UCQ
UNIVERSITY
CENTRE QUAYSIDE

Assignment Submission and Feedback Policy

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Table of Contents

1. Policy statement 3
2. Word count 3
3. Presentations 3
4. Submitting assessments 4
   4.1 Final submissions 4
   4.2 Late submission 4
   4.3 Submission extensions 5
5. Feedback 6
   5.1 Principles of feedback 6
   5.2 Timescales for feedback 6
   5.3 Overview of submission and feedback timescales 7
6. Initial equalities impact assessment 8

1. Policy statement

University Centre Quayside (UCQ) is committed to ensuring that assessment and feedback practices are equitable, clear, consistent, and support optimal learning outcomes. UCQ will provide students with transparent guidance on assessment requirements and timely, constructive feedback that enables them, via processes of critical reflection, to understand their performance and identify areas for progressive development and future attainment.

Feedback is a fundamental component of the learning process and is designed to support reflection, progressive improvement, and the development of academic and professional skills, which lead to learner autonomy and a capacity for critical introspection. Feedback approaches will vary according to the nature of the assessment, level of study, and individual learning needs, while maintaining an equitable consistency in standards and expectations across all programmes.

2. Word count

The word count includes all articulated content within the main body of the text, such as headings, sub-headings, tables, citations, quotes, lists, etc. The contents page, reference list/bibliography, appendices, footnotes, and endnotes are excluded from the word count unless specified otherwise in the Assessment Guide.

Where reflective review templates are used, wording contained within the template itself is excluded from the word count.

Appendices should be minimal and should only contain reference materials that support arguments already made in the main text. Any additional materials in appendices, unless specifically requested in the module guide, will not be evaluated.

Harvard referencing must be used in the citation and references sections unless specified otherwise in the Assessment Guide.

Word limits are established for each graded assessment and are detailed in the Assessment Guides. These limits ensure equitable processes of assessment for all students and promote the need for concise and clear writing. The following penalties apply for exceeding or not meeting the specified word limit:

Up to 10% over or under the specified limit: no penalty.

Between 10-20% over or under the specified limit: 5 marks will be deducted from the final mark.

20% or more over or under the specified limit: the final grade awarded will be capped at 40%.

3. Presentations

Presentations will be marked and graded in line with the requirements set out in the individual module Assessment Guide.

Presentations must adhere to the allocated time. The purpose of setting a time limit is to provide equal opportunities for all students and to help them develop and showcase their professional presentation skills. Penalties for exceeding the specified time allocation are as follows:

Up to 10% over the specified time will not incur a penalty

Between 10-20% over the specified time: 5 marks will be deducted from the final mark for *presentation skills* with a further 5-mark deduction for each subsequent 10% transgression.

4. Submitting assessments

4.1 Final submissions

All marked and graded assignments must be submitted via Moodle prior to the published submission deadline **then** uploaded to the student's ePortfolio (Ecordia). Unless otherwise specified, any final assignments submitted to any other email address or uploaded elsewhere will **not** be processed for marking.

All portfolio evidence workbooks, including reflective reviews, must be submitted through the ePortfolio (Ecordia) **prior** to the published submission deadline. Any portfolio work submitted to any email address or uploaded elsewhere will **not** be processed for marking.

A final submission for a module should include:

1. A marked and graded assignment (usually 'Assessment 1 – Academic Assessment' for a given module)
2. Reflective review and portfolio evidence workbooks (usually 'Assessment 2 – Work-based Assessment')
3. Any additional work-based evidence (documents, witness statements, photos, recording etc.) used in assessments.

Marked and graded assessments must be submitted using the approved assignment cover sheet. If the cover sheet is not submitted, the assessment will be viewed as incomplete and penalised as a late submission until the approved cover sheet is submitted.

Students will receive an e-receipt for their marked and graded assignments which they should keep for their records until the end of their programme of studies.

4.2 Late submission of first attempt assessments

This guidance applies to first-attempt submissions and does not extend to resit or retake assessments. Regulations governing resits and retakes are outlined in Section 17 of GR-001: Regulations for Validated Awards of The Open University.

The following penalties will be applied to late submissions when a formal assessment deadline is missed. This deadline can be the original due date or an extended date granted after a formal claim for extenuating circumstances has been approved. Tutor discretionary extensions are not recognised as formal extenuating circumstances claims.

