

Issue Date:	November 2017
Approved by:	Approved by the Executive November 2017.
Review Date:	November 2019



POLICY STATEMENT No. 11i

TITLE:

ASSESSMENT AND FEEDBACK POLICY

INTRODUCTION/OVERVIEW:

This policy highlights the principles upon which assessment and feedback are based, helping to support staff and students who are engaged in the assessment and feedback process. Assessment is the summative process by which the College is able to confirm that a student has achieved the learning outcomes and acts as a strong formative tool to support and assist student learning and development. In all cases this policy is subject to the requirements of any awarding partner and due regard should be had by programme managers to the policies, procedures and requirements of that institution. This policy is intended to establish sound principles which reflect the *Quality Assurance Agency (QAA) UK Quality Code, specifically chapter B*.

Information to students

1. Programme teams will provide students with information about assessment and aspects of the assessment and feedback process in module specifications and programme handbooks. This includes information about good academic practice and academic misconduct. Programme teams as a matter of good practice should also provide students with information on where they can access other sources of advice and guidance around assessment and feedback.

Scope of assessment and feedback

2. Assessment and feedback are integral to the College's commitment to provide high quality learning and to ensure student achievement. Assessment and feedback should support a student's ongoing learning and development and the achievement of programme or module learning outcomes.

3. The assessment strategies to be adopted will include information on how assessment and feedback will be structured and may include, for example:

- Methods for the aggregation of marks and grades, rules relating to progression and final awards.
- The approach to be taken to the type and timescales within which feedback will be provided during and at the end of a module.

4. Assessment can take various forms, all of which are equally valuable. The assessment used for a module, including its scheduling, volume and type, should be appropriate to its purpose and to the module's learning outcomes. These should be incorporated into programme and module specifications and communicated to students.

5. Assessment criteria and grade-related criteria are descriptions of the skills, knowledge and attributes students need to demonstrate in an assessment, and are based on the intended learning outcomes associated with an assessment.

6. Assessment criteria should be used to provide feedback on a student's performance whilst grade-related criteria provide a mechanism with which to relate feedback to grades. Assessment criteria will also be provided for each assessment task, at an appropriate level for each assessment and linked to the module learning outcomes that are being assessed through the assessment task.

Marking and moderation

7. Marking may take various forms, including the use of anonymous marking and double or second marking. Double marking usually means that markers do not see each other's comments or marks whilst for second marking these may be made available to the second marker.

8. Moderation is used to ensure that an assessment outcome is fair and reliable. Moderation can also take various forms including sampling, additional marking of borderline cases or statistical review of marks. Marking guidelines should be provided to all markers, moderators and external examiners and used to mark and grade assessments.

9. Marking guidelines consist of the intended learning outcomes the assessment is designed to assess, the assessment information, the assessment criteria, the grade-related criteria and if relevant, additional guidance.

10. The College expects that all programmes have a moderation process in place. It should ensure that no module mark is finalised on the basis of one internal assessor's decision. Where this is not possible, due for example to the number of staff delivering the course, then alternative arrangements will need to be made. Individual Boards of Study are required to determine appropriate marking and moderating mechanisms and the criteria for the identification of samples to be considered through the moderation process. This will be dependent upon the arrangement with the partner awarding institution.

Feedback

11. Feedback should be provided to support students in their learning. Feedback will be provided on all assessed work (either formative or summative), including examinations, and on other relevant aspects of a student's performance and progress in a module.

Feedback on assessed work

12. This comprises a marker's comments on a student's performance in an assessment component. It should facilitate a student's understanding of his/her achievement in an assessment and should promote learning and self-reflection so that a student is provided with information to help him/her improve performance in subsequent assessments. Feedback may, for example, provide information on how the mark was derived, the extent of a student's success in meeting the assessed learning outcomes and an indication of areas for improvement in the future.

13. Feedback should be given on all assessments, including examinations, and may relate to the content of an assessment and/or assessment technique. The type of feedback given will be informed by the nature and purpose of the assessment and the discipline, and as

such will be linked to the task's learning outcomes, assessment criteria and grade-related criteria.

14. Students will normally be provided with feedback within three weeks of the submission deadline or assessment date. This will include a provisional grade or mark. For end of module examinations or an equivalent significant task (e.g. an end of module project) feedback will normally be provided within four weeks; again, this will include a provisional grade or mark. All marks remain provisional until the end of year Assessment Board when internal moderation and external examiner scrutiny will have been completed.

Feedback on student performance and progress

15. This comprises any comments given to students regarding their performance and progress in a module to support their learning and academic development. This can take place in formal or informal settings, such as in lectures or seminars, tutorials or during group or in-class activities.

16. Feed-forward information is similar to feedback but is provided in advance of an assessment task to support student learning and development prior to completion of the assessment. Where used it should support, rather than replace, the provision of feedback.

Poor academic practice

17. Poor academic practice does not include academic misconduct. Poor academic practice can be dealt with within the assessment criteria, whereas academic misconduct is dealt with subject to the Assessment Malpractice Policy. Where poor academic practice has been identified markers should use the ordinary marking procedures to provide the student with an appropriate mark for their performance. They should also provide the student with feedback on how to improve academic practice, where relevant informing the student if there is a concern that his/her academic practice might result in a charge of academic misconduct in the future.

18. Information on the opportunities for training in good academic practice will be provided. Where a student commits poor academic practice on more than one occasion they must take part in training or support in good academic practice. The training or support will be either a requirement to access specific online training materials or to make an appointment with HE Support.

IMPACT ASSESSMENT:

This policy has been assessed and considered for impact upon people who share the following protected characteristics and factors: race, gender and gender identity, disability (including learning difficulty), religion and belief, sexual orientation, age, pregnancy, maternity and marital status.

EQUALITY IMPACT ASSESSMENT SUMMARY:

This policy has been impact assessed and has identified the following:

- Negative impacts (N)
- Appropriate actions/mitigations to address the negative impacts have been put in place (N/A)
- Positive impacts (Y)

For further detail of the impacts and associated actions, please see the EIA which is attached to the filed copy of this document.

LINKED POLICIES:

MONITORING PROCEDURE:

DATE FOR REVIEW:

November 2019

RESPONSIBILITY:

Head of HE

ENDORSED BY EXECUTIVE:

J. Meenaghan

Principal

7 December 2017

Date