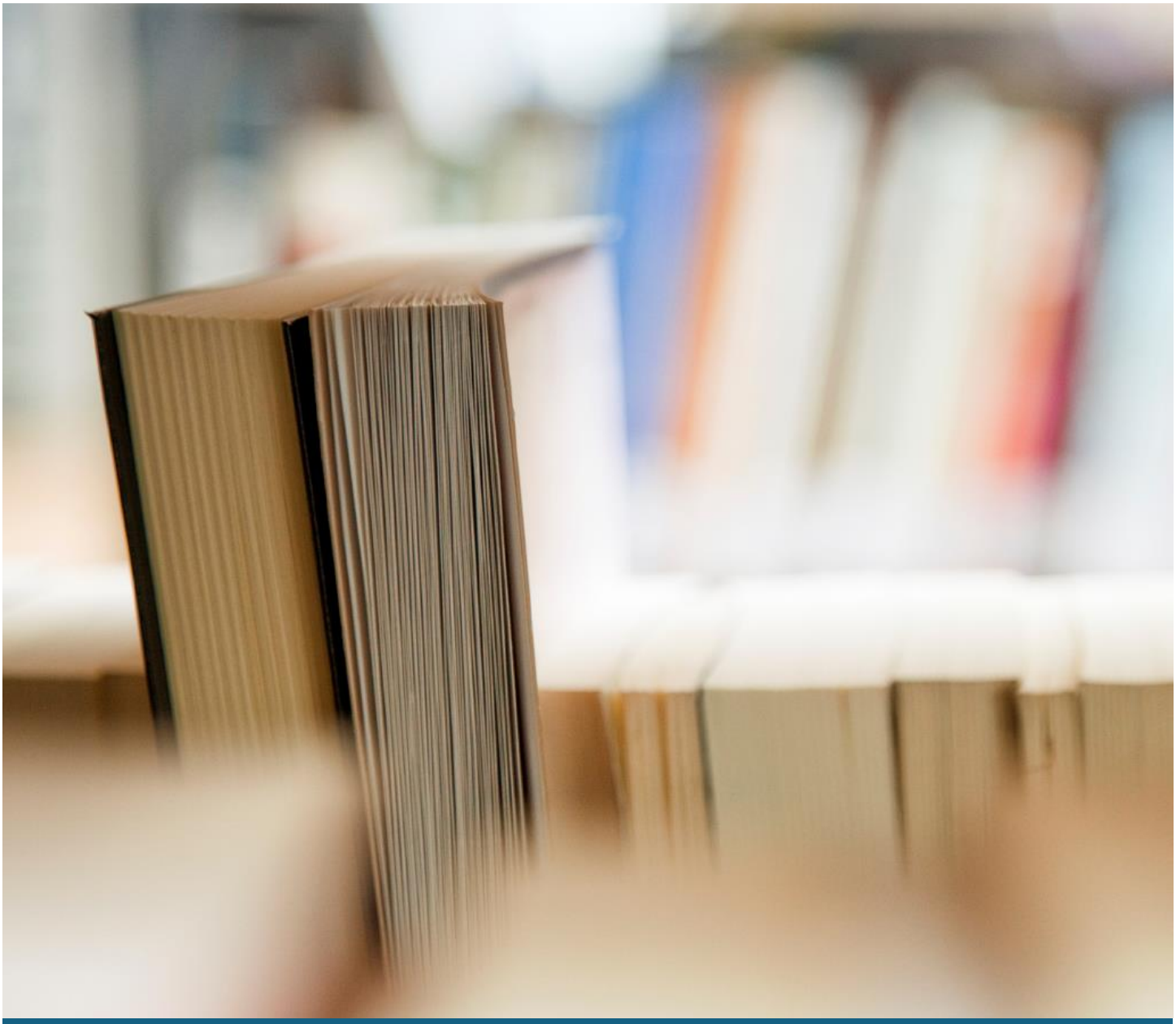

Supporting Achievement, Innovation and Learning

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Contents

Introduction to SAIL

Our ambition is to provide a student education that changes lives, by equipping students with the confidence, knowledge and adaptability they need for a successful graduate career and fulfilling life, irrespective of their background or circumstances. Our vision for 2030 is to be a leading university for mobilising the potential of students from all backgrounds and improving the communities around us. To deliver this, our approach to Student Education is focused on delivering outstanding teaching and learning and an excellent student experience. We have set an ambitious goal of Going for Gold (Gold TEF or equivalent) to help shape the strategy that underpins this approach. Essential to achieving this goal are student outcomes that are beyond our benchmark levels as this means that our student population have a better opportunity of moving through their studies to a positive destination than students with similar characteristics at other universities.

However, whilst our B3 student outcomes are currently above the required OfS thresholds, our performance against our benchmark organisations needs improvement and is disadvantaging our students. Our B3 student outcomes - continuation, completion and progression – are, for undergraduate students below benchmark, and completion and progression outcomes have never reached benchmark. Our undergraduate students are disadvantaged by coming to Roehampton when compared to students studying at similar universities. More importantly, our student outcomes data shows that students with characteristics associated with widening participation appear particularly disadvantaged. For example, in 2022/23, the continuation rate of our black students in comparison with our white students was at its lowest, with a 10pp gap. There was also a 4pp gap in continuation between our students from the most deprived neighbourhoods and the least deprived. Furthermore, we had an 8pp gap in completion between our back and white students and a 7pp gap between our students from the most deprived neighbourhoods and the least deprived. Finally, although our Black awarding gap aligns with the sector average, it is not where we would want it to be for a widening participation institution.

Over the past few years, many of our academic programmes have been through a process of validation or revalidation, with the aim of creating a professionally focused, attractive portfolio, but more importantly, one that delivers improved student outcomes and reduces disadvantage. Early indications, informed by our internal data suggest that this has not created the step change required, and we need a more transformational approach to redeveloping our portfolio. We need to make sustainable changes that address the disadvantage our students appear to face in comparison to those at similar institutions, and to reduce the inequalities in outcomes, which will allow us to meet our mission and our ambitions for student education.

In addition, changes in government policy in relation to education will impact on what and how we offer our portfolio going forward. In particular, the emphasis being placed on flexible learning through the Lifelong Learning Entitlement requires us to reflect on how we package and offer our curriculum, as does our move into online education through our recent partnership with FutureLearn, and our expanding portfolio of higher and degree apprenticeships. We need to evolve our offer to meet new demands and the future context of education.

Finally, our students tell us that they are over-assessed and that the timing, and the way we assess, causes them anxiety and stress. They are not convinced that we organise our programmes well, and this is exacerbated by removing options when we can't staff them. They want timetabling to be consistent across years and communicated in advance. In addition, they want to feel part of an academic community.

