# Code of practice for assessment and feedback

Academic year 2026/27

## Contents

Introduction and applicability ..... 1
The purposes of this *Code* ..... 1
The general principles for assessment ..... 1
The quality control and quality assurance of assessment ..... 2
Disability and Neuroinclusion and Academic Skills and Development ..... 3
Disability and Neuroinclusion and deadlines for exam adjustment ..... 3
Academic Skills and Development ..... 4
The purposes of assessment ..... 5
For students and academics ..... 5
For the University ..... 5
For external stakeholders ..... 5
Forms and types of assessment ..... 5
The validity of assessment methods ..... 7
Assessment and feedback strategy ..... 8
Penalties for late submission of work for assessment ..... 9
Illegible submissions ..... 10
Online submissions ..... 10
Marking and its quality control and assurance ..... 10
Pre-marking calibration ..... 11
Primary marking ..... 11
Second marking ..... 11
Double marking ..... 12
Audit marking ..... 12
Internal moderation report ..... 12
Anonymous marking ..... 13
Awarding marks ..... 13
Principles for correction and alteration of marks ..... 14
Agreement of marks ..... 14
Procedure for the reconsideration of marks ..... 14
Procedure for the adjustment of marks ..... 15
Feedback and feed-forward to students on assessed work ..... 15
The recording and return to students of provisional marks ..... 17
The release of confirmed marks ..... 18
Classification of University of Surrey taught degrees ..... 18
Appendix 1 – University grade descriptors ..... 19
Appendix 1a: Scaling of Expectations across FHEQ Levels 3-7 ..... 22
Appendix 1B: University Grade Descriptors (Levels 3-7) ..... 23
FHEQ 3 ..... 23

FHEQ 4 ..... 27
FHEQ 5 ..... 33
FHEQ 6 ..... 38
FHEQ 7 ..... 43
Appendix 2 – Linking levels, learning outcomes and assessment criteria ..... 48
Appendix 3 – Guidelines for in-semester tests ..... 51
Appendix 4 – Guidelines for group assessment ..... 52
Appendix 5 – Guiding principles supporting learning-focused assessment and student feedback ..... 53
The learning-focused assessment and feedback cycle: Summary of principles ..... 54
The Design Phase ..... 55
Principle 1: Varied and meaningful tasks across a programme ..... 55
Principle 2: Effective spacing of assessment deadlines through programme-level coordination ..... 55
*The Preparation Phase* ..... 56
Principle 3: Clear and inclusive communication of assessment task requirements ..... 56
Principle 4: Opportunities to understand and discuss assessment criteria ..... 56
The Assessment Phase ..... 56
Principle 5: Timely feedback that is designed to support future work ..... 57
Principle 6: Forward-looking feedback comments that focus on development ..... 57
The Consolidation Phase ..... 58
Principle 7: Facilitating students' use of feedback by giving feedback a 'landing place' ..... 58
Principle 8: Providing opportunities for dialogue ..... 58
*Further Resources* ..... 59
Appendix 6 – Feedback template ..... 60
Appendix 7 – Methodologies for mark adjustment ..... 61
Appendix 8 – Guidance for timed online assessments within SurreyLearn ..... 70
Appendix 9 – Assessment calibration workshops with programme teams ..... 71
Appendix 10 – Internal moderation/audit report (example) ..... 73
Appendix 11 – Disability and Neuroinclusion: exam deadline protocol ..... 74

## Introduction and applicability

1. The *Code* covers all undergraduate and taught postgraduate programmes that lead to an award of the University of Surrey, including University validated programmes at the Associated and Accredited Institutions. It also covers those credit-bearing taught elements of integrated PhD programmes, as well as Foundation Year programmes facilitating entry onto undergraduate degree programmes and Degree Apprenticeship programmes (all references to "students" are also applicable to "learners").

2. Where the requirements of this *Code* differ from those of an external accrediting body, the requirements of the external accrediting body may take precedence, but only with the formal written approval of the Chair of the University Education Committee (UEC). Such differences would normally be identified at validation and periodic review.

3. As part of the University Quality Framework, this *Code* should be read in conjunction with the *Regulations for taught programmes*, *Regulations for Foundation Year programmes*, as well as the *Code of practice for external examiners: taught programmes* and the *Code of practice for programme life cycle processes*.

## The purposes of this *Code*

4. This *Code of practice for assessment and feedback* assists academic staff at the University of Surrey and its Accredited and Associated Institutions, its external examiners, and those of its administrators who are concerned with student assessment and its outcomes. Its role is to ensure that:

   - There is demonstrable integrity, fairness, and rigour in the application of academic judgement to the assessment of students' work;
   - The associated administrative processes are undertaken with demonstrable integrity, consistency, and rigour.

5. The *Code* should also assist students in understanding how they can best use the various forms of assessment to support their learning and to demonstrate the full extent of their achievements.

6. Academic judgement is exercised within the context of each discipline, but the University expects its academics to exercise their judgement rigorously and competently within the framework of this *Code*. Marks or grades resulting from that exercise of academic judgement must be dealt with consistently within the University's standardised procedures set out here.

## The general principles for assessment

7. The following principles apply to the assessment strategy design and to the assessment of students' work in taught programmes:

   (i) all programmes include an assessment strategy that sets out the extent of and balance between the different methods of assessment used that are expected to contribute to and validate student learning, inclusive of formative and summative assessment;

   (ii) subject to PSRB requirements, assessment load is typically aligned with the credit value of a module, with guidelines indicating how many hours of student effort are expected for each credit (e.g., 1 credit ≈ 10 hours of learning, including assessment). Summative assessments are designed using

guidance on expected length/word count for assessment tasks of different weightings;[1]

(ii) all summative assessment is subject to proportionate internal quality assurance and external examining;[2]

(iii) each individual unit of assessment is dealt with independently in the first instance, whether or not the outcomes of units of assessment are subsequently aggregated;

(iv) all assessments are based on and aligned with the University grade descriptors (see Appendix 1) and related to the learning outcomes set out in the approved programme specifications and module descriptors;

(v) programmes that lead to University of Surrey awards and credit are taught and assessed in English, other than where tuition and assessment in other languages forms a required part of the learning outcomes for a specific programme or module that were considered and approved by the University at validation;

(vi) the form(s) and extent of each unit of assessment are expected to be relevant and proportionate to the learning outcomes being evaluated and the contribution the unit makes to the award;

(vii) the allocation of all marks is always supported by explanatory comments provided by the marker, whether for the benefit of students, where assessed work is returned to them as feedback for them to see how they have been assessed and how they can improve, and/or to provide evidence for any subsequent calibration, moderation, or quality assurance by colleagues internally and external examiners and markers.

## The quality control and quality assurance of assessment

8. The University defines quality control in the context of the assessment of students' work as:

‘the processes followed by both the University's academic and administrative staff to ensure that assessments are appropriate to and valid for the learning outcomes of the relevant module/programme, that the assessments are conducted and marked fairly as the University requires by staff qualified to do so, and that results (including feedback, where relevant) are accurately recorded, processed, presented and returned to students in a timely manner.’

9. The University defines quality assurance in the context of the assessment of students' work as:

‘the steps the University takes through its academic and professional services staff, and its external examiners, to enable it to be confident that quality control processes are taking place and that they are fit for purpose; that the outcomes of students' assessment provide a reliable guide to their achievements; that the University's assessment arrangements meet UK expectations and requirements; and that the University identifies and exploits opportunities for the enhancement of its assessment arrangements.’

10. The University is fully committed to meeting the expectations as set out in the QAA UK *Quality Code for higher education* and the Office for Students’ (OfS) Condition

[1] See the *Assessment Load Guidance* (https://www.surrey.ac.uk/quality-framework/codes-practice) for further details.

[2] See *Code of practice for external examining: taught programmes*.

B4: Assessment and awards requirements for ongoing registration, that came into effect from 1st May 2022, to ensure that:

- Students are assessed effectively;
- Each assessment is valid and reliable;
- Academic regulations are designed to ensure that relevant awards are credible;
- Academic regulations are designed to ensure the effective assessment of technical proficiency in the English language in a way which appropriately reflects the level and content of the course; and
- Relevant awards granted to students are credible at the point of being granted and when compared to those granted previously.

11. As a principle, all work by students that is assessed and that makes a summative contribution to student progression and/or award will be subject to quality control and quality assurance. The University achieves this through:

- Its internal quality assurance procedures, which are applied to the academic and administrative aspects involved in assessment, and which are set out in this *Code.*
- Its external examining system, which provides independent external confirmation that the assessment procedures that have been applied are fair and that the outcomes are sound.

12. Strict procedural requirements apply to the:

(i) marking of units of assessment and the recording of those primary assessment outcomes (see paragraphs 44-56 below);

(ii) correction of marks, which is applied to any mark when there has been a demonstrable failure in the administration of marks, for example the incorrect addition of components leading to a total (see paragraph 64 below);

(iii) agreement of assessment outcomes, which is applied where the primary and any other markers(s) initially disagree in the mark they allocate for an individual's unit of assessment that is not part of a cohort of assessed work (e.g. project or dissertation, individual performance) (see paragraphs 67-68 below);

(iv) reconsideration of assessment outcomes, which is applied to the marks of a cohort of students for a unit of assessment (see paragraph 69-71 below);

(v) adjustment of cohorts of marks (see paragraphs 72-75 below);

(vi) compensation applied to the assessment outcomes of a module in accordance with the relevant *Regulations*.[3]

## Disability and Neuroinclusion and Academic Skills and Development

### *Disability and Neuroinclusion and deadlines for exam adjustment*

13. Disability and Neuroinclusion provides support and advice to disabled students, and guidance to staff on ways to support students with needs that arise from a wide range of disabilities including specific learning differences (such as dyslexia, dyspraxia and ADHD), autism, mental health conditions, sensory impairments, medical conditions, and physical and mobility impairments). In addition to providing students with support and advice, the team can recommend adjustments to learning, teaching and

[3] See *Regulations for taught programmes*.

assessment that have been judged as reasonable for a named student. These recommendations are based on the student's disability needs, history, previous adjustments, and the Disability Adviser's knowledge and experience. Where non-standard or complex adjustments are being considered, the Disability Adviser will consult the relevant Programme Leader before making any recommendations. These are referred to as Learning Support Recommendations (LSRs). The adjustements s are uploaded onto Symplicity Access and can be accessed by relevant academic staff through the PowerBI report. Where relevant, students must have their exam adjustments agreed to by the advertised deadlines in order for them to be implemented for the next set of formal examinations. Students who contact the Disability and Neuroinclusion department after this deadline, or who cannot get adjustments agreed to by this deadline, would not be entitled to exam adjustments for the next set of examinations. Students who miss the relevant deadline and are unable to obtain examination adjustments for their next formal examinations are encouraged to consider submitting an application for extenuating circumstances[4]. The Disability and Neuroinclusion team can provide evidence for extenuating circumstances confirming the date the student contacted them, and that exam adjustments could not be agreed to before the deadline and why. Where a student does not have exam adjustments in place, does not qualify for adjustments as an exception, and has not applied for extenuating circumstances, there is no other opportunity to have adjustments added. Specific exam adjustments deadline dates are available from the Disability and Neuroinclusion team. For further information about the exam adjustment protocol, please see Appendix 13 of this Code of practice and/or contact the Disability and Neuroinclusion team.

- All deadlines are 11.59pm (UK time) on the day of the deadline.
- For Semester 1 exams held in January, the deadline shall be one week before the day that the exam timetable is released in December.
- For Semester 2 exams held in May and June, the deadline shall be one week before the day that the exam timetable is released in April.
- For late summer assessments (LSA) held in August and September, the deadline shall be one week before the first day of the LSA period.
- For in-class and mid-semester tests, the deadline shall be two weeks before the date of the assessment.

Please note that the School of Health Sciences and the School of Medicine follow their own assessment calendars and the School of Veterinary Medicine does with its competency-based exams.

Deadlines to implement adjustments for practical assessments will normally be handled internally by the programme team (with guidance from the Disability and Neuroinclusion department, where applicable).

***Academic Skills and Development***

14. Academic Skills and Development (AS&D) and Maths and Statistics Advice (MASA) are open to all students.

15. AS&D provides guidance and advice on critical thinking and writing, researching information and referencing, planning and writing assignments, projects or dissertations, using feedback effectively, developing sustainable and effective study habits, revision and preparation for examinations, and good academic practices and eliminating risks of plagiarism.

[4] https://my.surrey.ac.uk/exams/extenuating-circumstances

16. MASA provides advice and guidance to develop confidence and proficiency with any maths or statistics topic, including maths and statistics software.

17. The Surrey Institute of Education provides advice and guidance for staff in developing and innovating practice in teaching and assessment. A series of toolkits to support practice in assessment feedback can be found in the EduHub.

## The purposes of assessment

### *For students and academics*

18. Assessments provide a way for the student to communicate their learning to their teacher and for the teacher to communicate with the student about their learning. Tracking student performance against learning outcomes is an effective method for the teacher and learner to monitor progress and to identify areas requiring further development.

19. For students, assessment provides motivation for study and promotes learning through feedback on performance, which helps students to identify their strengths and weaknesses, and whether learning objectives have been attained. Feedback should assist them in improving the quality of their future work.

20. For academics, assessment provides an opportunity to evaluate student knowledge, understanding, application, ability, and skills. The overall performance of the student cohort provides a measurement of the effectiveness of course content and teaching methods, thereby enabling improvement.

### *For the University*

21. Assessment provides information for progression decisions and the granting of awards. The assessment process enables the institution to ensure that appropriate standards are being met, in accordance with nationally agreed frameworks. Information generated by assessment is valuable for quality assurance and enhancement.

### *For external stakeholders*

22. Professional, Statutory, and Regulatory Bodies (PSRBs) may use assessment outcomes to award professional accreditation. Employers may use an individual's assessment record to assess their educational achievements and suitability for employment.

## Forms and types of assessment

23. Each assessment is provided by the relevant member of academic staff in discussion with the Module Leader and in accordance with the programme assessment strategy (see section “Assessment strategy”, paragraphs 31-35). Assessment is defined as either:

- Formative – an integral and supportive part of the planned learning process to help students develop the skills, knowledge, dispositions, and understanding that are relevant and meaningful for their learning within a module, that may be examined by summative assessment. Students are expected to submit a reasonable attempt for all formative assessments identified in the module descriptor. Additionally, students and their lecturers/tutors may agree on further formative assessments as part of their learning process over and above that included within the module descriptor.
- Summative – an integral and supportive part of the planned learning process which provides a mark that is recorded and subsequently contributes to the overall module mark, and in specified cases will contribute to the award.

24. Individual units of assessments can be categorised into seven main types. For the purposes of this *Code of practice* the University defines each as follows:

- Coursework – work which is completed in the student's own time and which must be submitted by a specific time and date. Coursework normally takes place during teaching weeks and not in the revision and examination periods, except for during the late summer (re)assessment period and in cases where a module is only assessed by coursework, not examinations. Examples of assessments which may be defined as coursework include essays, research reports, case studies, annotated bibliographies, reflective essays, research proposals, blog/webpages, position statements, concept maps, field reports, leaflets, policy briefs, learning journals, literature reviews, posters, numerical calculations, software applications, programming, abstracts, newspaper/magazine articles, essay plans, critical reviews, book reviews, business plans.
- Test – this is a written assessment designed to provide an evaluation of the student's achievement at that point in the module. In-semester tests are held during the semester, normally within weeks 4 to 7, and wherever possible during the hours normally scheduled for that module. The in-semester tests take place under standard formal examination conditions and are organised by the Academic and Student Administration, Chief Student Officer (CSO) Directorate, all of which are responsible for quality control (See Appendix 3 for the Guidelines for in-semester tests). Examples of assessment which may be defined as in-semester tests include Multiple Choice Questionnaires, written tests, steeplechase, computer-based and calculation tests.
- Examination – an event (other than an in-semester test) that a student must attend at a particular time and place (noting this could be a virtual place) and which involves the completion of an examination paper under exam conditions. All examination assessments are summative. Examinations may take the form of essay-based exams, open or closed book exams, Multiple Choice Questionnaires (MCQs), short-answer question exams, calculation or clinical practice exams. Formal written examinations take place in the University-appointed examination weeks and are typically organised by the Chief Student Officer Directorate. For Surrey Online Learning (SOL) students, there may be a requirement to take a remotely proctored exam using software that ensures the authenticity of the exam and validates the identity of the student taking it.
- Oral – a unit of assessment where students' oral presentation or argumentation skills are the focus. Examples can include presentations, viva voce examinations, class contributions, contributions to meetings, Dragon's Den presentations, interpreting tests, discussion board contributions, music portfolios, pre-recorded presentations; in languages, listening and speaking, poster presentations, listening and speaking tasks.
- Practical – a unit of assessment where students' behaviour, skills or performance are the focus. The assessment could take the form of a practical exam scheduled to take place under test conditions on a specific date, or it could involve ongoing assessment of skills over a period of time. Examples of assessments that may be defined as practical include laboratory skills assessments, performances, recitals, simulations, Objective Structured Clinical Examinations (OSCEs), Objective Structured Practical Examinations (OSPEs), assessed contribution to group work, graded assessment of clinical competencies, radio broadcasts, videos, webpages, rehearsals, or translation assignments for languages.
- Project – a unit of assessment involving a significant amount of ongoing work, culminating in the submission of a project report or dissertation. This type of

assessment is often linked to modules with minimal or no taught element. The work typically involves content that cuts across modules in a programme or topics in a module. Examples include creative projects, software development, group project submission, design reports, research projects, portfolios, compositions, etc. Because of the high nominal credit value of the final year project report/portfolio or Master's dissertation and their significant contribution towards the final award mark/grade, the final year project report/portfolio or Master's dissertation units of assessments are double-blind marked.

- Attendance only – a unit of assessment which receives a pass or fail based on fulfilling required hours of attendance, or where the assessment itself has a pass/fail criterion and does not receive a grade. Examples include practice hours, seminars, drug calculations, or clinical competencies.

25. All modules should include at least one opportunity to provide students with evaluative feedback on their work from which they can judge how they have performed and how they can improve. Where a module is assessed exclusively by written examination(s), or extended coursework representing a single unit of assessment, there is a requirement for formative assessment prior to the examination(s)/coursework submission.

## The validity of assessment methods

26. The University is committed to ensuring that the types of assessment methods that are used are appropriate and relevant to the learning outcomes for the student that the unit of assessment is intended to evaluate. It does this through:

    - The continuing professional development of its staff;
    - The attention paid to assessment during programme and module design;
    - The internal quality assurance arrangements involved in:
        - its programme validation arrangements;
        - its monitoring arrangements, including the evaluation and response to feedback from students, external examiners and other relevant stakeholders.

27. Academic staff are required to identify both generic and specific learning outcomes as part of the process of designing their programmes and their modules. The analysis of how these learning outcomes can most effectively and efficiently be assessed results in the design of the assessment strategies for the programme and its modules, ensuring the relevance of the methods of assessment and their focus on the purpose(s) of each unit of assessment. See Appendix 2 for guidance on linking levels, learning outcomes, and assessment criteria.

28. The programme learning outcomes outline what learning will be assessed during the programme, integrating the learning outcomes of its component modules, including the assessment of a balance between specific and generic learning outcomes. Units of assessment within modules normally focus on the demonstration of specific learning outcomes whilst contributing to the wider generic learning outcomes. The units of assessment within a module should ensure each of the intended learning outcomes of the module are evaluated, and that there is no unnecessary duplication within and between modules. Some overlap or even duplication in the assessment of particularly important learning outcome(s) may be advantageous in contributing to the learning process.

29. The design of assessment tasks should be clearly aligned with the University grade descriptors (see Appendix 1) and the AI in Education Framework.

30. Discipline-specific marking schemes should provide students with the opportunity to demonstrate their abilities to meet expectations at threshold level as well as progressively higher levels of ability that would achieve marks at the top of the mark range.

## Assessment and feedback strategy

31. The design and preparation of all programmes and modules offered by the University requires that details of their units of assessment include:

- A rationale for the aims, form(s) and relevance, and the extent of each unit of assessment.
- The essential learning outcomes and any additional ones, including any weighting between elements where appropriate.
- How the units of assessment, and elements within them, are integrated within modules and between modules within programmes.

These details are required for module/programme validation.

32. The overall assessment strategy for a programme, and the details of the assessment and feedback requirements within each module, are made available to students before or at the start of the programme and each module, and also to the relevant external examiner(s)[5].

