

BISHOP GROSSETESTE UNIVERSITY
Document Administration

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Version Control Table

Version Number	Date Authorised	Summary of Key Changes
1.0	22.07.2019	New Code of Practice

Code of Practice for Anonymous Marking

1. Introduction

- 1.1 This Code of Practice sets out the terms under which students of Bishop Grosseteste University undertake assessment of their programme(s) of study. It follows the precepts and guidance contained in the [Quality Assurance Agency \(QAA\) UK Quality Code for Higher Education](#), specifically the core practice: *The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent.*
- 1.2 It should be read with reference to other University Codes of Practice notably: the [Code of Practice for the Assessment of Students](#). In addition, the [Guidance on Marking and Moderation](#) should also be considered.
- 1.3 Module assignment briefs provide information to students regarding the marking arrangements for assessed work.

2. Definition and Scope

- 2.1 Anonymous assessment is an important element of the University's Learning, Teaching and Assessment Strategy which supports a high quality assessment process. All work will carry a unique reference number utilising the student's B-number. The identity of students and markers will remain anonymous for summative assessments unless outlined as an exception in Section 3 below.
- 2.2 Anonymous assessment should ensure summative assessments are marked as far as possible, and where appropriate, without the student's name or identity being made known to the marker(s) or exam board.
- 2.3 Anonymity provides reassurance for students and markers against the perception of discrimination and bias entering the assessment process, and aims to ensure all students are treated fairly.
- 2.4 Anonymous assessment should not impede feedback to students.
- 2.5 All assessments (where appropriate) should be submitted through Turnitin.

3. Summative assessment

- 3.1 Anonymous assessment will be adopted for all summative assessment, except where it is recognised that this is not practical because the assessment involves direct contact between student and marker(s), i.e.:
 - 3.1.1. Assessments in which students cannot remain anonymous because they are observed, e.g. presentations, performances, laboratory work, clinical practice.
 - 3.1.2 Assessments in which the production of the work has been closely supervised by the marker, e.g. art and design work, dissertation, thesis.



- 3.1.3 Assessments where the code of practice for a professionally accredited course would be contravened if marking was anonymised.
- 3.1.4 There are occasions where a student is identified by the marker, for example where:
- a student's work is recognised from the writing style or other cues; and/ or
 - supervisors recognise work presented in projects and dissertations.
- 3.1.5 Where work is not marked anonymously, or where anonymity is compromised, assessors will ensure impartiality of the process through the application of the University's moderation processes – see [Code of Practice for the Assessment of Students](#).
- 3.1.6 Access needs will be flagged using anonymous indicators where relevant e.g. on the marking of examination papers.

4. Formative assessment

- 4.1 Anonymity is not required in formative assessments, which do not contribute to the final module mark, as in these instances, personalised and rapid feedback is a priority.

5. Release of marks and individual feedback

- 5.1 Anonymity will be retained until the marks for assessment are released to students via Turnitin. (The grade remains provisional until the relevant exam board has confirmed the grades).
- 5.2 At this stage anonymity stops to facilitate individual feedback and learning conversations prompted by staff or students.

6. Extenuating Circumstances

- 6.1 Discussion of individual students with special circumstances will be confined to the Extenuating Circumstances processes where anonymity is not required.

7. External examiners and subject assessment panels

- 7.1 External examiners and exam boards should not normally be able to identify students. All information and samples of work (where appropriate) sent to external examiners should normally be anonymised through the use of B-numbers. Exam boards should only have access to anonymised data and should be notified of assessments not marked anonymously.