Valid from: 24 December 2019
Approved by: Tony Summers

## BUV Assessment and Related Academic Policies for Staffordshire and BUV Programmes

Version 3.3 Changes from Ver 3.2: Section 7 additional guidelines on grading scanned exam papers & Section 9 Module Monitoring Plan update

Contents

# 1. Creation of Assessments

## Templates and naming

All assignments are to be created based upon the templates 'BUV Assignment Template(s) V7" and 'BUV Exam Template(s) V3". These are all available for download on the BUV shared Faculty folder under 'Assessment Documents'. As these are template documents they will open (double click) a new file with no name. These latest templates contain the new BUV logo and the approved font, Brandon Grotesque Regular, so please use this font throughout and be careful if copying in text from other documents. The multiple choice exam templates contain hidden tables to assist in consistency of formatting so use the tab key to jump from one table position to another. The single document should contain all of the relevant information for the assignment.

For example, if you have a question paper, a marking scheme, case study or a sample answer, these should all be in one single Word document which should then be named using the naming convention below.

<Module Code> <Assessment Acronym> <Assessment Element Number-Total Assessment Elements> <Date Due for Release to Students>

### Example 1:
For a module with a single element of assessment this will mean creating one file.
BLB1O1O9-4 Managing People and Performance will be named:

BLB1O1O9-4 MPP 1-1 29.11.18 (This will tell us that it is BLB1O1O9-4 Managing People and Performance, 1 of 1 assessment, due for release to students on 29.11.18)

### Example 2:

BLB1O114-4 Business Skills 1 has four elements. Each element is usually handed out on a sequential date during the semester. We would therefore expect to see four individual word documents.

BLB1O114-4 BS1 1-4 17.1O.18 (Business Skills 1, first assessment of 4, due for release to students on 17.1O.18)
BLB1O114-4 BS1 2-4 28.1O.18 (Business Skills 1, second assessment of 4, due for release to students on 28.1O.18)

Resit papers should add the letter R to the module code.
### Example 3:
BLB1O114-4R 1-4 17.1O.18 (Business Skills 1 Resit paper, first assessment of 4, due for release to students on 17.1O.18 [or TBA if the issue date is not known at the time of request for approval].)

N.B If the assessment is for an end of semester examination, do not append the file with the date TBA, please use the date of the start of the examination week of the upcoming semester. This is shown on the Key Dates document issued for each semester.

Unless your module has multiple components spread throughout the semester or you have received prior permission from the Deputy Dean or Dean, no assessments should be released to students prior to week 6 of the semester.

## Assignment content

When writing assignments please be aware of the following issues:

- Duplication of assignments: Has this assignment been used before? If so, it cannot be used again for a minimum of 5 academic years (3 years if it is a resit paper). For some modules (e.g. Project, Entrepreneurial Marketing, Global Marketing in Action) the same question is repeated. The general rule of thumb would be that if a student could gain an advantage by utilising previously written student assignments, the question should be re-written.
- Appropriate level: Are you asking Year 1 Semester 1 students to engage in deep evaluation? Are you asking final year students to describe processes? If so, the level of question may not be appropriate to the level of the student. Try to match what you are asking the students to do with their level of study.
- Correct font, formatting, spelling and grammar issues: Correct use of the templates should minimise this but please proofread your own work to set a good example to the students.

## Internal Moderation/Second Marking

When you have created all of the assessments for the module, you must email these to your second marker for checking together with the relevant Module Descriptor. It is the second marker's responsibility to check that the assignment which has been created is appropriate for the level of assessment, is logical, has no spelling/grammar/formatting/font use errors, matches the Module Descriptor and that any rubric or answers provided are appropriate, and match up with the questions being asked.

The internal moderation stage is extremely important to ensure that high quality assessments are created and that the ability of students is adequately tested. It is not a 'rubber stamp' process and care should be taken to consider the suitability of the questions being asked, as well as more minor issues.

Unless you need the assistance or advice of the Programme Leader there is no need to cc. them or the academic support office in any conversations/discussions taking place over email with the first marker.

As we get closer to deadlines, it is vital that this process of moderation is carried out swiftly. Please aim to respond to the first marker with your comments immediately (a seven-day turnaround at the absolute maximum) and, of course, within the deadlines formally issued to you by the Deputy Dean.
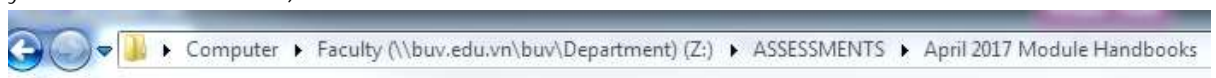
## Programme Leader Approval

Once the first and second marker have agreed on the assignments, they can be saved to the BUV shared assessment drive (Faculty/Assessments month year), notifying the Programme Leader that you have done this or emailed to the relevant Programme Leader for approval. Saving to the Faculty drive can only be done whilst you are on site at BUV. This procedure must be followed for BUV own degrees and foundation programme assessments as well as our regular Staffordshire university programmes. To save a document to the shared drive, use the following process:

