ASSESSMENT & FEEDBACK POLICY

Scope: All taught programmes leading to an award of City, University of London.

Senate Regulations:
[Senate Regulation 19 Assessment](#)
[Senate Regulation 13 Student Discipline](#)

Summary:

This Policy supports the Assessment Regulations by highlighting the principles upon which assessment and feedback are based, thereby supporting staff, students and external examiners engaged in the assessment and feedback process.

Date approved/re-approved:
October 2020 (minor updates October 2021)

Date for review:
To be reviewed by the end of 2023/24 academic year, with allowance for minor updates, as required.

Effective from:

2020/21

To be read in conjunction with:

[Assessment Toolkit](#)

Equality and Diversity Statement

City, University of London is committed to promoting equality, diversity and inclusion in all its activities, processes, and culture, under its Public Sector Equality Duties and the Equality Act 2010. This includes promoting equality and diversity for all, irrespective of any protected characteristic, working pattern, family circumstance, socio-economic background, political belief or other irrelevant distinction.

Where relevant to the policy, decision-making panels will ensure a reasonable gender balance (with at least one man and one woman) and will actively consider representation of other protected groups.

Assessment and Feedback Policy

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Assessment and Feedback Policy

A INTRODUCTION

1. The assessment of students on taught programmes leading to an award of City, University of London shall be managed in accordance with Senate Regulation 19. This Policy supports the Regulations by highlighting the principles upon which assessment and feedback are based, thereby supporting staff, students and external examiners engaged in the assessment and feedback process. It provides context and definitive guidance to support the Assessment Regulations. An Appendix sets out rules for the conduct of Assessment Boards and associated panels, and for Internal and External Examiners.

    Guidance to support the implementation of the policy is also available, together with the Assessment Toolkit https://www.city.ac.uk/lead/assessment-toolkit as a resource to support staff when designing assessment and feedback activities.

2. The Assessment and Feedback Policy will apply to partnership provision unless equivalent alternative arrangements have been specifically agreed between City and the partner institution. Details will be included in the Memorandum of Agreement for the partnership.

3. Where the Regulations cannot be followed as a result of professional, statutory or regulatory bodies or other reasons this should be discussed as part of programme approval(s) or review(s).

B EQUALITY AND DIVERSITY STATEMENT

4. City, University of London is committed to promoting equality, diversity and inclusion in all its activities, processes, and culture, under its Public Sector Equality Duties and the Equality Act 2010. This includes promoting equality and diversity for all, irrespective of any protected characteristic, working pattern, family circumstance, socio-economic background, political belief or other irrelevant distinction.

5. Where relevant to the policy, decision-making panels will ensure a reasonable gender balance (with at least one man and one woman) and will actively consider representation of other protected groups.

    In accordance with our commitment to equal opportunities and equality and diversity, City will make reasonable adjustments to the Regulations where appropriate. Where study is interrupted as a direct result of a disability-related cause this should not unjustifiably impede a student's subsequent academic progress.

6. Staff must ensure, in designing and administering assessments, that you comply with the digital accessibility requirements set out in UK law. This means, in short, that information and assessments provided or managed in digital formats must be accessible to all learners, regardless of any sensory, physical or learning disabilities. Specific expectations are set out in the Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018, which builds upon the requirements of the Equality Act 2010.

7. As with the curriculum, the assessment strategy should be based upon inclusive practice. This will help to meet our equality, diversity and inclusion objectives; it will also mean that our assessments are a more reliable test of the learning objectives, rather than an unanticipated element relating to students' personal characteristics.

C   SCOPE OF ASSESSMENT AND FEEDBACK

8. Assessment and feedback are integral to City's commitment to provide high quality learning and teaching. They are also integral to student achievement. Assessment and feedback should support a student's ongoing learning and development and the achievement of programme or module learning outcomes.

9. Assessment and Feedback strategies are agreed and reviewed during programme approval, review and amendment procedures. These strategies will include information on how assessment and feedback will be structured and may include, for example: methods for the aggregation of marks and grades; rules relating to progression, final awards and classification; and the approach to be taken to the type and timescales within which feedback will be provided during and at the end of a module.

10. Assessment Maps must be provided for all programmes for publication to students, staff and external examiners (please see paragraph 12 (b)).

D   INFORMATION TO STUDENTS

11. Programme teams should provide students with information about assessment and feedback and about aspects of the assessment and feedback process in programme and module specifications and programme handbooks. This includes information about good academic practice and academic misconduct.

Information about assessment and feedback

12. The information that should be provided to students about assessment and feedback includes information on:

    a. The nature and format of the assessment, including any special arrangements for online assessment.

    b. The Assessment Map (Assessment Maps for programmes provide information about which modules assess which programme learning outcomes, and provide information about the range and volume of assessments across the programme).

    c. Whether any Professional, Statutory or Regulatory Body (PSRB) considerations have impacted upon the assessment used on the programme.

    d. Submission procedures and deadlines, and guidance on extensions and extenuating circumstances.

    e. Assessment criteria and grade-related criteria.

    f. The type of feedback that will be provided and feedback timescales. Where turnaround times differ from the schedules set out in this policy (e.g. where it is

integral to the nature of the assessment or where there are holidays), the rationale should be made clear to students.

g. How marks and awards are calculated.

h. How students can develop good academic practice, including how to avoid academic misconduct, the use of technology to detect academic misconduct (e.g. TurnItIn) and a link to the academic misconduct regulation and policy.

E   ASSESSMENT

Purpose of Assessment

13. Assessment schemes are designed to enable students to demonstrate the extent to which they have met the objectives (the 'Learning Outcomes') and standards for a Module, Programme Stage, Programme and Award. A range of assessment methods will be used that are appropriate to the Programme and all types of assessment are considered equally valuable.

14. The weighting of each component of assessment will be appropriate to reflect its content and contribution to the module's learning outcomes. The volume of assessment for each Programme will not exceed the amount required to demonstrate the achievement of learning outcomes.

15. Assessment can also act as a strong formative tool to support and assist student learning and development.

16. Assessment can take various forms, all of which are equally valuable. These may include: assessments that are undertaken in face-to-face settings such as presentations, lab activities and examinations; assessments that take place in students' self-directed time including written reports, take home examinations, or recorded presentations (these are often submitted online); or online assessments such as blogging, quizzes and timed examinations. The assessment used for a module, including its scheduling, volume and type, should be appropriate to its purpose and to the module's learning outcomes.

