

UCFB|GIS*

Assessment and Feedback policy

Owner:

UCFB|GIS

1. Introduction

- 1.1 This document outlines the institutional consideration of UCFB|GIS to the support of excellent academic quality and outcomes through its approach to the provision of assessment and feedback opportunities.
- 1.2 The activity referred to in this document relates to all students registered with UCFB and GIS.
- 1.3 Full details of the process relating to assessment and feedback by our validating partners [Buckinghamshire New University](#) ("**BNU**") or

Teaching and marking in teams should be utilised to allow for timely turnaround of marking.

4.1.9 Assessment for learning

Formative assessment should be incorporated to encourage reflection and development of both academic and work-based competences (knowledge, skills, and behaviours). Formative feedback should be detailed, constructive and support development at both individual and cohort level.

4.1.10 Weight

The burden of assessment will be appropriate to level, subject and topic. Whilst challenging, it will not overstretch learners and will be linked to teaching. Over assessment should be avoided.

5. **Assessment Design**

5.1 Effective assessment design, within all modules, ensures that:

- assessment tasks enable students to demonstrate the learning outcomes detailed in the module specification;
- where possible different assessment types should be provided for assessing learning outcomes (unless otherwise mandated by professional bodies);
- assessment tasks are efficient in terms of student and staff time and overassessment is avoided.

5.2 **Assessment Tariffs**

5.2.1 Review of current practice in Higher Education suggests that an Institutionally-wide tari

5.2.11.3 Assessments outside the +/-10% may receive a reduced grade and

6.1.5 As part of the external moderation of marking, External Examiners must be provided with the following for each module:

- Module specification
- Details of assessment task(s)
- Assessment criteria
- Any assessment guidance
- Sample of assessed work (10% or 10 individual pieces of each assessment task – whichever is greater – taken from the full range of marks and including some work that has been second marked)
- The record of marks and comments from 1st, 2nd (and 3rd) markers
- Schedule of all marks agreed for all candidates assessed in the module following internal moderation
- A brief report from the Module Leader commenting on the outcomes, delivery, and management of the module.

6.1.6 All marks for summatively assessed work are subject to approval of the relevant Assessment Board. External Examiners will always be asked to provide confirmation that they approve the marks.

7. Submissions

- 7.1 e-Submission, marking and feedback must be used wherever possible for all single pieces of text-based coursework. Tutors must seek agreement from their Deans if they would like an exception to this for any of their text-based coursework.
- 7.2 Submission dates and times must correspond with days/ times when UCFB|GIS is open and technical support is available in case of problems with submission, and not during any national holidays or institution closures.
- 7.3 For details regarding late submissions and extenuation please refer to the Extenuating Circumstances Policy.

8. Feedback

8.1 Feedback to Students

8.1.1 Feedback is central to learning and is provided to students to develop their knowledge, understanding, skills and to help promote learning and facilitate improvement.

All feedback will be:

- timely (provided within 15 working days) of the submission deadline;
- given in relation to the learning outcomes and assessment criteria;
- provided on all summative assessments;
- offered in a range of formats appropriate to the module e.g. electronically or other e-Submission tools where used, Audio file, Video file, or Screencast.

8.1.2 The nature and extent of feedback the student may expect will be indicated for each assessment task at the time it is set.

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- being provisional;
- available for External Examiner scrutiny;
- subject to change and approval by the Assessment Board.

8.1.3 All students will be actively encouraged to collect feedback, review and consider its recommendations and implications, and seek further advice and guidance from academic staff when required.

8.1.4 Further guidance on using and providing assessment feedback is provided in the course/module handbook (for students).

8.2 Modes of Feedback

8.2.1 Feedback may be:

- Individual - identifying specific issues relating to one student's work.
- Generic - referring to general points about the assessment as a whole, arising from an overview of the work produced by the student group.

8.2.2 Feedback should be explicit. It should be identified as feedback to ensure students are aware of its purpose. The student should understand its purpose as a mechanism to feed forward to support future assignments.

9. Continuous Assessment

9.1 At UCFB|GIS continuous assessment is a flexible framework designed to provide students the opportunity to act directly on initial feedback to improve in subsequent iterations of their work, reduce workloads at the end of the academic year to avoid undue pressure on students as well as enable the institution to make earlier and more effective interventions where necessary. It is anticipated that this will occur in teaching and learni02 Tc -9.9 (d(O2 Tc -9.91.5 (S)10.6 (r7.3 (n)19 (g)-4.4 (t)4i)1.2 (n)5.9 (g)-4.4 (30

resubmitted work will be capped at 40% for undergraduate submissions and 50% for postgraduate submissions. Practically, it is most likely that this form