1. Open the shared 'Assessments' folder from the networked drive (If you do not have access to this drive on your device please contact IT for support)
2. Find the folder for the current semester (Faculty/Assessments month year)


Computer ▶ Faculty (\\buv.edu.vn\buv\Department) (Z:) ▶ ASSESSMENTS ▶ April 2017 Assessments

3. Find the relevant module and open that folder. If your module is new, a folder will not exist. Please create a new folder with the name of the module as the filename
4. Save all of the components for assessments for the module into the folder.
5. The Module Handbook should be saved into the adjacent folder (Faculty /Assessments/month year Module Handbooks)


Computer ▶ Faculty (\\buv.edu.vn\buv\Department) (Z:) ▶ ASSESSMENTS ▶ April 2017 Module Handbooks

6. Inform the relevant Programme Leader that the material is present (unless they have requested that you pass assignments to them in another form)
7. You will be informed if there are any additional changes which need to be made to the assessments
8. If you need to make any changes, then update the document as requested and replace the document in the drive with the corrected version. **Please do not just make the changes on the shared drive; you should delete the document on the shared drive and replace it with your corrected version. This ensures there are always two copies of the final assessments available if needed; the copy on the shared drive and your original file on your own PC.**
9. Inform the Programme Leader that the changes have been made.
10. The Programme Leader will inform the Head of Quality and the academic support office when the modules are ready for a final quality check.
11. During the QC process, if changes that are significant enough to warrant rejection are identified; the assessment document will be returned to the Programme Leader or direct to the Module Leader for action. This may mean that the Staffordshire University upload date is missed and you will therefore need to issue the assignment to students later than planned. Please do not wait until the last possible date to submit your assessments, as this will make it more likely that any required changes will result in delays to the release of your assessments.
12. Once this final stage is finished, the Head of Quality will inform the academic support office that the module is approved for uploading to Staffordshire

Please do not email finished documents directly to the Head of Quality/Academic support office; you will be referred back to the above process. This is to avoid confusion over version control of assignments and to ensure all documentation is in one accessible location.

## 2. External Moderation

All assignments created at BUV must be checked by the internal moderator/second marker, the Programme Leader and the Head of Quality before they are issued to students. For the PWSU Programme, this is the final stage of checking. For our undergraduate programmes carried out with Staffordshire University they are then sent by the academic support office to our external examiner/subject expert for final checking/approval.

When the external examiner/subject expert has checked the assignments, you will receive a notification from the academic support office that the assignments have either been approved (in which case no further action is required), or that changes are required. If changes are required then please update the relevant document in the assessments folder as per point 7 above and email the academic support office with your response to the external examiner.

## 3. Release of assignments

Once you have made any necessary changes to your assignments as requested by the external examiner, you may release the assignments on the date that was previously agreed internally. For 100% weighted assignments this should not be before Week 6 of the semester. If you wish to release an assignment before this date, then you must confirm this with the Deputy Dean. Before you release the assignment (either in class as a hard copy, or electronically on the student shared drive, please follow this process:

1. Save your file and close the document
2. Create a copy of the assignment and name it using the original filing convention, but add 'STUDENT COPY' to the end of the file name. For example, 'BSB 10513-5 PM 1-1 19.11.2015 STUDENT COPY'
3. Open this new document
4. Remove any answers appended to the assignment
5. Save this assignment as a PDF document and close it
6. Update the shared Assessments folder with the student versions of the assignment. There should now be two copies of each assignment contained in your folder; an answer copy (in Word format), and a student copy (in PDF format)
7. Print the student copy of the assignment, check and sign each page and deposit it with the Exams Office
8. Release the PDF student copy via the student shared drive or in class. Ensure that you release the correct version!

Although this process may seem complicated, by following it we can reduce the likelihood of accidentally releasing an assignment containing answers to students.

# 4. Marking Information

## Awarding grades

British University Vietnam follows the British undergraduate degree classification system where students are awarded grades around several different 'classes' of achievement.

The classes that BUV uses when grading assignments (not awarding degrees), and their associated approximate standard of work are displayed below.

| Classification | Percentage score | Standard of work |
|---|---|---|
| First-class (1st) | 70+ | Excellent: Work is of an exceptional standard. |
| Second-class, upper division (2:1) | 60-69 | Very Good: Work is of a high quality |
| Second-class, lower division (2:2) | 50-59 | Good: Work exceeds the minimum requirements |
| Third Class (3rd)/Pass | 40-49 | Acceptable: Work meets the minimum standards required |
| Compensatable Fail | 35-39 | Unacceptable: work does not meet the minimum standards required but the student **may** be allowed to progress to the next level without retaking the assignment. (This is decided by the exam board depending on the performance in other modules [i.e. if the student has achieved these or similar LO's in other modules] and therefore compensation should not be assumed.) |
| Non-Compensatable fail | 0-34 | Unacceptable: work does not meet the minimum standards required and, subject to the total number of credits failed, the student will **not** be allowed to progress to the next level without retaking the assignment. |

## Marking best practice

As BUV does not use negative grading, students must earn all of their marks, and evidence of this must be identified by the grader. If a qualitative assignment is awarded a grade of 80% or higher, it is very likely that the University external examiner would check the quality of the work to ensure that it is really of this standard. They are also likely to check papers which are awarded a failing grade.

