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## 1. INTRODUCTION<sup>1</sup>

### 1.1 INTRODUCTION AND PURPOSES OF ASSESSMENT AND FEEDBACK

Assessment and feedback are fundamental parts of the student learning experience, whether on-campus, by distance or blended learning. The UEL Assessment and Feedback Policy seeks to:

- actively promote student success and academic achievement
- provide clear, accurate, accessible information and guidelines to all staff and students on assessment and feedback
- maximise the potential for consistency and fairness in assessment
- locate assessment and feedback as an integral part of learning and teaching processes.

Assessment, from a student perspective, is the vehicle for obtaining feedback on progress in their learning, enabling them to improve. This is indicated in terms of:

- knowledge acquired
- skills gained, both generic and specific
- general understanding developed.

Assessment, for both staff and students, can be used to determine whether a student:

- has achieved the learning outcomes
- is ready to progress to a higher level
- has the capacity to demonstrate competence
- is able to qualify for an award.

Assessment, from a staff perspective:

- enables evaluation of the success of their input into the student learning experience
- provides an external measure of recognition for the public, the student, the employer and other stakeholders of a student's achievement (as determined by the award of credit or a qualification).

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<sup>1</sup> The Assessment Policy is appropriate for all UEL programmes within the UEL Academic Framework. Programmes with permission from Academic Board to function outside the Academic Framework (e.g. credit ratings for modules; use of terms rather than semesters; other Professional, Statutory and Regulatory Body requirements) may have alternative arrangements approved by Academic Board.

Assessment may be diagnostic, formative or summative - all assessment will contain one or more of these elements (see Glossary and Supporting Information, [Appendix 1](#)).

The roles and responsibilities of Field, Programme and Module leaders, Schools and Students with regard to the Assessment and Feedback Policy are summarised within [Appendix 4](#) of this document.

## 1.2 PRINCIPLES OF ASSESSMENT

In order to serve the above purposes, assessment will be treated in accordance with the following principles and be:

- based on learning outcomes and assessment criteria
- integral to programme design
- fair and free from bias
- valid, transparent and reliable
- timely and incremental
- consistent
- demanding yet manageable and efficient.

All documentation regarding assessment tasks, assessment criteria, submission deadlines and any accompanying guidance, including information relating to the return of work, will be:

- clearly worded
- presented to students at the beginning of each module
- published together in the relevant document
- easily available in the relevant module guide which will be accessible to students via the module's virtual learning environment

## 2. ASSESSMENT DESIGN

### 2.1 INTRODUCTION TO ASSESSMENT DESIGN

Within programmes, a variety of assessment tasks will be used to provide flexibility for students and to assess students' skills, knowledge and understanding. This may include innovative assessment tasks such as those embraced within e-assessment.

Effective assessment design, within all modules, ensures that:

- assessment tasks enable students to demonstrate the learning outcomes detailed in the module specification
- all learning outcomes are assessed through summative assessment tasks
- assessment tasks are efficient in terms of student and staff time and over-assessment is avoided
- assessment is both formative (with more emphasis at levels 0/1) and summative
- each assessment task is accompanied by, and mapped to, a set of assessment criteria which:
  - ensures assessment of the learning outcomes
  - is appropriate to the demands of the level of the assessment undertaken
- student effort and the amount of work involved is consistent across modules at each level and aligns with the UEL Assessment Tariff and Equivalences (see [Appendix 5](#))
- students experience a range of assessment types within their programme of study
- the likelihood of academic misconduct is reduced
- all students have an equal chance of understanding the assessment task and of demonstrating their achievement of the learning outcomes

Reassessment offers students fresh opportunities to demonstrate achievement of module learning outcomes. Repetition of coursework and examination questions will therefore be avoided (unless Professional, Statutory and Regulatory Body requirements indicate a need to repeat assessment), particularly since repetition increases the likelihood of plagiarism and/or importation into examinations.

## 2.2 RELATION OF ASSESSMENT TASKS TO LEARNING OUTCOMES

All assessment tasks will be clearly mapped to identified learning outcomes.

Learning outcomes will be devised at programme and module level.

- Programme level outcomes enable students to gain an overall understanding of their learning across the programme.
- Module learning outcomes enable students to gain an appreciation of what will be learned by the end of the module.

Learning outcomes will be monitored to ensure that they:

- are each described as specifically as possible in terms of what the student will be able to do, and /or know
- are devised according to the appropriate subject benchmark statement
- are set at the appropriate level for the module /programme.

## 2.3 ASSESSMENT CRITERIA

A student's performance will be marked and graded according to pre-specified and clear assessment criteria. These will normally be presented in one document combining marking and grading criteria (see example at [Appendix 3](#)). Assessment criteria will:

- be given to students with the assessment task (plus any guidance on what the markers expect the student to address when undertaking the assessment task)
- examine whether learning outcomes have been met by the student, and whether this has been addressed by the markers
- be set at the required standard and level for the module
- reflect the published aims and learning outcomes
- be of a comparable standard to equivalent awards elsewhere in the UK and in keeping with appropriate subject benchmark statements
- be available within the module guide, which will be accessible to students via the module's virtual learning environment
- inform the use of any rubrics utilised within e-Submission<sup>2</sup> (see [Appendix 6](#) Guidelines: e-Submission, marking and feedback of coursework).

## 2.4 LEVELS OF ASSESSMENT: QUALIFICATION DESCRIPTORS

Qualification descriptors are used to ensure consistency and equity. These have been presented by The Quality Assurance Agency within [the UK Quality Code for Higher Education – Chapter A1: The national level](#) and identify the characteristics and context of learning expected at each level, against which specific learning outcomes and assessment criteria are derived.

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<sup>2</sup> References to e-Submission throughout the Assessment and Feedback Policy apply to all tools utilised for e-Submission. Turnitin GradeMark is the preferred for e-Submission, marking and feedback of coursework at UEL.

Learning outcomes and assessment criteria reflect the appropriate level specified by the qualification descriptors, and reflect increasing levels of demand, complexity and depth of study.

