

## Chapter 7

### The London Institute of Banking & Finance

#### Higher Education

#### Assessing Learning & Feedback Policy

##### Purpose Statement

The **purpose** of this policy is to provide clarity on the approaches and methods of assessing student learning and providing feedback. Assessment plays a key part in the rigorous setting and maintaining of academic standards and is an integral part of a dynamic learning and teaching process. This is achieved through our five pedagogic principles: (i) inclusive; (ii) authentic; (iii) innovative; (iv) dynamic; and (v) global; detailed in the HE Learning, Teaching and Assessment Strategy. The strategy is reviewed and monitored by the Learning and Teaching Committee, with any changes recommended to the Academic Board.

When setting assessments, this should be read in conjunction with the Higher Education Types of Summative Assessment Guidelines, the Higher Education Assessment Length and Duration Limits Guidelines, the Higher Education Word Count Policy and the Higher Education Higher-order MCQ Design for Summative Assessment Guidance, which are available on your VLE.

##### Purpose of Assessment

Assessment is an integral part of facilitating student learning. It prepares students for life after study and is part of a progressive process by which students learn to develop their criticality and their ability to analyse and take responsibility for their own work.

The purpose of assessment can be described as:

- Objectively measure a student's achievements against the intended learning outcomes of the module and programme (summative);
- To aide student learning by providing appropriate feedback on performance (formative);
- To provide a reliable and consistent basis for determining the progression of, and conferment of awards to, students at Assessment Boards.

The purpose of **summative** assessment (assessment *of* learning) is to enable students to demonstrate that they have fulfilled the module and programme level outcomes.

The purpose of **formative** assessment (assessment *for* learning) is to enable students to monitor and improve their performance. All modules are required to have effective mechanisms in place to ensure that students receive feedback and feedforward that enables them to continuously improve their academic performance. Formative assessment does not count towards students' final grade.

The purpose of **diagnostic** assessment is to enable academic staff to identify any additional support that students might require. All programmes are required to have effective mechanisms in place to ensure that appropriate diagnostic assessment is undertaken at the commencement of study.

### **Principles of Assessment**

#### **Accessible and Inclusive**

The overarching principle of assessment is the commitment to providing authentic assessment experiences. Within this, a range of assessment methods are provided across each programme of study and are reviewed annually. Assessment methods are culturally inclusive (for example, by considering religious observances when setting deadlines) and evaluate learning outcomes and not the speed, manual dexterity, vision, hearing, or physical endurance of the learner.

Through inclusive teaching and learning practices, for example, providing opportunities for students to work in diverse groups, we will equip our students with the knowledge, skills and understanding to succeed in global working environments.

#### **Thresholds**

In establishing the threshold standards for awards, for modules and for individual assessment tasks, and the way assessments are conducted, academic staff must make use of appropriate external reference points including:

- [The Framework for Higher Education Qualifications](#)
- [Subject benchmark statements](#)
- Any relevant professional, statutory, or regulatory body requirement

#### **Constructive alignment**

Assessment tasks are designed to test the achievement of stated learning outcomes at an appropriate level. The constructive alignment of intended learning outcomes, teaching activities and assessment tasks must be evident in the design of all programmes and modules. Assessment should be integral to curriculum design and review.

#### **Assessment components and methods**

The type and number of assessments together with their relative weightings are determined at the time of approval or revision of a module and are specified on the Module Specification.

The types of assessment method are detailed in the Higher Education Types of Summative Assessment Guidelines.

In designing the core and optional modules, programme teams must ensure that students experience a balance of assessment methods, appropriate to the objectives of the course. Assessment methods should be accessible and inclusive, authentic, and sufficiently varied to enable various aspects of students' aptitudes and skills to be developed, tested, and provide sufficient evidence to verify the authenticity of a student's work.

#### **Assessment workload**

For direction on achieving a consistent approach to student workload for summative assessment, please refer to the HE Assessment Length and Duration Limits Guidelines.

The scheduling of the assessment associated with a programme, both overall and for each module, is designed and implemented to ensure an appropriate fit with the associated learning and teaching requirements of the programme / module. This scheduling should also accommodate an appropriate dispersion of assessments across modules and over time.

### **End Point Assessment**

All Apprenticeships include an End-Point Assessment (EPA). EPA is an independent assessment of the knowledge, skills and behaviours which have been learnt throughout the apprenticeship and tests the apprentice's ability to apply them in the workplace.

