


HE Assessment and Feedback Policy

1. Scope and Purpose

- 1.1. The purpose of this policy is to set out the parameters within which students at the Loughborough College group are assessed and outlines the protocols applied by staff in the assessment of their work. This policy covers all Higher Education Provision at the Loughborough College Group, except where our validating institution, franchising University or awarding body have specific stipulations regarding their awards. For example, programmes which fall in line with professional, statutory and regulatory bodies (PSRB) requirements. In such circumstances, students will follow the respective assessment regulations, and these will be communicated clearly to students studying on those courses during their induction and embedded into course materials.
- 1.2. This policy applies to Loughborough College Group and its colleges. References to the Group or College refer to all parts of the group.
- 1.3. Glossary of Terms
 - 1.3.1. **Module:** A self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria.
 - 1.3.2. **Assessment:** Assessment describes any processes that evaluate the outcomes of student learning in terms of their knowledge, understanding, skills, attitudes and abilities.
 - 1.3.3. **Formative Assessment:** Formative assessment is carried out throughout a course or module to aid learning. This is purely developmental and does not count towards the module mark. Formative assessments are designed to help inform students of their progress and to support them towards their formally assessed piece of summative work.
 - 1.3.4. **Summative Assessment:** It is used to indicate the extent of a learner's success in meeting the assessment criteria to gauge the intended learning outcomes of a module or course. Summative assessment contributes a final mark to the course, module or award.
 - 1.3.5. **Intended Learning Outcomes:** All modules within a programme will have a set of intended learning outcomes which a student should be able to demonstrate on completion of the learning process. These outcomes will be established by

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Version:	1.0	Next Review:	September 2026

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the Awarding Bodies, or validated University partner, which determine the content, delivery and assessment of the programme and module.

1.3.6. **Moderation:** Moderation ensures that assessment outcomes (mark and/or grade) are fair, valid and reliable. The process ensures that the assessment criteria has been applied consistently, and that any differences in academic judgement between individual markers can be acknowledge and addressed.

1.3.7. **Reasonable Adjustments:** Where an assessment limits a student's ability to achieve based on diagnosed support needs, adjustments should be made to the assessment, to enable appropriate flexibility and the student to achieve their best.

2. Policy Statement

2.1. Assessment is a fundamental aspect of the student learning experience. Engagement in assessment activities and interaction with staff and peers enables learning, both as part of the task and through review of their performance. It is a vehicle for obtaining feedback. Ultimately, it determines whether each student has achieved their course's learning outcomes and allows the awarding body to ensure that appropriate standards are being applied rigorously. Deliberate, systematic quality assurance ensures that assessment processes, standards and any other criteria are applied consistently and equitably, with reliability, validity and fairness.

3. Impact Assessments

3.1. This policy/procedure has undergone an impact assessment process during review to ensure that any foreseeable risks and implications have been appropriately considered.

3.2. Equal Opportunities: The policy has been reviewed to uphold principles of equality and non-discrimination in accordance with equal opportunities legislation, ensuring fair treatment for all individuals.

3.3. Data Protection: All personal data processing activities governed by this policy have been assessed for risk and are fully compliant with current data protection laws. Privacy-by-design has been embedded as a core approach, with safeguards implemented to protect data subjects.

3.4. Safeguarding, Health & Safety, and Environmental Sustainability: Relevant aspects of safeguarding, health and safety, and environmental sustainability have been impact assessed to support a secure, inclusive, and responsible working and learning environments for all.

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Version:	1.0	Next Review:	September 2026

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4. Principles of Assessment Design

4.1. The principles below will be addressed in the design, validation and implementation of all modules and programmes.

4.1.1. Assessment will be of and for learning.

4.1.2. Assessment will be inclusive at the point of design so as to maximise opportunities for students to demonstrate what they know, understand and can do. Where appropriate, 'reasonable adjustments' will be made to a form of assessment in accord with the Academic Regulations for students with disabilities and or learning difficulties. Considerations will also be made regarding students with extenuating circumstances and factors outside of their control impact the ways in which they can be assessed.