Assessment criteria and grade-related criteria

17. Assessment criteria and grade-related criteria together provide mechanisms by which the quality of a student's performance in an assessment can be measured. Both are descriptions of the skills, knowledge and attributes students need to demonstrate in an assessment, and are based on the intended learning outcomes associated with an assessment:

a. Assessment criteria explain what a student needs to demonstrate in order to complete an assessment successfully. These provide the minimum requirement expected of students. Assessment criteria will differ according to the discipline, the type of assessment and the level of the students.

b. Grade-related criteria explain what a student needs to demonstrate in order to achieve a certain grade or mark in an assessment. These enable students to be positioned within the overall set of marks available for an assessment. The Guidance on

Assessment and Feedback includes options for the presentation of grade-related criteria which may be customised as appropriate according to the discipline, assessment type, level of study or the module or assessment in question.

18. It is important that assessment and grade-related criteria are written in clear and accessible language. This will not only help students, but also helps markers, moderators and examiners have the same understanding of what is required. Examples of grade-related criteria are provided in Appendix 1

19. Assessment criteria and grade-related criteria will be:

    a. Linked to each other.

    b. Used by markers.

    c. Used to support the feedback process. Assessment criteria should be used to provide feedback on a student's performance whilst grade-related criteria provide a mechanism with which to relate feedback to grades. Grade-related criteria can support the provision of early feedback.

    d. Used to aid transparency in the assessment process.

    e. Explained carefully to students prior to the assessment task: this will help to make sure that they understand the requirements and that the assessments are therefore a reliable indicator of their learning.

    f. Made easily accessible to students and provided in consistent versions.

    g. Presented in the same format to both staff and students, and provided to the markers of the assessment as part of the marking guidelines for that assessment.

20. Assessment criteria will also be:

    a. Provided for each assessment task.

    b. Provided at an appropriate level for each assessment.

    c. Linked to the module learning outcomes that are being assessed through the assessment task.

Language of Assessment

21. City requires that the language of assessment is in English except when competency in another language is being tested. Any application for a change in the language of assessment must be made in sufficient time ahead of the assessment, and must be presented to Senate with a rationale for consideration. Approval of assessment in a language other than English is not guaranteed and Senate will take account of the maintenance of academic quality and standards, and any legal obligations.

Security of Assessment

22. All staff are responsible for the security of assessments and assessment materials. In addition, Boards of Studies may identify a person or people with overall responsibility for the security of assessments.

Transparency

23. The assessment and marking processes should be transparent to students. This will help students understand the purpose of assessment and increase its educational value; it will also help to minimise complaints about assessment processes, outcomes and feedback.

24. In explaining to students how assessment works on a programme, and the processes for marking and moderation, it also helps to explain why we have adopted the assessment techniques, and why we put in place the marking processes (anonymity, moderation etc) that we have chosen to use.

F   MARKING AND MODERATION

25. Marking may take various forms, including the use of anonymous marking and double or second marking. Double marking usually means that markers do not see each other's comments or marks, whilst for second marking these may be made available to the second marker.

26. Moderation is used to ensure that an assessment outcome is fair and reliable. Moderation can also take various forms including sampling, additional marking of borderline cases or statistical review of marks.

27. The marking of all assessments for credit-bearing modules is the responsibility of a member of academic staff, or a suitably qualified graduate teaching assistant under the supervision of a member of academic staff where relevant.

28. Assessments should be marked anonymously unless the nature of the assessment makes anonymous marking impractical. This is considered to be an appropriate means of avoiding claims of bias and demonstrating a commitment to equal opportunities and equality and diversity policies.   If anonymous marking is impractical, additional arrangements for moderation will be made. The marking of examination scripts must be anonymous in all circumstances.

29. The following considerations apply to marking and moderation:

    a. More than one member of staff must be involved in the marking and moderation processes. This ensures that no set of assessment marks is finalised on the basis of only one internal assessor's marking decision.

    b. All assessments which contribute to an Award must be internally moderated or double marked in accordance with the assessment and marking policy, and an appropriately sized sample subjected to moderation.

    c. All dissertations or equivalent assessment tasks must be second marked or moderated by an Internal Examiner.

    d. Internal marking and moderation arrangements are in addition to the scrutiny undertaken by the External Examiner.

    e. Where assessments are double or second marked the markers must try to agree a final mark; if the internal markers cannot agree, the School should make every

effort to resolve the matter internally. In exceptional circumstances, the External Examiner can be asked to arbitrate.

    f.   A record of individual and agreed marks will be kept. Marks should be entered into the designated student records system to one decimal place, unless Professional, Statutory or Regulatory Body requirements apply

30. Marking guidelines should be provided to all markers, moderators and external examiners and used to mark and grade assessments. This supports consistency and transparency. Marking guidelines consist of the intended learning outcomes the assessment is designed to assess; the assessment information; the assessment criteria; the grade-related criteria; and, if relevant, additional guidance that provides information on what should have been included in specific answers.

31. Boards of Studies are required to determine appropriate marking and moderating mechanisms and the criteria for the identification of samples to be considered through the moderation process. Normally, the moderation sample should include all fails, all borderline scripts and then a sample across the pass mark for each marker which includes the lowest and highest mark.

32. Where possible, Boards of Studies should review the efficacy of their marking and moderation processes with the aim of considering the use of moderation at component level and should also review the weighting of individual assessment components.

The use of a statistical analysis of the distributions of marks both within and between modules, including their centre and their spread, is also encouraged[1].

G   FEEDBACK

33. Feedback should be provided to support students in their learning. Feedback will be provided on all assessed work (either formative or summative), including examinations, and on other relevant aspects of a student's performance and progress in a module.

Feedback on assessed work

34. This comprises a marker's comments on a student's performance in an assessment component. It should facilitate a student's understanding of their achievement in an assessment and should promote learning and self-reflection so that a student is provided with information to help them improve performance in subsequent assessments. Feedback may, for example, provide information on how the mark was derived, the extent of a student's success in meeting the assessed learning outcomes and feedforward so there is an indication of areas for improvement in the future.

35. Feedback should be given on all assessments, including examinations, and may relate to the content of an assessment and/or assessment technique.

36. The type of feedback given will be informed by the nature and purpose of the assessment and the discipline, and as such will be linked to the task's learning outcomes, assessment criteria and grade-related criteria. Programme Teams are

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[1] Centre could include mean or median, spread standard deviation or interquartile range

responsible for identifying and implementing the most appropriate methods for providing feedback on assessed work, whilst considering an appropriate level of consistency in relation to how that feedback is perceived by students. Pro-form as, which allow markers to lay out how a student has met the learning outcomes being tested, may be used if appropriate.