33. The amount of assessment within a programme, module, or unit of assessment should be proportionate to the contribution made to determining the award. All University taught programmes are based on a 15-credit tariff, with modules of 15 credits and multiples thereof. The extent of assessment and the type(s) of assessment must be determined primarily by academic judgements of the requirements to assess the learning outcomes. The following should be considered when designing assessment and feedback strategies and the extent of summative assessment:

(i) the overall assessment strategy for all taught programmes at the University will include a balanced and blended combination of assessment types. The assessment strategy for each module is determined by its specific learning outcomes and the contribution it makes to the overall strategy for the programme;

(ii) the overall assessment strategy should take account of the total assessment workload in the context of the anticipated total learning hours for the programme, ensuring that students are assessed sufficiently to justify the award of credit, while also preventing an excessive summative assessment workload;

(iii) the assessment strategy for the programme overall should take into account the assessment load and timing of each unit of assessment across all individual modules within the programme. The schedule for timings of assessments and feedback will be reviewed annually as part of the Continuous Enhancement Review process,

(iv) individual summative assessments must each be clearly recorded as part of the assessment strategy for each module and in SITS. Where there are multiple units of assessment within a module, the extent of each unit of

[5] See Student Programmes: https://catalogue.surrey.ac.uk/

assessment should reflect the proportion of module learning outcomes it is assessing;

(v) the number of assessments in each module should be selected on sound pedagogic principles and justified at validation and periodic enhancement review. Students should not be asked to complete a disproportionate number of summative assessments considering the module learning outcomes, the credit value of the module, and the assessment load within the programme;

(vi) unless justified within the overall assessment strategy at programme level, modules should not rely on a single unit of summative assessment. Extended reports, essays, or dissertations that integrate a student's work throughout a module or the whole programme would be possible exceptions. Where a module is assessed with a single unit of assessment, students should be provided with opportunities for formative assessment;

(vii) summative assessment in the form of time-limited examinations (online and written) should be chosen only where there is no other appropriate means of assessing the relevant learning outcomes, or where external accreditation is a factor. Examinations are typically of up to two hours duration;

(viii) where coursework is included within the assessment strategy for a module, the proportion of its contribution and its extent is determined by academic expectations. Attention is drawn to the requirements regarding return of assessed work to students (paragraphs 34 and 76-81 below) and the *Guiding principles for student feedback* (see Appendix 5);

(ix) where in-semester tests form part of the assessment strategy for a module, they should not normally be the dominant form of assessment in a module nor account for less than 10% of the module's weighting double blind marked. Each individual in-semester test should be separately designated on the module descriptor and in SITS regardless of its weighting. The maximum duration of an in-semester test should fit within the timetabled slot for the particular session and must allow time for set-up, paper collection, and learning support adjustments.

34. Where work is submitted for assessment at intervals throughout the semester, the timing of submission by and return to students should be sequenced to allow students to benefit from feedback on the earlier submission(s) prior to making the subsequent submission (see paragraphs 76-81 below)[6]. This is sometimes referred to as 'feed-forward'.

35. The use of formative assessment varies significantly between disciplines but in general it should not exceed the extent of summative assessment.

## Penalties for late submission of work for assessment

36. The University has clear requirements for the timely submission of work for assessment, including a tariff of penalties for late or incorrect submission. These are to be found in the *Regulations for taught programmes*. Wherever and however work is submitted for assessment, the rigorous application of penalties for late submission is included within the expectations of this *Code of practice*.

[6] This principle may not be applicable to students taking deferred assessment(s) due to agreed extenuating circumstances and/or temporary withdrawal.

## Illegible submissions

37. It is the student's responsibility to present work for assessment that is legible. The *Regulations for taught programmes* have clear procedures with regard to how the submission of illegible work is dealt with.

## Online submissions

38. Assessed work should normally be submitted online via SurreyLearn. For Surrey Online Learning (SOL) students, this will be done via Canvas. Students should familiarise themselves with any additional School specific guidelines surrounding the online submission of their work, including requested file type and formatting including font size or spacing.

39. It is the student's responsibility to ensure that the correct file is uploaded to the correct submission point, in a format that is in line with School guidance and which is fully accessible to the marker. Following submission, students should review their submission confirmation and check that the submitted file is correct, that the version is correct, that it has been fully uploaded, is not password protected or corrupted, and can be viewed. Failed or partial completion of the submission process will not be considered as successful submission.

40. Where a mistake has been identified by the student or a member of staff before the submission deadline, and the assessment has not yet been marked, students should resubmit the file. Students who experience difficulty should contact their Academic Hive immediately to arrange resubmission. If the correct file is resubmitted and is accessible prior to the deadline, no penalty will be incurred.

41. Where the student's final submission has been uploaded to the incorrect University assessment submission area or drafts section before the deadline, but the error has been identified after the deadline, no penalty will be incurred. Students should contact their Academic Hive to request that the file is moved to the correct submission point.

42. Where an incorrect file or the wrong version of the correct file has been submitted, and this is not identified until after the deadline, the submitted version would normally be marked as it stands. Students can resubmit the correct version of their work after the deadline, but this would then be open to standard late submission penalties.

43. Where a submitted file contains a virus or proves to be inaccessible, but the student could not have reasonably known, no late penalty marks will be imposed as long as the file was originally submitted prior to the deadline. This is the case even if the issue is identified after the deadline. If the file cannot be opened, the student will be asked to resubmit a safe, accessible file immediately. If there is evidence to suggest that the student deliberately submitted a corrupted file with a virus, or an otherwise inaccessible file, they may be subject to disciplinary action.

## Marking and its quality control and assurance

44. Faculties and Schools must be able to demonstrate consistency of marking within units of assessment and comparability between them.

45. The mechanisms used by Faculties, Schools, and/or programmes for the agreement, moderation, and adjustment of marks must conform with the University requirements as set out in this *Code of practice*.

46. The extent of quality control/assurance should be proportionate to the type of assessment and the contribution it makes to an award. This *Code of practice* sets

expectations for specific assessment types and minimum requirements for the moderation of marks.

47. The marking of written examination scripts, projects, and coursework must not be left entirely to one person but must be subject to second marking (see paragraph 52). For examination answers in the form of calculations, multiple choice, or short notes on a number of separate topics, it is sufficient for a second person to check that all parts have been marked and that the marks have been totalled correctly (see Audit marking, paragraph 54).

48. Where feasible, all pages of assessed work that contribute to a student's summative assessment in the penultimate year and final year of programmes should include an indication that the page has been scrutinised as part of the assessment process.

49. Normally, undergraduate final year project modules equate to 30 or 45 credits and Master's dissertation modules to 30, 45, 60, or 90 credits. MRes programmes may have a dissertation of between 90 and 150 credits. Where a unit of assessment on those modules is designated as a final year project report/portfolio or a Master's dissertation, all student work from that unit of assessment should be double-blind marked in accordance with paragraph 53, although only a sample of this work would normally be submitted for external examining. It is at the discretion of the School whether the supervisor marks project reports and dissertations. Where a supervisor is not a marker, they may contribute an evaluation of the student's engagement, effort, and level of independence in carrying out the project/dissertation. Such a report should be listed on the relevant module descriptor as a unit of assessment and allocated a weighting.

***Pre-marking calibration***

50. In order to support programme teams to develop a shared understanding of marking criteria, assessment standards, and quality feedback, pre-marking calibration events may be organised before or at the start of the marking period. These may include sharing marked student work from previous cohorts across a range of grade boundaries, arranging blind marking of a small number of assessments undertaken by previous cohorts, or arranging blind marking of a small number of scripts submitted at the start of the current marking period. For further guidance, please see Appendix 9.

***Primary marking***

51. Primary marking is normally undertaken by the academic(s) involved in teaching the topic being assessed, either personally or via computer-based programmes.[7] Primary markers undertake primary marking. For each assessment, primary markers are required to provide a clear basis for the allocation of the mark(s) to be awarded against the learning outcomes that is aligned with the University grade descriptors. The primary marker(s) must include appropriate feedback where assessed work is returned to students, together with an explanation of the marking where assessed work is to form part of a sample submitted for scrutiny by the external examiner.

***Second marking***

52. Second marking involves the work of a second academic (the second marker), typically but not exclusively within the University, who reviews the accuracy and consistency of marking carried out by the primary marker(s). The second marker(s) have access to the marks and feedback of the primary marker(s). Second marking may involve all *or* a sample of students' work within a cohort, depending on the size

[7] See the *Code of practice for postgraduate researchers who support teaching* for guidance on when postgraduate research students can be involved in marking.

of the cohort. Where a sample of students' work is used for second marking, this should be the same sample that is provided for scrutiny by the external examiner i.e. at least 10% of the total or 20 pieces of work, whichever is the lesser, across the range of marks provided that such a sample is of sufficient size to be proportionately representative of assessed work across the whole ability range demonstrated by the students. If the second marker(s) identifies any concerns, they bring these to the attention of the primary marker(s).

***Double marking***

53. Double marking also involves the work of a second academic, typically but not exclusively within the University, who marks work that has been submitted for assessment. The double marker makes their own independent judgement around the submitted work. They may have access to the mark and feedback provided by the first marker(s) before they begin their own marking process (double open marking), or they may not have access to this information (double blind marking). The latter is typically adopted where assessment has a significant nominal credit weighting, such as a dissertation. Double marking may involve all or a sample of students' work within a cohort, depending on the size of the cohort. Where a sample of students' work is used for double marking, this should be the same sample that is provided for scrutiny by the external examiner i.e. at least 10% of the total or 20 pieces of work, whichever is the lesser, across the range of marks provided that such a sample is of sufficient size to be proportionately representative of assessed work across the whole ability range demonstrated by the students.

***Audit marking***

54. Where assessment is either based on a binary (right/wrong) evaluation and/or entirely based on objective answers (for example, in multiple choice assessments with or without computer-aided marking), an 'audit' of the marking is required to ensure that the procedures have been completed satisfactorily. Audit marking may involve all or, more typically, a sample of students' work within a cohort. Where a sample of students' work is used for audit marking, this should be the same sample that is provided for scrutiny by the external examiner.

## Internal moderation report

55. An internal moderation process would normally occur for most assessed student work at each level of study to ensure the proper application of assessment criteria, marking fairness, and consistency of marking of student work both within a module and between different modules.

56. The selection of the appropriate moderation method is determined by the assessment type and the contribution of the assessment to the final degree classification/grading, and can involve either second marking, double marking, or audit marking. As an example:

- For a standard 15-credit FHEQ Level 5, 6, or 7 module: where a unit of assessment is worth 25% or more of the overall assessment strategy, a sample of assessed work should be second marked, double marked, or 'audited', with the sample being that submitted for external examining.
- FHEQ Level 6 or 7 final year project/portfolio or a Master's dissertation units of assessment: all student work should be double blind marked, with a representative sample (10%, across the entire range of marks) submitted for external examining.

57. An example of the internal moderation report can be found in Appendix 10. While various Schools may choose to use a different moderation report proforma, the

University expects that all evidence of marking and internal moderation should be recorded clearly and consistently. The internal moderation report should also be shared with external examiners, where applicable.

## Anonymous marking

58. The University operates a policy of anonymous marking for all written examinations. Faculties are encouraged to consider anonymous marking of all written work where this is possible and practicable.

## Awarding marks

59. Marks are awarded following the generic framework provided by the University grade descriptors (see Appendix 1) and the extent to which a student has achieved the specified learning outcomes set out in the programme specification and module descriptors at validation and subsequent periodic review. Marks cannot be given for attendance alone nor deducted for non-attendance.

60. If, for any given assignment or examination, marks are to be awarded specifically for spelling and grammar, or if marks are to be deducted should students fail to adhere to word count/video length or other content restrictions, this must be made known to all students in advance of the assessment within the marking criteria/assessment brief. Negative marking (i.e., deducting marks for wrong answers) should not be employed.

61. The University is committed to using the full range of the marking scale and has advised its staff and external examiners accordingly. This is particularly important at the higher and lower ends of the range. Marks are awarded on a percentage scale (0-100%), except where other scales are required as a consequence of programme accreditation by external bodies. In such cases, a scheme to translate the alternative scale into the University's 0-100% scale is required, which should be approved as part of the validation of the programme or through the programme and module modification process. For example, the 'standard-setting' scheme used for the OSCEs and the final year examination within the School of Veterinary Medicine is an evidence-based accepted set of academic methods which are used to define a pass mark. A mean value of the 'cut off' scores of the approved methods is used as the final 'cut off score'. The student marks are then scaled so that the cut-off point is 50% using the University mark adjustment procedure. As an exception[8], the Bachelor of Medicine, Bachelor of Surgery (BMBS) programme is a Pass/Fail degree award and does not make use of the standard University of Surrey marking scheme/grading criteria and degree classification algorithms. The BMBS Graduate Medicine programme prescribes a pass mark for assessing student work that relates to achieving the agreed passing standard of the module for the BMBS programme. Details on the specific requirements to pass a module and to progress to the next academic year are outlined in the School of Medicine Programme Examination and Assessment Regulations (PEAR).

62. The principles embodied within the University grade descriptors should be used to create assignment-specific marking schemes. These include:

- Clarity as to what constitutes work that represents the whole range of available marks (0-100%).

[8] This exception was approved by Senate on 25 June 2024.

- The objectivity of the marking schemes, their alignment with the University's grade descriptors, their correspondence to the learning outcomes that are being assessed, and their relevance to the form of assessment selected.

63. Students should be made aware of University grade descriptors as provided in Appendix 1 and how these relate to marking schemes for their assignments. It is essential that the University grade descriptors are developed into marking schemes and that staff are able to explain these marking schemes to students in discussions early in the students' academic careers. A worked example for the translation of University grade descriptors into a discipline-specific marking scheme can be found in the EduHub.

***Principles for correction and alteration of marks***

64. Correction of marks applies when there has been a demonstrable failure in the administration of marking, for example the incorrect addition of components leading to a total. Correction may be applied to an individual mark within a cohort so long as the sample used for quality control purposes includes no further errors. Where additional errors are found within the sample, then all the units within that cohort must be checked for administrative accuracy. The correction of marks is reported to the Board of Examiners.

65. The alteration of the initial mark(s) assigned to work submitted for assessment can only be undertaken through procedures that are applied consistently across the University.

66. Marks awarded cannot be changed by anyone acting alone, including Module Leaders, Programme Leaders, Head of Discipline, Associate Heads of School, Education, or others, except for corrections.

***Agreement of marks***

67. Agreement of marks applies in cases where double marking is used/required. When the two or more markers responsible for marking the assessment, or a component within it, initially disagree, they may seek agreement on the mark they jointly award. Modification of a mark by agreement can only be applied before marks are formally returned and entered into SITS.

68. Agreement of marks should be on the basis of shared and agreed academic judgement, and an explanation must be available to a Board of Examiners should it be required. Where agreement cannot be reached between the markers the Module Leader (or Programme Leader if the Module Leader is involved in the lack of agreement) will discuss and seek to reconcile the assessment differences. On the rare occasions where differences are irreconcilable, the matter may be referred to the relevant external examiner to consider how to reconcile the differences. In such a case the external examiner does not mark but is the final arbiter in deciding how to reach an agreed mark.[9]

***Procedure for the reconsideration of marks***

69. The procedure of mark reconsideration is triggered where the quality assurance procedures within a cohort indicate variations or differences in the marking process in either a consistent or inconsistent pattern. Where the markers reach agreement on how marks should be changed, the alteration is applied to the complete cohort of marks for that unit of assessment before the marks are returned to students and entered into SITS. Modification of an individual student's mark is not allowed.

[9] See *Code of practice for external examining: taught programmes*

70. Where there is a consistent pattern in the differences between the marks of the assessors, there are two procedural options:

- On the basis of shared academic judgement, the assessors can agree to alter all of the marks in the cohort to an agreed and common extent.
- If they continue to disagree, then the Module Leader or Programme Leader intervenes and, if necessary, determines the extent of any alteration that will be applied to the whole cohort. Such alteration will be brought to the attention of the external examiner(s).

71. Where there is an inconsistent pattern in the differences between the marks of the assessors, there are two procedural options, both of which require that the entire cohort of work submitted within that unit of assessment is (re)considered:

- On the basis of shared academic judgement, the assessors can agree all of the individual marks within the cohort of work submitted for the unit of assessment.
- If they continue to disagree then the Module Leader or Programme Leader intervenes and, if necessary, the latter determines the extent of any further (re)assessment. As a last resort, the opinion of the relevant external examiner(s) is sought, although they are not to be used as additional markers.

***Procedure for the adjustment of marks***

72. It is possible that, despite the thorough safeguards put in place by the University, the teaching and assessment processes may not always function as perfectly as intended. To mitigate potential risks to the maintenance of academic standards, Boards of Examiners can consider the adjustment of cohorts of marks.

73. Adjustment can be used to either raise/lower a cohort of marks, or to alter some marks within a cohort. In both cases, the intention being to alter an atypical profile of marks to a typical one, based on such factors as previous performance and disciplinary norms. There are choices of several methodologies to be used to adjust marks, which are given in Appendix 8. These procedures are likely to be applied rarely and only under precisely controlled circumstances.

74. The case for adjustment must be discussed by the Board of Examiners, including its external examiners, and the conclusions reported to the Senate Progression and Conferment Executive (SPACE), along with an action plan designed to avoid repetition of the cause(s) of the problem(s). Students will not normally be informed directly where mark adjustment has occurred except where provisional marks were provided to students subject to ratification/confirmation and were changed following adjustment.

75. In exceptional circumstances, SPACE may also decide to adjust a cohort of marks if it considers that appropriate corrective action has not been taken by a Board of Examiners.

## Feedback and feed-forward to students on assessed work

76. Assessed work that is returned to students will be accompanied by feedback and/or commentary. All assessment deadlines on individual modules should be scheduled according to the assessment strategy design principles, see paragraph 33(iii). It will be provided[10]:

[10] This paragraph may not be applicable to students taking deferred assessment(s) due to agreed extenuating circumstances and/or temporary withdrawal.

- On or before a specified date that is within a period of three semester weeks[11] following the submission deadline, and
- Not less than three days before the submission deadline for assessed work where the student's response to feedback on the first piece of work might reasonably be expected to enable them to improve their performance in the second piece (or pieces) of assessed work.

Final year project reports/portfolios and Master's dissertations are not required to be returned within the three semester week period following the submission deadline.

77. The assessment of all work requires a commentary explaining the basis of any mark or grade. The nature and extent of feedback will be determined by the needs of the assessment type and student performance(s), but should be sufficient to explain strengths and weaknesses in the performance(s) and explain and justify the mark(s) awarded. Appendix 5 provides some guiding principles for student feedback.

78. Feedback on student work submitted for formative assessment should be directed at supporting the learning process. It should additionally provide an explanation of why any indicative mark was applied and, where appropriate, how the student's performance could be improved.

79. Feedback on work returned to students that had been submitted for summative assessment must explain the grounds for the mark or grade awarded. It should additionally, where appropriate, indicate how the student's performance could be improved. Feedback should be provided on the University's standard feedback template (see Appendix 6).

80. Feedback should aim to focus the student's attention in ways that are intended to support the learning process and provide a basis for future improved performance. It is in this sense that some have adopted the term 'feed-forward'. Feedback/feed-forward should include comments on what a student has done well and what is incorrect and/or inadequately presented. It should be regarded as essential to provide advice on how the work could have been improved.

81. Students may, if they wish, be shown their marked examination scripts. Scripts may not be returned to candidates on a permanent basis. Students may, if they wish, be shown their marked examination scripts. Scripts may not be returned to candidates on a permanent basis.

82. Module Leaders should provide students with generic feedback on the cohort's examination performance (e.g., common features of stronger or weaker answers; common errors or misconceptions). In some cases, written or verbal feedback on individual student examination performance may be provided. Where individual or cohort feedback information is provided, this should be done in a manner best suitable to the nature of the examination and the discipline.

83. In addition to any feedback provided, the Module Leader will publish written examination paper solutions, subject to the agreed exceptions (see pp.84-86 below). These solutions will be located on SurreyLearn at a signposted location/ tab after the marks have been ratified by the University.

84. The solutions could be provided in the following formats (the list is not exhaustive):

[11] Where there are exceptional circumstances, for example related to staff illness, or there is a very large cohort of students and/or the volume of work to be assessed is such that the three-week deadline is impractical, the Pro-Vice-Chancellor, Executive Dean of Faculty may authorise an extension to a total maximum of four semester weeks so long as this is reported to the Faculty Education Committee.

- Model answers–sample response to the questions set, important topics expected, arguments, theories utilised, etc.
- Solutions to Problems
- Skeletal solutions–similar to model answers but for problem and numeric-based examination style questions, with suggested methods to approach and answer that particular type of question.
- Essay-style questions in examinations where a solution exists, outline solutions should be provided. These should include suggested methods for approaching the question or indicate key themes, which students should address in their answers. Essay-style questions that do not typically have 'standard' solutions or are opinion-based, due to their open-ended nature and the variety of valid approaches, should be provided with the marking criteria for these questions instead.

85. These would normally be the model solutions shared with and approved by the external examiner. The availability of solutions and the timing of their release should be communicated clearly to students.

86. Exceptions: There may be various reasons why solutions are not provided, such as pedagogy, standard question sets used, e.g. MCQs where standard sets of questions are used on rotation, PRSB requirements, or limited opportunity for producing different types of questions over time that result in the same style of questions recurring.

87. The following examination paper types are out of scope (at the discretion of the Module Leader):

- Practical examinations,
- ‘In-semester tests’,
- Where the same paper is used as an LSA/resit assignment at FHEQ Level 4.

88. Associate Deans of Education (ADEs) are responsible for approving exceptions, supported by the Associate Head of School, Education in each school. The agreed rationale forms part of the communication to students as to why no solution is provided.

## The recording and return to students of provisional marks

89. The University is committed to the timely conduct of assessments and the timely return of assessed work to students with marks and feedback on their performance. Marks are, however, only provisional until they have been agreed by the Board of Examiners, and students must be made aware of this to avoid any potential confusion.

90. Summative assessments that contribute to awards can be returned to students with the indicative mark once that mark has been subject to appropriate quality checks (excluding by external examiners) that could have resulted in its modification or moderation.

91. Marks are entered into SITS by the appropriate SITS experts in the Faculties and Chief Student Officer Directorate, and are available to students wishing to monitor their academic progress through On-line Mark Viewing (OLMV) at prescribed times of the year.

92. Once entered into SITS, marks cannot be amended unless there has been an administrative error or following a process of correction, alteration, adjustment, or as a result of an extenuating circumstances application or academic appeal.

93. As part of the reports they provide to Boards of Examiners, the University expects Programme Leaders to identify individual students and/or cohorts where there are patterns in not making reasonable attempts to submit formative assessments.

## The release of confirmed marks

94. Marks that have been agreed by the appropriate Board of Examiners are returned to the Academic Administration, CSO Directorate which releases/publishes agreed mark lists via On-line Mark Viewing or the Higher Education Achievement Report (HEAR). Boards of Examiners, Hives, Schools, Programme Leaders, and/or individual members of staff are not authorised to release provisional pass lists or degree classifications or award grades prior to their publication by the Academic Administration, CSO Directorate.

