

EDA COLLEGE



EDUcate | **D**EVELOP | **A**CHIEVE

Assessment and Feedback Policy¹

Version Control/History

Policy Title	Assessment and Feedback Policy
Policy Reference	EDA-AC-ASF-01
Version	1.0
Approved by	Academic Board
Date of Approval	August 2025
Version	1.1
Review Date	August 2026
Approval Date	11 September 2026
Next Review Date	September 2027
Policy Owner	Programme Leader
Applies To	All academic and professional services staff, students, external examiners and partners contributing to assessment of credit-bearing provision at EDA College Ltd

¹ In accordance with OfS conditions B4 and B5, the Equality Act 2010, CMA Guidance and the QAA UK Quality Code

Contents

1. Policy Statement.....	3
2. Purpose.....	3
3. Scope.....	3
4. Regulatory and Sector Framework.....	3
5. Definitions.....	4
5.1 Assessment.....	4
5.2 Formative assessment.....	4
5.3 Summative assessment.....	4
5.4 Diagnostic assessment.....	4
5.5 Programme-level / synoptic assessment.....	4
5.6 Marking.....	4
5.7 Moderation.....	4
5.8. Reasonable adjustment.....	4
5.9 Mitigating circumstances/Additional Consideration Policy.....	4
5.10 Academic misconduct.....	4
6. Assessment Principles.....	4
7. Assessment Design at Module and Programme Level.....	5
8. Setting Assessments and Information for Students.....	5
9. Submission, Anonymity and Late Submission.....	6
9.1 Submission.....	6
9.2 Anonymity in Marking.....	6
9.3 Late Submission.....	6
10. Marking and Moderation.....	6
11. Feedback to Students.....	7
11.1 Principles of Feedback.....	7
11.2 Feedback Timescales.....	7
11.3 Provisional Marks.....	7
12. Reasonable Adjustments and Inclusive Assessment.....	7
13. Mitigating Circumstances/Additional Consideration.....	8
14. Academic Integrity and Use of Generative Artificial Intelligence.....	8
15. Reassessment.....	8
16. Assessment Boards and Award Decisions.....	8
17. External Examiners.....	8
18. Appeals against Assessment Decisions.....	9
19. Record Keeping and Data Protection.....	9
20. Roles and Responsibilities.....	9
21. Monitoring and Review.....	9

1. Policy Statement

Assessment is central to learning and to the assurance of academic standards. EDA College (“the College”) is committed to assessment and feedback practices that are valid, reliable, fair, inclusive, authentic, manageable and transparent. This Assessment and Feedback Policy sets out the principles, expectations and operational arrangements for the design, delivery, marking, moderation, return of feedback and consideration of assessment across all credit-bearing provision at the College.

The Policy supports the College’s compliance with the Office for Students (OfS) conditions of registration, in particular condition B4 (assessment that is rigorous, valid and reliable, with appropriate award decisions) and condition B5 (sector-recognised standards). It is informed by the UK Quality Code for Higher Education and QAA Advice and Guidance on Assessment, and works alongside the College’s Academic Regulations and Teaching, Learning and Assessment Strategy.

2. Purpose

The purpose of this policy is to:

- Set out the College’s overarching principles for assessment and feedback.
- Define expectations for the design and management of assessment at module and programme level.
- Define the College’s arrangements for marking, moderation and the use of external examiners.
- Set out clear and consistent rules for the conduct of assessment, including submission, late submission, anonymity and the ethical use of generative artificial intelligence.
- Define expectations and timescales for the return of feedback to students.
- Define roles, responsibilities and accountabilities for assessment-related decisions and processes.

3. Scope

This policy applies to all forms of credit-bearing assessment used in the College’s higher education provision, including provision delivered by partners or subcontractors. It applies to all assessment formats, including written, oral, practical, performance, portfolio, examination, in-class, online and synoptic assessment.

Where this policy is read alongside the College’s Academic Regulations or the regulations of an awarding body, the more specific or stringent provision shall apply.