37. Consideration should be given to the type of feedback provided to students who are eligible to resit and the most appropriate mechanisms through which their learning can be supported.

38. Feedback should not be used as a basis for negotiation on marks but to enable a dialogue on ways in which to improve performance for the future. The process of providing feedback must be kept separate from the extenuating circumstances and appeals procedures.

39. Various types of feedback on assessed work exist. Some examples include:

    a. Individual or group verbal feedback
    b. Individual or group written and/or audio feedback
    c. Model answers and/or example solutions
    d. Previous assessment questions/papers/performances
    e. Generic feedback

40. Staff are expected to ensure that each student receives individual feedback and feed-forward, specific to their learning and assessment performance.

Feedback on student performance and progress

41. This comprises any comments given to students regarding their performance and progress in a module to support their learning and academic development. This can take place in formal or informal settings, for example: in lectures or seminars; in personal tutorials; through the strategic learning environment; and during group or in-class activities. Where possible, some form of feedback should be provided in the first term of an academic year.

42. This type of feedback can relate closely to feed-forward. Feed-forward comprises information to students which is similar to feedback but is provided in advance of an assessment task to support student learning and development prior to completion of the assessment. Feed-forward is considered to be an important mechanism for supporting student learning. Where used it should support, rather than replace, the provision of feedback.

Release of Provisional Marks and Feedback

43. Students will normally be provided with provisional marks and feedback within 21 calendar days of the submission deadline or assessment date. This will include a provisional grade or mark. For end of module assessments, examinations or an equivalent significant task (e.g. an end of module project) feedback will normally be provided within the timescales for release of provisional marks noted in paragraphs 50-56

44. Provision of feedback within these timeframes cannot be guaranteed for work submitted after the deadline or where the student is not entitled to receive the result (e.g. if there is an outstanding fee debt). Where work is submitted after the deadline, students should still receive feedback in a timely manner.

45. In light of the substantial nature of the work and associated internal and external marking processes, feedback on final year projects and dissertations may be provided after the final Assessment Board. The timescale for feedback on final year projects and dissertations may therefore be longer than 28 calendar days. Students must be advised in writing of the feedback timescale for this element of the programme and the reasons why this is in place.

46. Adjustments may be made where alternative turnaround times are integral to the nature of the assessment, or to accommodate closures or staff absence due to religious holidays.

    Any adjustments should be approved by the Board of Studies, which will also be responsible for monitoring the impact of any adjustments on the student learning experience.

47. In accordance with the Assessment Regulations and the statement provided to students in programme handbooks, all marks will remain provisional until the end of year Assessment Board when internal moderation and external examiner scrutiny will have been completed.

48. Boards of Studies will oversee the effective implementation of the timeliness of feedback and associated data on turnaround times. School Executive Committees will also receive reports and monitoring will take place through Senate.

49. Students will be informed in writing of all submission and feedback dates. Students will also be informed in writing of any unforeseen delays in receiving feedback and the reasons for this.

Release of marks for end of year assessments/examinations

50. Final examination marks will be released four weeks after the last examination of the examination period for the cohort unless the programme(s) must follow other PSRB-prescribed timeframes.

51. Where the four-week feedback timeframe for release of results from examinations falls on a Friday, Schools should release marks on the following Monday. This is to ensure students are able to access support following the release of their marks, where necessary.

52. Where it is in the best interest of students, the release of marks for some programmes/modules may be delayed beyond the four-week feedback period. For example, where students are on placement, it may be beneficial for their marks to be released at a later and more appropriate time. Where this is the case, it is advised that students are notified beforehand that their marks will be released later than usual and the reason for this decision.

53. Where it is not in the interest of students to wait until the end if the assessment period to release the marks, Programme Teams may release marks earlier than the four-week timeline.

54. Where the release of marks coincides with other examinations(s) undertaken by the group of students, Schools should withhold such marks until after the students complete the relevant examinations(s) (e.g., where students are taking a module in another programme). This may mean that the release of marks exceeds the four-week timeline. Where this is the case, it is advised that students are notified beforehand that their marks will be released later than usual and the reason for this decision.

55. Where the release date for provisional marks is very close to the Assessment Board date, it may be advisable to wait until marks are confirmed and released by the Assessment Board

56. In light of the substantial nature of the work and associated internal and externalmarking processes, feedback on final year projects and dissertations may be provided after the final Assessment Board. The timescale for feedback on final year projects and dissertations may therefore be longer than 28 calendar days. Students must be advised in writing of the feedback timescale for this element ofthe programme and the reasons why this is in place

APPENDIX 1 - COMMON GRADE-RELATED CRITERIA

The following sample grade-related criteria tables are provided as a basis for Schools to develop programme specific criteria

OPTION 1: For Undergraduate and Graduate programmes

Class – Degree (Diploma/ Certificate)	%	Alphabetic[2]		Literary	Description
1 (Distinction)	85-100	A	A+	Outstanding	Work that demonstrates a comprehensive knowledge of the subject area and addresses the learning outcomes/assessment criteria in full. Where relevant, it will show evidence of independent reading, thinking and analysis. It will be well-constructed and demonstrate a professional approach to academic practice. It will be of a professional standard.
	75-84		A	Very good	Work that demonstrates strong knowledge of the subject area and addresses the learning outcomes/assessment criteria well. Where relevant, it will show evidence of wide and comprehensive reading. It will be clearly written and adhere to the principles of good academic practice.
	70-74		A-		
2:1 (Merit)	67-69	B	B+	Good	Work that demonstrates a sound level of knowledge of the subject area and makes a good attempt to address the learning outcomes/assessment criteria, realising all to some extent and most well. Where relevant, there will be evidence of thorough research of the topic(s). It will be well-structured and logically written and will demonstrate good academic practice.
	64-66		B		
	60-63		B-		
2:2 (Pass)	57-59	C	C+	Fair	Work that demonstrates knowledge of the subject area and attempts to address the learning outcomes/assessment criteria, realising all to some extent and some well but perhaps also including irrelevant or underdeveloped material. Where relevant, answers will provide some
	54-56		C		

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[2] The smaller divisions (A+, A, A- etc) are usually used by performing arts students

