Assessment and Feedback Policy

SUMMARY

This policy outlines the principles and procedures for assessment and feedback at OMNES Education London School (OELS). It aims to ensure assessments are fair, consistent, and aligned with learning outcomes and sector standards in England. Feedback is provided to support student development and improve future performance.

PART ONE: Preliminary Information

1. INTRODUCTION

1.1 Assessment and feedback are integral components of the learning process at OELS. This policy establishes a clear framework to guide assessment practices and the provision of feedback to students.

2. SCOPE

2.1 This policy applies to all students enrolled at OELS.

2.2 This policy should be read in conjunction with the following OELS Policies: The Course Development and Approval Policy, the EDI Policy, the Appeals and Complaints Policy, the Academic Integrity Policy, the External Expertise Policy, the Fitness to Study Policy and the Mitigating Circumstances Policy.

3. ADHERENCE TO GUIDELINES

3.1 This policy adheres to principles and expectations laid out by the following external reference points:

- Quality Assurance Agency for Higher Education (QAA) guidelines, such as the UK Quality Code, Subject Benchmark Statements, and the Frameworks for Higher Educations Qualifications (FHEQs)

- Office for Students (OfS) regulations

- Advance HE and Independent HE best practices

- External Examiner Feedback

It follows these external reference points and sector standards and ensures that they are adapted and applied to the specific contexts of the school.

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4. DEFINITIONS

4.1 **Assessment:** Any method used to evaluate student learning, including exams, essays, projects, presentations, and practical work. This, therefore, primarily focus on summative assessments.

4.2 **Feedback:** Information provided to students regarding their performance, to enhance learning and development. This may be formalised through written comments, or more informal, through guided tutorials, for example.

PART TWO: Policy Details

1. ASSESSMENT PRINCIPLES

1.1 **Alignment with Learning Outcomes:** All assessments must be directly aligned with the learning outcomes of the course, the programme, and/or the module.

1.2 **Fairness and Consistency:** Assessments are designed and administered in a manner that is fair and consistent across all student cohorts.

1.3 **Transparency:** Clear information about assessment criteria, methods, and schedules is provided to students at the beginning of each module. This is both available in writing in the Module Handbook, as well as explained orally by lecturers in the first session with their students. Assessment criteria are shared on the OELS Virtual Learning Environment (VLE), Boostcamp.

1.4. **Inclusivity:** OELS is committed to ensuring that all assessment practices are inclusive and accessible to every student, including those with disabilities and those from diverse backgrounds. Our approach to inclusive assessment is designed to provide equal opportunities for all students to demonstrate their knowledge and skills under fair conditions.

Key Components of Inclusive Assessment Design:

- Assessment Variety: OELS employs a variety of assessment methods to accommodate different learning preferences and needs. This includes written assignments, presentations, projects, and oral exams.
- Adjustments for Disabilities: Specific adjustments are provided based on individual needs, such as extra time, alternative formats of exams and coursework, or the use of assistive technology.
- Cultural Sensitivity: Assessments are designed to be culturally appropriate, reducing bias and ensuring that questions are relevant and accessible to students from all cultural backgrounds.
- Continuous Improvement: Feedback from students and faculty is regularly solicited and used to improve the inclusivity of assessment methods. This feedback is integral to our ongoing efforts to enhance teaching and learning at OELS.

Implementation Strategy:

- Faculty are provided with training on inclusive teaching and assessment practices.

- Assessment tasks are routinely reviewed by the Programme Leads in conjunction with the Dean to ensure they are appropriate.
- Students with special needs are encouraged to communicate their needs early in the course so appropriate individual adjustments can be made in a timely manner where required.

This is also included at the Course Development and Review phase.

2. ASSESSMENT PROCEDURES

2.1 **Design:** Assessments are designed by lecturers and support is available from the Director of Teaching and Learning where required to ensure they are clearly linked with the learning outcomes and the syllabus, ensuring constructive alignment.

2.2a General **Submission and Deadlines:** Students must adhere to submission deadlines. Lateness penalties are set by the school and are applied in all modules in the same way. However, the school takes a sympathetic view to events beyond a student's control and mitigating circumstances are taken into account in the Mitigating Circumstances Policy.