95. The University is committed to work closely with Professional, Statutory and Regulatory Bodies (PSRBs). Where a PSRB requires as part of its arrangements to accredit a University programme that there should be special arrangements for the agreement of marks and the conferment of awards for programmes, the details of any such special arrangements are formally recorded by the relevant Board of Examiners and notified to the Academic Administration, CSO Directorate.

## Classification of University of Surrey taught degrees

96. The procedure for classification of awards is set out in the *Regulations for taught programmes*.

## Retaining assessed students' work

97. The Office for Students (OfS) has revised conditions of registration B4 (assessment and awards) and B5 (sector-recognised standards) in May 2022. These conditions set out an expectation that providers should retain assessed students' work, including for students who are no longer registered on a course, for a period of five years after the end date of a course, because this is the evidence that the OfS is likely to use in making judgements about providers' compliance with elements of these conditions of registration. The University of Surrey is fully committed to comply with the OfS' regulatory requirements, including the retaining assessed students' work expectation.

## Appendix 1 – University grade descriptors

University grade descriptors are generic statements that describe student achievement at undergraduate and taught postgraduate level. They are expressed in generic terms so that they are applicable to a broad range of disciplines. The design, approval, and development of a programme is informed by a range of sources, such as the Quality Assurance Agency (QAA) Qualification Frameworks that set out the various levels of higher education qualifications and the requirements for each level, subject benchmark statements and, where relevant, Professional, Statutory and Regulatory Body (PSRB) requirements. The University grade descriptors are intended to complement these national-level sources. In particular, they will help to confirm at the assessment stage that the breadth and depth of the learning experience have been undertaken and the standard achieved.

The Office for Students (OfS) has adopted the FHEQ and the UKSCQA degree classification descriptors for Level 6 bachelors' degrees into the regulatory framework so that there is a single reference point for sector-recognised standards[12]. The *Annex D: Outcome classification descriptors for FHEQ Level 6 and FQHEIS Level 10 degrees* of the QAA's Frameworks for HE Qualifications describes the four main degree outcome classifications, and from May 2022 this document has also become an important OfS' regulatory tool to secure minimum standards for bachelor's degrees with honours. The University grade descriptors for FHEQ Level 6 (HE6/Year 3) should be read with reference to these criteria for bachelors' degrees, as required by the regulator.

It is not expected that students should be able to demonstrate the entire knowledge and skills sets included within the descriptors at each stage of the learning experience (i.e. within every module or level). However, it is anticipated that, over the course of studying a programme, students will have had an opportunity to demonstrate that they have gained the knowledge and skills outlined in their programme specifications. By reference to the grade descriptors, students can understand why they have achieved the marks that they have for their assessments in each module or overall in their programme.

### The purpose of grade descriptors

- Preparing level and module intended learning outcomes.
- Designing assessment beyond 'content' to include skills (discipline-related and professional/scholarly ones).
- Ensuring that marks are awarded for the full range/breadth, i.e. 0-100%, so that students can reach top marks, if deserved.
- Shaping marking schemes and criteria appropriate beyond 'content' to include subject specific skills and professional/scholarly ones.
- Managing expectations of feedback and guidance to students about their academic work.

### The importance of grade descriptors

Grade descriptors are important because they inform both the students and external stakeholders about the range and breadth of knowledge and abilities a student is required to

[12] The OfS' sector-recognised standards relate to general ongoing condition B5 (Sector-recognised standards) as revised with effect from 1 May 2022 and initial condition B8 (Standards). See the Office for Students' publication on sector-recognised standards: https://www.officeforstudents.org.uk/media/53821cbf-5779-4380-bf2a-aa8f5c53ecd4/sector-recognised-standards.pdf

achieve at the University of Surrey. Grade descriptors are statements about what it means to be a graduate of the University of Surrey and act as guidance for both staff and students.

**Determining what grade descriptors apply at each level of study**

Grade descriptors can be used to generate assignment–specific marking schemes and marking criteria that specify the breadth and depth of students' capabilities at each level of their studies. It is up to the professional judgment of academic staff to decide what is achievable at each level within the framework set by the grade descriptors.

**Applying the generic language of the grade descriptors at a discipline level**

The generic grade descriptors are there to ensure that assessments are marked across the whole range of available marks (0–100%), and that a range of subject specific, scholarly, and professional skills are being assessed as well as content. These are *generic* descriptors, intended to be used as a benchmark for the creation of discipline and/or assignment specific mark schemes/rubrics. Because of the level of generality within the grade descriptors, they allow for interpretation at School and disciplinary levels and not all statements in each domain will be relevant to every assignment. Markers should make a holistic judgement across relevant elements of the domain rather than requiring all elements to be demonstrated. A worked example of the translation of University grade descriptors into a subject-specific markscheme can be found in the EduHub.

Academic staff can apply specific disciplinary meanings to the generic terms used in the grade descriptors, for example, in Mathematics, the term 'originality' could be interpreted as 'elegance' as it is a more appropriate term for that specific disciplinary community. It is important that these discipline specific terms are communicated to students, so that there is alignment in understanding between staff and students. In this sense, the grade descriptors act as guidance for students and can also be referred to when providing feedback.

**Deriving intended learning outcomes from the grade descriptors**

Grade descriptors can be used as a guide in writing intended learning outcomes. They can assist in ensuring that intended learning outcomes should be based not only on content knowledge but also around skills and capabilities, both generic and professional.

**Notes on using grade descriptors**

1. Professional, Statutory and Regulatory Body (PSRB) requirements will be included within marking schemes appropriate to assignments set. In some discipline areas it will be appropriate to exemplify work of a particular standard by model answers. All marking schemes and model answers will align with the University grade descriptors.
2. Students must demonstrate adequate standards of English language, technical proficiency, and clarity of expression in order to meet the minimum requirements for grade bands of Pass and above in the "transferable skills" category. This should be in a manner which appropriately reflects the level and content of their course.
3. This requirement is subject to exceptions and allowances made only where necessary to avoid discrimination under the Equality Act 2010 or for academic specialist modules that teach in languages other than English. However, in all cases English language proficiency should be enhanced where it is sub-standard so that it does not hinder students' academic progress.
4. The principles embodied within the University grade descriptors should be a feature of assignment-specific marking schemes. These include:
    - Clarity as to what constitutes work that represents the whole range of available marks (0-100%);

- The objectivity of the marking schemes, their alignment with the University grade descriptors, their match to the learning outcomes that are being assessed, and their relevance to the form of assessment selected.

5. Students should be made aware of the University grade descriptors and how these relate to marking schemes for their assignments. The former will be communicated via the University website. The latter should also be communicated in discussions with students and made clear in assignment briefs.

6. Linked to point 4 above, it will be essential that, however the University grade descriptors are developed into marking schemes, staff are able to explain these marking schemes to students in discussions early in the students' academic careers.

7. The design of challenging assignments (beyond essays and exams that test knowledge recall) must happen alongside the use of the University grade descriptors and clearly aligned discipline-specific marking schemes since, if there is no opportunity within the assignment for a student to demonstrate their higher level ability, then this too will limit their ability to access marks at the higher end of the range.

## Appendix 1a: Scaling of Expectations across FHEQ Levels 3-7

Scaling of Expectations is aligned with the **SEEC Credit Level Descriptors for Higher Education 2021 and FHEQ Descriptors** (The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies)

| FHEQ Level 3 | FHEQ Level 4 | FHEQ Level 5 | FHEQ Level 6 | FHEQ Level 7 |
|---|---|---|---|---|
| • Knowledge and understanding of **core, pre-defined** areas of the discipline<br>• Use **pre-defined** sources, tools, processes, etc.<br>• Evaluate using **given** frameworks<br>• Work in/apply understanding to **familiar** contexts<br>• Use **simple** tools, practices, processes, etc. | • Knowledge and understanding of **foundational** areas of the discipline<br>• Use **established** sources, tools, processes, etc.<br>• Evaluate using **established** frameworks<br>• Work in/apply understanding to **familiar** or **unfamiliar** contexts<br>• Use **foundational** tools, practices, processes, etc. | • Knowledge and understanding of **key** areas of the discipline<br>• Use discipline's **main** sources, tools, processes, etc.<br>• Evaluate using **range of** frameworks<br>• Work in **contexts of varying familiarity**<br>• Use discipline's **main** tools, practices, processes, etc. | • Knowledge and understanding across **breadth** of the discipline<br>• **Selects and uses** sources, tools, processes, etc.<br>• Evaluate using range of **self-selected** frameworks<br>• Work in/apply understanding to **contexts of varying familiarity**<br>• **Critically selects and applies** discipline's tools, practices, processes. | • **Systematic understanding** of discipline and **understanding of its interrelationships**<br>• **Critically selects and uses advanced** sources, tools, processes, etc.<br>• Evaluate using range of **critically selected, advanced** frameworks<br>• Work in/apply understanding to **unfamiliar or novel contexts**<br>• Use discipline's **advanced** tools, practices, processes, etc. |

## Appendix 1B: University Grade Descriptors (Levels 3-7)

| *FHEQ 3* | Knowledge & Understanding | Cognitive & Analytical Skills | Transferable Skills | Professional / Practical Skills |
|---|---|---|---|---|
| **80–100 (Excellent)** | Demonstrates impressive and authentic knowledge and understanding of core pre-defined areas of the discipline, including its key concepts or principles.<br><br>Demonstrates critical use of theories, evidence, or approaches using given principles or frameworks.<br><br>Demonstrates a critical awareness of common areas of debate or complexity in the discipline, appropriate to the level of study. | Demonstrates effective and relevant evaluation of pre-defined sources, tools, or methods, using given frameworks or principles for analysis.<br><br>Develops fully justified positions, solutions, or conclusions.<br><br>Applies techniques with competence to given problems in familiar contexts.<br><br>Demonstrates clear and consistently competent processes of investigation, analysis, research, enquiry, and/or study using defined guidelines. | Communicates information, ideas or solutions with a high level of clarity, showing adaptation to audience, in familiar contexts.<br><br>Contributes with consistent effectiveness to collaborative activity in specified contexts or using defined guidelines.<br><br>Demonstrates clear initiative when participating in guided activities.<br><br>Demonstrates clear and insightful reflection on performance using given criteria, and acts upon feedback and guidance to make meaningful improvements. | Applies theories, concepts, or methods with insight in familiar contexts.<br><br>Demonstrates consistently effective use of simple tools, practices, or processes in pre-defined contexts.<br><br>Demonstrates a clear awareness of key ethical concerns within the discipline.<br><br>Demonstrates transparent, responsible, and ethical use of AI. |
| | Demonstrates strong and accurate knowledge and understanding of core pre-defined areas of the discipline, | Demonstrates competent and relevant evaluation of pre-defined sources, tools, or methods, using given | Communicates information, ideas or solutions clearly in familiar contexts, adapting to | Applies pre-defined theories, concepts, or methods effectively in familiar contexts. |

| | | | | |
|---|---|---|---|---|
| **70–79**<br>**(Very Good)** | including its key concepts or principles.<br><br>Demonstrates some critical use of theories, evidence, or approaches using given principles or frameworks.<br><br>Demonstrates an emerging critical awareness of common areas of debate or complexity in the discipline, appropriate to the level of study. | frameworks or principles for analysis.<br><br>Develops well-reasoned positions, solutions, or conclusions with clear justification.<br><br>Applies pre-defined techniques with competence to problems in familiar contexts.<br><br>Demonstrates clear processes of analysis, research, enquiry, and/or study using defined guidelines. | audience using pre-defined guidelines.<br><br>Makes some effective contributions to collaborative activity in specified contexts or using defined guidelines.<br><br>Demonstrates some initiative when participating in guided activities.<br><br>Reflects clearly on performance using given criteria and responds to feedback to improve. | Demonstrates competent use of simple tools, practices, or processes in pre-defined contexts.<br><br>Demonstrates some awareness of key ethical concerns within the discipline.<br><br>Demonstrates transparent and responsible use of AI, with some awareness of the ethical implications. |
| **60–69**<br>**(Good)** | Demonstrates coherent knowledge and understanding of core pre-defined areas of the discipline, including some key concepts or principles.<br><br>Demonstrates accurate, but largely descriptive, use of relevant theories, evidence, or approaches. | Demonstrates some evaluation of pre-defined sources, tools, or methods, using given frameworks or principles for analysis.<br><br>Develops simple positions, solutions, or conclusions with some justification. | Communicates information, ideas or solutions with some clarity in familiar contexts, showing some ability to adapt to audience using pre-defined guidelines.<br>Makes simple contributions to collaborative activity in specified contexts or using defined guidelines.<br><br>Effectively follows given | Applies pre-defined theories, concepts, or methods in familiar contexts, with some inconsistencies.<br><br>Demonstrates largely effective use of simple tools, practices, or processes in pre-defined contexts, with some errors or inconsistencies.<br><br>Demonstrates simple or inconsistent awareness of key ethical concerns within the discipline. |

| | | | | |
|---|---|---|---|---|
| | Demonstrates the ability to describe common areas of debate or complexity in the discipline, appropriate to the level of study, but with limited critical awareness. | Applies pre-defined techniques to problems in familiar contexts with some effectiveness.<br><br>Demonstrates largely effective processes of analysis, research, enquiry, and/or study using defined guidelines. | guidelines, with some emerging evidence of initiative.<br><br>Reflects with some effectiveness on performance using given criteria and can identify some limited areas for improvement on the basis of feedback. | Demonstrates transparent and responsible use of AI, with limited awareness of the ethical implications. |
| **50–59 (Adequate)**<br><br>**50–59 (Adequate)** | Demonstrates adequate knowledge and understanding of core pre-defined areas of the discipline and its key concepts or principles.<br><br>Demonstrates adequate use of relevant theories, evidence, or approaches, though with some gaps or inaccuracies.<br><br>Shows limited awareness of common areas of debate or complexity in the discipline. | Attempts evaluation of pre-defined sources, tools, or methods.<br><br>Attempts the development of conclusions, but without sufficient support or justification.<br><br>Attempts the application of pre-defined techniques to problems in familiar contexts, but with some gaps or inaccuracies.<br><br>Demonstrates adequate, though incomplete, processes of analysis, research, enquiry, and/or study. | Communicates information, ideas or solutions with limited clarity in familiar contexts, and with limited ability to adapt to audience using pre-defined guidelines.<br><br>Makes limited contributions to collaborative activity in specified contexts or using defined guidelines.<br><br>Demonstrates the ability to follow given guidelines, but with limited evidence of initiative.<br><br>Demonstrates basic reflection on performance using given criteria but does not translate feedback into the identification of areas for improvement. | Attempts the application of pre-defined theories, concepts, or methods in familiar contexts, with some errors or inconsistencies.<br><br>Demonstrates adequate use of simple tools, practices, or processes in pre-defined contexts, with errors, omissions, or inconsistencies.<br><br>Demonstrates limited awareness of key ethical concerns within the discipline.<br><br>Demonstrates limited transparency in the use of AI, with limited awareness of the ethical implications. |
| **30-49** | Demonstrates limited knowledge and understanding of the | Demonstrates misunderstandings or errors in | Shows a limited ability to communicate information, ideas | Shows limited ability to apply pre-defined theories, concepts, or |

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| **(Not yet meeting expectations)** | discipline and its key concepts or principles, with misunderstandings or inconsistencies.<br><br>Demonstrates inadequate use of relevant theories, evidence, or approaches.<br><br>Shows little to no awareness of common areas of debate or complexity in the discipline, or limited awareness with several misunderstandings or omissions. | describing pre-defined sources, tools, or methods, with little or no attempt at evaluation.<br><br>Conclusions are weak, confused, or lacking in relevance, with no support or justification.<br><br>Shows limited ability to apply pre-defined techniques to problems in familiar contexts.<br><br>Shows limited evidence of processes of analysis, research, enquiry, and/or study, with errors or omissions. | or solutions, and does not use pre-defined guidelines to adapt to audience.<br><br>Makes limited contribution to collaborative activity in specified contexts or using defined guidelines.<br><br>Demonstrates some errors or inconsistencies in the ability to follow given guidelines, with no evidence of initiative.<br><br>Demonstrates little to no relevant reflection on performance using given criteria, and does not translate feedback into the identification of areas for improvement. | methods in familiar contexts, with some errors or inconsistencies.<br><br>Demonstrates limited use of simple tools, practices, or processes in pre-defined contexts, with some errors or inconsistencies.<br><br>Demonstrates insufficient awareness of key ethical concerns within the discipline.<br><br>Demonstrates insufficient evidence of responsible, ethical, or transparent use of AI. |
| **0–29**<br><br>**(Significantly below expectations)** | Demonstrates inadequate knowledge and understanding of the discipline and its key concepts or principles, with major gaps, serious inaccuracies, or confusion.<br><br>Shows very limited or no awareness of relevant theories, evidence, or approaches. | Shows very limited or no awareness of pre-defined sources, tools or methods.<br><br>Shows very limited or no attempt to draw conclusions.<br><br>Shows very limited or no ability to apply pre-defined techniques to problems in familiar contexts. | Shows very limited or no attempt to communicate information, ideas or solutions with clarity, and shows no awareness of pre-defined guidelines for adapting to audience.<br><br>Makes very limited or no effective contribution to collaborative activity. | Shows very limited or no attempt to apply theory, concepts, or methods in familiar contexts.<br><br>Shows very limited or no attempt to use simple tools, practices, or processes. |

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| | Shows very limited or no awareness of common areas of debate or complexity in the discipline. | Shows very limited or no evidence of processes of investigation, analysis, research, enquiry, and/or study. | Makes very limited or no attempt to follow given guidelines.<br><br>Demonstrates very limited or no awareness of the evaluation of their own work, and no engagement with feedback. | Demonstrates very limited or no awareness of key ethical concerns within the discipline.<br><br>Demonstrates a disregard for transparency, responsibility, or ethical practice in the use of AI. |

| ***FHEQ 4*** | **Knowledge & Understanding** | **Cognitive & Analytical Skills** | **Transferable Skills** | **Professional / Practical Skills** |
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| **80–100 (High First)** | Demonstrates highly detailed and authentic knowledge and understanding of introductory material in the discipline, including its key concepts or principles.<br><br>Demonstrates highly critical use of relevant theories, evidence, or approaches appropriate to the level of study.<br><br>Demonstrates an advanced critical awareness of common areas of debate or complexity in the discipline, appropriate to the level of study. | Demonstrates consistently competent and relevant evaluation of the discipline's foundational sources, tools, or methods using established frameworks for analysis.<br><br>Develops fully justified and convincing positions, solutions, or conclusions.<br><br>Applies established techniques with strong competence to given problems in familiar or unfamiliar contexts.<br><br>Demonstrates very clear and competent processes of | Communicates information, ideas or solutions with a high level of clarity, showing adaptation to audience, in familiar or unfamiliar contexts.<br><br>Contributes with consistent effectiveness to collaborative activity in familiar or unfamiliar contexts using defined guidelines.<br><br>Demonstrates clear initiative when participating in guided activities, with emerging evidence of autonomy.<br><br>Demonstrates confident and insightful reflection on performance using given criteria, and acts upon | Applies theories, concepts or methods with competence in familiar or unfamiliar contexts.<br><br>Demonstrates highly competent use of the discipline's foundational tools, practices, or processes in familiar or unfamiliar contexts.<br><br>Demonstrates a clear and coherent awareness of key ethical concerns within the discipline.<br><br>Demonstrates highly transparent and responsible, use of AI, with clear awareness of the ethical implications. |

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| | | investigation, analysis, research, enquiry, and/or study. | feedback and guidance to make meaningful improvements. | |
| **70–79 (First)** | Demonstrates detailed and authentic knowledge and understanding of introductory material in the discipline, including its key concepts or principles.<br><br>Demonstrates consistently effective critical use of theories, evidence, or approaches appropriate to this level of study.<br><br>Demonstrates strong critical awareness of common areas of debate or complexity in the discipline, appropriate to the level of study. | Demonstrates clear and relevant evaluation of the discipline's foundational sources, tools, or methods using established frameworks for analysis.<br>Develops fully justified positions, solutions, or conclusions.<br><br>Applies established techniques with strong competence to given problems in familiar or unfamiliar contexts.<br><br>Demonstrates very clear processes of investigation, analysis, research, enquiry, and/or study. | Communicates information, ideas or solutions with clarity, showing adaptation to audience, in familiar or unfamiliar contexts.<br><br>Contributes with effectiveness to collaborative activity in familiar or unfamiliar contexts using defined guidelines.<br><br>Demonstrates clear initiative when participating in guided activities.<br><br>Demonstrates confident reflection on performance using given criteria, and acts upon feedback and guidance to make meaningful improvements. | Applies theories, concepts, or methods effectively in familiar or unfamiliar contexts.<br><br>Demonstrates consistently competent use of the discipline's foundational tools, practices, or processes in familiar or unfamiliar contexts.<br><br>Demonstrates a clear awareness of key ethical concerns within the discipline.<br><br>Demonstrates transparent and responsible use of AI, with clear awareness of the ethical implications. |
| **60–69 (2:1)** | Demonstrates clear and consistent knowledge and understanding of introductory material in the discipline, | Demonstrates some clear and relevant evaluation of the discipline's foundational sources, tools, or methods using established frameworks | Communicates information, ideas or solutions with clarity, showing some basic adaptation to audience, in familiar or unfamiliar contexts. | Applies theories, concepts, or methods in familiar or unfamiliar contexts, with some inconsistencies. |

