

School of Physics & Astronomy

Class & Lab Head Guidance

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INTRODUCTION TO THE ROLE ASSESSING YOUR COURSE

- What does the role of Class and Lab Head entail?
- Types of assessment
- Components of assessment
- Aggregation of marks
- Calculating grades
- Providing feedback
- Late submission penalties
- Structure and length of examinations

INTRODUCTION TO THE ROLE

- These are ADMINISTRATIVE roles
- There is no teaching-time attached officially to the position
 - Common for class heads to also lecture on their course
 - Common for lab heads to be demonstrators on their course
 - In both instances, though, you will have additional workload allocation for those duties
 - Your job is to make sure everything happens, NOT to do everything yourself.
 - If a class or lab only functions because of your presence/work alone – it is not functioning properly.



	CLASS HEAD	
	Non-Honours (P1, A1, P2, A2, ExC1XY, SciSkills, MA, P2T)	Honours (P3, P45, A345, PGT)
Creation of lecture timetable	✓	
Selection of Class Representatives	✓	✓
Processing Extenuating Circumstances Claims (non-labs)	✓	✓
General class administration	✓	✓
Class assessment	✓	
Finalisation of class grades and presentation of these to exam board	✓	
Tracking of attendance at lectures	✓	✓



	LAB HEAD	
	Non-Honours (P1, A1, P2, A2, ExC1XY, SciSkills, MA, P2T)	Honours (P3, P45, A345, PGT)
Creation of lab timetable	✓	
Selection of Class Representatives		✓ ?
Processing Extenuating Circumstances Claims (labs)	✓	✓
General class administration	✓	✓
Class assessment	✓	✓
Finalisation of class grades and presentation of these to exam board	✓ (Presented to class head)	✓
Tracking of attendance at labs	✓	✓

Train your
demonstrators
in what they be
asked to do and
how they should
act.

ASSESSING YOUR COURSE

Assessing students – formative and summative

- Formative assessment provides material for feedback to students and teachers
- Summative assessment should result in evidence of achievement and will be used to make decisions about progress or qualification.

Basically ... summative counts to the final course grades, formative does not.

All assessment should always be designed to address the course Intended Learning Outcomes (ILOs).

- A student's grade for a course is based on their performance in the summative assessment, which typically consists of a weighted combination of several "Components of Assessment".

- Can consist of individual assessments, or groups of related “sub-components”.
- E.g. Physics 1 has 5 Components of Assessment. Three of these have sub-components, two do not. The table below details these.

Component	Sub-Components?	Detail	Total weighting of component of assessment
Examination	Yes	Paper 1 Paper 2	50 %
Class Test	No	-	10 %
Check Point Quizzes	Yes	Quiz 1 Quiz 2 Quiz 3 Quiz 4	10 %
Physics Comm Project	No	-	5 %
Labs	Yes	15 lab exps & project components	25 %

- Each of the five Components carries an assessment weighting.
 - Once a final grade for each component has been calculated, those grades are then weighted and added together to calculate the final grade.
 - More detail on how this is done follows later.
- The Components of Assessment, and their weightings, must be spelled out in course documentation – this includes the official PIP documents.
 - And it is essential that the information presented in the various documents is *consistent*.

- In the School of Physics and Astronomy, all *components of assessment* are marked on “Schedule A” – this is otherwise known as the “22pt scale”.
- This is an alpha-numeric grading scale, where each grade has a corresponding grade point.
- The table gives the grades and points.

Grade	Grade Point		Grade	Grade Point
A1	22		E1	8
A2	21		E2	7
A3	20		E3	6
A4	19		F1	5
A5	18		F2	4
B1	17		F3	3
B2	16		G1	2
B3	15		G2	1
C1	14		H	0
C2	13			
C3	12		EC	NA
D1	11		CW	NA
D2	10		CR	NA
D3	9		DFR	NA

Aggregation of components of assessment

- If your course has more than one Component of Assessment then you need to determine a mark on the 22pt scale for EACH Component, and THEN apply the % weighting factor.

E.g. Physics 1 ...

- Student A gets a 21 for the exam, 16 for the labs, 17 for the class test, 15 for the communication project and 20 for the quizzes.
- The weightings for these Components are 50 %, 25 %, 10 %, 5 % and 10 %, respectively, so ...
- Their overall grade is ...
- $$(0.5 \times 21) + (0.25 \times 16) + (0.10 \times 17) + (0.05 \times 15) + (0.10 \times 20)$$
$$= 10.5 + 4 + 1.7 + 0.75 + 2 = 18.98$$
- This is rounded to the nearest integer – 19 in this case – and the student is awarded an A4 grade overall in MyCampus.

Calculating the grade for a component of assessment

Whilst an overall component of assessment must eventually be graded on the 22pt scale, sub-components can be determined in a variety of ways.

- Directly on the 22pt scale – e.g. a lab report or a project dissertation
- Marked numerically
 - Here the grade would be converted to a % and then a standard conversion table used to turn this into a mark on the 22pt scale. Exam boards will make this conversion table known to you as exams approach.
 - An example table follows ... the exam boards will let you know each year what conversions you should use.