Work submitted late	Penalty (Study Abroad)	Penalty (Degree)
On the day (past the 5pm deadline)	2/20 penalty	10% penalty
Next day or up to 5 calendar days late	Capped to pass mark	Capped to pass mark
More than 5 calendar days late	Fail	Fail

2.2 b Resit deadlines: Resits are available in three modes – Boostcamp quizzes, live oral assessments on MS Teams, or recorded video submissions.

i.   Boostcamp quizzes: A student is only able to take the quiz at a designated time. If they join late, they will still be able to join, but no extra time will be added.
ii. MS Teams oral assessments: The same as above. No time will be added.
iii. Video submissions: This deadline is always set at 8pm on the Thursday of the resit week. A one-hour grace period will be applied if required as a result of the high-stakes nature of the resit. If the student's resit is uncapped (rare), they will be able to submit until 11.59pm of that day, but the grade will be capped to the pass mark of 10/20 if submitted after 9pm. If the resit was already capped (the norm) and the video is submitted after 9pm, the student will not pass the module and will need to liaise with their Home School regarding next steps.

2.3 **Grading and Feedback:** Assessments are graded according to predefined criteria, and feedback will be provided within a specified timeframe of three working weeks from submission. Institutional Marking Criteria are available in the general marking section of the Virtual Learning Environment (VLE), with criteria available for written assignments, oral assignments, and participation across all FHEQ levels taught. Marking criteria for specific modular assignments can be found on the relevant module page of the VLE . Grading strictly follows the assignment brief and criteria set. This includes for any word limits set for

coursework, which typically allow a 10% plus or minus approach. Anything that is more than 10% over the word limit will not be read or taken into consideration for the purposes of grading.

2.4 External Quality Assurance

2.4.1 *External Examiners* evaluate the level and the standard of the assessments. If any issues are identified, they are raised at the Exam Board, and appropriate actions are taken to address and resolve them. For more information, see the External Examiner Policy.

2.4.2 *QAA Subject Benchmark Statements* are used to inform module design regarding relevance and the nature of suitable assessments and skills.

2.4.3 The *Framework for Higher Education Qualifications (FHEQs)* are also used to inform module design and the standards required at each level.

2.4.4 *Industry Advisory Panels* are held annually to ensure that programmes are relevant to the professional world and remain current. This means that a diverse range of assessments is used, which are designed to mimic real-world professional life. This approach ensures that students not only gain theoretical knowledge but also develop practical skills that are directly applicable to their future careers. By incorporating real-life scenarios, case studies, projects, lab work, and practical tasks into assessments, we aim to prepare students for the challenges and demands of professional environments.

2.5. Student Representation in Assessment Policy Reviews for Degree Programmes

OELS recognises the importance of incorporating student perspectives in the development and continual improvement of our assessment policies. Student representatives participate in annual policy review meetings where they can present feedback and suggestions directly to the policy committee. Regular surveys and focus groups are conducted to gather extensive student input on the effectiveness of current assessment practices and potential areas for improvement. Including student representatives in policy reviews ensures that assessments remain relevant and responsive to student needs.

This collaboration fosters a sense of community and partnership between students and faculty, enhancing the educational environment at OELS.

2.6 Marking and Moderation

Study Abroad

2.6.1 Internal moderation and standardisation do not take place on our study abroad programmes in line with what happens at the Home Schools who have oversight of the study abroad programmes. Most modules also have only one lecturer, which ensures that there is no discrepancy between multiple markers. Furthermore, all modules carry between 2 and 5 ECTS (4 and 10 UK credits), which means that each individual assessment is not considered to be a high-stakes assessment. The Exam Board also has the power to round grades up in borderline cases in specific instances.

2.6.2 External Examiners also operate at both undergraduate and postgraduate level. This is not a requirement of the Home Schools, but is considered good practice and ensures that some external moderation takes place. For further information, see the External Examiner Guidelines, which can be found within the External Expertise Policy.

Degree Students

2.6.3 Both internal moderation and standardisation take place. Standardisation occurs before any marking begins to ensure that all markers have a shared understanding of the assignment brief expectations and the criteria. A sample of work is then compared and moderated by all markers on the same module after the first round of marking has been completed.

For most modules, this sample will include 10% of the cohort and will include a range of work, such as some low-scoring, medium-scoring, and high-scoring assessments. All fails will be checked.

In all cases, the work of at least 10 students will be checked to ensure a representative sample is still considered even with small cohorts.

2.6.4 External Examiners operate on all programmes and engage in external moderation and programme-wide checks.

2.7 **Verification process**

This relates to the checking of the assignment brief to ensure that it is at the appropriate level (4-7) and that learning outcomes are clear and suitable. This is checked by the Dean before the start of each semester.

Study Abroad Students

Module Handbooks go through a first phase of checks by Programme Leads. This involves checking that the appropriate number of credits are listed, and all assessment information, including resits are included. Final checks are then conducted by the Dean

Degree Students

Initial checks are completed by the Programme Lead, and where there are queries, by the Programme Director as well.