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| | including its key concepts or principles.<br><br>Demonstrates some effective critical use of theories, evidence, or approaches appropriate to this level of study. Some evaluation may be underdeveloped.<br><br>Demonstrates some critical awareness of common areas of debate or complexity in the discipline, appropriate to the level of study. | for analysis. Some evaluation may be underdeveloped.<br><br>Develops partially justified positions, solutions, or conclusions.<br><br>Applies established techniques with competence to given problems in familiar or unfamiliar contexts.<br><br>Demonstrates largely effective processes of analysis, research, enquiry, and/or study. | Contributes with some effectiveness to collaborative activity in familiar or unfamiliar contexts using defined guidelines.<br><br>Demonstrates some initiative when participating in guided activities.<br><br>Reflects with some effectiveness on performance using given criteria and can identify some limited areas for improvement on the basis of feedback. | Demonstrates largely effective use of the discipline's foundational tools, practices, or processes in familiar or unfamiliar contexts.<br><br>Demonstrates a basic awareness of key ethical concerns within the discipline.<br><br>Demonstrates transparent and responsible use of AI, with some awareness of the ethical implications. |
| **50–59 (2:2)** | Demonstrates adequate knowledge and understanding of introductory material in the discipline, including its key concepts or principles.<br><br>Demonstrates limited critical use of theories, evidence, or approaches appropriate to this level of study. Evaluation, where present, is underdeveloped.<br><br>Demonstrates limited critical awareness of common areas of | Demonstrates limited evaluation of the discipline's foundational sources, tools, or methods using established frameworks for analysis. Evaluation is largely underdeveloped.<br><br>Attempts the development of conclusions, but with limited support or justification.<br><br>Attempts the application of established techniques to problems in familiar or | Communicates information, ideas or solutions with limited clarity, and with limited ability to adapt to audience in familiar and unfamiliar contexts.<br><br>Makes limited contributions to collaborative activity in familiar or unfamiliar contexts using defined guidelines.<br><br>Demonstrates the ability to follow given guidelines, but with no evidence of initiative. | Attempts the application of pre-defined theories, concepts, or methods in familiar or unfamiliar contexts, with some errors or inconsistencies.<br><br>Demonstrates adequate use of the discipline's foundational tools, practices, or processes in familiar or unfamiliar contexts, with errors, omissions, or inconsistencies.<br><br>Demonstrates limited awareness of key ethical concerns within the discipline. |

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| | debate or complexity in the discipline, appropriate to the level of study. | unfamiliar contexts, but with some gaps or inaccuracies.<br><br>Demonstrates adequate, though incomplete, processes of analysis, research, enquiry, and/or study. | Demonstrates basic reflection on performance using given criteria, but does not translate feedback into the identification of areas for improvement. | Demonstrates some transparency in the use of AI, with no awareness of the ethical implications. |
| **40–49 (Third)** | Demonstrates adequate knowledge and understanding of introductory material in the discipline, including its key concepts or principles, with some misunderstandings or inconsistencies.<br><br>Demonstrates limited use of relevant theories, evidence, or approaches appropriate to this level of study, with several gaps or inaccuracies.<br><br>Demonstrates little to no critical awareness of common areas of debate or complexity in the discipline, appropriate to the level of study. | Describes the discipline's foundational sources, tools, or methods with little to no evaluation or use of established frameworks for analysis.<br><br>Conclusions are simplistic or inconsistent, without support or justification.<br><br>Shows limited ability to apply established techniques to problems in familiar or unfamiliar contexts, with several gaps or inaccuracies.<br><br>Demonstrates limited evidence of processes of analysis, research, enquiry, and/or study, with errors or omissions. | Shows a limited ability to communicate information, ideas or solutions in familiar or unfamiliar contexts, and does not demonstrate the capacity to adapt to audience.<br><br>Makes little to no contribution to collaborative activity in familiar or unfamiliar contexts using defined guidelines.<br><br>Demonstrates some errors or inconsistencies in the ability to follow given guidelines, with no evidence of initiative.<br><br>Demonstrates little to no relevant reflection on performance using given criteria, and does not translate feedback into the identification of areas for improvement. | Shows limited ability to apply pre-defined theories, concepts, or methods in familiar or unfamiliar contexts, with some errors or inconsistencies.<br><br>Demonstrates limited use of the discipline's foundational tools, practices, or processes in familiar or unfamiliar contexts, with errors, omissions, or inconsistencies.<br><br>Demonstrates little to no awareness of key ethical concerns within the discipline.<br><br>Demonstrates some, though limited, transparency in the use of AI, with no awareness of the ethical implications. |
| **30–39 (Fail)** | Demonstrates partial or inconsistent knowledge and understanding of introductory | Demonstrates misunderstandings of the discipline's foundational | Shows significant flaws in the communication of information, ideas or solutions in familiar or unfamiliar | Shows major errors or omissions in the application of pre-defined theories, |

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| | material in the discipline, including its key concepts or principles, with many misunderstandings or inconsistencies.<br><br>Uses theories, evidence of approaches inaccurately or inappropriately, leading to flawed interpretations.<br><br>Demonstrates no critical awareness of common areas of debate or complexity in the discipline, appropriate to the level of study, with several errors or omissions. | sources, tools, or methods, with no attempt at evaluation.<br><br>Conclusions are weak, confused, or lacking in relevance, with no support or justification.<br><br>Applies established techniques unsuccessfully or inconsistently to problems in familiar or unfamiliar contexts, with several gaps or inaccuracies.<br><br>Shows limited or no evidence of processes of analysis, research, enquiry, and/or study, with errors or omissions. | contexts, with no attempt to adapt to audience.<br><br>Makes no contribution to collaborative activity in familiar or unfamiliar contexts using defined guidelines.<br><br>Demonstrates significant error or inconsistencies in the ability to follow given guidelines, with no evidence of initiative.<br><br>Demonstrates no relevant reflection on performance using given criteria, and does not translate feedback into the identification of areas for improvement. | concepts, or methods in familiar or unfamiliar contexts.<br><br>Uses the discipline's foundational tools, practices, or processes unsuccessfully or inconsistently in familiar or unfamiliar contexts.<br><br>Demonstrates insufficient awareness of key ethical concerns within the discipline.<br><br>Demonstrates insufficient evidence of responsible, ethical, or transparent use of AI. |
| **0–29**<br><br>**(Low Fail)** | Demonstrates an inadequate range of knowledge and understanding of introductory material in the discipline, including its key concepts or principles, with<br><br>major gaps, serious inaccuracies, or confusion.<br><br>Shows no awareness of relevant theories, evidence, or approaches appropriate to this level of study. | Shows no awareness of the discipline's foundational sources, tools, or methods.<br><br>Shows no attempt to draw conclusions.<br><br>Applies established methods or techniques to problems with major flaws, even in familiar contexts. | Shows no attempt to communicate information, ideas or solutions with clarity even in familiar contexts, with no attempt to adapt to audience.<br><br>Makes no attempt to contribute to collaborative activity, even in familiar contexts and using defined guidelines.<br><br>Makes no attempt to follow given guidelines. | Shows no attempt to apply pre-defined theories, concepts, or methods in familiar or unfamiliar contexts.<br><br>Shows no attempt to use the discipline's foundational tools, practices, or processes, even in familiar contexts.<br><br>Demonstrates no awareness of key ethical concerns within the discipline. |

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| | Shows no awareness of common areas of debate or complexity in the discipline, appropriate to the level of study. | Shows no evidence of processes of investigation, analysis, research, enquiry, and/or study. | Demonstrates no awareness of the evaluation of their own work, and no engagement with feedback. | Demonstrates a disregard for transparency, responsibility, or ethical practice in the use of AI. |

| *FHEQ 5* | Knowledge & Understanding | Cognitive & Analytical Skills | Transferable Skills | Professional / Practical Skills |
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| **80–100 (High First)** | Demonstrates highly detailed and authentic knowledge and understanding of the discipline, its key concepts, principles or interrelationships appropriate to this level of study.<br><br>Demonstrates highly critical use of relevant theories, evidence, or approaches appropriate to the level of study.<br><br>Demonstrates an advanced critical awareness of common areas of debate or complexity in the discipline, appropriate to the level of study. | Demonstrates consistently competent and relevant evaluation of the discipline's main sources, tools, or methods using a range of frameworks for analysis.<br><br>Develops fully justified and convincing positions, solutions, or conclusions.<br><br>Applies a range of techniques with strong competence to given problems in contexts of varying complexity and predictability.<br><br>Demonstrates very clear and competent processes of investigation, analysis, research, enquiry, and/or study. | Communicates information, ideas or solutions with a high level of clarity, showing adaptation to audience, in contexts of varying familiarity.<br><br>Contributes with consistent and self-directed effectiveness to collaborative activity in contexts of varying familiarity.<br><br>Demonstrates clear initiative when participating in activities, with growing evidence of autonomy.<br><br>Generates criteria to support confident and insightful reflection on performance, and acts upon feedback and guidance to make meaningful improvements. | Applies theories, concepts or methods with competence in contexts of varying familiarity.<br><br>Demonstrates highly competent use of the discipline's main tools, practices, or processes in contexts of varying familiarity.<br><br>Demonstrates a clear and coherent critical awareness of key ethical concerns within the discipline.<br><br>Demonstrates highly transparent and responsible, use of AI, with clear awareness of the ethical implications. |
| **70–79 (First)** | Demonstrates detailed and authentic knowledge and understanding of the discipline, including its key concepts or principles appropriate to this level of study. | Demonstrates clear and relevant evaluation of the discipline's main sources, tools, or methods using a range of frameworks for analysis. | Communicates information, ideas or solutions with clarity, showing adaptation to audience, in contexts of varying familiarity.<br><br>Contributes with self-directed | Applies theories, concepts, or methods effectively in contexts of varying familiarity.<br><br>Demonstrates consistently competent use of the discipline's main tools, |

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| | Demonstrates consistently effective critical use of theories, evidence, or approaches appropriate to this level of study.<br><br>Demonstrates strong critical awareness of common areas of debate or complexity in the discipline, appropriate to the level of study. | Develops fully justified positions, solutions, or conclusions.<br><br>Applies a range of techniques with strong competence to given problems in contexts of varying complexity and predictability.<br><br>Demonstrates very clear processes of investigation, analysis, research, enquiry, and/or study. | effectiveness to collaborative activity in contexts of varying familiarity.<br><br>Demonstrates clear initiative when participating in guided activities.<br><br>Generates criteria to support confident reflection on performance, and acts upon feedback and guidance to make meaningful improvements. | practices, or processes in contexts of varying familiarity.<br><br>Demonstrates a clear critical awareness of key ethical concerns within the discipline.<br><br>Demonstrates transparent and responsible use of AI, with clear awareness of the ethical implications. |
| **60–69 (2:1)** | Demonstrates clear and consistent knowledge and understanding of the discipline, including its key concepts or principles appropriate to this level of study.<br><br>Demonstrates some effective critical use of theories, evidence, or approaches appropriate to this level of study. Some evaluation may be underdeveloped.<br><br>Demonstrates some critical awareness of common areas of debate or complexity in the discipline, appropriate to the level of study. | Demonstrates some clear and relevant evaluation of the discipline's main sources, tools, or methods using a range of frameworks for analysis. Some evaluation may be underdeveloped.<br><br>Develops partially justified positions, solutions, or conclusions.<br><br>Applies a range of techniques with competence to given problems in contexts of varying complexity and predictability.<br><br>Demonstrates largely effective processes of analysis, | Communicates information, ideas or solutions with clarity, showing some basic adaptation to audience, in contexts of varying familiarity.<br><br>Contributes with effectiveness to collaborative activity using defined guidelines in contexts of varying familiarity.<br><br>Demonstrates some initiative when participating in guided activities.<br><br>Reflects with effectiveness on performance using given criteria and can identify areas for improvement on the basis of feedback. | Applies theories, concepts, or methods contexts of varying familiarity, with some inconsistencies.<br><br>Demonstrates largely effective use of the discipline's main tools, practices, or processes in contexts of varying familiarity.<br><br>Demonstrates a basic critical awareness of key ethical concerns within the discipline.<br><br>Demonstrates transparent and responsible use of AI, with some awareness of the ethical implications. |

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| | | research, enquiry, and/or study. | | |
| **50–59 2:2** | Demonstrates adequate knowledge and understanding of the discipline, including its key concepts or principles appropriate to this level of study.<br><br>Demonstrates limited critical use of theories, evidence, or approaches appropriate to this level of study. Evaluation, where present, is underdeveloped.<br><br>Demonstrates limited critical awareness of common areas of debate or complexity in the discipline, appropriate to the level of study. | Demonstrates limited evaluation of the discipline's main sources, tools, or methods using a limited range of frameworks for analysis. Evaluation is largely underdeveloped.<br><br>Attempts the development of conclusions, but with limited support or justification.<br><br>Attempts the application of a range of techniques to problems in contexts of varying complexity and predictability, but with some gaps or inaccuracies.<br><br>Demonstrates adequate, though incomplete, processes of analysis, research, enquiry, and/or study. | Communicates information, ideas or solutions with limited clarity, and with limited ability to adapt to audience in contexts of varying familiarity.<br><br>Makes limited contributions to collaborative activity using defined guidelines in contexts of varying familiarity.<br><br>Demonstrates the ability to follow given guidelines, but with limited evidence of initiative.<br><br>Demonstrates basic reflection on performance using given criteria, but shows limited ability to translate feedback into the identification of areas for improvement. | Attempts the application of theories, concepts, or methods contexts of varying familiarity, with some errors or inconsistencies.<br><br>Demonstrates adequate use of the discipline's main tools, practices, or processes in contexts of varying familiarity, with errors, omissions, or inconsistencies.<br><br>Demonstrates limited critical awareness of key ethical concerns within the discipline.<br><br>Demonstrates some transparency in the use of AI, with no awareness of the ethical implications. |
| **40–49 (Third)** | Demonstrates adequate knowledge and understanding of the discipline, including its key concepts or principles appropriate to this level of study, | Describes the discipline's main sources, tools, or methods with little to no evaluation or use of relevant frameworks for analysis. | Shows a limited ability to communicate information, ideas or solutions in contexts of varying familiarity, and does not demonstrate the capacity to adapt to audience. | Shows limited ability to apply theories, concepts, or methods in contexts of varying familiarity, with some errors or inconsistencies. |

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| | with some misunderstandings or inconsistencies.<br><br>Demonstrates limited use of relevant theories, evidence, or approaches appropriate to this level of study, with several gaps or inaccuracies.<br><br>Demonstrates little to no critical awareness of common areas of debate or complexity in the discipline, appropriate to the level of study. | Conclusions are simplistic or inconsistent, without support or justification.<br><br>Shows limited ability to apply a range of techniques to problems in contexts of varying familiarity and predictability, with several gaps or inaccuracies.<br><br>Demonstrates limited evidence of processes of analysis, research, enquiry, and/or study, with errors or omissions. | Makes little to no contribution to collaborative activity using defined guidelines in contexts of varying familiarity.<br><br>Demonstrates some errors or inconsistencies in the ability to follow given guidelines, with no evidence of initiative.<br><br>Demonstrates little to no relevant reflection on performance using given criteria, and does not translate feedback into the identification of areas for improvement. | Demonstrates limited use of the discipline's main tools, practices, or processes in contexts of varying familiarity, with errors, omissions, or inconsistencies.<br><br>Demonstrates little to no critical awareness of key ethical concerns within the discipline.<br><br>Demonstrates some, though limited, transparency in the use of AI, with no awareness of the ethical implications. |
| **30–39 (Fail)** | Demonstrates partial or inconsistent knowledge and understanding of the discipline, including its key concepts or principles appropriate to this level of study, with many misunderstandings or inconsistencies.<br><br>Uses theories, evidence, or approaches inaccurately or inappropriately, leading to flawed interpretations.<br><br>Demonstrates no critical awareness of common areas of debate or complexity in the | Demonstrates misunderstandings of the discipline's main sources, tools, or methods, with no attempt at evaluation.<br><br>Conclusions are weak, confused, or lacking in relevance, with no support or justification.<br><br>Applies techniques unsuccessfully or inconsistently to problems in contexts of varying familiarity and predictability, with several gaps or inaccuracies. | Shows significant flaws in the communication of information, ideas or solutions in contexts of varying familiarity, with no attempt to adapt to audience.<br><br>Makes no contribution to collaborative activity using defined guidelines in contexts of varying familiarity.<br><br>Demonstrates significant error or inconsistencies in the ability to follow given guidelines, with no evidence of initiative. | Shows major errors or omissions in the application of theories, concepts, or methods in contexts of varying familiarity.<br><br>Uses the discipline's main tools, practices, or processes unsuccessfully or inconsistently in contexts of varying familiarity.<br><br>Demonstrates insufficient awareness of key ethical concerns within the discipline. |

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| | discipline, appropriate to the level of study, with several errors or omissions. | Shows limited or no evidence of processes of analysis, research, enquiry, and/or study, with errors or omissions. | Demonstrates no relevant reflection on performance using given criteria and does not translate feedback into the identification of areas for improvement. | Demonstrates insufficient evidence of responsible, ethical, or transparent use of AI. |
| **0–29**<br>**(Low Fail)** | Demonstrates an inadequate range of knowledge and understanding of the discipline, including its key concepts or principles appropriate to this level of study, with<br>major gaps, serious inaccuracies, or confusion.<br><br>Shows no awareness of relevant theories, evidence, or approaches appropriate to this level of study.<br><br>Shows no awareness of common areas of debate or complexity in the discipline, appropriate to the level of study. | Shows no awareness of the discipline's main sources, tools, or methods.<br><br>Shows no attempt to draw conclusions.<br><br>Applies established techniques to problems with major flaws, even in familiar contexts.<br><br>Shows no evidence of processes of investigation, analysis, research, enquiry, and/or study. | Shows no attempt to communicate information, ideas or solutions with clarity even in familiar contexts, with no attempt to adapt to audience.<br><br>Makes no attempt to contribute to collaborative activity, even in familiar contexts and using defined guidelines.<br><br>Makes no attempt to follow given guidelines.<br><br>Demonstrates no awareness of the evaluation of their own work, and no engagement with feedback. | Shows no attempt to apply theories, concepts, or methods, even in familiar contexts.<br><br>Shows no attempt to use the discipline's main tools, practices, or processes, even in familiar contexts.<br><br>Demonstrates no awareness of key ethical concerns within the discipline.<br><br>Demonstrates a disregard for transparency, responsibility, or ethical practice in the use of AI. |

| *FHEQ 6* | Knowledge & Understanding | Cognitive & Analytical Skills | Transferable Skills | Professional / Practical Skills |
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| **80–100 (High First)** | Demonstrates sophisticated and authentic knowledge and understanding across the breadth of the discipline, its key concepts, principles or interrelationships.<br><br>Demonstrates critical and assured use of relevant theories, evidence, or approaches.<br><br>Demonstrates sophisticated critical appreciation of current issues, complexity, uncertainty, limitations, or contested knowledge. | Demonstrates discernment and judgement in the selection and evaluation of sources, tools, or methods.<br><br>Develops nuanced, persuasive and fully justified positions, solutions, or conclusions.<br><br>Resolves complex problems with sophisticated judgement, insight or creativity.<br><br>Demonstrates processes of investigation, analysis, research, enquiry, and/or study with consistent integrity, showing creativity, insight or sophistication. | Communicates complex information, ideas or solutions with sophistication and clarity, showing adaptation to audience, in contexts of varying familiarity.<br><br>Contributes strongly to collaborative activity, including the demonstration of highly effective leadership where appropriate.<br><br>Works with exceptional autonomy, showing sustained initiative and a consistently high level of responsibility.<br><br>Demonstrates perceptive reflection and sustained improvement, with an exceptional ability to reflect critically, independently, and insightfully on their work, leading to significant and well-judged development. | Applies theory, concepts or methods with insight in professional or practical contexts, with clear awareness of the broader context in which the discipline is situated.<br><br>Demonstrates sophisticated and professional use of tools, practices, or processes in the context of disciplinary expectations.<br><br>Identifies, critically evaluates, and resolves ethical concerns, demonstrating independent judgement and consistently making reasoned choices aligned with professional expectations or codes of conduct.<br><br>Demonstrates highly transparent, creative, responsible, and ethical use of AI. |
| | Demonstrates comprehensive and authentic knowledge and | Demonstrates highly effective judgement in the selection and | Communicates complex information, ideas, or solutions coherently and | Applies theory, concepts or methods effectively in professional or practical |

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| **70–79 (First )** | understanding across the breadth of the discipline, its key concepts, principles or interrelationships.<br><br>Demonstrates critical use of relevant theories, evidence, or approaches.<br><br>Demonstrates clear and thoughtful critical awareness of current issues, complexity, uncertainty, limitations or contested knowledge. | evaluation of sources, tools, or methods.<br><br>Develops coherent, persuasive and well-justified positions, solutions or conclusions.<br><br>Resolves complex problems with sound judgement, insight, or confidence.<br><br>Demonstrates processes of investigation, analysis, research, enquiry, and/or study with high levels of critical insight, coherence, and integrity. | effectively showing adaptation to audience, in contexts of varying familiarity.<br><br>Contributes very effectively to collaborative activity, showing leadership where appropriate.<br><br>Works with a high degree of autonomy, showing strong initiative and a reliable sense of responsibility.<br><br>Demonstrates highly effective reflection and clear improvement, with a strong ability to reflect critically and independently on their work, leading to purposeful and well-judged development. | contexts, showing some awareness of the broader context in which the discipline is situated.<br><br>Demonstrates highly effective and assured use of tools, practices, or processes in the context of disciplinary expectations.<br><br>Identifies and critically evaluates ethical concerns, making well-reasoned and largely independent decisions in line with professional expectations or codes of conduct.<br><br>Demonstrates highly transparent, responsible, and ethical use of AI. |
| **60–69** | Demonstrates coherent and authentic knowledge and understanding across the breadth of the discipline and its key concepts or principles.<br><br>Demonstrates accurate use of relevant theories, evidence, or approaches. | Demonstrates competence in the selection and evaluation of sources, tools, or methods.<br><br>Develops coherent and well-supported positions, solutions, or conclusions. | Communicates information, ideas or solutions clearly and effectively, showing adaptation to audience, in contexts of varying familiarity.<br><br>Contributes constructively to collaborative activity and works effectively with others.<br><br>Works independently with clear initiative and a strong sense of | Applies theory, concepts or methods clearly in professional or practical contexts.<br><br>Demonstrates proficient use of tools, practices, or processes in the context of disciplinary expectations.<br><br>Identifies ethical concerns and responds appropriately, making sound |

