De Montfort University

Assessment and Feedback Policy 2024/25

Introduction

The purpose of this policy is to ensure formative and summative assessment is used to develop students' learning and to ensure consistency across all academic practice/programmes. The policy is reviewed annually and agreed by Academic Board. The policy takes into consideration policies from external regulatory bodies, such as the Office for Students *Assessment practices in English higher education providers* (2021) and Quality Assurance Agency *The Quality Code for Higher Education* (2023)

The policy sets out the key principles and expectations of assessment design and clarifies the core frameworks for operating the assessment and feedback policy which underpin the key principles, namely: anonymous marking, moderation procedures, expected levels of feedback quality, and   l be designed to minimise opportunities to commit academic misconduct.

- Principle 3. All parts of the formative and summative assessment and feedback process should be clearly defined, accessible, transparent and take into consideration the need for reasonable adjustments where appropriate

- Principle 4. Academic programmes of study will include a range of diverse assessment methods that ensure tasks and procedures are fair, inclusive and equitable and do not disadvantage any group or individual.

- Principle 5. All assessment should be fair and operate through the consistent application of clearly published marking criteria to enhance student learning.

- Principle 6. The volume of assessment should be manageable for students and staff and reflect assessment design at a programme level.

- Principle 7. Formative and summative assessment should form an integral part of the student learning experience.

- Principle 8. Students should receive feedback on summative coursework in a timely fashion, which should be no later than 15 working days after the submission deadline, for work that was submitted on time.

- Principle 9. Assessment judgements should be moderated in accordance with this Policy

Expectations of assessment design

The following expectations are intended to ensure consistency and the enactment of the principles listed above.

Principle 1. Assessment design and learning outcomes

1.1 All assessments should be designed to enable students to demonstrate the intended programme and module learning outcomes through the process of constructive alignment. Students should be fully aware of what is expected of them through the knowledge, understanding, competencies, behaviours and attributes that they are expected to demonstrate.

1.2 Where permissible and appropriate, students should engage in the co-creation of their assessment, for example through negotiated briefs, titles or projects.

1.3 Where appropriate, assessment design should take into consideration the implications of Generative Artificial Intelligence (GenAI) tools such as ChatGPT and Sora.

Principle 2. Assessments should be designed to ensure academic integrity

2.1 All assessments should be designed to minimise opportunities for students to commit academic misconduct, including cheating, plagiarism and self-plagiarism.

2.2 Where appropriate, a variety of assessment tasks should be used so as to minimise the opportunities for students to incorporate work produced by another student, both within the

differences that include, for example, declared disabilities, full-time or part-time status, sexual orientation, as well as cultural and ethnic background.

4.3 Assessments

7.3 Summative assessments are used to measure the extent to which a student has met the assessment criteria and the learning outcomes. Summative assessments are subject to moderation and external marking to ensure the consistency of marks awarded within and across modules.

Principle 8. Students should receive timely feedback on their assessment which feeds forward to their future work

8.1 Students should be provided with regular feedback to enable them to reflect on their learning and further development. A varied means of providing feedback, such as audio, video or tutorials, should be developed and used where appropriate.

8.2 Students should have the opportunity to reflect upon feedback and feedforward comments as part of the learning experience. Feedback and feedforward should take the form of formal and informal comments, where students should appreciate that feedback is not solely limited to formal written comments on an assessment. Feedback should also be provided in informal settings, such as in laboratory and practical settings as well as in seminar discussions, with students being made aware that such comments are feedback on their work.

8.3 Marked work with feedback will be returned no later than 15 working days after the submission deadline, for work that was submitted on time. This period includes vacations when the university is open. The return of marked work to students should only take place once internal moderation has taken place. When marks are returned to students this must be with the caveat that they are provisional until they have been ratified by the appropriate Assessment Board. Where there are unforeseen circumstances that mean an extension to the 15 working

B. Programmes should adopt a f.3TJ29 orm ( )T Td (P)T4 2619 rg ( )Tj 0.9Tc 0.001 Tw 7(t)- 1 8( )]TJ 0.ea

Appendix 1: further information and guidance

- PMB Chair or Head of School/Department
- Associate Dean (Academic)
- Associate Professor (Quality)
- Associate Professor (Student Experience)
- Department of Academic Quality
- DMU Education Academy

The above individuals are key contacts at a Faculty and university level and can be contacted

| Programme Management Board | Responsible for the overall academic management, development and quality assurance/enhancement of academic programmes at a subject level. |

given in the table below. **A mark**

work has met the requirements of

on that it will clearly demonstrate

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e showing clear knowledge and
t knowledge.
gnificant originality and insight.
n an argument, to think
and to synthesise material.
te to task.

50-59%

Mark range	Criteria
	• Little adherence to the task.
0-9% Fail	• Overall insufficient response to the assessment criteria. • Displays virtually no knowledge and/or other skills appropriate to the task. • Work is inappropriate to assessment task given.

Further guidance on the use of these descriptors is available on a separate information sheet.

Where Faculties have developed specific mark descriptors for their academic disciplines, and they are provided in programme handbooks issued at the start of the session, these take precedence over the generic mark descriptors given above.

Postgraduate mark descriptors

Modules are marked on a range of 0-100%. Mark descriptors are given in the table below. **A mark below 50% indicates a Fail grade** (the shaded boxes).

Mark range	Criteria
90-100% Distinction	• Demonstrates an exceptional ability and insight, indicating the highest level of technical competence. • The work has the potential to influence the forefront of the subject, and may be of publishable/exhibitable quality. • Relevant generic skills are (es)-14 (i)6.4 (l)6. (a)-6.72 (i)17.2 (c)-3atw5.a-3.2

For further information or queries

Please contact DMU Education Academy