The University’s Marking and Assessment Working Group and its respective sub-groups are moving forward with their work and have just held their latest round of meetings. This work is now moving into a consultative phase and the areas that the sub-groups are seeking further information on relate to:

• Marking practices

• Assessment and Exam Board practice

• Experience of resit students

Below are a number of questions which have been posed by the Groups which require a School response.

A request has been made for Schools to consider the questions posed below (by whatever method deemed suitable) and to send a School response to the questions to Geoff Carter, in the Central Teaching and Learning Support Office, (geoff.carter@manchester.ac.uk) by 2 February 2015 (responses should be cc’d to lisa.mcaleese-2@manchester.ac.uk). The School response should address the questions from both a UG and PGT perspective (if administratively easier, this could be a separate return for the different levels).

**Marking practices**

1. In general, are marking practices consistent across the School? If not, in what ways do they vary?

2. How does your Schools interpret and undertake mark review? Is there a lack of consistency/ understanding, and if so what effects does this have?

3. How are ‘9’ marks dealt with? Are there (local) policies or is there more ‘unofficial’ practice? Please give examples of both.

4. Please summarise practices across the School relating to second marking and moderation.

**Assessment**

5. Please provide comments on/examples of types of assessment schemes. Do programmes have an overall assessment design or does it revolve more around units?

6. What is the general balance of formative v summative assessment? Do you think the balance is right?

7. Is the amount of assessment correct? If it isn’t right (i.e. if it is too much) does this have a knock-on effect on the feedback provided to students?

8. What consideration is given to the scheduling of assessment across the programme?

9. What are current practices in exam boards for considering assessment statistics?

**Resits**

10. How does your School ensure that the experience of re-sit students is as positive and supportive as possible?