4. Regulatory and Sector Framework

This policy is informed by:

- OfS Regulatory Framework, in particular conditions B4 (assessment and awards) and B5 (sector-recognised standards), and condition B3 (student outcomes) where relevant.
- UK Quality Code for Higher Education, including the Advice and Guidance theme on Assessment.
- The Frameworks for Higher Education Qualifications (FHEQ) and the QAA Higher Education Credit Framework for England.
- QAA Subject Benchmark Statements and Characteristics Statements where applicable.
- Requirements of any awarding, validating or Professional, Statutory and Regulatory Bodies (PSRBs).

- Equality Act 2010, including the duty to make reasonable adjustments.
- UK GDPR and the Data Protection Act 2018, in respect of personal data used in marking and feedback.

5. Definitions

5.1 Assessment

Any activity used to evaluate or provide feedback on a student's achievement of intended learning outcomes.

5.2 Formative assessment

Assessment designed primarily to provide feedback to support learning, which does not contribute (or contributes only nominally) to final marks.

5.3 Summative assessment

Assessment that contributes to the final mark for a module, programme or award and evidences achievement of learning outcomes.

5.4 Diagnostic assessment

Assessment used to identify a student's starting point, prior knowledge or development needs.

5.5 Programme-level / synoptic assessment

Assessment that draws together learning across modules and demonstrates integrative achievement.

5.6 Marking

The process of awarding a mark, grade or pass/fail decision to an assessment, against published criteria.

5.7 Moderation

The process by which marking is verified for consistency, including sampling, double-marking, blind marking and external examiner oversight.

5.8. Reasonable adjustment

An adjustment made to assessment design, delivery or conditions, in line with the Equality Act 2010, to enable a disabled student to demonstrate their learning.

5.9 Mitigating circumstances/Additional Consideration Policy

Unforeseen, exceptional and verifiable circumstances beyond a student's control which adversely affect their ability to undertake assessment, considered under the College's Additional Consideration Policy.

5.10 Academic misconduct

Any action that gains or attempts to gain an unfair advantage in assessment, including plagiarism, collusion, contract cheating and the inappropriate use of generative artificial intelligence.

6. Assessment Principles

All assessment at EDA College Ltd is designed and delivered in accordance with the following principles:

Principle	Description
Valid	Assesses what is intended by the learning outcomes, at the appropriate FHEQ level.
Reliable	Produces consistent judgements, supported by clear criteria, calibration and moderation.
Fair	Free from bias and consistently applied; provides equivalent opportunity for all students to demonstrate learning.
Inclusive	Designed with diverse learners in mind from the outset, with reasonable adjustments where required.
Authentic	Where possible, reflects tasks or contexts students will encounter in further study, professional life or society.
Manageable	Proportionate in volume and timing for both students and staff; aligned with the credit value of the module.
Transparent	Criteria, weightings, deadlines and feedback expectations are clearly communicated to students in advance.
Developmental	Used to support learning as well as to evidence it, with formative opportunities and meaningful feedback throughout each module.

7. Assessment Design at Module and Programme Level

Assessment is designed at programme level to ensure a coherent, balanced and progressive experience for students. Module-level assessment plans are aligned to programme-level outcomes and the FHEQ. The College expects all programmes to have:

- An overarching assessment strategy at programme level, mapping how learning outcomes are assessed across modules and levels.
- A balanced and progressive range of assessment types across each level of study.
- Clear and constructively aligned learning outcomes, teaching activities and assessment tasks at module level.
- Carefully scheduled assessment deadlines to avoid bunching and excessive workload.
- Formative opportunities that support students to engage with criteria, develop their work and act on feedback before summative submission.
- Reasonable adjustments and inclusive design considered at the point of design, not as an afterthought.

8. Setting Assessments and Information for Students

Before each module begins (and no later than the start of the relevant teaching period), students will be provided with:

- A module assessment brief or specification, including the assessment task, weighting, learning outcomes assessed, and submission deadline.
- Published assessment criteria or rubrics linked to learning outcomes.
- Word counts, time limits, format requirements and submission instructions.
- Information about feedback, including the format and the date by which feedback will be returned.
- Information on the appropriate and inappropriate use of sources, including referencing requirements and the use of generative AI.

- Information on academic integrity expectations and the consequences of misconduct.