Consequently, we are setting out to revise our educational offering to cultivate a learning environment that fosters holistic student development, reduces inequality, embraces diversity and champions inclusivity. An outcome of the Academic Review, approved by Senate in 2023,

this paper sets out the principles that will underpin Roehampton's academic framework. Developed by a cross-university working group, the framework is intended to deliver a high-quality student experience and to improve our outcomes to give our students the best chance of moving successfully through their study to positive destinations. By adopting a collaborative and student-centred approach, colleagues and students will work together to create a learning environment in which every student achieves their fullest potential, empowered by innovative education and personalised support.

Benefits of SAIL

1. Improved continuation and completion outcomes: This framework is intended to improve continuation and completion outcomes by reducing the assessment burden on students, supporting their lives and improving belonging, engagement and wellbeing.
2. Improved progression outcomes: This framework will allow our students to differentiate themselves in the graduate marketplace by enhancing the potential for employability and work-based activities.
3. Improved equality and reduced disadvantage: By improving our B3 outcomes, this framework will reduce the disadvantage that our students are currently facing and will improve equality of opportunity by narrowing the Awarding Gap and providing greater support of 'at risk' students into university life.
4. Improved sustainability by reducing the number of students leaving the university, allowing the University to be well-positioned for the introduction of LLE and further online initiatives.
5. Reduced assessment and module administration to be carried out by academic colleagues

The intention is to transform the student experience and reduce inequalities by developing an academic framework that ensures that students are better prepared for their studies and for their ambitions for post study. The principles of the framework will ensure that learning is a consistent, inclusive and transformational experience, which enhances student performance, while creating a more equitable teaching experience for academic staff. This framework seeks to sustainably foster excellence in academic endeavour within the evolving Higher Education landscape.

Programme Design and Delivery Framework

The following section outlines the principles of the Programme Design and Delivery Framework. From September 2024, the framework will underpin the creation and development of all new undergraduate and postgraduate programmes, as well the review and revalidation of programmes during periodic evaluations.

1.1. Academic Awards and Duration of Programmes

Table 1: Academic Awards and Duration of programmes

Level of Study	Credits	Typical Full time Duration	Award
Foundation/International Foundation	120	1 year	Level 4
Undergraduate	360	3 years	Level 6
Postgraduate Taught	180	1 year	Level 7
Professional Doctorates	540	2/3 years	Level 8

1.1.2. Further details on other awards including Apprenticeships, lower degree awards (e.g., HND, Cert HE, PGdip etc) and Doctor of Education, along with details on part-time modes and maximum study period can be found in the relevant University Academic Regulations.

1.1.3. Programmes which require an accelerated or longer duration must be first discussed and approved by the Dean of School/Director of Centre and the PVC (Student Education) prior to submission to Portfolio Development Committee and Curriculum Strategy Committee

1.1.4. Undergraduate programmes should allow students to opt for study abroad in year 2 (semester or year-long) as part of a broader internationalisation of the curriculum.

1.1.5. Programmes should integrate Foundation level, International Foundation level and Extended Masters programmes. These options will increase the duration of the programme.

1.1.6. Programmes should integrate the Professional Experience Year and optional placement sandwich year. These options will increase the duration of the programme.

1.2. Credits

1.2.1. All modules will consist of 30 credits (or multiples of).

1.2.2. Foundation level and undergraduate programmes should be designed with four 30 credit, term long modules each year (see Tables 2-4). Typically, this means two modules per term, except where there is a placement, capstone project or research project module, which, if necessary, can run across the academic year (i.e., two terms).

1.2.3. Postgraduate Taught programmes should be designed with six 30 credit, term long modules each year (see Table 5 and 6). Typically, this would translate to three modules per term, except where there is a placement, capstone project or research project module, which, if necessary, can run across the academic year (i.e., two/three terms). Exceptions to this are programmes which offer full time programmes over 2 years.

1.2.4. Professional Doctorate programmes should be designed with 30 credit modules and modules in multiples of 30. Further information and resources will be provided by Schools/Faculties/Centres and the Graduate School to inform programme design and delivery patterns.

Table 2. Typical Foundation level model

Level of study	Term 1	Term 2
FL 4	Module 1	Module 3
	Module 2	Module 4

Table 3. Typical undergraduate model 1

Level of study	Term 1	Term 2
4	Module 1	Module 3
	Module 2	Module 4
5	Module 5	Module 7
	Module 6	Module 8
6	Module 9	Module 12
	Module 10 (work experience)	
	Module 11 (Capstone/Research Project)	

Table 4. Typical undergraduate model 2

Level of study	Term 1	Term 2
4	Module 1	Module 3
	Module 2	Module 4
5	Module 5	Module 7
	Module 6	Module 8
6	Module 9	Module 12
	Module 10	
	Module 11 (Capstone/Research Project)	

Table 5. Typical postgraduate model 1 (FT)

Level of study	Term 1	Term 2	Term 3
7	Module 1	Module 4	
	Module 2	Module 5	
	Module 3	Module 6 (30-credit capstone/research project)	

Table 6. Typical postgraduate model 2 (FT)

Level of study	Term 1	Term 2	Term 3
7	Module 1	Module 4	
	Module 2	Module 5	
	Module 3 (60-credit research project)		

1.3. Module Contact Hours

1.3.1. Foundation level and undergraduate modules should be composed of 55 contact hours, with less than 20% delivered virtually. A further 5 hours for employability and enhancement activities should be offered per module during Career Development week, although this could include University or School activities. For example, school level or centrally organised employability events, guest speakers, assessment support and tutorials for students.

1.3.2. Postgraduate modules should be composed of 44 contact hours, with less than 20% delivered virtually. A further 4 hours for employability and enhancement activities should be offered per module during Career Development week, although this could include University or School activities. For example, school level or centrally organised employability events, guest speakers, assessment support and tutorials for students.

1.3.3. Student learning should be supported by a further 30 mins online asynchronous digital content per week on every module. This includes content pre-recorded by the lecturer or other digital material that is relevant.

1.3.4. Large group lectures should be an exception in modules and must not exceed two hours per week. Scheduled lectures at the postgraduate level cannot be delivered virtually due to UKVI requirements.

1.3.5. Programmes which require higher contact hours due to PSRB requirements/sector expectations should scaled up with approval from the Dean of School/Director of Centre. Approvals should take into consideration viability calculations and data provided by the relevant university services and should inform recruitment and fee strategies.

1.3.6. There should be no scheduled teaching on Wednesday afternoons for undergraduate programmes to allow students to engage with sports, societies and other community building events.

1.4. Common Modules

1.4.1. All undergraduate programmes must integrate an interdisciplinary curriculum at level 4, with common/shared provision where feasible. Where this is not feasible, this should be discussed with the Dean of the School/Director of Centre and PVC (Student Education.

