

Assessment and feedback Frequently Asked Questions (FAQs)

Student and Academic Services – updated September 2022

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Definitions and FAQs

This is a live document that will continue to be updated on a regular basis. It attempts to capture the definitions and Frequently Asked Questions (FAQs) colleagues have raised. If you have any other queries please contact Academic Services via Academic.Regulations@uwe.ac.uk.

Definitions

- **Borderline marks** – levels 0-3: 39, 49, 59 and 69. Level M: 49, 59 and 69.
- **Component Borderline marks** - levels 0-3: 34. Level M: 39.
- **Reconsideration of marks in light of inconsistency discovered during internal marking and moderation or external moderation** – the underlying principle here is that all students should be treated in the same way and if, for example, it were to be decided that a marker had marked over-harshly across the whole range, then an adjustment to all the marks of that marker would be appropriate not just those in the sample. In some cases it might only be the marking in particular parts of the range which had called for adjustment (e.g. positioning work incorrectly in relation to a class boundary) in which case it would be the marks from that bit of the range which would need consideration. If first sample marking or external moderation discovered general inconsistency in marking, then the whole cohort might need to be remarked (if there is a risk of this happening in a large module, then team pre-standardisation would probably be sensible).
- **Pre-assessment scrutiny** to ensure assessments are appropriate for the task and the academic level, they meet QAA benchmarking standards and that it is clear what students are being asked to do:
 - internal scrutiny of the draft assessment brief and exam questions (by UWE and collaborative partner staff)
 - external scrutiny of the draft assessment brief and exam questions (by External Examiners)
- **Post assessment marking and moderation** to check that the internal marking and moderation process has been conducted appropriately, and provide quality assurance that assessments are comparable with the sector:
 - internal first marking and moderation (by UWE and collaborative partner staff) – the processes after the assessment has been completed by the student for internal staff to mark and internally moderate students work.
- **external moderation (by External Examiners)** – the process of external moderation.

Frequently Asked Questions (FAQs)

Who is the Policy and operational guide for?

This policy and operational guide for Assessment and Feedback are for both students and staff.

What does the Policy and operational guide cover?

The Policy is a set of operational expectations for assessment and feedback, and the operational guide gives details and guidance on the flow of assessment and the processes which sit within this: curriculum design, assessment setting through to internal marking, external moderation, writing and understanding feedback and curriculum review and enhancement.

I would like to clarify an aspect(s) of the policy or provide feedback, who can I contact?

Please contact Student and Academic Services via Academic.Regulations.ac.uk and we will update the FAQs to capture any queries received will update the FAQs to capture any queries received.

I don't agree with my mark, what can I do?

If you think your mark has been recorded incorrectly, you should immediately draw this to the attention of your Student Administration Team and produce the piece of work which you believe shows the correct mark.

ACE.SAT@uwe.ac.uk

FBL.SAT@uwe.ac.uk

FET.SAT@uwe.ac.uk

HAS.SAT@uwe.ac.uk

Otherwise, you can submit an appeal if you believe that:

- marks or feedback have been recorded wrongly (for example, the mark on myUWE differs to that on Blackboard, or the feedback does not align with the marking criteria for the module);
- assessments were not conducted or calculated in the way described in the module specification or guide;
- assessments were not conducted in accordance with the approved regulations for the module/award;
- procedures have not been applied or interpreted correctly;
- there was a lack of agreed reasonable adjustments;

- the application of an assessment support process (such as late submission window) was not considered properly;
- the University has done something wrong.

You cannot submit an appeal against a mark you do not agree with if this is on the grounds of 'academic judgement'.

'Academic Judgement' is a conclusion reached by an academic expert and should always be applied in line with the University's regulations, policies and procedures.

Academic judgement is used when marking your assessments, calculating your degree classification, determining whether assessment feedback is correct and adequate, and creating the content and learning outcomes of a module or programme.

If you have concerns about the module you can speak to your Module Leader or Student Representative. Normally Student Reps only get involved with issues which affect a group of students, so if you have an individual issue, you should still contact the Students' Union Advice Centre.

You can see who your Student Reps are in Blackboard. It will display all the Reps within your programme and it will also place a * next to Reps who you share modules with.

How will this affect our collaborative partners?

There is some additional information in the operational guide which clarifies the existing additional processes for assessment setting and internal marking of scripts which are delivered at a collaborative partner. Therefore this guide should help staff understand these additional requirements. The Academic Frameworks and Development Team, the International Partnership Operations Team and the Student Administration Team also plan to create videos for UWE Bristol staff and staff at a collaborative partner to help explain these processes further. These will be uploaded to the Policy website once they have been created.

What happens if there is a dispute between the first and second markers?

The assessment and feedback operational guide (page 13) states the type of internal and external marking and moderation required for different types of assessment, which can be different depending on whether students are all doing the same assessment or not, and whether there is a team of first markers or an individual first marker. If there is an individual marker, generally a sample of student scripts go through sample first moderation by a second marker. If marks differ between the first and second markers there should be a marks reconciliation/standardisation discussion between the markers.

A third marker may re-mark the rescripts if there is a dispute between the first and second markers and they are unable to agree. If sampling identifies a problem, or results in any mark adjustments, then this requires consideration of work beyond the sample being

reviewed (possibly the whole cohort or just subsections depending on the nature of the concerns).