



DERBY COLLEGE GROUP POLICY

HE Assessment and Feedback Policy

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Executive Owner:	Deputy CEO
Owning Strategy / Department:	Higher Education Department
Approval Board / Committee / Group:	HE Academic Board
User Group:	Higher Education
Relevant To:	Higher Education students
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Date:	November 2021
Originator:	Head of Higher Education
Area:	Higher Education

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POLICY - PROCEDURES - GUIDELINES - RELATED DOCUMENTS

Policy Accountability and Implementation

Policy Title:	HE Assessment and Feedback Policy
Policy Author / Reviewers:	Head of Higher Education
Policy Implementation:	Head of Higher Education
Policy Monitoring and Compliance:	Head of Higher Education
Policy Review Timeline:	Annual
Synopsis:	

Policy Classification and Publication

Classification

- Not Classified (NA)

Publication

- Intranet – Policy portal
- Website – HE page

Empowering/related legislative and/or authoritative references:

Periodic Policy Review / Change History

Note: Please make it clear if change/review relates to procedures, guidelines and associated documents only or it is a rational for a new or substantive policy review

Version	Reviewed / Modified by:	Change History	Advisory committee / groups or specialists	Review / Meeting Date/s
New	Director of Services for Students Director of Higher Education	Agreed policy	HE Academic Board	July 2019
V1	Director of Higher Education	Reviewed Policy, no amends	HE Academic Board	November 2020
V2	Head of Higher Education/ Office for Students Compliance and Policy Officer	Policy review – Updated to reflect changes to job titles	HE Academic Board	November 2021

EQUALITY AND DIVERSITY STATEMENT

Derby College strives to treat all its members and visitors fairly and aims to eliminate unjustifiable discrimination on the grounds of gender, race, nationality, ethnic or national origin, political beliefs or practices, disability, marital status, family circumstances, sexual orientation, spent criminal convictions, age or any other inappropriate grounds.

1. Policy Statement

The College is responsible for ensuring that the academic standard of each award and/or award element is set at the appropriate level and that student performance is properly judged against this, in line with subject benchmark statements and the national qualifications framework as appropriate.

The purpose of assessment is to enable students to demonstrate achievement of the learning outcomes of the module. Students' performance in the assessment of modules contributing to their programme of study is the major source of evidence used in determining progression and recommendation for awards set by a validating or awarding institution.

2. Definitions

This policy sets out the principles, processes and basic procedures by which assessment will be designed, scrutinised, disseminated, marked, and moderated. In certain instances, for example due to the requirements of an accrediting body such as a Professional, Statutory, Regulatory Body (PSRB), variations to this document may need to apply. These changes will extend the requirements of the College, which are not permitted to be lessened or bypassed.

The term assessment in this policy relates to any form of coursework, examinations, presentations, performance-based activities, skills-based competences, in-class tests, laboratory work, online activities, or other activity resulting in a mark and/or grade.

Formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks.

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a module or course. Summative assessments are always formally graded.

3. Principles

The basic principles on which this document is based are that:

- (a) Assessment is set in line with the validated curriculum, at the appropriate academic level.
- (b) Formative assessment, where set, should support students to develop their academic skills and knowledge for later summative assessment.
- (c) Summative assessments will be set to enable student to demonstrate achievement of learning outcomes and the award of academic credit.
- (d) When setting assessments equality and diversity concerns such as the needs of those from a widening participation background should be taken into account and support, as much as possible, the achievement of learning outcomes.
- (e) Reasonable adjustments will be made to summative assessment of a

qualification to ensure that all students are able to access them.

- (f) Assessments should provide the opportunity for students to demonstrate achievement beyond the attainment of the learning outcomes for higher marks/enhanced classification.
- (g) All summative assessment will be marked to the expected standard and will be free from bias or prejudice.
- (h) Students will receive timely feedback on their assessment that is constructive and clearly highlights areas for improvement and areas of strength.
- (i) Summative assessment will follow an appropriate moderation process. At a minimum:
 - All summative assessment will be internally moderated,
 - All summative assessment will be externally moderated.
- (j) Staff will declare any conflicts of interests that may be present and request suitable alternative arrangements to ensure that all scripts are marked fairly and free from bias.

When setting assessment it should be designed to reduce the possibility of academic misconduct (see Academic Misconduct policy). This may include but is not limited to:

- using different questions/tasks on each occasion where possible;
- tailoring assessment to a specific case study, theory or period;
- using assessment criteria that require skills such as reflection, rather than a reiteration of facts;
- Clearly defining permitted collaboration on any assessment;
- Use of live briefs for example (but not limited to) performances, displays or demonstrations.

Summative assessment must be set in a timely manner so that it may be internally and externally scrutinised prior to the release to students.

Those setting summative assessments must use appropriate/consistent templates, which will ensure that all relevant information is captured and presented in a consistent manner.

