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GBS Feedback on Assessed Work Policy (Pearson)

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Document title	GBS Feedback on Assessed Work Policy (Pearson)
Oversight Committee	Academic Board
Policy lead (Staff member accountable)	Provost
Approved by	Academic Board
Approval date	August 2019
Date effective from	August 2019
Date of next review	August 2025
Version	2.0

Related GBS policies
▪ GBS Data Protection Policy
▪ GBS Equality and Diversity Policy
▪ GBS Freedom of Speech Policy
▪ GBS Student Charter
▪ GBS Student Code of Conduct
▪ GBS Student Protection Plan
▪ GBS Student Disciplinary Policy
▪ GBS Academic Good Practice and Academic Misconduct Policy and Procedure
▪ GBS Standardisation and Internal Verification of Teaching and Assessment
▪ GBS Recognition of Prior Learning Policy
▪ GBS Special Consideration and Reasonable Adjustments Policy
▪ GBS Academic Appeals Policy

External Reference Points
1. Information Commissioner's Office, Accessed online at: https://ico.org.uk/
2. UK Public General Acts, *Data Protection Act 2018*, Accessed online at: https://www.legislation.gov.uk/ukpga/2018/12/contents/enacted
3. The QAA UK Quality Code for Higher Education *Advice and Guidance: Assessment* Accessed online: (https://www.qaa.ac.uk/quality%20code/advice-and-guidance
4. Juwah, C., Macfarlane-Dick, D., Matthews, B., Nichol, D., Ross, D and Smith, B. (2004) Enhancing student learning through effective formative feedback. York: The Higher Education Academy.

5. Pearson, *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment 2020-21* Accessed online:
    https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/btec-higher-nationals-centre-guide-to-quality-assurance-and-assessment.pdf

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Global Banking School Feedback on Assessed Work Policy[1]

1. Policy Statement

1.1 Global Banking School (GBS) is committed to providing timely and appropriate feedback to students on their academic progress and achievement, thereby enabling students to reflect on their progress and plan their academic and skills development effectively. Feedback, and acting on feedback, is therefore part of the active learning process throughout a student's programme of study. The aim of this policy is to ensure that:

(i) Students are provided with details of learning outcomes/objectives, the nature of the assessment tasks, assessment criteria and return arrangements as detailed in the assignment brief.

(ii) Teaching staff must ensure that GBS policy on providing effective and timely feedback is addressed in relation to all assessed work (summative and formative).

(iii) Feedback, including the approved grade for the assessed work, will be given to students after the meeting of the appropriate Assessment Board for summative work, and as soon as possible after being submitted for formative work.

(iv) Students will receive feedback on every piece of summative assessed coursework, including dissertations and project reports. Coursework should be returned to students according to agreed timescales. Students are also entitled to feedback on examinations or class tests.

(v) Feedback will be provided in relation to learning outcomes and assessment criteria that are linked to a specific assignment. Feedback should identify strengths and weaknesses of the assessed work. Comment should be made on the level of attainment with respect to each learning outcome.

(vi) Written feedback must be legible, and can be either handwritten or, preferably, word processed.

2. Purpose and Scope

2.1 To provide a policy for academic staff on providing timely and effective feedback to students and ensuring that feedback provides clear links to the intended learning outcomes/objectives for the assessment task. This policy applies to the Pearson programmes operated by GBS as an approved Pearson Centre.

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[1] *This GBS Policy on providing feedback to students on assessed work applies to the GBS Pearson programmes. For programmes awarded by other bodies (universities) the feedback policy or equivalent of the awarding body should be read and adhered to.*

3. QAA UK Quality Code for Higher Education

3.1 The QAA UK Quality Code for Higher Education sets out two Expectations for standards together with four Core Practices and one Common Practice specially related to Assessment (QAA UK Quality Code for Higher Education; Advice and Guidance: Assessment (https://www.qaa.ac.uk/quality%20code/advice-and-guidance).

3.2 Expectations clearly and succinctly express the outcomes providers should achieve in setting and maintaining the standards of their awards, and for managing the quality of their provision. Core Practices must be demonstrated by all UK higher education providers as part of assuring their standards and quality. Common practices will be applied by providers in line with their missions, their regulatory context, and the needs of their students. These are practices common to the underpinning of quality in all UK providers but are not regulatory requirements for providers in England. The two Expectations for Standards are stated as follows:

 i. *The academic standards of course meet the requirements of the relevant national qualification's framework.*

3.2.1 Assessment ensures that the qualifications are awarded only to those students who meet specified learning outcomes. Learning outcomes are specified for each programme, which are consistent with the relevant national qualification frameworks' descriptors, and assessment determines whether each student has achieved them.

 ii. *The value of the qualification awarded to students at the point of qualification and over time is in line with sector-recognised standards.*

3.2.2 Assessment regimes include processes ensuring the qualifications awarded by a degree-awarding body are consistent with the standards recognised within the sector and continue to be so over time. This consistency is important for the value of a qualification and the trust stakeholders place in it.

3.3 The four Core Practices are stated as follows:

 (i) The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualification's frameworks.

 (ii) The provider ensures that students 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.

(iii) Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how programmes are delivered or who delivers them.

(iv) The provider uses external expertise, assessment and classification processes that are reliable, fair, and transparent.

3.4 The one Common Practice is stated as follows:

(i) *The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.*

3.5 The UK Quality Code for Higher Education, Advice and Guidance: Assessment provides the following guidance on the provision of feedback on assessed work for students:

3.5.1 Feedback (including 'feed-forward') reflects attainment relevant to learning outcomes and marking criteria for the assessment task. Feedback on assessment builds on dialogue and opportunities for students to reflect on their learning. The teaching and assessment strategy progressively enhances students' assessment literacy to enable them to increasingly regulate their own learning and performance.