## 2.5 ASSESSMENT PROCESSES

Schools will have effective mechanisms in place for reviewing and monitoring assessment processes. These will ensure that activities are appropriate and are not excessive for students or staff. Monitoring and review processes might be undertaken by a separate School panel or within Field meetings. The following will be considered when reviewing assessment processes:

- assessment tasks are appropriate and enable students to demonstrate the learning outcomes of a module
- submission deadlines are scheduled to be spread throughout the semester wherever possible
- student effort and the amount of work involved is consistent across modules at each level and aligns with UEL Assessment Tariff and Equivalences (see [Appendix 5](#))
- full use is made of e-Submission for appropriate coursework submission, marking and feedback

All information relating to assessment tasks, assessment criteria, submission deadlines and feedback processes will be clearly provided within module guides, which will be accessible to students via the relevant module's virtual learning environment. Programme approval panels need to:

- be satisfied that a proposed programme requires students to achieve appropriate standards of work at each level of the award
- ensure assessment within a programme incorporates a varied and appropriate diet of assessment tasks
- consider the overall coherence of the programme of study and progression through the programme.

Periodically, programme teams will review the spread and variety of assessments undertaken across modules that comprise the programme of study. This will acknowledge changes that may have been undertaken within individual modules since the previous approval/review and will ensure that a varied and appropriate diet continues to be offered across the programme.

## 3. ASSESSMENT, MODERATION AND MARKING

### 3.1 ASSESSMENT PREPARATION: INTERNAL MODERATION OF ASSESSMENT TASKS

Each school will have effective systems and procedures in place for the internal moderation of all methods of assessment for all modules.

Draft assessment and reassessment tasks for each module will be produced simultaneously by module teams. This process will be co-ordinated by the module leader to ensure that assessment at each opportunity is equitable.

All assessment task(s) for each module will be proof-read and checked for fairness and consistency prior to being sent to External Examiners. It is preferable for this process to include academic colleagues from outside the module team, in order to improve objectivity. The assessment task(s) will:

- meet module specifications
- assess the learning outcomes
- be set at the correct level
- conform with expectations of External Examiners (as laid out in the [External Examiners' Manual](#)).
- be designed to limit academic misconduct

Following this scrutiny, assessment task(s) may need to be modified.

### 3.2 ASSESSMENT PREPARATION: EXTERNAL MODERATION OF ASSESSMENT TASKS

Every component of assessment that contributes to an award, at all levels, is subject to External Examiner moderation. This ensures the maintenance of standards both internally and in comparison with similar programmes delivered at other higher education institutions.

Once finalised, assessment tasks will be forwarded to the relevant External Examiner for comment, prior to being published to students. Any changes required by an External Examiner must be approved by them prior to release to students.

All first and second opportunity assessment and reassessment tasks for each academic year will be submitted to the relevant External Examiner using secure means, by the end of the semester prior to required use (e.g. for assessment due to be used in Semester B, the External Examiner should receive the proposed assessment for comment prior to the end of the previous Semester A). All assessment tasks sent to External Examiners will be accompanied by:

- a copy of the relevant module specification
- the published assessment criteria
- clear guidance notes i.e. expectations of the assessment task(s)
- ~~indicative answers~~

All information received by External Examiners will duplicate that which the programme team intends to provide to the students (the ~~exception being indicative answers which~~ ~~indicative answers which~~ will only be sent to External Examiners).

External Examiners will be asked to comment on the suitability of the assessment tasks with regard to the module specification, level of work expected and in particular, in relation to the standards of the tasks in comparison with similar programmes at other institutions. They are also asked to comment upon the clarity of the task, and on the guidance provided.

### 3.3 PREPARING TO MARK

For each module, relevant teaching teams agree a marking plan at the beginning of each academic year. This plan will identify:

- first and second (and third, if subsequently needed) markers, and timetables
- indicative content of answers to coursework and/or examination questions/tasks
- provision in relation to e-Submission
- assessment (marking and grading) criteria, which will ensure appropriate use of the full spread of marks

### 3.4 MARKING

Consideration will be given to ensure the full spread of marks is used.

When e-Submission has been used for the submission of coursework, marking and second marking will be conducted within e-Submission or other formats appropriate to the module e.g. Audio file or Video file.

In order for marking to be equitable between all markers:

- questions, assessment criteria and a copy of guidance provided to students regarding expectations for the specific piece of assessment will be provided to all markers
- less experienced or probationary colleagues new to the institution or sector will be supported, and guidance and personal development in marking skills provided. Their marking will normally be second marked by experienced members of staff, and will be monitored to ensure:
  - the development of necessary skills
  - that students are receiving equitable marks

### 3.5 ANONYMOUS MARKING

Anonymous marking is a process undertaken to avoid the possibility of unconscious bias entering the marking process. To this end, wherever possible, the identity of students will be masked from markers and work only identified by student number.

Where the method of assessment does not allow anonymous marking (e.g. dissertations, oral presentations, oral examinations, practical examinations, laboratory tests, performance etc.) **all** work will be second marked (see [Appendix 2](#), Second Marking).

For some types of assessment it may be impractical either to second mark or to mark anonymously. On rare occasions where neither anonymous, nor second marking is practicable (normally this would only occur in settings such as the workplace), methods by which students may be protected from unfair or biased assessments in these situations, will be made explicit by the programme leader. These could include for example, bringing in a visiting tutor from UEL to the workplace.

### 3.6 SECOND MARKING

Second (also known as double) marking is a process undertaken to ensure that the marking scheme has been applied fairly and uniformly. Although several types of second marking have been identified across the sector (see [Appendix 2](#), Second Marking) the preferred method at UEL is “second marking as sampling or moderation” for both written and practical assessments. Where other methods are preferable, such as in the case of Professional, Statutory and Regulatory Body exemption, a justification will be provided to the Dean of School.

Every component of summative assessment that contributes towards an award, at all levels, will be subject to second marking in order to ensure the maintenance of standards.

At least 10% or 10 individual pieces of each assessment task (whichever is the greater) will be second marked. The sample should be taken from the full range of student performance, having sight of the full range of marks.

Where the first marking of any module is undertaken by more than one marker, the sample will include a minimum of 10% or 10 (whichever is the greater) of the work marked by each individual marker, again relating to a range of performance.