9. Submission, Anonymity and Late Submission

9.1 Submission

Wherever practicable, summative assessments will be submitted electronically through the College's designated submission system. The submission system records date and time, retains evidence of submission and supports text-matching and academic integrity checks.

9.2 Anonymity in Marking

Where pedagogically and practically feasible (e.g. written assignments and unseen examinations), assessment will be marked anonymously to support fairness and to reduce the risk of bias. Anonymity is not always possible (e.g. for oral, performance, group and placement-based assessment) and will be replaced by other safeguards in those cases, including double or moderated marking.

9.3 Late Submission

The College applies the following standard rules to late submission, unless overridden by awarding body or PSRB requirements or the Additional Consideration Policy:

Time after deadline	Maximum mark applied
Up to 7 calendar days late	Work submitted up to seven calendar days late of the submission date will, if deemed a pass, have 5 marks deducted from the mark awarded, or receive, if the mark is 45 or less, a maximum mark of 40% for undergraduate programmes.
More than 7 calendar days late	No work will be accepted for submission, without an authorised extension, if it is more than a week late and therefore will be recorded as a 'non-submission'.

Students who are unable to submit on time due to genuine, exceptional and verifiable circumstances should engage with the College's Additional Consideration Policy (previously called Mitigating Circumstances Policy) at the earliest opportunity rather than submit late.

10. Marking and Moderation

All credit-bearing assessment is subject to marking and moderation arrangements proportionate to the level of risk. Standard arrangements include:

- First marking by an appropriately qualified member of academic staff, in line with published criteria.
- Internal moderation through sampling, second marking, blind marking or double marking, depending on the nature of the assessment.
- Second / double marking for dissertations, projects and other significant individual assessments at higher levels.
- Calibration and moderation meetings before or during marking to align understanding of standards.
- External examiner oversight of standards, sampling and outcomes for all credit-bearing modules.

- Sample sizes for internal moderation typically include the upper, middle and lower ranges of marks plus all fails and borderline cases, and are recorded in module documentation.

Where significant inconsistency is found through moderation, the relevant Programme Leader and Module Leader will agree corrective action (which may include re-marking) before marks are released.

11. Feedback to Students

11.1 Principles of Feedback

- Feedback is timely, specific, developmental and aligned to assessment criteria and intended learning outcomes.
- Feedback addresses both the strengths of the work and clear, actionable points for improvement.
- Feedback is balanced in tone and supports student wellbeing as well as academic development.
- Students are supported to engage with and act on feedback ("feedforward") in subsequent assessment cycles.
- Where group work is assessed, feedback addresses both group performance and (where appropriate) individual contribution.

11.2 Feedback Timescales

The College's standard target for the return of feedback on summative assessment is three weeks from the deadline (or from the actual submission date in cases where extensions have been granted). Where a different timescale is required (e.g. for extended dissertations or examination-style assessments), this will be clearly communicated to students at the start of the module.

Where, exceptionally, the standard timescale cannot be met, students will be informed in advance of the original deadline, told the reason and given a revised return date.

11.3 Provisional Marks

All marks released to students before confirmation by the relevant Assessment/Examination Board are provisional and may be changed as a result of moderation, external examination, additional consideration/mitigating circumstances or academic misconduct outcomes.

12. Reasonable Adjustments and Inclusive Assessment

The College is committed to inclusive assessment and to making reasonable adjustments under the Equality Act 2010 for students with disabilities or specific learning differences. Adjustments may include extended time, alternative assessment formats, the use of assistive technology, or adjusted submission arrangements, as set out in the College's Disability and Learning Support Policy.

Where possible, programmes will design assessment inclusively from the outset, reducing the need for individual adjustments and ensuring that the standards being assessed are not compromised.

13. Mitigating Circumstances/Additional Consideration

Where unforeseen, exceptional and verifiable circumstances affect a student's ability to undertake assessment, the student should engage with the College's Additional Consideration Policy at the earliest opportunity. Outcomes may include extensions, deferral of assessment to the next available opportunity, or other appropriate remedies determined by the relevant panel and confirmed by the Assessment/Examination Board.

