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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

- ICO: <https://ico.org.uk/>
- UK Public General Acts, *Data Protection Act 2018*, Accessed online at: <https://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>
- The QAA UK Quality Code for Higher Education *Advice and Guidance: Assessment* Accessed online: (<https://www.qaa.ac.uk/quality%20code/advice-and-guidance>)
- 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 Policy¹

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.



- (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 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 strategies used should aim to develop students' 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 (Jawah, 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



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



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 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). Information Commissioners website.

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 asqo@globalbanking.ac.uk.