1.4.2. All undergraduate programmes must have in place a 30-credit core study and professional skills module to maximise student success at level 4. This module should support students' transition to Higher Education and the development of study, professional and transferrable skills to support students to succeed.

1.5. Optional modules

1.6.1 Undergraduate programmes should not offer optional modules at level 4 and 5.

1.6.2 Undergraduate programmes may offer optional modules at level 6. Programmes must ensure that optional modules are sustainable to deliver and are encouraged to consider cross listing of optional modules across programmes/Schools. Programme teams should manage the viability of optional modules as part of their annual cycle of programme monitoring and review. Typically, optional modules should not run with fewer than 20 students.

1.6.3 Postgraduate Taught programmes should not offer optional modules. A clear rationale must be approved by the Dean of School/Director of the Centre and PVC (Student Education) for the inclusion of optional modules at this level.

1.6. Research Projects

1.6.1. Undergraduate and postgraduate programmes should move away from traditional dissertations/research projects, as a requirement, unless there are Professional Statutory and Regulatory Bodies (PSRB) and funding regulatory requirements.

1.6.2. Programmes should include capstone projects which allows students to integrate and apply what they have learnt. Capstone projects are an independent piece of work/independent project to devise an innovative solution for a real-world problem. The capstone project is usually the final assignment and examples of capstone projects are industry-based projects, simulation projects, and design projects.

1.7. Exams

1.7.1. Undergraduate and postgraduate programmes will move away from exams as an assessment, unless there are requirements from PSRBs and funding regulators.

The Five Pillars of Student Education

The following section outlines the core pillars of Student Education:

- Equity, Diversity and Inclusion
- Sustainability
- Global Engagement
- Professionally focused Education
- Technology Enhanced Learning

These pillars are to be clearly embedded in and evident across the design, content and structure of all our undergraduate and postgraduate provision.

Each programme of study should address each of the pillars in a meaningful manner that is appropriate to the subject, academic level and mode of study. This can be embedded at module or programme level.

2.1. Equity, Diversity and inclusion

2.1.1. The curriculum should reflect the diverse backgrounds of our multicultural student population and the globalised world we live in, promoting inclusivity, diversity, and global understanding in and through education. Content should encompass perspectives, theoretical viewpoints, and contributions from various cultures and backgrounds. Recognising the contributions and perspectives of diverse groups fosters a sense of belonging among students and prepares them to be informed, engaged, and culturally competent citizens capable of thriving in an interconnected global society.

2.1.2. The curriculum should acknowledge the existence of inequality and empower students to challenge prejudice and non-inclusive attitudes, behaviours, and practices. This enables students to become agents of positive impact and social change.

2.1.3. The curriculum should include opportunities for all students to share their prior knowledge and experiences with peers and staff. This exchange enriches the learning environment and promotes a deeper understanding of different viewpoints.

2.1.4. The teaching and learning environment and methods must be accessible, inclusive, and flexible to support all students in succeeding. All students are entitled to a learning environment that respects diversity, eliminates barriers, and fosters active participation. This should include opportunities for students to work in mixed groups and access to assistive technologies (e.g., captionED, Blackboard Alley). Resources should also be provided in different formats to ensure that all students are able to access them. Discussions should be respectful and all guidance from the relevant EDI policies of the university, including trigger warnings and referring students to services, should be followed

2.1.5. Assessments should be designed to take different student needs into account and to ensure that all students have an equal opportunity for success. Assessments should also offer student choice. This will allow students to showcase their knowledge and understanding in different ways, according to their strengths.

Table 7. Reflective questions to consider for embedding EDI into the curriculum

Reflective questions to consider
How does the curriculum address and challenge prejudice and non-inclusive attitudes, behaviours and practice, under-representation, misrepresentation and marginalisation of minorities?
How does the programme incorporate examples, content and visual representations from various cultures and groups to illustrate key concepts, principles, generalisations and theories?
How does the programme help students to critically engage with historical and contemporary issues around inequalities within context of the subject?
How does the programme support the development of awareness, skills and confidence to challenge bias, marginalisation and discrimination?
What belonging interventions are being used within the programme and how is the effectiveness of these interventions being evaluated?
To what extent does the learning materials (e.g. learning outcomes, assessment criteria / rubrics) use inclusive language so that instructions and expectations are unambiguous and accessible to all students?
To what extent are the teaching**,** learning and assessment methods varied and flexible?
Do assessment methods provide student with choice and promote inclusivity?

2.2. Sustainability

2.2.1. Programme teams should integrate social responsibility, environmental and economic sustainability into their curriculum, tailoring these elements to the specific needs of their discipline. Teams are encouraged to draw from The UN Sustainable Development Goals (SDG) to provide a global context for understanding and addressing sustainability challenges.

2.2.2. The curriculum should offer students the opportunity to become aware of and engage with environmental, social, and economic issues relevant to their field of study, promoting a deeper understanding of the challenges and solutions required.

2.2.3. The curriculum and learning experiences should equip students with the knowledge and skills (e.g., critical thinking, systems thinking, reflective thinking, and collaborative working) necessary to become effective agents of positive change in a fast-developing world due to technological, geopolitical and financial advancements

2.2.4. Teaching, learning, and assessment methods must align with the University's sustainability goals and be designed for long-term sustainability in their delivery.

Table 8. Reflective questions to consider for embedding Sustainability into the curriculum

Reflective questions to consider
How does the curriculum address and provide opportunities for students to critically engage with sustainability in its various forms?
How does the curriculum support the development of knowledge and skills for student**s** to produce solutions and be agents of change?

Does the curriculum include SDG topics or is SDG evident in the fibre of the module/programme, from the learning outcomes to summative assessment?
How does the curriculum assess understanding of sustainability?
To what extent are the learning, teaching and assessment methods sustainable to deliver?

2.3. Global Engagement

2.3.1. The curriculum should engage with global perspectives, research, practices and issues, aim to address international challenges to support students to develop cultural competence and intelligence and thrive in an interconnected and globalised world.

2.3.2. The curriculum should offer international work experience and placement opportunities enabling students to integrate this within their wider learning.

2.3.3. The learning environment should provide opportunities for students to connect with global networks and have international experiences through innovative teaching pedagogies and digital technologies.

2.3.4. Assessment methods should integrate global issues and challenges, allowing students to recognise the global implications of their work.

