Guidance

Assessment and Feedback Policy - Supporting Information and
adequate communication is undertaken with external examiners.

- all external assessment tasks are submitted to examination.
- all assessment and moderation processes are followed for internal moderation of all methods of assessment for all the modules within their Department.
- are responsible for ensuring that:

Heads of Departments

- arrangements are in place to notify students of their results following the assessment boards. Formal results are available only via UEL Direct.
- reflect increasing levels of demand, complexity and depth of study.
- are in keeping with qualifications descriptors and subject benchmark statements.
- meet the published aims of the programme.
- learning outcomes, associated assessment tasks and criteria are monitored to ensure they:
  - a variety of assessment tasks and types are employed and mapped across the programme.
  - are responsible for ensuring that:

Programme Leaders

- produce and distribute assessment materials by policy deadlines and for internal moderation processes are followed.
- followed by appropriate feedback within designated timescales.
- clear written and presented, written detailed instructions.
- support through appropriate follow-up teacher-consultation with feedback.
- allocated by a set of assessment criteria, task guidance, submission dates and information required to inform students, clearly published to students.
- effective in terms of student and staff time.
- developed at the same time, together with assessment tasks (conferences, examinations etc).
- mapped to learning outcomes and enable students to compare with achievement of these.
- appropriate choices designed to offer formative and summative opportunities.
- are responsible for ensuring that all assessment tasks are:

Module Leaders

1. Roles and Responsibilities
The Assessment Unit

who can the correspondence to the student retaining the additional material they are entitled to.

- providing the student with a record of all reasonable adjustments required during examinations as part of their TLRP – although as the assessment will schedule the VAE exam, it is likely
- (normally one week)
- ensuring that support arrangements have continued to the student during the duration of their support worker, so the student can continue to practice. If necessary, for their initial set of examinations
- returning scratches in accessible form. Support services in accordance with the DSIA arrangements to meet the student’s needs during the assessment period
- ensuring that appropriate access to support services is continued
- where appropriate, provide accessible technologies to support the student during examinations
- assuring the student to apply for the Dyslexia in Students Allowance (DSA), so they can access accessible technologies, computer equipment and ergonomic aids recommended as part of this
- assessing and applying criteria of access, reasonable adjustments and accommodations for students via their Teaching and Learning Support Requirements Form (TLSRP); this will include both in class and exam
- with the student’s permission, convey/receive relevant information to each school via the agreed named nominee, once the student has registered with DIT, and provided the appropriate

The DIT is responsible for:

DDT

- develop or implement the principles of academic integrity, avoiding instances of academic misconduct.
- follow, instructions is candidate’s, provided for examinations, outlined in published exam materials and follow all directions given by invigilators
- maintain good attendance and leave the schools within the exam of integrity
- conduct and provide training in examining and assessment practices
- will use any disabilities included within the examination, which may impact on assessment and may require additional support
- shall determine the examination, where and guidance will be needed
- are aware of, and in accordance with, guidance given on assessment process, including submission dates and times

are responsible for ensuring that they:

Students

- a sound process is maintained to access exceptional and collaborative learning in line with UUK, to ensure credit awarded by other UK Higher Education Institutions
- develop strategies and procedures to be in place for the sharing and disposal of assessed work
- success in assessment
- academic liaison takes place with DIT, and academic provision is supported. In order to ensure that disabled students are provided with equal opportunity to participate in, and achieve
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Heads of School/Directors of Learning and Teaching

(on their designated nominee) are responsible for ensuring that
2. Second Marking

Where e-submission is used, should a second marker disagree with the first marker, this must not be changed without the e-submission tool before discussion and resolution between the markers.

A sample of at least 10% of all individual pieces of each assessment level (whether in the greatest or least grade) will be moderated. The sample should be taken from the full range of student performances.

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

Such as in the case of Professional Studies and Religious Education, a justification will be provided to the Dean of School.

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

Suggested should not be made across their work that has been sampled. Simple work for second marking should be Tauten of hard copy, should not exceed the second marker’s

Second marking should occur, after the work has been sampled. Simple work for second marking should be Tauten of hard copy, should not exceed the second marker’s

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

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 available marking conducted in all forms of assessment including submission. This will ensure that students are only presented with one final (agreed) mark, although comments from all markers will be
Note that the methods 1.2 – 1.4 above involve every piece of work being marked by 2 markers.

Communities separately and then compare marks and resolve differences to produce an agreed mark. Agreed marks and comments may only then be entered.