Late submission penalties:

Submission within 6 working days: a 10% reduction deducted from the overall marked score for each working day late, down to the 40% pass mark and no further.

Submission that is late by 7 or more working days: submission refused, mark of 0.

Students who fail to submit work for assessments or attend examinations shall be deemed to have failed the assessments components concerned and will be marked as 0.
If a discretionary extension granted by a tutor is in place, any submission past the new deadline will receive a score of 0.

A day is defined by UCQ as a 'working day', and submissions received after the deadline will be counted as submitted on the next working day.

4.3 Submission extensions

Note: Requests for extensions to assessment deadlines will not be approved unless made in accordance with these guidelines and the Extenuating Circumstances Policy.

4.3.1 Tutor discretionary extensions

At the discretion of the Tutor, a student may request an extension of up to 5 working days. This is not a formal claim for extenuating circumstances and does not apply to examinations. Where the student claims a tutor discretionary extension, they cannot make an additional claim for extension using the extenuating circumstances self-certification method (see TLA-006 Extenuating Circumstances Policy).

The student must request the extension in writing (usually via email) no later than 24 hours prior to the submission deadline.

Upon approving a short-term extension, the Tutor must notify Head Office of any discretionary extension taking place at their earliest convenience, but no later than 4pm on the day the submission is due. Tutors should email extenuating@ucq.ac.uk with this information.

4.3.2 Longer term extensions

In certain uncontrollable situations, UCQ may grant an extension to the submission deadline. The duration of the extension will be determined based on the specifics of each individual case.

The Extenuating Circumstances Policy (TLA-006) should be referred to for further details.

5. Feedback

5.1 Principles of summative feedback

1. Feedback should be provided promptly to support students in understanding:
    a. the grades or marks awarded for their submitted work, and
    b. how they can improve their performance in future assessments.

2. Feedback should, where appropriate, be tailored to the individual student to support reflection on their academic and professional development.

3. Tutors and Professional Development Assessors will support established feedback processes and provide opportunities for students to clarify their understanding of feedback.

4. Feedback will not provide prescriptive guidance on specific content, arguments, or answers to be included in assessments.

5. Students are expected to engage with feedback, reflect on it, and apply it appropriately in future work. However, the application of feedback does not guarantee an improved grade, as all final marks are awarded based on the extent to which the submitted work meets the assessment criteria at the point of submission.

6. Feedback on final submissions should include an indicative grade wherever possible, as part of supporting student understanding of assessment outcomes.

5.2 Timescales for feedback

5.2.1 Formative feedback – Draft submissions

Each student will be entitled to receive **one** instance of feedback for each draft assignment. Once the draft has been sent to the Tutor, feedback can be expected within **5 working days**.

Due to these timescales, it is important students manage their time effectively and submit their draft assignment to allow plenty of time before the final deadline date.

NB: With the exception of Module 3.4, any draft assignments sent through within 5 working days of the submission deadline may not receive feedback.

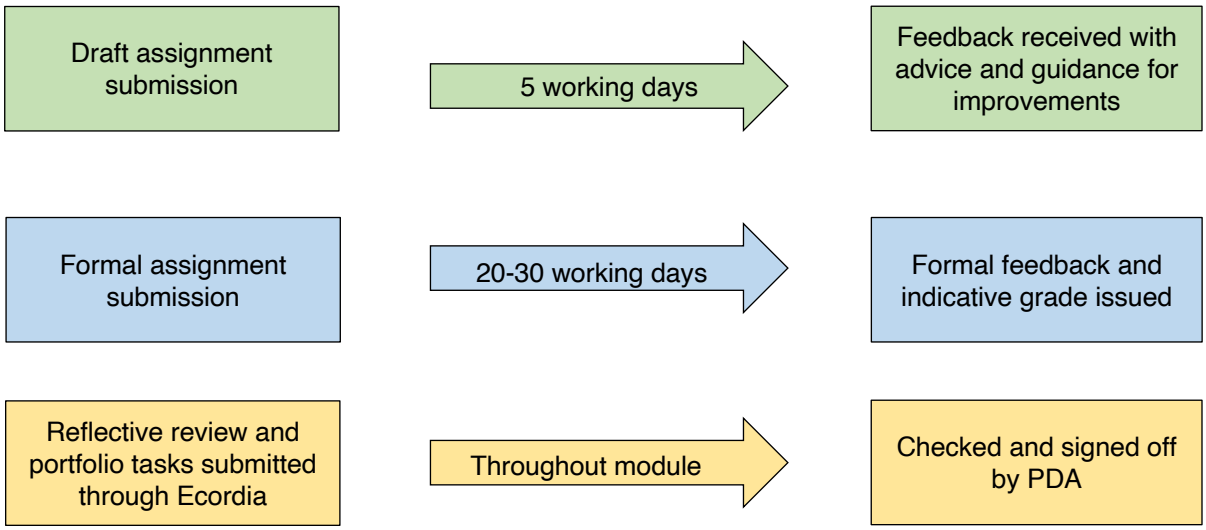
For Module 3.4 Management Research Project, any draft assignments sent through within four weeks of the submission deadline may not receive feedback.

