Assessment and Feedback Operational Guide

Student and Academic Services – September 2018



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# Assessment and Feedback Operational Guide

# Part 1 - Introduction

This guide covers all UWE taught curriculum, including provision delivered by Collaborative Partners. It covers the cycle of assessment from design, through to marking and moderation and review and enhancement. It can be used by students and staff to help understand the cycle of assessment at UWE Bristol, and to help staff understand the requirements and processes for assessment and feedback.

Curriculum Design – Programme and Module Specifications approved

Assessment Setting – signing off draft examination questions and assessment briefs

Online Module Handbooks – providing assessment and feedback information to the student

Internal marking is completed and feedback to the student is written

Unconfirmed marks and feedback are released to the student

External Examiners scrutinise the marking and feedback (moderation) and the Examining Board confirms the marks

Confirmed marks and feedback are released to the student

Academic Appeals and Complaints

Review and Enhancement – Continuous Improvement

The guide is also designed to ensure that the University meets the core practices within the [QAA Quality Code](https://ukscqa.org.uk/wp-content/uploads/2018/03/Revised-UK-Quality-Code-for-Higher-Education_English.pdf) expectations for standards: that the University uses external expertise, assessment and classification processes which are reliable, fair and transparent.

For an introduction to the purpose and operational expectations of assessment and feedback, see the UWE Bristol Assessment and Feedback Policy.

# Part 2 - Curriculum Design

The University’s [Enhancement Framework for Academic Programmes and Practice](https://www1.uwe.ac.uk/about/departmentsandservices/professionalservices/academicservices/regulationsandquality/enhancementframework.aspx) has been created to enhance UWE’s programmes of study and the teaching and learning focused activities of its academic and professional service communities. The framework includes a number of guidance notes to aid in the design of curriculum.

During the design of curriculum, module specifications and programme specifications are created. The timings and type of assessment and feedback are considered at a programme level (including any consequent resourcing issues).

For more information, see the [processes and templates](https://intranet.uwe.ac.uk/tasks-guides/collection/enhancement-framework) for the design, approval and continuous improvement of taught curriculum which underpin the Enhancement Framework (staff only).

# Part 3 - Module Specifications

Each module must have a module specification which sets out the following information and which should be provided to students no later than the start of the module delivery period:

* the learning outcomes of the module;
* an assessment strategy which sets out clearly how the assessment will enable demonstration of the learning outcomes;
* the assessment requirements of the module;
* which assessment is component A (assessment undertaken under controlled conditions);
* the weighting of the components and elements;
* the requirements for the completion of elements;
* the form of resit or retake for a component (the requirements and standard of attainment expected in the resit shall be as demanding as the first sit);
* where there is assessed group work, clearly indicating which parts of the assessment are marked individually and, if applicable, where marks are allocated to the group.

# Part 4 - Assessment Setting

The **Internal peer scrutiny** process for draft assessment briefs (an assessment which is in draft form and has not been formally signed off and published to students through the assessment setting process, e.g. coursework briefs, project guidelines/draft assessment tools and examination questions) sits within a field (groups of related modules within which learning, teaching and assessment are organised) and will run in accordance with Faculty processes agreed by each Faculty Academic Standards and Quality Committee (which will also have oversight of this process to ensure it is meeting expectations). Evidence of this scrutiny will be captured for the audit purpose.

Minimum requirements for the published **assessment brief** are:

* assessment criteria;
* marking criteria (an explanation of the criteria to which the work will be marked);
* contribution to the module mark;
* submission details (including the method and deadline);
* formatting requirements;
* sources of formative feedback and support;
* word count limit and link to the [word count policy](https://www1.uwe.ac.uk/aboutus/policies);
* link to the [assessment offences policy](https://www1.uwe.ac.uk/about/corporateinformation/policies.aspx);
* link to other relevant policies (e.g. Harvard referencing);
* for online assessments, a statement for students to check recipts to ensure all files have been uploaded and will open successfully.