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| **(2:1)** | Demonstrates clear critical awareness of current issues, complexity, uncertainty, or limitations. | Addresses problems with sound judgement or some insight.<br><br>Demonstrates processes of investigation, analysis, research, enquiry, and/or study with clear purpose, sound judgement, and strong integrity. | responsibility, requiring only limited guidance.<br><br>Demonstrates effective reflection and clear improvement, with a well-developed ability to reflect critically on their work and use insight to inform meaningful development. | decisions informed by professional expectations or codes of conduct.<br><br>Demonstrates clear and appropriate transparency in the responsible and ethical use of AI. |
| **50–59**<br>**(2:2)** | Demonstrates sound knowledge and understanding across the breadth of the discipline and its key concepts or principles.<br><br>Uses relevant theories, evidence, or approaches, though depth or consistency may be limited.<br><br>Shows some critical awareness of current issues, complexity or differing perspectives. | Demonstrates some effectiveness in the selection and evaluation of sources, tools, or methods.<br><br>Develops sound positions, solutions, or conclusions, though strength of justification may be inconsistent.<br><br>Addresses problems with generally sound judgement, although insight may be inconsistent.<br><br>Demonstrates processes of investigation, analysis, research, enquiry, and/or study with competence, and appropriate integrity. | Communicates information, ideas or solutions with some effectiveness in contexts of varying familiarity, with some attempt to adapt to audience.<br><br>Contributes appropriately to collaborative activity and works reasonably well with others.<br><br>Works with reasonable autonomy, showing appropriate initiative and responsibility, though some guidance may be required.<br><br>Demonstrates sound reflection and some improvement, with an ability to evaluate their work and identify appropriate areas for development, though depth or consistency may be limited. | Applies theory, concepts or methods with some effectiveness in practical or professional contexts.<br><br>Demonstrates appropriate use of tools, practices, or processes in the context of disciplinary expectations.<br><br>Identifies key ethical concerns and makes generally appropriate decisions based on professional expectations or codes of conduct.<br><br>Demonstrates some transparency in the responsible and ethical use of AI. |

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| **40–49**<br>**(Third)** | Demonstrates broadly coherent understanding of the discipline and its key concepts or principles, but with limited depth in some areas.<br><br>Shows limited but relevant use of theories, evidence, or approaches.<br><br>Shows some critical awareness of current issues or differing perspectives, though depth and consistency are limited. | Demonstrates some effectiveness in the selection and evaluation of sources, tools, or methods, but with some errors or omissions.<br><br>Shows basic capacity to form positions, solutions, or conclusions, but with limited justification.<br><br>Addresses problems with basic judgement but limited insight.<br><br>Demonstrates processes of investigation, analysis, research, enquiry, and/or study with basic competence and some limited evidence of integrity in process. | Communicates information, ideas or solutions at an adequate level in contexts of varying familiarity, though clarity, structure or coherence may be inconsistent.<br><br>Contributes at a basic level to collaborative activity.<br><br>Works with some autonomy and limited initiative, demonstrating sufficient responsibility with regular guidance or support.<br><br>Demonstrates basic reflection and limited improvement, with some ability to review their work and recognise straightforward areas for development, though evaluation may be descriptive or dependent on guidance. | Applies theory, concepts or methods at a basic but sufficient level in practical or professional contexts.<br><br>Demonstrates satisfactory but inconsistent use of tools, practices, or processes in the context of disciplinary expectations.<br><br>Identifies some ethical concerns and makes basic or inconsistent decisions in relation to professional expectations or codes of conduct.<br><br>Demonstrates basic awareness of responsible and ethical use of AI, though transparency in the use of AI may be limited or inconsistent. |
| | Shows partial or inconsistent knowledge and understanding of the discipline and key concepts or principles, with significant omissions, inaccuracies, or misunderstanding.<br><br>Uses theories, evidence, or approaches inconsistently, leading to flawed interpretations. | Evaluates few appropriate sources, tools, or methods effectively.<br><br>Shows limited ability to develop positions, solutions or conclusions, with no justification or support. | Communicates information, ideas or solutions without sufficient clarity, and in a way that is unclear, poorly structured, or inconsistent.<br><br>Makes limited contribution to collaborative activity.<br><br>Works with insufficient autonomy or initiative and demonstrates | Shows limited ability to apply theory, concepts, or methods in practical or professional contexts.<br><br>Demonstrates major errors or inconsistencies in the use of tools, practices, or processes in the context of disciplinary expectations. |

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| **30–39**<br>**(Fail)** | Shows no meaningful recognition of current issues, complexity, or differing perspectives, or shows significant omissions, inaccuracies, or misunderstandings. | Shows limited ability to resolve problems, with weak judgement and no evidence of insight.<br><br>Shows limited evidence of adequate processes of investigation, analysis, research, enquiry, and/or study. | inconsistent responsibility, requiring substantial guidance or supervision.<br><br>Demonstrates weak or inconsistent reflection, with limited ability to evaluate their work critically or use insight to support improvement. | Demonstrates insufficient awareness of ethical concerns and makes poorly reasoned or inappropriate decisions in relation to professional expectations or codes of conduct.<br><br>Demonstrates insufficient evidence of responsible, ethical, or transparent use of AI. |
| **0–29**<br>**(Low Fail)** | Shows inadequate knowledge and understanding, with major gaps, serious inaccuracies, or confusion.<br><br>Shows no attempt to use relevant theories, evidence, or approaches.<br><br>Shows no awareness of current developments, complexity, or differing perspectives. | Shows no effective evaluation of sources, tools or methods.<br><br>Demonstrates confusion and incoherence in the attempt to develop positions, solutions or conclusions.<br><br>Shows no ability to resolve problems effectively, with unsound judgement and no evidence of insight.<br><br>Shows no evidence of processes of investigation, analysis, research, enquiry, and/or study. | Communication is poor, ineffective, or incomprehensible.<br><br>Makes no effective contribution to collaborative activity.<br><br>Shows little or no autonomy or initiative and fails to demonstrate an acceptable level of responsibility, even with guidance or supervision.<br><br>Demonstrates little or no meaningful reflection, with serious weaknesses in evaluating their work or identifying and acting on opportunities for improvement. | Shows very limited or no ability to apply theory, concepts, or methods in practical or professional contexts.<br><br>Demonstrate serious errors or flaws in the use of tools, practices, or processes in the context of disciplinary expectations.<br><br>Demonstrates a lack of awareness of ethical concerns and makes inappropriate decisions that disregard professional expectations or codes of conduct.<br><br>Demonstrates a disregard for transparency, responsibility, or ethical practice in the use of AI. |

| *FHEQ 7* | Knowledge & Understanding | Cognitive & Analytical Skills | Transferable Skills | Professional / Practical Skills |
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| **80–100**<br>**(High Distinction)** | Demonstrates sophisticated and authentic mastery of the discipline, its key concepts, principles and interrelationships with other disciplines or fields of study.<br><br>Demonstrates critical and assured use of relevant theories, evidence, or approaches, including current research or advanced scholarship.<br><br>Demonstrates authoritative critical appreciation of current issues, complexity, uncertainty, limitations, or contested knowledge. | Demonstrates autonomous discernment and judgement in the selection and evaluation of advanced sources, tools, or methods.<br><br>Develops nuanced, authoritative and fully justified positions, solutions, or conclusions.<br><br>Resolves complex problems in abstract or unpredictable contexts with sophisticated judgement, insight or creativity.<br><br>Demonstrates advanced processes of investigation, analysis, research, enquiry, and/or study with consistent integrity, showing creativity, insight or sophistication. | Communicates complex information, ideas or solutions with sophistication and clarity in unfamiliar contexts, demonstrating adaptation to specialised audiences.<br><br>Contributes strongly to collaborative activity, including the demonstration of authoritative leadership where appropriate.<br><br>Works with exceptional autonomy and creativity, showing sustained initiative and a consistently high level of responsibility.<br><br>Demonstrates perceptive reflection and sustained improvement, with an exceptional ability to reflect critically, independently, and insightfully on their work, leading to significant and well-judged development. | Applies advanced theory, concepts or methods with insight in professional or practical contexts, with sophisticated awareness of the broader context in which the discipline is situated.<br><br>Demonstrates sophisticated and professional use of specialised or advanced tools, practices, or processes in the context of disciplinary expectations.<br><br>Identifies, critically evaluates, and resolves ethical concerns, demonstrating independent judgement and advocacy, and consistently making reasoned choices aligned with professional expectations or codes of conduct.<br><br>Demonstrates highly transparent, creative, responsible, and ethical use of AI. |
| **70–79**<br>**(Distinction)** | Demonstrates comprehensive and authentic mastery of the discipline, its key concepts, principles or interrelationships with other disciplines or fields of study. | Demonstrates highly effective autonomous judgement in the selection and evaluation of advanced sources, tools, or methods. | Communicates complex information, ideas, or solutions coherently and effectively in unfamiliar contexts, demonstrating adaptation to specialised audiences. | Applies advanced theory, concepts or methods effectively in professional or practical contexts, showing strong awareness of the broader context in which the discipline is situated.<br><br>Demonstrates highly effective and professional use of advanced tools, |

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| | Demonstrates critical and coherent use of relevant theories, evidence, or approaches including current research or advanced scholarship.<br><br>Demonstrates clear and thoughtful critical awareness of current issues, complexity, uncertainty, limitations or contested knowledge. | Develops systematic, highly persuasive and well-justified positions, solutions or conclusions.<br><br>Resolves complex problems in abstract or unpredictable contexts with sound judgement, insight, or confidence.<br><br>Demonstrates advanced processes of investigation, analysis, research, enquiry, and/or study with high levels of critical insight, coherence, and integrity. | Contributes very effectively to collaborative activity, showing some authoritative leadership where appropriate.<br><br>Works with a high degree of autonomy and creativity, showing strong initiative and a reliable sense of responsibility.<br><br>Demonstrates highly effective reflection and clear improvement, with a strong ability to reflect critically and independently on their work, leading to purposeful and well-judged development. | practices, or processes in the context of disciplinary expectations.<br><br>Identifies and critically evaluates ethical concerns, making well-reasoned and independent decisions in line with professional expectations or codes of conduct.<br><br>Demonstrates highly transparent, responsible, and ethical use of AI. |
| **60–69 (Merit)** | Demonstrates coherent and authentic mastery of the discipline and its key concepts, principles or, interrelationships with other disciplines or fields of study.<br><br>Demonstrates critical use of relevant theories, evidence, or approaches including current research or advanced scholarship.<br><br>Demonstrates clear critical awareness of current issues, complexity, uncertainty, | Demonstrates competence and autonomy in the selection and evaluation of advanced sources, tools, or methods.<br><br>Develops coherent, persuasive and well-supported positions, solutions, or conclusions.<br><br>Resolves complex problems in abstract or unpredictable contexts with sound judgement or some insight. | Communicates complex information, ideas or solutions clearly and effectively in familiar and unfamiliar contexts, demonstrating adaptation to specialised audiences.<br><br>Contributes constructively to collaborative activity and works effectively with others, showing leadership where appropriate.<br><br>Works independently and creatively with clear initiative and a strong sense of responsibility. | Applies advanced theory, concepts or methods clearly in professional or practical contexts, showing clear awareness of the broader context in which the discipline is situated.<br><br>Demonstrates proficient and professional use of advanced tools, practices, or processes in the context of disciplinary expectations.<br><br>Identifies and critically evaluates ethical concerns and responds appropriately, making sound |

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| | limitations or contested knowledge. | Demonstrates advanced processes of investigation, analysis, research, enquiry, and/or study with clear purpose, sound judgement, and strong integrity. | Demonstrates effective reflection and clear improvement, with a well-developed ability to reflect critically on their work and use insight to inform meaningful development. | decisions informed by professional expectations or codes of conduct.<br><br>Demonstrates clear and appropriate transparency in the responsible and ethical use of AI. |
| **50–59 (Pass)** | Demonstrates coherent and authentic knowledge and understanding of the discipline and its key concepts, principles or, with some, though limited awareness of interrelationships with other disciplines or fields of study.<br><br>Demonstrates critical use of relevant theories, evidence, or approaches including basic awareness of current research or advanced scholarship.<br><br>Demonstrates some critical awareness of current issues, complexity, uncertainty, limitations or contested knowledge, with some omissions or inconsistencies. | Demonstrates competence but limited autonomy in the selection and evaluation of advanced sources, tools, or methods.<br><br>Develops clear positions, solutions, or conclusions, although strength of justification may be inconsistent.<br><br>Resolves complex problems in abstract or unpredictable contexts with basic judgement or insight.<br><br>Demonstrates advanced processes of investigation, analysis, research, enquiry, and/or study with competence and appropriate integrity. | Communicates complex information, ideas or solutions at an adequate level in familiar and unfamiliar contexts, though clarity, structure or coherence may be inconsistent.<br><br>Contributes appropriately to collaborative activity and works reasonably well with others, with limited evidence of leadership where appropriate.<br><br>Works with some autonomy, showing adequate initiative and responsibility.<br><br>Demonstrates basic reflection and improvement, with some ability to review their work and recognise straightforward areas for development, though evaluation may be descriptive. | Applies advanced theory, concepts or methods at a basic but sufficient level in professional or practical contexts, showing some awareness of the broader context in which the discipline is situated.<br><br>Demonstrates satisfactory use of advanced tools, practices, or processes in the context of disciplinary expectations, with some minor inconsistencies.<br><br>Identifies and describes ethical concerns and responds appropriately, making generally appropriate decisions informed by professional expectations or codes of conduct.<br><br>Demonstrates clear and appropriate transparency in the responsible and ethical use of AI. |
| **30–49 (Fail)** | Shows partial or inconsistent knowledge and understanding of relevant concepts or | Shows limited evaluation of advanced sources, tools, or | Communicates information, ideas or solutions without sufficient clarity, and in a way that is unclear, poorly | Shows significant errors or misunderstandings when applying advanced theory, concepts, or |

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| | principles, with significant omissions, inaccuracies, or misunderstanding.<br><br>Shows limited critical use of relevant theories, evidence, or approaches, with no awareness of current research or advanced scholarship.<br><br>Shows no meaningful recognition of current issues, complexity, or differing perspectives, or shows significant omissions, inaccuracies, or misunderstandings. | methods effectively, with no evidence of autonomy.<br><br>Shows limited ability to develop positions, solutions or conclusions, with no justification or support.<br><br>Shows limited ability to resolve complex problems, with weak judgement and no evidence of insight.<br><br>Shows limited evidence of adequacy in advanced processes of investigation, analysis, research, enquiry, and/or study. | structured, or inconsistent with no effective adaptation to audience.<br><br>Makes limited contribution to collaborative activity.<br><br>Works with insufficient autonomy or initiative and demonstrates inconsistent responsibility, requiring substantial guidance or supervision.<br><br>Demonstrates weak or inconsistent reflection, with limited ability to evaluate their work critically or use insight to support improvement. | methods in practical or professional contexts, with no awareness of the broader context in which the discipline is situated.<br><br>Demonstrates significant errors or inconsistencies in the use of advanced tools, practices, or processes in the context of disciplinary expectations.<br><br>Demonstrates insufficient awareness of ethical concerns and makes poorly reasoned or inappropriate decisions in relation to professional expectations or codes of conduct.<br><br>Demonstrates insufficient evidence of responsible, ethical, or transparent use of AI. |
| **0–29**<br><br>**(Low Fail)** | Shows inadequate knowledge and understanding of relevant concepts or principles, with major gaps, serious inaccuracies, or confusion.<br><br>Shows inadequate use of relevant theories, evidence, or approaches, with no awareness of current research or advanced scholarship. | Shows no effective evaluation of advanced sources, tools or methods.<br><br>Demonstrates confusion and incoherence in the attempt to develop positions, solutions or conclusions.<br><br>Shows no ability to resolve complex problems effectively, | Communication is poor, ineffective, or incomprehensible with no awareness of adaptation to audience.<br><br>Makes no effective contribution to collaborative activity.<br><br>Shows little or no autonomy or initiative and fails to demonstrate an acceptable level of responsibility, even with guidance or supervision. | Shows very limited or no ability to apply advanced theory, concepts, or methods in practical or professional contexts, with no awareness of the broader context in which the discipline is situated.<br><br>Demonstrate serious errors or flaws in the use of advanced tools, practices, or processes in the context of disciplinary expectations. |

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| | Shows no awareness of current developments, complexity, or differing perspectives. | with unsound judgement and no evidence of insight.<br><br>Shows no evidence of processes of investigation, analysis, research, enquiry, and/or study. | Demonstrates little or no meaningful reflection, with serious weaknesses in evaluating their work or identifying and acting on opportunities for improvement. | Demonstrates a lack of awareness of ethical concerns and makes inappropriate decisions that disregard professional expectations or codes of conduct.<br><br>Demonstrates a disregard for transparency, responsibility, or ethical practice in the use of AI. |

## Appendix 2 – Linking levels, learning outcomes and assessment criteria

### Definitions

#### *Aims*

The aims of a module should summarise broad purposes and goals. They may be aspirational and not necessarily easily measurable.

#### *Objectives*

Objectives are specific intentions that indicate the steps to be taken to achieve our aims or goals; they should be measurable and indicate the *teaching* intentions.

#### *Learning outcomes*

Learning outcomes describe what the learners will be able to do after a particular teaching intervention and are expressed from the students' perspective. They must be measurable and assessable.

It is important to note that objectives indicate the intentions of the **teacher**, while outcomes are the specific measurable achievements of the successful **student**.

#### *Level descriptors*

Level descriptors are generic outcome statements of what a learner is expected to have achieved at the end of a level (e.g. one year) of learning.

See the SEEC Credit Level Descriptors for Higher Education.

#### *Assessment criteria*

An assessment criterion is a statement that prescribes (with greater precision than a learning outcome) the quality of performance that will show that the student has reached a particular standard.

Moon (2002) has developed a model that provides a rationale for ensuring the existence of a relationship between levels, learning outcomes, assessment criteria, assessment, and teaching methods during module development (Figure 1).

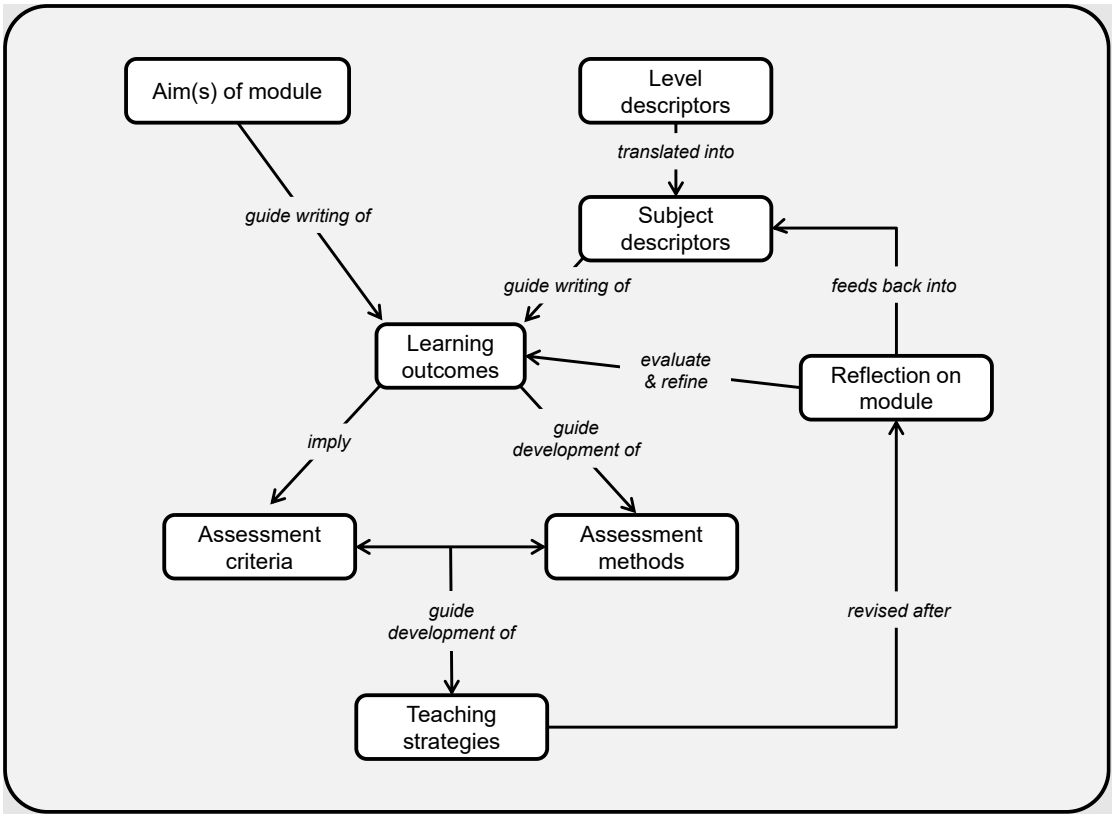



**Figure 1**: Model of module development (redrawn from Moon, 2002)

The model (Fig 1) depicts the following sequence:

Level descriptors and module aims guide the writing of learning outcomes. A set of level descriptors may act directly as a guide for the writing of learning outcomes or the level descriptors may be translated into descriptors for the discipline or programme. In either case, the level descriptors ensure that the outcome statement is clearly related to a particular level, and they provide an indication of agreed achievements. Learning outcomes are derived from consideration of level descriptors and aims. Learners must achieve the learning outcomes to gain credit for the module. Aims provide a rationale or a direction.