It is therefore extremely important that all papers (but especially those which fall into the above categories) have sufficient commentary to explain to the second marker, the external examiner and the student why the paper achieved a very low, or very high grade.

When marking an assignment, this would mean that **a minimum of one comment per page** is made by the marker. This could be a detailed qualitative comment or a QuickMark. Please be constructive in your comments to students. It is not helpful for the students if comments are left on their papers which do not assist them in improving their work for the future. Whilst it is important to point out to students where they have made errors, try to ensure that comments are not entirely focused on this. Pick out areas of good practice in the work and provide the student with specific areas which they can improve on in the future. Try to phrase your comments in relation to the work itself, rather than the student who has submitted this.

When students view the feedback for their papers, they will frequently view the overall comments for their papers first.  Overall comments can by typed into the overall comments box or recorded in the form of spoken comments in the Turnitin system.  Please make sure that there are some detailed written or spoken, constructive comments relating to the whole paper. This must not simply be the copied and pasted comments from the rest of the assignment, or the relevant grade descriptor taken from the rubric. For an example of an assignment which has been marked to best practices, please refer to the file 'Marking Best Practices Example' in Faculty\\ASSESSMENTS\\Assessment Documents.

 In an exam paper, best practice would mean identifying with appropriate marks, where exactly the grades have been obtained. Whilst students do not, in general, view their exam papers, it is still important to leave brief comments which explain why you have, or have not awarded the grades. This will help the second marker and external examiner better understand your marking.

## 5. Online Assessment Grading (Assignments)

BUV employs Turnitin, both as a method of preventing and catching plagiarism, and also as an online marking tool. All assignments are marked online through Turnitin and you will receive training on how to do this.

### First Marker

1. Login to your individual Turnitin account. Unless you are marking a student Project assignment, you must not use the Second-marker account to mark student work.
2. Select your class and edit the settings for your assignment in order to upload the mark-scheme for your assignment (if applicable)[1]
3. Start grading as normal, ensuring comments are left throughout the paper (Quickmarks or text comments as appropriate), and an overall comment is left in the 'text comment' section.
4. Ensure that attention is paid to possible cases of plagiarism as you mark the paper. (You can check this at the same time as grading by clicking the red circular button next to the 'Originality' box on the top left of the paper which will highlight similar sources throughout the paper. For a more detailed look at similar sources, press the 'Originality' box and this will provide evidence of where matching sources have been found.) It is good practice to sort the list of papers in descending order of similarity index and check all high-similarity papers for plagiarism before you start the detailed grading process. In that way it is easier not to accidentally miss any high similarity papers.
5. If you suspect plagiarism, please leave the Quickmark 'AM01' on the upper-left side of the first page of the assessment. All cases of suspected plagiarism MUST be reported to Academic Misconduct team (Dean, Deputy Dean, Head of Quality, Programme Leaders, and Academic Support Office). To do this, send an email to [buv-misconduct@buv.edu.vn](mailto:buv-misconduct@buv.edu.vn) . In this email, include the following information:
    a. Level of similarity shown on Turnitin
    b. Where the sources have been taken from (another student paper, textbook etc.
    c. Whether you think the problem is an example of Poor Academic Practice (referencing problems) or whether more serious plagiarism has taken place
    d. Whether the student needs to be called in for a viva
6. Please do not leave any other comments relating to suspected plagiarism anywhere on the paper. Avoid inferring this in the comment box and mark the paper as if there were no plagiarism problems.
7. If you suspect the word count to be over the prescribed limit, please check the original document submitted by downloading the original file and using a word count checker. When checking word counts please be aware of what is counted and what is not counted:

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[1] When marking is being carried out, any published mark-schemes, rubrics, or marking criteria need to be adhered to. If you have a structured mark-scheme, this MUST be input into the Turnitin system for your assignment before you start marking the assignments. A template of a marking scheme with the scales already input can be obtained through the Turnitin second marker account labelled 'RUBRIC TEMPLATE'. Please speak to the relevant Programme Leader or Deputy Dean if you need help in copying and adapting the template for your own use.

a. **Included**

•All text written in the body of the assignment, including the introduction and conclusion

•In-text quotations and citations

•Inappropriate or excessive use of tables e.g. student has just put a box around a section of work; or the quantity of words in permitted tables and student-created graphics exceeds 30% of the word allowance. Read also the advice given to students in the assignment paper.

b. **Not Included**

•Titles and in-text headings

•References

•Appendices

•Appropriate use of tables and student-created graphics (that are below 30% of the word allowance show on the front cover of the assignment).

8. If the conditions in point 7 above applied and after checking you find that the word count is acceptable please leave the Quickmark 'Word Count Acceptable' on the upper-left side of the first page of the assessment. (You do not have to do this for all papers, just the ones that were suspect and you have checked them.) If the word count is over the prescribed limits, please leave the Quickmark 'AM02', on the upper-left side of the first page of the assessment and reduce the marks accordingly (following the scale in the assignment paper) once you have graded the assignment. Add an additional comment to the Quickmark to explain what you have done e.g. 'Word count over limit by 12%. Mark of 60 reduced to 53".