Module Leaders must prepare assessments for the sit and re-sit at the same time to allow External Examiners to scrutinise both, and to fall in line with the internal moderation processes.

**External Examiners scrutinise** level 2/3 and M draft examination questions and, where possible, draft coursework briefs and provide feedback. The minimum requirement in relation to draft coursework is a conversation with the External Examiner at the field board of any proposed differences in approach (e.g. assignment questions changing dramatically) for the following year. Involvement of the External Examiner in assessment setting is to be captured in the annual module report for the audit purpose.

For **International Collaborative Provision** the timings and requirements may differ depending on the agreed assessment calendar for that partnership. However the peer and External Examiner scrutiny process, where required, should still be evidenced consistently.

Where international collaborative partners are writing the assessments for modules there are additional pre assessment moderation steps to be taken. The partner will complete a pre assessment form for both draft examination and coursework questions, which is internally checked at the partner. The UWE Moderator will then check that the assessment task set by the partner will allow students to meet the learning outcomes, are set at the right level and are in line with the module specification. The External Examiner will then conduct scrutiny of all draft exam questions and assessment briefs. The programme Link Tutor should have oversight of a staged process of delegation according to the development of the partnership, and the partner Module Leader should capture relevant information on assessment setting in the annual module report for the audit purpose.

For **UK collaborative provision** the process is the same as for internal assessment setting.

# Part 5 - Online Module Handbooks

Information made available to the student prior to module delivery about assessments and feedback will include:

* The information which has been provided in the assessment brief mentioned above;
* reference to any separate assessment brief’s provided for individual assessments;
* expected number of hours’ worth of work for completion of the assessment;
* reference to information with regard to [reasonable adjustments](https://www1.uwe.ac.uk/students/studysupport/disabilityservice/reasonableadjustments.aspx);
* Information on the type of feedback:
	+ Formative - Assessment which constitutes a learning experience in its own right and is usually not included in the formal grading of the work;
	+ Summative - Usually undertaken at the end of a period of learning (although it can also be during the period of learning) in order to generate a grade that reflects the student’s performance;
	+ Feedforward- While feedback focuses on current performance (and may simply justify the grade awarded), feed forward looks ahead to the next assignment. Feed forward offers constructive guidance on how to improve.

# Part 6 - Feedback Dates

The period for providing feedback and an outcome will not normally exceed 20 working days (excluding University closure days) following the deadline for submission of the assessment concerned. This may not apply to international collaborative partners. This period may be shorter or longer for some forms of assessment. In unforeseen circumstances where the period is greater than 20 working days, students will be informed via BlackBoard of the feedback date and the rationale for the extension.

Where there are agreed **reasonable adjustments** for an individual student the process is more flexible and dates for assessment and feedback may be extended, see the [reasonable adjustments website](https://www1.uwe.ac.uk/students/studysupport/disabilityservice/reasonableadjustments.aspx) for more information.

# Part 7 - Submission of Assessment

Deadline dates

The deadline for all submissions of assessed work will be held on the University’s Student Records System. The Programme Leader or Associate Head of Department (or the person responsible for the collection of data for programmes which share the same module) are responsible for checking and confirming the date of submission via the [Assessment Data Checking process](https://intranet.uwe.ac.uk/sites/SAM/Pages/Assessment-schedules.aspx) (staff only). This date will be treated as the actual date of submission. There is an expectation that this will not be changed unless there is exceptional circumstances for doing so.

Circumstances that will be considered for changing a submission deadline are:

* administrative error in entering an incorrect date;
* staff illness or other unavoidable circumstances that will compromise the assessment submission on the original date;
* change in module specification after the original submission date was submitted;
* UWE IT systems failure within 2 hours of deadline.