Learning outcomes imply the assessment criteria. Assessment criteria may be developed from the learning outcome or from the assessment task – but in either case they should relate to the learning outcome. There are many reasons for developing assessment tasks, such as to provide feedback, and these will affect the manner in which an assessment task is designed. However, the purpose of the task with which we are concerned here is to test that the learning outcomes have been achieved. A teaching strategy, on this model, is seen as being designed in relation to assessment processes, providing the support necessary to enable the students to be successful in attaining the threshold indicated in assessment criteria.

It is important to check the coherence of the cycle. This means going through it several times, ensuring that each part that is linked to another part by lines on the diagram, clearly links in terms of the structure of the programme. Any element in the cycle of development can be changed except the agreed level descriptors that are fixed (after Moon, 2002).

**Communicating criteria to students**

Recent research shows that many students find written descriptions of marking criteria difficult to understand unless they are helped to engage with assignment exemplars. A spectrum of processes have been employed, to help students engage with assessment requirements from the explicit publication of written learning outcomes to the more implicit use of dialogue and discussion about written examples of submitted work (figure 2). O'Donovan *et al*. (2004) suggests that processes at the right-hand side of the spectrum represent more efficient ways of helping students to understand assessments, with teacher-led marking activities and discussion of exemplars resulting in increased understanding of standards and higher achievement (Hendry *et al*. 2012). However, it is also clear that steps must be taken to avoid plagiarism by students of exemplars (Handley and Williams, (2011), as students become more assessment literate and develop the ability to self-assess and to understand what is being required of them.

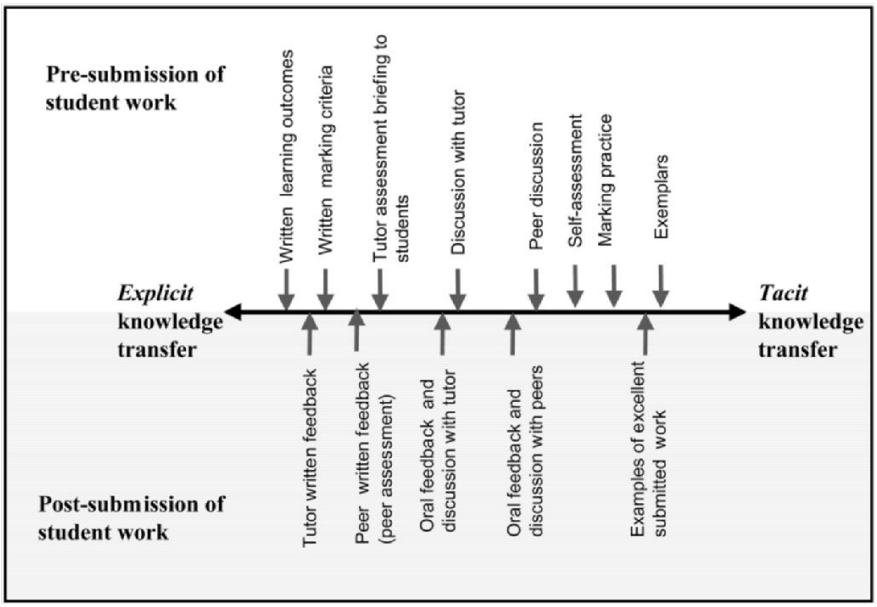



**Figure 2:** An illustration of a spectrum of processes supporting the transfer or construction of knowledge of assessment requirements standards and criteria (from O'Donovan *et al*., 2004)

**References**

Handley, K and Williams, L. (2011) From copying to learning: using exemplars to engage students with assessment criteria and feedback. *Assessment & Evaluation in Higher Education*, 36(1): 95 - 108.

Hendry, G.D., Armstrong, S. and Bromberger, N. (2012) Implementing standards-based assessment effectively: incorporating discussion of exemplars into classroom teaching. *Assessment & Evaluation in Higher Education*, 37 (2): 149 - 161.

Moon, J. (2002) *The module & programme development handbook: A practical guide to linking levels, learning outcomes and assessment*. London, Routledge.

O'Donovan, B., Price, M. and Rust, C (2004) Know what I mean? Enhancing student understanding of assessment standards and criteria. *Teaching in Higher Education*, 9 (3): 325 - 335.

## Appendix 3 – Guidelines for in-semester tests

1. **Formative** in-semester tests can take place either during scheduled class times or through the VLE and do not require central supervision. Where these assessments follow a time constrained format, appropriate Disability and Neuroinclusion requirements must be accommodated.

2. **Summative** in-semester tests will normally take place under the following conditions:

   a. The schedule for the holding of in-semester tests will be published at the start of the module and tests should normally be held within weeks 4-7 of the semester. Once the date has been published it can only be changed in exceptional circumstances.
   b. In-semester tests will take place wherever possible due to rooming constraints during scheduled class times so as not to disrupt normal teaching.
   c. The maximum duration of the test should fit within the timetabled slot and must allow time for set up, paper collection, and Disability and Neuroinclusion adjustments within that normal scheduled period.
   d. Tests will always take place under standard formal examination conditions and will be organised and supervised through the central examinations team.
   e. Each in-semester summative test should be separately designated on the module descriptor and in SITS. In-semester tests should not normally be the dominant form of assessment in a module, but a weighting of less than 10% is also unlikely to be suitable.
   f. External examiners will only need to approve papers for in-semester tests and see samples of work if the test meets or exceeds the 25% weighting rule (see the *Code of practice for external examining: taught programmes*).
   g. In-semester tests must always comply with all Disability and Neuroinclusion requirements.
   h. The timing of feedback must be provided within the guidance of the *Code of practice on assessment and feedback* in order to provide useful feed forward guidance.
   i. In-semester test answer papers must be returned to students with their feedback.
   j. Resits for in-semester tests will be held in the next available assessment period.

3. In-semester tests should be designated for KIS and CMA purposes as examinations but designated for internal regulatory purposes as ‘in-semester tests’.

4. PSRB requirements may need to be accommodated in the weighting, timing, and scheduling of in-semester tests.

The University should investigate technological solutions to the organisation of in-semester tests and consider the regulatory and Disability and Neuroinclusion requirements that would then need to be addressed.

## Appendix 4 – Guidelines for group assessment

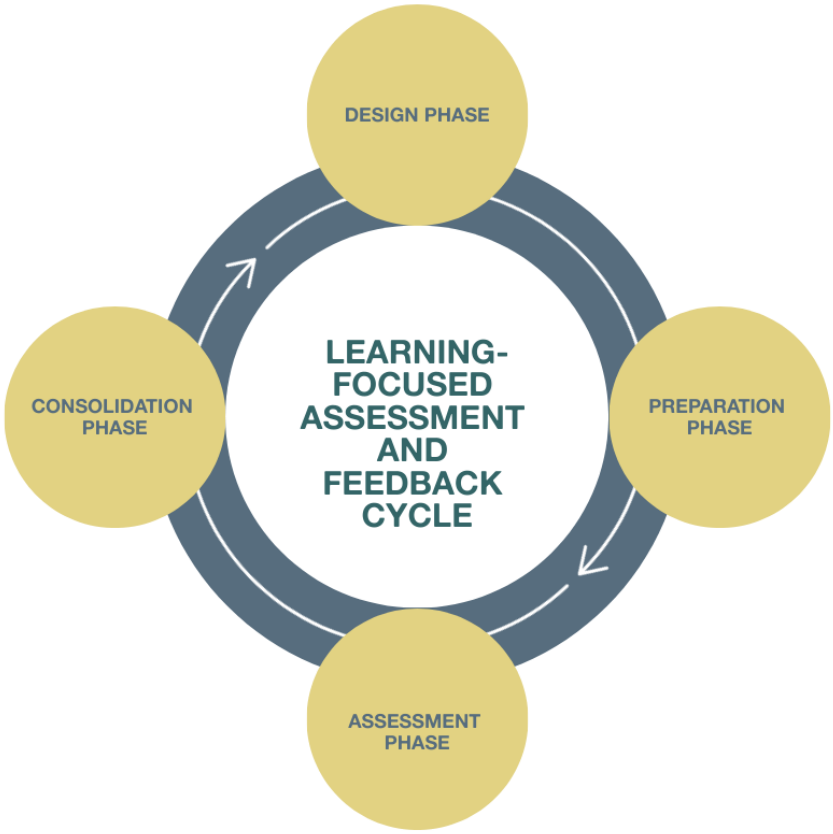
These guidelines have been developed by the Surrey Business School to establish some principles of good practice to govern how group assessment is designed and used. They are provided here as an example which can be utilised by other areas.

Group assessment can have significant benefits for student learning. For example, students can learn from the opinions and experiences of others, undertake more comprehensive assessments, become active learners, and develop interpersonal and team-working skills (Johnston and Miles, 2004). Furthermore, group assessments can also help develop skills of critical analysis and creativity (Barfield, 2003). These benefits, however, are only likely to arise if two conditions are met. First, that group assessment is part of a wide and varied diet of assessment forms. Second, that group assessment is done well.

- In any semester, no more than 50% of modules in a programme will have group assessment as part of the modules' assessment regime.
- All group assessments must have a clear pedagogical rationale which is communicated to students. In particular, the rationale will explain how the group assessment contributes to the meeting of the module's learning outcomes and why group assessment is the best way of doing this.
- In modules where there is an element of group assessment, group work must be embedded in the module and, therefore, have a significant role in the teaching and learning strategy of the module. In such modules, it is not acceptable that the only element of group work that students undertake is the group assessment.
- Modules with group assessments will have a clearly articulated policy for students who do not fully contribute to the group assessment which will be communicated to all students. The policy will explain how such *free loading* is to be identified (by both academics and students), reported and dealt with. Free loading should be addressed during the process of group assessment and not just at the end of a group assessment exercise.
- Unless there is a compelling pedagogical rationale, all group assessment will assess both the outcome of the group work and process of the group work. Where there is a compelling rationale for not assessing the process of group work, this should be provided by the Module Leader.
- The level of complexity of the group assessments should be designed so that members of the group must collaborate throughout the whole group assessment process and should minimise the opportunities for groups to separate the assessment into tasks which can be done on an individual basis.
- The marking criteria for group assessments should be designed so that individual contributions to the assessment are fully recognised (e.g. by using a contribution sheet).
- There must be a clear rationale of how students are allocated into groups for the purpose of group assessment. Putting students into groups at random may be more appropriate during the early stages of a programme, whereas self-selecting groups may be more appropriate during the later stages of a programme.

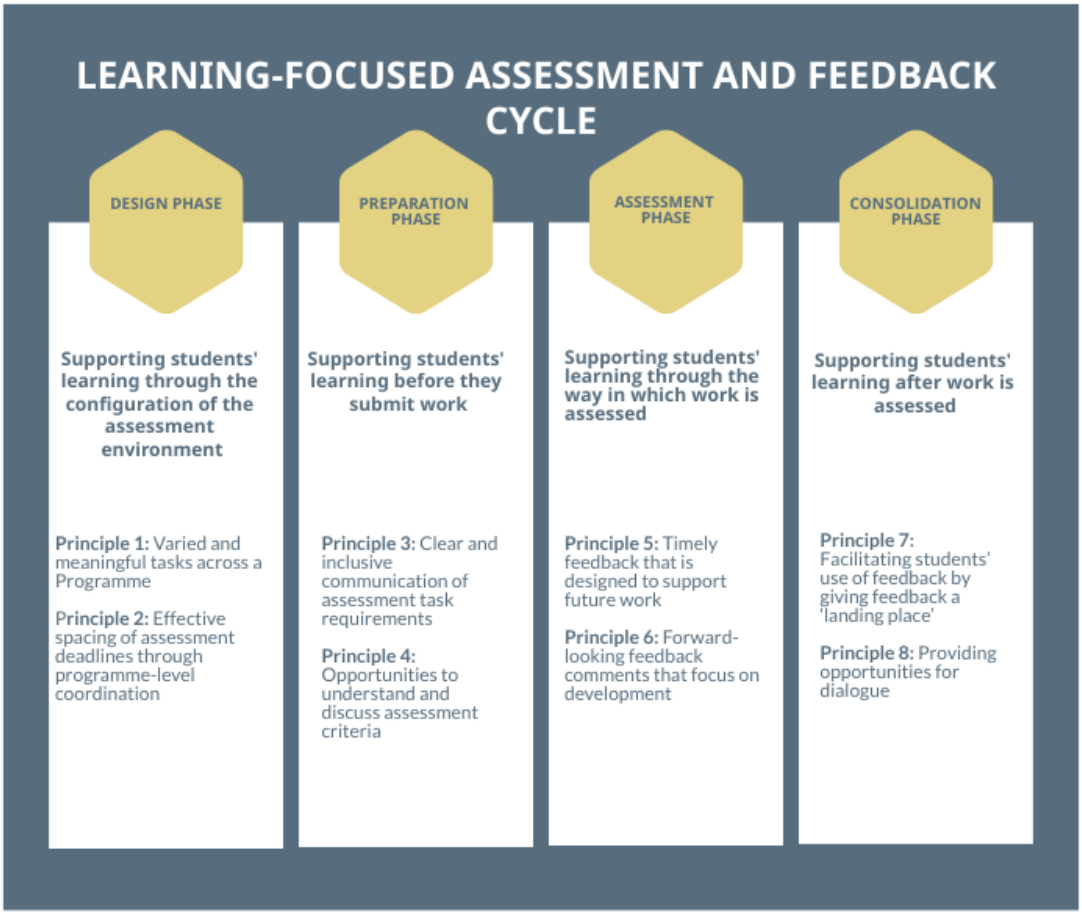
## Appendix 5 – Guiding principles supporting learning-focused assessment and student feedback

The fairness of assessment and the utility of feedback are often thought about just in terms of the grading and feedback that accompanies marked work. This part of the process, the actual 'assessment' phase, is just one small part of the overall assessment and feedback experience from the perspective of the student. In order for feedback to support meaningful learning, it is important to expand our focus from just the grades and comments themselves, to what happens before and after this part of the cycle.




Embedding this cycle into practice involves the application of 8 simple principles, summarised below, and then explained in more detail in the sections that follow.

***The learning-focused assessment and feedback cycle: Summary of principles***




For more information on the research underpinning the learning-focused assessment and feedback cycle, please see Designing Effective Feedback Processes in Higher Education: A Learning-Focused Approach.

*The **design phase** represents the ways in which students' learning is supported through the configuration of the assessment environment.*

### Principle 1: Varied and meaningful tasks across a programme

Assessments should not just be about certifying learning that has taken place; the process of working on an assessment task should be a vehicle for learning in itself. Thus, whilst repetition of the same assessment format (e.g., essay, lab report) enables students to implement feedback to develop their assignment-specific skills, a very narrow range of assessment types also limits the potential for students to develop varied skills. Assessments that possess 'authenticity' also enable students to develop and practice skills they will need in their future professional practice.

What this means in practice:

- Across a programme, ensure that students have both repeated assessment tasks of the same type, as well as some variety to enable them to develop new skills through assessment.
- Communicate to students how a particular assessment task will enable them to develop and demonstrate skills that will support them in their future professional practice. Thinking about assessments in terms of their 'authenticity' is a good way of doing this.

### Principle 2: Effective spacing of assessment deadlines through programme-level coordination

A common source of dissatisfaction for students in the area of assessment and feedback is the bunching of assessment deadlines across modules. Ineffective spacing of assessment deadlines is also more likely to encourage students to adopt unacceptable academic practices such as outsourcing parts of their work to essay mills or AI, and also has a negative impact on their wellbeing. Programme-level assessment design enables careful planning of students' assessment journeys so that they are able to effectively balance requirements across different modules.

What this means in practice:

- Mapping all assessment deadlines at programme levels to spot bunching or uneven spread of deadlines, also including other key considerations such as field trips.
- Where some bunching is unavoidable, clearly communicate the rationale to students.

***The Preparation Phase***

**Principle 3: Clear and inclusive communication of assessment task requirements**

*The **preparation phase** represents the ways in which students gain a clear understanding of the assessment task and the criteria against which their work will be assessed.*

Students are better able to learn through an assessment task where they have a clear understanding of what they are being asked to do. If students do not feel that they have had opportunities to fully understand the task expectations, this can contribute to a perception that assessment has not been fair. Ensuring that all students understand what is required of them is also an inclusive practice, as we know that some students are more likely than others to come forward and ask for further clarification, which can exacerbate attainment gaps.

What this means in practice:

- Provide core assessment information in one place, for example using an inclusive assessment brief template, or recording a video assessment brief or podcast.
- Provide opportunities for Q&A that involve all students (e.g. using seminar time, discussion boards, or a Q&A webinar), rather than just relying on office hours for responding to individual queries.

**Principle 4: Opportunities to understand and discuss assessment criteria**

Students are better able to learn through an assessment task where they have a clear understanding of how their work will be assessed. Assessment can also be perceived as unfair if students do not fully understand the criteria used to arrive at their grade. Simply posting generic grade descriptors on the VLE, without providing students with opportunities to discuss and perhaps apply criteria, is unlikely to support meaningful learning through assessment. Rather than constituting 'spoon feeding', clarity around criteria can actually promote students' independence.

What this means in practice:

- Provide students with opportunities to discuss criteria and seek clarification on what they mean.
- Provide students with Opportunities to apply criteria through activities such as engaging with exemplars, peer assessment, or live marking screencasts[13].

***The Assessment Phase***

*The **assessment phase** represents the process of marking and providing feedback information on students' work.*

[13] Example 'live marking' screencasts (Courtesy of Dr Nigel Francis, Cardiff University): Poor Report, Average Report, Good Report

### Principle 5: Timely feedback that is designed to support future work

The timeliness of feedback is about more than just returning it on time; it is about ensuring that feedback comes at a time where students are able to implement the feedback to inform current or future work.

What this means in practice

- Consider when designing assessment tasks and planning deadlines how the timing of feedback return will enable students to use it to inform subsequent work. It is good practice to map all assessment deadlines and feedback return dates at a programme level, and then explain to students how and where they can apply feedback from one assessment to another.
- Meet agreed turnaround times for feedback return and provide clear communication to students about when their work will be returned.

### Principle 6: Forward-looking feedback comments that focus on development

Research indicates that what students most want from feedback is guidance on how to develop their skills and understanding in ways that support future work.

What this means in practice

- Talk to students to develop a shared understanding of what effective feedback means in the context of your discipline, and what forms of feedback they find most useful.
- Frame comments in ways that support learning.
- Encourage feedback-seeking by finding out from students at the point of submission what form of feedback they would find most valuable.

***The Consolidation Phase***

*The **consolidation phase** supports students' learning after their work has been assessed, by giving feedback meaning and relevance.*

**Principle 7: Facilitating students' use of feedback by giving feedback a 'landing place'**

If feedback is to be meaningful and support learning, it should have a 'landing place'; that is, there should be another task or assignment where the comments provided have relevance and can support students in developing their skills or understanding.

What this means in practice

- Map assessment design at the programme level, so that all module leaders have a good idea of the assessment tasks students will be completing before and after their own. This supports identification of 'landing places' for feedback comments.
- Even if the most relevant 'landing place' for a set of comments does not occur until later in the programme, there are activities that can support students in revisiting and applying feedback comments at a later time.
- When writing feedback, signpost to students potential 'landing places' where they can apply the comments you have provided.

**Principle 8: Providing opportunities for dialogue**

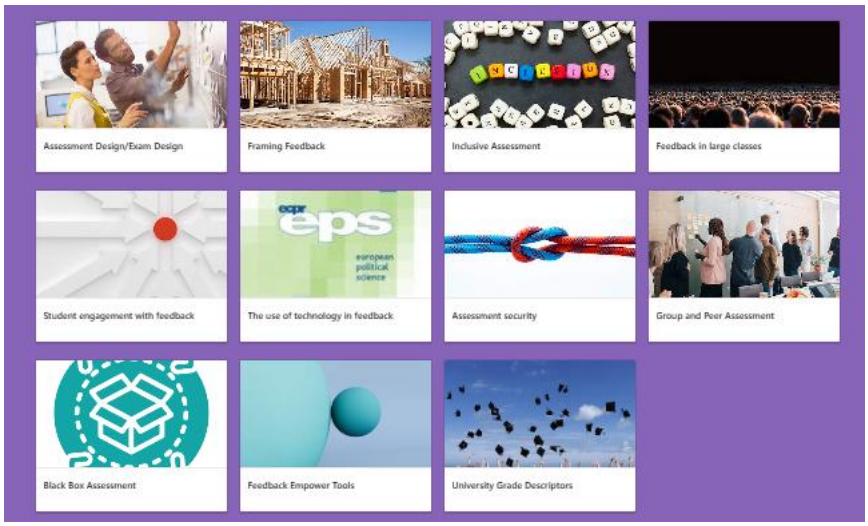
Feedback comments can be difficult for students to 'decode', and their meaning may remain hidden to students. It is good practice to provide opportunities for students to discuss feedback and consider how they can apply it to future work.

What this means in practice

- Provide clarity regarding how students can contact you to discuss their feedback. These conversations should be framed as supporting students' learning through discussing feedback, not as a requirement to justify marks.
- You can also provide opportunities for dialogue through a feedback webinar, providing generic cohort-level feedback whilst answering queries as they appear in the chat.

