



## Assessment Policy and Procedure

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### Amendment History

Revision Summary	Date Approved	Author

# **Irish Baptist College**

## **Assessment Policy and Procedure**

### **Introduction**

1. The Irish Baptist College operates a modular structure for the delivery of academic programmes, pathways and courses of study. The assessment of students registered for any module of study shall be conducted in accordance with the principles and regulations of Spurgeon's College, London, the validating institution. In order to ensure that these principles and regulations are observed, the requirements set out below shall be adhered to in the assessment of all modules.
2. This policy sets out the principles and practice relating to assessment and feedback at Irish Baptist College (the College) for students taking modules at academic Level 4 to 7. This policy is informed by the UK Quality Code for Education: Advice and Guidance, Assessment.
3. This policy applies to all students on Level 4–7 validated taught courses.
4. Any requirements of other academic award partners may take precedence over the content of this policy.

### **Definitions**

5. Assessment is designed to enable students to become practitioners in their discipline, in particular in Christian vocation.
6. Assessment methods shall be appropriate to, and align with, the programme and course learning outcomes.
7. Summative assessments are those which contribute directly to a student's overall mark or grade and evaluate student learning at the end of an instructional module by comparing it against a standard or benchmark.
8. A formative assessment provides students with opportunities to build the skills and understanding they will need in their summative assignments, and opportunities to receive feedback that will help them with that development.
9. Feedback may be oral, provided in seminar or tutorial discussion, or written, for example, in email or electronic responses online. It will normally be provided by lecturers but can include elements of peer feedback. Formal feedback can be provided for both formative and summative assessment and is designed to show students whether and how they have met the relevant learning outcomes, what areas there might be for improvement, and what they might do to pursue that improvement.

## **Section 1: General Principles of Assessment**

### **The Principles of Assessment**

10. Assessment is an important part of the College's educational process. The principles relating to assessment have been written with reference to the UK Quality Code for Education.
11. The purpose of assessment is to facilitate learning. Increasing dialogue with students about assessments should help to develop a shared understanding of the purpose(s) of assessment, assessment expectations and marking criteria. Time should be set aside for the discussion of assessment tasks, ensuring students understand the expectations of assessment and the criteria by which they will be assessed, as well as time to reflect on, discuss and learn from feedback.
12. The principles of assessment (as detailed in the framework) are as follows:
  - Assessment methods and criteria are aligned to learning outcomes and teaching activities.
  - Assessment is reliable, consistent, fair and valid.
  - Assessment is holistic.
  - Assessment methods and criteria are inclusive and equitable.
  - Assessment is explicit and transparent.
  - Assessment and feedback is designed to be purposeful and support student learning and academic development.
  - Assessment is timely.
  - Assessment is efficient and manageable.
  - Academic lecturers assist students to prepare for assessment.
  - The College's approach to assessment encourages academic integrity.

### **Regulatory principles in assessment**

13. The College will ensure that:
  - The assessment scheme provides sufficient evidence of students' achievement to enable decisions to be made about their progression through the programme and the award of the intended academic qualification.
  - Assessment tasks allow students to demonstrate achievement appropriate to the level of the intended award in the Framework for Higher Education Qualifications.
  - Students shall have the opportunity to experience a range of assessments across their programme;
  - Assessment is conducted in accordance with College regulations, policies, procedures and guidance, as set out in this Assessment Policy and elsewhere.

## **Assessment Design**

### Intended Learning Outcomes

14. Each module should have an appropriate mix of formative and summative assessments which are clearly aligned with intended learning outcomes. Assessment design, therefore, should be considered when the learning outcomes for a module are conceived or revised.
15. Assessment tasks for each module will be matched against the learning outcomes for the module and individual assessment instructions will always clarify what learning outcomes the student is expected to demonstrate in the piece of work they produce. All the stated learning outcomes for a module should normally be summatively assessed.
16. The following characteristics of assessment will be promoted across academic Level 4 –
  - Diversity – types of assessment used should be varied to reflect the variety of student learning styles and preferences and respond to the varied nature of course content across modules
  - Innovation – assessment tasks should motivate students through presenting innovative challenges that demand originality and creativity, in accordance with the level of study.
  - Challenge – assessment should promote high expectations and inspire students to extend their learning and develop skills
  - Stimulation – assessment should aim to induce conversation, dialogue and interaction between students and lecturers.
  - Realism – assessment tasks should be achievable and realistic given the allotted learning hours/ word counts.
17. Effective design of assessment ensures that course-level learning outcomes are addressed through the assessment of the course's constituent modules or modules.