3.5.2 Feedback comments are provided in sufficient time to enable students to enhance their performance in subsequent assessment tasks.

4. Principles of Feedback

4.1 This policy of providing students with feedback on assessed work is informed by research (Juwah, C. et al. 2004) and best practice in the higher education sector. There are seven broad principles of good feedback practice, that:

– Facilitates the development of self-assessment (reflection) in learning
– Encourages teacher and peer dialogue about learning
– Helps clarify what good performance is in terms expected standards
– Provide opportunities to close the gap between current and desired performance
– Delivers high quality information to students about their learning
– Encourages positive information to students about their learning
– Provides information to teachers that can be used to shape teaching.

5. Good Practice for Effective Feedback

5.1 For all assessed work, other than examinations, all academic staff involved in assessment should ensure that feedback provided is timely, relevant, and meaningful and encouraging.

- Timely feedback should be returned as quickly as practically possible, and preferably, in sufficient time for students to be able to review the work to improve based on feedback, the next related piece of work.

- Relevant and meaningful - Students need to know how to correct their mistakes. Focused, specific comments on aspects of the work will help students to understand key points. Clear marking criteria which articulate the important aspects of the piece of work provide a framework against which feedback can be given.

- Encouraging feedback should offer a balance of encouraging comments and criticism. Feedback should state what is good about the work as well as what could be improved.

5.2 All programmes/units should have a feedback strategy which explains the purpose of the feedback and when feedback will be given. There should be information for students that explains how feedback will be given – written, oral, group or individual, on feedback forms, etc. Students must be advised when to expect feedback on their assessed coursework.

5.3 **Students should be prepared to receive feedback**

5.4 It is important that students are given guidance on what to expect from feedback and how to use it. This can be done in several ways, as follows:

- Managing the expectations of students so that the purpose of feedback is clearly understood prior to handing in a piece of assessed work.

- Discussion of learning outcomes and assessment criteria with students in class can ensure that students properly and fully understand what is required of them. Some students may be unfamiliar with and not understand the language used in assessment criteria and assessment feedback without having the opportunity to discuss them with the lecturer.

- Identifying all channels of feedback (for example, oral in class, from peers, self-feedback through reflection, written on assessed work, group feedback). Many students only consider 'feedback' to be written comments on assessed pieces of work, and do not recognise the valuable feedback that they are given on an on-

going basis throughout their schedule of teaching over the semester. Regularly pointing out to a class of students when feedback is being given can help them appreciate and use all modes of feedback to improve their learning.

- Encouraging the application of feedback by asking students to use their feedback to improve their later assessment tasks.

- Supporting the process of self-assessment by asking students to submit evaluations of their work along with their assignments. This is especially of value with formative assessment tasks.

5.5 All feedback should be designed to support students in closing the gap between current and aspired performance.

5.6 Most students have some idea of the mark or grade that they would like their assignment to achieve. This may not always be realistic, and some students may have an idea of what kind of mark or grade they will receive, which might be discrepant with their desired mark or grade.

5.7 Feedback should be provided in relation to the assessment criteria that are linked to the programme and unit learning outcomes. Feedback should identify strengths and weaknesses in relation to specific assessment criteria and should offer guidance to the student on how to correct mistakes or do better. For example, where written feedback is provided this might be in the form of specific 'action points' alongside normal feedback that identify for the student what he or she needs to do next time to improve performance. For work not contributing to the marks or grade for the module (formative assessment), students could be encouraged to identify their own action points, based on feedback they have received from class activities.

5.8 Many of the criticisms that students make of the feedback they receive relate to this issue – they comment that feedback is often too vague, general and does not help them to identify the areas where they need to improve, or that it is too general and that they cannot identify which sections of assignment need improvement.

5.9 **Further suggestion on providing feedback:**

5.10 Encouraging students to reflect on their own performance, as well as receiving feedback from others, can be a useful part of the learning process, especially when opportunities for self-assessment are integrated into the module or programme overall. It is also useful

to provide generic feedback to students in ways that help them to improve their individual performance by learning from the cohort. For example, making available anonymously a summary of all comments provided to individual students on an assessment task set for a group can help each student to this about how his or her work could be improved. This is especially valuable where comments are clearly linked to learning outcomes and assessment criteria.

6. Equality and Diversity

6.1 The Equality Act 2010 provides protection against discrimination, harassment, and victimisation on the grounds of disability and other protected characteristics. It is a legal duty for higher education institutions to anticipate needs and make reasonable adjustments so that disabled students are not placed at a substantial disadvantage compared to students who are not disabled.

7. Monitoring and Review

7.1 This policy may be amended by GBS at any time and will be reviewed annually to ensure it is fit for purpose. Any issues related to the monitoring and review of this policy, please contact asqo@globalbanking.ac.uk.

8. Data Protection and Confidentiality

8.1 GBS is registered with the Information Commissioner's Office as a Data Controller. Details of the School's registration are published on the Information Commissioners website. GBS as a Data Controller shall implement appropriate technical and organisational measures to ensure that processing of personal information is performed in accordance with the UK General Data Protection Regulations (UK GDPR) and under the Data Protection Act 2018 (DPA).

9. Alternative Format

9.1 This policy can be provided in alternative formats (including large print, audio and electronic) upon request. For further information, or to make a request, please contact:

- **Name:** Welfare Management Team
- **Position:** Welfare Officer/Manager
- **Email:** welfare@globalbanking.ac.uk