

# **Assessment and Feedback Policy - Supporting information and guidance**

This Moodle book provides further guidance supporting the Assessment and Feedback Policy and providing additional information for processes and procedures.

Site: University of East London Moodle

Course: Assessment Toolkit

Book: Assessment and Feedback Policy - Supporting information and guidance

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# 1. Roles and Responsibilities

## 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
- proof read and reassessment examination papers by policy deadlines and for internal moderation processes are followed

## Programme Leaders

are responsible for ensuring that:

- a variety of assessment tasks and types are employed and mapped across the programme
- learning outcomes, 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.
- arrangements are in place to notify students of their results following the assessment boards. Formal results are available only via UJEL direct.

## Heads Of Departments

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 Dept Area
- all text-based assessment tasks are submitted by e-submission
- adequate communication is undertaken with external examiners.

## **Heads Of School/ Directors Of Learning And Teaching**

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

- 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 DDT, 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.

## **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, engage with published exam timetables and follow all directions given by invigilators
- endeavour to uphold the principles of academic integrity, avoiding instances of academic misconduct.

## **DDT**

The DDT is responsible for:

- with the student's permission, conveying relevant information to each School via the agreed named nominee, once the student has registered with DDT and provided the appropriate consent and medical evidence
- creating and updating records of agreed reasonable adjustments for students via their Teaching & Learning Support Requirements form (TLSR); this will include both in class and exam adjustments
- Assisting the student to apply for the Disabled Students Allowance (DSA) so they can access assistive technologies, computer equipment and ergonomic aids recommended as part of this process
- Where appropriate provide assistive technologies to support the student during examinations
- Referring students to appropriate support agencies as recommended via their DSA entitlements to provide support workers during both the academic year and the examination period
- Ensuring that support agencies have confirmed to the student the details of their support worker in sufficient time for the student to practice, if required for their initial set of examinations (normally one week)
- providing the student with a record of all reasonable adjustments required during examinations as part of their TL-SR – Although as the assessment unit schedule the AAN exams, it is they who send the correspondence to the student regarding what adjustments they are entitled to.

## **The Assessment Unit**

are responsible for:

- the scheduling of assessment boards and the provision of servicing officers
- assessment boards are conducted in accordance with UEL regulations. The chair of the board is responsible for the conduct of the board. The assessment unit are responsible to deliver chairs training
- the publication of approved results and awards
- the production and issue of transcripts and award certificates
- the scheduling and publication of centrally organised examination timetables
- enabling examinations to be conducted in a fair, proper and secure manner, through invigilator training.
- Invigilation is now a shared responsibility and is substantially delivered by academic schools, however, the assessment unit have oversight of all proceedings
- adequate liaison takes place with DDT in order to ensure students with additional needs are provided with equality of opportunity to participate in, and achieve success in assessment tasks (only with examinations and ICAs) - some ICAs are managed almost completely by the school.

## 2. 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 the preferred method at UEL is moderation of a sample across the range of marks, 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 moderation in order to ensure the maintenance of standards.

A sample of at least **10% or 10 individual pieces** of each assessment task (whichever is the greater) will be moderated. 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% 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 that falls within the same grade band, and possibly other bands if warranted.
- 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 consistent significant differences in more than one first marker's marking, the process described above will apply to ALL first markers' marking
- Students should not be made aware that their work has been sampled. Sampled work for second marking, whether via Turnitin or hard copy, should not evidence the second marker's comments nor any indication of a series of marks. Rather a second marking marksheet should be completed that is sent to the external examiner that clearly indicates: first mark, second mark, agreed mark and rationale that allows the external to see how that final mark was arrived at. Note: this marksheet is not made available to students.

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. Second Marking - Written assessments

## 1.1 MODERATION OF A SAMPLE ACROSS THE FULL RANGE OF MARKS

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

The moderator 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 moderator 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 Head 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.



# 4. Second Marking - Non written and practical assessments

## 2.1 MODERATION OF A SAMPLE ACROSS THE FULL RANGE OF MARKS

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

There are a specified number of staff who act as 2nd markers in the examination room. They sample the marking of the 1st 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 1st and 2nd marker. Both mark the student separately and marks are subsequently compared and a final mark awarded

# 5. 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). 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 Subject Area Progression Board that:

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

External Examiners are expected to attend all Subject Area Progression and Award Board meetings, including resit Boards. (Further information is available from Quality Assurance and Enhancement).

## 6. Using Assessment Criteria

It is essential that students are supplied with assessment criteria which provide guidance on what markers will be expecting to see in the work. These should be provided to students together with the assignment. A common way of compiling assessment criteria is by use of grids- see the example below. These can be created manually but can also be generated within the Grade Mark facility of Turnitin.