All assessment will be submitted via e-submission where applicable and appropriate. All work submitted electronically may be processed through plagiarism-detection software, and students will be informed of this in Handbooks, at induction, and on Assignment Briefs.

Special consideration may be given to students under mitigating circumstances in line with the College's Mitigating Circumstances policy. An example of this may be a serious illness or injury. Special consideration cannot give the student an unfair advantage and the student's results must reflect achievement in assessment and not potential ability.

4. Scope and Limitations

This policy is applicable to all Higher Education programmes that are not subject to an assessment and feedback policy set by an awarding organisation/institution. These processes are designed to ensure that standards are achieved and recognised through the award of appropriate marks and to assure students that their work is assessed objectively and against clearly defined, published, assessment criteria. This applies to:

- Higher National programmes
- Honours degrees
- Degrees (non honours)

- Foundation degrees
- Short course at HE Levels 4 to 7

Where there is any conflict between this policy and any awarding institution's assessment rules, the awarding institution's rules will take precedence but any resulting variations from the policy must be clearly communicated to students at the start of the programme.

Students on Higher National BTEC programmes are subject to College policies and procedures. This policy applies to all BTEC HNC and HND awards offered by the College. The College reserves the right to make reasonable changes to the policy where it will assist in the proper delivery of education. These changes will normally come into effect at the beginning of an academic year but the College may introduce changes during the academic year when it reasonably considers these to be in the interests of students.

The College bases its assessment methods, practices and procedures on the principles of transparency; consistency; validity; reliability and fairness and has been guided by the UK Quality Code, *Assessment* and *External Expertise*, and meets the following Core Practice:

- The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks.*
- The provider ensures that student who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.*
- The provider uses external expertise, assessment and classification that are reliable, fair and transparent.*
- The provider designs and/or delivers high-quality courses.*

5. Responsibilities

The main responsibilities of the **module leader** are to:

- Write the assessment brief, assessment criteria and marking guidelines in accordance with the validated curriculum.
- Prepare examination papers and marking schemes or model answers.
- Ensure that these are scrutinised internally, and externally where required, prior to dissemination to students.
- Disseminate the assessment brief and assessment criteria to students in appropriate manner, taking into account any necessary factors such as closure days, student attendance patterns and location of study.
- Complete/facilitate marking of the assessments and examination papers once submitted.
- Ensure that moderation is completed.
- Respond in a timely and appropriate manner to comments, recommendations or concerns raised about the assessment/examination papers.
- Ensure that records of the scrutiny, marking and moderation are held in an appropriate, secure and accessible format.

The **External Examiner's** role is to act as an independent and impartial adviser. The main responsibilities of the External Examiner are to:

- Scrutinise the assessment brief, assessment criteria and marking guidelines to ensure that it is fit for purpose.FD

- Scrutinise examination papers to ensure that they are fit for purpose.
- Required to provide feedback on the design and appropriateness of all assessment instruments to influence practice as it occurs.
- Ensure through sample moderation that the marking and internal moderation process (see Internal Moderation Policy) has been completed in accordance with the policy.
- Ensure that assessments and examination papers set and marks awarded are comparable with the wider sector.

The overarching responsibility for this document rests with the Head of Higher Education.

6. Implementation arrangements

The arrangements that outlined below build on previous good practice and seek to provide additional impetus and coherence.

All new members of staff are made aware of the policy and procedures during the programme employee induction phase.

The policy is published via the staff policy portal, is available to students via the student VLE and is accessible via the Derby College Group website. This policy can be provided in alternative formats on request.

Any updates or amendments to the policy and procedures are disseminated to the Leadership and Management team and communicated to team members.

7. Monitoring and Review

The policy and procedure is subject to regular review. It will be reviewed on a three year cycle with an annual appraisal of procedures and documentation. Review will take into account the views of students and stakeholders. DCG reserves the right to make whatever changes it deems appropriate.

8. Guidelines

There are no specific guidelines in relation to this policy, all relevant information is contained within the HE Assessment and Feedback Procedure.

9. Procedures

HE Assessment and Feedback Procedure:

- Timing of Assessment
- Scrutiny of Assessments
 - Assessment
 - Examinations
- Administration and submission of unseen examination papers
- Distribution of assessments to students
 - Assessment
 - Time Constrained Assessments
 - Examination Papers
- Submission of assessments by students

- Submission dates
- Submission deadlines
- Late submission
- Marking of assessments
- Feedback to students
- Moderation of assessments
- Retention and return of assessments scripts

10. Templates / Forms

There are no specific templates or forms related to this policy.

11. Related documents

This policy should be read in conjunction with the following documents:

- HE Academic Misconduct Policy
- HE Board of Examiners Policy
- HE Internal Moderation Policy
- HE Mitigating Circumstances Policy