### **Professional Qualification**

The decision as to when the apprentice is ready to move on to the end point assessment (the 'Gateway') will be made based on the monitoring of the apprentice's progress against the requirements of the standard.

### **Training Provision**

Where we are the lead training provider, training in EPA (End Point Assessment) is delivered by the End-Point Assessment Organisation (EPAO) with support from the Head of Apprenticeships, to ensure assessors are competent to undertake their various roles and responsibilities and will include an:

- Understanding of the elements of the apprenticeship standards and assessment plan;
- Understanding of the various assessment types that address the knowledge, skills and behaviours required to complete specific apprenticeship standards;
- Understanding best practice in assessment in terms of feedback, marking and moderation;
- Understanding how to recognise, disclose and effectively manage any potential conflicts of interest.

### **Conflicts of interest**

A conflict of interest is a situation in which an individual, or organisation, cannot make a fair decision because they will be affected by the result. Examples include a connection to an apprentice or employer.

These must be declared to the Head of Apprenticeships who will record any action taken at the next Academic Standards and Quality Committee.

### **Assessment Design**

The procedures established for the setting of assessments are designed to ensure that the assessments presented to students are:

- aligned to learning outcomes and teaching activities;
- reliable, consistent, fair, and valid;
- designed holistically;

- inclusive and equitable;
- explicit and transparent;
- timely;
- efficient and manageable;
- purposeful and support the learning process; and
- encourages academic integrity.

This is achieved through the provision of:

- support and preparation for assessment;
- clear and concise assignment briefs (coursework);
- transparent assessment-specific grading rubrics to support learning and progression (coursework);
- opportunities to practice and familiarise with the platform and structure of assessment (tests and examinations);
- publicised assessment timelines (submission deadlines and feedback return dates) at the beginning of module delivery sessions, including dates and times of tests and examinations (where these are pre-set); and
- authentic assessment opportunities.

### **Authentic Assessment**

An authentic approach to assessment design introduces real-world elements and contexts, professional standards, and reflective practice into an assessment component, encouraging student engagement through purpose.

Examples include:

- Activities related to the workplace.
- Opportunities to collaborate.
- Opportunities to reflect on application of theory in practice.
- Adoption of problem-solving, analytical, or evaluative activities.

### **Reasonable Adjustments**

We systematically consider the effects of teaching, learning and assessment practice and policy at the point of planning, implementation, and evaluation to ensure that teaching and learning is inclusive of and accessible to all students. However, for certain types of assessment an adjustment may be required to ensure it is equitable.

Information on the arrangements for learning materials and assessment for those students with Reasonable Adjustments can be found in the [HE Reasonable Adjustments Policy](#).

### **Marking Rubrics**

Grading Rubrics must be used for all coursework assessments and provided with the Assessment Brief. The Rubric provides transparency in terms of what is expected and how the student will be assessed for the associated assessment.

The Rubric must contain:

- clearly defined grading criteria;
- clearly defined rating scale;
- descriptions for each level of the rating scale (in parallel and student-friendly language); and
- clearly defined weighting for each criterion.

Where Grading Rubrics are not used (tests and examinations) then academic staff must ensure that students are fully aware of the criteria by which they will be assessed. The test/examination question paper must clearly indicate how marks are allocated. A marking scheme will be provided for internal moderation and external examination along (not to be shared with students) with the question paper.

### **The Role and Responsibilities of Students**

The [Student Charter](#) and General and Academic Regulations for students sets out the student responsibilities to submit coursework by stated deadlines, or for those without set deadlines, within the timeframe of the programme. Students must attend all forms of examination at the stated time or take appropriate steps to notify us where this is not possible.

### **Extenuating Circumstances**

Students must provide their support team with any relevant information on personal circumstances which may have affected their performance and which they wish to be considered. This information should be provided as soon as is possible. Information about submitting a claim can be found in the [HE Special Consideration Policy](#).

### **Academic Integrity**

Students are expected to use honest means when undertaking the programme, including the completion of any assessment. Any concerns around academic integrity and/or conduct will be referred to the Malpractice Committee. Policies related to the identification of academic misconduct, the processing of cases, and any penalties related to academic concerns or offences are contained in the [Code of Practice, Chapter 9: Malpractice](#).

### **Failure and Reassessment**

Reassessment of coursework may replicate the original assignment provided the authenticity of the student's work can be guaranteed.

