

Senate Guidance on Assessment and Feedback

Approved by Senate – 10 June 2015

'Assessment makes more difference to the way that students spend their time, focus their effort, and perform, than any other aspect of the courses they study, including the teaching. If teachers want to make their course work better, then there is more leverage through changing aspects of the assessment than anywhere else, and it is often easier and cheaper to change assessment than to change anything else.'

Graham Gibbs, Using assessment to support student learning at UEA (UEA, 2011)

Contents

Abbreviations	3
Introduction	4
1. Key principles and vision - outstanding practice in assessment and feedback	5
2. Defining types of assessment	7
2.1 Formative assessment	7
2.2 Summative assessment.....	7
3. Assessment strategies.....	8
4. The assessment and feedback process.....	9
4.1 Design.....	9
4.2 Minimising plagiarism and collusion.....	10
4.3 Coursework submission and return.....	10
4.4 The award of marks and moderation of coursework	11
4.5 Feedback.....	13
5. The responsibilities of students in the assessment and feedback process	14
6. Examinations and course tests	14
7. Reassessment.....	15
7.1 Support for reassessment.....	15
8. Additional resources	15

Abbreviations

ASKe	Assessment Standards Knowledge exchange
FHEQ	Framework for Higher Education Qualifications in England, Wales and Northern Ireland
LTS	Learning and Teaching Service
PSRB	Professional, statutory and regulatory body
QAA	Quality Assurance Agency for Higher Education
REAP	Re-engineering Assessment Practices in Higher Education
SITS	Student Information System
TESTA	Transforming the Experience of Students through Assessment
UEA	University of East Anglia

Introduction

Effective assessment is at the heart of student learning. The University is committed to ensuring that the assessments employed within its courses are fit for purpose, efficiently supported by both academic and support staff, and by robust processes. It is also committed to ensuring that assessment strategies are properly coordinated at course level, and designed so as to enable students to achieve and demonstrate the full range of course-level outcomes. Assessment encompasses all judgements made about the work of a student, including judgements about their skills, abilities and progress in their course. In part, students are assessed so that UEA can give the appropriate awards to its students. In doing this we are ensuring that we meet the needs of students, potential employers, and professional, statutory and regulatory bodies (PSRBs) governing a range of professions. In addition, assessment should be an integral part of a student's learning experience, embedded in the pedagogical design of modules and courses.

This guidance document summarises the principles and practices underlying the University's assessment activities, and the University's expectations in relation to the design, implementation and review of assessment strategies for all taught programmes. It covers a range of matters within the scope of assessment. Whilst it is aimed primarily at academic staff of the University, it also provides a helpful point of reference for external examiners. It links to, and should be read in conjunction with, the University's [Learning and Teaching Strategy 2014-19](#), and the Regulations that apply to undergraduate and integrated masters courses ([Bachelors and Integrated Masters Award Regulations](#)) and taught postgraduate masters courses ([Common Masters Framework Regulations](#)).

This guidance document is informed by the Quality Assurance Agency for Higher Education's (QAA's) UK Quality Code for Higher Education, in particular Chapter B3: Learning and Teaching and Chapter B6: Assessment of Students and the Recognition of Prior Learning, the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ), and individual QAA subject benchmark statements.

The University has in place institution-wide policies and regulations relating to certain aspects of assessment, but it also recognises that schools of study require flexibility within accepted parameters to adopt the most appropriate assessment practices in the light of the particular needs of the subject discipline, the programme outcomes, PSRB requirements and the needs of the students studying on the course.

The University will continue to develop its systems for monitoring the effectiveness of its assessment strategies. This guidance will be reviewed regularly to ensure that it is up to date, and that it reflects developments within the higher education sector.

1. Key principles and vision - outstanding practice in assessment and feedback

The assessment and feedback process is an integral part of the learning and development process, and a key concern for students during their studies. It is a crucially important means of supporting student learning. It is the responsibility of the University to always provide the best it can for its students, including in this core area. Students' academic, professional and personal development should be positively influenced by all the feedback they have received throughout their course.