9. If you suspect that the student has submitted work that has not been completed by them and which may require a viva to be carried out, then you can use the Academic English Master class results on Turnitin to check whether you believe the work is by the same student. If you feel that is not, then leave the Quickmark 'AM03'. If you have any suspicions at all regarding whether the work may have been completed by another individual, please mark the paper as 'AM03'. It is better that we carry out more vivas, which students successfully pass, rather than miss out on detecting potential ghostwriting cases.

10. If you have used a marking rubric for your assignment, you **must** use this to mark on Turnitin. Please seek advice from your Programme Leader or Deputy Dean if you are unfamiliar with uploading/using rubrics in Turnitin.

11. If you are using a rubric, ensure that you click 'apply rubric percentage to grade', otherwise, write the mark in the grade box on the top right of the paper.

12. Repeat steps two through nine until all papers are graded.

13. Once all papers are graded, inform the academic support office and the second marker that the papers are available for second marking.

## Second Marker

1. Login as second marker with the details that have been provided to you.

2. Examine each assignment's content and decide whether you agree with the grade awarded by the first marker or not.

3. Check that the first marker has used the correct rubric to allocate grades. If a rubric is issued to students in the assessment then it must be used to allocate grades to the assessment.
4. Check that an appropriate overall comment has been left by the first marker, and that all comments left are appropriate.
5. If you agree the mark and everything is fine, leave the Quickmark 'SECOND MARKER AGREED: [First name]' at the top right hand corner of the paper. Remember to save your comment! Please do not type in a text comment (such as 'agreed', 'mark agreed', 'Agreed-Mike' etc.) as this makes it difficult to check whether second marking has been carried out at the quality checking stage.
6. If you spot any minor typos by the first marker then please correct them, but remember to inform them afterwards. Otherwise, do not alter any comments or grades entered by the first marker.
7. Do not add any additional comments of your own to the paper even if these are attributed to you.
8. Please double check for plagiarism in the paper you are second marking. If you spot suspected plagiarism, which has not been commented on by the first marker, then leave the AM01 Quickmark on the top left of the paper, and email buv-misconduct@buv.edu.vn and cc the first marker. It is good practice to sort the list of papers in descending order of similarity index and check all high-similarity papers for plagiarism before you start the detailed second-grading process. In that way it is easier not to accidentally miss any high similarity papers.
9. If you disagree with a final mark or a component of the final mark, drag and drop the Quickmark "Moderation in Progress" to the top right corner of the paper.
10. Using the 'Moderation and Discussion Sheet' (Appendix 1) agree the marks outside of the Turnitin system. We do not want students to see comments on how differences have been resolved on their papers.
11. If you still cannot agree the final mark, please refer to the Programme Leader or Deputy Dean who will assign a third marker to examine the work.
12. Following the agreement of the final marks between all the markers, and the completion of the "Moderation and Discussion sheets", it is the responsibility of the first marker to change any marks that were not initially agreed upon during the second marking process on the student papers.
To do this:
    a. Delete the Quickmark of 'Moderation in Progress' from the top right-hand corner of the paper in question.
    b. If there is no rubric, or the change is an overall grade to the paper, then enter the agreed grade into the Turnitin grade box.
    c. If there is a marking rubric, then change the rubric/component mark as appropriate, and remember to press the 'Apply rubric percentage to grade'.
13. Drag and drop the Quickmark of "Moderation Complete. Final agreed mark shown in grade box" into the top right hand corner of the paper.
14. Save the changes made to the paper.

**It is the responsibility of the first marker** to ensure that the agreed grades are correct, all moderations are complete, all Quickmarks have been changed, and that all signed moderation sheets have been deposited with the exams office.

## Marking of Resit assignments

In many marking periods, there may be several students per cohort who will be resitting the assignment. At the start of the marking period the exams office will resend the resit list so that you know which papers are resit papers. As all resit papers are capped at 40, the main aim when marking these papers is to assess whether or not the students have achieved a passing grade. Because of this, it is not required to provide the same level of commentary that is provided to students who are taking the assessment for the first time. Any marking schemes must still be adhered to, and an overall grade must be input into Turnitin as per the marking scheme, but it is not required to provide detailed commentary and points for improvement for these students. It is sufficient to use a level of comments that identify to the second marker and the external examiner why this is a failing or passing paper.

To make it clear to the second marker and the external examiner which papers are resit attempts, please write 'RESIT ASSIGNMENT" in the overall comment box of the paper.

# 6. Offline Assessment Grading (Exams)

## 6.1 First Marker

Grade all papers as normal and leave both component marks and total mark in the appropriate boxes on the exam paper. Please use a combination of annotations and mark allocation points (where appropriate) on the paper to ensure an auditable marking trail for the second marker. Ensure that the grade you provide is converted into a percentage and that this is clearly indicated. Marks must *not* be shown as 15/20 etc.

