

# **Business School England**

## **Assessment and Feedback Policy**

## **Introduction and Aims**

1. The school strategy states that the school “will implement a coherent and coordinated approach to assessment on all our programmes” and “enable students to maximise their potential through assessment accompanied by high quality, timely, and forward-looking feedback”.
2. The aims of the policy on assessment and feedback are to provide a framework for:
  - a. Designing, writing and reviewing assessments and to ensure a common understanding of the purposes of assessment and feedback.
  - b. Ensuring consistent and equitable arrangements for the submission and recording of summative assessment.
  - c. Ensuring the provision of effective and timely feedback on assessed work.
  - d. Ensuring the timely and efficient disclosure of marks and retention of all assessed work.
  - e. Ensuring inclusive practice in assessment and feedback, ensuring all students are given the opportunity to succeed.
3. The school is committed to continued enhancement in assessment and feedback practice, grounded in evidence and research into pedagogical effectiveness. The school will provide support and development opportunities for all teaching staff to improve and enhance assessment and feedback.
4. This policy was developed and approved in the 2021 academic year and minor modifications to the policy and implementation dates were approved in the 2019-20 and 2020-21 academic years.

## **Scope**

5. This policy applies to all assessed work which contributes to an undergraduate or postgraduate taught programme of study. Exemptions from the policy may only be granted by faculty Learning, Quality and Standards Committees. Exemptions will normally relate to specific and required professional, statutory, and regulatory body (PSRB) requirements and must be evidenced in writing. The principles underpinning this policy will apply to onlinedistance programmes where possible. Requirements Purpose of assessment
6. Assessment at the school will have the following purpose:
  - a. To enable students to excel in their chosen discipline and contribute to their learning and development.
  - b. To develop students’ knowledge and skills and readiness for the world of employment and contribute towards achieving the Graduate Attributes.
  - c. To enable students to demonstrate that they have fulfilled the objectives of their programme of study and have achieved the standard required for the award. Structure of assessment
7. Assessment will be planned and coordinated across the duration of a programme and tested and interrogated to ensure that each piece of assessment adds value to student learning.

8. The programme approval and Annual Programme Review (APR) process shall ensure that programme assessment is compliant with this policy. Programmes shall evaluate their alignment with this policy and good practice in assessment on an annual basis.
9. Programmes will ensure that a variety of assessment methods are used and that assessments are authentic, relevant to the desired learning and graduate outcomes and assess skills and knowledge that are worthwhile and meaningful.
10. Assessment shall be part of the school's efforts to create an inclusive and diverse curriculum. Staff shall aim to ensure that assessment outcomes are equitable, utilising the school's inclusive curriculum project, and review the structure and content of assessment where outcomes and attainment are unequal.
11. Modules shall adhere to the requirements on minimum and maximum quantities of summative assessment. To manage workload for both students and staff, further 'splitting' of assessments into parts will not be permitted.
12. All summative assessment types will be preceded at some point within a programme by a formative exercise, which has a significantly lower demand than the summative work and does not affect the student's module outcome, but which is an enabler for the summative work and followed by detailed feedback. Formative activities which engage students in learning and which support preparation for the summative assessment will be included for each module.
13. Group assessments can be used as effective practice. However, in the final year of a programme, all summative grades must be individual.
14. Normally, all uploaded coursework will be submitted via Turnitin/Moodle by 9pm on a working day. Work that cannot be submitted digitally will be submitted by 3pm on a working day to the relevant faculty office, accompanied by a header sheet. Header sheets will be created by module leaders and made available via Moodle.
15. Where appropriate, a student inclusion plan will indicate where reasonable adjustments can be made to assessment. Academic staff must comply with the requirements of a student's 3 inclusion plan.
16. In the rare case of unavoidable exceptions to the requirements specified, module handbooks will provide clear and transparent information on the assessment components including their length and weighting.

### **Marking assessments**

17. All marking shall be informed by clear marking criteria. On coursework assessments, markers will provide students with a descriptor of performance for each marking band against each marking criterion, using a customised rubric. The customised rubric should be provided to students along with the assessment brief.
18. Assessments must be submitted anonymously, except for those that require face-to-face involvement meaning anonymity is not possible (e.g., where student work is evaluated in 'crits', assessment of artefacts, staging, clinical practice, practical skills tests, presentations). Where students' work cannot be submitted anonymously, double marking (i.e., moderation of all scripts) must be undertaken. For dissertations and final year projects, it is normal practice for blind double marking to be used.

19. Programme awarding bodies must consider students' final awards anonymously.
20. Criteria-based coursework assessments shall use the step-marking system (i.e., only marks ending in 0,2,5,8 should be used). This does not affect assessments that are marked on a discrete numerical scale (where marks are allocated per question) or on a pass/fail basis (e.g., assessment of competencies).
21. All marking and moderation of marking shall be conducted in accordance with the school's Academic Regulations for Taught Awards and completed within fifteen working days of submission of the work. All summative assessments must be subject to marking moderation.

#### **Feedback on assessment**

22. Feedback will be provided on all coursework assessments. It will be of sufficient quality and quantity to facilitate student learning and will provide feedforward that can be applied to the next assessment.
23. Feedback will be provided within fifteen working days of submission to assist learning and performance in future assessment. The date and method of feedback will be stated in the module handbook.
24. In addition to providing a descriptor of performance based on the marking rubric (see point 17), staff must use the feedback pro-forma as a basis for providing feedback that is constructive and developmental.
25. Markers on a module/programme team should agree a consistent approach to any additional feedback processes (e.g. comments on script, exam feedback).

#### **Referencing policy**

26. Disciplinary areas will have a diversity of approaches to referencing and bibliographies, however, programme leaders will ensure that a consistent approach to referencing is taken across a programme. This should also apply consistently on joint and combined honours programmes.
27. Normally, referencing will be conducted in the Harvard style. Where marks are allocated for referencing, this should count for no more than 5% on any single piece of work. Implementation
28. The school will seek to utilise the latest learning technologies and internet systems to facilitate consistent, smooth, sustainable, and user-friendly submission, marking and feedback on assessment.