4.1.3. The rationale for a particular type of assessment and grading criteria will be clear to staff, students and the wider community as appropriate.

4.1.4. Assessment tasks will be derived from, and aligned with, the learning outcomes and allow them to be measured with reliability and consistency. They should measure how well the student has achieved the learning outcomes and accommodate and encourage creativity and originality, whilst ensuring how marks/grades are awarded is transparent.

4.1.5. Assessment items will have clear grading criteria and explicit weightings of components, shared by staff and students.

4.1.6. Assessment grading criteria will be explicitly laid out in English (British)

4.1.7. The form of assessment will be appropriate to the level of the module/programme being delivered and should be both stimulating and appropriately demanding.

4.1.8. The amount and timing of assessment should be realistic and manageable and relate to notional learning hours avoiding overload, which may impede learning.

4.1.9. Consideration should be given to the balance between formative and summative assessment.

4.1.10. Summative assessment will be subject to moderation and external examination as appropriate.

4.1.11. Assessment tasks must be feasible and practicable for students, staff and for any work-based assessors.

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Version:	1.0	Next Review:	September 2026

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5. Scheduling of Assessments

- 5.1. The scheduling of assessments should be carefully considered and assessments staggered so that they do not place students under undue pressure and in order to permit timely feedback on performance. Students should not be expected to undertake more than two assessments in one week (excluding reassessment windows such as SAP). In cases where this cannot be avoided (due to module choices for example) students are eligible for assessment flexibility and can liaise with the academic team to discuss their options.
- 5.2. Each module shall be assessed by the end of the Semester in which it is studied, unless otherwise specified in the Module Specification.
- 5.3. All year-long modules, with the exception of final year projects and dissertations, should aim to have at least 20% of their formal assessment in Semester 1. In the case of final year projects and dissertations extending over both semesters, departments should ensure that students receive interim feedback on how their work is progressing.
- 5.4. Where the assessment of Group Work within one module comprises more than 5 credits then a minimum of 20% of the marks awarded to each group member should normally be derived from an assessment of the individual student's work.
- 5.5. Students will be provided with information about the specific timing for coursework and approximate timing (e.g. week commencing) for exams and practical assessments for each module within the first week of the semester or on the first day of block taught modules. This will be published:
 - a) In writing via assessment briefs on the module page on the College's Virtual Learning Environment.
 - b) Verbally when the assessment is launched.
- 5.6. Assessment briefs will identify: the weighting of each assessment where applicable; when and how it will be submitted; when marks will be released; when and how feedback will be provided; explicit instructions on what is required, including any acceptable use of AI.
- 5.7. Examinations/Practical assessments are usually scheduled during Student Development Weeks or after teaching ceases. In the cases of blended and block release provision, practical assessments and examinations should be scheduled around teaching blocks.
- 5.8. As a general rule, reassessment shall be available for all candidates at the Special Assessment Period (SAP) prior to the beginning of the next Academic Year.

Name:	HE Assessment and Feedback Policy	Owner:	Higher Education
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Version:	1.0	Next Review:	September 2026

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- 5.9. For HTQ/HNC/D students, one resubmission is allowed if a student does not achieve a pass on the first submission (same assignment). Students will be required to resubmit their assessment within 15 working days of being notified by the unit tutor and/or course manager that a resubmission has been authorised. The reassessment opportunity will be capped at pass for that unit.
- 5.10. Wherever possible, the Module Leaders shall arrange matters so that reassessment candidates who have registered to repeat an assessment during the Special Assessment Period, other than by written examination, will not be obliged to be present in the College for this purpose. In order to achieve this, a Module Leader, in consultation with the internal moderator involved with the module, is permitted to set requirements for the assessed work which differ from those set out in the Module Specification. The College will ensure that any reassessment candidate who cannot be excused from attending the College for such an assessment, for example, where lab, practical or group work is required, will be aware of this decision.
- 5.11. Notwithstanding the above, the relative weightings of the component assessments of the module (e.g., written examination, laboratory reports, coursework assignments, etc.) may not be changed at reassessment.
- 5.12. Where coursework takes the form of in-class tests, departments shall ensure that the exams department are aware and administrate all such tests in accordance with the College's Examination Policy.