**Reasonable adjustments and five working day extensions**

Where it has been agreed that a student can submit on a different date under the University’s reasonable adjustments or five working day extensions process, the student should submit the assignment via the approved submission method[[1]](#footnote-1).

Where an assessment is being administered by teaching staff rather than the Central Exams Timetabling Team, staff will need to review the class list to determine whether any of the students have agreed reasonable adjustments. Access to the class list is restricted to relevant staff (allocated to teaching activities for that group of students).

Deadline timings

2.00pm (14:00) GMT is the deadline time for all assessments (submitted as a hard copy or electronically).

Work submitted up to 24 hours after the deadline will incur a mark penalty and the highest mark available will be 40% at levels 0-3 and 50% at level M. After 24 hours a non-submission will be recorded. Please see the [Academic Regulations](https://www1.uwe.ac.uk/about/departmentsandservices/professionalservices/academicservices/regulationsandquality/regulationsandprocedures.aspx), [Academic Survival Guide](https://www.thestudentsunion.co.uk/advice-centre/academic/) (a student guide explaining the key things you need to know from the Academic Regulations) or [UWE academic advice – assessments](https://www1.uwe.ac.uk/students/academicadvice/assessments.aspx) website (student facing) for more information on the late submission, five day extension and missed assessment processes.

For an assessment which is due to be submitted as a hard copy and a student is not able to travel to campus, it can be submitted by post. If coursework is submitted this way the student must obtain proof of postage (for example, by using Recorded Delivery) which records the date and time of postage. The work must be post marked before the deadline.

For **International Collaborative Provision** assessment deadline timings may vary depending on the cultural opening hours.

Assessment Offences

Please see the [assessment offences policy](https://www1.uwe.ac.uk/students/academicadvice/assessments/assessmentoffences.aspx) for information on what an an assessment offence is, and examples and penalties which may be applied.

Online Submission

‘Online submission’ for UWE students is defined as work that is submitted electronically to a system approved and designated for this purpose (for example BlackBoard and PebblePad) for assessment by the University. Work submitted by email will not be accepted. Online assessment is not currently available to UWE students at international collaborative partners.

Online submission will only be considered as ‘submitted’ on successful completion of the defined submission process. Failed submission attempts, or partial completion of the electronic process by the submission deadline (including any permitted extension for late work and/or reasonable adjustments) will not be considered as ‘submitted’.

**Online Submission - acceptable file types**

It is the responsibility of the Module Leader to define the type of file that they consider acceptable in the submission instructions set out in the assessment brief published to students.

It is the responsibility of the student to submit in the format specified in the submission instructions. This will ensure that the work can be read and assessed.

**Online Submission window and deadline**

The deadline published in the assessment brief will be used to calculate the following:

* the release of the assessment in Blackboard to academic staff 4 weeks prior to the deadline;
* the release of the assessment submission window to students registered on the module 2 weeks prior to the deadline;
* the submission deadline for assessed work;
* the late submission of work window (24 hours after the published deadline date).

The date and time of the students submission is taken from the Blackboard server and is recorded when the submission is complete, not when it has been submitted. The current time is displayed in Blackboard.

**Multiple online submissions of the same assessment**

Students have the right to re-submit any assessment online up to the close of the late submission window after the published assessment submission deadline.

It is only the final online submission that will be considered for assessment by the Module Leader, even if the final submission is within the 24 hour late submission of work window. All other earlier submissions will be discarded from the marking process.

If the online submission consists of multiple documents, each upload attempt must contain the complete coursework submission. It is the student’s responsibility to ensure that all parts of the assessment are re-submitted.

**Quality of online submitted work**

Students are responsible for the quality of the work submitted. Online assessment extends this responsibility to the student checking the quality of the submission after it has been submitted. It is the student’s responsibility to check and resolve any corruption in transit; coursework submission receipts are provided for this purpose. Where any work submitted online has been corrupted in transit, including resubmissions, to the extent that the file submission cannot be read, the work will be given a mark of zero.