Class – Degree (Diploma/ Certificate)	%	Alphabetic[2]		Literary	Description
	50-53		C-		evidence of analysis but may be largely descriptive. It will have structure but this may not always be clear. Attempts to demonstrate academic practice will be evident.
3 (Pass)	47-49	D	D+	Satisfactory	Work that demonstrates basic knowledge of the subject area and provides some level of response to the learning outcomes/assessment criteria but only realises these outcomes and criteria to some extent and may not include important elements or information that is completely accurate. Where relevant, development of ideas is limited. Expression and structure will lack clarity and evidence of academic practice will be limited.
	44-46		D		
	40-43		D-		
Fail	37-39	E	E+	Poor	Unsatisfactory work that demonstrates very limited knowledge of the subject area and does not succeed in grasping the key issues. Learning outcomes/assessment criteria will not be realised. There will be no real development of ideas and few sources will be used or used correctly. Presentation is confused or lacking in clarity.
	34-36		E		
	30-33		E-	Very poor	Work that demonstrates no real knowledge of the subject area and which demonstrates a totally inadequate attempt to address the learning outcomes/assessment criteria.
	15-30	F	F		
	0-15				

OPTION 1: For Postgraduates programmes

Class	%	Alphabetic[3]		Literary	Description
Distinction	85-100	A	A+	Outstanding	Work that demonstrates a comprehensive knowledge of the subject area and addresses the learning outcomes/assessment criteria in full. Where relevant, it will show evidence of independent reading, thinking and analysis and strong critical ability. It will be well-constructed and demonstrate a professional approach to academic practice. It will be of a professional standard.
	80-84		A	Excellent	
	75-79			Very good	Work that demonstrates strong knowledge of the subject area and addresses the learning outcomes/assessment criteria well. Where relevant, it will show evidence of wide and comprehensive reading and critical ability. It will be clearly written and adhere to the principles of good academic practice.
	70-74		A-		
Merit	67-69	B	B+	Good	Work that demonstrates a sound level of knowledge of the subject area and makes a good attempt to address the learning outcomes/assessment criteria, realising all to some extent and some well. There will be evidence of thorough research of the topic(s) but some answers may not be complete or arguments sufficiently explored. It will be well-structured and logically written and will demonstrate good academic practice. Some critical ability will be evident.
	64-66		B		
	60-63		B-		
Pass	57-59	C	C+	Satisfactory	Work that demonstrates knowledge of the subject area and provides some level of response to the learning outcomes/assessment criteria but only realises these outcomes and criteria to some extent and may not include important elements or information that is fully accurate. Where relevant, development of ideas is limited but attempts will be made to analyse materials critically. Expression and structure may lack clarity and evidence of academic practice will be limited.
	54-56		C		
	50-53		C-		
Fail	47-49	D	D+	Poor	

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[3] The smaller divisions (A+, A, A- etc) are usually used by performing arts students

Class	%	Alphabetic[3]		Literary	Description
	44-46		D		Unsatisfactory work that demonstrates very limited knowledge of the subject area and which does not succeed in grasping the key issues. Learning outcomes/assessment criteria will not be realised. There will be no real development of ideas and critical analysis will be very limited. Presentation is confused or lacks coherence.
	40-43		D-	Very poor	Work that demonstrates no real knowledge of the subject area and which demonstrates a totally inadequate attempt to address the learning outcomes/assessment criteria. No critical ability will be displayed.
	20-40	E	E		
	0-20				

OPTION 2: for Undergraduate and Graduate programmes

Class – Degree (Diploma/ Certificate)	%	Alphabetic[4]		Literary	Knowledge	Independent thought, use of sources and research materials	Presentation	Professional
1 (Distinction)	85-100	A	A+	Outstanding	Comprehensive knowledge of subject area, addresses learning outcomes and assessment criteria in full – be of a professional standard	Where relevant, evidence of independent reading, thinking, analysis. Comprehensive use of sources and links to research and evidence of independent research	Well-constructed	Professional approach to academic practice
	75-84		A	Very good	Strong knowledge of subject area, addresses learning outcomes/ assessment criteria well	Where relevant, evidence of wide and comprehensive reading	Clearly written	Adhere to the principles of good academic practice
	70-74		A-					
2:1 (Merit)	67-69	B	B+	Good	Sound knowledge of subject area, good attempt to address the learning outcomes/assessment criteria, realising all to some extent and most well.	Where relevant, evidence of thorough research of the topic(s)	Well-structured and logically written	Demonstrates good academic practice
	64-66		B					
	60-63		B-					
2:2 (Pass)	57-59	C	C+	Fair	Knowledge of subject area, attempts to address the learning outcomes/ assessment criteria, realising	Where relevant, answers will provide some evidence	Has structure but this may	Attempts to demonstrate good academic
	54-56		C					

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[4] The smaller divisions (A+, A, A- etc) are usually used by performing arts students

Class – Degree (Diploma/ Certificate)	%	Alphabetic[4]		Literary	Knowledge	Independent thought, use of sources and research materials	Presentation	Professional
	50-53		C-		all to some extent and some well but perhaps also including irrelevant or underdeveloped material.	of analysis but may be largely descriptive.	not always be clear.	practice will be evident.
3 (Pass)	47-49	D	D+	Satisfactory	Basic knowledge of subject area, provides some level of response to the learning outcomes/ assessment criteria but only realises these outcomes and criteria to some extent and may not include important elements or information that is completely accurate.	Where relevant, development of ideas is limited.	Expression and structure will lack clarity	Evidence of good academic practice will be limited
	44-46		D					
	40-43		D-					
Fail	37-39	E	E+	Poor	Unsatisfactory - very limited knowledge of subject area and does not succeed in grasping the key issues. Learning outcomes/ assessment criteria will not be realised.	There will be no real development of ideas and few sources will be used or used correctly.	Presentation is confused or lacks coherence.	Unawareness of good academic practice may be evident
	34-36		E					
	30-33		E-	Very poor	No real knowledge of subject area; totally inadequate attempt to address the learning outcomes/ assessment criteria	No development of ideas	Confused or unstructured presentation that lacks coherence	Unawareness of good academic practice will be evident
	15-30	F	F					
	0-15							

