



Global Banking School
+44 (0) 207 539 3548

info@globalbanking.ac.uk

www.globalbanking.ac.uk

891 Greenford Road, London
UB6 0HE

GBS Assessment and Feedback Policy

Document title

1. Purpose

- 1.1. The UK Quality Code for Higher Education requires higher education providers to ensure academic standards and quality through the consistent operation of assessment processes which are equitable, valid, reliable and fair. Moreover, consistent and equitable practice is essential to the integrity of assessment processes and to the comparability of students' expectation and experience.
- 1.2. Assessment is a key element of student learning and is the principal mechanism for ensuring academic standards are met and for measuring student achievement against those standards. Global Banking School (GBS) expects that¹:
 - Assessment methods and criteria are aligned to learning outcomes and teaching activities.
 - Assessment is reliable, consistent, fair, and valid.
 - Assessment design is approached holistically.
 - Assessment is inclusive and equitable.
 - Assessment is explicit and transparent.
 - Assessment and feedback are meaningful, specific and support the learning process.
 - Feedback is provided in a timely fashion.
 - Assessment is efficient and manageable.
 - Students are supported and prepared for assessment.
 - Assessment encourages academic integrity.
- 1.3. This policy is applicable to all taught provision of GBS that lead to the award of a degree or other credit of GBS itself and of Pearson (HNC/D programmes). This Policy will not always apply, in part or in full, to programmes validated or franchised under third party partnership agreements, where specific regulations, policies and procedures of the partner may, as agreed with the partner, apply and take precedence.
- 1.4. This policy is aligned with the QAA UK Quality Code for Higher Education.

2. Assessment design - principles

- 2.1. Assessment must be designed to:
 - be effective in encouraging a high standard and depth of learning;
 - be authentic and reliable;
 - be consistent in level and challenge across comparable modules;
 -

3. Responsibilities

- 3.1. Academic Board has overall responsibility for setting and maintaining academic standards, and for assuring the quality of all GBS provision.
- 3.2. The Academic Standard and Quality Committee is responsible for ensuring that Global Banking School's

6. Communicating assessment requirements

- 6.1. Students will be advised of assessment requirements for their programme in full at the start of each semester or period of study. This will include the form and weighting of each assessment together with an indication of submission deadlines and/or time-constrained assessment periods.
- 6.2. Students will be provided with sufficient information to enable them to plan workloads in relation to assessment requirements. Within each individual module, detailed requirements for assessment will be published in module handbooks and on the virtual learning environment. Explicit instructions for each assessment task must be set out.

6.a(v)-1.7 (i.i)-1.1 (r)0.7tual

where this is not possible (for example, in live oral language examinations, dissertations and group work).

- 8.2.2. It is acknowledged that there are forms of assessment where anonymity is not possible or practicable. There are also situations where anonymity may be compromised due to the individual nature of the assessment task, or where provisions have been made 138.66 7f pran 5.1 (ati)-1.1(v) 0 -c 0.068 -0 6d [(a)5.1 (ci)-1 (s)-1.8

in writing, normally in the online forum in the virtual learning environment.

- 10.4. Feedback on any formative assessment shall be provided no later than 5 working days of submission and must be provided in ample time to allow a student the opportunity to improve their submission before the related summative assessment is due. At least one formative activity will have written feedback provided to students.

11. Summative Assessment

11.1. Assessment Design

11.1.1. Assessments must be designed to reflect their function and the learning outcome(s) of a module, and of the programme overall. Assessments should take relevant QAA Subject Benchmark Statements³ and PSRB requirements into account; assessments should be fair, equitable and inclusive, and provide a platform for students to showcase their knowledge, skills and understanding.

11.1.2. Academic misconduct of any kind is unacceptable (see below). As far as possible, all assessments should be designed to minimise the opportunities for students to deliberately cheat and to minimise the risk of encouraging behaviours that may lead students to inadvertent cheating, for example through group plagiarism.

11.2. Volume of Summative Assessments

11.2.1. Each module of study shall normally be **20 Credit Hours** in value. Each Credit Hour shall normally have ten hours of learning and teaching time. The remaining hours of study required shall comprise directed learning and self-study time. The time

000019/d/603619810(0)076869-10196)002.644698202541468021.15.8/(22_01a(1f))TU

- Open Book Exam
- Computer Based Exam
- Group Coursework
- Essay
- Reflective Assignment
- Individual Poster
- Case Study
- Review / Critical Review
- Written Coursework
- Written Report
- Work Placement Report
- Dissertation
- Portfolio
- Digital Artefact
- Group

individual's contribution to the group work activity is fair. The methods by which group work will be marked, and associated marking criteria, should be transparent to students and fully justified in the assignment brief. This should make clear the proportion (if any) of the final mark that will be common to all group members, and the proportion that will be allocated on an individual basis. All assessed work undertaken by group work should enable students to demonstrate their achievement of all associated learning outcomes.

- 11.5.2.2. The involvement and contribution of each individual student should be evident to those assessing the work where the assessed group work leads to a group-based mark. Normally, marks awarded in common to groups of students should not constitute more than 50% of the overall module mark, unless there is a Professional, Statutory or Regulatory Body (PSRB) requirement that a higher proportion is used.
- 11.5.2.3. The marking process may be informed through group negotiation of marks or by peer review activities. Such practice should be clearly explained to students, including the provision of transparent marking criteria, with

- *Portfolios*: portfolio assessment comprises a focussed collection of work and can be used to achieve two distinct purposes: a developmental portfolio if organised to show student learning or a showcase portfolio if based on samples of a student's best work. Ideally the student will be involved both in selecting the work and deciding the criteria that are used to judge the work. In addition, the portfolio should include evidence of student self-reflection on the content and process.

