

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 refer 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.

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 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 thus act upon any advice contained within the feedback.

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

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 academic community 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 classification grade descriptors that all students have access to at the beginning of their course of study.

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.

Summative Assessment

Summative assessment provides a measure of achievement or failure 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 practice in the provision of feedback on assessment will be evaluated via the Annual Programme Monitoring and Periodic Review process through, but not limited to, student and lecturer feedback.

3. Principles of Feedback

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

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

- Written feedback
- Oral feedback in workshops, lectures and tutorials
- Online assessment exercises (past examinations and summative assignments)
- 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;
- (iii) commend student's achievement and clearly identify 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 summative assessment.

4. Communication

- 4.1 Students receive summative feedback in a standardised format, referring to the grade classification descriptors for the particular level that they are studying. It should be clearly communicated to students what method of assessment will be adopted and how results will be communicated. An 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 able to answer the query confidently. It is of utmost importance that students are satisfied with the guidance provided and that queries have been answered sufficiently.

- 4.3 Timescales of summative 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

date of receipt. Reference to the timescales of students receiving feedback is included within Section 7.2.6 of the The London Institute of Banking & Finance Code of Practice.

5. Timeliness of Feedback

- 5.1 Lecturers and The London Institute of Banking & Finance staff are highly recommended to promote the formative assessments available to gain formative feedback on students' learning during a module to help prepare for their summative assessment.
- 5.3 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.
- 5.4 Where it is not possible to adhere to the published timescales, students will be advised of a new release date.

6. Content of Feedback

- 6.1 Generic feedback on each summative assessment component is published on the modules course site following the moderation process. This generic feedback is provided in addition to individualised feedback on each assessment component, subject to numbers.
- 6.2 Feedback on assessment should contain enough detail to enable students to evaluate and improve their performance.
- 6.3 All feedback will be provided to the student in electronic format so that there is not an issue with legibility. Feedback should be clear to the reader so as 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. A feedback proforma is used; this is not intended to make the process of feedback mechanistic but to close the loop relating feedback to learning outcomes.
- 6.4 All parties providing the feedback should, wherever possible, provide generic 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 Samples of feedback for each module will be checked 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.

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 publicise the nature of feedback that students can expect to receive in accordance with the assessment method.
- 7.3 The London Institute of Banking & Finance must ensure that the grade classification marking descriptors and assessment criteria are communicated clearly to all students and the academic community.
- 7.4 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 communicated to students in advance of the assessment being set.
- 7.5 The London Institute of Banking & Finance is responsible for ensuring that all academic associates 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.
- 7.6 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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