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 certainly students will not gain much benefit from simply being told something is good or poor. It is better to try and describe what 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)'

When designing marking criteria it can be helpful to subdivide the fail and first class categories into 0-30% and 30-40% and 70-80% and 80-100% respectively. This is particularly important for the fail category as 30% is a threshold value for passing a module. At the upper end, having more clearly defined characteristics can also encourage staff to award marks above 80%. The indicative rubrics below shows how the full range of marks can be used for this purpose but subdivisions can be used.

# 7. Summary of key e-submission guidelines

1. Turnitin is the 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. 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.
4. All coursework required to be submitted electronically should comply with the regulations as set out in UELs Assessment and Feedback Policy.
5. Assessment deadlines on Turnitin should be set up from Monday-Thursday from 9:30-4:00. They should not be set up for periods when the university is closed.
6. Students should not be expected to submit hard 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 GradeMark function of Turnitin.
8. Second marking will be conducted in accordance with parameters set in the Assessment Policy and made available via Turnitin GradeMark.
9. 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.
10. Provisions will need to be made to enable students who wish to submit their work late and claim extension. Students with extenuating circumstances will have access to Turnitin to submit their work up to one week late in accordance with UELs Extension Procedures.
11. Further guidance and detailed resources are available from the CELT staff Development Moodle site e-Submission

# 8. Physical Coursework Submissions and Hand Back

## Hand in

Physical submissions of course work are received at the Student Hubs front line helpdesks. The Student Hubs are located at Docklands, on the ground floor of the atrium in the East Building, and at Stratford, in University House. These Hubs are open from 8.30am to 7pm Monday to Friday during term time. There is also a Student Hub helpdesk located near the entrance at USS, open from 9:00am – 5:00pm, Monday to Friday, (subject to change) where course work may also be handed in. The specific desk that will receive coursework items will depend on where the students attend, contact hours, and teaching staff carrying out assessments must communicate this detail to students. Academic colleagues who have set a piece of course work requiring physical submission should inform the Systems and Courses team within Academic Registry of the type of artefact, module component, responsible academic, expected volume and deadline. Contact details for the Systems and Courses team are included below.

Systems and Courses contact details Email: [systemcourse@uel.ac.uk](mailto:systemcourse@uel.ac.uk) EB1.05 at Docklands. If academic staff have any specific instructions for the Hub pertaining to a submission or a query they may have, they can contact the Hub emailing: [course\\_work\\_service@uel.ac.uk](mailto:course_work_service@uel.ac.uk)

## Submission Process

The Hub will record submission of items (including the date and time of submission) and store those items in secure back office locations. The submitted work will be sorted and filed after the elapsing of the 24 hour period from the submission deadline date. The normal turnaround time for coursework to be prepared for collection is 3 working days after the elapsing of the 24 hour deadline. Module Leaders will be notified by the hub when the work can be collected. Collections points are listed below:

Docklands – EB.G.30

Stratford – UH.G.04

USS – Hub helpdesk

(opening times 9am – 5pm Monday to Friday)

Upon notification collated items can then be collected for marking. Information will be provided as to whether the item was submitted on time or late but within the 24 hour period after the deadline.

The Module Leader will be notified of any work submitted after the 24 hour period, which may then be collected as it comes in. Please refer to the appended process map for full information on the end-to-end process work flow.

## **Hand-in Exceptions**

In some cases the course work may be of a type not suitable for hand in at a Student Support Hub, and so arrangements for submission to other locations may be made, for example to the ADI 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 attend during the agreed submission slot to record the submission.

## **Grading and provision of feedback for physically submitted**

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 and, where they do, are deducted 5% of the total available marks for the assignment. In all cases, academic colleagues hand back work and feedback themselves. However, where this is not suitable, or practical 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 Leader will be responsible for retaining samples of work for review and external assessment purposes.

Module Leaders should then inform students that their work is available for collection once the times and specified locations have been confirmed by the School Office Manager. Work will be available for collection for 28 days after notification of collection. Thereafter, the work will be retained for one term before being disposed of. Please note that the Student Hubs are not able to take back any marked coursework for student collection for onward distribution to, or collection from, students.

## **Physical Hand-in: Feedback and External Examiners**

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 original mark is not clear then examiners may believe that work is being marked too harshly.

## 9. Glossary

**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. Turnitin Grademark is the tool used for e-Submission at UEL (Appendix 6).

**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)

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

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

- Rubric** - 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:
- Assessment/Evaluation Criteria: Main categories for judging/assessing student performance. They are mapped directly to the learning outcomes/competencies.
  - Marking/Quality Criteria: Qualitative descriptions of various levels of performance for each of the main categories/evaluation criteria
  - Scoring System: The range of grades or points assigned to the quality descriptions for each level of performance.

**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)

**Reference:**

Reddy, Y.M. & Andrade, H. (2010) A review of rubric use in higher education. *Assessment and Evaluation In Higher Education*, 35, 435-448.