

Assessment and Feedback Operational Guide

Student and Academic Services – September 2024

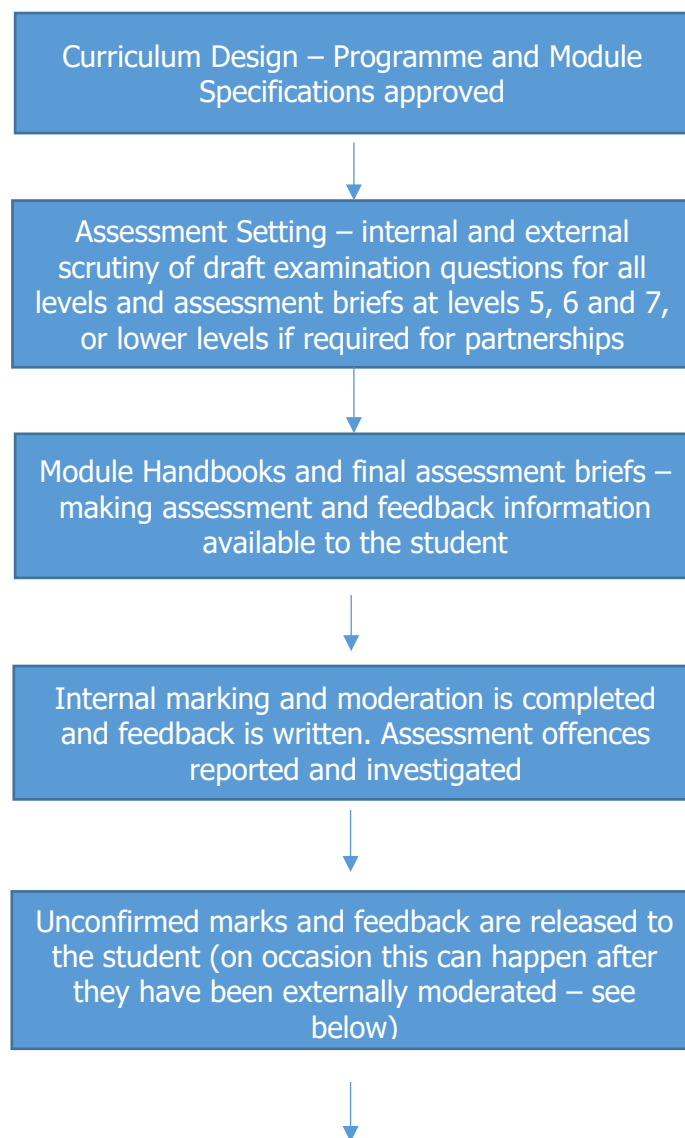
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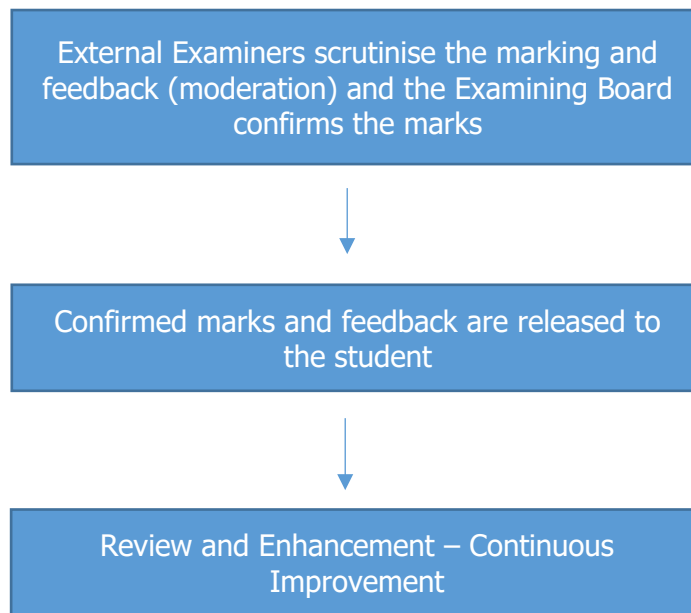
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Assessment and Feedback Operational Guide

Part 1 - Introduction

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





The guide is also designed to ensure that the University meets the core practices within the [QAA Quality Code](#) expectations for standards: that the University uses external expertise, assessment and classification processes which are reliable, fair and transparent.