3. ASSESSMENT REQUIREMENTS AND ASSESSMENT TARIFFS

The School distinguishes between both formative and summative assessments, both of which take place on each and every module to ensure a comprehensive, developmental, and fair assessment process.

3.1 **Formative Assessments:** Formative assessments are not marked but provide practice and feedback opportunities for students. This helps students to understand the expectations that lecturers have of them and helps them to perform at their best during the summative assessments. In summary, this is *'assessment for learning.'* It helps students to learn. It should provide useful information regarding where a student's strengths are as well as help identify

any weaknesses that may be present. It also helps a lecturer understand where they may need to provide more support.

3.2 **Summative Assessments:** These assessments are marked and contribute to the final module score. In summary, this is *'assessment of learning.'* Once all the practice is over, this is a student's opportunity to demonstrate what has been learnt and to what extent the student is able demonstrate the learning outcomes set in the module.

3.3 **Submission Platform:** All summative assessments should be submitted by the deadlines set and/or returned via Boostcamp, <u>not</u> by email, to ensure reliability, efficiency, and for clear record keeping.

3.4 **Assessment Load:**

The number of assessments is based on finding an appropriate balance between two key areas:

a) Ensuring that students have an opportunity to fully demonstrate their skills and knowledge and to meet all of the learning outcomes that have been set in each module and

b) Ensuring that students are not over-assessed and that faculty are able to dedicate their time to providing high quality and timely feedback for the assessments that they do receive.

In practical terms, this means that shorter modules tend to have fewer assessments while longer modules tend to have more assessments. A summary of the key information is listed below:

Study Abroad Students

The majority of modules require a minimum of two summative assessments.

- At least one of these two summative assessments must be an individual assessment. The other can be a group assessment or a participation grade.

- <u>Exceptions:</u>

  For short modules, therefore those that are only 12 hours in length and typically have a value of only 2 ECTS (4 UK credits), a lighter assessment load is set. This is to ensure that not only are students not over assessed, but also so that the majority of the contact hours are focused on teaching and learning activities rather than assessments and assessment-related information and practice.

  a) For such 12-hour modules, only one summative assessment is required. This must be an individual assessment for standard 12-hour modules.
  b) For 12-hour modules that are part of a one-week module, which are of a specific nature, only one summative assessment is also required. However, this can be an individual or group assessment based on the needs of the specific project.

<u>Assessment Tariffs</u>

The institution uses assessment tariffs as a guide to help ensure assessments are consistent, fair, and appropriate for the credit value of each module. These tariffs suggest typical word

counts or durations for different types of assessment, based on how much they contribute to the final module grade.

The tariffs are not strict rules. Faculty may propose different formats or lengths where this better supports the learning outcomes or reflects the needs of a particular subject or the signature pedagogies in their subject area. Examples of where exceptions may be suitable include:

- Creative or practice-based assessments
- Modules using multiple smaller tasks or integrated assessments
- Group work or assessments involving external engagement
- Digital, oral, or non-traditional assessment formats

Assessment Tariffs 2025-2026

	2 ECTS		3 ECTS		4 ECTS		5 ECTS+	
Weighting	100%	Approx 50%	100%	Approx 50%	100%	Approx 50%	100%	Approx 50%
Approx. Word count Written Work e.g. •Essays •Reports •Projects •Reflective journals	1,000	500	1,500	750	2,000	1,000	2,500+	1,250
Exams / In-class tests	1hr	30min	1hr 30 mins	45 mins	2hrs	1hr	2hrs 30 mins+	1hr 15 mins+
Oral individual presentation	5-7 mins	3-5 mins	7-10 mins	5-7 mins	10-12 mins	8-10 mins	12-15 mins	10-12mins
Oral group Presentation (Max 4-5 students)	10-12mins	8-10mins	12-15mins	10-12mins	15-20mins	12-15mins	20-25mins	15-20mins

Indicative guidance to ensure consistent assessment loads

Degree Students

All modules will have at least one summative assessment, but this will not always necessarily be an individual assessment, as it will be linked to the specific needs of the module.

4. EXAMINATION REGULATIONS FOR STUDENTS

4.1 All information on this can be found in the *Examination Regulations*, which is a separate document.

8. RESITS AND EXAM FAILURES

8.1 **Resits:**

In some cases, students may not pass a module at the first time of asking. As a result, OELS has a resit policy in place.

- If a student fails a module, they will usually need to resit the module, although in some cases the Examination Board may approve the rounding up of a student's score in specific circumstances. These normally require the student to have a score very close to the pass mark and to have demonstrated that they are performing competently overall. More information can be found in the Examination Board Terms of reference.

Study Abroad

- The passing grade for each module is 10/20.