**Student failure to submit online as per instructions**

In instances of the student submitting an electronic file online for assessment that fails to comply with the published instructions, and the work cannot be assessed as a result (e.g. the file type cannot be opened and read) then this work will be given a mark of zero. This recognises that a submission has been made by the deadline, but cannot be assessed.

**Receipts for online submission**

Students will receive an electronic receipt for all online submissions. Students should review these receipts immediately following online submission to check all files have been uploaded and will open successfully. Receipts should not be considered as confirmation that the submission meets the submission criteria, or that the submission can be assessed by the Module Leader for marking.

# Part 8 - Element and Component Marking (internal) and Feedback

Once an assessment has been submitted/completed by the student, it is marked internally and feedback is produced.

New markers should be mentored by an experienced marker.

**Presentations** which count for more than one quarter of the total assessment weighting of a module will be assessed by more than one member of staff. Presentations, where possible, should be recorded.

Feedback

Staff can review the [Developing Engagement with Feedback Toolkit](https://www.heacademy.ac.uk/knowledge-hub/developing-engagement-feedback-toolkit-deft) (DEFT) provided by the Higher Education Academy. This outlines some of the key contemporary issues facing Higher Education practitioners in the domains of assessment and feedback.

**Feedback on coursework**

Feedback will:

* inform students explicitly whether or not they have met specific threshold assessment criteria;
* inform students how well they have met specific assessment criteria;
* describe how students could have improved the current piece of work and/or how they could improve future work;
* be legible;
* be provided within the timescales stated above and not later than the date published in advance to the students.

Additionally, where possible, feedback shall:

* provide comments on content and technique;
* act as a form of dialogue between students and tutor;
* encourage students to reflect critically on their work;
* improve students’ understanding of the topic of the assignment, particularly highlighting areas where misunderstanding is evident;
* motivate students.

**Feedback on examinations**

Students will be informed of the outcomes in terms of the mark obtained and will have access to feedback on individual examinations in at least one of the following ways:

* by attending an event at which generic feedback is provided;
* by having access to online or written generic feedback;
* by having a meeting with a marking tutor (this method can be helpful for the student to understand the context of the marking).

There may be other forms of feedback which are not formally marked or part of the assessment of the module (e.g. formative feedback and feedforward, see part 5 of this guide for the definitions).

**Understanding and using assessment feedback**

For further information on how to make the most of assessment feedback, including types of feedback and what to do next, visit the [study support website](https://www1.uwe.ac.uk/students/studysupport/studyskills/assessments/assessmentfeedback.aspx).

It may also be helpful for students to review the Higher Education Academy Feedback Guide, within the [Developing Engagement with Feedback Toolkit](https://www.heacademy.ac.uk/knowledge-hub/developing-engagement-feedback-toolkit-deft) (DEFT), which sets out the role and responsibility of the student in the feedback process and tips on how to understand and use assessment feedback.

Which internal marking process is appropriate

A sample of the assessments and feedback which have been first marked will be checked through an internal marking process. The purpose of marking and moderation processes are to ensure that marks appropriately reflect the standard achieved, are consistent across the cohort of students, and that feedback to the student is appropriate. Staff can access information on the procedures and templates from the Assessment section of the [Staff Administration Manual](https://intranet.uwe.ac.uk/sites/SAM/Pages/Assessment.aspx).