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

Definitions:

- Pre-assessment scrutiny to ensure assessments are appropriate for the task and the academic level, they meet Regulation B3 standards set by the Office for Students and that it is clear what students are being asked to do:
 - internal scrutiny of the draft assessment brief and exam questions (by UWE and collaborative partner staff)
 - external scrutiny of the draft assessment brief and exam questions (by External Examiners)
- Post assessment marking and moderation to check that the internal marking and moderation process has been conducted appropriately, and provide quality assurance that assessments are comparable with the sector:
 - internal first marking and moderation (by UWE and collaborative partner staff) – the processes after the assessment has been completed by the student for internal staff to mark and internally moderate students work.
 - external moderation (by External Examiners) – the process of external moderation.

Assessments will be conducted in the English Language, and should not be translated before submission.

Part 2 - Curriculum design

The University's [Enhancement Framework for Academic Programmes and Practice](#) has been created to enhance UWE's programmes of study and the teaching and learning focused activities of its academic and professional service communities. The framework includes a number of guidance notes to aid in the design of curriculum.

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

For more information, see the [processes and templates](#) for the design, approval and continuous improvement of taught curriculum which underpin the Enhancement Framework (staff only).

Part 3 - Module Specifications

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

- the learning outcomes of the module;
- an assessment strategy;
- the assessment requirements of the module;
- the weighting of the assessment tasks;
- the requirements for the completion of assessment tasks;
- the form of resit or retake for an assessment task (the requirements and standard of attainment expected in the resit shall be as demanding as the first sit);
- where there is assessed group work, clearly indicating which parts of the assessment are marked individually and, if applicable, where marks are allocated to the group.

Part 4 - Assessment setting and pre-assessment scrutiny

The **internal scrutiny of the draft assessment brief (pre-assessment scrutiny)** process will run in accordance with each School's process. Evidence of this scrutiny will be captured for audit purposes through the pre-assessment scrutiny form.

Module Leaders should prepare assessment briefs for the **sit and re-sit** and any additional module runs in that academic year at the same time to allow External Examiners to scrutinise these synchronously. It is recognised that there will be exceptions in some circumstances, for example in the School of Law, where referrals for year long modules will be scrutinised at a later stage.

For the **external scrutiny of the draft assessment brief** - External Examiners will scrutinise level 5/6 and 7 draft examination questions and provide feedback, and anything additional as required by a Professional, Statutory or Regulatory Body (PSRB) or partnership delivery. External Examiners will be asked to scrutinise all other draft assessment briefs at levels 5,6 and 7, or anything required by a PSRB or partnership delivery, that constitute 30% or more of the overall module assessment. Where an assessment constitutes a number of short pieces of work/in class tests throughout the module, the External Examiner may be given a sample to review rather than scrutinise each one. Staff are expected to respond to any External Examiner comments.

Involvement of the External Examiner in assessment setting is to be captured in the pre-assessment scrutiny form and annual module report.

The processes and timelines for the pre-assessment scrutiny processes are located in the Staff Administration Manual.

For **UK** and **international collaborative provision** the process is the same as for assessment setting and pre-assessment scrutiny above.

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

The Link Tutor should have oversight of a staged process of delegation according to the development of the partnership, and the partner Module Leader should capture relevant information on assessment setting in pre-assessment scrutiny form for international partners for audit purposes.

Part 5 – Assessment detail

Information about assessments can be found in either the Module Handbook or on the module Blackboard page and the assessment brief. Templates for Module and Programme Handbooks and the assessment brief can be found on the staff intranet [here](#).

There is an expectation that both the assessment brief and criteria will be discussed in a taught session, and measures taken to ensure students understand the criteria and have the opportunity to ask questions, early in the module delivery.

Part 6 - Feedback dates

The period for providing feedback and an outcome will not normally exceed 20 working days* (excluding University closure days) following the end of the 48 hour late submission window, if this was available for that assessment. This period may be shorter or longer for some forms of assessment. In unforeseen circumstances where the period is greater than 20 working days, students will be informed via Blackboard of the feedback date and the rationale for the extension.

The period for providing feedback for international partners and their students will not normally exceed 20 working days (excluding university closure days) following the published assessment deadline.

*A **reasonable adjustment** of 7 calendar days to a deadline can be applied for by students who are disabled, a carer of a disabled person or due to pregnancy/maternity/paternity. Where this is the case, the period for providing feedback and an outcome will be 20 working days following the end of the 7 calendar day reasonable adjustment period. At resit an additional 5 calendar days from the original deadline applies to students with a reasonable adjustment. See the [reasonable adjustments website](#) for more information.