## 6.2 Second Marker

Check each paper to see whether you agree with the mark that the first marker has allocated.

In the case of multiple choice exam papers the accuracy of answers should be checked against the answer paper in addition to the simple addition of the marks.

**If you agree**, please leave the same marks in the appropriate boxes of column 3 'Second Marker' on the front of the paper. Please ensure that both the 'Second Marker' and the 'Final Grade / GP / %' box at the top of the matrix are filled out to prevent any potential grade manipulation at a later date. Sign/stamp your name at the bottom of the matrix by the 'Agreed Totals' row. **Every page** of the answer that contains content must be signed/stamped by the second marker to signify to the external examiner that the whole script has been checked.

**If there is a disagreement** with the marks for a paper enter your proposed marks in the appropriate boxes of column 3 'Second Marker' on the front of the paper, then contact the first marker to agree the marks. Once these changes are agreed, the second marker is to make the changes in the relevant sections on the paper and signs next to them. When the changes are genuinely agreed by the first marker complete column '4 Agreed Mark' and the 'Final Grade / GP / %' box at the top of the matrix. **However, if there has been a disagreement in the marks, both the first and the second marker must sign next to the 'Agreed Totals' row** at the bottom of the matrix.

See the examples below:

| If grades are agreed without moderation | If grades are agreed after moderation |
|---|---|
|  |  |

## 7. Online Assessment Grading (Exams)

When Module Leaders are not present in Hanoi to mark hard copy exam scripts, these will be scanned by the exams office and the Module Leader will mark them using Turnitin. As they are exam scripts, the same standards of first and second marking must be adhered to as if they were being marked by hand.  Please refer to section 6 for details of these criteria.

When commenting a scanned-in examination paper:

**Don't use a comment like this** below as it is not possible to see the words on the scanned-in version:

Instead either use text (unlimited words)

*This is some text and is visible on the face of the examination paper*

Or use a new QM comment that you have saved specifically for the purpose with all the words visible (but you are limited in the number of words you can use).  Do not use more words than are visible on the face of the paper. A QM comment like this is the best way to create a 'Second Marker Agreed – Firstname' note which should be placed on every exam page where there is student content.

This is a comment saved as a new QM

To summarise:

1. Use QM's that show all the words or use text comments.

2. Do not use comments that show as blank on the face of the paper.

3. Leave a 'Second Marker Agreed – Firstname' QM on every page where there is student content.

You toggle between QM and text using the two buttons in the top right hand corner of the Turnitin screen:
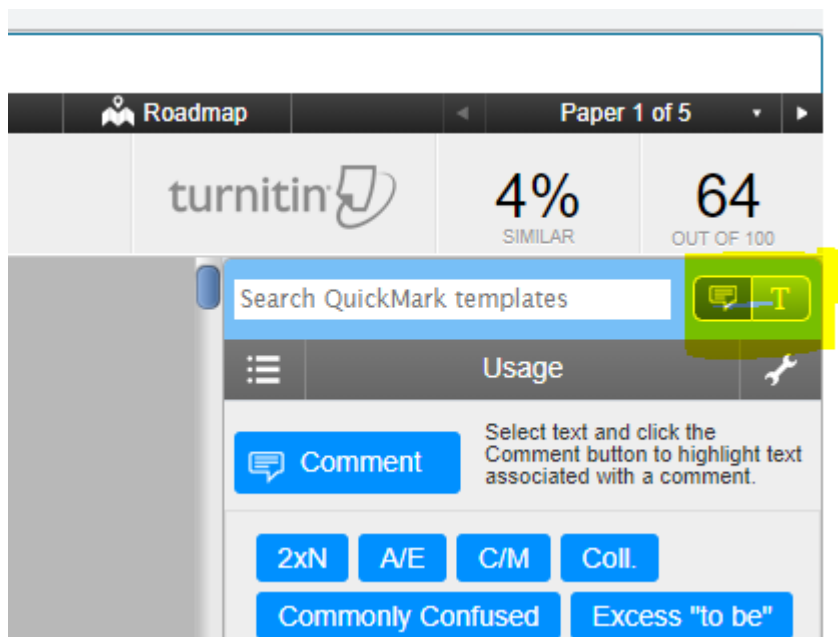


Overleaf is an example of a correctly graded scanned-in examination paper.  In this case it has been second graded by the remote marker but the principle equally applies if it had been first graded remotely.

**STAFFORDSHIRE UNIVERSITY**

Please Complete in **BLOCK LETTERS**

Registration No... HAN.17080013

(As shown on your Registration Card)

Award Title...... AF

Module Title kesonal and Business Taxation 2

Level (1,2,2,M etc)... FHOAF

Module/Examination No.ACCT.50516 - S

Title of Paper... Examination. 50%

Date Monday, 15 Start Time 14:00

July 2019

PLEASE READ THE FOLLOWING
INSTRUCTIONS CAREFULLY

1. Read the instructions and questions carefully before beginning work. Check to ensure that you have the correct question paper in front of you.