OPTION 2: for Postgraduate programmes

Class	%	Alphabetic[5]		Literary	Knowledge	Independent thought, uses of sources and research materials	Presentation	Professional
Distinction	85-100	A	A+	Outstanding	Comprehensive and informative knowledge of subject area, may include - new knowledge derived from which the marker and wider community may learn; addresses the learning outcomes/ assessment criteria in full	Where relevant, evidence of independent reading, thinking and analysis and strong critical ability	Well-constructed	professional approach to academic practice; professional standard generally
	80-84		A	Excellent				
	75-79			Very good	Sophisticated or strong - shows knowledge of complex issues or a broad range of issues and addresses the learning outcomes/assessment criteria well.	Where relevant, show evidence of wide and comprehensive reading and critical ability	Clearly written	adhere to the principles of good academic practice
	70-74		A-					
Merit	67-69	B	B+	Good	Sound knowledge of a broad range of issues	Evidence of thorough research of the topic(s) but some	well-structured	demonstrate good academic practice

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[5] The smaller divisions (A+, A, A- etc) are usually used by performing arts students

Class	%	Alphabetic[5]		Literary	Knowledge	Independent thought, uses of sources and research materials	Presentation	Professional
	64-66		B		or detailed knowledge of a smaller number of issues; makes a good attempt to address the learning outcomes/assessment criteria, realising all to some extent and some well	answers may not be complete or arguments sufficiently explored. Some critical ability will be evident.	and logically written	
	60-63		B-					
Pass	57-59	C	C+	Satisfactory	Adequate knowledge of important issues – some level of response to all learning outcomes/assessment criteria but may not include important elements or information that is fully accurate	Where relevant, development of ideas is limited but attempts will be made to analyse materials critically	Expression and structure may lack clarity	evidence of good academic practice will be limited
	54-56		C					
	50-53		C-					
Fail	47-49	D	D+	Poor	Unsatisfactory work - inadequate knowledge of the important issues and doesn't succeed in grasping key issues, therefore learning outcomes/ assessment criteria will not be realised	No real development of ideas and critical analysis will be very limited.	Presentation is confused or lacks coherence	General unawareness of good academic practice may be evident
	44-46		D					
	40-43		D-					

Class	%	Alphabetic[5]		Literary	Knowledge	Independent thought, uses of sources and research materials	Presentation	Professional
	20-40	E	E	Very poor	Knowledge is lacking either through omission, the inclusion of large amounts of irrelevant information or evidence of significant misunderstanding - totally inadequate attempt to address the learning outcomes/ assessment criteria	No critical ability will be displayed	Confused or unstructured presentation that lacks coherence	Unawareness of good academic practice will be evident
	0-20							

APPENDIX 2:

(EXTRACT FROM ASSESSMENT REGULATION 19)

OPERATION OF ASSESSMENT BOARDS AND ASSOCIATED PANELS, INCLUDING THE ROLES OF INTERNAL AND EXTERNAL EXAMINERS AND PROCEDURES FOR RECORDING AND RELEASING ASSESSMENT RESULTS TO STUDENTS

ASSESSMENT BOARD OPERATION

57. Assessment Boards must operate in accordance with the Assessment Regulations and this appendix.

58. Assessment Board decisions should be recorded (see paragraph 141 below) and maintained in accordance with data protection requirements (see paragraph 127 below). Within those requirements, the decisions should be published as quickly as possible (see paragraph 123 below).

59. Assessment Boards are sub-committees of Senate with delegated authority to approve Awards and degree classifications. The primary purpose of an Assessment Board is to ensure the standards of City's academic Awards and consistency and fairness in the application of the Assessment Regulations. Assessment Board membership is set out in paragraph 69 below.

60. Assessment Boards convene at appropriate points in the academic year to make decisions, on behalf of Senate, on final marks, progression, Award (including the Award of credit) and withdrawal through consideration of student results. Assessment Boards will be held as soon as possible after the completion of the final assessment for each Programme Stage of a Programme, block of study or other relevant progression point. A further meeting will be held after the completion of resits.

61. Each Assessment Board is provided with the relevant data set which must be prepared and checked in advance of the meeting (see paragraph 73 below)).

62. Advisory panels such as Interim Assessment Panels, Module Panels (or meetings to discuss results for Modules shared across Programmes) and Preliminary Assessment Panels may also be held (see paragraph 92 below). The Assessment Board may consider recommendations from its advisory panels but may not delegate decision-making responsibility to them with regard to progression and Award.

63. Where student marks have already been considered by an Examination Board of a Professional, Statutory or Regulatory Body (PSRB) in accordance with the

requirements of the PSRB, the Assessment Board will note the marks already considered but will not consider them further.

THE ROLE OF THE ASSESSMENT BOARD

64. Assessment Board decisions are made in accordance with City's Assessment Regulations, including specific Programme Regulations, where approved. Assessment Boards will consider results anonymously and profiling of student performance is not permitted.

65. The role of Assessment Boards is to:

    a. consider and agree marks achieved by each student for assessment components, the overall Module mark and credit to be Awarded.

    b. consider recommendations from Extenuating Circumstances Panels, Academic Misconduct Panels, Fitness to Practise Panels, Fitness to Study Panels and other advisory panels as applicable.

    c. make and approve decisions with regard to the performance of students who:

    d. meet all requirements to pass and may progress from one Programme Stage to another

    e. meet all requirements to pass and be Awarded Degrees, Diplomas or Certificates and the classification, where appropriate

    f. fail to meet requirements and are eligible for resit assessments or partial repeats

    g. have approved Extenuating Circumstances and may be permitted an additional attempt at the assessment(s) and/or, where appropriate, a full repeat year

    h. fail to meet requirements and are to be withdrawn from the Programme

    i. are permitted to transfer to another Programme of study (related or unrelated), if eligible.

    j. will receive a lower Award than the one for which they are registered and assessed

    k. apply any relevant PSRB requirements in accordance with approved Programme Regulations.

    l. agree the application of compensation

    m. consideration of the final classification for eligible students

    n. consider initial comments from External Examiners in advance of their written report.

o. report any matters about the content, operation and assessment of a Programme to the Board of Studies, and/or any matters of significant risk as appropriate in accordance with Senate Policy.

66. Following the Assessment Board, the agreed student results will be verified, signed-off and released, with records retained, in accordance with the agreed protocols.

67. Any results not agreed at the Assessment Board will be deferred to the next meeting of the Assessment Board, or will exceptionally be considered by Chair's Action where this has been authorised by the Assessment Board for the student result(s) concerned (see paragraph 84 below).

MEMBERSHIP OF ASSESSMENT BOARDS

68. Assessment Board Chairs will be determined by Boards of Studies according to the Senate-approved criteria, and subsequently approved by Senate.

