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Decolonising DMU Toolkit

Fit to Submit Assessment Checklists

Fit to Submit Assessment Checklists

It can be overwhelming for students to navigate through different sources of information related to assessments before submission. Students may need to revisit PowerPoint slides, module handbooks, Replay recordings and seminar notes to identify what their assessment requirements are and how to complete their assessment successfully. Assessment literacy of students is really important (Price et al, 2012). Without this it is hard for students to understand and deliver on the assessment requirements. One way to help students to better understand assessment requirements is to deconstruct the assessments briefs, ideally co-creatively.

Sumeya Loonat, a Senior International Student Lecturer, has co-created *Assessment Checklists* for students in the Faculty of Business and Law and these have been invaluable in helping students to understand assessment requirements. Sumeya liaises with module tutors on key requirements related to the subject content and works with students in the faculty to develop key study skills required to successfully complete their assignments. The checklist aims to alleviate confusion and misunderstanding by providing a simple strategy to overcome common mistakes and helping students to address assessment requirements in a consistent and standardized manner. Although these checklists were created with international students in mind they have much wider application. All students can benefit from greater transparency of assessment requirements. There is strong endorsement from tutors who used these checklists who testify they have played a critical role in demystifying assessments consequently creating a more inclusive assessment experience for their students.

There are two examples included below. Each checklist created is contextualised to a specific module/assessment. The checklist addresses module specific requirements and also includes additional study skills elements.

Benefits of an assessment checklist include:

- They provide clarity to students on what the academic focus is for the assessment.
- They help students to structure their assessment.
- They can help provide guidance on specific academic skills they need to demonstrate, for example referencing.
- They can help students to understand how marks are awarded thus providing transparency on allocation of marks.
- They can be a critical resource for those students who study remotely where access to tutors is constrained.
- The checklist can help with marking and standardization when there are multiple tutors involved in marking.
- The checklist signposts students to Library and Learning Services resources for additional study skills support.

Where these checklists have been utilised tutors have reported a higher quality of assessments being submitted, increased allocation of marks and reduction in minor academic skills mistakes, for example referencing.

Below is the inclusion of a generic assessment checklist, which can be adapted for specific assessments. In addition to the generic assessment checklist two examples are included to illustrate how they can be adapted for specific assessments. Each checklist created is contextualised to a specific assessment. The checklist addresses module specific requirements and includes additional study skills elements.

Reference:

Price, M. et al. (2012). *Assessment Literacy: The Foundation for Improving Student Learning*. Wheatley: Oxford Brookes University, p.10.

Assessment Checklist Template

Tutors can adapt the generic template below and include contextualised subject requirements as necessary. The template signposts students to key resources from [Library and Learning Services](#).

Fit to Submit: Assessment Checklist	
Have you kept to the word count? There is usually a 10% allowance for being under or over the word count. Please check your module handbook or ask your tutor if you are not sure.	
Is your font size, colour, style, line spacing and margins appropriate to the work as specified by your tutor?	
Your assignment title will include some instructional verbs. Please read this glossary of academic task words to demonstrate you have understood what these terms mean.	
Have you demonstrated that you can write critically? Please view and complete The Critical Thinking Toolkit to help you with key critical thinking skills.	
Academic writing usually requires you to write in the passive voice, unless you are writing a reflective piece. You can find further guidance on passive structures here .	
Have you used the DMU Cite Them Right Harvard style of referencing? Further details can be found here .	
Can you confirm that the work written is your own and you have not plagiarised? To find out more about Good Academic Practice please view The Introduction to Good Academic Practices Guide to help you complete your work in a way that meets the highest standards.	
Before you submit your assignment, proof-read your work yourself to check for any spelling or grammar mistakes. You can use this grammar checklist and proofreading toolkit to help you.	

Adapted from Wilson, H. (n.d.) *University of Derby BME Student Attainment Project, Practical Recipes for Student Success* (PReSS), [online] Available at <https://uodpress.wordpress.com/fit-to-submit-assignment-checklist-2/> [Accessed 01/09/2021].