### Inclusivity

18. The goal of inclusive assessment is to ensure that the way the College assesses does not exclude or disadvantage students or create progression and awarding gaps. Inclusive assessment provides all students with an equal opportunity to demonstrate their achievement. The College keeps the needs of students to the forefront of its thinking when designing assessments, including those studying at different locations, from different cultural/ educational backgrounds, with additional learning needs, or with protected characteristics. Assessment procedures and methods are flexible enough to allow adjustments to overcome any substantial disadvantage that individual students could experience.

## Digital Assessment

19. Good academic assessment can make a positive contribution to students' future employability because of its role in developing students' proficiency in both discipline- related skills and the wider skill set known as 'digital capability'. Digital capability embraces media and information literacy, digital research, and presentation skills; it includes utilising information technology in creative communication and problem solving.

## **Review of assessments**

20. Review of a Level 4–7 module's formative and summative assessment should be conducted prior to the academic year in which it is taught.
21. Proposed assignments must be approved by the External Examiner in advance of the commencement of a semester.
22. The process for proposing and approving changes to assessment rubrics within a module, including weighting, is:
  - a) Module lecturers should review assessments in the modules allocated to them by the Director of Training;
  - b) If a change to a module's assessment rubrics is required, the module lecturer must complete the Curriculum Modification Form along with supporting evidence and new or tracked change module and programme specifications appended to the submitted form;
  - c) Recommendations for changes to assessment rubrics (which count as 'minor modifications' under the Curriculum Modification Policy) must be sent to the Senior Management Team (SMT) for approval prior to any other action being taken, so that resource and management implications can be assessed under Spurgeon's College Curriculum Modification Policy.
  - d) The Director of Training is responsible for ensuring an appropriate student consultation process is undertaken and recorded, and for consultation with any relevant professional staff prior to the proposed change being formally considered by the Spurgeon's College Programme Approval, Revalidation and Review Committee (PARRC).
  - e) The Director of Training will collate the proposed minor changes (changes to summative assessments) and forward to the PARRC for approval.
  - f) The Chair of the PARRC should then complete Section 5 of the Curriculum Modification Form.

## **Assessment length and weighting**

23. Different types of written coursework involve differing levels of research and critical engagement with the subject matter, consequently, the relationship between word length and credit allocation is variable. It is important, however, that the principles informing assessment workloads are consistent. The College's agreed normal assessment lengths for written coursework assessments (such as essays, theses,

reports etc.) for each level of its degree programme(s) is consistent with best practice in UK higher education.

### **Undergraduate module word length**

#### MAXIMUM TOTAL WORD COUNT FOR SUMMATIVE ASSESSMENT

Level	Credit amount	Maximum word count
4	10 credit modules	1500
5	10 credit modules	2000
	20 credit modules	4000
6	20 credit modules	4000
	Research Portfolio (6) 40 credit module	8000

### **Postgraduate module word length**

#### MAXIMUM TOTAL WORD COUNT FOR SUMMATIVE ASSESSMENT

Credit amount Maximum word count

20 credit modules 4000

Dissertation 16000

24. Handbooks and course module documentation should be used to provide students with clear guidance on assessment lengths. Where necessary, students should be provided with a rationale for assessment word-lengths. This may include, for example, the level of difficulty of the assessment and expected research time.
25. Other forms of assessment (such as presentations and team projects) require different guidelines. The amount and level of work required for such tasks should be equivalent to that required for written assessments. Rationales for such assessments should be given in the programme documentation or in module descriptors.
26. Modules that have a combination of written and non-written assessments may have different assessment weighting depending upon the learning outcomes. Where assessments utilize such a combination, the module descriptor will include the type, length and weight of the assessments.

### **Policy on word limits**

27. All summative essays will be subject to a word limit which will be specified at the time that the assignment is set. Bibliographies will not count towards word limits but appendices, footnotes and endnotes may count. Students will be required to state the number of words used either at the beginning or the end of an assignment. If the word limit is exceeded, a deduction will be made from the mark according to the extent of the breach.