6. Submission of Assessment

- 6.1. Electronic submission, marking and feedback should be in place for all modules via Turnitin housed on the College's VLE, unless specified by partner institutions in alignment to their own Assessment & Feedback policies. It is, however, understood that this is not possible or practical for some formats of assessment and in such cases, students will be informed of the method of submission on the assignment brief.
- 6.2. Late submissions are classified as the completion of work (for instance an online exam) or submission of work (coursework upload) past the assessment brief deadline. The deadline is set as by not at the time state. For example, if the deadline is 9:00am then for a submission to be classified as 'on time' it must be submitted no later than 08:59:59.
- 6.3. In the event of a student being classified as late, they are entitled to submit within 24 hours of the deadline and still have the assessment marked. In such cases, however, the assessment is capped at 40% or a pass. This is to ensure students do not gain an advantage compared to other students who submitted on time. Any submission that exceeds the additional 24-hour window will be awarded zero and if eligible will be required to enter the resubmission window during the Special Assessment Period in the

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summer for university validated provision or within the 15 working day window for Higher National provision.

- 6.4. Unfortunately, there are occasions where students are unable to submit on time due to extenuating circumstances. In such cases, students should speak with their Course Leader or Curriculum manager to discuss their options. For more information, please review the College Group's extenuating circumstances policy.

7. Marking of Assessment

7.1. Marking Descriptors (Rubrics)

- 7.1.1. Marking descriptors (rubrics) refer to a description of typical performance at each mark band. The department produce generic marking descriptors (rubrics) which cover all programmes within the Department (unless awarding body/ institutions state otherwise), at all levels and all forms of assessment.

7.2. Marking Criteria


- 7.2.1. All assessed components in all modules are expected to have clear marking criteria which enable those marking students' work to award marks in a consistent and transparent manner. Marking criteria operate at the level of the individual assessed component within a module and refer to a description of the qualities of the work presented for assessment that would determine the mark to be awarded.
- 7.2.2. Module leaders should review the marking criteria used for all assessed components within their remit on an annual basis to ensure they remain fit for purpose.
- 7.2.3. The marking criteria should be published to students at the point at which they receive the assignment brief for the particular assessed component.

7.3. Approach towards the marking of spelling, punctuation and grammar in coursework examinations.

- 7.3.1. The College Group expects all students to be able to communicate their ideas and demonstrate their knowledge effectively in writing (English-British). This includes levels of English (British) language literacy that are appropriate to the relevant discipline, as demonstrated in the correct use of spelling, punctuation and grammar.
- 7.3.2. Marks cannot be deducted for the incorrect use of spelling, punctuation and grammar. However, where a marker is unable to decipher the meaning of work

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submitted for assessment due to incorrect spelling, punctuation and grammar, marks cannot be allocated.

7.3.3. Where students have dyslexia or other inclusion needs that affect clear expression of ideas in writing, and this is formally recognised by the College group, the College group will make reasonable adjustments within the assessment process. For example, through access to assistive technology, where the intention of this support provides students the platform to perform to their highest standard at the point at which the work is formally submitted for marking. All students who are entitled to DSA support should speak to the student support team to ensure they are accessing the full amount of support that is available to them.

7.3.4. Owing to the College Group's approach to anonymous marking for coursework and written examinations, students should have accessed the appropriate support, prior to submission, to ensure the assessment is to their highest standard. All work once submitted will be assessed equitably - applying the same assessment standards to all assessments.