Table 9. Reflective questions to consider for embedding Global Engagement into the curriculum

Reflective questions to consider
To what extent does the curriculum reflect global perspectives, research and practices, address global challenges and issues and enable students to consider the global implications.
How does the curriculum align to global industry demands and needs?
How does the curriculum support students to develop cultural competence and intelligence?
To what extent does the curriculum offer students opportunities to gain international work experience, networks and work on international collaborations?
To what extent does the curriculum and learning opportunities enable students to collaborate with international stakeholders (e.g., employers, students etc)?
To what extend do students have opportunities to engage with content and assessments with a global focus?
To what extent does the curriculum employ innovative and digital technologies to foster international learning opportunities?

2.4. Professionally Focused Education

2.4.1. Professionally Focused Education should be at the heart of the curriculum to allow our graduates to develop meaningful professional futures. To enable our students to be ‘professionally ready’, the curriculum must draw upon contemporary knowledge (both subject specific and non-subject specific), research and innovation as well as align with industry needs and demands.

2.4.2. The learning environment must be authentic to the discipline and offer opportunities for students to develop the necessary professional and transferrable skills, competencies and attributes sought by employers and professions.
2.4.3. The curriculum should provide opportunities for students to gain real world experience and professional networks to build their social capital.
2.4.4. The assessment methods should reflect and be authentic to the real-world context and application.
2.4.5. Where relevant all programmes should seek accreditation by Professional Statutory and Regulatory Bodies (PSRBS) or recognition by a relevant industry body.

Table 10. Reflective questions to consider for embedding Professionally Focused Education into the curriculum

Reflective questions to consider
To what extent does the curriculum address and provide opportunities for students to develop the knowledge, skills, competencies and attributes valued by employers?
How does the curriculum align to industry demands and needs?
To what extent does the curriculum develop and assess key professional knowledge and skills and students' ability to articulate this?
To what extent does the curriculum offer students authentic opportunities to gain real world experience, networks and work on real world projects?
To what extent do students receive feedback on their professional skills, competencies and attributes to ensure that they are career ready?
To what extent do students have opportunities to reflect on their chosen career goals and their progress towards it?
How are Student Futures (Careers & Placements) team integrated in the curriculum?
How does the curriculum prepare students for job searching, application and interview processes?
How does the curriculum ensure continuous feedback from industry partners?
How is employability communicated as a priority to students?
To what extent does the curriculum encourage students to take ownership of their employability development?

2.5. Technology Enhanced Learning

2.5.1. The curriculum should embed opportunities to develop and assess up-to-date digital skills and competence as relevant to their discipline.
2.5.2. The curriculum should employ a variety of digital tools, platforms and methodologies to enhance the teaching and learning experience for students.
2.5.3. Learning experiences should use interactive and adaptive learning tools to support students' motivation and engagement with learning materials.
2.5.4. Digital resources (e.g., recorded lectures, podcasts, video resources etc) should be made available to students to support their learning.
2.5.5. Programme teams should use learner analytics to develop personalised interventions to support students' learning, engagement and outcomes.

2.5.6. Digital resources, tools, platforms and methodologies should be accessible to all students.
2.5.7. The curriculum should offer opportunities for students to engage with prompt engineering to support their use of AI ethically and effectively.

Table 11. Reflective questions to consider for embedding Technology Enhanced Learning into the curriculum

Reflective questions to consider
To what extent does the curriculum allow opportunities for students to engage with and make use of up-to-date digital tools, platforms and methodologies to enhance their learning?
To what extent does the curriculum employ technology enhanced learning pedagogies?
To what extent does the programme use learner analytics to understand and enhance student engagement and outcomes?
To what extent is the use of digital technologies and methodologies accessible by all students?
How does the curriculum approach the use of AI by students?
To what extent do students have opportunitie**s** to be creative and innovative with the use of digital technologies?
To what extent does the curriculum employ innovative and digital technologies?

Assessment and Feedback Framework

The following section outlines the Assessment and Feedback Framework that underpins SAIL. This framework should be used in the design and development of all new taught programmes, including with collaborative partners, and in the review and revalidation of existing programmes. It should be read in conjunction with the university's other assessment and feedback resources, accessible via the LTEU tile on the staff portal and the Academic Office's Quality and Standards website. The term 'assessment' is understood to include eAssessment.

The framework considers the B4 condition of the Office for Students to ensure:

- consistency and fairness across the Roehampton academic offer (wherever and however the programme is delivered)
- clarity and transparency for students and staff in all aspects of assessment, including the setting of assessments, the marking and moderation process and the delivery of feedback
- improvements in the quality of teaching, in particular around assessment and feedback
- promotion of assessment for learning and high levels of student engagement
- prioritisation of developmental feedforward to support student success
- reduction of assessment loads, where applicable, and avoid unnecessary duplication of assessment-related activities
- support for all students at Roehampton and at collaborative partners to achieve to the best of their abilities
- assessments are authentic and relevant to the wider world
- assessments promote digital literacy where possible and takes into account generative AI
- assessments are flexible by using a variety of accessible and inclusive approaches and a carefully designed range of assessment tasks that enable all students to demonstrate what they know, understand and can do.

3.1 Assessment Literacy

Assessment literacy enables students to progress in their learning by ensuring they have a clear understanding of what is needed in assessment and how to achieve high outcomes (i.e., the *process* of assessment). Programme teams should design high quality assessments and model good assessment practices to learners, giving them the opportunity to practise and improve assessments through the course of the programme of study. Those practices include the development, communication, and application of clear assessment criteria; a focus on feedforward to maximise learning development; and well-designed assessment scheduling.

3.1.1. Led by the programme leader, programme teams should ensure that all staff teaching on a programme, including visiting lecturers and postgraduate research students, share a common understanding of the purpose of the assessment tasks set and the associated marking criteria. Clear information should also be shared with collaborative partners, to ensure consistency between sites. Teams should engage in calibration activity each year to enable this. This can be individual programme teams, programme teams working in cognate disciplines and/or Roehampton-based teams with partners.

3.1.2. Programme teams should engage in SPiA (Student Partnerships in Assessment), to enhance student assessment literacy and allow student input into assessment where possible. SpiA plans should be updated annually. Annual workshops will be held to support programmes in developing their SPiA plans.

3.1.3. Preparing students for assessment tasks is essential at all levels and across all modules. At the beginning of each semester, clear information on assessment must be provided to students via module and programme Moodle sites. This should include the mode and weighting of assessments on each module; the assessment criteria that will be applied; and what is expected from students on any piece of assessment.

3.1.4. Programmes and modules should further share with students all assignment briefs, submission deadline date and time, and the date and time of provisional feedback and grades. To ensure that wording is clear and unambiguous, and expectations understood, this should take place face-to-face in class, where possible, and as a podcast/screencast on Moodle. If this is not possible, alternative arrangements, such as interactive webinars, should take place.

3.1.5. Students should have the opportunity to engage in a range of assessments during their programme of study. Students need the opportunity to gain confidence and competence in assessment modes, so a balance must be struck between different modes of assessment and iterations of the same assessment mode. Choice of different assessment modes should ideally be provided across most assessment components.