69. Assessment Board membership is confirmed annually by the Board of Studies, and must be in line with the following:

Chair (non-voting member)	a. Nominated by Boards of Studies and approved annually by Senate. The role is undertaken by the most senior members of academic staff in order that the business of the Assessment Board is managed efficiently and in strict accordance with the Regulations.
Voting members	a. The Dean(s) of School(s) responsible for the Programme (in the case of validated Programmes this will be the Principal (or equivalent) of the partner institution) (ex officio) b. The Head(s) of the Department(s) responsible for the Programme, if any c. The Internal Examiners d. The External Examiner(s)

Ex officio voting members	a. President b. Vice President (Education) c. Vice-President(s) d. Senior member of Academic Services
May attend, but non-voting (unless they fall into one of the categories above)	a. The Dean of any School which contributes to a Programme, or their representative(s) b. The Head of any Department which contributes to a Programme, or their representative(s) c. The Programme Director d. Any other person approved by the Chair of the Assessment Board.
Secretary	a. The Secretary of the Assessment Board will support the business of the Board before, during and after the meeting.

70. The Assessment Board Chair will ensure the business of the Board is carried out efficiently and in accordance with the Regulations.

71. The External Examiner(s) are members of the Assessment Board and should be present at meetings of an Assessment Board, except meetings where only resit results are being considered and where prior permission has been sought from the Assessment Board for decisions on resit results to be taken in the absence of the External Examiner.

72. If the External Examiner(s) cannot attend the Assessment Board, the decisions of the Board will stand. In such circumstances, the views of the External Examiner(s) must be sought in advance and, if received, will be reported to the Board.

ASSESSMENT BOARD DATA

73. In accordance with the protocol detailed below, in advance of an Assessment Board, the data for consideration at the Assessment Board will be checked and a report will be provided to the Assessment Board to support its decision-making in relation to the statistical breakdown of marks, Module performance across and between Modules and any Modules with poor or unusual results. The report will also identify, where applicable, where recommendations for scaling of marks and/or compensation have been identified. These tasks may be undertaken by a Preliminary Assessment Panel and presented to the Assessment Board for consideration.

QUORACY

74. In order to conduct its business, an appropriate representation of members must be in attendance at the Assessment Board. The quorum for an Assessment Board will be one third of the non-ex officio voting membership. If the Assessment Board is not quorate, it will not have the power to make decisions affecting progression or final Award.

75. If a meeting is not quorate it must be re-arranged at the earliest opportunity and a report must be made to Academic Services.

CONFLICT OF INTEREST

76. There must be appropriate independence in the consideration of students' academic performance. A conflict of interest will include, but is not limited to, a current or previous personal, family or legal relationship.

77. Where a conflict of interest exists, the person will not act as an examiner or attend the Assessment Board meeting.

78. Any member of an Assessment Board who considers that there might be a conflict of interest with one or more of the students being considered must raise this matter with the Assessment Board Chair at the earliest opportunity and in advance of the Assessment Board meeting.

FINAL AWARD CLASSIFICATION

79. The rounding-up of marks for assessment components, Modules and/or at the end of a Programme Stage to enable components or Modules to be eligible for compensation or to improve students' classifications at progression points is not permitted, to prevent any undue inflation of marks.

80. When considering final Award marks, where students' overall marks fall within 0.5% of a higher classification, the Assessment Board will Award the higher classification.

The marks will not be altered. The treatment of borderline classifications must be applied consistently by the Assessment Board across the student cohort to ensure fairness and transparency. Students' performance in components, Modules and/or at previous Programme Stages must not be taken into account.

81. Where a student has approved Extenuating Circumstances, any consideration of borderline cases arising from Extenuating Circumstances should be undertaken in accordance with the Section on Extenuating Circumstances in the Assessment Regulations.

82. The Assessment Board will apply relevant professional, statutory or regulatory body requirements in accordance with any approved Programme Regulations.

CONFIDENTIALITY

83. The business of the Assessment Board is confidential to the membership of that Board except where disclosure is required by regulators or by law. The following are general principles of confidentiality:

a. Access to students' marks before and after Assessment Board meetings should be restricted to members of staff who require access in their work capacity.

b. Staff are not permitted to inform students of their classification/Award outcome before results are published. This does not preclude providing feedback to students, based on the marking criteria for the assessed work.

c. The recommendations, discussions and decisions of Assessment Boards are strictly confidential.

CHAIR'S ACTION

84. Exceptionally, it may be necessary for the Chair to make decisions on behalf of the Assessment Board if the Board has granted this permission and agreed the scope of the decision(s) to be made. Chair's Action should only be used as an exceptional response to ensure that decisions are made by the full Assessment Board wherever possible.

85. Chair's Action can be taken:

a. after the Board has convened if decisions are outstanding or when further information about specific cases becomes available, where the Board has given its permission, or

b. where circumstances meant it was not possible for a student's results to be considered at the meeting.

86. The Chair will normally consult with the relevant Internal and External Examiner(s) before taking action.

INTERNAL EXAMINERS

87. Each Module has one or more Internal Examiner. One of the Internal Examiners will normally be the Module Leader, but may additionally include other staff who have taught on the Module. Internal Examiners are appointed by the appropriate Board of Studies.

88. An Internal Examiner is responsible for:

    a. Overseeing the preparation of all draft assessment items (examination papers, assessment briefs) for approval by the Dean of School/Principal of the Validated Institution's nominee (usually the Head of Department).

    b. Arranging for liaison with the External Examiner in order to secure approval of assessment items including all that contribute to the final Award.

    c. Ensuring assessment guidelines, assessment criteria and marking criteria are available for all assessments within their Module.

    d. Arranging for assessments to be conducted (in conjunction with professional services staff as appropriate).

    e. Marking assessments and providing feedback to students in line with Senate policy.

    f. Ensuring the security of any assessment questions and submissions within their possession.

    g. Attending meetings of the Assessment Board as members with voting rights. Where there is more than one Internal Examiner for a Module, it is expected that one representative agreed by the Board of Studies will attend the Board on behalf of that Module.

89. The Internal Examiner(s) must be available during assessments that require student attendance.

EXTERNAL EXAMINERS

90. To ensure academic standards and externality in the assessment process, each Programme will have at least one External Examiner who takes an overview of the assessment process of the Programme. External Examiners provide essential independence in the assessment process. Details of the External Examiner role, duties and appointment process is published in the External Examining for Taught Programmes Policy.