28. The purposes of enforcing word limits are to:
- ensure parity and fairness by creating a level playing field
  - help students produce well-focused and cogent written work
  - instil the discipline essential for real-life writing tasks
  - ensure that students acquire the ability to edit their writing effectively and prune inessential material.
29. Module Descriptors should clearly state a maximum word count for the assignment.
30. Students should adhere to the word count stipulated for each assignment. Where a single number is given (i.e., a 2000 word assignment) this is the maximum number of words. Where two numbers are given (i.e., a 1500–2000 word essay) students may submit written work over 1500 words in length and up to a maximum of 2000 words in length. The actual number of words should be within the margin indicated.
31. There is no formal penalty for exceeding (or falling markedly below) the maximum length. Markers, however, will use their academic judgement when evaluating assessments that do so. Decisions on appropriate mark deductions will depend on the overall quality of an individual assignment and the extent to which work exceeds or falls short of the word count and therefore does not adequately use the opportunity given in the assignment task to demonstrate their learning. Markers should highlight in their feedback to students who contravene the set word limits the need to adhere them in future assignments.
32. The word count normally refers to everything in the main body of the text. This includes direct textual quotations and footnotes/endnotes in the essay. Everything before (i.e., abstract, acknowledgements, contents, executive summaries etc) and after the main text (i.e., references, bibliographies, appendices etc) is NOT included in the word count limit. Students should be given clear guidance on the use of appendices etc. Appendices are for supporting, illustrative material only; they should not be used to elaborate or extend the argument.
33. A signed declaration of length must be received with every piece of work submitted for marking.

### **Alternative assessment**

34. The Irish Baptist College is committed to its existing statements regarding equality of opportunity which can be found in the student handbook. As part of this commitment the College recognises that students with disabilities are an integral part of the academic community. The College adheres to the QAA Code of Practice on Students with Disabilities and in particular it agrees with the precept that "assessment and exam policies, practices and procedures should provide disabled students with the same opportunity as their peers to demonstrate the achievement of learning outcomes". At the same time, the rigour and comparability of the assessment should be protected so that one academic standard is applied to all students.

## **Section 2: The Practice of Assessment**

### **Assessment deadlines**

35. The College's procedures and guidance for the submission of summative assessment must be clearly publicised to students, via Handbooks, local web pages or VLE platform.
36. The deadlines for the submission of the coursework for individual modules are published at the beginning of each semester. These are agreed by the Director of Training in consultation with module lecturers. Assessment deadlines will seek to even out student workload as far as possible while allowing sufficient time for relevant learning to be absorbed and research carried out.
37. Students are expected to plan their work so that they can meet assessment deadlines alongside other responsibilities. The College recognises that students may experience exceptional short-term issues outside their control during their studies which adversely impact their ability to complete or perform in assessments by the specified deadline. The College's Mitigating Circumstances Policy enables students with a legitimate mitigating circumstance to apply for an extension, deferral or consideration of their circumstances by the Special Cases Committee.
38. Students are responsible for managing their time in order to meet published assessment deadlines.

### **Submission of Summative Assessment**

39. Assessment of all written (including dissertations) and electronically produced assignment material (i.e., video and audio recording etc.) takes place principally electronically; this includes electronic submission, marking and feedback. Written assignments must be submitted through the College's virtual learning environment, Moodle and is subject to plagiarism detection software checking, where appropriate.
40. The College must ensure students are aware that plagiarism detection software is used and must be directed to information, advice and guidance on academic writing, avoiding plagiarism and the penalties arising from academic misconduct. Students can find technical advice on how to submit an assignment in the relevant document on the VLE platform. The presentation of assignments should follow the advice given in the College's Style Guide also accessible via the VLE platform.
41. Work submitted online is anonymised for marking. The College will make every effort to preserve the anonymity of students throughout the assessment of written material. Oral presentations or recordings by students cannot be anonymised.
42. In cases where malpractice is suspected in a written submission by a student, the College will follow its Academic Integrity Policy.



## **Guidance on Late Submission**

43. Any work which has been submitted after a deadline has passed is classed as late except in cases where an extension has already been agreed. There are no discretionary periods. This guidance relates to first attempts only.
44. The College implements a sliding scale to penalise late submission. Work submitted after the deadline will be marked, but the mark awarded will reduce progressively for each calendar day, or part thereof, by which the work is late. This includes weekends as well as bank holidays and College closure days.
45. In cases where a late piece of work does not represent an entire assessment for a module, the penalty applies to the individual piece of work, not all the assessment elements for the module.