3.1.6 Exemplars and a resource bank of past student work should be available for students. The most effective way to use exemplars is as a tool for discussion. Programme teams should build in opportunity to discuss anonymised pieces of assessment to develop an awareness and appreciation of standards. Note permission must be sought from students to use their work as exemplars, even in anonymised format.

3.1.7. Assessment should be authentic, which means that assessment should require the performance of real-world tasks, demonstrating the student's ability to apply knowledge and skills.

3.2. Assessment Design

3.2.1. Assessment should be SMART (specific, measurable, attainable, relevant and timely) and focus on the assessment of programme learning outcomes. Module learning outcomes must be mapped to these programme learning outcomes (PLOs) to ensure that all PLOs are assessed during the programme. Colleagues should avoid assessing programme learning outcomes more often than is necessary.

3.2.2. Teams should take a programme-level approach to assessment to achieve appropriate variety in assessment tasks and reflect intellectual progression through the programme. This is done by looking at the modes of assessment, consistency of assessment and frequency of assessment across the programme.

3.2.3 Assessment deadlines should be sequenced appropriately and distributed effectively to avoid bunching for students and reduce marking bottlenecks for staff. This should be completed at the start of the academic year as outlined in the Assessment Processes and Procedures section.

3.2.4 Modules, including capstone and research project modules, should not rely solely on one piece of summative assessment but should have no more than two assessed assessments. Summative assessments should be in the form of two equally weighted assessments, the timings of which should be carefully considered. These may be broken down into smaller sub-component parts, for example, in a portfolio assessment form. As standard practice, students are only required to achieve an overall pass mark for the module, regardless of the number of assessment components in a module.

3.2.5. Guidelines for assessment loads for summative assessments are set out in Table 14. These provide a benchmark for assessments across all programmes and should be read in conjunction with the assessment equivalences set out in Table 15.

3.2.6. Clearly scaffolded assessments should be provided via formative in the early stages of study, such as through use of eportfolios, regular in-class and online quizzes, and/or self and peer-evaluation frameworks. Scaffolding ensures that the students can practise the modes of assessment used across the different levels of their study, ensuring that the students can develop competence and familiarity with the different modes.

3.2.7. Peer and self-assessment should be used, especially formatively, to provide rapid feedback and promote understanding of assessment criteria and marking scales.

3.2.8. Students should have the opportunity to submit at least one piece of formative assessment for feedback in preparation for summative tasks. Formative assessment needs to link clearly to summative assessment in terms of mode and requirement. Programme and module leaders should emphasise the importance of completing all formative tasks and the positive impact this has on outcomes.

3.2.9. Assessments should be designed to minimise the risk of plagiarism, the unethical use of AI and contract cheating. Authentic, future-focused assessments, those that require application of knowledge, and those that have a local component or require reflection on personal experience reduce the chances of such behaviour and should normally be used.

3.2.10. The University has considered how generative AI should be used in assessment. There is clear guidance available for colleagues and students to guide them in the use of generative AI on the LTEU webpage. Programme teams should also refer to QAA's Reconsidering assessment for the ChatGPT era: QAA advice on developing sustainable assessment strategies paper for further guidance.

Table 12. Reflective questions to consider for embedding Assessment Literacy and designing assessment

Reflective questions to consider
How does the programme work with students to develop their understanding of what is required in each piece of assessment? (Assessment literacy)
How does the programme build in practice for assessments so that the students are able to get developmental feedback before the final submission? (Assessment literacy)
Is there a good balance of different assessment modes, so that students are able to demonstrate their knowledge and understanding in different ways?
Are the assessments methods sustainable, both for the students and those marking?
To what extent are the assessments authentic and relevant, linked to skills and competencies needed beyond the university?
Has the assessment schedule been designed to avoid bunching, wherever possible?
Has the programme considered the impact of generative AI on assessment and the Roehampton generative AI assessment guidelines?

3.3. Inclusive Assessment

3.3.1. In line with QAA guidance (2024)[1], assessment should provide all students with an

equal opportunity to demonstrate their learning through the inclusive design of all tasks and through individual reasonable adjustments if required. Inclusive design necessitates a more strategic approach to reduce the need to make one-off, individual modifications. At times, individual modifications will be necessary and appropriate, but these should be reduced to a minimum by considering inclusive assessment design, for example, with presentations, allow students to present in person or to submit a recorded presentation. Further examples include allowing students to design an activity instead of carrying it out physically, allowing a viva online instead of in person, etc. If these alternatives are designed in for all students, this will obviate the need for too many individual modifications.

3.3.2. Engaging in SPiA will help programmes to design inclusive assessments. Programmes may wish to develop assessments and assessment practices in consultation with their students and to provide students with options in terms of mode of assessment to give students greater choice. This would be in close consultation with module tutors to ensure that the mode chosen is in line with expectations and requirements and will allow students to demonstrate a high standard of learning and achievement.

3.3.3. Where programme teams use eAssessment (assessment completed and submitted electronically such as electronic portfolio, podcast, etc) care must be taken to ensure that this is accessible to all students. Undue reliance on technological knowledge and proficiency must not be determining factors of success unless these are explicit in the programme learning outcomes.

3.3.4. Wherever possible, assessment should be completed and submitted electronically using Turnitin or other university-approved platforms.

Table 13. Reflective questions to consider for designing inclusive assessments

Reflective questions to consider
Have the assessments been designed to be inclusive, to avoid the need for alternative assessments where possible?
Has the assessment design considered the needs of different students?
Are assessments accessible to all students, wherever possible? This includes eAssessment.
Has the programme considered Universal Design for Learning when developing the programme, so that inclusivity is at the heart of the programme design, including the design of assessment?
Have the assessments been designed to be culturally inclusive?
To what extent have student voice informed the design of the assessment?
Have students been involved in the design of assessments, where possible, in line with SPIA recommendations?
To what extent do students have choice in the topics, data sets and format they complete their assessments?

3.4. Marking

It is important that students understand how our processes and practices lead to reliable, consistent judgments in marking. Marking is partly dependent upon professional judgement; however, to demonstrate confidence in such judgement we must have ways to develop and share standards within and between disciplinary and professional communities. This involves the following:

3.4.1. Holding regular conversations among academics and students to discuss assessment standards, ensuring shared understanding and agreement.

3.4.2. Annual engagement of programme teams in calibration exercises.

3.4.3. Mentoring of new lecturers and visiting lecturers by more experienced colleagues.

3.4.4. Using well-developed marking guidance and schemes that are shared with students before they complete the assessment.