The first marker makes no notes or any kind on the work being marked and the second marker examines the script as if was submitted by the student. Both examiners record their marks and

1.4 Universal Double Inexact Marking

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.

Each cover of an examination book. Second markers may be advised not to take into account the first marks in determining their own marks or may be required to resolve differences.

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

1.3 Universal Seen/Doubled Marking

Extended to recover or improve second marking of selection 3.1.3 above. Marks just below the lower boundary of a class or tier;

The purpose of second marking is to check on standards for all work and may be applied, and the first mark is automatically correct. The first marker knows a clear fail to be marked. The role of the second marker is to check that first marking has been done correctly; their mark schemes have been properly

1.2 Universal Seen Marking As Check Or Audit

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;

Alternative to recover or improve second marking of selections. This method involves the re-marking of a separate marking sheet. The second marker will then have access to, and examine, the original student mark sheet and their marks may be entered in the same way. Their mark schemes have been properly

NB This is the preferred practice at LEL

1.1 Moderation of a Sample Across the Full Range of Marks

3. Second Marking - Written Assessments
Every student has an individual I and Z mark, and the student separately and marks are subsequently compared and a final mark awarded.

2.3 INDIVIDUAL SECOND MARKING

Examiners collaborate on the marking and disagree and resolve the whole process, including the final mark awarded.

2.2 COLLABORATIVE MARKING

The marking methods of second marking may be selected, conditional on a justification being given to the Head of School. These may include:

- Alternative methods of second marking may be selected, conditional on a justification being given to the Head of School.

4 MODERATION OF A SAMPLE ACROSS THE FULL RANGE OF MARKS

4. Second Marking - Non-written and practical assessments
External Examiners are expected to attend all Subject Area Progression and Award Boards Meetings, including Final Boards. Further information is available from Quality Assurance and Risk Management.

- Request that all candidates work be considered. If significant discrepancies are revealed, all marks for a particular assessment task are rescinded or lowered.
- External Examiners may, based on their moderation process, recommend to the Subject Area Progression Board that comments from second markers will be considered and will be made available for scrutiny by external Examiners. This information will also contribute to the module report.

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

- Schedule of marks and comments from 1st, 2nd, and 3rd markers
- The record of marks and comments from 1st and 2nd (and 3rd) markers
- Sample of assessed work
- Any assessment guidance
- Assessment criteria
- Details of assessment tasks
- Module specifications

5. External Moderation of Marking
indicate marks below shows how the full range of marks can be used for this purpose but subdivisions can be used.

The full category as 30% is a threshold value for passing a module. At the upper end, having clearcut defined characteristics can also encourage such to award marks above 80%.

When designing marking criteria it can be helpful to subdivide the full and class categories into 80-100% and 0-70% and 0-50% and 70-80% respectively. This is particularly important for students whose significant errors in sentence construction, grammar, spelling, (delete as appropriate).

Gain much benefit from simply being told something is good or poor. If it is better to say it may and describe when you would expect to see, for example, poor use of English, is less informative for students than significant errors in sentence construction, grammar, spelling. (delete as appropriate).

Ideally you should avoid the use of subjective terms such as Excellent, Good and Poor in your assessment criteria as people will define these in a different manner and certain students will not feel of them.

6. Using Assessment Criteria
1. Further guidance and detailed resources are available from the CELT Self Development Moodle Site e-Submission.

2. External examinations will be undertaken in accordance with the Examinations Regulations. The preferred method is for External Examinations to access Thumlin directly and moderate electronically.

3. Assessment deadlines on Thumlin should be set up from Monday onwards from 9:30 onwards. They should not be set up for periods when the University is closed.

4. All coursework required to be submitted electronically should comply with the regulations as set out in the LEL Assessment Regulations and Feedback Policy.

5. Students will be provided with guidance on their module grades/summation to the number of their assessment and the electronic submission process they will have to undertake.

6. Students should not be expected to submit hand copies for any e-submissions.

7. Electronic feedback will be provided to students within 20 working days of their coursework submission. The preferred method of student feedback is via the Grades Centre.

8. Second marking will be conducted in accordance with parameters set in the Assessment Policy and made available via Thumlin.

9. Provision will be made to enable students who wish to submit their work late and claim examination. Students with extenuating circumstances will have access to Thumlin to submit late work up to one week late in accordance with LEL's Examination Procedures.

10. Summary of Key e-Submission Guidelines:

   - Thumlin is the method for the electronic submission of coursework by students.
Hand in your coursework submissions at the Hub.