|  |  |
| --- | --- |
| Type of assessment | Internal marking process |
| **Students are all doing a different assessment** - Where each member of a module cohort is doing a different piece of work (e.g. dissertation). | **Double blind marking -** first marking by two individual people of each piece of work (can happen at same time where submission is electronic) followed by marks reconciliation/standardisation to agree the marks – might include a third marker in case of dispute. |
| **Students are all doing the same assessment (individual first marker)** – The same assessment being completed by each member of cohort, and all are first marked by the same marker. | **Second Sample Marking -** Work from across the grade range to be sampled for each module. If marks within the sample are adjusted, the whole cohort will need to be adjusted appropriately (sampling might identify a problem across the whole range of marks or just in particular areas of range). If the second sample marking identifies inconsistency in marking, the whole cohort will need to be reconsidered. |
| **Students are all doing the same assessment (team of first markers)** – The same assessment being completed by each member of cohort, and first marking is done by a team of markers.Either of the two processes to the right apply. | **Team pre-standardisation -** team pre-marking exercise using a sample of assessments to set marking standards. The Module Leader will check that profiles of marks from team members appear to be consistent (or that discrepancies can be explained and rationalised and this is evidenced). |
| **Team Second Sample Marking** – first marking completed by a team followed by second sample marking across the range for each marker – this will be done by one sample marker (probably the Module Leader). If the sample is adjusted for any marker, marks will need to be adjusted for all work marked by that marker appropriately (sampling might identify a problem across the whole range of marks or just in particular areas of range). If second sample marking identifies inconsistency in marking, all work marked by that marker to be reconsidered by the Module Leader. |
| **Collaborative Provision** - as agreed in the operating agreement for the provision. In the case of a franchise agreement this would follow the same UWE procedures. | **Post assessment moderation** – a sample of scripts which have gone through internal marking processes (first marking and sample second marking) at the collaborative partner then go through a post internal moderation process which is completed by the UWE Moderator. The same sample is then sent to the External Examiner for external moderation. This process checks that marks and feedback are at the right level and in line with marking criteria. |
| **Professional Practice Modules** – the practice component. | Moderation is not needed, however there is still a need to ensure transparency of marking. |

**Samples**

Module leaders will need to manually select the sample to ensure it meets the below requirements:

|  |  |
| --- | --- |
| 10% of the cohort scripts for each module run at all levels (including non modular programmes) by each first marker | * Minimum of 6
* Maximum of 12
 |
| Ensure a representative spread  | * covering the lower, mid and high range of marks
 |
| Include a sample of boardline marks | * Levels 0-3 include work at 35,40,50,60 and 70 boundaries
* Level M include work at the 40,50,60 and 70 boundaries
 |
| Where a module is delivered at a collaborative partner  | * a separate sample, clearly marked, should be selected using the criteria above
 |

Where assessment questions and the same markers are being used for different module runs then appropriate marking can be assured through the initial module run.

In all instances, including collaborative provision, internal marking should be conducted, recorded and evidenced consistently for audit purposes and for the benefit of successor Module Leaders and External Examiners.

# Part 9 - Releasing unconfirmed marks and feedback to the student

Students will receive an email notification to their myUWE Bristol account when unconfirmed marks and feedback are released. Unconfirmed marks and feedback should also normally be included on a student’s coursework when it is returned to them.

If a student has been given a five working day extension or had an adjustment to their deadline due to approved reasonable adjustments, they may not receive their unconfirmed mark until after the rest of the cohort. Once ready, the mark will be available in the students myUWE account.

**All unconfirmed** marks are subject to approval by the relevant Examining Board. It is possible that they may be amended up or down.

Release of unconfirmed marks and feedback for online submissions

It is the responsibility of the Module Leader to ensure that marks and feedback are released through Blackboard to the students myUWE email account. Where there are agreed reasonable adjustments or a 5 working day extension, the process may be different[[2]](#footnote-2). Please see the [Reasonable Adjustments for Disabled Students policy](https://www1.uwe.ac.uk/students/studysupport/disabilityservice/disabilitysupport/typesofsupport.aspx) for more information.

# Part 10 - Element and Component Moderation (External Examiners)

Element and component external moderation is the process of sending the sample of assessments which have already been through internal element and component marking processes, and have therefore been 2nd marked, to a Field External Examiner to ensure that marking is at an appropriate level and that candidates are fairly placed in relation to the cohort.