%	Band	Points		%	Band	Points		%	Band	Points		%	Band	Points		%	Band	Points		%	Band	Points	
100	A1	22		82	A2	21		64	B2	16		46	D2	10		28	F1	5		10	G2	1	
99	A1	22		81	A2	21		63	B3	15		45	D2	10		27	F1	5		9	G2	1	
98	A1	22		80	A2	21		62	B3	15		44	D2	10		26	F2	4		8	G2	1	
97	A1	22		79	A3	20		61	B3	15		43	D3	9		25	F2	4		7	G2	1	
96	A1	22		78	A3	20		60	B3	15		42	D3	9		24	F2	4		6	G2	1	
95	A1	22		77	A3	20		59	C1	14		41	D3	9		23	F3	3		5	H	0	
94	A1	22		76	A4	19		58	C1	14		40	D3	9		22	F3	3		4	H	0	
93	A1	22		75	A4	19		57	C1	14		39	E1	8		21	F3	3		3	H	0	
92	A1	22		74	A4	19		56	C2	13		38	E1	8		20	F3	3		2	H	0	
91	A1	22		73	A5	18		55	C2	13		37	E1	8		19	G1	2		1	H	0	
90	A1	22		72	A5	18		54	C2	13		36	E2	7		18	G1	2		0	H	0	
89	A1	22		71	A5	18		53	C3	12		35	E2	7		17	G1	2					
88	A1	22		70	A5	18		52	C3	12		34	E2	7		16	G1	2					
87	A1	22		69	B1	17		51	C3	12		33	E3	6		15	G1	2					
86	A1	22		68	B1	17		50	C3	12		32	E3	6		14	G1	2					
85	A1	22		67	B1	17		49	D1	11		31	E3	6		13	G1	2					
84	A1	22		66	B2	16		48	D1	11		30	E3	6		12	G2	1					
83	A1	22		65	B2	16		47	D1	11		29	F1	5		11	G2	1					

Use of multiple criteria

- One component of assessment can contain a number of separately assessed criteria.
 - e.g. a lab report may have criteria on “Content”, “Presentation”, “Conclusions” etc.
 - You can choose to return one over all grade explicitly for the piece of work, or provide separate marks for each criteria
 - The latter is the preferred default, but not mandatory.
 - Default assumption is that each separate criteria are equally weighted. If this is NOT the case, you must make the actual relative weightings clear to students.

- Students must receive some level of feedback on all forms of summative assessment they carry out, and ideally on all forms of formative feedback too.
- University has various schemes and policies to help support the provision of quality feedback – below are some useful links for you to explore.
 - Assessment and Feedback Advice:
<https://www.gla.ac.uk/myglasgow/add/>
 - University Assessment Policy:
<https://www.gla.ac.uk/myglasgow/apg/policies/assessment/assessmentpolicy/>
 - Feedback following summative exams:
<https://www.gla.ac.uk/myglasgow/apg/policies/assessment/feedbackfollowingsummativeexaminations/>

- The key point is that the default position is that students will receive their feedback within 15 working days of the assessment deadline.
 - If the return of feedback will be after that time students must be informed as soon as the delay is identified.
 - E.g. if a marker is on holiday for one week during the default 15 working days, then students will not likely receive their feedback until 20 work days after submission.
 - That is absolutely fine, but students should be told this will happen.

- If a piece of work is submitted late then it will be subject to a reduction in the grade by two secondary bands per working day (or part of a working day) up to 5 working days.
- If the work is submitted after feedback and/or grades have been returned to the cohort, or after 5 working days, then the submitted work will receive an H.
- If work is marked numerically, then the daily reduction is 10 %, again up to 5 days max.

- You will inherit a structure when you take over the course.
- Do NOT change this without consulting with the L&T Committee.
- If you are designing a brand new course, consult L&T Committee when designing the assessment.

- Laid out in the University's Code of Assessment

<https://www.gla.ac.uk/myglasgow/apg/policies/assessment/codeofassessment/>

<https://www.gla.ac.uk/myglasgow/apg/policies/uniregs/regulations2024-25/feesandgeneral/assessmentandacademicappeals/reg16/#timinganddurationofexaminations>

- Depends on the level of the course, the number of credits the course is worth and what the weighting of the exam is. The maxima are ...

Credits	Levels 1 & 2	Levels 3, H and M
10	90 minutes	120 minutes
15	120 minutes	150 minutes
20	150 minutes	180 minutes
30	240 minutes	240 minutes
40	330 minutes	330 minutes
60	480 minutes	480 minutes

- The above assumes exam represents 100 % of course assessment.
- If this is not the case, you scale by the assessment weighting.

Credits	Levels 1 & 2	Levels 3, H and M
10	90 minutes	120 minutes
15	120 minutes	150 minutes
20	150 minutes	180 minutes
30	240 minutes	240 minutes
40	330 minutes	330 minutes
60	480 minutes	480 minutes

- Example: Physics 1 – level 1 course, 40 credits, 50 % of assessment in exams, 2 papers
- So max duration allowed across both papers is $0.5 \times 330 \text{ minutes} = 165 \text{ minutes}$
- That would be 82.5 minutes each, but papers must be multiples of 30 minutes (minimum 60, maximum 180) so we run ...
- 2 90-minute papers.



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