The table below has been developed as a tool to help direct improvements in assessment and feedback in schools of study at UEA. It is based on a [national benchmarking tool](#) developed by the National Union of Students, but modified to fit the particular circumstances and systems in operation at UEA. The tool has been developed through dialogue between the University and the Union of UEA Students. The principles set out below provide a means of guiding the University's improvements in assessment and feedback. Principles and processes will be reviewed regularly in partnership with students, through student engagement and representation structures. These principles build upon the Learning and Teaching Strategy – particularly aims 2, 3, 4 and 10, set out on pages 9 and 10 of the [Learning and Teaching Strategy 2014-19](#) document.

Table 1 Issues and principles guiding UEA's improvements in assessment and feedback

Issue	Principle
Diverse forms of assessment designed to assess a range of skills and knowledge	<p>Courses are planned holistically to assess a broad range of skills and knowledge through a variety of forms of assessment including written coursework, examinations and oral presentations.</p> <p>It is made clear to students how the skills they gain and develop can be applied in the wider world.</p> <p>Students are able to articulate the skills they have developed and demonstrated through their course and through individual forms of assessment.</p> <p>Students are able to enter into dialogue with academic staff on their assessment methods, including the balance between taught, peer and self-learning.</p> <p>Students have some choice in the assessment methods they are offered through their choices of modules.</p>
Assessment criteria	Assessment criteria are clear, easily accessible and linked to learning outcomes. Students fully understand them, and are supported in using them.
Submission processes	<p>Submission is simple and flexible, through an online system that confirms receipt and delivers online grades and feedback.</p> <p>Submission is electronic where possible and appropriate, and feedback is provided online where appropriate.</p> <p>Accessibility for students is the paramount concern.</p>
Workload distribution	Assessments are planned across courses to avoid clustering where possible (including for joint honours students). Assessment dates are co-ordinated by the course director.

	<p>An indication of the structure of assessment, including where practicable the pattern of deadlines, is available before module selection, and students are made fully aware of the assessments they will be expected to submit in a module from the outset.</p> <p>During the academic year students are able to raise issues regarding deadlines.</p>
Anonymity and externality	<p>All summative work is anonymous as far as is possible.</p> <p>The University makes appropriate use of external markers to review the approach to assessment.</p>
Marking consistency and distribution	<p>Marking is consistent across every student's course.</p> <p>There is an expectation that all markers will use the full range of marks.</p> <p>Students are made aware of the Senate scale grade/classification descriptors, where appropriate, and these are clearly linked to the marks students are awarded.</p>
Feedback timeliness	<p>All work (formative and summative) should be returned as soon as possible in order that students can reflect and act on it in time for the next piece of relevant assessment. UEA's institutional minimum standard has been 20 working days for summative work, and should move to 15 working days or less where practicable.</p>
Feedback quality	<p>Detailed, constructive, individual feedback is provided on all forms of assessment, including examinations.</p> <p>Students receive on-going verbal, written or email feedback throughout their course, and understand that feedback encompasses more than just written comments on assignments.</p> <p>The opportunities to receive feedback are clearly explained to students at the start of the course.</p> <p>Feedback is detailed enough to identify clearly areas for improvement and examples of good practice.</p> <p>There are opportunities for dialogue about feedback, individually with staff or advisors, as well as peer-to-peer dialogue.</p>
Formative assessment and feedback	<p>Formative assessment is a key aspect of learning, and encourages students to reflect on their performance and develop their skills.</p> <p>Formative feedback is considered holistically as part of a student's personal development.</p> <p>The design of formative coursework should be part of a dialogue between students and staff.</p>
Self-reflection and peer learning	<p>Formative feedback regularly includes self-reflection and peer input, which will be embedded in the curriculum.</p> <p>Students are encouraged to reflect on the feedback they have been given by peers and tutors, and to develop their skills holistically and sustainably.</p>

2. Defining types of assessment

Assessment can be divided into two basic categories: formative and summative.

2.1 Formative assessment

Formative assessment is ‘assessment for learning’, as opposed to summative assessment which is ‘assessment of learning’. At UEA we use formative assessment to describe assessments that do not contribute a mark that counts in the measuring of student attainment.