7.4. Non-attendance at timetabled sessions and reduction of module marks.

7.4.1. If the work undertaken in a timetabled session forms a distinct part of a summative assessment, it is legitimate for a mark of zero to be awarded for the relevant session to a student who is absent from the session (and for that zero mark to be carried forward into the computation of the module mark).


7.4.2. If the work undertaken in a timetabled session is integral to the summative assessment process (for example, where the session involves the collection of data in a laboratory, fieldwork activity that will form the basis of a piece of assessed coursework or reflection on learning), it is legitimate for a reduced mark to be awarded for the relevant assessment to a student who is absent from the session. Indeed, students may be unable to submit coursework which is their own unless they are present.

7.4.3. Departments should not penalise students for non-attendance at any timetabled session by reducing marks in summative assessments, except in the circumstances described above. In order to apply these practices, students must be clearly informed at the start of the module so they are fully aware of the implications of non-attendance.

7.4.4. Where timetabled sessions are assessed or integral to the assessment process (and mark deductions are therefore permissible), it would be appropriate for a student absent for good cause to put in a claim for Extenuating Circumstances.

Name:	HE Assessment and Feedback Policy	Owner:	Higher Education
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Version:	1.0	Next Review:	September 2026

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- 7.4.5. Students can apply for extenuating circumstances should their non-attendance to the session be due to factors outside of their control or have experienced circumstances that legitimately impeded upon their ability to attend. For more information regarding extenuating circumstances, please review the Extenuating Circumstances Policy.

7.5. Practical Implications


- 7.5.1. Sometimes, students must experience a session first hand in the interests of their own, or others', health and safety and/or to meet the requirements of an accrediting body. Departments may enforce attendance by, for example, not allowing students to use equipment, laboratories, participating in fieldwork or final assessments until they have completed the necessary training. In this instance students may receive a reduced module mark.
- 7.5.2. Students must be informed at the start of the module when work in a timetabled session will contribute to the module assessment.

7.6. Student Anonymity

- 7.6.1. All examination scripts are anonymously marked: i.e., the scripts are identified only by Student ID number and desk number and the identity of students is not revealed to the markers.
- 7.6.2. Summative coursework of all weightings should normally be submitted anonymously and processed on this basis up to the point when the provisional mark has been determined and is to be released with feedback to the student.
- 7.6.3. There should only be exemptions from 7.6.2 where the format of the assessment does not lend itself to anonymisation:
- Oral Presentations/Performances
 - Practical/field work involving observation/discussion with assessors
 - Projects/dissertations (Group or Individual) where the supervisor(s) are key markers providing context to the challenges faced by the students.
 - Some forms of group work
- 7.6.4. Student assessment guidance should indicate that they should not include their name on their coursework submissions. Should students submit their work with their name, then a clear reminder should be made that for future assessments, this should be removed. If this practice persists, then a formal meeting between the Course Leader and the student should be instigated.

Name:	HE Assessment and Feedback Policy	Owner:	Higher Education
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- 7.6.5. HE Learnzone/Turnitin assessment submission tools will be set to default to anonymous, with names only being visible if the default is actively amended by staff in the department. This might be enabled if reviewing documentation for suspected collusion or plagiarism/AI-related investigations

7.7. Publication of Provisional Module Marks and Feedback to Students


- 7.7.1. Curriculum areas are required to publish deadlines for the return of assessed work and feedback to students. This will normally be three working weeks from the submission deadline and the publication date of provisional results should be made clear to students prior to their submission of work. In cases where the three working week deadline cannot be met, a reasonable deadline will be set and communicated to all students by the Module Leader. Curriculum areas will have mechanisms for monitoring and managing this process.
- 7.7.2. The communication of marks/grades should be individual (except where a common mark/grade is given for group work) and should be communicated via Turnitin for all non-examination-based assessments. These grades remain provisional until formally ratified at Exam Boards.
- 7.7.3. In addition to awarding a grade for a summative assessment, staff should provide contextualised feedback to the students' work. Feedback is normally in written form; however, Module Specifications shall state the form of feedback that students can expect, and this information shall also be given to students when assignments are set. The feedback should enable students to understand the reasons for the mark/grade given and should include constructive comments on the strengths and areas for improvement of their work, with feedforward comments to assist in future assignments. Staff should provide a balanced overview of in-text feedback and overall summary reflections in the form of a feedback sheet or added to the written comment section of Turnitin.
- 7.7.4. In the case of modules assessed by examination, curriculum areas are required to provide some form of feedback to students on the examination script. For example, written comments on calculations, where they may have not gained full marks and general comments on a range of both short and long answer questions.

