

3. Scaling should not advantage students, but simply correct any unfair disadvantage or unfair advantage.
4. The action of scaling should be applied equally to all students within the relevant group. Normally this will be all students on the module, but it may be all students within a particular teaching group or taking a particular assessment. The algorithm used for scaling may lead to different changes at different mark levels, but the algorithm should be applied to all students equally.
5. Scaling should be applied anonymously. Only the following information is expected to be relevant to determining a new mark for a student:
 - a. Whether they are part of the cohort to be scaled
 - b. The original mark
6. The application of scaling must not change the rank order of students within the assessment (or module, if applied at the module level). However, it is accepted that when scaling is applied at the assessment level, it may change the rank order within the module as a whole.
7. Scaling does not replace moderation. Where concerns have been identified with the marking process at moderation, corrective action should be taken at this stage.
8. Scaling should be applied at the appropriate level to correct the original issue. It is expected that this would usually mean assessment level, whenever possible. Assessments or modules should not be scaled to compensate for problems in other assessments or modules.
9. In applying scaling, disciplines should be mindful of the size of the cohort, and whether any variation from expected performance is statistically significant. In very small cohorts scaling is unlikely to be appropriate unless supported by other evidence to show that the original mark is not appropriate. Disciplines should also bear in mind that the scaling of one module may affect the information used to determine the appropriateness of scaling in other modules.
10. External examiners must be consulted about whether to scale and how that scaling should be achieved
11. Clear records of scaling decisions must be kept. Scaling decisions should be recorded within APAC minutes and reported to the Faculty APAC. Details of what should be recorded are outlined below.

example, as a result of changes to the structure of the module/programme, or changes to the mode of assessment or delivery.

3. The distribution of marks is highly unusual. This might include an abnormally large number of fails, an abnormally large number of marks in the 1st class/distinction range, or a pattern of marks (such as bunching) which is abnormal.

Triggers for further investigation:

A mean mark significantly below or above departmental norms

A failure rate of more than 25%.

One or more degree classifications contain fewer than 5% of students (where the module contains more than 50 students).

4. Other information leads us to believe that the marks given for this assessment/module do not reflect the actual performance of students in the assessments.

related to the delivery or content of an exam, and the issue did not affect the referral/deferral paper, then scaling would not need to be applied to the referral/deferral assessment mark.

When to apply scaling

Post-hoc mark scaling should be applied after the marking and moderation process is complete. It should be undertaken as part of the discipline/programme APAC process, either in the APAC meeting or in a pre-meeting before the APAC.

Scaling should be undertaken in the academic year in which the module was delivered. Once marks have been finalised by the APAC it is not anticipated that any scaling would be subsequently applied.

Who should be consulted?

Post-hoc mark scaling is undertaken by discipline/programme APACs. In the event that scaling decisions are made outside of the APAC meeting, then they require the approval of the Chair of Examiners or the Chair of Examiners of Exeter, either delegated to

External examiners should be consulted on any scaling action, either as part of the APAC, or in a separate communication.

It is strongly recommended that the module convener is consulted about decisions to scale their module. Their input is likely to be required in understanding the reason why scaling is necessary. However, there may be times when they are not available to be consulted, so their approval(s)

decision can be made on whether it is appropriate to apply the same scaling to the referral/deferral marks.

Informing Students

Students should be informed of the final module and assessment marks following the APAC, as part of the normal mark release process.

Students should be made aware that any marks released prior to the APAC are provisional, and therefore potentially subject to change.

When agreeing on scaling, and discussing a rationale, the APAC should also discuss whether any specific communications should be sent to students to explain the action taken. Where an exceptional year has meant that multiple modules have been scaled a single communication to all students covering all scaling decisions may be sufficient. Similarly, in an exceptional year when students might anticipate scaling, it may be appropriate to communicate why the decision has been taken not to scale.

It is the responsibility of the Chair of the APAC to oversee any communications to students regarding scaling.