### Application of Penalties for Late Submission

46. Late submission of work will be penalized by 10% per 24-hour period until the assignment is submitted, or no marks remain.
47. If a piece of work is not marked out of 100, the deduction per day is proportional to that for work marked out of 100. The reduction is therefore 10% of the total assessment value, rather than 10% of the mark awarded for the piece of work.
48. The College must make clear to students that submission dates and times are in UK local time and it is the responsibility of students to ensure that they check the relevant time zone. (This may be of particular relevance to distance learning students).
49. This guidance on late submission also applies to long essays and dissertations/theses. Late work will be logged by the Registrar, and students can expect to receive feedback on it in the normal way. Students will be informed clearly of the mark they would have received without late penalty deductions.
50. Markers should indicate the unpenalised mark on the feedback sheet and marking criteria. All deductions for late submission are to be made by the Registrar in consultation with the Director of Training, and clearly recorded on the marking criteria for the course module.
51. Students who submit referral/re-sit assignments after the deadline will be automatically subject to a mark of zero. There is no sliding scale in operation for re-sits/referrals.

### Late Penalties and Pass Marks

52. Students whose assignment mark falls below a pass as a result of a late penalty should not be routinely asked to resubmit the assignment; instead, the original assignment will be used in lieu of a referral, and normal re-sit/referral procedures will apply. If a student's original module mark before the application of the penalty was a

pass, the mark recorded for the module will not fall below the minimum compensatable pass mark for the programme.

53. However, if the student has exhausted all their compensation allowance or the module is a core/compulsory module which does not permit compensation, the student would need to take a referral for progression purposes.

### **Wrongly Submitted Assignments**

54. A student may make a mistake submitting an assignment online. Examples include:
- a formative assignment submitted rather than a summative one;
  - an assignment submitted for the wrong module;
  - an earlier, draft version of an assignment submitted rather than the final one.
55. Details of the procedure that should be followed if a mistake is believed to have occurred is contained in the Protocol for Wrongly Submitted Assignments.
56. In all disputed cases, the Special Cases Committee (SCC) is the point of appeal for students. The SCC will decide cases with reference to the above protocols.

### **Mitigating Circumstances**

57. Where a candidate is aware in advance that the deadline will not be met, the Mitigating Circumstances Policy should be followed. The student should submit an application for mitigating circumstances (online form) explaining the reasons the submission date cannot be met, together with appropriate third-party supporting documentary evidence (e.g., medical or other). The SCC will consider the evidence and may recommend an appropriate revised submission deadline for the work, considering the circumstances presented.
58. Mitigating circumstances can on rare occasions be submitted after a deadline – for example if someone becomes incapacitated and goes into hospital and therefore cannot apply for extensions. Further details are available in the Mitigating Circumstances Policy; it should be noted that requests will not normally be considered retrospectively unless there are clear reasons why the delay could not have been avoided or reduced.

## **Section 3: The Process of Assessment**

### **Marking Policy and Procedures for Coursework and Examinations**

59. First Marking is carried out by one or more internal markers for all summatively assessed students' work. First marking, therefore, involves judging a submitted assignment against the relevant marking criteria and providing comments for students which both justify the mark and offer constructive feedback. The first marker of a module will usually be the person who taught the module and set the assessment or examination.
60. All marking activities must be carried out by suitably qualified staff.

61. All marking activities, including monitoring (see below) and second marking for Level 7 modules, must be completed within the marking window of 20 working days and before the mark release date. In exceptional cases, the Director of Training may grant an extension to the mark release date for individual modules.
62. The College has clear and transparent marking schemes for undergraduate and postgraduate programmes respectively, and these are published in programme/student handbooks.
63. All assessment, including presentations, must be marked by the first marker and an agreed sample reviewed by an internal monitor and, in the case of work submitted at Level 5 and above, by an external examiner. External examiners ensure that each student has been fairly assessed, is fairly placed and accurately graded in relation to the rest of the cohort.
64. All assessment tasks should be designed relative to the Intended Learning Outcomes, and examinations in biblical languages should be accompanied by guidance for the purposes of internal examining and review by an Internal and/or External Examiner.
65. The Registrar will check that all sections of each piece of assessed work have been marked, that partial marks have been totalled correctly, and that total marks have been transferred correctly to Progression and Awards Board reports.