Where e-Submission has been used for first marking, it will be used for second marking.

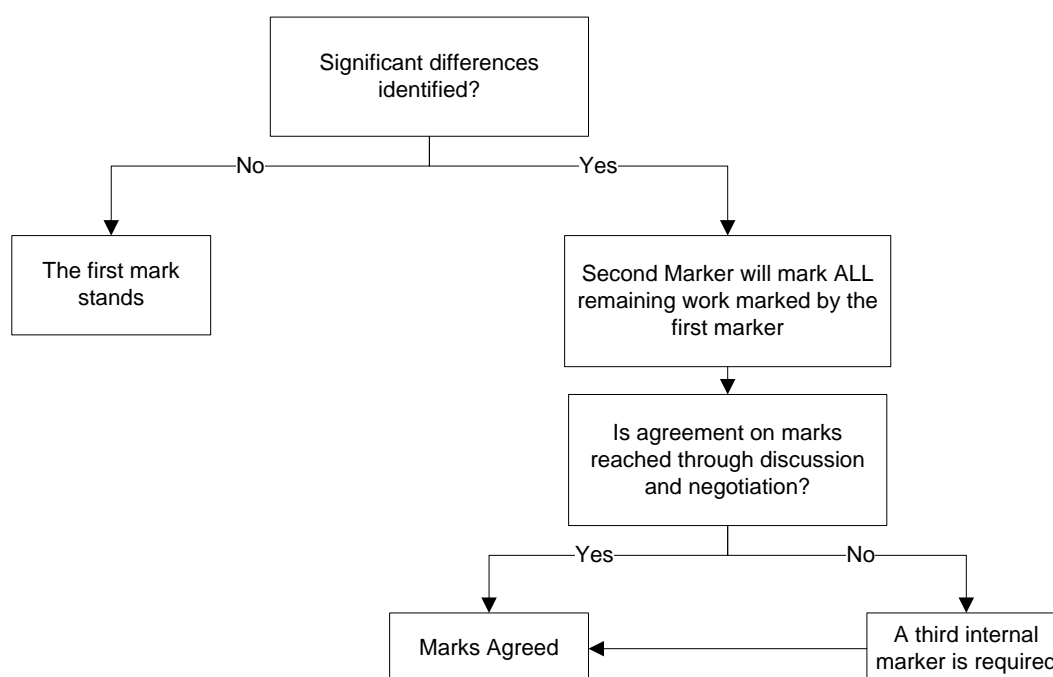
Resolving differences between markers within modular assessment tasks:

**NB Significant differences are defined as** where the difference is 10 marks or more; and/or where marks spread across critical boundaries (even if fewer than 10 marks) i.e. pass/fail or grade boundaries:

- if there are **NO significant differences** revealed by the second marking process, the **first mark stands** as the agreed mark

- if there **ARE significant differences** revealed in the sample that has been second marked, the **second marker will mark ALL remaining work** marked by the first marker
- **after** work has been marked by **both first and second markers**, a revised mark will be agreed by discussion and negotiation. This will ensure moderation to an agreed and consistent standard.
- **where agreement cannot be reached**, resort to a **third internal marker** will take place.
- should the second marking process reveal **significant differences** in **more than one first marker's marking**, the process described above will apply to **ALL** first markers' marking

#### Significant Differences Flowchart



Where e-Submission is used, should a second marker disagree with the first mark, this must **not be changed within the e-Submission tool** before discussion and negotiation between the markers (see [Appendix 6](#) Guidelines: e-Submission, marking and feedback of coursework).

Marking conducted in all forms of assessment including e-Submission, will ensure that students are *only* presented with one final (agreed) mark, although comments from all markers will be available.

In order to eliminate arithmetic errors, for any component of assessment that requires aggregation of marks, all calculations undertaken by hand will always be checked by a second marker in order to correct if necessary.

Second markers will provide a short report to the module leader, following the second marking process.

### 3.7 EXTERNAL MODERATION OF MARKING

For each module, External Examiners will be provided with the following materials and information:

- Module specification
- Details of assessment task(s)
- Assessment criteria
- Any assessment guidance

- Sample of assessed work
- The record of marks and comments from 1st and 2nd (and 3rd) markers
- Schedule of all marks agreed for all candidates assessed in the module following internal moderation

Brief report from the Module Leader providing general comments on the outcomes of the assessment process (e.g. trends in questions answered by candidates, common errors, questions generally answered well/poorly, Second marker's report etc). For guidance on the use of e-Submission in this regard, please refer to [Appendix 6](#) Guidelines: e-Submission, marking and feedback of coursework) A minimum of 10% or 10 individual pieces of each assessment task (whichever is the greater) will also be made available to the External Examiner for moderation.

This sample will be taken from the full range of marks and will include some work that has been second marked.

External Examiners will not be requested to act as a second or third marker or to adjudicate on disagreements between internal markers.

A record of agreed marks for all candidates, evidence of second and/or anonymous marking from all internal examiners, and comments from second markers, will be kept and will be made available for scrutiny by External Examiners. This information will also contribute to the module report.

External Examiners may, based on their moderation process, recommend to the Field Board that:

- all marks for a particular assessment task are raised or lowered
- request that all candidates' work ~~(or a specific sample)~~ be reconsidered if significant discrepancies and/or inconsistencies are revealed

External Examiners are expected to attend all Field and Award Board meetings, including resit Award Boards. (Further information is available from [Quality Assurance and Enhancement](#)).

All marks for summatively assessed work (both examinations and coursework) are subject to Field Board approval.

## 4. MANAGEMENT OF ASSESSMENT

### 4.1 TIMING OF ASSESSMENT

Appropriate advance notice of the **timing** and **form** of assessments, examination arrangements and the timing of notification of results will be clearly provided to students at the start of each semester in the module guide, which will be accessible via the module's virtual learning environment.

**Coursework questions will be released to students at the start** of each semester in the module guide, which will be accessible to students via the module's virtual learning environment. All reasonable adjustments are therefore built into this process for all students.

