

Policy on Assessment Feedback

1. Background

This Policy has been developed in accordance with Chapter 7 of The London Institute of Banking & Finance's Code of Practice on Assessment Principles and Chapter B6 of the QAA's Quality Code for Higher Education which refers to the assessment of students. Within the QAA's Quality Code, precept 9 stipulates that institutions should 'provide appropriate and timely feedback to students on assessed work in a way that promotes learning and facilitates improvement but does not increase the burden of assessment'.

The London Institute of Banking & Finance's code of practice Chapter 7 states:

7.2.6 Effective feedback and reporting mechanisms should apply to all assessment

7.2.6.1. In order to judge how well they are doing, and where they may need to improve, students need to receive effective feedback, upon the assessment of their performance. Feedback will be monitored against set criteria to ensure students receive consistent high standards of effective feedback for each piece of assessment. Students will also benefit from receiving feedforward to aid their development as they progress through their programme of study. Our Assessment Feedback Policy provides further detail.

7.2.6.2. The nature of the feedback will depend upon the nature of the assessment, ie formative or summative, but, in each case, it needs to be prompt, clear and easily related to the learning outcomes (knowledge, skills etc) against which the student has been assessed.

7.2.6.3. The purpose of any feedback should be considered from the perspective of its usefulness to the student, in terms of content, style and promptness.

7.2.6.4. In order to be useful, feedback should be provided whilst the student is able to remember the assessment exercise and act upon any advice contained within the feedback. Expected turnaround times for students' results and feedback will be clearly communicated to students on their Virtual Learning Environment and within the student handbook or programme handbook. In the event of a delay, communication will be provided to students affected with a revised expected timeframe.

7.2.6.5. Feedback should be clearly relevant to the assessment task; should provide positive constructive advice and encouragement to students; and be developmental and be recognisable against the assessment criteria and learning outcomes that the student was attempting to achieve.

7.2.6.6. More widely, all assessment activities should be monitored and reviewed in terms of their effectiveness in fairly and consistently assessing student performance.

2. Policy Definition and Policy Aims

2.1 'Feedback' in this Policy is used to refer to comments given by The London Institute of Banking & Finance's Faculty to students on an assessment task.

'Assessment' in this Policy is a generic term for a set of processes that measure the outcomes of students' learning in terms of The London Institute of Banking & Finance's grade classification descriptors. Grade Classification Descriptors are available to students in a number of areas eg module Virtual Learning Environments.

- 2.2 Feedback can be provided following both formative and summative types of assessment, the definitions of which are provided below:

Formative Assessment

Formative assessment is designed to provide learners with feedback on progress and inform development. Formative assessment does not count towards students' final grade.

Summative Assessment

Summative assessment provides a measure of achievement or shortcoming in respect of a learner's performance in relation to the module and ultimately, programme intended learning outcomes.

- 2.3 The effectiveness of The London Institute of Banking & Finance's practice in the provision of feedback on assessment will be evaluated via Annual Programme Monitoring, the Periodic Review process, Lecturers, Moderators and External Examiners.

3. Principles of Feedback

- 3.1 Assessment is an integral part of the teaching and learning experience and providing feedback is essential to enable students to evaluate their progress and improve on their performance.

- 3.2 Examples of ways in which feedback might be delivered include:

- Written feedback
- Audio feedback
- Oral feedback
- Online assessment exercises (past examinations and summative assignments and specimens)
- Online forum discussions and online blogs
- Discussions with the lecturer
- Presentations and webinar presentations

- 3.3 Feedback must:

- (i) be closely related to the intended learning outcomes and assessment criteria;
- (ii) be provided in a format which is appropriate to the type of assessment and to the needs of the student, taking account of any reasonable adjustments;
- (iii) be positive, supportive and developmental, and provide feedforward which clearly identifies areas for improvement;
- (iv) be provided within an appropriate timescale to enable students to review and act on in order to enhance their performance in advance of attempting their next assessment.

4. Communication

- 4.1 Students receive feedback in an appropriate format, referring to the undergraduate or postgraduate grade classification descriptors. It should be clearly available to students to see what method of assessment will be adopted and when results will be communicated. The

agreed timeframe for the submission of assessed work and the provision of feedback should also be provided for each assessment.

- 4.2 Students should always firstly seek advice from their assigned lecturer if there are any queries around the feedback provided. The lecturer will have details of colleagues within The London Institute of Banking & Finance should they not be available to answer student queries.
- 4.3 It is of utmost importance 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 discuss their queries with their Year Tutor or Personal Tutor, and / or the Dean.
- 4.4 Timescales for feedback are communicated via the student or programme handbook and on the students' course website which inform students of the maximum turnaround times for them to receive their provisional results and feedback. Reference is made to The London Institute of Banking & Finance policy that, if there are any delays in marking due to any issues arising during the marking stages, students will be contacted with a new expected timeframe for results release.

5. Timeliness of Feedback

- 5.1 Lecturers are encouraged to promote the formative assessments available so there is an opportunity to provide formative feedback on learning during a module in order to help students prepare for their summative assessment.
- 5.2 Appropriate timescales for the provision of feedback to students on their summative assessment should be established and published by The London Institute of Banking & Finance and these expectations should be met through the planning of the schedule and volume of assessment. Feedback will be released along with the students' provisional results. These results will be ratified at the next Module Assessment Board.

6. Content of Feedback

- 6.1 In addition to individualised feedback on each first submission assessment component, where appropriate and subject to cohort size, group feedback is published on the module course sites following the moderation process.
- 6.2 Feedback on assessment should contain enough detail to enable students to evaluate and improve their performance.
- 6.3 All feedback will be as clear as possible, to avoid misinterpretation. Any concerns from students will be dealt with promptly by The London Institute of Banking & Finance and the original author of the feedback is responsible for elaborating where necessary.
- 6.4 All parties providing the feedback should, wherever possible, provide group feedback to students on their performance in their assessment, which should:
 - i. include a general commentary of students' performance including identifying common strengths and weaknesses;
 - ii. highlight those areas on which students' performance could be improved and suggest strategies for improving performance in those areas; and
 - iii. provide students with 'feedforward' guidance to aid their development.
- 6.5 A designated member of Faculty checks samples of feedback against a set of criteria which is sent to all markers. Any concerns raised as a consequence of the review will be sent to the

marker concerned for development purposes and feedback adjusted prior to release to students.

7. Guidance and Staff Support

- 7.1 The London Institute of Banking & Finance must make it clear to students when feedback is being provided.
- 7.2 The London Institute of Banking & Finance must ensure that the grade classification descriptors and assessment criteria are clearly available to all students and the Academic Community.
- 7.3 The London Institute of Banking & Finance must carefully consider the timing of the provision of feedback on summative assessment and these timescales should be clearly visible to students in advance of the assessment being set.
- 7.4 The London Institute of Banking & Finance is responsible for ensuring that all academics involved in marking and providing feedback to students are fully prepared for this activity. Clear documentation explaining the marking and feedback process is provided to all markers.
- 7.5 The role of feedback can be further enhanced in the learning process by the development of reflective skills in curricula so that students themselves are prepared and motivated to make effective use of the available feedback.

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