Reassessment of tests and examinations may utilise previous papers at level 4 but must contain at least 75% of new questions at levels 5, 6, and 7.

Further information on Failure and Reassessment can be found in the [General and Academic Regulations for Higher Education Students](#).

### **Submission of Work**

Coursework assessments must be submitted by students in accordance with the procedures and deadlines specified in the assessment brief (email submissions will not be accepted), or for those studying without specified deadlines, within the permitted timeframe of the programme. Tests and examinations must be submitted by students in accordance with the

procedures and deadlines provided on the VLE (Virtual Learning Environment), or for those studying without specified deadlines, within the timeframe of the programme. .

When submitting work for assessment, students are expected to comply with all instructions issued by academic staff. The importance of meeting external specifications is an important requirement of professional life.

### **Moderation**

Assessment Design moderation is undertaken for all assessments, with levels 5, 6 and 7 also being moderated by the appointed External Examiner.

Assessment Marking moderation of a sample is undertaken, with levels 5, 6 and 7 samples also being moderated by the appointed External Examiner.

### **Sample Selection**

The sample should typically represent 10% of the assessments with a minimum of 6 and a maximum of 20 unless professional body procedures require otherwise. Sampling may be on a random basis, however, will normally be comprised of borderlines between classifications, fails and firsts/distinctions. Where assessments are divided between several first markers, the sample should include submissions marked by each first marker wherever feasible. The same principles for sample selection apply to reassessments.

### **Double and Second Marking**

Double and second marking are moderation processes put in place to help ensure fairness and objectivity in the assessment process.

In double marking the second marker assessor reviews the assessment submission unaware of the mark awarded by the first marker. Complete double marking is required for Capstone projects/Dissertations/Theses at levels 6 and 7.

In second marking the second assessor reviews the assessment submission knowing the mark and comments made by the first marker. Sample second marking is required for all other assessment types and levels.

Where an assessment is auto graded, the first marker should undertake a sense-check and note this on the marking moderation form.

### **Agreeing and Comparing Marks**

Marks may require adjustment before consideration by the external examiner(s). Through the moderation process, first and second markers must seek to reach a consensus about the mark to be awarded.

Where consensus is not possible but there is close agreement (typically within 9%), the submissions should be reviewed, and the marks awarded after moderation by another experienced member of staff. If second marking, the third marker should have an awareness of the awarded grades; if double marking, no awareness of the awarded grades.

In the event of a serious disagreement (typically more than a classification i.e., 10% difference) between the first and second assessor after discussion, the full set of submissions should be double marked by another internal marker (third marker).

Where submissions are double or second marked both marks should be recorded but only the final agreed mark should be notified to the student.

### **Role of External Examiners**

The role of the appointed External Examiners is set out in the [Code of Practice, Chapter 8: External Examining](#).

### **Assessment Boards**

At the end of each assessment session, our Module and Programme Assessment Boards shall be run in accordance with their terms of reference, and in line with the Principles and Procedures for Assessment Boards.

The Module Assessment Board considers the assessments of modules and takes into consideration data and feedback from a range of sources which include, but is not limited to:

- Analysis of student performance data;
- Lecturer and student feedback; and
- External Examiner feedback.

The module assessment board confirms the marks to be awarded for all modules on each programme.

The Programme Assessment Board exercises delegated authority for the academic standards of the programme under its authority and for making decisions regarding student progression and / or classification of award.

When deciding on student progression and / or classification of award, the Programme Assessment Board has the discretion to consider the overall performance profile of borderline students and / or to consider additional evidence when considering their cases or those where students have been affected by extenuating circumstances.

Students may appeal against the decision of a Module or Programme Assessment Board in line with the Academic Appeals and Student Complaints policy of the [Code of Practice Chapter 10: Student Complaints and Academic Appeals](#).

### **Providing Feedback**

All summative assessments must provide post-marking feedback via the approved process as a minimum. Students may have other opportunities to receive formative feedback for example through in-class activities, online via discussion boards or other means.

### **Coursework**

Marks and feedback on all assignments must be returned as quickly as possible to students. For modules with one assessment component this must be within 30 working days of the submission date. For modules with two or more components, this must be within 15 working days of the submission date of each component. Markers may be required to complete marking and feedback within a shorter period should the processing deadline for

examination boards require completion. All marks are provisional until ratified by the Assessment Board.