The key purpose of formative assessment is to facilitate learning and promote reflection of learning. It enables students to practise and demonstrate the academic skills and knowledge that they will be required to apply in their subsequent summative work, and to receive early feedback from their tutors. Engagement in formative exercises helps students to improve their degree outcomes.

Formative assessment provides a valuable opportunity for students to engage in active, participative learning on their modules in all learning environments, including in class, on placement, or in the field or laboratory. It enables students to test their knowledge or skills without a mark being attached to their performance, and provides tutors with an opportunity to provide feedback to the student on their performance. This might involve using a piece of equipment, solving a problem in a lab, articulating ideas in the classroom, demonstrating clinical skills or engaging in a written exercise of some kind. Formative assessment does not, therefore, have to involve students submitting or producing something that is in written format. It gives students an informal opportunity to demonstrate their progression and learning in the subject, or their skills, and for them to receive feedback on the same.

The feedback provided may be oral or written, and individual or collective/generic. Marks do not need to be awarded; if they are, they will not be recorded on the Student Information System (SITS) and do not count towards measures of student attainment. Engagement with formative work, however, will be recorded as part of the overall monitoring of students’ attendance, progression and engagement with their course. Since formative activities are primarily developmental, feedback on formative work needs to be returned to students in time to impact on their summative submission, which supports good student outcomes and enhances student satisfaction. Students should be given regular opportunities to reflect on the feedback and engage in dialogue with academic staff.

An extensive range of examples of formative assessment activities is provided in the [Formative Assessment Toolkit](#).

2.2 Summative assessment

Summative assessment provides a measure of a student’s achievement of the intended learning outcomes of an assessed piece of work. It is therefore often described as ‘assessment of learning’.

Summative assessment may take many different forms, with essays, projects, dissertations, portfolios, clinical examinations, examinations, course tests, poster presentations, oral

presentations and laboratory practical reports commonly used in higher education settings. Summative assessments always carry a grade of some kind which acts as the measure of a student's performance – at UEA the grade is usually a percentage mark, but may be assessed as pass/fail on professional courses. The pass mark for undergraduate summative assessments is 40 per cent (there are some exceptions for professional courses), whilst that for postgraduate taught programmes is 50 per cent. The marks for summative work are recorded on SITS, and it is these marks that contribute towards module marks and final degree classifications. Summative assignments and associated feedback submitted by the deadline should be returned ideally in fewer than fifteen days and certainly no later than twenty working days after submission (see [Submission of Work for Assessment \(Taught Programmes\)](#)). Because of their nature, dissertations, placement reports, projects and portfolios at undergraduate and at Masters' level, are not covered by the twenty-working-day turnaround regulation.

Marks of summative work are accompanied by feedback. This can take a variety of formats, both individual to the work and generic to the assignment, and might include:

- Annotations and critical comments on the script
- Video or audio-clip feedback
- Automated feedback/reports (e.g. when using computerised tests)
- Written comments on a feedback sheet.

3. Assessment strategies

Every programme of study should have a clearly articulated assessment strategy which gives students the opportunity to demonstrate that they have met the course-level learning outcomes as specified in the relevant programme specification. Assessments should be planned at the level of the course to maximise student engagement in the learning process, and to ensure that students' workloads are spread across the course in a coherent and appropriate manner.

In designing and reviewing assessment strategies, consideration should be given to the role of, and balance between, formative and summative assessment. These should have a clearly articulated relationship, so that it is obvious to students how formative assessment or formative activities build learning that will be of value in the completion of their summative assessments, and there should be at least one opportunity for formative feedback for each summative assessment on a module. This should be clearly documented in the module outline.

Assessment strategies should be formulated so as to ensure that the academic/professional standard for the award or award element is set and maintained at the appropriate level, and that student performance is properly judged against this. In this respect academic staff should ensure that their course-level strategies are informed, as appropriate, by the Framework for Higher Education Qualifications, the QAA's UK Quality Code Chapter B6: Assessment of Students and Recognition of Prior Learning, and the appropriate QAA subject benchmark statement(s).

