



Assessment Marking & Feedback Policy

Field	Detail
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Author:	Course Directors
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Responsible Committee:	Quality of Education Committee
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External reference points:	UK Quality Code for Higher Education (2024); Office for Students Conditions of Registration (B1, B2, B3, C1, C2); Partner University Academic Regulations (University of West London, Plymouth Marjon University, Ravensbourne University London)
Linked policies:	ASQ 1.1 Quality Assurance and Enhancement Policy; ASQ 1.4 Learning and Teaching Strategy; ASQ 1.5 Academic Appeals Policy; ASQ 1.6 Academic Misconduct and Integrity Policy; ASQ 1.7 Extensions and Extenuating Circumstances Policy; ASQ 1.8 Academic Support and Improvement Policy
Audience:	Staff and Students

1. Purpose

This policy establishes the framework governing assessment, marking, moderation and feedback at UK College of Business and Computing (UKCBC).

The policy aims to:

- ensure assessment practices are fair, transparent and academically rigorous
- maintain the academic standards of partner universities and awarding bodies
- support student learning, progression and achievement
- promote constructive and developmental feedback
- ensure assessment decisions are reliable, valid and subject to appropriate quality assurance.

This policy is approved by UKCBC academic governance framework and supports the institution's commitment to delivering a high-quality educational experience.

2. Scope

This policy applies to:

- all students enrolled on programmes delivered by UKCBC
- all academic staff involved in teaching, assessment and feedback
- Course Directors, academic staff and members of assessment boards
- all formative and summative assessments contributing to academic credit.

The policy covers:

- assessment submission
- marking and grading
- moderation and quality assurance
- feedback to students
- resubmission and retake opportunities.

3. Policy Statement

UKCBC is committed to ensuring that all assessment, marking and feedback practices are fair, transparent and aligned with the academic standards of its partner universities.

Assessment activities delivered by UKCBC are governed by the academic regulations of the relevant awarding universities and are implemented through UKCBC's internal academic governance and quality assurance processes.

Through this policy, UKCBC ensures that:

- assessment practices are valid, reliable and aligned with learning outcomes
- marking decisions are applied consistently and are subject to appropriate moderation
- feedback is constructive, timely and supports student development
- assessment processes maintain the integrity of academic standards.

This policy supports the maintenance of high-quality learning and teaching and ensures that students are assessed in accordance with the regulatory requirements of partner universities and the expectations of the UK Quality Code for Higher Education.

4. Regulatory Framework and Partner Universities

UKCBC delivers higher education programmes in partnership with awarding universities.

Within these partnerships:

- the design of assessments
- grading criteria
- and academic regulations

are determined by the awarding university.

UKCBC is responsible for:

- delivering teaching and learning
- administering assessment processes
- marking student work
- providing feedback
- supporting the implementation of partner university quality assurance frameworks.

Where there is any inconsistency between this policy and the regulations of the awarding university, the regulations of the awarding university take precedence.

The primary partner regulations currently applicable include:

University of West London (UWL)

<https://www.uwl.ac.uk/sites/uwl/files/2024-09/Academic%20Regulations%2024-25%20%28web%29.pdf>

Plymouth Marjon University (PMU)

<https://www.marjon.ac.uk/about-marjon/governance--management/university-strategies--policies/assessment-policy.pdf>

Ravensbourne University London (RBU)

https://www.ravensbourne.ac.uk/asset-bucket/prod/2025-02/General_Academic_Regulations_for_2024-25.pdf

5. Principles of Assessment and Feedback

Assessment practices at UKCBC are guided by the following principles.

5.1 Alignment with Learning Outcomes

All assessments measure achievement against module learning outcomes and assessment criteria established by the awarding university.

5.2 Fairness and Consistency

Assessment processes must be:

- transparent
- consistently applied
- subject to appropriate moderation.

Moderation ensures fairness and consistency across markers, modules and student cohorts.

5.3 Development of Academic Skills

Assessment and feedback should support the development of key academic skills including:

- academic writing
- English language proficiency
- critical analysis

- research skills
- referencing and academic integrity.

Feedback should assist students in improving clarity, structure, argumentation and academic communication.

Students requiring additional support may be directed to academic skills support services.

5.4 Formative Development

Where formative assessments are provided, they should help students understand expectations and improve performance prior to summative assessment.