3.4.5. Using an assessment rubric to ensure that practices are consistent across the team.

3.4.6. Categorical marking being utilised throughout explaining categorical marking to students.

3.4.7. If students exceed the word count by more than 10%, markers should stop reading at the 10% over point and award a mark based only on the content within the specified word count. Information about this process should be contained in the assignment information given to students with their assessment outlines.

3.4.8. Wherever practicable, concealing the student's name and personal identity from the marker(s) and marking all examination scripts anonymously. (Further details of marking and moderation requirements can be found in Assessment Process and Procedures section of this document.

3.5. Feedback and feedforward

3.5.1. Feedback on assessments must be timely, clear and constructive. It should clearly explain why a mark was given against the published criteria and should provide guidance to help the student improve their future performance.

3.5.2. Detailed, developmental feedback should be given on formative and mid-term assessments. This is intended to feedforward and inform future iterations of the assignment and future submissions. Feedforward should encourage self-reflection and be motivational. It is more beneficial to students to have had feedback in advance of summative submissions to allow them to take advice into account in their final assignments. Feedback on summative assessment should be developmental, concise, consistent and should be accompanied with a marking rubric. Markers should utilise the ‘Quickmarks’ function on Turnitin to support consistency of feedback in relation to the marking criteria. As a minimum standard, the following should be evident in summative feedback:

- There should be a minimum of two distinct in text comments (e.g., making two comments relating to referencing is not appropriate, nor is only correcting spelling and grammar in text) per page.
- General comments can be provided in the written and/or oral format (via the record function).
- General comments need to include the following two headings (a) ’Strengths of the assessment’, (b) ‘Areas for improvement’. Strengths should note all key areas of

strength in line with the marking criteria. Areas of improvement should note all areas for improvement in line with the marking criteria and provide guidance on how students can improve their assessments. This could include signposting them to relevant resources for further guidance (e.g., lecture notes, links to appropriate videos, guidance from the AA team etc).

3.5.3. Feedback on summative assessment should be given within a maximum of 15 working days. These should be marked in time to meet Registry deadlines for the submission of marks. Provisional marks (with internal moderation) should be released to students within the 15 working day limit ahead of external moderation and final agreement at module exam boards. Exceptions to this are exams and final year (Level 6) and Level 7 capstone projects and research projects..

3.5.4. Where possible, colleagues are encouraged to release marks and feedback to students within a shorter period, in particular for formative assessments, recognising that timely feedback is vital for students ahead of final summative assessments.

3.5.5. Colleagues are encouraged to use a variety of approaches to feedback, including immediate feedback from online tests, verbal feedback, group feedback to whole classes and peer-to-peer.

3.5.6. The opportunity for a feedback meeting with tutors should be available to all students.

3.6. Quality and Standards

3.6.1. Wherever practicable, assessments should be submitted and marked, and feedback given online.

3.6.2. Programme teams are responsible for ensuring that students understand the importance of academic integrity and the consequences of academic misconduct. Resources are available via the LTEU to support programme teams in this. Assessments submitted online must be checked by TurnItIn, and students are required to tick the Honesty Declaration on Moodle. This includes a reference to AI. At present, Turnitin is not used to identify the use of AI in assessments.

3.6.3. Categorical marking should be applied in accordance with the University's UG and PG Categorical Marking Frameworks.

3.6.4. The marking and moderation process should be clearly communicated to students, both face to face and on the Moodle site.

3.7. Changes to assessments

3.7.1. Programme teams are responsible for designing and delivering assessment methods, and changes to assessment will be overseen by School or Faculty Student Education Groups (SEGs).

3.7.2. Any variations from the framework will be subject to the approval of the Student Education Committee (SEC).

3.7.3. For programmes subject to external professional accreditation, the assessment requirements of the external body will take precedence over the assessment equivalences set out in this framework.

Table 14. Tariffs for summative assessment loads per 30 credit modules

	Foundation level	Level 4	Level 5	Level 6	Level 7
Coursework only (see below for alternatives to an essay)	3000 words	3000 words	4000 words	4000 words	5000 words
Exam only	1.5 hours	1.5hours	2 hours	2 hours	2 hours
C/W and exam (50% each)	1500 words + 45 mins	1500 words + 45 mins	2000 words + 1 hour	2000 words + 1 hour	2500 words + 1 hour
C/W and presentation (50% each)	1500 words + 10 mins	1500 words + 10 mins	2000 words + 15 mins	2000 words + 15 mins	2500 words + 20 mins
Capstone project, research project or major project	NA	NA	NA	6000 words	8000 words (for 60-credit research projects, the word limit is up to 15000 words).

Please note:

1. The table sets out tariffs for summative assessment loads on an undergraduate and postgraduate 30-credit modules. These should not be exceeded, and lower assessment loads should be considered. Assessment equivalences for other assessment types are set out in Table 13 below. The assessment loads take into account the growing complexity and demands of a programme; and the building of independent learning skills that for many students will culminate in a substantial 30-credit capstone project, research project or other major project at Level 6.

2. To avoid over-assessment, programmes should ensure that programme learning outcomes are not tested on numerous occasions across the programme.

3. Where word lengths are an inherent part of the learning outcomes of a programme or module (e.g. The ability to write a piece of creative writing of a certain length), these assessment loads may be exceeded. The rationale for any such variation must be set out in the programme validation documentation and agreed as part of the validation process.

4. Portfolio and other forms of multi-stage/multi-piece assessment must not exceed the maximum load in total. For example, at Level 4, the maximum load is equivalent to 3000 words per module. Academics cannot set 2 x literature reviews at 3000 words each.

Table 15. Assessment Equivalencies Framework Based on 30-Credit Modules

30 credit modules equate to approximately 300 hours of student effort, of which 20% - 30% should be on assessment. This equates to a minimum of 60 hours per module, considering preparation time. For some of the modes of assessment below the preparation is part and parcel of the actual assessment, whereas for others, the preparation takes place before the assessment (e.g., for exams a significant amount of time will be spent on prior revision). It is estimated, then that the time and effort needed for successful completion for each weighting will be approximately: 60 hours for 100% component; 45 hours for 70% component; 30 hours for 50% component and 20 hours for 30% component. This may vary by level, but although complexity increases through the levels, so does student experience and aptitude in completing assessments.