**Students will not normally be expected to discuss in their assessment any material that has been taught as recently as 2 weeks prior to the assessment date.**

Published results for both Field and Award Boards will normally be produced within 8 working days of the Award Board. Students will be entitled to a transcript each academic year identifying their progress.

### 4.2 INTEGRITY OF EXAMINATIONS



All examinations will be conducted in a fair, consistent and secure manner. This requires the identification of at least one identified member of staff within the School with responsibility for:

- the maintenance of examination papers throughout the development process
- the coordination of the invigilation process, in association with Timetabling (the team responsible for managing that process)

*Students will be instructed to familiarise themselves with the guidelines on conduct for examinations and conduct themselves in the appropriate manner.*

#### 4.3 INVIGILATION

The invigilation process is managed by the Timetabling Team who produce Good Practice Guidelines for Invigilation and train invigilators

Invigilation will be led by module leaders (or where appropriate, a their nominee(s)) in relation to examinations undertaken by UEL Distance Learning students), having a presence in the examination rooms, and supported by trained external invigilators where appropriate.

Invigilation arrangements for students with disabilities/specific learning difficulties are set out below in [Section 7](#). Where relevant, Schools make the agreed arrangements for students with disabilities/ specific learning difficulties, when these have been notified to the School (normally at least 3 weeks in advance).

Question papers may not be removed from the examination room after completion of the examination, although questions may be made available for students through the virtual learning environment at the time of the release of marks (with the exception of Multiple Choice Question papers, which are not released to students).

#### 4.4 SUBMISSION OF COURSEWORK

Students will be instructed that all coursework should be submitted by the required submission date, and in accordance with module guidelines (e.g. using student number, word count, word-processed)

In keeping with institutional targets for the use of e-Submission, marking and feedback, all single pieces of text-based coursework will normally be submitted via e-Submission.

Where coursework is not suitable for e-Submission:

- Published and secure mechanisms will exist within each school, and will be clearly explained to students within their module guides, accessible via the module's virtual learning environment.
- the receipt of work submitted will be logged and students will be provided with access to recorded evidence of submission (normally through use of the bar-code process)
- feedback on submitted work will be provided in word-processed format (see [Section 5](#), Feedback to Students)
- a secure method for the return of marked coursework will be in place

#### 4.5 ASSESSMENT REGISTRATION RESPONSIBILITIES

Students are only eligible for assessment on a module if registered on the module. Schools will ensure that students have ready access to their module registration data via UEL Direct and will ensure that students are aware that this information is available in UEL Direct. (Students should be informed that it is their responsibility to ensure that the record of registration is accurate and must notify their School of any inaccuracies).

#### 4.6 BREACHES OF ACADEMIC MISCONDUCT REGULATIONS

Assessment tasks are designed to reduce, as far as is practicable, the possibility of plagiarism and collusion and other instances of academic misconduct. Where an instance of academic misconduct is suspected, procedures detailed in [Part 8 of Manual of General Regulations \(Academic Misconduct Regulations\)](#) will be invoked.

Students should be made aware of both the [Academic Integrity Policy](#) and the [Turnitin Policy](#) as resources to assist in the avoidance of plagiarism.

#### 4.7 MAINTENANCE OF SCRIPTS AND ARCHIVE

Scripts and/or assessed work are stored for academic reviews, appeals, and other purposes. These are stored and disposed of in accordance with the Data Protection Act and the Freedom of Information Act.

### 5. FEEDBACK

#### 5.1 FEEDBACK TO STUDENTS

Feedback is central to learning and is provided to students to develop their knowledge, understanding, skills and to help promote learning and facilitate improvement.

All feedback will be:

- timely (provided within 20 working days<sup>3</sup>)
- given in relation to the learning outcomes and assessment criteria
- provided on both coursework and examinations
- clear, relevant, motivating, and constructive
- developmental, enabling students to both consolidate learning and achievement
- word-processed where e-submission is not used
- offered in a range of formats appropriate to the module e.g. electronically via Turnitin GradeMark or other e-Submission tools where used, Audio file, Video file, or Screencast

The nature and extent of feedback the student may expect will be indicated for each assessment task at the time it is set.

When feedback (including marks) is provided to a student before an Award or Field Board, all marks will be clearly identified as:

- being provisional
- available for External Examiner scrutiny

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<sup>3</sup>working days refer to 'normal' working days i.e. Monday to Friday (excluding public holidays and periods of university closure)

- subject to change and approval by the Assessment Board
- All students will be actively encouraged to collect feedback, review and consider its recommendations and implications, and seek further advice and guidance from academic staff when required.

## 5.2 MODES OF FEEDBACK

Feedback may be:

- Individual – identifying specific issues relating to one student’s work, and Generic – referring to general points about the assessment as a whole, arising from an overview of the work produced by the student group
- Given following formative assessment (i.e. that which does not contribute to the module mark, such as activities prepared for discussion in seminars, practice essays etc) and summative assessment (i.e. that which does contribute to the module mark, for example following Coursework and Examinations).

## 5.3 FEEDBACK ON COURSEWORK

Feedback will be provided as soon as possible after the student has completed the assessment task:

- feedback on formative assessment will be given in time for students to make use of it prior to summative assessment
- feedback on summative assessment will be given within 20 working days of the submission date of the work.

Clear guidance will be given regarding the point in the module where it is no longer appropriate for staff to provide formative feedback e.g. when a student is undertaking final dissertation drafts. This will be communicated to students at the time the assessment task is set.

## 5.4 FEEDBACK ON EXAMINATIONS

Feedback on examinations will be given within 20 working days of the conclusion of the examination period.

Clear guidance will be provided within the module guide, accessible within the module’s virtual learning environment regarding:

- the type of feedback that will be given following examination i.e. individual or generic
- whether feedback will include the return of examination scripts and/or work, or not, in accordance with agreed procedures within each School

# 6. DISABILITY

## 6.1 ASSESSMENT NEEDS

6.1.1 Assessment needs of students with disabilities, including specific learning difficulties e.g. dyslexia, are supported in compliance with the [Disability Discrimination Act 2005 \(DDA 2005\)](#) and the [Equality Act 2010](#). They are also informed by the Students, within the UK Quality Code for HE - Chapter B4: Student support, learning resources and careers education, information, advice and guidance (until 2013 when it will have been integrated into each chapter of the Quality Code) and UEL’s [Equality and Diversity Strategy 2011-15](#).