## Further ***Resources***

The EduHub contains an Assessment and Feedback Toolkit, including resources, videos, and case studies of practice for eight key assessment and feedback topics:




For more information about any of the principles in the learning-focused assessment and feedback cycle, or guidance on how to embed them in your practice, please contact the Surrey Institute of Education.

## Appendix 6 – Feedback template

| | | | |
|---|---|---|---|
| Student URN | *Student's University Registration Number, usually 7* | Grade | |
| Module | *If possible, please include the module code.* | UoA | |

### Section 1

What has been done well (in relation to the assessment criteria)

*This would be the section where Departments could insert their own specific rubrics in a format that best suits the discipline: a blank space for text or a table to insert a more itemised perspective.*

### Section 2

How you may strengthen future work

*How students might change their approach; strengthen their understanding by further reading; develop a skill by further practice; employ additional procedures or techniques; engage with other students/academics/professionals.*

### Section 3

General comments

*This would include wider comments about presentation; the wider application of the work covered and how it might be developed in later modules or in professional practice.*

Marker's name:

Second marker's comment (only available if work has been double marked):

*Any additional perspective that might be of help.*

## Appendix 7 – Methodologies for mark adjustment

The premise of the University's mark adjustment methods is summarised in the slide set "Methods of Mark Adjustment" available on the Quality Framework webpage for *Codes of Practice*.

Implementation of mark adjustment can be carried out by simply entering raw marks and relevant *adjustment parameters* (see below) to the Excel workbook of the chosen method (also available on the Quality Framework webpage). The workbook will automatically calculate the mean and standard deviation of the entered (raw) data. Likewise, graphical representations of the raw and adjusted mark distributions (including a scatter plot of adjusted vs. raw mark) are automatically generated and provide a useful visual check on the adjustment.

The following notes are intended to guide Module Leaders, Programme Leaders and Associate Heads of School, Education in the selection of a suitable mark adjustment method.

### 1. Method 1: Z-Score Normalisation

1.1 This is the most convenient method to use if you just want to adjust the mean and move the mark distribution uniformly up or down. The method is best suited for marks that have (approximately) normal distribution, i.e. the bell-curve distribution.

1.2 There are 2 adjustment parameters: the required values of the mean, and standard deviation. Some further considerations in the use of this method are summarised below:

- If you leave the standard deviation unchanged (i.e. required = raw), it is simply adding to or subtracting from the mark of every student in the cohort. For example, if the raw data mean is 70% and a required mean of 65% is entered, then 5 percentage points will be subtracted from the mark of each student.
- If the mean looks reasonable but, for example, the standard deviation is rather small (suggesting very little differentiation in the marking, e.g. poor use of marking range), then the standard deviation can be increased whilst keeping the mean constant.
- For both mean and/or standard deviation adjustments, care is needed not to unintentionally push students into failure, or conversely, into a first-class grade. It is also possible to generate adjusted marks that exceed 100% or indeed fall below 0%.
- If you want to reduce the failure rate without changing the proportion of firsts (or distinctions), one way would be to increase the mean and reduce the standard deviation.

### 2. Method 2: Quadratic Scaling

2.1 This is a method of mark adjustment that allows you to scale marks without inadvertently generating marks that fall outside the 0-100% range. The method results in the maximum adjustment to marks in the 50% region, and diminishingly less adjustment as the 0% or 100% mark regions are approached. A specified mark (e.g. 70%) can be directly adjusted to a desired value (e.g. 65%), but there is little control in adjusting the distribution of the marks, i.e. the standard deviation cannot be directly controlled. Nevertheless, it provides a very quick method of adjusting the mean mark when there is a very wide mark distribution and so a danger of generating nonsensical values.

2.2 With reference to the slide set "Methods of Mark Adjustment", scaling is as though the plot of adjusted vs. raw marks (initially a straight line for unadjusted marks) is replaced by a curve that is displaced upward or downward by a specified amount at a particular point, whilst keeping each end (at 0% and 100%) pinned in place. There are no rules governing where this key point (mark) for the displacement is, although the logic might be to locate it at a degree-class boundary.

2.3 The 2 adjustment parameters for this method define the key point mentioned above and its level of adjustment, i.e. the *actual* and *desired* marks. Some further considerations in the use of this method are summarised below:

- The method works well for a distribution that has the bulk of students achieving middle marks (e.g. 45-55%), but where you do not necessarily want to scale the marks at the extremes of performance (exceptionally poor or good).
- Some trial and error is needed (point selection and degree of adjustment at that point) to achieve an overall desired mean mark.
- Depending on the raw mark distribution, and the degree and direction of scaling, the standard deviation may either increase or decrease but does not usually change significantly.

**3. Method 3: 3- and 4-Point Piecewise Linear Scaling**

3.1 These are best suited to distributions where there are localised problems. For example, where the marks look fine at the higher end but there is a bigger than expected failure rate. Piecewise scaling gives you some ability to address this. It does not make the assumption that you are dealing with a normal distribution of marks, which is a shortcoming of the Z-score method.

3.2 Workbooks have been created to support mark adjustments for either Level 4-6 programmes (4-point piecewise linear scaling) or Level 7 modules (3-point piecewise linear scaling). The former allows independent adjustment of the 4 classification boundaries associated with UG modules, i.e. pass (40%), lower-second (50%), upper-second (60%) and first-class (70%). For example, an increase of the first-class boundary to 75% will reduce the overall number of first-class achievements by scaling marks down accordingly in that region. The 3-point piecewise linear scaling method works in a similar way, but with initial boundaries set as pass (50%), merit (60%) and distinction (70%), and is suitable for PGT and Integrated Masters programmes. Some further considerations in the use of this method are summarised below:

- Where Bachelors and Integrated Masters students (or Integrated Masters and PGT students) might be enrolled on the same module, a bimodal distribution of marks (with two distinct humps rather than one) is often observed, and piecewise methods can accommodate this.
- The method might be useful when it is felt the standard for pass was too high, and local adjustment in that area only is desired.

3.3 Comparison to student performances in previous years may also help define class boundaries to achieve similar achievement profiles, especially if an anomaly is deemed to exist in the current assessment.

**4. Procedure**

4.1 The adjustment can be carried out on the aggregated module marks or, where it is apparent that a particular unit of assessment is causing an unacceptable distribution of marks, the adjustment can be carried out on that single unit of assessment.

**5. Board of Examiners**

5.1 When the marks adjustment has been applied, the Module Leader presents the completed spreadsheet to the Board of Examiners Chair, who will review the proposed marks adjustment. If the Board of Examiners Chair is satisfied with the distribution, the adjusted marks will be entered into SITS.

5.2 The Board of Examiners is presented with the raw and adjusted marks and advised of the adjustment procedure that has been applied and the justification for it. In exceptional circumstances the Board may request that the marks adjustment is modified or that the raw marks are reinstated – in which case the marks entered in SITS will be replaced by the new agreed distribution.

5.3 If marks adjustment has been carried out and agreed by the Board of Examiners, the External Examiner is presented with the raw and adjusted marks and advised of the adjustment procedure that has been applied and the justification for it. If the External Examiner is satisfied with the adjustment, no further action is required. Otherwise, the Board of Examiners Chair will discuss the matter with the External Examiner in order to reach consensus on the way forward.

5.4 If marks adjustment has been carried out and agreed by the Board of Examiners and the External Examiner, a report is made to Senate Progression and Conferment Executive (SPACE), in line with the *Code of practice for assessment and feedback* using the template below.

**Case for adjustment of marks**

*(please delete the prompts after completing the case)*

**Module code: …… Module title: ……**

**Academic year: 20… /… Semester: …**

**Cohort size: ……..**

**Background and justification**

*Consider the following when making your decision to adjust marks:*

*Why is mark adjustment considered necessary: is the module mean, failure rate, or proportion of first class marks unusually high or low? Is this in comparison to performance in other modules in the same level and semester, or the historical performance of this module (3-5 year trend)? Is a particular unit of assessment responsible (e.g. how do exam and coursework performance correlate)? If a scatterplot or cumulative distribution has been used to identify the anomaly, please include that here.*

*What is thought to have caused the anomalous mark distribution: is the module new? Has it been taught by different staff for the first time? Have the teaching and/or assessment methods been changed? Did student feedback or evaluations highlight any problems?*

……..

**Details of proposed adjustment**

*Which method of mark adjustment has been used (z-score, quadratic, piecewise linear) and what scaling parameters were used? What was the reason for choosing these values?*

*Histograms of raw and adjusted should be imported from the appropriate Excel workbook; right-click the chart, Copy, and then Paste Special | Picture (Enhanced Metafile) into this document.*

*Provide a summary of the key statistics to show the effect of the mark adjustment:*

| | | | **Raw** | | **Adjusted** | |
|---|---|---|---|---|---|---|
| **UoA** | **Type** *(exam, coursework, etc)* | **Weighting** | **Mean** | **Std Dev** | **Mean** | **Std Dev** |
| 001 | | | | | | |
| 002 | | | | | | |
| *etc* | | | | | | |
| | | | | | | |
| | | | | | | |

*Has the mark adjustment had the desired impact – for example on failure rate or proportion of first class marks?*

*Check, that there has not been any undesirable consequences to the cohort following this process*

……

**Comments from External Examiner**

*Has the External Examiner been consulted? Were they in agreement with the proposed mark adjustment?*

*Was this undertaken at Pre-Board following advice from the External Examiner and then reported to the Board of Examiners? What was the date of the BoE where this was either reported or further discussed and agreed? Include any relevant extracts from the BoE Examiners' minutes etc.*

……..

**Future mitigation**

*What will be done to avoid a reoccurrence of the need for mark adjustment in the future?*

……..

Chair of Board of Examiners: ……

Date: ……

Associate Dean (Education): ……

Faculty:

# Annexe 1

**Mark adjustment**
**Z-score normalization**
Suitable for Levels FHEQ 4-7

**NB: Column A contains illustrative values ONLY and should be replaced with actual marks. Similarly for cells B11 and B12.**

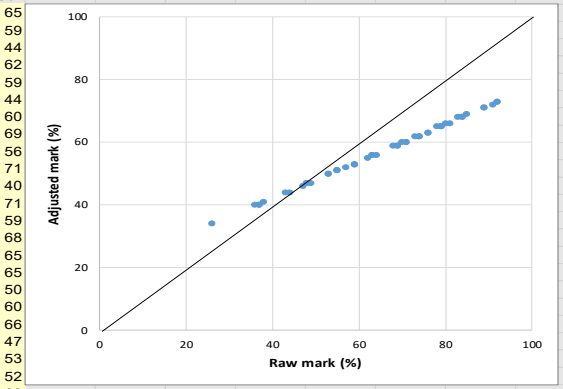
| | |
|---|---|
| Raw | |
| Mean | 65.3 |
| Std.Dev. | 16.79 |
| | |
| Required | |
| Mean | 57.0 |
| Std.Dev. | 10.00 |

STEPS

1. Enter the original ('Raw') data values in column A, either manually or by copying from another spreadsheet (using Paste Special | Values)
2. Set the Required Mean and Standard Deviation in B11 and B12 respectively
3. If there are **more than 50** raw data values, extend the ranges in cells B7 and B8, copy B65 : AF65 to all the additonal rows below (to preserve the histograms), and increase the range of the scatter plot by right clicking the graph and then Select Data.
4. If there are **fewer than 50** raw data values, shorten the ranges in cells B7 and B8, delete the superfluous rows from column A to AF (to preserve the histograms), and reduce the range of the scatter plot by right clicking the graph and then Select Data.

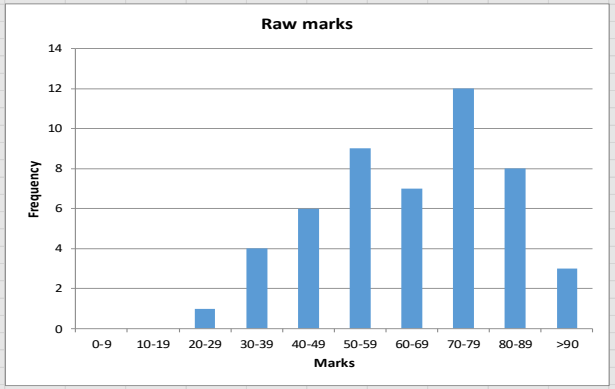
NB: If an adjusted mark falls below 0% or above 100%, the cell will be highlighted in orange (conditional formatting)

| Raw | Standard | Adjusted |
|---|---|---|
| 79 | 0.815 | 65 |
| 69 | 0.219 | 59 |
| 43 | -1.330 | 44 |
| 74 | 0.517 | 62 |
| 68 | 0.160 | 59 |
| 44 | -1.270 | 44 |
| 70 | 0.279 | 60 |
| 85 | 1.172 | 69 |
| 63 | -0.138 | 56 |
| 89 | 1.411 | 71 |
| 36 | -1.747 | 40 |
| 89 | 1.411 | 71 |
| 69 | 0.219 | 59 |
| 84 | 1.113 | 68 |
| 79 | 0.815 | 65 |
| 79 | 0.815 | 65 |
| 53 | -0.734 | 50 |
| 71 | 0.338 | 60 |
| 81 | 0.934 | 66 |
| 48 | -1.032 | 47 |
| 59 | -0.376 | 53 |
| 57 | -0.496 | 52 |
| 73 | 0.457 | 62 |
| 55 | -0.615 | 51 |
| 80 | 0.874 | 66 |
| 26 | -2.342 | 34 |
| 83 | 1.053 | 68 |
| 59 | -0.376 | 53 |
| 74 | 0.517 | 62 |
| 59 | -0.376 | 53 |
| 49 | -0.972 | 47 |
| 63 | -0.138 | 56 |
| 37 | -1.687 | 40 |
| 76 | 0.636 | 63 |
| 38 | -1.627 | 41 |
| 78 | 0.755 | 65 |
| 55 | -0.615 | 51 |
| 91 | 1.530 | 72 |
| 48 | -1.032 | 47 |
| 37 | -1.687 | 40 |
| 47 | -1.091 | 46 |
| 92 | 1.589 | 73 |
| 84 | 1.113 | 68 |
| 53 | -0.734 | 50 |
| 92 | 1.589 | 73 |
| 62 | -0.198 | 55 |
| 76 | 0.636 | 63 |
| 55 | -0.615 | 51 |
| 64 | -0.079 | 56 |
| 71 | 0.338 | 60 |



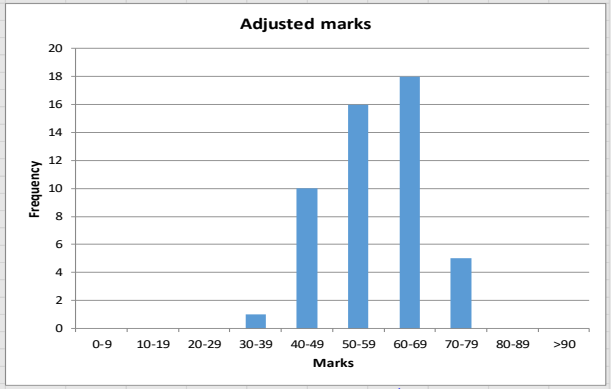

Total number of students **50**

| 0-9 | 10-19 | 20-29 | 30-39 | 40-49 | 50-59 | 60-69 | 70-79 | 80-89 | >90 |
|---|---|---|---|---|---|---|---|---|---|
| 0 | 0 | 1 | 4 | 6 | 9 | 7 | 12 | 8 | 3 |




Total number of students **50**

| 0-9 | 10-19 | 20-29 | 30-39 | 40-49 | 50-59 | 60-69 | 70-79 | 80-89 | >90 |
|---|---|---|---|---|---|---|---|---|---|
| 0 | 0 | 0 | 1 | 10 | 16 | 18 | 5 | 0 | 0 |




A maximum cohort size is anticipated for the columns used to produce the histograms
(see formulae in L14 : AF14)

# Annexe 2

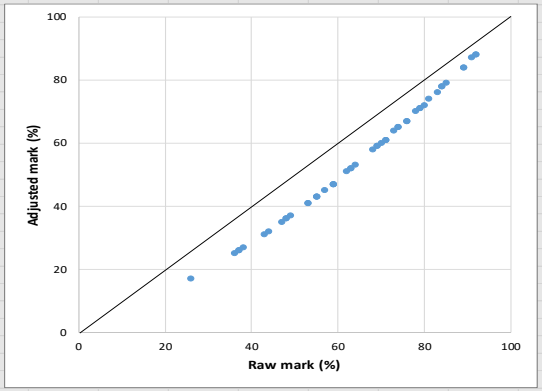
**Mark adjustment**
**Quadratic Scaling**
Suitable for Levels FHEQ 4-7 **NB: Column A contains illustrative values ONLY and should be replaced with actual marks. Similarly for cells B6 and B7.**

| | |
|---|---|
| Actual | 70 |
| Desired | 60 |
| Maximum | 100 |
| Factor K | -0.004762 |

STEPS
1. Enter the original ('Raw') data values in column A, either manually or by copying from another spreadsheet (using Paste Special | Values)
2. Set the pair (Actual, Desired) in cells B6 and B7, where Actual is a specified mark which is to be adjusted to a Desired mark. Keep Maximum at 100 (as units of assessment are normally marked out of 100)
3. If there are **more than 50** raw data values, extend the ranges in cells B12 and B13, copy B65 : AF65 to all the additonal rows below (to preserve the histograms), and increase the range of the scatter plot by right clicking the graph and then Select Data.
4. If there are **fewer than 50** raw data values, shorten the ranges in cells B12 and B13, delete the superfluous rows from column A to AF (to preserve the histograms), and reduce the range of the scatter plot by right clicking the graph and then Select Data.

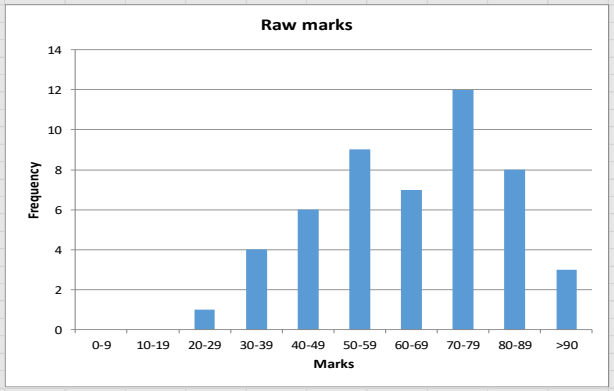
| Means | |
|---|---|
| Raw | 65.3 |
| Adjusted | 55.8 |

| Raw | Adjusted |
|---|---|
| 79 | 71 |
| 69 | 59 |
| 43 | 31 |
| 74 | 65 |
| 68 | 58 |
| 44 | 32 |
| 70 | 60 |
| 85 | 79 |
| 63 | 52 |
| 89 | 84 |
| 36 | 25 |
| 89 | 84 |
| 69 | 59 |
| 84 | 78 |
| 79 | 71 |
| 79 | 71 |
| 53 | 41 |
| 71 | 61 |
| 81 | 74 |
| 48 | 36 |
| 59 | 47 |
| 57 | 45 |
| 73 | 64 |
| 55 | 43 |
| 80 | 72 |
| 26 | 17 |
| 83 | 76 |
| 59 | 47 |
| 74 | 65 |
| 59 | 47 |
| 49 | 37 |
| 63 | 52 |
| 37 | 26 |
| 76 | 67 |
| 38 | 27 |
| 78 | 70 |
| 55 | 43 |
| 91 | 87 |
| 48 | 36 |
| 37 | 26 |
| 47 | 35 |
| 92 | 88 |
| 84 | 78 |
| 53 | 41 |
| 92 | 88 |
| 62 | 51 |
| 76 | 67 |
| 55 | 43 |
| 64 | 53 |
| 71 | 61 |



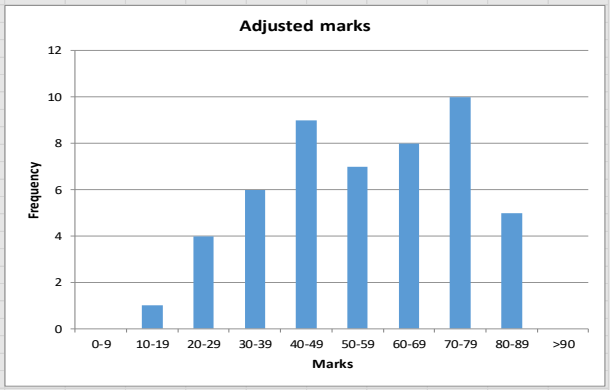

Total number of students **50**

| 0-9 | 10-19 | 20-29 | 30-39 | 40-49 | 50-59 | 60-69 | 70-79 | 80-89 | >90 |
|---|---|---|---|---|---|---|---|---|---|
| 0 | 0 | 1 | 4 | 6 | 9 | 7 | 12 | 8 | 3 |




Total number of students **50**

| 0-9 | 10-19 | 20-29 | 30-39 | 40-49 | 50-59 | 60-69 | 70-79 | 80-89 | >90 |
|---|---|---|---|---|---|---|---|---|---|
| 0 | 1 | 4 | 6 | 9 | 7 | 8 | 10 | 5 | 0 |




A maximum cohort size is anticipated for the columns used to produce the histograms
(see formulae in L14 : AF14)

# Annexe 3

**Mark adjustment**
**4-Point Piecewise Linear Scaling**
Suitable for Levels FHEQ 4-6 **NB: Column A contains illustrative values ONLY and should be replaced with actual marks. Similarly for cells B6 : B9.**

| | |
|---|---|
| **P**ass | 40 |
| **L**ower 2nd | 50 |
| **U**pper 2nd | 70 |
| **F**irst | 80 |
| Means | |
| Raw | 65.3 |
| Adjusted | 60.0 |

STEPS
1. Enter the original ('Raw') data values in column A, either manually or by copying from another spreadsheet (using Paste Special | Values)
2. Decreasing the value of any scaling point will move the profile to the left and adjust marks *upwards*, either side of that point.
3. Increasing the value of any scaling point will move the profile to the right and adjust marks *downwards* , either side of that point.
4. If there are **more than 50** raw data values, extend the ranges in cells B12 and B13, copy B65:AF65 to all the additonal rows below (to preserve the histograms), and increase the range of the scatter plot by right clicking the graph and then Select Data.
5. If there are **fewer than 50** raw data values, shorten the ranges in cells B12 and B13, delete the superfluous rows from column A to AF (to preserve the histograms), and reduce the range of the scatter plot by right clicking the graph and then Select Data.