Part 7 - Submission of assessment

Deadline dates

The deadline for all submissions of assessed work will be held on the University's Student Records System. The Module Leader, Programme Leader or nominee responsible for the collection of data for programmes which share the same module are responsible for checking and confirming the date of submission via the [Assessment Data Checking process](#) (staff only). This date will be treated as the actual date of submission. There is an expectation that this will not be changed unless there are exceptional circumstances for doing so.

Examples of circumstances that will be considered for changing a submission deadline are:

- administrative error in entering an incorrect date;
- staff illness or other unavoidable circumstances that will compromise the assessment submission on the original date;

- change in module specification after the original submission date was submitted;
- [UWE IT systems failure](#)
- A global pandemic.

Reasonable adjustments

Where it has been agreed that a student can submit on a different date under the University's reasonable adjustments process, the student should submit the assessment via the approved submission method.

For all assessments, teaching staff will need to review the class list to determine whether any of the students have agreed reasonable adjustments they will need to apply when administering the assessment. Access to the class list is restricted to relevant staff (allocated to teaching activities for that group of students). Where timed invigilated exams have been replaced by an inclusive approach of 24 hours open book exams, the extra time on the class lists would not apply where 24 hours is being provided for all. However where the assessment is time constrained and/or invigilated, or a different assessment such as a presentation, staff would need to consult the class lists and contact Disability Services should they have any queries. Please also be aware that students can disclose or their needs can change throughout the year so please do regularly refresh your class list. Staff can also expect individual contact from disability advisers to exceptionally explore further adjustments to assessment such as alternative assessments.

Invigilated exams – Assessment under controlled conditions which normally means assessment at a prescribed time and in prescribed conditions involving University-controlled invigilation or supervision.

Open book exams - Open book exams permit students to access learning materials during the time allocated for that assessment. Students will be able to refer to their notes, books and other resources that they have available to answer the questions. This does not mean that the exam will be easier or require less preparation.

An open book assessment aims to assess a student's critical application of the course material. It will test understanding of what they have learnt and their application of that knowledge.

Having access to their notes may sound like an easier assessment, however the exam will still require full attention and will also call for a similar amount of preparation to traditional exams.

Where a Professional Statutory or Regulatory Body requires it there may be slight differences to the definitions above, for example an invigilated exam may also permit students to have notes.

Submission deadline

Submission deadlines are made available in the assessment brief.

When submitting, students are advised to always allow time in case of technical issues. The date and time of submission is taken from the Blackboard server and is recorded when submission is complete, not when 'Submit' is clicked.

Please see the [Academic Regulations](#), [Student Study Essentials webpage](#) or [UWE academic information – assessments](#) website (all student facing) for more information on assessment support options.

For assessments which are due to be submitted as a hard copy and a student is not able to travel to campus, it can be submitted by post. If an assessment is submitted this way the student must obtain proof of postage (for example, by using Recorded Delivery) which records the date and time of postage. The work must be post marked before the deadline. If the work is not received, and the student is unable to provide proof of posting before the deadline, then the assessment will be recorded as a 'Non Submission'.

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

Assessment offences

Please see the [Academic Integrity webpages](#) for information on what academic integrity is, resources for supporting academic integrity and a link to the assessment offences policy which includes examples of what constitutes an assessment offence and penalties which may be applied.

UWE is seeing both an increase in the number of essay mills targeting students, with assessment offence referrals relating to the use of essay mills being seen more frequently, and an increase in collusion and plagiarism cases as text-matching software improves. UWE has a responsibility to ensure that assessment is designed to reduce the likelihood of assessment offences and identify assessment offences when they do occur, as well as providing information to students on how to avoid committing an assessment offence, including raising awareness of study support resources.

All work submitted through Blackboard is automatically processed through [SafeAssign](#) text-matching software, and TurnItIn [software](#) is also available for all staff to use. Module leaders are advised to check the reports for the full cohort prior to distributing marking; reports of potential concern should be further explored and if there is evidence of an assessment offence this should be referred according to the [assessment offence referral](#)

[process](#) (staff only). Early referral is recommended to facilitate completion of the assessment offence process prior to mark release and Examining Board ratification.

Some assessment offences, such as contract cheating, may not be identified through plagiarism detection software and are only picked up once marking has commenced. The [assessment offence referral process](#) (staff only) should be followed.

Online submission

'Online submission' for UWE students is defined as work that is submitted electronically to a system approved and designated for this purpose (for example Blackboard and PebblePad) for assessment by the University. Assessments submitted by email will not be accepted to ensure academic integrity and fairness for all students. Online assessment is not currently available to UWE students at international collaborative partners.