2. Candidates are not permitted to leave the examination room during the first hour and the last 30 minutes of the examination.

2. Commence each question on a new page.

3. Write your answers on both sides of the paper. Do not write in the margins.

4. Write the number of the question in the left hand margin.

5. Enter question numbers attempted, in the order you attempted them, in column 1, opposite.

6. All rough work must be done in the answer book and crossed through.

7. Ensure that you complete the correct Supplementary book.

8. Fasten additional papers to the inside of the back cover with the tag provided.

9. Communication with any other candidate during the examination in any way, or any other infringement of the instructions, may result in the cancellation of the mark attained.

10. Remain in your seat until the invigilator indicates that you may leave. Candidates must not leave their places without the permission of the invigilator.

11. SCRIPTS MUST NOT BE REMOVED FROM THE EXAMINATION ROOM.

12. Anonymous Marking
At the end of the examination, fold over and seal the gummed edge on the panel above to conceal your personal details. Your paper will then be marked blind and the panel opened only when your marks are entered onto grids.

Leave Blank

(½)
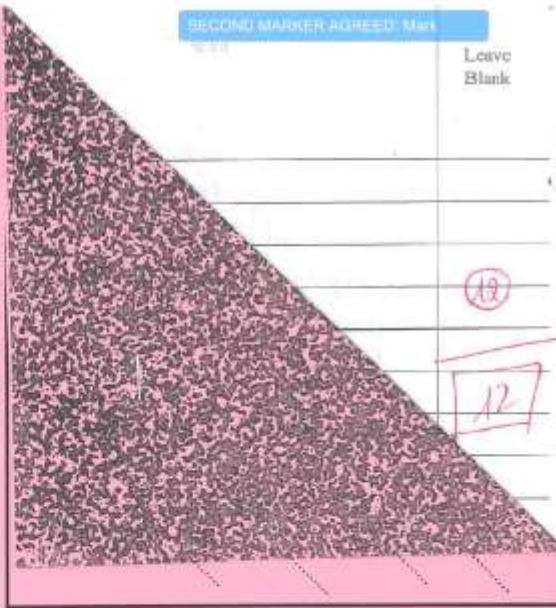
Final Grade / GP / %

89

| 1 Question Answered | 2 First Marker | 3 Second Marker | 4 Agreed Mark | 5 External Examiner's Mark |
|---|---|---|---|---|
| Section A | 12 | 12 | 12 | |
| Section B/Question 1 | 18 | 18 | 18 | |
| Section b Question 3 | 40 | 40 | 40 | |
| B2 | 19 | 19 | 19 | |
| | | | | |
| | | | | |
| Agreed Totals | 89 | 89 | 89 | |

| Question No. | | | Leave Blank |
|---|---|---|---|

**Section A**

| | | |
|---|---|---|
| 1 | B ✓ | |
| 2 | Ø A | |
| 3 | C ✓ | ⑩ |
| 4 | B ✓ | |
| 5 | D ✓ | |

**Section B**    4 × 3 marks    TOTAL A  12

Description

**Question 1**

VAT output:

| Description | Income | VAT rate | VAT amount | Note |
|---|---|---|---|---|
| Sales | 2,200,000,000 | 10% | 220,000,000 | |

Total VAT output = 220,000,000 VND ✓    ②

VAT input:

| Description | Expense [VND] | VAT rate | VAT input | Creditable VAT input | Note | |
|---|---|---|---|---|---|---|
| Purchase for sale | 550,000,000 | 10% | 55,000,000 | 55,000,000 ✓ | | ② |
| Purchase book coupon | 100,000,000 | × | × | × | No VAT ✓ input under VAT direct method | ② |
| Payment for training materials | 60,000,000 | 10% | 6,000,000 | 6,000,000 | Training ✓ material is used for serving services and relates to business activities | ② |

## 8. Offline Assessment Grading (Presentations)

Some modules include a student presentation as part of the overall assessment. When these are being marked, there must be two markers present at all times (unless the presentations are recorded, see below) to discuss and agree the mark for the presentation. Marking should be carried out in the following way:

1. Each marker marks the presentation using separate marking sheets.
2. Both markers should mark the presentations based on the percentage score descriptors for every criterion on the agreed rubric and provide a percentage mark for each criterion.
3. After each presentation these marks should be discussed to come up with the final moderated marks for each rubric criterion. It is not necessary to fill out a moderation and discussion sheet for differences in marks for each rubric criterion.
4. Following the presentation, the final presentation score should be calculated by the first marker based on the relative weightings for each criteria.
5. These final scores can be added to the original presentation discussion sheets or a separate cover sheet showing the calculated marks can be created.
6. Submit all of the documentation and agreed grades to the Exams Office in line with the grading deadlines.
7. It is essential that clear evidence of second marking is shown for presentation marking. If this is not shown, you may be asked to carry out the presentations again.
8. There is no requirement for the first or second marker to mark the slides submitted on Turnitin as the exams office will transcribe grades from the signed paper copies of the rubric onto Turnitin, but these must be checked for potential plagiarism issues. Notify any problems regarding this to the BUV misconduct email address in the normal way

The grading should not be discussed with students present.