## 6.2 INCLUSIVE APPROACH

We aim to practice an inclusive approach in supporting our students with disabilities/ specific learning difficulties. This approach focuses on the capacity of our University to understand and respond to the requirements of individual learners and not to locate the difficulty or deficit within the student. In this way we move away from 'labeling' students and towards creating an appropriate learning environment for all students. In consultation between the student and DDAC, a Learning Support agreement will be drawn up and shared with Schools.

### 6.3 COURSEWORK

All information including submission dates and coursework questions will be released to students at the start of each semester in the module guide, accessible to students via the module's virtual learning environment. All reasonable adjustments are therefore built into this process for all students.

### 6.4 EXAMINATIONS

Any student who discloses a disability to a member of staff will be referred to the Disability, Dyslexia and Access Centre (DDAC).

Students will be informed that they must be registered with the DDAC for any examination adjustments.

Students will need to provide valid professional evidence by the specified deadline date.

Deadline dates, by which students must apply to the DDAC in order to have reasonable adjustments in examinations, will be set by the Head of the DDAC at the start of each academic year for both Semester A and B

- a minimum of four working weeks prior to the start of each examination period
- published on all relevant websites and in all appropriate publicity and information material for students, applicants and staff.

### 6.5 SHARED RESPONSIBILITY BETWEEN SCHOOLS AND DDAC

Schools and the DDAC will share joint responsibility for ensuring that reasonable adjustments are put into place in an efficient and timely manner and for ensuring that students are kept appropriately informed (see [Appendix 4](#), Roles and Responsibilities for further details).

### 6.6 EXCEPTIONAL CIRCUMSTANCES

#### In exceptional7.6 Eligibility for reasonable adjustments

In order for students to be eligible for reasonable adjustments in examinations, they must apply via the DDAC and provide valid professional evidence by the specified deadline date.

circumstances, -alternative forms of assessment may be required as a result of a student's disability. In this circumstancesuch cases, the Head of DDAC will approach the relevant Module and/or Field Leader or nominee to discuss. Should further adjudication be required, consideration of discipline-specific norms and institutional consistency are essential. Therefore, Should the two parties be unable to reach an agreement, a final decision will be made by the Director of Academic Practice and Student Experience. a final decision will be made by the Chair of the Assessment Board (or Dean if the Chair has been previously involved) in consultation with the Director of Academic Practice and Student Experience.

### 6.7 EXTENUATION

If a student with a disability/ specific learning difficulty is unable to complete a piece of coursework on time due to the impact of a serious, unpredictable or unavoidable event, then the student may apply using UEL's [Extenuation procedures](#) in the usual way.

## 7. PROFESSIONAL, STATUTORY AND REGULATORY BODY EXEMPTIONS

Should any module/programme be unable to comply with any aspect of this Assessment and Feedback Policy as a result of requirements from a Professional, Statutory and Regulatory Body, a written request for relevant exemption(s), together with associated evidence from the Professional, Statutory and Regulatory Body, will be made to the Director of Academic Practice and Student Experience.

Exemption(s) will only be valid upon receipt of written approval from the Director of Academic Practice and Student Experience.

## 8. APPENDICES

1. Glossary and Supporting Information
2. Second Marking
3. Assessment Criteria
4. Roles and Responsibilities
5. Assessment Tariff and Equivalences
6. Guidelines: Electronic submission, marking and feedback of coursework

# Appendix 1

## Glossary and Supporting Information



The 2012 revised Assessment and Feedback Policy has been informed by the:

- Higher Education Academy: Assessment Special Interest Group
- National Union of Students' Charter on Feedback and Assessment
- Quality Assurance Agency Code of Practice; Section 6 Assessment of Students (2006)
- Quality Assurance Agency Understanding assessment: its role in safeguarding academic standards and quality in higher education
- Quality Assurance Agency Code of Practice; Section 3 Disabled Students (2010)

**Assessment Criteria** - these are based on the intended learning outcomes for the work being assessed. They describe the knowledge, understanding and skills that markers expect students to display in the assessment task and which are taken into account in marking the work (QAA, 2006)

**Criterion-referenced Assessment** - Assessment system in which students' performance is marked and graded according to pre-specified criteria and standards. The criteria need not be restricted to minimum thresholds of competent, acceptable or safe performance; they can also include elements of mastery and excellence. In theory all students could fail to meet the standards set or all could achieve the highest possible grade

**Diagnostic Assessment** - is used to show a learner's preparedness for a module or programme, and identifies, for the learner and the teacher, any strengths and potential gaps in knowledge, understanding and skills expected at the start of the programme, or other possible problems. Particular strengths may lead to a formal consideration of accreditation of prior learning (QAA, 2006)

**e-Submission** - refers to the electronic submission, marking and feedback of text-based coursework, submitted by an individual. The intention to move to a situation where the majority of coursework is submitted electronically commenced in 2011-12. Turnitin Grademark is the preferred tool for e-Submission at UEL.

**Formative Assessment** - has a developmental purpose and is designed to help learners learn more effectively by giving them feedback on their performance and on how it can be improved and/or maintained. (QAA, 2006)

**Learning Outcomes** - Statements indicating what a learner should have acquired at the end of a given learning period (HEA, 2007)

**Moderation** - A process intended to assure that an assessment outcome is fair and reliable and that assessment criteria have been applied consistently (QAA, 2006)

**Summative Assessment** - is used to indicate the extent of a learner's success in meeting the assessment criteria used to gauge the intended learning outcomes of a module or programme (QAA, 2006)

### Principles of Assessment (QAA, 2006)

- **Integral to Programme Design** - The aims, learning outcomes, teaching and learning processes, assessment tasks and assessment criteria should all be aligned as a single process, rather than assessment being an additional process that is added on to the end of the learning process
- **Fair and Free From Bias** - Assessment practices should not discriminate against students, and should

disadvantage no individual or group. Care must be taken to detect bias towards or against students on the basis of gender, race, religious beliefs, disability, sexual orientation, age or class. It is also important that all assessment instruments and processes should be seen to be fair by all students