Assessment strategies should be carefully scrutinised at school level by the teaching director and, where appropriate, the Faculty Learning and Teaching Committee, and in the processes for approval of new programmes, revisions to existing programmes, Annual Review of Assessment and Moderation, Annual Module Review and Course Review. In reviewing strategies and revising and refining them, module organisers, course directors and programme directors should seek guidance from other members of the teaching team on their course or module, the relevant Board of Examiners and external examiners, whilst also being mindful of and responding to feedback from students.

Where a course or programme of study forms part of the qualifications regime of a PSRB, clear information should be given in the programme specification and Course Handbook about the specific assessment requirements which must be met for progression towards the professional qualification, including the level at which any part of the course must be passed in order to meet the requirements of the professional or statutory body. Any specific requirement of a PSRB which is additional to the University's regulations must be clearly articulated in the relevant Course Handbook.

Each year, schools are required to convene an [Annual Review of Assessment and Moderation](#) to examine all of these issues, and this event provides an opportunity to have oversight of the assessment process on courses and at school level.

4. The assessment and feedback process

4.1 Design

Assessment design is an important part of the process, and good design can contribute significantly to student success. Staff should take into consideration the following when designing and delivering assessments:

- **Range.** A range of different assessment types is more likely to develop, test or measure a complex set of course outcomes than a very narrow range of assessments. However, a proliferation of different assessment formats can also confuse, disorientate and demotivate students. Achieving an appropriate balance is therefore essential.
- **Time for reflection.** Assessment strategies should be designed so as to allow students adequate time to reflect on their learning before being summatively assessed. Formative assessments can encourage and embed this kind of reflection. Self-assessment and peer assessment can be very effective in promoting critical reflection on submitted work.
- **Alignment with outcomes.** Assessment should be designed such that students are able to demonstrate the achievement of the learning outcomes being assessed, at the level of the programme, module or individual assessment item.
- **Diversity.** The diversity of the student population should inform assessment strategies. Assessments should not unfairly discriminate against any student or group of students. All students should be treated fairly in the assessment process – for example, reasonable adjustments are made to accommodate the needs of students with specific learning difficulties or other disabilities.

- Rigour. Assessment methods adopted should be rigorous, reliable and equitable, and should facilitate differentiation of achievement at the pass/fail threshold and at the classification thresholds. There should be opportunity for students to display their independent study, and marking schemes should allow room to reward these students.
- Student load. Care should be taken to ensure that the amount of assessment for a programme or module/element of a programme is commensurate with the need for students to be able to demonstrate the achievement of learning outcomes.
- Clarity of expectations. The information provided to students in relation to assessments should enable them to understand what is expected of them.
- Assessment literacy. Assessment strategies should help students to develop their assessment literacy. These might include, for example, reviewing or negotiating assessment criteria (e.g. Senate Marking Scales) in class, reflecting on the relationship between assessments and learning outcomes, evaluating anonymised examples of student coursework from previous years, mock-marking exercises, and self/peer-evaluation prior to or following submission.

4.2 Minimising plagiarism and collusion

There are many ways in which good academic practice can be promoted to help students avoid plagiarism and collusion to create a climate of involvement and interest, rather than one of detection and punishment:

- Include guidance on plagiarism/collusion in Course Handbooks.
- Include workshops on plagiarism/collusion during induction to all years – these workshops should give students an opportunity to look at case studies and explore for themselves examples of good and poor practice, including making time for students to watch the Dean of Students' Office's [What is Plagiarism?](#) Video, getting them to complete the dedicated questionnaire whilst watching it, and then reflecting on their responses.
- Devote time to explaining [academic referencing/citation conventions](#), and give detailed, constructive feedback on how well students are using these repeatedly during the first year, and subsequently.
- Share with students anonymised cases of plagiarism/collusion, which allow them to explore both the technical and moral aspects of cases.
- Model good practice – staff can set an example by exhibiting good referencing in teaching materials.