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

Online submission - acceptable file types

It is the responsibility of the Module Leader to define the type of file that they consider acceptable in the submission instructions set out in the assessment brief published to students, and make explicit what happens if the assessment is not submitted in the correct format. It is important to ensure this file type is compatible with SafeAssign so that initial plagiarism detection checking can take place, or alternative methods for assessment offence checking if compatibility is not possible.

Online submission window and deadline

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

- the release of the assessment in Blackboard to academic staff four weeks prior to the deadline;
- the release of the assessment submission window to students registered on the module two weeks prior to the deadline;
- the submission deadline for assessed work;
- The 48 hour late submission window for students to submit an assessment if they have been experiencing difficulties, if this is available.

Multiple online submissions of the same assessment

Students have the right to re-submit any timed assessment online up to the close of the submission deadline, or up to 48 hours past the submission deadline if they need to use the late submission window (if available).

It is only the final online submission that will be considered for assessment by the Module Leader. All other earlier submissions will be discarded from the marking process.

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

Student responsibilities for online assessment submission

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

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

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

Receipts for online submission

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

Part 8 – Post assessment marking, feedback and moderation

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

The purpose of marking and moderation processes are to ensure that marks appropriately reflect the standard achieved (including the students' understanding of the task by how well they have communicated their knowledge, concepts and arguments), are consistent across the cohort of students, and that feedback to the student is appropriate. Staff can access information on the procedures and templates from the Assessment section of the [Staff Administration Manual](#).

New markers should be mentored by an experienced marker.

Presentations - All presentations should be recorded and will then be subject to first sample moderation (see which internal marking process is appropriate section below).

Feedback

Staff can review the [Developing Engagement with Feedback Toolkit](#) (DEFT) provided by AdvanceHE. This outlines some of the key contemporary issues facing Higher Education practitioners in the domains of assessment and feedback.

How feedback may be given:

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

Feedback will:

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

Additionally, where possible and appropriate, feedback may:

- provide comments on content, technique, spelling, punctuation and grammar;
- act as a form of dialogue between students and tutor;
- encourage students to reflect critically on their work, and apply their learning in future assessments;

- improve students' understanding of the topic of the assignment, particularly highlighting areas where misunderstanding is evident;
- motivate students.

There may be other forms of feedback which are not formally marked or part of the assessment of the module (e.g. formative feedback).

Understanding and using assessment feedback

For further information on how to make the most of assessment feedback, including types of feedback and what to do next, visit the [study support website](#).

It may also be helpful for students to review the AdvanceHE feedback guide (document number 3), within the [Developing Engagement with Feedback Toolkit](#) (DEFT), which sets out the role and responsibility of the student in the feedback process and tips on how to understand and use assessment feedback.

Which internal marking and moderation process is appropriate

A sample of the assessments and feedback which have been first marked will be checked through an internal marking and moderation process.

Type of assessment	Internal marking/moderation process/sample	External moderation sample
Students are all doing a different assessment - Where each member of a module cohort is doing a different piece of work (e.g. dissertation).	Double anonymous (blind) marking - first marking by two individual people of each piece of work followed by marks reconciliation/ standardisation to agree the marks – might include a third marker in case of dispute. Student to receive one mark/feedback; markers to retain evidence of how final mark and feedback has been agreed. Module Leader will check that profiles of marks from team members appear to be consistent, any inconsistency noted requires consideration as to whether any further action is required.	External Examiner to be sent 10% of the cohort assessments with a minimum of 6 and a maximum of 12 across a range of markers. Ensure the sample is representative of the range of marks awarded; for FHEQ levels 3-6 include work referred and at 40,50,60 and 70 boundaries, for FHEQ level 7 include work referred and at the 50,60 and 70 boundaries.
Students are all doing the same assessment (individual first	Sample first moderation - Work to be sampled by a second person, sample to be selected as	External Examiner to be sent 10% of the cohort assessments with a minimum of 6 and a