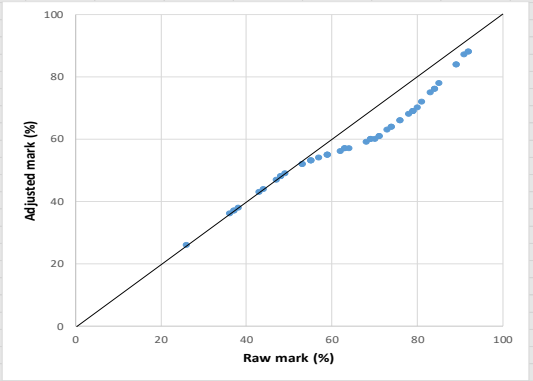
Total number of students **50**

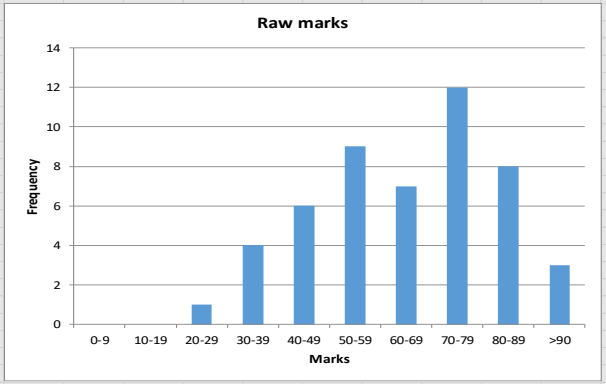
| 0-9 | 10-19 | 20-29 | 30-39 | 40-49 | 50-59 | 60-69 | 70-79 | 80-89 | >90 |
|---|---|---|---|---|---|---|---|---|---|
| 0 | 0 | 1 | 4 | 6 | 9 | 7 | 12 | 8 | 3 |

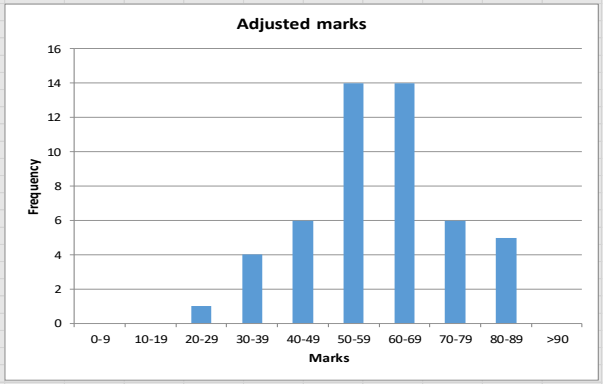
Total number of students **50**

| 0-9 | 10-19 | 20-29 | 30-39 | 40-49 | 50-59 | 60-69 | 70-79 | 80-89 | >90 |
|---|---|---|---|---|---|---|---|---|---|
| 0 | 0 | 1 | 4 | 6 | 14 | 14 | 6 | 5 | 0 |

| Raw | Adjusted |
|---|---|
| 79 | 69 |
| 69 | 60 |
| 43 | 43 |
| 74 | 64 |
| 68 | 59 |
| 44 | 44 |
| 70 | 60 |
| 85 | 78 |
| 63 | 57 |
| 89 | 84 |
| 36 | 36 |
| 89 | 84 |
| 69 | 60 |
| 84 | 76 |
| 79 | 69 |
| 79 | 69 |
| 53 | 52 |
| 71 | 61 |
| 81 | 72 |
| 48 | 48 |
| 59 | 55 |
| 57 | 54 |
| 73 | 63 |
| 55 | 53 |
| 80 | 70 |
| 26 | 26 |
| 83 | 75 |
| 59 | 55 |
| 74 | 64 |
| 59 | 55 |
| 49 | 49 |
| 63 | 57 |
| 37 | 37 |
| 76 | 66 |
| 38 | 38 |
| 78 | 68 |
| 55 | 53 |
| 91 | 87 |
| 48 | 48 |
| 37 | 37 |
| 47 | 47 |
| 92 | 88 |
| 84 | 76 |
| 53 | 52 |
| 92 | 88 |
| 62 | 56 |
| 76 | 66 |
| 55 | 53 |
| 64 | 57 |
| 71 | 61 |




A maximum cohort size is anticipated for the columns used to produce the histograms
(see formulae in L14 : AF14)

# Annexe 4

**Mark adjustment**
**3-Point Piecewise Linear Scaling**
Suitable for Level FHEQ 7

**NB: Column A contains illustrative values ONLY and should be replaced with actual marks. Similarly for cells B6 : B8.**

| | | |
|---|---|---|
| **P**ass | 50 | |
| **U**pper 2nd | 70 | (**M**erit) |
| **F**irst | 80 | (**D**istn) |

STEPS

1. Enter the original ('Raw') data values in column A, either manually or by copying from another spreadsheet (using Paste Special | Values)
2. Decreasing the value of any scaling point will move the profile to the left and adjust marks *upwards,* either side of that point.
3. Increasing the value of any scaling point will move the profile to the right and adjust marks *downwards* , either side of that point.
4. If there are **more than 50** raw data values, extend the ranges in cells B12 and B13, copy B65 : AF65 to all the additonal rows below (to preserve the histograms), and increase the range of the scatter plot by right clicking the graph and then Select Data.
5. If there are **fewer than 50** raw data values, shorten the ranges in cells B12 and B13, delete the superfluous rows from column A to AF (to preserve the histograms), and reduce the range of the scatter plot by right clicking the graph and then Select Data.

Means

| | |
|---|---|
| Raw | 65.3 |
| Adjusted | 60.0 |

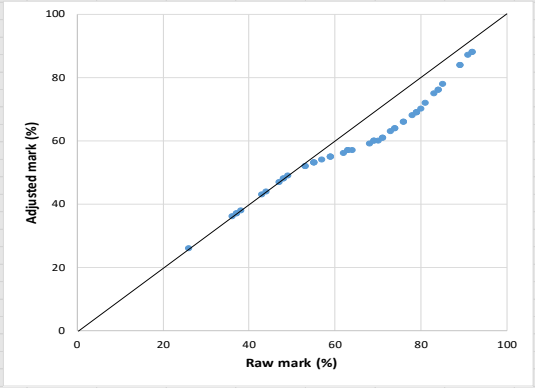
Total number of students **50**

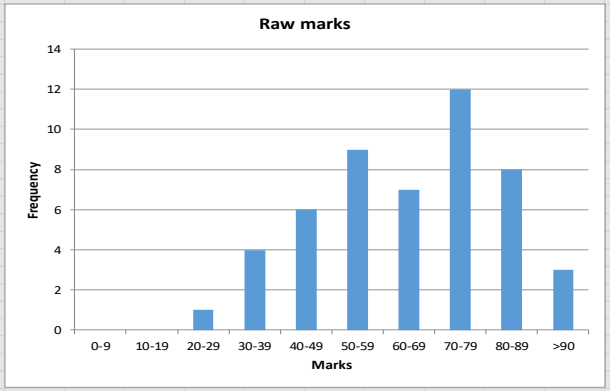
| 0-9 | 10-19 | 20-29 | 30-39 | 40-49 | 50-59 | 60-69 | 70-79 | 80-89 | >90 |
|---|---|---|---|---|---|---|---|---|---|
| 0 | 0 | 1 | 4 | 6 | 9 | 7 | 12 | 8 | 3 |

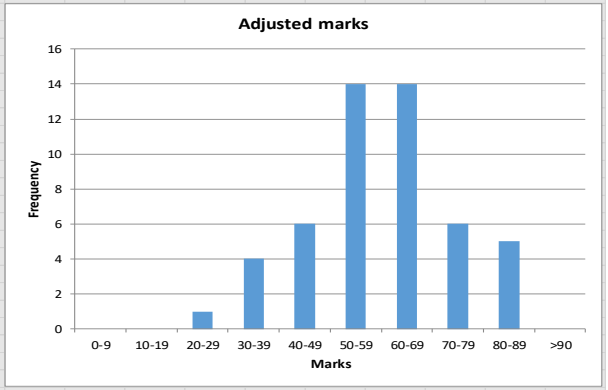
Total number of students **50**

| 0-9 | 10-19 | 20-29 | 30-39 | 40-49 | 50-59 | 60-69 | 70-79 | 80-89 | >90 |
|---|---|---|---|---|---|---|---|---|---|
| 0 | 0 | 1 | 4 | 6 | 14 | 14 | 6 | 5 | 0 |

| Raw | Adjusted |
|---|---|
| 79 | 69 |
| 69 | 60 |
| 43 | 43 |
| 74 | 64 |
| 68 | 59 |
| 44 | 44 |
| 70 | 60 |
| 85 | 78 |
| 63 | 57 |
| 89 | 84 |
| 36 | 36 |
| 89 | 84 |
| 69 | 60 |
| 84 | 76 |
| 79 | 69 |
| 79 | 69 |
| 53 | 52 |
| 71 | 61 |
| 81 | 72 |
| 48 | 48 |
| 59 | 55 |
| 57 | 54 |
| 73 | 63 |
| 55 | 53 |
| 80 | 70 |
| 26 | 26 |
| 83 | 75 |
| 59 | 55 |
| 74 | 64 |
| 59 | 55 |
| 49 | 49 |
| 63 | 57 |
| 37 | 37 |
| 76 | 66 |
| 38 | 38 |
| 78 | 68 |
| 55 | 53 |
| 91 | 87 |
| 48 | 48 |
| 37 | 37 |
| 47 | 47 |
| 92 | 88 |
| 84 | 76 |
| 53 | 52 |
| 92 | 88 |
| 62 | 56 |
| 76 | 66 |
| 55 | 53 |
| 64 | 57 |
| 71 | 61 |




A maximum cohort size is anticipated for the columns used to produce the histograms
(see formulae in L14 : AF14)

## Appendix 8 – Guidance for timed online assessments within SurreyLearn

There are two forms of timed online assessments within SurreyLearn:

- Submission of a file to a folder in SurreyLearn within a given time frame after the students have gained access to the paper;
- Completion of online examination using the Test tool in SurreyLearn within a given time frame.

The time limit for students to work on the assessment is determined during the programme/ module validation process. Generally, across majority of Surrey programmes, the time "window" varies between 4 – 48 hours, which gives students a certain degree of flexibility as to when they work on the assessment. Some assessments may also feature a specified time limit for completion, e.g. 2 hours within a 24 hour window.

**Guidelines for submission of files:**

Online guidance exists for creating file submission folders at
https://surreylearn.surrey.ac.uk/d2l/le/lessons/14020/topics/1395203

**Guidelines for timed examinations in SurreyLearn:**

Online guidance exists for creating online tests at
https://surreylearn.surrey.ac.uk/d2l/le/lessons/14020/topics/1774469.

This online guidance covers five steps:

1. Creating a test.
2. Configuring the test, setting up time restrictions etc.
3. Building questions in test.
4. Deterring collusion and misconduct.
5. Enabling personalised time allowances.

## Appendix 9 – Assessment calibration workshops with programme teams

Dr Naomi Winstone & Dr Emma Medland, Surrey Institute of Education

### PURPOSE

No matter how clear a set of grade descriptors (i.e. institution-level grade descriptors for levels 3-7), individual markers bring their own approaches to interpretation of the criteria, and markers often apply tacit judgements when marking work. This can result in discrepant approaches to marking, which can require lengthy moderation procedures in order to ensure consistency and parity of judgement.

This model for a calibration workshop is based on the principles of pre-marking calibration, not post-marking moderation. This approach is best represented as an 'academic conversation' between members of a programme team, to discuss the approaches they take to marking work, and to surface the perhaps contradictory tacit criteria used by different members of a marking team.

### PROCEDURE

Calibration workshops typically last for 75-90 minutes. These workshops can be run at the start of the academic year for all programme staff, or can be run with smaller marking teams prior to the submission of student work.

The main activity in the workshop is the discussion of marks awarded to three separate pieces of work (see 'marking activity' below). There are also a series of potential discussion questions that can be used to surface tacit criteria and to agree common principles for marking.

#### General discussion questions

- What is the difference between level descriptors, grade descriptors, learning outcomes, and marking schemes?
- How would you articulate the difference between the evaluative terms 'sound', 'good', 'excellent', 'outstanding' and 'adequate'?

#### Marking activity

1. The workshop facilitator (e.g. ASSOCIATE HEAD OF SCHOOL, EDUCATION, Programme Leader, or Module Leader) selects three pieces of work for discussion amongst the team. These should be anonymised prior to circulation. The three pieces of work could be chosen to represent a spread of marks, or could include those that may be harder to mark (e.g. borderline submissions). It is recommended that at least one piece of work is a borderline submission or one that is expected to elicit divided opinion, as these cases are often the most useful in forcing the articulation of personal marking models.

2. Members of the marking team individually assign a mark to each piece of work. This can be carried out prior to the workshop itself.

3. In the workshop, each individual writes the grade they have assigned to each piece of work on a single post-it note, sticking it on the wall in a place designated for each individual piece of work. Individuals should be prepared to discuss the reasoning behind their chosen mark.

4. The facilitator opens up a discussion about the spread of marks awarded.

5. Taking each of the individual pieces of work in turn, the facilitator leads a discussion of the features of the work that influenced marking decisions, and why individuals assigned particular grades to the work. Emerging themes and areas of misalignment between markers can be written on a board or flip chart during the discussion.

6. The group should be tasked to identify assumptions that have been made about the work and/or the criteria, differences in beliefs held about the different levels in criteria, ways in which the criteria have been interpreted in different ways by different markers.

**ADDITIONAL ACTIVITIES**

Should there be sufficient time within the workshop, it is also suggested that any supplementary documents designed to support the marking process be considered alongside the following activities:

Purpose: To explore how features of the grade descriptors are prioritised in different ways by different markers.

Procedure: On individual pieces of paper or post-it notes, list each main area of the grade descriptors (e.g. knowledge, application, independent study, etc.). Individually, rank them according to how much weight they are perceived to hold in grading decisions (using tied ranks where necessary). Share and discuss to surface different interpretations of the criteria.

Purpose: To agree the 'distinguishing' features of different mark bands.

Procedure: Discuss what different markers see as the 'distinguishing' features of different mark bands, e.g. what distinguishes a First from an Upper Second, an Upper Second from a Lower Second, and so on. The same process can be repeated within a mark band, e.g. what distinguishes a high First (85+) from a lower First?

Purpose: To surface 'implicit' criteria that are used in the marking process.

Procedures: With reference to the grade descriptors, markers to discuss what other factors influence their grading decisions that are not mentioned in the grade descriptors. It is also useful to discuss the extent to which thoughts about what students 'could have done' influence grading decisions.

## Appendix 10 – Internal moderation/audit report (example)

**Faculty of Engineering & Physical Sciences**

**RECORD OF AUDIT MARKING**

**Module Name** ..... **Module Level** .....

**Assessment** ..... **Semester** .....

**# Students Enrolled on Module** ..... **# Assessments Moderated** .....

**First Marker** ..... **Audit Marker** .....

**External Examiner** .....

| URN or Student Name | Mark | Approved | Comment (if appropriate) |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

**OVERALL COMMENTS:**

**First Marker (Signature)** ..... **Date** .....

**Audit Marker (Signature)** ..... **Date** .....

**External Examiner (Signature)** ..... **Date** .....

## Appendix 11 – Disability and Neuroinclusion: exam deadline protocol

### Background

Each academic year, hundreds of disabled students contact Disability and Neuroinclusion in order to have exam adjustments implemented. These adjustments are recommended by Disability Advisers in Disability and Neuroinclusion and are then timetabled and implemented by the Timetabling and Exams & Graduation teams, respectively. The task of timetabling exams, and sourcing additional rooms and invigilators, is a considerable one, and having a soft deadline for adjustments is putting an unrealistic expectation on all the teams above to get these in place.

### Scope

Although the vast majority of examination adjustments are for disabled and neurodivergent students, exam adjustments are also offered temporarily for students who have experienced an injury or short-term condition, and for pregnant students. The deadlines listed in this protocol apply to all students requiring examination adjustments.

### Deadlines

Students must have their exam adjustments agreed to by the advertised deadlines in order for them to be implemented for the next set of formal examinations. Students who contact the department after this deadline, or who cannot get adjustments agreed to by this deadline, would not be entitled to exam adjustments for the next set of examinations.

Students should be aware that the waiting list for appointments in Semester 1 can be several weeks. Additionally, students may be required to obtain further medical evidence. While the Disability and Neuroinclusion team will do everything within its power to get exam adjustments in place for students making contact before the deadline, it is important that students who wish to be considered for exam adjustments contact the department as soon as possible.

### Extenuating circumstances

Students who miss the relevant deadline and are unable to obtain examination adjustments for their next formal examinations are encouraged to consider submitting an application for Extenuating Circumstances. Students who feel they would be unable to reach their potential without examination adjustments in place can apply using this process to defer their exams to the next available assessment period (which may be the late summer assessments period), when their adjustments could be in place. Students who do not defer their assessments will be declaring themselves fit and able to undertake assessments without examination adjustments in place. This may affect their ability to progress to the next stage of their programme if they defer a significant amount of assessments.

### Evidence for Extenuating Circumstances

The Disability and Neuroinclusion team can provide evidence for Extenuating Circumstances confirming the date you contacted them and that exam adjustments could not be added to the system before the deadline and why.

They can confirm that a student is waiting for a diagnosis in order to defer assessments, but please be aware that no adjustments can be offered on the basis of this letter. Adjustments can be offered once a diagnosis or working diagnosis has been provided.

### Exceptions

In some instances, it may be decided by the Disability and Neuroinclusion team – where the Timetabling and Exams & Graduations teams agree that it can be implemented – to implement exam adjustments that have been agreed after the relevant deadline. This will

always be looked at on a case-by-case basis and would always be considered exceptional circumstances. No specifics can be provided, but factors which would be considered could include:

- An administrative error on the University's part that meant a student's adjustments had not been processed before the deadline through no fault of the student;
- A systems error that meant a student's adjustments were not pulled through correctly and implemented;
- Other exceptional circumstances that caused a preventable barrier outside of the student's control meaning their adjustments could not be agreed on time.

Diagnosis of a condition just before or after the deadline, meaning that adjustments could not be agreed in time, would not normally be considered as exceptional circumstances, and a student in this circumstance should strongly consider applying for Extenuating Circumstances if they did not feel fit to take the assessment.

**Passed deadlines**

Where a student does not have exam adjustments in place, does not qualify for adjustments as an exception, and has not applied for Extenuating Circumstances, there is no other opportunity to have adjustments added.

Exam Invigilators do not have the power to add or amend exam adjustments and should not be asked to do so.

Please note that all requests for exam adjustments are subject to the deadlines and processes above. This applies not only to students requesting exam adjustments directly but also others requesting exam adjustments on a student's behalf. This includes, but is not limited to:

- Family and friends
- Academics including module leaders and personal tutors
- Other professional services staff.

Any person wishing to contest a decision to not offer exam adjustments for a set of exams due to a deadline not being met will be referred to the Disability & Neuroinclusion team in the first instance. Students who believe the initial response is incorrect may be able to lodge a complaint through the standard OSCAR process.

**Semester deadline dates**

The following rules dictate the pattern for exam deadlines. Specific dates year-on-year are available from the Disability and Neuroinclusion team.

- All deadlines are 11.59pm (UK time) on the day of the deadline.
- For Semester 1 exams held in January, the deadline shall be one week before the day that the exam timetable is released in December.
- For Semester 2 exams held in May and June, the deadline shall be one week before the day that the exam timetable is released in April.
- For late summer assessments (LSA) held in August and September, the deadline shall be one week before the first day of the LSA period.
- For in-class and mid-semester tests, the deadline shall be two weeks before the date of the assessment.

**School of Health Sciences, School of Medicine, and School of Veterinary Medicine**

As the School of Health Sciences and the School of Medicine follow their own assessment calendars – and the School of Veterinary Medicine does with its competency-based exams – please see Appendix I, II, & III respectively for details of their exam deadlines.

**Practical assessments**

Deadlines to implement adjustments for practical assessments will normally be handled internally by the specific department.

**Complaints**

As per the University complaints process, complaints made by students are dealt with locally in the first instance, and students should contact Disability & Neuroinclusion to discuss.

In the event that a student is still unhappy with the resolution provided by Disability & Neuroinclusion, they should progress the complaint to the Office of Student Complaints, Appeals and Regulation.

Students requiring support to lodge a complaint should contact the Students' Union for advice and support.

OSCAR - Complaints procedure

Students' Union - Making a complaint

**Appendix 11.1 – School of Health Sciences**

For all written exams, OSCEs, and viva exams, the deadline shall be decided and communicated by the School. Please ask your personal tutor for exact dates.

**Appendix 11.2 – School of Medicine**

For all exams, the deadline shall be four weeks before the exam week. Please ask your personal tutor for exact dates.

**Appendix 11.3 – School of Veterinary Medicine**

All written exams follow the standard University assessment calendar and are subject to the deadline as listed in the protocol.

For practical assessments and competency-based exams, the deadline shall be approximately six weeks before the exam week. Please ask your personal tutor for exact dates.