5.5 Transparency

Students must receive clear information regarding:

- assessment requirements
- submission deadlines
- grading criteria
- feedback processes.

6. Definitions

For the purposes of this policy:

Formative Assessment

Assessment designed to support learning and provide feedback without contributing to final module grades.

Summative Assessment

Assessment used to evaluate student achievement of learning outcomes and contributing to final module grades.

Marking

The process of evaluating student work against defined criteria to determine an academic grade.

Moderation

A quality assurance process used to ensure consistency and fairness in marking decisions.

Feedback

Constructive commentary provided to students regarding their academic performance.

Resubmission

An opportunity to improve and resubmit an assessment following an unsuccessful first attempt.

Retake

A further attempt at an assessment authorised by the Assessment Board.

Extenuating Circumstances

Serious personal events that significantly affect a student's ability to complete assessments.

7. Academic Integrity and Originality

Students must ensure that all submitted work is their own.

All submissions require a declaration confirming that:

- the work is original
- sources are properly acknowledged.

Academic staff may use academic integrity tools to review submissions.

Any suspected academic misconduct will be investigated in accordance with the Academic Integrity and Misconduct Policy.

8. Assessment Submission

UKCBC administers assessment submissions in accordance with partner university requirements.

Students must:

- submit assessments by the published deadline
- ensure submissions follow required formatting and referencing conventions
- ensure submitted files are complete and accessible.

Submission of blank, incomplete or corrupted files will be treated as non-submission. Students are strongly advised to retain digital copies of all submitted work until completion of their programme.

9. Assessment Attempts and Progression

Assessment attempts are governed by the regulations of the awarding university.

Typically, the assessment lifecycle includes:

Assessment Attempt	Description
First Attempt	Initial assessment submission
Resubmission	Opportunity to improve work following an unsuccessful attempt
Retake	Further attempt authorised by the Assessment Board

Progression decisions are confirmed through formal Assessment Boards operated by the awarding university.

10. Assessment Submission Scenarios

The following general framework applies unless partner university regulations specify otherwise.

Scenario	Outcome
Assessment submitted on time but failed	Eligible for resubmission
Assessment deadline missed	Normally recorded as non-submission
Resubmission deadline missed	Assessment recorded as failed
Approved extenuating circumstances	Alternative deadline or adjustment granted

Final progression outcomes are confirmed through the Assessment Board process.

11. Marking

Assessments are marked by appropriately qualified academic staff.

Marking must:

- follow the grading criteria established by the awarding university
- evaluate achievement of learning outcomes
- be supported by clear written feedback.

Markers must apply assessment criteria consistently and ensure grading decisions are academically justified.

12. Moderation and Quality Assurance

Moderation ensures consistency and fairness across marking decisions.

Moderation may include:

- sampling assessments across grade ranges
- second marking where appropriate
- review of grade distributions across cohorts.

Where required, moderated work may also be reviewed by the awarding university through:

- external examiners
- academic link tutors
- partner quality assurance processes.

13. Feedback to Students

Feedback is an essential component of effective teaching, learning and assessment. It enables students to understand how successfully they have met the assessment criteria and supports the continuous development of their academic knowledge, skills and professional capabilities.

UKCBC is committed to providing feedback that is constructive, timely and aligned with the academic standards of the awarding universities with which it partners.

Feedback should assist students in:

- understanding how their work meets the assessment criteria and learning outcomes
- identifying strengths in their work
- recognising areas requiring improvement
- developing strategies to improve future academic performance.

Feedback may be provided through written, digital or verbal formats depending on the nature of the assessment and the requirements of the awarding university.

13.1 Feedback Principles

Feedback provided to students should be:

- clear and constructive, providing meaningful guidance for improvement
- aligned with assessment criteria, explaining how the work meets or does not meet expected academic standards
- developmental, supporting the progression of students' academic and professional skills
- respectful and supportive, encouraging confidence and motivation
- appropriate to the assessment, focusing on key areas of academic development.

Feedback should support the development of:

- academic writing and English language proficiency
- critical thinking and analysis
- research and referencing skills
- independent learning and reflection.

Where appropriate, students may be directed to additional academic skills support services.

13.2 Feedback Turnaround Time

UKCBC is committed to returning feedback to students in a timely manner in order to support effective learning and progression.