Where the External Examiner also has oversight of **collaborative provision** they should receive a sample as determined above. The collaborative provision sample should be clearly identified.

The following will also be made available to External Examiners:

* Online module handbook;
* appropriate evidence of internal element and component marking, including assessment feedback;
* assessment brief/exam paper;
* marking criteria;
* draft module report.

# Part 11 - Confirmation by an Examining Board

Every module and programme is the responsibility of an Examining Board (Field Board, Award Board and Single-tier Award Board).

For more information on the conduct of, and decision making processes for Examining Boards, please see the Code of Practice for Examining Boards which is on [the Academic Regulations website](https://www1.uwe.ac.uk/about/departmentsandservices/professionalservices/academicservices/regulationsandquality/regulationsandprocedures.aspx) (staff only).

Agreeing the overall module mark

For modules with more than one component of assessment:

* the aggregate of the different assessment components for the module needs to be agreed prior to the Field Board;
* where the aggregate mark ends up as a borderline (see sample table), the Module Leader may need to consider whether this mark is the correct reflection of overall demonstration of how learning outcomes have been met (this is more likely to be an issue where the nature of the assessment makes accuracy to within 1% difficult);
* there should be an audit trail via the Field Board SharePoint checker confirming that borderline marks have been considered (or stating that is not appropriate to do so) and, where changed, a rationale should noted (there is no requirement that “9s” will be changed);
* External Examiners should be provided with a final set of marks as signed off in the staff SharePoint site (including comments about changes).

# Part 12 - Releasing the confirmed marks and feedback to the student

Once the marking process has been completed and the Examining Board has confirmed the marks, they are then made available on the results publication date via myUWE. The Award Board and results publication dates are available on the [UWE website](https://www1.uwe.ac.uk/students/academicadvice/degreeclassification/awardboardsandresults.aspx).

The applicable mark held in the student record system will take precedence over all other versions of published marks including that released to students by Module Leaders once assessment is complete and feedback is returned. These marks will be available to the student via the Modules and Marks and the Awards and Results Channels in myUWE depending on the stage of the assessment cycle.

# Part 13 - Academic Appeals and Complaints

The appeals process allows students to request, within specified limited grounds and once the confirmed results have been published, that the outcome of an examining board be reconsidered. The academic appeals [website](http://www1.uwe.ac.uk/students/academicadvice/academicappeals.aspx) provides further information on the grounds for appeal and the procedures to follow.

If a student is dissatisfied with their assessment, they can make a complaint to the University. The University complaints [website](http://www1.uwe.ac.uk/about/contactus/complaints.aspx) has more information.

# Part 14 - Review and Enhancement (Continuous Improvement)

Students are able to provide feedback on the delivery of a module through the online module feedback survey. This is deployed through BlackBoard, usually at week 10 from the module start date (this can vary depending on the type/structure of the module), and it is recommended that programme leaders run this for a period of 2 weeks (although this may vary). There are 7 core questions, including assessment and feedback. Students and staff will be able to view response rates live on BlackBoard, and staff can provide feedback online via the tool in response to the survey outcomes. The survey can be accessed from a number of places, for example in the ‘my course’ or student landing page, or via an emailed link. The outcomes of the survey are fed into the ongoing review and enhancement of the UWE curriculum.

UWE Bristol takes an approach of continuous improvement towards its curriculum, supported by [annual monitoring at module and Department level](https://intranet.uwe.ac.uk/tasks-guides/Guide/annual-monitoring) and [the Continuous Improvement (CI) Tool](https://intranet.uwe.ac.uk/tasks-guides/Guide/continuous-improvement-tool) for programmes (both guides are for staff only).

Annual monitoring aims to enhance curriculum provision, safeguard quality and standards and identify and disseminate features of good practice. It considers the quality of the student experience, student performance and academic standards using both quantitative and qualitative information relating to progression and achievement, External Examiners’ comments, student survey results and feedback from students.