- Valid- Assessment methods used will be a valid test of all the stated learning outcomes of the unit and programme of study. Normally a range of assessment tasks will be required if they are to be a valid test of the learning outcomes
- Transparent - Assessment should be in line with the intended learning outcomes as published in student handbooks and syllabus documentation, and the links between these outcomes and the assessment criteria used should be transparent
- Reliable - With greater transparency there should be good inter-tutor reliability when more than one lecturer marks the work, and good intra-lecturer reliability. All assignments in a batch should be marked to the same standard.
- Timely and Incremental - Assessment that occurs only at the end of a learning programme may not necessarily provide useful feedback. Even where there is only end-point formal assessment, earlier opportunities should be provided for rehearsal and feedback. Where possible, students should be given the opportunity to experience small units of assessment which build to a final mark or grade.
- Consistent- Marks awarded should be consistent with standards of marking within the field and elsewhere within the modular framework and with similar programmes in other British Higher Education Institutions.
- Demanding - The assurance of quality is impossible when assessment is not demanding. A good assessment system will permit all students considered capable of undertaking a programme of study to have a chance of succeeding in the assessment provided that they learn effectively.
- Manageable and Efficient - Assessment should be capable of being successfully completed within the resources and time available and marked adequately and professionally by staff within the time available. The burden on staff should not be excessive, nor should the demands on students undertaking the tasks
- Reasonable adjustments- modifications made to the assessment process in order to facilitate the greatest potential for full participation by a student whose disability or specific learning difficulties may otherwise prevent them from so doing.

# Appendix 2

## Second Marking



### 1. WRITTEN ASSESSMENT TASKS

#### 1.1 SECOND (OR DOUBLE) MARKING AS SAMPLING OR MODERATION (WRITTEN)

**NB This is the preferred practice at UEL**

The second marker samples work already first marked, with annotations and marks attached, in order to check overall standards. This may be used where first markers are less experienced, where there are several first markers and consistency may be a problem or where unusual patterns of performance are expected or observed. It may require extensive second /third marking if problems are detected (please refer to Policy). The second marker will add relevant comments and indicate their agreement on the script or on a separate marking sheet.

*Alternative methods of second marking may be selected, conditional on a justification being given to, and accepted by the Dean of School. These may include:*

#### 1.2 UNIVERSAL SECOND MARKING AS CHECK OR AUDIT

The first marker annotates the work fully and awards a mark. The role of the second marker is to check that first marking has been done correctly, that mark schemes have been properly applied, and that the total mark is arithmetically correct. The first marker leaves a clear trail to be audited. The purpose of second marking is to check on standards for all work and may be extended to reviews or thorough second marking of selected work e.g., fails, marks just below the lower boundary of a class, or firsts.

#### 1.3 UNIVERSAL SEEN / DOUBLE MARKING

The first marker writes comments on the script and the second marker assesses the work with this information known. No actual marks are disclosed; or marks are, for example, written on the back cover of an examination book. Second markers may be required or advised not to take into account the first marks in determining their own marks or may be required to resolve differences in marks for all cases or within ranges as part of their second marking responsibilities. Written comments by the first examiner make second marking easier by guiding the second marker.

#### 1.4 UNIVERSAL DOUBLE UNSEEN MARKING

The first marker makes no notes of any kind on the work being marked and the second marker examines the script as it was submitted by the student. Both examiners record their marks and comments separately and then compare marks and resolve differences to produce an agreed mark. Agreed marks and comments may only then be entered.

Note that the methods 1.2 – 1.4 above involve **every** piece of work being marked by 2 markers.

### 2. NON-WRITTEN AND PRACTICAL ASSESSMENT TASKS

#### 2.1 SECOND MARKING AS SAMPLING OR MODERATION (PRACTICAL)

**NB This is the preferred practice at UEL.**

There are a specified number of staff who act as 2<sup>nd</sup> markers in the examination room. They sample the marking of the 1<sup>st</sup> markers and pay special attention to issues of equity across markers and to fair application of the marking scheme.



*Alternative methods of second marking may be selected, conditional on a justification being given to, and accepted by the Head of School. These may include:*

## 2.2 COLLABORATIVE MARKING

Examiners collaborate on the marking and discuss and negotiate the whole process, including the final mark awarded.

## 2.3 INDIVIDUAL SECOND MARKING

Every student has an individual 1<sup>st</sup> and 2<sup>nd</sup> marker. Both mark the student separately and marks are subsequently compared and a final mark awarded.

## Appendix 3

### Reflective Log Assessment Criteria



	70% <	60 – 69%	50 – 59%	40-49%	39% >
<b>LEARNING OUTCOMES</b> 1 2 4 6 9 10	Very good structure, showing evidence of applying what has been learnt, progression and thinking concerning employability	Well organised and structured work, showing evidence of applying what has been learnt, progression and thinking concerning employability	A basic structure, but showing some evidence of applying what has been learnt, progression and thinking concerning employability	Poorly structured, but shows some evidence of progress	A lack of focus and structure, with no evidence of progress
<b>LEARNING OUTCOMES</b> 1 2 5 6 9	Identification and articulation of both skills and knowledge with clear evidence of why they are relevant. Plus comprehensive audit and reflection on personal competency.	Identification and articulation of both skills and knowledge with clear evidence of why they are relevant and a degree of reflection on personal competency.	Identification and articulation of skills or knowledge with some evidence of why they are relevant and a degree of reflection on personal competency.	A superficial presentation of skills or knowledge with very limited evidence of rationale and reflection of competency.	A superficial presentation of skills or knowledge with no evidence of rationale and lacking in any reflection of competency.
<b>LEARNING OUTCOMES</b> 1 2 3	Clear articulation of relevant theoretical material and appropriate links made with multiple aspects of practice.	Clear articulation of relevant theoretical material and mostly appropriate links made with multiple aspects of practice.	Articulation of mostly relevant theoretical material and mostly appropriate links made with a limited range of practice.	Articulation of theoretical material but unclear as to the relevance of some and some inappropriate links made with at least one aspect of practice.	Insufficient articulation of theoretical material or irrelevant theoretical links.