<p>marker) – The same assessment being completed by each member of cohort, and all are first marked by the same marker. This may include assessments which are personal reflective pieces of work if the assessment question is the same.</p>	<p>per the 'external moderation sample'. If sampling identifies a problem, or results in any mark adjustments, then this requires consideration of work beyond the sample being reviewed (possibly the whole cohort or just subsections depending on the nature of the concerns).</p>	<p>maximum of 12. Ensure the sample is representative of the range of marks awarded; for FHEQ levels 3-6 include work referred and at 40,50,60 and 70 boundaries, for FHEQ level 7 include work referred and at the 50,60 and 70 boundaries.</p>
<p>Students are all doing the same assessment (team of first markers) – The same assessment being completed by each member of cohort, and first marking is done by a team of markers. This may include assessments which are personal reflective pieces of work if the assessment question is the same.</p> <p>Either of the two processes to the right can be applied.</p>	<p>Team pre-standardisation - team pre-marking exercise using a sample of assessments to set marking standards. The Module Leader will check that profiles of marks from team members appear to be consistent (or that discrepancies can be explained and rationalised and this is evidenced).</p>	<p>External Examiner to be sent 10% of the cohort assessments with a minimum of 6 and a maximum of 12 across a range of markers. Ensure the sample is representative of the range of marks awarded; for FHEQ levels 3-6 include work referred and at 40,50,60 and 70 boundaries, for FHEQ level 7 include work referred and at the 50,60 and 70 boundaries.</p>
	<p>Team Sample First Moderation – first marking completed by a team followed by sample first moderation by Module Leader or nominee. Internal moderation to consist of a minimum of 4 scripts from each marker across a range of marks. If sampling identifies a problem, or results in any mark adjustments, then this requires consideration of work beyond the sample being reviewed (possibly the whole cohort or just subsections depending on the nature of the concerns).</p>	<p>External Examiner to be sent 10% of the cohort assessments with a minimum of 6 and a maximum of 12 across a range of markers. Ensure the sample is representative of the range of marks awarded; for FHEQ levels 3-6 include work referred and at 40,50,60 and 70 boundaries, for FHEQ level 7 include work referred and at the 50,60 and 70 boundaries.</p>
<p>Collaborative Provision - as agreed in the operating agreement for the provision. In the case of a franchise agreement this would follow the same UWE procedures.</p>	<p>Following internal marking and moderation at the collaborative partner, a sample to be selected as per the 'external moderation sample' to be reviewed by a UWE moderator.</p>	<p>External Examiner to be sent 10% of the cohort assessments with a minimum of 6 and a maximum of 12 across a range of markers. Ensure the sample is representative of the range of marks awarded; for FHEQ levels 3-6 include work referred and at 40,50,60 and 70 boundaries, for FHEQ level 7 include work</p>

		referred and at the 50,60 and 70 boundaries.
Professional Practice.	Internal moderation should review the quality and consistency of marking and feedback undertaken by practice partners as part of the verification of marks/outcomes process.	External Examiner to be sent 10% of the cohort assessments with a minimum of 6 and a maximum of 12 across a range of markers. Where marks are awarded, ensure the sample is representative of the range; for FHEQ levels 3-6 include work referred and at 40,50,60 and 70 boundaries, for FHEQ level 7 include work referred and at the 50,60 and 70 boundaries.

Module Leaders will need to manually select the sample to ensure it meets the above requirements.

Where a module is delivered at a collaborative partner a separate sample, clearly marked, should be selected using the criteria above.

Where assessment tool and the marking team are comparable for module runs within the same year, or for a re-sit/retake run, and external moderation has been assured through the initial or a concurrent module run, no further sample need be subject to further external moderation.

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

Part 9 - Releasing unconfirmed marks and feedback to the student

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

If a student has had an adjustment to their deadline, for example for an approved reasonable adjustments , they may not receive their unconfirmed mark until after the rest of the cohort. Once ready, the mark will be available in the students' myUWE account.

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

Release of unconfirmed marks and feedback for online submissions

It is the responsibility of the Module Leader to ensure that marks and feedback are released through Blackboard to the students myUWE email account. Where there are agreed reasonable adjustments, the process may be different. Please see the [Get help if you are disabled webpage](#) for more information.

Part 10 - External moderation (External Examiners)

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

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

Where there are assessments to consider the awarding of Accredited Experiential Learning (AEL), all assessments (including those which have been first sample moderated internally and those which have not) should be sent to the External Examiner.

Part 11 - Confirmation by an Examining Board

Every module and programme is the responsibility of an Examining Board.

For more information on the conduct of, and decision making processes for Examining Boards, please see the Code of Practice for Examining Boards which is on [the Academic Regulations website](#).

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

Once the marking process has been completed and the Examining Board has confirmed the marks, they are then made available on the results publication date via myUWE. The Examining Board and results publication dates are available on the [UWE website](#). See [Marks and feedback - Assessments | UWE Bristol](#) for information on how to access marks.