Reflections at module level enable the Module Leader to assess the performance of their module. Assessment outcomes and External Examiner reports feed into this. These reflections are captured in a Module Report and will inform curriculum design and assessment setting enhancements for the future.

Where provision is delievered by a **collaborative provision** partner, module and programme reports are completed by the partner, which feed into the Partnership Lead Report and are subsequently reviewed by the Collaborative Provision Committee. Please see the [Partners and annual monitoring](https://intranet.uwe.ac.uk/tasks-guides/Guide/annual-monitoring#part3) section of the annual monitoring guide (staff only).

Please see the [Enhancement Framework](https://intranet.uwe.ac.uk/tasks-guides/collection/enhancement-framework) website for further information on the processes which underpin Continuous Improvement, including those for collaborative provision (staff only).

# Part 15 - Useful Links

* QAA Quality Code - <https://ukscqa.org.uk/wp-content/uploads/2018/03/Revised-UK-Quality-Code-for-Higher-Education_English.pdf>
* Academic Regulations - <https://www1.uwe.ac.uk/about/departmentsandservices/professionalservices/academicservices/regulationsandquality/regulationsandprocedures.aspx>
* Enhancement Framework - <https://www1.uwe.ac.uk/about/departmentsandservices/professionalservices/academicservices/regulationsandquality/enhancementframework.aspx>
* UWE Policy website <https://www1.uwe.ac.uk/about/corporateinformation/policies.aspx>
* Academic Advice – Assessments [www.uwe.ac.uk/students/academicadvice/assessments.aspx](http://www.uwe.ac.uk/students/academicadvice/assessments.aspx)
* Academic Survival Guide [www.thestudentsunion/advice-centre/academic/](http://www.thestudentsunion/advice-centre/academic/)
* Modules and Marks – myUWE <http://info.uwe.ac.uk/myuwe/guidance/marks/modules-marks.asp>

Reasonable Adjustments website <https://www1.uwe.ac.uk/students/studysupport/disabilityservice/reasonableadjustments.aspx>

* Assessment Data Checker guide for Module Leaders - <https://intranet.uwe.ac.uk/sites/SAM/Pages/Assessment-schedules.aspx>
* Study Support – how to use your assessment feedback <https://www1.uwe.ac.uk/students/studysupport/studyskills/assessments/assessmentfeedback.aspx>
* Higher Education Academy – The Developing Engagement with Feedback Toolkit (DEFT) - <https://www.heacademy.ac.uk/knowledge-hub/developing-engagement-feedback-toolkit-deft>
* Staff Administration Manual – Assessments (for information on the administration processes which sit behind this guide) <https://intranet.uwe.ac.uk/sites/SAM/Pages/Assessment.aspx>
* Results Publication website <https://www1.uwe.ac.uk/students/academicadvice/degreeclassification/awardboardsandresults.aspx>
* Reasonable Adjustments for Disabled Students Policy - <https://www1.uwe.ac.uk/students/studysupport/disabilityservice/disabilitysupport/typesofsupport.aspx>
* Academic Appeals website <https://www1.uwe.ac.uk/students/academicadvice/academicappeals.aspx>
* Academic Complaints website <https://www1.uwe.ac.uk/about/contactus/complaints.aspx>
* Enhancement Framework – annual monitoring guide - <https://intranet.uwe.ac.uk/tasks-guides/Guide/annual-monitoring>
* Partners and annual monitoring - <https://intranet.uwe.ac.uk/tasks-guides/Guide/annual-monitoring#part3>
1. Students with agreed Reasonable Ajustments or a 5 working day extension will be able to submit their assessment online via BlackBoard from November 2018. [↑](#footnote-ref-1)
2. Students with agreed Reasonable Ajustments or a 5 working day extension will be able to submit their assessment online via BlackBoard and receive marks and feedback online from November 2018. [↑](#footnote-ref-2)