8. Moderation of Assessment

- 8.1. All examination scripts are subject to internal moderation: i.e., a sample of scripts is scrutinised by an Internal Verifier (IV) to check that the assessment criteria have been applied consistently (and where applicable that the marking scheme has been followed)

Name:	HE Assessment and Feedback Policy	Owner:	Higher Education
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and the outcomes of the assessment are fair and reliable. The sample should include examples of scripts from across the mark range and borderline cases.

- 8.2. Pieces of coursework, other than large project reports or dissertations are subject to internal moderation by selective sampling. This applies whether the module is assessed by a mixture of written examination and coursework, or by coursework alone.
- 8.3. The sample provided to the moderator should be typically 10% of the cohort size or a minimum of six pieces, whichever is greatest. The sample should include examples of marks in the top, middle and bottom range of the marking scale.
- 8.4. There should be no adjustment of individual marks in the sample as a result of moderation. After the moderator has concluded their review of the sample, they will either:
 - a) Confirm the appropriateness of the marks (and feedback) provided by the first marker;
 - b) Discuss a concern regarding some or all of the marking in the sample with the first marker with a view to remarking a broader sample/the whole cohort. It may be possible to identify a particular range of marks to be looked at again but care should be taken not to distort the overall mark profile by doing so. It is usually more appropriate to consider the whole cohort;
 - c) Agree with the first marker to refer the sample to an adjudicator for review. The marks given by the adjudicator are final.
- 8.5. Where the moderation process shows significant differences (outside of 5 percentage points or between grade boundaries) between the marker and the moderator in terms of the marking overall or of some scripts, or where there is a consistent pattern of disagreement, then consideration should be given to remarking the whole cohort.
- 8.6. Disagreements between marker and moderator can be escalated to an adjudicator. The adjudicator should always be an appropriate member of staff, such as the Programme Leader, Curriculum Manager or Quality Lead. The External Examiner may also be consulted regarding the best approach to adopt to reconcile differences between markers, for example to confirm whether a proposed scaling exercise is appropriate.
- 8.7. Instances where moderation has led to remarking all or part of a cohort or required adjudication should be treated as a learning opportunity by the department and should be reported to and reflected upon with the HE Quality Team.
- 8.8. There must be a record kept showing how the moderation process operated and the rationale of decisions in relation to marks and grades.

Name:	HE Assessment and Feedback Policy	Owner:	Higher Education
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Version:	1.0	Next Review:	September 2026

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- 8.9. All projects and dissertations are subject to blind double/second marking: i.e. every piece of work is independently assessed by more than one marker. Each marker keeps a record of all marks awarded, together with their rationale for awarding each mark. The two markers subsequently confer to arrive at a set of agreed marks.

9. Student Rights

9.1. Extensions to deadlines

- 9.1.1. All requests for coursework deadline extensions must be made to the Curriculum Manager before the original deadline. Extensions of up to a maximum of 7 days shall be granted only where exceptional circumstances beyond the candidate's control prevent submission of the coursework on time, and all requests must be supported by relevant documentary evidence.
- 9.1.2. For all modules, only one extension, for a fixed period of up to 7 days from the original deadline, may be granted in respect of each coursework assignment. Students shall normally be informed of the outcome of their extension request no more than 2 working days after the submission of the full request (including supporting evidence).