Presentations are video recorded so that they are available to the external examiner if required. IT will set up the video camera and the times and dates are coordinated by the exams office. In cases where the second marker is not available and cannot be present in the live presentations they may second mark the presentation by viewing the videos (stored in dated folders on the public drive), completing the rubric and agreeing / moderating grades in the normal way. Where possible the second marker should attend the presentations in person.

## 9. Module Monitoring Plan.

From the October 2019 semester Staffordshire University have adopted a continuous monitoring process for module monitoring plans (MMP's). Module Leaders should report during the semester all examples of best practice identified in the delivery of their modules and also and issues experienced that should be improved ('actions') for the next time the module is delivered. Staffordshire University will combine BUV's feedback with the relevant module delivered at Staffordshire University to take appropriate action.

Module Leaders who wish to change the set text(s) for the module should **report this direct to the LRC and the Deputy Dean** and not rely on comments in the MMP.

This is what the module monitoring plan looks like:



SU's instructions for completing the plan:

1. Use a separate line for each action point or each piece of good practice (actions and good practice are recorded in the same way). Add additional lines to the spreadsheet as you require them.

2. Action Number: Add an action number (starting with 1) and continue with the numbering regardless of whether the item is an action or a piece of good practice.

3. Comment/Action: Enter the action or the piece of good practice. Phrase these succinctly and avoid lengthy narrative.

4. Evidence: Note which source of evidence highlighted the action/good practice. Please choose at least one from the (peach) box.

5. Date originally added: Add the date you are entering the item.

6. Tags: Add at least one 'tag' from the themes in the (blue) box.

7. Good Practice?: Add 'yes' if the item is good practice and leave it blank if it is an action.

8. Courses this applies to: Note which course the module is part of.

9. Action by when: If the item is a piece of good practice you can leave this blank. If the item is an action please put the date by when the action will be completed. (This is for you to decide).

10. Progress: If the item is a piece of good practice you can leave this blank. If the item is an action please use this column to record any on-going progress. It might be useful to record the date of this if you are making a number of progress entries.

11. Escalate to HoD or Parent Group Lead: If you wish an urgent or serious item to be drawn to the attention of the University's Head of Department or the Lead person at the university or a senior manager at your institution, please add a 'yes' in this column and alert either the senior manager at your institution and/or your Academic Link Tutor.

12. Status: Please add either 'complete' or 'open' (as noted in the green box).

13. Actions are always for the author (i.e. you as the Module Tutor) and should be pursued straight away.

## 10. Additional Information

### 10.1 Coaching

To ensure that all students are treated fairly and that we are genuinely testing the student's ability to demonstrate the Learning Outcomes we must be careful not to coach students for assessments/exams. We want to assist students but we must not provide them with answers or with too much commentary and feedback on their work before it is submitted and graded. Under no circumstances should you be directly altering the work of any student assignment.

If a student approaches you for assistance on a subject other than your own, please ask them to contact the Module Leader in charge of that module and do not provide assistance/look at their work. This also applies in the case of project supervisors; students should be referred to their own supervisors in all cases. If there is some reason stated by the student that they do not wish to discuss their need for assistance with their Module Leader then refer them to their Personal Tutor or Programme Leader.

## 11. Providing Feedback to Students

It is acceptable to provide feedback to students once the first grading, second grading and QC processes are complete (typically 20 days after the student's submission date) but this should be limited to a verbal discussion (i.e. not email or other form of written report):

(i)     General comments on their performance
(ii)    The overall band the grade achieved e.g. "between 40 and 50"
(iii)   Issues arising (such as misunderstood questions, poor sources etc.) and areas of possible improvement

Once the examination board has agreed grades and the students have their grades issued then the following applies:

As per the legal framework offered by Staffordshire, if students request to see exam scripts, these are to be provided to them in the form of a supervised viewing with the Module Leader present to provide further commentary if necessary. Students are not allowed to photocopy, photograph or otherwise record any comments. The academic support office should liaise between students and Module Leaders to arrange this if requested by students.

- Following completion of the external board, any ensuing Chair's actions, and the release of student marks, all post dates for assignments should be changed to the present date on Turnitin by the Academic Support Office.
- Once all of the assignment post-dates have been changed, all students should be notified by the academic support office on a cohort-by-cohort basis that their assignment feedback is available for viewing.

FYI the email sent by the Academic Support Office will read as follows:

"Dear Students,

Your feedback for your most recent assignment submissions is now available for viewing on Turnitin. Please log in to the Turnitin website (*www.turnitin.com*) as soon as possible in order to access this. The purpose of providing you with your feedback is to enable you to improve your performance in further

assignments. You are therefore strongly encouraged to examine your feedback and take any appropriate action for the future.

If you would like to ask any questions, or require clarification about the specific comments that have been provided on your assignments by the marker, contact the relevant Module Leader directly by email or ask Ms. Ha Phuong or Ms. Huyen in Academic Reception to arrange an appointment to do this. Be aware that all of the grades you have been previously issued are final, are approved by the examinations board and cannot be altered. For further details on this point, please refer to your student handbook.