<b>LEARNING OUTCOMES</b> <b>2</b> <b>6</b> <b>9</b> <b>11</b>	Meaningfully connected entries with increasing acknowledgment of multiple perspectives within the organisation	Some evidence of connection between entries with increasing acknowledgment of alternative perspectives from within the organisation	Limited connection between entries but acknowledgment of at least one other alternative perspective	Sufficient entries but very limited connection or acknowledgment of alternative perspectives	Insufficient entries or subjects with no connection and no acknowledgement of alternative perspectives.
<b>Presentation / style</b>	Easy to read, clear, fluent and engaging	Good clear writing style	Largely clear	Unclear, but sufficient for understanding	Difficult to understand
<b>Use of literature and presentation of references</b>	Integration of a range of materials that are referenced appropriately	Drawing on literature and mostly accurate referencing	Limited drawing on literature and inadequate referencing	Very sparse coverage of literature	Insufficient use of literature
<b>Typography, spelling, grammar and punctuation</b>	No spelling and grammatical errors	Largely free from any errors	Some errors, but not intrusive	Adequate for understanding	Inaccuracies become intrusive

# Appendix 4

## Roles and Responsibilities



### 1. MODULE LEADERS

are responsible for ensuring that all assessment tasks are:

- appropriately designed to offer formative and summative opportunities
- mapped to learning outcomes and enable students to demonstrate achievement of these
- devised at the same time, together with reassessment tasks (coursework, examinations etc)
- efficient in terms of student and staff time
- accompanied by a set of assessment criteria, task guidelines, submission dates and information regarding return of work, clearly published to students
- operated through appropriate processes that facilitate e-Submission where relevant
- clearly worded and presented, within designated timeframes
- followed by appropriate feedback, within designated timeframes
- adequately invigilated (applies to examinations only)

### 2. PROGRAMME LEADERS

are responsible for ensuring that:

- a variety of assessment tasks and types are employed and mapped across the programme
- learning outcomes, and associated assessment tasks and criteria are monitored to ensure they
  - meet the published aims of the programme
  - are in keeping with qualifications descriptors and subject benchmark statements
  - reflect increasing levels of demand, complexity and depth of study.

### 3. FIELD LEADERS

are responsible for ensuring that:

- all assessment and reassessment tasks (coursework, examinations etc) are devised at the same time for each module
- adequate systems and procedures are in place for the internal moderation of all methods of assessment for all the modules within their Field
- adequate communication is undertaken with external examiners.

### 4. DEANS OF SCHOOL

(or their designated nominee) are responsible for ensuring that:

- examinations are conducted in a fair, proper and secure manner for each module
- adequate systems and procedures are in place for the internal and external moderation of all assessment tasks, for all modules and programmes
- adequate liaison takes place with DDAC, and adequate provision is supported, in order to ensure disabled students are provided with equality of opportunity to participate in, and achieve success in assessment tasks
- adequate systems and procedures are in place for the storage and disposal of assessed work
- a sound process is maintained to accredit experiential and certificated learning, in line with UEL Policies, and to recognise credit awarded by other UK Higher Education Institutions.

### 5. SCHOOL REGISTRARS

(or their designated nominee) are responsible for ensuring that:

- there is a published mechanism for logging the receipt of, and providing students with, a dated receipt for submitted work
- there is a secure method for student collection of marked coursework
- Scripts/examples of work are stored and disposed of in line with UEL's Records Management Policy.

## 6. STUDENTS

are responsible for ensuring that they:

- are aware of, and act in accordance with, guidance given on assessment processes including submission dates and timeframes
- seek further clarification, advice and guidance where needed
- tell us of any disabilities including dyslexia which may impact on assessment and may require additional support.
- engage and participate fully in learning, teaching and assessment practice
- maintain good attendance, and liaise with school staff in the event of difficulty
- follow 'Instructions to candidates' provided for examinations, and follow all directions given by invigilators
- endeavour to uphold the principles of academic integrity, avoiding instances of academic misconduct .

## 7. DISABILITY

**The DDAC** is responsible for:

- maintaining records of agreed reasonable adjustments for students
- with the student's permission, conveying relevant information to each School registrar and 'named' administrator at least three working weeks before the start of the examination period
- providing specialist software and equipment when required
- recruiting and training support workers to assist students with disabilities/ specific learning difficulties s during the examinations if required
- confirming to the student the details of their support worker in sufficient time for the student to practice for the examination, where required (normally one week)
- providing the student with a record of all reasonable adjustments required during examinations. (This record will have been signed by the student and the DDAC)
- training invigilators, identified by the Schools, in the process and procedure of providing reasonable adjustments.

**Schools** are responsible for:

- conveying all relevant information on a student's reasonable adjustments in examinations to School staff as appropriate
- arranging for the reasonable adjustments to be put into place
- informing the student, in writing, about the specific examination arrangements that have been organised. This information should be made available to the student at least five working days prior to the examination
- arranging technical back-up (in liaison with IT services) when computers or specialist equipment are used
- providing invigilators who have been trained in the provision of reasonable adjustments
- liaise with Timetabling regarding the allocation of specific rooms in which reasonable adjustments will be provided

# Appendix 5

## UEL Assessment Tariff and Equivalences



### 1. RATIONALE

Review of current practice in Higher Education (HE) suggests that a university-wide tariff for summative assessment promotes:

- comparability and fairness in assessment practice
- transparency of process for students and academic colleagues
- a reduction in assessment load
- students to bring their best efforts to bear on assessment tasks

Word count and examination length have been the focus for standardisation within HE to date. Since a diverse range of assessment approaches is key to inclusive practice, extending the focus to include definition of suitable equivalence for a wider array of activities constitutes the next task.