91. External Examiners are members of the Assessment Board with voting rights for the Programme(s) that they oversee.

ASSESSMENT BOARD ADVISORY PANELS

92. The following advisory panels may be held prior to an Assessment Board. These panels may make recommendations to an Assessment Board but cannot make decisions relating to progression or Award. The membership for each panel is detailed in paragraph 111 below. ok

Module Panel

93. Module Panels are typically used where Modules are taken by students from more than one Programme and/or School. Module Panels do not make decisions on progression or award so there is no requirement to review marks anonymously.

94. A Module Panel may be convened in advance of the Assessment Board meeting, by the Assessment Board of the School which owns the Module, to:

   a. consider student performance on the Module, provisional marks and any discrepancies between cohorts or possible issues associated with the Module.
   - make recommendations to an Assessment Board and/or comment on statistical analysis of student performance.

95. Module Panels are not permitted to:

   a. confirm final marks
   b. apply compensation
   c. make decisions about progression or Award
   d. make decisions on the outcomes of Extenuating Circumstances Panels, Academic Misconduct Panels and/or Fitness to Practise Panels.

Interim Assessment Panel

96. An Interim Assessment Panel may be convened to make provisional recommendations to the Assessment Board with regard to student progress. Interim Assessment Panels do not make decisions on progression or award so there is no requirement to review marks anonymously.

97. Where a Programme permits students to undertake an earlier resit of failed assessment(s) while continuing their studies and before the final Assessment Board, an Interim Assessment Panel must be held.

98. Interim Assessment Panels are permitted to:

    a. consider student achievement in modules completed up to a specified but non-progression point and exercise discretion in deciding whether and how a student can undertake an earlier resit of failed assessments while continuing their studies

99. Interim Assessment Panels are not permitted to:

    a. make recommendations or decisions on the progression of students from one Programme Stage to another, or on final Award
    b. apply compensation
    c. make decisions on the outcomes of Extenuating Circumstances Panels, Academic Misconduct Panels, Fitness to Study Panels and Fitness to Practise Panels.

100. Communications to students following an Interim Assessment Panel will clarify that any results released are provisional and may be amended following an Assessment Board. The Panel must also explain the implications for a student's progression and/or final Award in the event of resit failure.

101. The recommendations of an Interim Assessment Panel will be reported to the Assessment Board for approval. Assessment Boards should only overrule the recommendations of Interim Assessment Panels where the majority of those present, including the External Examiner, do not consider those recommendations to be justified. In such instances clear reasons must be given.

102. Students cannot appeal against the decisions of an Interim Assessment Panel, but have the right to appeal against an Assessment Board decision once results have been confirmed if specific grounds are met.

Preliminary Assessment Panel

103. It is recommended that a Preliminary Assessment Panel is held prior to an Assessment Board to verify data and the report to be provided to the Assessment Board (see below) and resolve any initial queries. Preliminary Assessment Panels do not make decisions on progression or award so there is no requirement to review marks anonymously.

104. External Examiners are not required to attend a Preliminary Assessment Panel.

105. Preliminary Assessment Panels are permitted to:

    a. make recommendations to the Assessment Board in relation to the statistical breakdown of marks, Module performance across and between Modules and any Modules with poor or unusual results
    b. consider proposals from the internal examiners and make recommendations for scaling of marks and compensation

106. Preliminary Assessment Panels are not permitted to:

    a. make decisions on the progression of students from one Programme Stage to another, or on final Award
    b. apply compensation
    c. make decisions on the outcomes of Extenuating Circumstances Panels, Academic Misconduct Panels and Fitness to Practise Panels.

CONSIDERATION OF ASSESSMENT RESULTS FOR SHARED PROGRAMMES AND MODULES

107. Where Programmes involve more than one School, and/or where Modules, teaching or services are shared, the following apply:

    a. The Programme will be assigned to a School which will own, and be the 'home' School for, that Programme.
    b. The Module will be assigned to a School which will own, and be the 'home' School for, that Module.

108. Where Modules are shared:

    a. Preliminary results and student performance data will be considered by the home School for the Module, in advance of the relevant Assessment Boards. This is to support the decision-making process and identify any relevant matters relating to the specific cohort or Module. Where appropriate, a briefing note will be prepared for the Assessment Board.

b. Representatives from all Programmes involved in those Modules will be involved in these discussions and a Module Panel may be held (see Section 6.9.1).

c. The results for the Module will be confirmed by the relevant Assessment Board for the Module in its home School

109. The Assessment Board for a Programme in its home School is responsible for:

a. managing the panels which report to the Assessment Board (unless the Panel relates to Academic Misconduct for a Module owned by another School). Extenuating Circumstances Panels will normally be managed by the home School for the Programme, but may be managed by the home School for a Module if is requested by the Dean of the home School for the Programme.

b. considering and agreeing the results for Modules owned by the School

c. making decisions on progression and Award.

110. If the 'home' Assessment Board for a Module has not yet met, results for students from another School who have taken that Module will remain provisional until confirmed by this Board.

Where a student has taken a Module owned by a different School to the 'home' School for their Programme, the 'home' Assessment Board for the student's Programme cannot adjust the Module marks agreed by the other School.

MEMBERSHIP OF ADVISORY PANELS

Advisory Panels

111. The full membership of Advisory Panels will be approved by the Board of Studies. All Chairs will be members of suitably experienced academic staff.

Interim Assessment Panels

112. Interim Assessment Panels will include and be attended by:

a. a Chair
b. the Programme Director
c. one or more internal examiners
d. a Secretary

113. There must be appropriate representation from those engaged in the internal assessment process.

114. The External Examiner is not required to be present.

Module Panels

115. A Module Panel will include and be attended by:

    a. a Chair (who may be different from the Chair of the Assessment Board),
    b. relevant academic Programme staff from the home School for the Module
    c. relevant academic Programme staff from all Programmes whose students take the Module
    d. a Secretary

Preliminary Assessment Panels

116. A Preliminary Assessment Panel include and be attended by:

    a. a Chair (who may be different from the Chair of the Assessment Board)
    b. relevant academic Programme staff,
    c. a Secretary

Recognition of Prior (Experiential) Learning Panels

117. An RPL/RPEL Panel will include and be attended by:

    a. Three members of academic staff, or
    b. two members of academic staff and one member of senior and suitably experienced member of professional staff
    c. The must include representation from the Programme Team

RECORDING AND DISCLOSING ASSESSMENT RESULTS

Assessment Board Records of Assessments and Reports

118. The Assessment Board considers the student marks (the 'Record of Assessment'), which will be double-checked to ensure accuracy.

