks and feedback
   a. Provisional task marks and feedback are provided to students online (normally) within three weeks of submission deadlines
   b. Feedback on exams is provided online (normally) within three weeks of sitting the exam
   c. Where feedback is provided by alternative means e.g. face to face, a summary of the feedback is normally provided electronically to the student

8. Boards
   a. Ratified marks are made available online
   b. For students who need to undergo some form of reassessment, they will be clear about what they need to do next and by when

9 Reflecting and Reviewing
   a. Students are able to view their assessment profile (marks, grades and feedback) across their whole course of study via the assessment portal and will receive clear guidance on how to access this
   b. Academic and Professional Services staff have access to student assessment profiles and support and intervention is provided based on triggers within the students profile
   c. Academic staff have an opportunity to reflect and review the assessment experience and delivery of the module