5.2.2 Summative feedback – Final submissions

Except for Module 3.4 Management Research Project, feedback on a formally submitted assessment is expected to be provided within 20 working days of the assessment deadline. If this timeframe is not feasible due to operational reasons, feedback will be issued within 25 working days.

Feedback on a formally submitted assessment for Module 3.4 Management Research Project is expected to be provided within 25 working days of the assessment deadline. If this timeframe is not feasible due to operational reasons, feedback for 3.4 will be issued within 30 working days.

5.3 Overview of submission and feedback timescales



6. Document history

ISSUE NO.	DATE	PAGE	REVIEWER	DETAIL OF AMENDMENT
16	22/05/2026	All	Tara Henderson	Periodic review conducted. Sections 1, 2 and 5.1 updated for clarity. Section 6 Document History added.

6. Initial equalities impact assessment

Department: All	**Completed by:** Tara Henderson, Head of Policy & Governance	**Date of initial assessment:** 09/03/2021
Area to be assessed:	TLA-010 Assignment Submission and Feedback Policy & Procedure	
Existing or new policy/procedure:	Existing	
What evidence has been used to inform the assessment and policy? (please list only)		
External guidance and requirements: ➢ Sector best practice informed by Programme Team **Internal guidance and requirements:** ➢ Consultation with Vice Principal and Academic Programme Lead		

1. Describe the aims, objectives or purpose of the policy/procedure		University Centre Quayside (UCQ) is committed to providing accurate guidance on how a student submits assessments, and timely and appropriate feedback to students on their academic progress and achievement. This policy has been designed to enable students to plan their academic and skills development effectively.		
2. Which stakeholders/groups are intended to benefit from this policy/procedure?		All HE students and staff		
The Equality Act 2010 requires public bodies to have 'due regard' to the need to:- (1) Eliminate unlawful discrimination, harassment and victimization (2) Advance equality of opportunity between different groups; and (3) Foster good relations between different groups		**3. Could the policy/procedure have a disproportionately negative effect impact in terms of the aims set out in (1) to (3) of the Act on any of the protected characteristics?:-** **High** **Medium** **Low** **No effect**	**4. Briefly explain how the policy/procedure furthers or prevents the aims set out in (1) to (3).**	**5. If there is a disproportionately negative impact on any protected characteristics, can it be justified on the grounds of promoting equality or any other reason? If yes, please explain.**
Protected characteristics	**Age**	No effect	Not applicable	Not applicable
	Disability	No effect	Not applicable	Not applicable
	Gender	No effect	Not applicable	Not applicable
	Gender reassignment	No effect	Not applicable	Not applicable
	Marriage and Civil Partnership	No effect	Not applicable	Not applicable
	Pregnancy and Maternity	No effect	Not applicable	Not applicable
	Race	No effect	Not applicable	Not applicable
	Religion or Belief	No effect	Not applicable	Not applicable
	Sexual Orientation	No effect	Not applicable	Not applicable

6. Has there been any consultation/engagement with the appropriate protected characteristics?		Not applicable as no PC impact identified
7. What action(s) will you take to reduce any disproportionately negative impact, if any?		None required
8. Based on the information in sections 1 to 7, should this policy/procedure proceed to Full Impact Assessment? (recommended if one or more 'High' under section 2)		No
Assessor signature:	**Approved by:** **Michelle Elliott**	**Date approved:** 09/03/2021