**Submissions Process**

They may have, they can contact the Hub Coordinator: Co-ordinator@co.uk

Courses and Course Coordinator details will be confirmed in the Hub Handbook. It is recommended that you contact the Course Coordinator to arrange a specific time and date for submission or a copy of the Handbook. 

Contact details for the Hub Coordinator are included below.

Scheduled submission should inform the Hub Coordinator of the type of assignment, module and course content where appropriate. If any specific instructions are given, please follow them strictly. A copy of the Handbook is available at the Hub.

Submission dates and times are subject to change and should be confirmed with the Hub Coordinator prior to submission. Submissions must be received by the specified time and date.

8. Physical Coursework Submissions and Hand Back

The Hub is open from 9:00am – 5:00pm, Monday to Friday (subject to change). Work must be handed in by the specified date and time. There is also a Student Hub located near the entrance of USS.

Physical submissions of coursework are received at the Student Hub located at Docks Lane, on the ground floor of the building in the East Building.
It is imperative that the feedback to students clearly indicates where a mark has been deducted for late submission (up to 24 hours) as this feedback will form part of the evidence-base used by external examiners to be able to accurately report on standards. If the overall mark is not clear, then examiners may believe that work is being marked too harshly.

Physical Hand-in: Feedback and External Examiners

Take back any marked coursework for student collection for onward distribution to collection form student.

Available for collection for 28 days after notification of collection. Therefore, the work will be returned for one term before being disposed of. Please note that the students are not able to avail of collection for 28 days after notification of collection. Therefore, the work will be returned for one term before being disposed of. Please note that the students are not able to avail of collection for 28 days after notification of collection. Therefore, the work will be

Handle! Teachers should inform students that their work is available for collection once the times and specific locations have been confirmed by the School Office Manager. Work will be

Teachers will be responsible for retaining samples of work for review and external assessment purposes.

Suitable or professional arrangements for the return of physically handed-in work to students must be discussed with the relevant School Office Manager within Academic Registry, The Module, and, where necessary, the students must be notified in advance of such arrangements if the assessment, in all cases, academic colleagues hand back work and feedback to students. However, where this is not

The grading and feedback principles outlined in the Assessment Policy apply to work that is submitted physically. This includes a provision for students to submit their work up to 24 hours late.

Grading and provision of feedback for physitically submitted

Attend during the agreed submission slot to record the submission.

Building. In such cases, academic colleagues should contact the School Office team manager within Academic Registry, with at least one month’s notice, to arrange for a member of the team to

In some cases the coursework may be of a type unsuitable for hand in at a student support Hub, and so arrangements for submission to other locations may be made. For example, to the ADL

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

Matching Criteria - Qualitative descriptions of various levels of performance that markers use to judge/assess student work (see: Matching/Qualifying Criteria in Rubric)

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

and/or maintained (QAA, 2006)

Formative Assessment - 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

Appendix G - Refers to the electronic submission, marking and feedback of text-based coursework, submitted by an individual. Further Guidance is the tool used for submission at UEL

2006

Understanding and skills expected at the start of the Programme, or other possible programmes, particular strengths may lead to a formal consideration of accreditation of prior learning (QAA, 2004).

Assessment - is used to show a learner's progress towards a module or programme, and develops, for the learner and the teacher, any strengths and potential gaps in knowledge.

Set out all could achieve the highest possible grade

restricted to minimum levels of competence, acceptable or safe performance. They can also include elements of mastery and excellence. In theory all students could fail to meet the standards

Criterion-referenced Assessment - Assessment system in which student's performance is marked and graded according to pre-defined criteria and standards. The criteria need not be

display in the assessment task and where are taken into account in marking the work (QAA, 2006)

Assessment Criteria - These are based on the intended learning outcomes for the work being assessed. The describe the knowledge, understanding and skills that markers expect students to

9. Glossary

Reference

Summative assessment - is used to indicate the extent of a learner's success in meeting the assessment criteria. It is used to evaluate the knowledge, learning outcomes or a module or programme (QA).

Scoring System - The range of grades or points assigned to the quality descriptors for each level of performance.

Rating Scale - Qualitative descriptions of various levels of performance for each of the main categories/evaluation criterion.

Assessment/Evaluation Criteria - Main categories for grading/assessing student performance. They are mapped directly to the learning outcomes/competencies.

Rubics - An tool used to evaluate student performance over a range of criteria. As cited by Hack (HEA, 2013), Reddy and Andrade (2010) note that a rubric generally consists of