9.2. Extenuating Circumstances

- 9.2.1. Under the College's Extenuating Circumstances Policy and Procedures, students may submit claims of Extenuating circumstances when they have experienced serious or acute problems or events beyond their control which they feel have adversely affected their performance in an assessment or have prevented them from completing an assessment. See here:

<https://www.loucoll.ac.uk/documents-and-policies>

9.3. Adjustments to Assessment

- 9.3.1. Adjustments may be made to assessment arrangements for students with DSA, are elite athletes and/or for purposes of religious observance.

9.4. Scaling of Marks

9.4.1. The Principles of Scaling

- 9.4.1.1. Scaling is the systematic adjustment of a set of marks for a module/assessment in order to ensure that they properly reflect the achievements of the students concerned as defined by the assessment criteria.

Name:	HE Assessment and Feedback Policy	Owner:	Higher Education
Document Reference:	HE-PCG-016	Last Review:	September 2025
Version:	1.0	Next Review:	September 2026

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9.4.1.2. Scaling is a process which may be employed, on an exceptional basis, to enable the mean mark for a given module to fall within expected ranges derived from:

- previous student performance over an appropriate time period (e.g., 3-5 years); and/or
- the range of mean marks in that particular year for all modules taken by a given cohort of students.

9.4.1.3. Scaling is not a mechanistic process, but one which requires academic judgement, the key question being whether marks fairly reflect student achievement. The use of scaling should therefore be exceptional and not the rule.

9.4.1.4. Scaling should only occur after a process of internal moderation, whereby a sample is scrutinised by an IV to check that the assessment criteria have been applied consistently (and where applicable that the marking scheme has been followed) and the outcomes of the assessment are fair and reliable.

9.4.2. The Process of Scaling

9.4.2.1. After completion of the moderation process for each module, and any resulting adjustments to marks have been made, the range of mean marks for all modules within a year of study that contribute to the final award should be reviewed. As part of this review process, curriculum areas may determine expected ranges within which all mean module marks for a year of study should lie, derived from (i) and/or (ii) above.

9.4.2.2. The range of expected mean module marks may differ between degree programmes and cohorts but in each case will be based on the evidence of student performance. Departments may also deem it appropriate to consider factors such as the median range of marks and the standard deviation.

9.4.2.3. After investigation of any module with a mean outside the expected range derived from (i) and/or (ii) above, the marks can be either:

- Confirmed, if the marks awarded are deemed to be a fair and accurate reflection of student performance on the module in comparison with performance on other modules in the same year of study

Name:	HE Assessment and Feedback Policy	Owner:	Higher Education
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Version:	1.0	Next Review:	September 2026

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- Scaled, if the marks awarded are deemed not to be a fair and accurate reflection of student performance in comparison with performance on other modules in the same year of study. Scaling should take place using an appropriate algorithm, agreed with the External Examiners, such that the mean is changed by the least amount to lie within the expected range.

9.4.2.4. Example Scaling Methods:

- Simple addition: A notional percentage is added to every mark.
- Multiplication by a factor: Every mark is multiplied by the same factor.

9.4.2.5. Scaling should be applied fairly to all students taking the module and not just a problematic subset (e.g., failures or high passes).

9.4.2.6. Scaling must not be applied to assessments for which a zero mark has been awarded for a non-submission or academic misconduct.

9.4.2.7. With the exception of Part A (Year 1) modules, External Examiners should always be consulted about the process where the marks relate to summative assessments.

9.4.2.8. Authority to scale lies with the relevant Programme Exam Board. The system used by the Board should be clearly minuted by the Board.

9.4.2.9. If scaling is applied, the Board should identify and address the underlying reasons for the need to adjust the marks so that the situation is not repeated in subsequent years.

