



Assessment: Summary of Key Policy Information

Summary

The University has in place a wide range of assessment-related policies, procedures and associated guidance and resources.

This paper provides a list of key policies and procedures which will be of use to Schools in all aspects of assessment, including the day-to-day management of assessment as well as implementing institutional developments such as the [Transforming Assessment/Embedding Assessment for Learning](#) initiative (key principles approved by UCLT, 4 May 2022).

In the final section, a summary is provided of revised assessment policy changes being introduced from 2025/26.

Please note that the AY-specific separate guides to particular policies, which had been in place and updated annually for the during and immediately after the pandemic, have now been withdrawn and all the relevant information incorporated into the appropriate policies, procedures and guidance, all of which are available on the [Learning and Teaching Policy Bank](#).

Key Policies related to Assessment

The list below is not exhaustive, but contains a summary of key assessment policy-related information. Please see the [Learning and Teaching Policy Bank](#) for links to all assessment policies and procedures.

Please note that the documents below have been reviewed and updated for the start of the academic year, except Moderation of Assessment, as the Procedures are currently being reviewed by the DAQs.

1. [Making Changes to Assessment: Approvals Process](#)
2. [Types of Assessment: Policy/Administrative Definitions, incl. HW Assessment Platforms: Staff Guide](#)
3. [Scheduling and Submission of Coursework \(including late submission\)](#)
4. [Feedback on Coursework](#)
5. [Feedback on Exams and Access to Exam Scripts](#)
6. [External Examiners; Review of Assessment Tasks \(Coursework and Exams\) by External Examiners](#)
7. [Academic Decision-Making: Staff and Student Guides](#)
8. [Boards of Examiners: All Policies and Procedures](#)
9. [Heriot-Watt Assessment and Progression System \(HAPS\)](#)
10. [Assessment: School Roles and Responsibilities](#)
11. [Exams in Different Timezones](#)
12. [Academic Integrity: Students; Academic Integrity: Staff](#)
13. [Mitigating Circumstances \(Students and Staff\)](#)
14. [Moderation of Assessment](#)

One-page briefing papers for [Learning and Teaching](#); [Quality Assurance](#) (these are continuing to be updated and further additions will be made during 2025/26).

Learning and Teaching Academy: Resources and Support

The Learning and Teaching Academy provides a wide range of support for Schools in planning for and designing assessment, including assessment review and redesign. Teaching teams refreshing course and assessment design are encouraged to make use of these resources:

- [Getting Assessment Ready for 2025/26](#)
- [Curriculum and Assessment Design Toolkit: Assessment](#)
- [Assessment and Feedback](#)
- [LTA Support for Schools](#)

The LTA updates this information each academic year, providing a suite of resources and support for teaching teams in preparation of the start of the session. Check out the LTA SharePoint Hub for [current information](#). Further support and guidance are available from the LTA: LTAcademy@hw.ac.uk

The LTA is also leading the University's strategic *Transforming Assessment/Embedding Assessment for Learning* initiative. An overview, key principles and resources can be found [here](#).

Changes to Assessment Policies from 2025/26

The following revised policies and procedures are being introduced from 2025/26:

- 1) Additions on:
 - [Past Exam Papers and Solutions](#)
 - [Legibility of Handwriting in Assessment](#)
 - [Scheduling at least one working day between coursework submission deadlines](#)
 - Security of Off-Campus and Off-Line Marking (part of [School Roles and Responsibilities in Assessment](#))
- 2) Student Academic Misconduct Policy: ethics-related provisions for UG and PGT Students (Academic Integrity: [SharePoint for Staff](#); [Website for Students](#))
- 3) Factual accuracy updates on Exams and Other Assessments in Different Timezones: [Policy](#); [Procedures](#); [Briefing Paper](#)

Please visit the [Get Set AY25-26 SharePoint](#) for other policy and procedural changes and updates from 2025/26 (in addition to those related to assessment), including revised Student Engagement and Attendance Policy.

Please visit the new look [Learning and Teaching Policy Bank](#) for all types of policies and associated procedures.

- 4) A standardised approach to [calculation of UG Degree Classification](#) is being introduced from 2026/27 and all Schools need to have their revised approach approved by USC no later than 30 April 2026.

Reissue of Key Information

- 1) All information regarding assessment format and weighting must be accurately recorded in [GCM](#) and all [assessment and feedback details must be communicated to students](#) via VLE by Week 0 of each semester (see [Making Changes to Assessment](#))
- 2) Clarification of where provision must be identical across all modes and locations (academic standards, learning outcomes) and where there is scope for local contextualisation (eg formative and summative assessment):
 - [Implementing the Policy on Programme Titles, Learning Outcomes and Courses Briefing Paper](#)
 - [Implementing the Policy on Programme Titles, Learning Outcomes and Courses - Local Modifications Briefing Paper](#)

- [Policy on Programme Titles, Learning Outcomes and Courses](#)
- [Policy on Programme Titles, Learning Outcomes and Courses Briefing Paper](#)

Academic Decision-Making

The four academic decision-making staff and student guides have been updated for AY 2025/26, providing overviews of the University's established processes, including summaries of roles of Boards of Examiners (Course Assessment, Progression, Award).

- [Academic Decision-Making: Summary of Approach \(for Staff\)](#)
- [Academic Decision-Making: Guidelines for Boards of Examiners on Maintaining Academic Standards \(for Staff\)](#)
- [Academic Decision-Making: Guide for Students on Three-Stage Approach](#)
- [Academic Decision-Making: Guide for Students on What happens after Exams?](#)

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