Assessment	Assessment description	Assessment examples	Weightings	Foundation level	Level 4	Level 5	Level 6	Level 7
Coursework	Written work calculated in word count	Essay, literature reviews, case studies, research proposals, reports, portfolios, reflective journals, reports, creative writing, take home exams	100%	3000 words	3000 words	4000 words	4000 words	5000 words
			70%	2000 words	2000 words	2500 words	2500 words	3500 words
			50%	1500 words	1500 words	2000 words	2000 words	2500 words
			30%	1000 words	1000 words	1500 words	1500 words	2000 words
	Not written-submitted within a document, calculated by page count than word count	Diagrams, tables, infographics, architectural drawings,	100%	20 pages	20 pages	30 pages	30 pages	40 pages
			70%	5 pages	5 pages	20 pages	20 pages	30 pages
			50%	10 pages	10 pages	15 pages	15 pages	20 pages

		STEM laboratory results, multi-media portfolios, artefacts	30%	5 pages	5 pages	10 pages	10 pages	15 pages

Assessment	Assessment description	Assessment examples	Weightings	Foundation level	Level 4	Level 5	Level 6	Level 7
Coursework	Presentation	individual oral presentations	100%	Not suitable	Not suitable	Not suitable	Not suitable	Not suitable
			70%	No more than 15 mins	No more than 15 mins	No more than 20 mins	No more than 20 mins	No more than 25 mins
			50%	No more than 10 mins	No more than10 mins	No more than 15 mins	No more than 15 mins	No more than 20 mins
			30%	No more than 5 mins	No more than 5 mins	No more than 10 mins	No more than 10 mins	No more than 15mins
		Group oral presentations	100%	Not suitable	Not suitable	Not suitable	Not suitable	Not suitable
			70%	No more than 20 mins	No more than 20 mins	No more than 25 mins	No more than 25 mins	No more than 30mins
			50%	No more than15 mins	No more than 15 mins	No more than 20 mins	No more than 20 mins	No more than 25mins
			30%	No more than 10 mins	No more than 10 mins	No more than 15 mins	No more than 15 mins	No more than 20 mins
		Poster	100%	Not suitable	Not suitable	Not suitable	Not suitable	Not suitable
			70%	Not suitable	Not suitable	No suitable	Not suitable	Not suitable
			50%	No more than 750 words	No more than 750 words	No more than 1000 words	No more than 1000 words	No more than 1000 words
			30%	No more than 500 words	No more than 500 words	No more than 500 words	No more than 500 words	No more than 500 words

		Poster and presentation/Q&A and overview	100%	Not suitable	Not suitable	Not suitable	Not suitable	Not suitable
			70%	Poster (no more than 250 words) and 10mins	Poster (no more than 250 words) and 10 mins	Poster (no more than 250 words) and 15mins	Poster (no more than 250 words) and 15mins	Poster (no more than 250 words) and 20 mins
			50%	Poster (no more than 250 words) and 5 mins	Poster (no more than 250 words) and 5 mins	Poster (no more than 250 words) and 15 mins	Poster (no more than 250 words) and 15 mins	poster (no more than 250 words) and 20 mins
			30%	Poster (no more than 250 words) and 3 mins	poster (no more than 250 words) and 3 mins	poster (no more than 250 words) and 10 mins	Poster (no more than 250 words) and 10 mins	Poster (no more than 250 words) and 15 mins
		Debate and written reflection	100%	45 mins and 250 words	45 mins and 250 words	1 hour and 500 words	1 hour and 500 words	1 hour and 1000 words
			70%	30 mins and 250 words	30 mins and 250 words	45 mins and 500 words	45 mins and 500 words	45 mins and1000 words
			50%	15 mins and 250 words	15 mins and 250 words	30 mins and 500 words	30 mins and 500 words	30 mins and 750 words
			30%	Not suitable	Not suitable	Not suitable	Not suitable	Not suitable
		Viva	100%	Not suitable	Not suitable	Not suitable	Not suitable	Not suitable
			70%	Not suitable	Not suitable	Not suitable	Not suitable	Not suitable
			50%	10 mins	10 mins	15 mins	15 mins	20 mins
			30%	5 mins	5 mins	10 mins	10 mins	15 mins
		Pecha Kucha	100%	20 slides, 20 seconds per slide				
			70%	15 slides, 20 seconds per slide				
			50%	10 slides, 20 seconds per slide				
			30%	5 slides, 20 seconds per slide.				
			100%	Not suitable	Not suitable	Not suitable	Not suitable	not suitable

		Assessed conversation	70%	15 mins	15 mins	20 mins	20 mins	30 mins
			50%	10 mins	10 mins	15 mins	15 mins	25 mins
			30%	5 mins	5 mins	10 mins	10 mins	15 mins

Assessment	Assessment description	Assessment examples	Weightings	Foundation level	Level 4	Level 5	Level 6	Level 7
Coursework	Practical	Practical exam	100%	3 hours	3 hours	5 hours	5 hours	6 hours
			70%	3 hours	3 hours	5 hours	5 hours	6 hours
			50%	1.5 hours	1.5 hours	2.5 hours	2.5 hours	3 hours
			30%	1.5 hours	1.5 hours	2.5 hours	2.5 hours	3 hours
		Video/film production	70%		4-7 minutes	8-12 minutes	12-20 minutes	20-25 minutes
			Several other factors must be taken into account in terms of time and effort. It is estimated that a 4-7-minute video may require 20 hours of time; 8-12-minute video 30 hours and 12-20-minute video 40 hours.					
		Video/film production and reflection/written component	100%	2 mins and 250 words	2 mins and 250 words	4 mins and 400 words	4 mins and 400 words	5 mins and 750 words
		Micro Teaching	No set tariff is proposed for practical assessments because of the discipline-specific nature of these tasks. Colleagues are asked, however, to consider both the time required to prepare for and complete the task to ensure equity with other assessment in the programme. This mode of assessment should not be more onerous than a piece of written work.					
		Student-led session						
		Lab task						
		Dance						
		Drama production						
		Blog						
		Wiki/website						
		Performance						
		Exhibition						
		Animation						
		Curation						
		OSCE						
		Clinical assessment						
		micro-teaching						
		Coding						
		Crit						

Assessment	Assessment description	Assessment examples	Weightings	Foundation level	Level 4	Level 5	Level 6	Level 7
Examination	In person	Exams, Moodle tests, in class tests, essay-based exams, MCQs	100%	1.5 hours	1.5 hours	2 hours	2 hours	2 hours
			70%	1 hour	1 hour	1.5 hours	1.5 hours	1.5 hours
			50%	45 mins	45 mis	1 hour	1 hour	1 hour
			30%	30 mins	30 mins	45 mins	45 mins	45 mins
	Take away exams	Use word count from written coursework						

Please note:

1. Equivalences have been provided based on 100%, 70%, 50% and 30%. Programme teams should consider the need for lower equivalence on students' learning, engagement and outcomes.
2. Modules should avoid one summative assessment weighted 100%.
3. Where programme teams want to use different equivalences (e.g., 60%, 40%), this should be scaled up/down according to the above.

Academic Support

Our students need to feel a sense of belonging and to learn in a way where they feel included, valued and recognised. Our curriculum must respond to the students we have and support their needs as learners so that they succeed and excel. The following section outlines the way our students will be supported as they progress through their studies on to positive outcomes.