#### Marking Summative Coursework Assessments & Examinations

66. Anonymous Marking helps to reassure students and others that marking is fair. This does not include verbal student presentations to lecturers and audio/visual assignments; but anonymous marking is required for all formal written assignments and examinations. The choice of assessment task should be governed by its suitability for assessing the intended learning outcomes rather than its suitability for maintaining anonymity.
67. All pieces of written coursework which contribute to the summative assessment of the course module and all examination scripts are to be marked anonymously by the first markers, by internal monitors and by external examiners. Students should submit their work by registration number only.
68. For written, summative assessments students are required to submit one copy of their summative coursework via Turnitin. The first marker then marks the work, provides feedback to the student and enters the provisional marks via the Turnitin interface on the VLE platform.

#### Marking Oral Examinations and Presentations

69. Individual oral presentations and group presentations will be recorded for marking, monitoring and external examiner purposes. The first marker will assess the presentation against the relevant marking criteria, provide comments for students which both justify the mark and offer constructive feedback. Comments and marks will be entered on Turnitin as above.

70. Module lecturers will provide written and oral instructions for students on how group presentations will be assessed. Written instructions on how group oral presentations will be assessed will be reviewed and approved by the Director of Training prior to the semester concerned. Presentations will be recorded for marking, monitoring and external examiner purposes. Comments and marks will be entered on Turnitin as above.

### Marking Dissertations

71. All work for dissertations at all levels will be first and second blind marked. No form is required in the case of dissertations which will be marked by a range of different first and second markers according to subject expertise.

### **Internal Monitoring and Second Marking**

72. Internal monitoring is important in assuring that examiners apply assessment criteria consistently, and that there is a shared understanding of the academic standards students are expected to achieve and to ensure that academic standards are appropriate and consistent across course modules, subjects and programmes. Evidence of monitoring is an important feature of internal procedures.

73. 'Monitoring' and 'second marking' are different processes:

- The aim of monitoring is to provide a quality check on the parity of marking across modules. Monitors are not expected to change marks or provide comments on individual pieces of work, but they will enter a note on the monitoring form to indicate that monitoring has taken place.
- Second marking involves reading individual pieces of work, reading the first marker's comments on them, writing comments of their own, and making a judgement as to whether they agree with the first marker's mark, or wish to propose a higher or lower one. In cases of disagreement, the markers are expected to discuss the mark and come to an agreement (see further below). If they are unable to do so, the case is referred to the Director of Training who will appoint a third marker to assess the work.

74. The College will use the following monitoring samples:

- Level 4
  - a. 20% of all work
  - b. A selection of failed work
  - c. Problem cases for which further advice is required
  - d. All work marked by associate lecturers and inexperienced markers
- Level 5
  - a. 20% of all work which should include:
  - b. The highest scoring candidate, and the lowest if there are no fails
  - c. A representative sample across the band categories
  - d. Problem cases for which further advice is required

Where there are fewer than ten candidates, all work will be monitored.

- Level 6
  - a. 20% of all work, which should include:
  - b. The highest scoring candidate, and the lowest if there are no fails
  - c. A representative sample across the band categories
  - d. Problem cases for which further advice is required

Where there are fewer than ten candidates, all work will be monitored.

75. Monitors should consider the following during the process:

- Do the individual marks correspond with the comments made by the first marker?
- Has the full range of marks been used?
- Have the grade descriptors (marking criteria) been used?
- Is the feedback appropriate, and is it ‘forward-looking?’
- Is the spread of marks appropriate?
- Are the boundaries between classes in the right place?
- Where multiple first markers are used, is the marking consistent across the markers?

76. Although monitors should not change marks or provide comments on individual pieces of work, they may recommend revised marks if their advice has been sought to help resolve problem cases. If the process of monitoring raises concerns, the whole batch of work (or a proportion of it if the issue is more specific e.g., issues with borderline, fails or a classification bracket) may be second marked, or the module marks scaled (in relation to agreed benchmarks and guidelines) after due consultation with the first marker. Where monitoring suggests that alteration of module/ marks is required, this will be discussed between markers and the opinion of a third marker sought if required. The opinion of the third marker is decisive in the subsequent discussion. Only in exceptional circumstances will unresolved differences between marks be presented to the External Examiner for resolution.