11.6.5. The assessment of WBL will be subject to standard moderation and external examining procedures.

11.6.6. In cases where a student is unable to complete the WBL experience because of the Work Based Learning provider withdrawing from the arrangement or other circumstances beyond the control of the student, the faculty must look to provide an alternative opportunity to demonstrate achievement of the relevant learning outcomes.

11.7. **Scheduling of Assessments**

11.7.1. The scheduling of assessments should be carefully planned, to avoid assignment bunching, allow sufficient time for formative feedback to be given and reflected on before subsequent assessments, and enable students to time to prepare adequately. Feedback on summative assessments should be given within 15 days of submission of the work and includes time for second marking and internal moderation.

11.7.2. Assessment schedules should be provided to students in advance and no later than at the start of each module. Once provided to students, assessment schedules should not be varied except in exceptional and unforeseeable circumstances.

11.8. **Marking and Moderation**

11.8.1. Marking shall normally be carried out by the academic staff member who taught the module.

11.8.2. A random but representative sample of student work plus all borderline fails shall be moderated. The sample of work moderated shall be representative of the distribution of grades awarded by markers and be drawn from work marked at each campus.

11.8.3. The sample size of work to be moderated shall normally be 10% of the total cohort or 10 scripts, whichever is the greater. Exceptions to this general rule may be required, for example where relevant PSRBs dictate otherwise, or where the first marker is inexperienced (in which instance it might be deemed necessary to moderate a greater proportion of work).

11.8.4. Moderation is undertaken for the purpose of ensuring:

- Objectivity of marking
- Appropriate standards have been applied.
- Fairness and equity across all campus locations.

11.8.5. The Moderator shall be a senior academic, who shall mark the sample of student work independently of the initial marker. The Moderator must not have been involved in any of the initial marking of scripts. The Moderator shall either:

- Confirm the marks awarded or may, as appropriate

- (a) Reconsider the marks given to the entire cohort of students and, as a consequence, make changes to all marks, for example by scaling up or down the whole cohort; or
- (b) Reconsider the marks for sub-sections of the cohort.

11.8.6. Where the Moderator has made changes to the marks, the Moderator shall submit the initial and revised marks to the Associate Dean (Assessment), along with the reasons for the changes made. The revised marks shall be submitted to the Module/Interim Board along with a report from the Associate Dean (Assessment) detailing the changes made and the reason(s) for the changes.

11.8.7. The Module/Interim Board shall make the final determination of the module marks awarded.

11.9. **Double Marking**

11.11. **Standardisation**

11.11.1. Standardisation sets the standards of marking required and is led by the module leader. Prior to the standardisation meeting, a minimum of 3 pieces of work are selected by the module leader to represent the spectrum of achievements within each module. These pieces of student work are marked by every lecturer who will complete first marking. In the standardisation meeting the first marking team review the spectrum of grades and feedback for the student work and the module leader sets the marking standards which all lecturers must follow to promote fairness and consistency.

11.12.so44T24.001h848 (an18199342T(8T(1059T(0001J600t0ct-0.2(118-(001)0.6(12E))592.)0.07

- and practical assignments such as dissertations, extended essays, or projects in advance of completion of the assessment;
- assure themselves that GBS is maintaining academic standards and rigor in its marking. External Examiners should not change individual marks but should alert the Faculty Dean? where there are concerns regarding the overall standard of marking.

11.12.6.

- 13.1. In the design and delivery of the curriculum, full and proper consideration must be given to ensuring that assessments are accessible for students with declared disabilities.
- 13.2. Reasonable adjustments to the assessments and their conduct should be made to afford disabled students with the same opportunities as their peers to demonstrate achievement of learning outcomes. This may involve adjusting the type, scheduling or marking of the assessment in the context of maintenance of academic standards.
- 13.3. Reasonable adjustments to assessment practices should:
 - recognise the needs of disabled students with a range of impairments, including physical and mobility difficulties, hearing loss, visual impairments, specific learning difficulties including dyslexia, medical conditions and mental health problems.
 - be widely publicised in an accessible format and easy for students to follow
 - operate with minimum delay.
 - allow flexibility in the conduct of the assessment.
 - not be dependent on students' individual funding arrangements.
 - be agreed with individual students and all appropriate parties.
- 13.4. Inclusive assessment practices will reduce the need for individual adjustments to be made. Identification of reasonable adjustments to meet a student's individual needs

Final Assessment: a summative assessment conducted after teaching of the subject or course has finished and which contribute to the overall mark or grade. The final assessment does not necessarily need to be a time-constrained examination (see Appendix 1).

First Marking: the initial marking for assessments. The first marker(s) is/are normally the academic(s) who delivers or leads the delivery of the module.

Double Marking: the process by which student work is independently marked by two individuals, who are academics of GBS, with relevant subject knowledge and expertise.

Standardisation: the process of reviewing and confirming standards for first markers across different campuses at the start of the marking process to ensure that they are fair and consistent and confirming assessment marks.

Moderation: is the process in which a senior member of academic staff reviews a selection of student work to affirm efficacy of the examining process, and verify that standards are consistent with that of other GBS campuses

External Examiners: academics or other suitably qualified and experienced individuals with relevant subject expertise and contemporary knowledge of assessment practices and standards applicable to higher learning both in the UK and internationally. External examiners review proposed assessments and marking schemes and/or subject-specific rubrics, and a selection of completed and marked student work to assure the efficacy of assessments and the assessment processes. External Examiners must have no direct connection with GBS other than through their appointment as an External Examiner.