4.1. Enhanced induction

4.1.1. All undergraduate (UG) and postgraduate (PG) programmes should hold enhanced induction activities designed to support students from the moment they confirm their place on the programme through to becoming a fully enrolled student on the programme. Through these enhanced induction activities, programmes should aim to create a supportive and welcoming environment that empowers students to thrive academically and socially, foster a strong sense of community and belonging from the very start of their journey with us. The enhanced induction activities should be multifaceted and occur at various points of the induction process:

- **Pre-Induction Sessions**: Prior to arrival, programme teams should offer dedicated online pre-induction sessions. These will provide essential information about the university, programme specifics, and important administrative procedures. Students will have the opportunity to engage with programme team, ask questions, and connect with fellow incoming students.
- **Welcome Week**: Our Welcome Week will be a vibrant introduction to campus life. It will feature:
    - **School and Programme Welcomes**: Each school should host welcome events to support students to become familiar with the campus, teaching environment, programme structures and expectations.
    - **Introduction to Key Support Services**: Students will be introduced to crucial support services, including Heads of Colleges, Roehampton Student Union, library services, academic support, wellbeing support, and Student Futures (Careers & Placements), ensuring they are aware of the assistance available to them.
    - **Social Events**: A variety of social activities should be organised to facilitate networking and community building among students. These should include informal gatherings, workshops, and fun activities designed to help students make friends and establish connections within their programmes.
    - **Extended Induction Activities**: Beyond Welcome Week, we will continue to provide extended induction activities throughout the semester. These initiatives will aim to deepen students' understanding of:
        - **Learning Platforms**: Students will receive guidance on how to effectively navigate online learning platforms and resources, ensuring they feel confident in using these essential tools.
        - **University Services**: Programme teams should offer workshops and information sessions to help students make full use of available academic and professional services.
        - **Fostering a Sense of Belonging**: Ongoing community-building events should be held to encourage students to engage with each other and the broader university community. These should be

designed to reinforce a sense of belonging and inclusivity among all students.

4.2. Sources of Academic Support

4.2.1. All UG and PG (taught) students should be allocated an Academic Guidance Tutor (AGT) at the start of the academic year. The AGT will be the first point of contact for all academic, pastoral and career related queries. Further information about the role, function and expectations of the AGT can be found here.

4.2.2. All level 4 students and international students will be allocated an Achievement Engagement Coach. The coach's role will include attendance monitoring from week 2, providing early interventions, signposting to support services, supporting first submission, academic support and call campaigns (e.g., introduction, pre-submission, post-Christmas welcome back).

4.2.4. All programmes should have a designated Programme Leader who is central to the leadership and management of academic programmes and to enhancing the quality of learning and teaching at a subject level. The Programme Leader leads the programme team and works closely with the Chair of the School/Faculty Student Education Group (SEG) to enhance quality, and with academic administrative staff to ensure the day-to-day needs of students are met. Further details of the role can be found here.

4.2.5. All programmes should have designated Module Leaders who works closely with the Programme Leader and leads the module team to ensure that the day to-day needs of students and the aims of the module are met.

4.2.6. All members of the programme team should offer four hours of academic support per week to students (e.g., office hours).

4.2.7. All students should be allocated a project supervisor as required for their capstone or research project. The supervisor should guide the student through their final project.

4.3. Mentoring schemes

4.3.1. All programmes should promote mentoring schemes available to students including:

- Roebuddies- Mentors will provide comprehensive support to students throughout their first few weeks at university by serving as a crucial link between them and the wider academic and professional community. They will help students navigate available resources, such as academic advising, study skills workshops, and Student Futures (Careers & Placements)
- , ensuring that the student has access to the tools needed to succeed academically and personally. Mentors will empower students to develop valuable personal and professional networks at Roehampton, promoting a sense of belonging and community. Mentors will also share key information on university policies, academic expectations, and time management strategies based on their own personal experiences, helping students make informed decisions and confidently navigate their studies and make the most of their university experience and thrive during their first year.
- International buddies- Mentors will support international students in adapting to university, life in the UK by offering tailored guidance. Mentors will provide insights

into navigating cultural and academic differences, helping students understand the expectations of UK higher education, as well as local customs and norms. They will also assist with adjusting to a new academic environment, clarifying aspects such as essay writing, seminar participation, assessment standards and academic misconduct. Additionally, mentors will serve as a point of contact to help students build connections, access resources, and foster a sense of belonging within the university community.

- Mature buddies- Mentors for mature students will provide tailored support by addressing the unique challenges mature students face when transitioning back into academic life. They will facilitate discussions on how studying has evolved over time, highlighting shifts in technology, teaching methods, and assessment styles, which may differ significantly from their previous educational experiences. This guidance will help mature students adapt more seamlessly to modern academic expectations and digital learning platforms. Additionally, mentors will offer practical advice on managing the often-competing demands of work, childcare, and academic commitments based on their own personal experiences as a mature student in higher education. They will share effective strategies for time management and prioritising, helping mature students create realistic study plans that accommodate their personal and professional responsibilities. Mentors will also connect students with resources like flexible learning options, study skills workshops, and support groups specifically designed for students with family and work obligations. Through these personalised discussions and targeted guidance, mentors will empower mature students to build confidence, develop a sense of belonging within the university community, and make informed choices that support their academic and personal success.

4.4. Digital support

4.4.1. All students should be provided access to the **Online Study Skills Hub**, which houses digital support at Roehampton. The hub includes links to the range of free software that students can access and advice and guidance on how to achieve the very best in their degrees. The Hub includes support with:

- Guidance on using Gen AI
- Academic writing
- Exam preparation
- Research skills
- IT and digital skills
- Referencing
- Statistics
- Time management
- Understanding feedback.

4.4.2. All programmes should integrate assessment support apps into their modules to provide students with immediate, 24/7 feedback, answers, and information. Students can ask content-related questions, receive feedback on their understanding, and request information about assessment guidelines and processes. By offering support anytime and anywhere, these apps create a more inclusive and accessible learning environment.

4.4.3. All programmes should integrate student engagement support apps into their programmes to analyse anonymised student engagement and performance data exported from SEAtS and generate personalised engagement profiles for students.

4.5. Enhancing teaching support

4.5.1 The University provides a wide range of staff development opportunities intended to support high quality teaching, which colleagues are expected to engage with. Central to this are the two mandatory Academic Summits, held in January and June, which focus on contemporary issues in teaching pedagogy and practice. In addition, the LTEU deliver an annual programme of development to support colleagues with curriculum design, teaching practice, classroom management and inclusive assessment, which is open to all academic colleagues.