119. The Assessment Board produces reports of all the progress and Award decisions it has made (the 'Reports of the Assessment Board'), which will be double-checked to ensure accuracy.

120. If the Report from the Assessment Board includes any changes to results contained within the Record of Assessment, these should be signed off (in person or electronically) by the Chair, Secretary and External Examiner(s) (if present). These should also subsequently be amended in the student records system. For validated institutions, a senior member of academic staff should also sign the document.

121. A full set of marks for all assessment components attained by a student (the 'Record of Marks') will be prepared for each student. This will include:

    a. the decision of the Assessment Board regarding progression or classification,

    b. the Programme Stage mark, where appropriate for Undergraduate and Graduate Programmes, or overall mark at the end of any Programme,

    c. the overall Module marks and any component marks.

122. Where corrections to this Record are made after the marks have been issued the student will be notified and steps taken to ensure all consequent corrections are made, including on the student records system.

Release of Results

123. No confirmed Module marks or decisions agreed by the Assessment Board will be disclosed until the Report of the Assessment Board has been approved. Where marks of individual assessments within Modules are given to a student before the approval of the Report of the Assessment Board they will be accompanied by a statement that they are provisional subject to the approval of the Assessment Board and Senate.

124. The records of marks will be released to the student as soon as possible after the approval of the Report of the Assessment Board.

125. Assessment Board decisions are communicated to students by letter generated, where possible, from the student records system. They should be collected from City, sent in the post, emailed to students at their City email address or published on a secure portal or similar means. Emails to other email addresses are not permitted.

126. All results agreed by the Assessment Board will be released except where a student has a tuition fee debt. The publication of students' results using lists comprising student numbers or names is not permitted except where the permission of students is obtained and opt out provisions made, although lists of prize winners may be displayed.

Release of Results to Third Parties

127. Where a student has received sponsorship (financial assistance with fees and/or living costs from another person or institution, including UK research councils and the Student Loans Company) limited, relevant information may be disclosed to the sponsor, for example attendance details and details of overall performance. Disclosures should be made only to organisations or individuals with which the

student in question has a contractual relationship. It is recommended that Schools gain such consent from the student at the start of their placement.

128. In cases where there is no formal contract between student and sponsor consent must be sought from the student before release of results is made to any potential sponsor.

129. The release of sensitive data to sponsors, for example when the suspension of a student's studies is permitted, requires the explicit consent of the student involved, whilst marks obtained in work placement assessments may not be disclosed to the student's sponsors or professional supervisors without the student's consent.

130. Where a degree Programme leads to professional recognition, accreditation or exemption, students will be told at point of registration that their final result will be communicated to the relevant professional body. If a professional body makes an ad hoc approach seeking the details of students with qualifications in a particular academic discipline the student's consent must be gained before details can be disclosed.

131. City will verify any Award and classification to potential employers and other enquirers on receipt of a written request that shows the student's agreement to such disclosure.

Debtors

132. Where a student has a tuition fee debt outstanding the Assessment Board has the discretion not to consider a student's marks. The student will be notified before the Assessment Board that they will not be eligible to progress or graduate until all their tuition fee debt is paid. Assessment Boards must withhold assessment results and transcripts and/or award certificates will not be provided.

133. When this tuition fee debt has been settled, the Assessment Board progression or award decision will be made, published and released as soon as practicable. If the student is eligible for an award, they will be invited to graduate at the degree congregations following the decision of the Assessment Board. Where a student has a right to be re-assessed, that re-assessment will only be provided once tuition fee debt has been settled.

134. The Data Protection Act 1998 entitles students to apply for release of any results recorded electronically or on paper. Where a student has tuition fee debt outstanding, such results will be released in a manner that cannot make them attributable to City, University of London or its partners. Such requests should be made to the Head of Information Compliance and Policy in the first instance and a charge will be applied.

Access to Assessment Information

135. Students will have rights of access to information relating to assessment in accordance with the Data Protection Act 1998. This includes comments made on examination scripts provided in the form of a transcript, but not the scripts themselves.

136. A Programme may choose to release examination scripts to students to offer guidance and/or tutorial support.

Clerical Checks

137. In some instances, students may wish to clarify that their mark or marks have been calculated correctly. This is separate from the Appeals procedure:

138. Only one check per assessment is permitted, and the request must be submitted to the School Head of Academic Services no more than 20 working following publication of the official results.

139. Notification of the receipt of the request will normally be provided to the student within 7 calendar days of the date on which the request was received, with a full response provided within a further 21 calendar days following that notification. This will consist either of a new mark, or confirmation that the mark will remain unchanged.

140. Where a change of mark has occurred, the Assessment Board will be notified and appropriate action taken.

Retention of Student Marks and Work

141. Student marks and work will be retained for at least the following minimum time periods:

Item(s)	Retention period
Coursework coversheets, feedback proforma and examination scripts (all formats)	Current academic year, plus one additional year
Records documenting marks Awarded for submitted/completed assessments, as presented to the Assessment Board, including details of the consideration of Extenuating	Current academic year, plus six further academic years.

Circumstances and academic misconduct	
Records of appeals panels and decisions	Current academic year, plus six further academic years.
Records documenting Awards, classifications, individual Modules and assessment components	Current academic year, plus six further academic years.

142. At the end of the period of retention, retained work and the records of marks will be disposed of confidentially.

Policy Title	
Assessment and Feedback Policy	
Policy Enabling Owner and Department	**Responsible for Implementation and Department**
Academic Services	Academic Services
Approving Body	**Date of Approval**
Senate	December 2010
Last Reviewed & Version	**Review Due Date**
December 2010 (minor updates approved in October 2011, October 2012, October 2016) October 2020 (minor updates October 2021)	2024
Publication of Policy *(tick as appropriate)*	
For public access online (internet)? ☒	**For staff access only (intranet)?** ☐
Website Link: Assessment-and-Feedback-Policy...pdf (city.ac.uk)	**Intranet Link:**
Storage of Policy *(Previous versions of the policy must be stored in the drive by the author)*	
Drive Address: Drive Address: Z:\QUAD\Quality Manual\4. Assessment	
Queries about this policy should be referred to	
QUAD@city.ac.uk	