The applicable mark held in the student record system will take precedence over all other versions of published marks, including those released to students by Module Leaders once assessment is complete and feedback is returned. These marks will be available to the

student via the Modules and Marks and the Awards and Results Channels in myUWE depending on the stage of the assessment cycle.

Part 13 - Academic appeals and complaints

The appeals process allows students to request, within specified limited grounds and once the confirmed results have been published, that the outcome from the running of an Examining board be reconsidered. It is important to note that it is not possible to appeal against a mark based on academic judgement. This is due to the rigorous marking and moderation process in place explained within this operational guide. The academic appeals [website](#) provides further information on the grounds for appeal and the procedures to follow

If a student is dissatisfied with the running of their assessment, they can make a complaint to the University. The University complaints [website](#) has more information.

Part 14 - Review and enhancement (continuous improvement)

Students are able to provide feedback on the delivery of a module through the [student representation system](#). Students can see who their Student Reps are in Blackboard. It will display all the Reps within a programme and it will also place a * next to Reps who you share modules with.

UWE Bristol takes an approach of continuous improvement towards its curriculum, supported by [annual monitoring at module and School level](#) and [the Continuous Improvement \(CI\) Tool](#) for programmes (both guides are for staff only).

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

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

Where provision is delivered by a **collaborative provision** partner, module and programme reports are completed by the partner, which feed into the Partnership Lead Report and are subsequently reviewed by the University Quality and Standards Sub-

Committee (UQSSC). Please see the [Partners and annual monitoring](#) section of the annual monitoring guide (staff only).

Please see the [Enhancement Framework](#) website for further information on the processes which underpin Continuous Improvement, including those for collaborative provision (staff only).

Part 15 - Useful Links

- Office for Students – how we regulate quality and standards - <https://www.officeforstudents.org.uk/advice-and-guidance/quality-and-standards/how-we-regulate-quality-and-standards/>
- Academic Regulations - <https://www1.uwe.ac.uk/about/departmentsandservices/professionalservices/academic-services/regulationsandquality/regulationsandprocedures.aspx>
- Enhancement Framework - <https://www1.uwe.ac.uk/about/departmentsandservices/professionalservices/academic-services/regulationsandquality/enhancementframework.aspx>
- Programme and Module Handbook and assessment brief templates - <https://intranet.uwe.ac.uk/tasks-guides/Guide/curriculum-changes-templates-and-process-notes>
- UWE Policy website <https://www1.uwe.ac.uk/about/corporateinformation/policies.aspx>
- Academic Information – Assessments <https://www.uwe.ac.uk/study/academic-information/assessments>
- Modules and Marks – myUWE <http://info.uwe.ac.uk/myuwe/guidance/marks/modules-marks.asp>
Reasonable Adjustments website
<https://www1.uwe.ac.uk/students/studysupport/disabilityservice/reasonableadjustments.aspx>
- Assessment Support Processes - <https://www.uwe.ac.uk/study/academic-information/personal-circumstances>
- Assessment Data Checker guide for Module Leaders - <https://intranet.uwe.ac.uk/tasks-guides/Guide/Assessment-Data-Checking>
- Study Support – how to use your assessment feedback
<https://www1.uwe.ac.uk/students/studysupport/studyskills/assessments/assessmentfeedback.aspx>
- Advance HE – The Developing Engagement with Feedback Toolkit (DEFT) - <https://www.advance-he.ac.uk/knowledge-hub/developing-engagement-feedback-toolkit-deft>

- Staff Administration Manual – Assessments (for information on the administration processes which sit behind this guide)
<https://intranet.uwe.ac.uk/sites/SAM/Pages/Assessment.aspx>
- Results Publication Dates website
<https://www1.uwe.ac.uk/students/academicadvice/degreeclassification/awardboardsandresults.aspx>
- Marks and Feedback - <https://www.uwe.ac.uk/study/academic-information/assessments/marks-and-feedback#section-1>
- Get help if you are disabled webpage - <https://www.uwe.ac.uk/life/health-and-wellbeing/get-disability-support>
- Academic Appeals website
<https://www1.uwe.ac.uk/students/academicadvice/academicappeals.aspx>
- Academic Complaints website
<https://www1.uwe.ac.uk/about/contactus/complaints.aspx>
- Enhancement Framework – annual monitoring guide - <https://intranet.uwe.ac.uk/tasks-guides/Guide/annual-monitoring>