4.3 Coursework submission and return

The University's integrated Learning and Teaching Service (LTS) provides administrative services in support of taught programmes, including the coordination of the submission and return of summative coursework via paper-based and electronic means. LTS provides a wide range of advice and guidance to staff and students on aspects of the [assessment submission and return process](#).

- Work may be submitted in a variety of formats, including electronic formats which may also be marked and returned to students electronically.

- Assessment criteria. Accessible and clear marking criteria should be provided for each assessment, so that students are aware of the criteria against which marks will be awarded. Students should be made aware of the [UEA Senate Marking Scales](#). If other marking criteria are routinely used, these should also be clear to students.
- Word limits. Any word limit attached to assessments should be clearly indicated in the assessment item title. The word limit should be stated as a precise figure (e.g. 2,500 words). Schools should draw to students' attention the University's word count policy and the penalties associated with it: [Submission of Work for Assessment \(Taught Programmes\)](#).
- Submission deadlines and 'return by' dates. Both should be clear and published in writing. Deadlines at each level of the course should be staggered to help students manage their workloads.

4.4 The award of marks and moderation of coursework

Marking is the means by which tutors evaluate the performance of their students against the criteria set for an assignment or activity. Marking involves two separate processes – the process of awarding a mark (e.g. Pass/Fail, or a percentage mark), and the process of providing feedback and/or feed-forwards.

4.4.1 The Senate Scales

Academic staff should refer to the Senate Marking Scales when marking student work, so that marks awarded adhere to the criteria set out in the scales. This ensures that the marking process is consistent and transparent, and enables students to understand where they have performed strongly, and where there is scope for further development of their learning or skills. [Guidance on the use of the Senate Scales](#) is available and should be read in conjunction with the scales themselves.

The undergraduate marking scales available cover three distinct types of coursework:

[Senate Marking Scale: Undergraduate Coursework](#)

[Senate Marking Scale: Undergraduate Oral Presentations](#)

[Senate Marking Scale: Undergraduate Projects/Dissertations](#).

The postgraduate marking scales available also cover three distinct types of assignment:

[Senate Marking Scale \(Masters\): Coursework](#)

[Senate Marking Scale \(Masters level\): Oral Presentations](#)

[Senate Marking Scale \(Masters level\): Projects and Dissertations](#).

4.4.2 Tailored marking criteria

In some cases academic staff provide bespoke or tailored assessment criteria for separate assessments. This is entirely appropriate since it helps students to understand the expectations placed upon them, the specific requirements of a particular assignment, and how they should focus their energies and approach. When providing such tailored assessment criteria, academics should ensure that students are aware of the Senate Marking Scales and the descriptors associated with marks at different levels, since this may provide a reference framework against which they can measure their own performance. Students may occasionally need additional guidance on how to interpret the tasks they have

been set or the criteria used to assess them. They should be directed to engage with the Learning Support provided by the [Learning Enhancement Team](#).

4.4.3 Anonymous marking

UEA operates an [anonymous marking](#) policy, whereby only the registration numbers of students are included on coursework submissions. This helps to ensure the fair, consistent and equitable treatment of students in the marking process. Work can be de-anonymised after marking, to aid feedback.

4.4.4 Marking of offensive material

The procedure for dealing with the inclusion of offensive material within work submitted by students for assessment is available at Section S in [General Regulations for Students - 17. University Assessments](#).

4.4.5 Marking of illegible scripts

The procedure for dealing with illegible work submitted by students for assessment is available at Section S in [General Regulations for Students - 17. University Assessments](#).

4.4.6 Marking of work in cases where students have declared specific learning difficulties
Students with specific learning difficulties may require adjustments to be made to their assessment and feedback processes in order for them to have equality of opportunity to learn. Guidance for staff and students is available on a variety of related topics:

[Marking course test and examination scripts of candidates with specific learning difficulties \(SpLDs\)](#)

[Supporting students with dyslexia](#)

[The Sticker System](#).

4.4.7 Internal moderation

Internal moderation is the process whereby the marks and feedback of one academic are reviewed by another, prior to the work being returned to students and prior to marks being entered onto SITS for students to access via eVision. Even after the body of coursework has been moderated, students' marks remain provisional until confirmed by an Exam Board. Internal moderation is part of the quality assurance and enhancement process in place to ensure that teaching and marking standards are maintained across the University.

