

## Assessment Group Session

This is a briefing document to help you interpret the PowerPoint and resources provided for this academic advising session focusing on assessments. There is scope for you to alter the content, order or context of the session to best suit your student group and your delivery style, this is not prescriptive. It's effectively a starter for 10.

### START

**Introductions:** If you've not taught your students since your first meeting, or not met some of them before make sure you reintroduce yourself to them and them to you. Going back to basics, these sessions are meant to be different to a normal teaching session. It's more informal and meant to be an open environment where they can ask questions and clarify queries that might affect their academic development. Your students need to trust you as their academic advisor so no question is a stupid question...and if you can't answer something there and then, take the query away and get back to them with an answer when you've found it out.

### SLIDE: Questions about assignments

Get the students engaged straight away, ask them to set the agenda for the session by identifying what questions they might have in relation to assessments. Each group will be different but there are likely to be some common themes, such as

- What do I have to do to pass an assignment?
- What happens if I don't pass?

### Activity Format

- Either individually or in pairs ask students to write any questions they have about assessments on a post it notes. One question/query per post it.
- Collect them all in and read them out for all to hear.
- On white board or wall group similar questions together so that you have a 'schedule' of questions to answer.
- Identify any that you won't be able to answer in the session and take them away with you. Follow up to all students when you've got the answer.

From this point, you can approach the rest of the slides in the way that best fits your student's queries. The next slide gives you the opportunity to find the answer to most of the questions **but you will need to have familiarised yourself with it first** so you can navigate your way round it slickly.

## **SLIDE: Assessment Wheel**

The picture on this slide of the Assessment Wheel is hyperlinked to the SHU Assessment 4 Students site. If you spend some time looking round it you'll find that it has links to lots of relevant areas and you can probably tick off some of the questions by navigating round that tool. Including the regulations around 24hr late submissions being accepted capped at the minimum pass mark being held within the Submitting Work/Sitting Exams section.

Other information included in the sections:

### **Assessment Overview**

- Where do I find deadline dates?
- What is the pass criteria for modules?
- What happens if I fail a module after a resit?
- When do I get my marks and feedback back?
- What's the difference between core and elective modules?
- Where can I get support for assessments?
- How are degrees calculated?

You will notice that this **does not** include what happens if I don't pass the first sit. Obviously we need to tell them that they get a referral opportunity.

### **Development and Support**

This section includes information and signposting related to:

- Your Development: Including - Academic Skills, Library Help, Wellbeing Services, Student Support contacts, Skills centre and Exam help.
- Group Work (GW): Including - Benefits of GW, How to manage GW, Peer and self-assessment.
- Extenuating Circumstances: Including - What are Extenuating Circumstances? How to apply for an extension, Request to Repeat

Assessment Attempt Request and Extending deadlines/resitting exams for disability reasons.

- Inclusivity and Disability: Including - Support for International Students, Support for disabled students, Mental Health, Learning Contracts

## Submitting Work and Sitting Exams

This section has information that will probably be relevant to your student's questions. Please have a look round to familiarise yourself. Sections include:

- Submitting work
- Originality checking
- Referencing
- Exams

## Marks and Feedback

Another section likely to have useful guidelines, including:

- Types of feedback
- Accessing marks and feedback
- Assessment boards and appeals and
- Re-assessment

**Student Input:** Contains an overview of student feedback opportunities.

### SLIDE:

Following the Assessment Wheel there are a range of slides with links to information (some of them short screencasts) to answer questions your students may have.

Don't work through all of these, they are for you to dip into if you need them to answer a query, pictures are hyperlinked to different resources/content.

### SLIDE: Turnitin

You will need to talk the students through how you utilise Turnitin within your area. The slide has a screencast linked to it that shows how to upload to Turnitin, the Plagiarism picture directs to the Academic Misconduct overview.

## **SLIDE: Assignment Brief and Marking Criteria**

For this slide you need to provide at least one assignment brief and marking criteria (grid) this needs to be relevant to your students and you need to talk them through step by step what is required for the assignment.

Get them to start thinking about how they would start planning/completing the assignment.

Make sure they understand what is required. How they should use the brief and marking criteria to ensure that their work meets requirements.

If your assessment is in the form of a report, get the students to use the marking criteria to identify how many words they would use (roughly) in each section based on the mark allocation - little things like this often help students think about planning the assignment rather than just diving in.

## **SLIDE: Support for Assignments and Exams**

There is a range of support and resources available for students outside teaching teams, the Skills Centre logo is hyperlinked to their resources page so you can show them some of the areas there is support for.

The WORKSHOPS word is hyperlinked to the list of workshops run by the skills centre.

## **SLIDE: Questions**

Check whether students have any other questions...