Exceptionally, where this is not achievable (for example due to staff sickness), students must be notified as soon as is possible, of the revised date as agreed by the relevant Academic Lead (normally no longer than 5 working days after the original grade publication deadline) and the reasons behind the change.

### **Tests and examinations**

Feedback will be provided for written tests and examinations.

### **Methods**

All feedback for summative assessments must be provided in written format on the VLE as a minimum. Feedback may also be provided in audio format, either as an additional aide, or to meet the requirements of Reasonable Adjustment agreement.

### **THINK principles**

All feedback and feedforward should follow the THINK principles:

- is it True?
- is it Helpful?
- is it Inspiring?
- is it Necessary?
- is it Kind?

### **Feedback and Feedforward**

In addition to criterion-level feedback in the Assessment-specific Grading Rubric, the feedback should summarise (i) what the student did well; and feedforward should summarise (ii) what the student can do to improve their performance in future assessments.

LIBF ensures that Academic staff meet the appropriate standards for teaching, assessment, and learning support. Further information on staff development can be found in [Chapter 14 - Staff Development Details Page \(libf.ac.uk\)](#).

### **Student Queries**

If there are any queries around the feedback provided, students should contact one of the following: r:

Undergraduate on-campus programmes	<a href="#">Your module leader</a>
Postgraduate MENA programmes	<a href="mailto:libfmena@libf.ac.uk">libfmena@libf.ac.uk</a>
MSc Banking & Finance online programmes	<a href="mailto:pgonline@libf.ac.uk">pgonline@libf.ac.uk</a>
Apprenticeships	<a href="mailto:apprenticeships@libf.ac.uk">apprenticeships@libf.ac.uk</a>
All other online and blended programmes	<a href="mailto:service@libf.ac.uk">service@libf.ac.uk</a>



Student emails to academic staff should be responded to within 2 working days. When being out of the office means this will not be possible an out of office message with an alternative point of contact should be provided.

Communication between academic staff and students should follow the THINK principles.

It is important that students are satisfied with the guidance provided and that queries have been answered sufficiently. Students who feel that has not been the case may raise their query via the relevant contact above.

Where a student remains dissatisfied, and their concerns do not relate to Academic Judgement, this may be escalated to the Academic Dean. If the matter remains unresolved, the student may make a complaint or appeal in line with the [Code of Practice Chapter 10: Student Complaints and Academic Appeals](#).

As a matter of general principle and applicability, the complaint and review procedures do not cover or encompass complaints to the extent that they relate to matters of Academic Judgment. This position corresponds in principle to that adopted by the Office of the Independent Adjudicator for Higher Education (OIA) in its reviews of student complaints ([OIA Rule 5.2](#)).

### **Monitoring and Review**

The effectiveness of practice in the provision of feedback on assessment will be evaluated via Annual Programme Monitoring, the Periodic Review process, Lecturers, Moderators and External Examiners.

The annual monitoring report is considered at the Student and Staff Liaison Committee to allow students to engage in the enhancement of learning, teaching, and assessment. The Learning and Teaching Committee (LTC) considers the annual monitoring report for each programme and monitors the appropriate action plans to enhance the learning and teaching experience. The LTC also provides a forum for benchmarking learning support against good practice as highlighted within its terms of reference.

This Policy will be monitored by the Academic Dean, Head of Learning and Teaching Excellence and Academic Leads, and will be reviewed annually by the Learning and Teaching Committee.

**List of associated documents that can be found on our website at [Policies, regulations and code of practice](#) | [About Us](#) | [LIBF](#):**

### **Internal**

Code of Practice, Chapter 8: External Examining

Code of Practice, Chapter 9: Malpractice

Code of Practice Chapter 10: Student Complaints and Academic Appeals

Chapter 14 - Staff Development Details Page ([libf.ac.uk](http://libf.ac.uk))

HE Reasonable Adjustments Policy

HE Special Consideration Policy

HE Learning, Teaching and Assessment Strategy

HE Types of Summative Assessment

HE Assessment Length and Duration Limits

HE Word Count Policy

HE Higher-order MCQ Design for Summative Assessment Guidance

Principles and Procedures for Assessment Boards

Student Charter

### **External**

QAA (Quality Assurance Agency) Credit Framework England

- [The Framework for Higher Education Qualifications](#)
- [Subject benchmark statements](#)

Office of the Independent Adjudicator

- Our Rules and Guidance on the Rules [OIA Rule 5.2](#)

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