Produced by
 Dr Hardeep Basra, Academic Development Consultant
hardeep.basra@dmu.ac.uk
 Sumeya Loonat, Senior International Student Lecturer
sloonat@dmu.ac.uk

Example 1: ENTE2535 Report checklist

Please use this checklist to support you before submitting your report

Key requirements	
You must have at least three business examples to support your statements	
You must include a minimum of five academic resources	
Your submission must be 2000 words (+/- 10%)	
Use Arial Font, point 12, 1.5 line spacing	
Avoid the use of personal pronouns (I, we, you) within your writing. You should use the passive voice instead. You can find further guidance on how to do this here	
Your assessment brief requires you to 'compare and discuss'. Please read this glossary of academic task words to demonstrate you have understood what these terms mean.	
Report format (this must be in the following order)	
Title page: Includes report title, name, P number, name of tutor, tutor group time and day, total word count.	
Executive summary: A very brief statement including your aims at the start of the planning process of your report, what you found out and any recommendations as a result of your findings.	
Contents page: List all sections of your report, include sub heading numbers/letters and page numbers for each section.	
Introduction: Provide a general overview of what the report aims to achieve and state which research methods you will use to support your findings.	
Main body: This section must analyse data. Use headings or subheadings for different topic areas and include in-text citations.	
Conclusion: Provide a concise overview of all the key findings from your report. Do not include any new information.	
Recommendations: Include any recommendations from your findings in this section.	
References: Please use the DMU Cite Them Right Harvard style of referencing. Further details can be found here . For further in-text referencing support, you can also access the In-text Referencing Guide through your blackboard shell.	
Appendices: This includes any information you have used to support your research. All documents should be titled, referenced and page numbered. You should refer to these documents within the main body of your report and put brackets to let the reader know which page it is located within your appendices. Before you submit your assignment, proof-read your work yourself to check for any spelling or grammar mistakes. You can use this toolkit to help you.	

If you have done all these things, you are ready to submit. Good luck!

Example 2: ENTE3506 Report Checklist

Please use this checklist to support you before submitting your report

Introduction (5% of word count)	
Should be around 40 words and limited to 3 sentences	
Contains brief background to the topic	
Includes an outline- what you will discuss in your report	
Definitions (20% of word count)	
Include definitions of Focus, Divergence and Tagline	
Your definitions are referenced and paraphrased	
Around 160 words which includes your knowledge of theory relating to these definitions.	
Strategy Canvas	
Strategy canvas is scanned	
Evaluation (20% of word count)	
Explain why Red and Blue curves are different	
Analysed why the shape significant in making the Red Ocean decline	
Includes examples and research about CSF	
Define CSFs (20% of word count)	
Provide a referenced definition of CSF	
Determine three factors which are important for customers (e.g. 24 hour service)	
Use quotations from your industry research sources	
Creative application (30% of word count)	
Use your research and imagination to illustrate how 'After' CSFs will look	
Conclusion (5% of word count)	
Summarise how your 3 CSF's have changed the rules of the game	
Don't include any new information in the conclusion	
Sketches	
Include up to six original sketches (cartoons/animations/drawings)	
Pictorially explain the differences before and after for each CSF	
Add word bubbles where necessary	
Clearly communicates the difference you are providing with CSF	
Sketches are included in the appendices (at the end of report)	

Referencing	
Have you used 5 sources as evidence of your research? Two sources should be industry sources	
Have you kept the authors' original meaning and not taken their ideas out of context?	
Please use the DMU Cite Them Right Harvard style of referencing. Further details can be found here . For further in-text referencing support, you can also access the In-text Referencing Guide through your blackboard shell.	
Have you included the author, date and page number for direct and indirect quotations? e.g. (McHardy, 2019, 73)	
Have you listed all the references you have used in your reference list?	
Is your reference list in alphabetical order?	
Academic Style	
Avoid the use of personal pronouns ('I', 'we','you')?	
Have you used passive sentences? (formed by using the correct form of the verb 'be' + past participle) view this resource on using the passive voice here	
Have you written words in full instead of using contractions?	
Have you used appropriate linking words to start sentences instead of conjunctions?	
Have you checked that you have not repeated any information and cut out anything unnecessary?	
Have you used the correct tense in your report? View this resource on tenses here	
General Assessment Criteria	
Front sheet includes P number, title of report, tutor name and group.	
Have you adhered to the presentation instructions in your module handbook?	
Word count adheres to requirement (excluding reference list, 800 words +/- 10%)	
Before you submit your assignment, proof-read your work yourself to check for any spelling or grammar mistakes. You can use this toolkit to help you.	

If you have done all these things, you are ready to submit. Good luck!