

Guidance on setting reassessment



Summary			
The document sets out guidance for staff on the setting of reassessment for students. It also provides information for students on how the form of reassessment is determined and set.			
Scope - This document applies to:			
The setting of reassessment and supplementary assessment in taught programmes and units, as defined by the Taught Code:			
<i>Reassessment means any time a student is allowed to take an assessment again as an additional attempt because it has been failed or missed.</i>			
<i>Supplementary assessment is where a student is allowed to take an assessment because they previously missed it due to an agreed deferral or self-certified absence, or because an exam board has accepted the previous attempt was affected by exceptional circumstances. A supplementary assessment does not count as an additional attempt to pass the unit.</i>			
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Superseded documents			
Related documents	Sections on reassessment in the Regulations and Code of Practice for Taught Programmes		
Keywords	Reassessment; revise and resubmit		

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The Regulations and Code of Practice for Taught Programmes state:

Reassessment and supplementary assessment may be set as:

- a resubmission of the original assessment
- a new assessment in the same form as the original assessment
- a new assessment in an alternative format that tests the same learning outcomes.

Where an assessment is resubmitted, this does not constitute a form of self-plagiarism.

Where the assessment or unit has changed or is no longer running, the exam board may permit the student to take an alternative assessment or unit.

When to set a revision and resubmission of the original assessment

1. The driving reasons for allowing students to revise and resubmit the original piece of work rather than setting a new piece are to:
 - provide an opportunity for students to put feedback into action, and
 - ensure the student workload for reassessment is appropriate.
2. Under this approach, where a student has not submitted their original coursework assignment, they submit the original assignment as their reassessment or supplementary assessment .
3. Under this approach, Schools may include a requirement for students to articulate how they have used the feedback to revise their work.
4. A revision and resubmission is particularly relevant for:
 - Substantial pieces of coursework, such as final projects, dissertations, capstone assessments, research reports
 - Written assignments that are critical, analytical, reflective
 - Pass/Fail assignments
5. A revision and resubmission may also be appropriate for:
 - Performance-based practical assessments (e.g. recitals)
 - Written elements of practical assessments (e.g. lab reports)
 - Oral assessments (e.g. individual presentations)
 - Individual elements of group work

6. Revision and resubmission of the original assessment is not normally appropriate for assessments where:
 - Students may gain an academic advantage based on the questions having been seen by the cohort (e.g. closed-book tests and examinations) and/or solutions to questions available to students (e.g. problem sets).
7. Where a revision and resubmission approach is expected, this should be communicated to students through unit assessment information (e.g. Blackboard assignment information) and should apply to both reassessment and supplementary assessment.

When to set a new assessment in the same form

8. The driving reasons for setting a new assessment in the same form are to:
 - provide students with a familiar assessment form that is comparable to the original assessment, and
 - ensure the assessment validity is not compromised where the original assessment has a 'closed-book' nature and is taken by a whole cohort.
9. A new assessment in the same form is expected to be used for:
 - Written examinations
 - Timed assessments
 - Objective Structured Clinical Examination (OSCE)
 - Clinical assessments
10. A new assessment in the same form may also be appropriate to set a revision and resubmission for:
 - Progress check assessments (including weekly problem sheets)
11. Where a new assessment in the same form is set, this should apply in both the reassessment and supplementary assessment.

When to set a new piece of assessment in an alternative format that tests the same learning outcomes

12. The driving reason for setting a new assessment in an alternative format is to provide students with an appropriate assessment when the original format cannot be replicated.
13. A new assessment in an alternative format is expected to be used for:
 - Group work

- Progress check assessments (including weekly problem sheets)

14. Where a new piece of assessment in an alternative form is set, this should be set in the same way for reassessment and supplementary assessment.

Communicating assessment formats to students

15. Students should be informed of the format of any reassessment or supplementary assessment at the earliest opportunity, and must be informed at the point of unit marks release on the original assessment (provisional or confirmed).