Assessment Tariffs at UEL were reviewed and compared to those across the sector. This mapping exercise revealed a range of issues and practices across Schools:

- External Examiners have noted that some modules and programmes are over-assessed
- Over-assessment results in increased workload for academics and students
- Inconsistency exists across modules, programmes and schools with regard to:
  - word count**                      *a 20 credit module might be assessed by course work of 3000 or 6000 words*
  - equivalence**                    *a 3000 word essay might be considered equivalent to a written examination of 60, 120 or even 180 minutes*
  - levels**                              *word counts might be consistent across levels, or increase progressively.*

This inconsistency is particularly apparent where students undertake modules across fields and schools as in Combined Honours programmes.

### 2. PRINCIPLES

- A diverse menu of assessment approaches, flexibility and innovation are integral to good assessment practice
- Choice of mode of assessment remains at the discretion of the module team
- The tariff shall include 'equivalences' for the most commonly used assessment activities
- Colleagues using modes of assessment not specified in the tariff *will require a defined equivalence to be approved by a School Quality Committee.*
- In line with the sector, tariffs are proportionate to the credit weighting of the module. Since a mechanistic approach is to be avoided, level 0 need not be 50% less than levels 1-3 nor M level 50% more.
- The maximum number of components permitted in one 20 credit module remains three, in accordance with the Academic Framework (UEL 2005)
- For programmes with permission from Academic Board to operate outside UEL's Academic Framework and carry different credits per module, the tariff will be calculated on a pro rata basis
- Professional, Statutory and Regulatory Body requirements take precedence over stated tariffs but require the approval of the Director of Academic Practice and Student Experience.

### 3. MODES OF ASSESSMENT

A varied diet of assessment might include some of the following:

- Coursework: reports, essays, projects, portfolios, database/software/statistical activities, research proposals, critical reviews, annotated activities e.g. bibliography or module spec, reflective accounts, case studies, laboratory and fieldwork reports, creation of websites, blogs, wikis,
- Written exams: essays, multiple choice questions, open book, seen questions
- Practical exams: practical demonstrations, oral presentations, Viva Voce, Objective Structured Clinical Examination (OSCE), posters, performances.

#### 4. SUMMATIVE ASSESSMENT TARIFF

The summative assessment tariff comprises the maximum assessment load for a module, lesser loads may be preferable.

SUMMATIVE TARIFF: Maximum Assessment loads per module		
Assessment Mode *	Level 0-3 (20 credits)	Level M (30 credits)
	or	
Coursework	4000 words	6000 words
	or	
Written Examination	180 minutes	270 minutes (with no one component exceeding 180 minutes)
	or	
Practical (face-to-face) examination, viva, presentation or practical skills demonstration	60 minutes	90 minutes
	or	
Dissertation	6000 words	9000 words

*\* The above list is not exhaustive, and modes of assessment not represented will require a defined equivalence to be approved by a School Quality Committee.*

Where more than one component of assessment is specified per module:

- the tariff will be divided between components
- the balance of the weighting applied to each component with the tariff will be consistent. E.g. two components at levels 0-3 (coursework and written examination) each worth 50% = coursework 2000 words, written examination 90 minutes i.e. each are reduced to achieve the total tariff.

'Double modules' will carry double the stated amounts e.g. a dissertation module of 40 credits at levels 0-3 will have a maximum word count of 12000 words.

# Appendix 6

## e-Submission Guidelines



### 1. INTRODUCTION

The University of East London recognises that our students value the use of technology in their learning, teaching and assessment. Following the release of the Transformation for Excellence strategy and ensuring an outstanding student experience, it is timely to introduce a standardised approach to electronic submission, marking and feedback of coursework (e-Submission). The Outstanding Student Experience Board has set a target for 75% of relevant coursework to be submitted electronically by the end of Semester A 2012/13.

In response to feedback from the student body, UEL recognised the important and rapid move needed to implement the e-Submission of coursework. The use of a Virtual Learning Environment is now firmly embedded within our teaching and learning approach and feedback from students has requested an opportunity to submit relevant work electronically.

There is now a sufficient body of knowledge on which to draw, both internally (from pilot work undertaken by three schools throughout UEL) and externally (following presentation at the UEL Learning and Teaching Conference 2011) to ensure appropriate utilisation of tools. Across the sector, various approaches have been explored for e-Submission. No sector standard has been implemented, but Turnitin GradeMark is the most widely used tool. iParadigms (Turnitin's parent company) is responsive to sector feedback and embraces development to enhance the tool. However, there has to be recognition that Turnitin GradeMark doesn't suit all types of student submissions e.g. group work, e-Portfolio or visual/graphical/numerical submissions.

UEL is committed to ensuring students receive clear, legible and constructive feedback within a timely and appropriate manner, this now needs to be combined with the e-Submission of coursework. An e-Submission approach will remove a significant number of difficulties for our students (e.g. printer queues, helpdesk queues, travelling to campus in work hours) and allow the electronic return of feedback, increasing the number of students accessing their feedback.

### 2. E-SUBMISSION GUIDELINES

1. Turnitin is the preferred method for the electronic submission of coursework by students.
2. In specific circumstances, where Turnitin is not appropriate (e.g. group work, e-Portfolio or visual/graphical/numerical submissions), we recognise other submission methods are available (e.g. via the VLE Assignment Manager).
3. We recognise the formative nature of Turnitin for students and will ensure that Turnitin is set up in accordance with the University's [Turnitin Policy](#).
4. Students will be provided with guidance in their module guides/information as to the nature of their assessment and the electronic submission process they will have to undertake. See '[Module Guide Information for Students](#)' section for further details.
5. All coursework required to be submitted electronically should comply with the regulations as set out in [UELs Assessment Policy](#). See 'Assessment Policy Context' guide for further details.
6. Electronic feedback will be provided to students within '20 working days' of their coursework submission. The preferred method of student feedback is via the GradeMark function of Turnitin.
7. Second marking will be conducted in accordance with parameters set in the Assessment Policy and made available via Turnitin GradeMark.



8. External examining will be undertaken in accordance with the [External Examiners' Manual](#). The preferred method is for External Examiners to access Turnitin directly and moderate electronically.
9. Provisions will need to be made to enable students who wish to submit their work late and claim extenuation. Students with extenuating circumstances will have access to Turnitin to submit their work up to one week late in accordance with UELs [Extenuation Procedures](#).

Further guidance and detailed resources are available from the [e-Submission WebPages](#).