14. Academic Integrity and Use of Generative Artificial Intelligence

Academic integrity is fundamental to the value of all qualifications awarded by, or on behalf of, the College. The College's Academic Integrity and Misconduct Policy sets out the categories of academic misconduct (including plagiarism, collusion, contract cheating and the inappropriate use of generative AI) and the procedures for investigation and sanction.

The use of generative artificial intelligence in assessment is permitted only where explicitly authorised by the module assessment brief. Where it is authorised, students must use AI tools transparently and ethically and must acknowledge their use in line with module guidance. The undisclosed or unauthorised use of generative AI in summative work will be treated as academic misconduct.

15. Reassessment

Where a student has not achieved the pass mark for a module, or has not submitted, the Examination Board may permit one further attempt (or as otherwise specified by the relevant Academic Regulations or awarding body). Reassessment will normally be capped at the pass mark unless mitigating circumstances apply, and the form of reassessment will be appropriate to the original learning outcomes.

16. Assessment Boards and Award Decisions

Assessment/Examination Boards confirm marks, progression and award decisions. The College ensures that:

- Assessment/Examination Boards are properly constituted, with appropriate quorum, and chaired by a senior member of academic staff.
- External examiners are members of the Assessment/Examination Board for their area of provision.
- Decisions are made on the basis of confirmed marks, the recommendations of external examiners, and the College's Academic Regulations in coherence with the University (awarding body) regulations.
- The processes of the Assessment/Examination Board are transparent, recorded and auditable.
- Additional Consideration circumstances and academic misconduct outcomes are considered before final decisions are confirmed.

17. External Examiners

External examiners are appointed in line with the College's (and/or University) External Examiner Policy and Procedure and provide independent assurance on academic standards, the operation of assessment and the equivalence of awards with the wider sector. External examiners are full members of Assessment/Examination

Boards for their area of provision and submit annual reports, to which the College responds formally and which are considered through the College's (and/or University) academic governance arrangements.

18. Appeals against Assessment Decisions

Students who believe that a procedural error has occurred, that there were undisclosed or newly available mitigating circumstances for additional consideration, or that there was bias or prejudice in the conduct of an assessment, may submit an academic appeal in line with the College's Academic Appeals Policy. Disagreement with the academic judgement of markers and examiners is not a ground for appeal.

19. Record Keeping and Data Protection

The College maintains complete, accurate and secure records of:

- Marks, moderation, internal verification and external examiner outcomes.
- Decisions of Assessment/Examination Boards and academic appeal panels.
- Additional Consideration and academic misconduct cases.
- Reasonable adjustments authorised under the Equality Act 2010.

Personal data is processed in accordance with the UK GDPR, the Data Protection Act 2018 and the College's Data Protection Policy. Records are retained in line with the College's Records Retention Schedule.

20. Roles and Responsibilities

Role	Key Responsibilities
Academic Board	Approve and review this policy; oversee its operation across the College.
Academic Manager	Owns this policy; ensures consistent implementation; reports to the Academic Board.
Programme Leader	Ensure programmes have a coherent assessment strategy; oversee assessment scheduling, marking and moderation; chair Assessment/Examination Boards within their area.
Module Leaders	Design and document module assessment, including criteria; coordinate marking and moderation; provide feedback to students; respond to module evaluation.
Markers	Mark consistently against published criteria; participate in calibration and moderation; provide constructive feedback aligned to criteria.
External Examiners	Provide independent assurance of standards and outcomes; report annually; advise on enhancement.
Quality Assurance / Academic Registry	Coordinate the operation of Assessment/Examination Boards; manage assessment data and records; support audit and external review.
Students	Engage with assessment expectations; submit work on time; engage with feedback; raise concerns through the appropriate routes.

21. Monitoring and Review

The implementation and effectiveness of this policy will be monitored through:

- Annual programme monitoring and external examiner reports.
- Periodic review of programmes and the College's assessment arrangements.
- Student feedback, including module evaluations and the National Student Survey (NSS) where applicable.
- Internal audit of marking and moderation, anonymity, late submission rules and feedback timescales.
- Reporting to the Academic Board.

This policy will be reviewed annually, or sooner where regulation, sector guidance or awarding body requirements change.

End of Policy