77. Individual pieces of work submitted after a module has been monitored (late work and work from students with an extension) is not normally monitored, but the monitor should check the marking of all failed work.

78. The marker and monitor complete a monitoring report form recording any queries or discussions. This is returned to the Registrar so that it can be sent to the External Examiner for scrutiny.

### Second Marking

79. In Level 6 Research Portfolio and Level 7 assignments, once first marking has taken place, the second marker:

- Reads the assignment(s) and the first marker’s comments and completes the Second Marking Form with a note of whether they agree with the first marker’s mark or wish to propose a different one.

- Discusses the mark with the first marker where there is disagreement and comes to an agreed mark which is entered on VLE. If they are unable to agree a mark, the case is referred to the Postgraduate Director (or Director of Training/Principal) who will appoint a third marker to assess the work. The opinion of the third marker is decisive in the subsequent discussion. Only in exceptional circumstances will unresolved differences between marks be presented to the External Examiner for resolution.
80. Where a whole module has been second marked, the first and second marker complete a Second Marking Form recording any queries or discussions. This is returned to the Registrar so that it can be sent to the External Examiner for scrutiny.
81. The Director of Training or the Registrar may request second marking of an individual student's work where there appears to be noticeable discrepancy in marks achieved across different modules.
82. New members of teaching staff who are inexperienced in marking will be given guidance as part of their induction programme. During their first year, and as part of their training larger samples of their marking will be read in the monitoring process. The monitor will use the opportunity to discuss the appropriate interpretation and application of marking criteria.

### Pairing

83. The Director of Training will draw up a list of markers and monitors for each academic year ensuring that a careful allocation of pairings of markers across years will enable consistency across modules and across time.

### **External Examination**

84. External Examiners play a vital role in the maintenance of academic standards and quality assurance in ensuring rigorous but fair assessment of students.

### **Functions of the External Examiner**

85. The principal responsibilities of External Examiners are to ensure that:
- Assessment and examination procedures have been fairly and properly implemented and decisions have been made after due deliberation.
  - Standards of awards and student performance are at least comparable with those in equivalent higher education institutions.
86. External Examiners are given access by the Registrar to all module information and all marked assessments, together with the marks and comments of internal markers, and notes about how marks were agreed in cases where a second marker has differed in their initial assessment from a first marker. They also receive the Monitoring and Second Marking Report forms for each module, which record discussions about the marking of a batch. The External Examiner samples dissertations.
87. External Examiners will discuss with the Director of Training and Registrar the arrangements for choosing and forwarding the samples and moderating the internal

marking to satisfy themselves that standards are appropriate and that students are being treated fairly.

88. As part of a full and robust system of monitoring, External Examiners are general assessors of the overall level of marking for each individual course module, a representative selection of students and the degree programme as a whole. They are required to satisfy themselves as to the general standard of the marking and to adjudicate any unresolved differences between internal examiners of 5% or more or entailing a difference in classification band. (Smaller differences must be resolved internally.)
89. External examiners are not permitted to change individual marks but may provide informal feedback on the marking and monitoring process for individual modules, in addition to their summary comments at the Progression and Awards Board and their annual report.
90. Where monitoring of scripts, or an analysis of the distribution of the marks, indicates a need to review the marks for a whole module, or component of a module, an external examiner may request a regrading. In this case, the examiner has discretion on whether to request:
  - a re-mark of all the assignments in the batch.
  - a scaling of the marks in relation to agreed benchmarks and guidelines. Any scaling must be reported to, and endorsed by, the Progression and Awards Board.
91. The full duties of External Examiners are detailed in Spurgeon's College's External Examiners Policy

### **Feedback for Coursework and Examinations**

92. The College recognises that feedback is a vitally important part of the learning process. It can take many forms, but it is central to the relationship between lecturer and student.

#### General Principles

93. Feedback should be timely, clear and as encouraging as possible. It should enable the individual student to reflect on their skills and performance. Feedback given to students should identify strengths in their work together with practical suggestions about how to improve and develop. Generic feedback to a class can be used to supplement the individual written feedback given to students on their work. It can be provided either in an open, face-to-face forum or posted on a course module's VLE site and can be helpful in addressing common mistakes or misunderstandings. Generic feedback can also be useful for some forms of examination.