9.4.2.10. Any adjustment for Extenuating Circumstances claims should be made after any scaling of marks.

10. External Examiners

10.1. External examiners are one of the principal means for maintaining UK academic standards across the sector. The purposes of the external examiner system are to ensure that:

- the standards set for taught undergraduate and postgraduate programmes, awarded in similar subjects, are appropriate for the awards, or award elements, by reference to published national subject benchmarks, the Framework for Higher Education Qualifications, institutional programme specifications and other relevant information;

Name:	HE Assessment and Feedback Policy	Owner:	Higher Education
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Version:	1.0	Next Review:	September 2026

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- are comparable in standard in all Universities in the UK; and
- the assessment system is fair and is fairly operated in the classification of students.

10.1.1. In order to achieve these purposes, External Examiners need to be able to participate in assessment processes for the award of degrees, diplomas and certificates; to arbitrate or adjudicate on problem cases; and to comment and give advice on programme content, academic standards, balance and structure, on degree schemes and on assessment processes.

10.1.2. Each programme will have an External Examiner appointed who meets the requirements outlined by the awarding institution or body.

10.1.3. External examiners are entitled to see any examination scripts, dissertations, project reports, and assessed coursework in order to reach judgements on standards and consistency of internal marking.

10.1.4. For Bachelor degrees (e.g., BSc, BA, BEng), they will normally be provided with a sample of student work across a range of results (Level 5 and 6). They should agree with the curriculum area concerned a basis (method and extent) for sampling student work, to ensure they have sufficient evidence. They must always see a sample of work where a module is assessed by coursework (i.e., means other than written examination) alone.

10.1.5. In the case of Higher Nationals, external examiners will review each level of study (HNC or HND) and the College Group are allocated an external examiner by the Awarding Body.


10.2. Approval and adjustment of marks

10.2.1. External Examiners must approve marks for all modules before they are considered by Exam Boards. Provisional module marks may be published before being approved by the relevant external examiner (typically for semester one modules), but our procedures require that approved module marks are presented to the Boards for confirmation and that no changes are made at that stage, except in the light of a claim of Extenuating Circumstances. External Examiners should therefore receive the proposed marks from the Internal Examiners in sufficient time to allow them the opportunity to suggest any mark adjustments before the formal Board meeting, thus giving time for debate and the introduction of any revised marks as agreed.

10.2.2. Any mark adjustments suggested by an External Examiner from seeing a sample of scripts or other assessed work must be reflected in similar adjustments to scripts or other assessed work not included in the sample.

Name:	HE Assessment and Feedback Policy	Owner:	Higher Education
Document Reference:	HE-PCG-016	Last Review:	September 2025
Version:	1.0	Next Review:	September 2026

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- 10.2.3. External Examiners are regarded as full members of any Exam Board concerned with the assessment of a programme or programme part for which they are responsible. The External Examiner must attend the final exam board or provide a written report in their absence.

11. Exam Boards

- 11.1. Each area will have a mid-year exam board and a final exam board where module, part and degree classifications are ratified. A student's programme mark will be calculated in line with awarding body/ institution regulations.

12. Location and Access

- 12.1. This document can be found here:
- The Loughborough College Group's Website
 - The Loughborough College Group's SharePoint

13. Linked Policies and Procedures

- 13.1. You may wish to view the following policies:
- Higher Education Academic Misconduct Policy
 - Higher Education Academic Appeals Policy
 - Higher Education Extenuating Circumstances
 - Higher Education Ethics Policy
 - Higher Education College Examination Regulations for Loughborough University validated provision
- 13.2. External policies
- Loughborough University Regulation - Undergraduate Awards
 - Pearson Academic Regulations
 - Sheffield Hallam Rules and Regulations
 - University of Derby Academic Regulations, Policy and Procedures
 - De Montfort University Academic Regulations

Name:	HE Assessment and Feedback Policy	Owner:	Higher Education
Document Reference:	HE-PCG-016	Last Review:	September 2025
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14. Change Log

Date	Version	Details of Change	Reviewer	Reviewer Title

Name:	HE Assessment and Feedback Policy	Owner:	Higher Education
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