The aims of moderation are to:

- provide a reliable check that assessment has been marked in accordance with the aims and learning outcomes of the assignment, and according to marking criteria
- ensure that teaching and marking standards have been applied consistently within and across modules, programmes, schools and faculties across the whole University
- ensure equality and thus fairness of treatment for students.

Requiring academic staff to review the marks of their colleagues provides a mechanism whereby the marks awarded to students can be routinely checked and verified, thereby helping to ensure comparability across modules, across programmes and across schools/faculties. Whilst helping to ensure that marks awarded reflect the quality of students' scripts and student performance in meeting stated learning outcomes/assessment

criteria, internal moderation also provides a mechanism by which academic staff can provide constructive feedback to their peers (e.g. on the quantity and/or quality of feedback provided to students), or to flag instances of best practice which might be shared with colleagues.

Full details of the requirements for internal moderation are set out in the University's [internal moderation policy](#).

4.4.8 The role of exam boards and external examiners

The role of exam boards in confirming student marks is set out in Section 7 of the [Regulations for Bachelors and Integrated Masters](#) and in the [instructions to examiners](#) in the Common Masters Framework. Exam boards are comprised of both UEA academics and external examiners from other higher education institutions.

The purposes of the external examiner system are to ensure that:

- the academic standards for each award are at the appropriate level and that student performance is judged against this
- assessment processes measure student achievement against intended learning outcomes, and are fair and fairly operated
- standards at UEA are comparable with those of other higher education institutions.

There is a [code of practice](#) for external examiners.

Marks of individual students are never changed by exam boards, but cohort marks may be adjusted upwards as a result of 'scaling' via concession from the Academic Director of Taught Programmes.

4.5 Feedback

- **Feedback strategies.** Feedback is a key element of student learning. Feedback provides students with information relating to whether they have achieved learning outcomes, and information relating to how their performance may be improved. Feedback may be provided in many forms – for example, verbal, electronic or written – and be provided on an individual, group, self or peer basis. Both content and format should be informed by an awareness that different students may need different kinds of feedback, and that feedback may be adapted to reflect the nature of the assignment. The assessment strategy developed within a course should include a feedback strategy. This should be clearly articulated and explained to students (e.g. in the form of a feedback cycle), so they know when and how often they will receive feedback, and how this will help them to develop their skills, learning and performance.
- **High quality feedback.** Feedback should be critical yet constructive and should be couched in language which is supportive and encouraging. Effective feedback is the result of communicating clear, agreed criteria before students complete the task, assessment that uses those criteria, and feedback based on the criteria. It should be

of high quality and should indicate clearly both the strengths and weaknesses in the submitted work. It should be clear to students what actions they should take in order to enhance their performance in subsequent assignments.

- Feed-forwards. Feedback should help students to adjust or self-correct their study strategies or learning behaviour in time to apply them in subsequent assessments. Feedback on formative assessments should therefore feed forwards into summative assessments. Summative assessments can also have a feed-forward function (e.g. in relation to assessments on subsequent modules).
- The role of the adviser in feedback. Advisers are expected to assist their advisees in interpreting and reflecting upon feedback on their assessments, especially in a holistic way across modules.

5. The responsibilities of students in the assessment and feedback process

The general responsibilities of students are set out in the [University's General Regulations for Students](#). In addition, mutual expectations and responsibilities of the University and its students are clarified within the UEA [Student Charter](#).

Students studying at UEA are expected to have acquired a level of spoken and written English skills that will enable them to engage with their studies and the assessments associated with their course. All coursework submitted as part of the assessment strategy for a course must therefore be written in English (except where a language other than English is being assessed, such as in Modern Foreign Language modules).