You are also encouraged to make an appointment with your personal tutor in order to discuss your overall performance. Please contact your tutor directly by email to arrange this.

Kind Regards

[Name] Exams Office"

## 12. Guidance for Personal Tutors (PT's)

As an institution within the British educational system, BUV takes the welfare of its students extremely seriously. Providing students with an impartial advocate for them throughout their University life in the form of Personal Tutors (PTs) is one way in which we show this commitment to student welfare.

Every student at BUV is assigned a PT who has a duty of providing assistance and support for that student (tutee) throughout their time at BUV, as well as fulfilling certain administrative duties.

As a PT, you are responsible for the following:

- Maintaining confidentiality of any issues raised by the tutee and only discussing these issues with appropriate members of faculty e.g. Programme Leaders, Deputy Dean and Dean.
- Actively offering tutees the opportunity to meet you two times per semester. The Academic Support Office will email your tutees at your request.
- Being available to meet tutees in their administration hour and upon request at other times.
- Meeting tutees after assessment periods to provide advice relating to academic misconduct where directed by the Academic Misconduct Panel. You should ensure that you are familiar with the latest Academic Conduct regulations – these have changed considerably from the October 2019 semester – so that you may give appropriate advice and signposting to students. If you require clarification of the Academic Conduct or Award regulations ask for guidance from the Compliance team or the Deputy Dean. A member of the Compliance team or the Deputy Dean will also attend PT meetings with students after an Academic Misconduct Panel decision if required.
- Ensuring that tutees that are having attendance issues do not have any underlying issues which may be adversely affecting their performance. Students should, of course be made aware that there are potentially serious consequences of poor attendance.
- Meeting with the parents of tutees on Parent Days and discussing their performance.
- **Intervening on the students' behalf, and advocating for them where necessary/requested.**
- Writing personal and professional references for them upon formal request by the Student Experience department. Requests made to you directly should be referred to the Student Experience team.

Building up a close relationship with your tutees over their time at BUV is an excellent way for us as an institution to spot any problems that students may be facing and deal with them in a sensitive manner. Some advice is provided below to assist you with this.

- All formal interactions with tutees must be recorded using a Meeting Minutes form.
- During a meeting, give the student space to discuss their academic, personal and social lives. A good way to start is by asking them about their individual modules, moving on to any assessments they are currently facing, and then probing about any other issues they may be facing on a social/personal basis.
- If a student reports any problems they are having with the content of a module (e.g. a lack of understanding about elements of the course), then, depending on that nature of the problem, either refer them to the Module Leader or offer to speak to the Module Leader on their behalf.
- If a student reports personal/professional issues with any faculty member, then raise these issues to the Deputy Dean who will deal with this issue. Do not speak to the member of faculty directly.
- If a student raises any significant personal problems, or you suspect there are underlying issues which need investigation then you should persuade the student to allow you to raise these issues to the Deputy Dean. Do not attempt to deal with these issues yourself or get involved on a personal level.
- Issues that should immediately be raised to the attention of the Deputy Dean include (but are not limited to): talk of abusive relationships between partners/family, deaths in the family, discussion about self-harm/suicidal thoughts, suspected mental health issues. We have a duty of care to our students and must provide appropriate assistance at a University level where appropriate including our student counselling service.
- BUV employs a trained Wellbeing Counsellor who students can contact directly and confidentially if they wish to discuss any personal, family or other issues that they do not wish to disclose to the University.
- Remember that you are not trained in student welfare and are not a student counsellor. Your role is one of signposting **only**. Signposting means directing the student to the appropriate people/resources. If you believe further support is needed refer the matter to the Deputy Dean so that the University may bring in additional resources as necessary.
- Do not discuss the issues facing a tutee with any other member of BUV faculty or staff except the Dean or Deputy Dean unless you have the permission of your tutee. If a student feels that they cannot trust you with information, they are going to be less likely to report any issues to you in the future.

If you have any questions as to your role as personal tutor and the extent of the assistance which you should be providing, then please discuss this with the Deputy Dean.

**Appendix 1 ''Moderation and Discussion Sheet' is overleaf**

# BRITISH UNIVERSITY VIETNAM MODERATION & DISCUSSION SHEET

| Student Number: | | Module Name : | |
|---|---|---|---|

| First Marker Grade: | | % |
|---|---|---|

Second Marker Name:

Comments:

| Signed: | Date: | Second Marker Recommended Grade | | % |
|---|---|---|---|---|

Discussion on how grade was agreed

Comments:

1st Marker Signed:

| 2nd Marker Signed: | Agreed Site Grade | | % |
|---|---|---|---|

University Moderator comments, if any: For scripts in sample

NB Grades on sample scripts will not be changed during moderation, but if there are grading issues to be resolved, then whole classifications - across the full cohort - may be adjusted.

Comments:

| Agreed Provisional University Grade - Transfer to official frontsheet | | % |
|---|---|---|

External Examiner comments, if any

| Grade Agreed: Yes/No | |
|---|---|