Where programmes are delivered in partnership with awarding universities, feedback turnaround times must comply with the academic regulations of the relevant partner institution.

The current partner expectations include:

Partner University	Standard Feedback Turnaround
University of West London (UWL)	Normally within 15 working days of the submission deadline
Plymouth Marjon University (PMU)	Normally within 15–20 working days depending on assessment type
Ravensbourne University London (RBU)	Normally within 15–20 working days depending on programme regulations

UKCBC will normally operate a maximum standard of 15 working days for the return of feedback, unless partner university regulations specify otherwise.

Where moderation or quality assurance processes require additional time, students will be informed of the revised feedback release date.

13.3 Feedback Release

Feedback will normally be released to students through the institutional learning platform or through other approved academic systems.

Feedback release may be subject to moderation processes and partner university quality assurance procedures before final grades are confirmed.

Students should note that provisional marks may be subject to confirmation by the Assessment Board of the awarding university.

13.4 Student Engagement with Feedback

Students are expected to actively engage with feedback and use it to inform future learning and assessment performance.

Students are encouraged to:

- review feedback carefully
- reflect on areas for improvement
- seek clarification where feedback is unclear
- apply feedback to future assessments.

Students may discuss feedback with academic staff through tutorials or academic support sessions where appropriate.

13.5 Monitoring of Feedback Standards

UKCBC monitors compliance with feedback turnaround expectations through its academic quality assurance processes.

This may include:

- monitoring of assessment and feedback schedules
- periodic review through academic governance committees
- oversight by partner universities through link tutors and external examiners.

These processes ensure that feedback practices remain consistent with institutional expectations and partner university requirements.

14. Extenuating Circumstances

Students experiencing serious personal or medical circumstances that affect assessment performance may apply for extenuating circumstances.

Applications must normally:

- be submitted within the specified timeframe
- include appropriate supporting evidence.

Approved applications may result in:

- revised submission deadlines
- alternative assessment arrangements.

All cases are considered in accordance with the ASQ 1.7 Extensions and Extenuating Circumstances Policy.

15. Student Responsibilities

Students are responsible for:

- understanding assessment requirements
- submitting work on time
- ensuring all submitted work is original
- engaging constructively with feedback
- seeking academic support where required.

Students should ensure they understand the academic regulations governing their programme.

16. Roles and Responsibilities

The effective implementation of this policy relies on the coordinated responsibilities of academic staff, professional services staff and institutional governance bodies.

16.1 Academic Staff

Academic staff are responsible for:

- marking student assessments in accordance with the grading criteria set by the awarding university
- providing constructive and timely feedback to students
- ensuring that marking decisions are consistent with academic standards
- participating in moderation processes where required
- supporting students in understanding feedback and improving academic performance.

16.2 Course Directors

Course Directors are responsible for:

- overseeing the implementation of assessment processes within their programmes
- ensuring that marking and moderation processes are conducted in accordance with partner university regulations
- supporting the consistent application of assessment standards across modules.

16.3 Registry

Registry is responsible for:

- administering assessment submission systems and processes
- maintaining accurate assessment records
- communicating assessment outcomes and decisions to students
- supporting the administration of assessment boards.

Students may contact Registry regarding assessment-related queries through the institutional communication channels or via registry@ukcbc.ac.uk.

16.4 Quality of Education Committee

The Quality of Education is responsible for:

- overseeing institutional compliance with academic regulations
- monitoring the effectiveness of assessment and feedback processes
- reviewing quality assurance reports related to assessment practices.

16.5 Partner Universities

Partner universities retain responsibility for:

- approval of assessment design
- confirmation of academic regulations
- external moderation and examination processes
- confirmation of assessment outcomes through assessment boards.

17. Monitoring and Review

UKCBC monitors the effectiveness of assessment, marking and feedback processes through its academic governance and quality assurance arrangements.

Monitoring mechanisms may include:

- review of assessment outcomes and grade distributions
- external examiner reports
- oversight by partner universities through link tutors and quality assurance reviews
- internal quality assurance reporting to the Academic Quality and Standards Committee.

These processes support the continuous improvement of assessment practices and ensure that academic standards are maintained.

This policy will normally be reviewed every two years or earlier where changes to regulatory requirements, partner university regulations or institutional practices require revision.