In the completion of assessments of all kinds, students are expected to ensure that the work they submit is their own and contains no plagiarised material or material which is the result of collusion with a third party. All students are expected to familiarise themselves, accordingly, with the University's policy on [plagiarism and collusion](#). Students should also familiarise themselves with the policy on the use of [proofreaders](#), and the [Guidance for students and staff on the use of group work](#). Clear procedures and mechanisms are in place within the University to enable students to appeal against marks, lodge an academic complaint relating to assessment, request that work is remarked, apply for a concession, or report extenuating circumstances affecting their engagement in the assessment process. Students are encouraged to use these procedures when appropriate.

6. Examinations and course tests

Examinations are a key part of some assessment strategies in higher education, and are used throughout the university. They form a more significant element of the assessment regime in subjects where PSRBs dictate the modes of assessment and in scientific subjects. The [Bachelors and Integrated Masters regulations](#) have encouraged a reduction in the number of examinations, as well as in other summative assessments.

Examination papers are set by module organisers and checked by external examiners before the examination period. There are a number of different types of examination which can be used, including:

- Open book
- Texts allowed

- Pre-released paper
- Pre-released materials.

Examinations and course tests should be part of the learning experience for students, and therefore it is UEA policy to provide feedback on examinations, at least at the generic level. This might take a number of forms, including written generic or individual feedback, model answers, or face-to-face tutorials and lectures. Guidance on providing examination feedback is available [here](#).

Staff guidance is available on the [preparation, setting and marking of examinations](#).

7. Reassessment

The regulations governing reassessment are set out in the [Bachelors and Integrated Masters Regulations](#) and the [Common Masters Framework](#). Students who fail a module are referred for reassessment in each of the individual failed components in that module.

7.1 Support for reassessment

In cases where students fail a module and are referred for reassessment, they should be supported in a fair and consistent way. It might reasonably be assumed that they failed for a particular reason, or due to a more complex series of factors. This might include poor engagement, but in many cases it will be because a student was either unable to understand module content, employed poor exam preparation strategies, or was unable to act upon feedback provided on previously-submitted coursework. It is important that students understand why they have failed a module (or multiple modules), and that they are supported to develop study strategies that enable them to pass at reassessment. It is also important, therefore, that schools provide the kind of support that is likely to enable students to address and enhance their learning strategies prior to reassessment.

All schools should offer one-to-one tutorials or small group sessions focused on preparing for reassessment, tailored to the type of assessment failed. Some might, therefore, be overtly focused on exam revision or developing examination strategies. In large cohorts (with correspondingly large numbers of students undertaking reassessment), module organisers may choose to run sessions on more than one occasion, and may draw upon expertise of academic colleagues to assist in delivering them. Schools should ensure that students are informed of the student support provided for reassessment at the outset of their stage of study – for example, at induction, in module outlines, Course Handbooks, Blackboard sites, etc.

8. Additional resources

The subject of assessment in Higher Education is much researched and discussed, and those wishing to explore the ideas in this guidance further might usefully engage with the following material:

[The Assessment Standards Knowledge exchange \(ASKe\)](#)

ASKe was established as a Centre for Excellence in Teaching and Learning, based at Oxford Brookes University Business School. It was set up in Summer 2005 in recognition of good practice based on pedagogic research into aspects of assessment. The project focuses on developing an evidence base and good practice to support higher education communities in sharing understanding of assessment standards.

[Re-engineering Assessment Practices in Higher Education \(REAP\)](#)

Drawing on research and practice, this website provides resources for teachers and senior managers in higher education wishing to redesign assessment and feedback based on a self-regulation model.

[Professor Phil Race's website](#)

This website contains a wide variety of material focusing on assessment and feedback in higher education. Professor Race is a well-respected expert on the topic, and has led many workshops on assessment and feedback at UEA.

[Transforming the Experience of Students through Assessment \(TESTA\)](#)

TESTA works with, and for, academics, students and managers to identify study behaviour, generate assessment patterns to foster deeper learning across whole programmes, and debunk regulatory myths which prevent assessment for learning.

[Graham Gibbs, Using Assessment to Support Learning \(UEA\)](#)

Graham Gibbs is one of the world's leading authorities on assessment and feedback. He has produced a tailored publication for UEA staff, which includes a number of UEA case studies.