#### Feedback on Formative Work

94. Formative work, which is not graded and therefore does not contribute to a student's overall profile of attainment, may take a variety of forms, and lecturers will give

feedback in an appropriate way. For example, if a formative task is to contribute to a class discussion or give a class presentation, the lecturer may give feedback face-to-face, either in the class or soon afterwards. If the task is a written draft or outline, the lecturer may give feedback via email, video call or telephone, which may lead to further discussion if the student wishes.

#### Feedback on Summative Work

95. Feedback on summative work is provided via the Turnitin interface on the VLE platform. Lecturers provide summary comments for all assignments, and annotations within the text of written assignments. The summary feedback should clearly indicate why the work has been graded as it has. It is good practice to make reference to relevant elements of the grade descriptors. The feedback should affirm positive qualities and outline how the student's work might be improved in future.
96. Students have a responsibility to consider feedback given on their work, to seek to understand it, and to act on it. Students are encouraged to discuss marked work with the module lecturer and seek further clarification if they wish.
97. All students must have the opportunity to receive feedback on their examinations where these form a part of their assessment. In the case of online examinations, feedback is given on the VLE platform.
98. Coursework submitted late should receive feedback within 20 working days of the actual submission. Where unforeseen circumstances (such as illness on the part of the marker) mean that these norms cannot be observed, the Registrar will make alternative arrangements and will inform students.

#### **Section 4: Progression and Awards Boards**

99. Decisions about progression and awards are made by Progression and Awards Boards in accordance with the relevant degree regulations. In these meetings, and in the Pre-Progression and Awards Boards which prepare for them, every effort is made to preserve student anonymity. The annual cycle of assessment normally involves a number of examiners' meetings.

#### Pre-Progression and Awards Board – end of first semester

100. At the end of the first semester the Pre-Progression and Awards Board, consisting of a group of internal lecturers and the Registrar, considers the mark profiles of all students and identifies any causes for concern regarding their progression. These students are deanonymized to the Director of Training after the meeting and for follow-up as required. Any problems regarding the marking of individual modules are identified and action taken as required. Issues likely to cause complications in the application of the regulations at one of the forthcoming Progression and Awards Board meetings are identified for further investigation by the Senior Registrar and discussion with the Director of Training where required.



### Pre-Progression and Awards Board – end of second semester

101. At the end of the second semester the Pre-Progression and Awards Board meets shortly before the Progression and Awards Board and considers the mark profiles of students who have reached a point where a decision about progression or award is required. Any problems regarding the marking of individual modules are identified and action taken as required. Issues likely to cause complications in the application of the regulations at one of the forthcoming Progression and Awards Board meetings are identified for further investigation by the Senior Registrar and discussion with the Director of Training where required. This includes proposals for Classification Review where students are on a borderline between classifications.
102. As at the end of the first semester, the Pre-Progression and Awards Board identifies any causes for concern regarding the progression of continuing students. These students are deanonymized to the Director of Training after the meeting for follow-up as required after the main Progression and Awards Board meeting.

### Progression and Awards Board – end of second semester

103. Progression and Awards Boards consist of all teaching staff in the relevant programme(s) as well as the External Examiner. At the end of the second semester the Board meets to review the profiles of all students who have reached a point where a decision about progression or award is required. Separate Board meetings may be required for separate programmes. The Board confirms marks and makes decisions in accordance with the relevant regulations, including decisions about classification of awards, compensation of marks and referrals (re-sits). Approved mitigating circumstances are taken into account.

### Pre-Progression and Awards Board – end of summer

104. A Pre-Progression and Awards Board meeting is normally held in late August or early September to prepare for the late summer Progression and Awards Board(s).

### Progression and Awards Board – end of summer

105. Progression and Awards Board meetings may also be held at the end of the summer to confirm marks and make the same range of decisions as above in the cases of students whose mark profile was not complete at the end of the second semester, whether because of late submissions, approved mitigating circumstances, assignments with summer deadlines or other reasons. This is in order to approve decisions about progression which may be required prior to the new academic year and to make awards in a timely fashion.

### **Chair's Action**

106. Occasionally it may be in the student's interest that a decision about their progression, or the grant of a re-sit is taken between Board meetings. In these cases, Chair's Actions may be taken, which always requires the approval of the External Examiner.