- The resit assessment covers the full module and replaces the original grade(s) Unless the original module grade is higher than the resit e.g. if the student does not attend the resit.

- If a student has to undertake a resit, the resit grade is capped at 10/20 in most cases, unless there are Mitigating Circumstances for the student undertaking the resit. This typically involves a student having been unable to take the original assessment first time due to circumstances beyond their control, such as serious illness.

- Resits are typically conducted online as study abroad students have already left the campus. Three options are possible:
  1. An online quiz on Boostcamp limited in time.
  2. A recorded video.
  3. A live assessment on Teams through presentation and questions.

Degree Students

- The passing grade for undergraduate programmes is 40%.

- The passing grade for postgraduate programmes is 50%.

- Resits are typically taken per assessment rather than per module.

- Resits for degree students are typically conducted on campus. A wide range of options are possible based on the specific nature of the assessment set. As much as possible, the resit format will mirror the original format of the assessment.

- *Compensation*, where one high grade in a module compensates for a low grade in another module may take place in specific circumstances. This is typically only for individual assessments.

- *Condonement,* where a student is able to progress onto the next level of their course despite failing one or more modules, may also take place in specific circumstances.

8.2 **Absence and Resits:**

Where students are unable to attend resits, this is dealt with on a case-by-case basis and only where circumstances are beyond their control i.e. Mitigating Circumstances apply. In such cases, students need to submit the Mitigating Circumstances Form with evidence within 48 hours of the resit taking place.

9. FEEDBACK PRINCIPLES AND PROCEDURES

9.1 **Constructive and Timely:** Feedback should highlight strengths and areas for improvement, provided within three working weeks.

9.2 **Clear and Specific:** Feedback should be directly related to assessment criteria and learning outcomes, ensuring constructive alignment on the module and demonstrating cohesion.

9.3 **Supportive of Development:** Feedback should guide students on how to improve future performance.

10. FEEDBACK PROCEDURES

10.1 **Methods of Feedback:** Summative feedback can be provided in writing or orally as long as it is recorded and made available to students within 3 weeks. Formative feedback can be provided in a range of methods, including brief verbal feedback, handwritten notes, or through designated tutorials to discuss drafts.

10.2 **Opportunities for Clarification:** Students can discuss feedback with tutors for understanding and further clarification.

10.3 **Continuous Improvement:** Student feedback on the assessment process is encouraged to improve future practices.

10.4 **Recording Feedback:** Feedback should be recorded—either in writing or orally—and provided on Boostcamp.

11. MARKING AND GRADE SUBMISSION

Undergraduate Degrees

Study Abroad (/20)	English Degree %	English descriptor	General Descriptor
16-20	70-100	First class	Reflects outstanding performance and deep understanding, comparable to top UK honours.
14-15.9	60-69	Upper Second (2:1)	Represents a strong performance, aligning with upper-middle honours in the UK.
12-13.9	50-59	Lower second (2:2)	Satisfactory performance
10-11.9	40-49	Third class honours	Minimum satisfactory performance
0-9.9	0-40	Fail	Does not meet minimum requirements

Postgraduate Degrees

Study Abroad (/20)	English Degree %	English descriptor	General Descriptor
16-20	70-100	Distinction	Reflects outstanding performance and deep understanding, comparable to top UK honours.
14-15.9	60-69	Merit	Represents a strong performance, aligning with upper-middle honours in the UK.
10-13.9	50-59	Pass	Satisfactory performance, meeting the pass criteria in both systems.
0-9.9	0-50	Fail	Does not meet minimum requirements

Please note that conversions do not work on precise mathematical measures due to different expectations in countries that have different academic cultures. Instead, they are based on both the academic expectations of Home Schools and typical conversions used at other HE institutions in England.

11.1 **Marking Criteria:** Institutional marking criteria are available for participation, presentations, and written assessments at all levels (4 - 7). Custom criteria are available for certain modules and assessments and are shared with students at the start of the module. These are available on the school's VLE.

Conclusion: By adhering to this policy, OELS ensures a structured, fair, and effective assessment and feedback system that supports student learning and academic success. This commitment to excellence in assessment practices not only upholds the academic integrity of the school but also fosters an environment where students are motivated to engage deeply with their studies. Through transparent criteria, consistent application of standards, and timely, constructive feedback, OELS empowers students to reflect on their performance, identify areas for improvement, and achieve their full potential.

This policy underscores the school's dedication to creating a supportive and equitable educational experience, ultimately preparing our graduates to excel in their professional and personal endeavours. By continuously reviewing and refining the assessment and feedback processes, OELS remains responsive to the evolving needs of all students and the broader educational landscape, ensuring that the school maintains the highest standards of academic quality and student satisfaction.