



UCFB *

Assessment and Feedback Policy

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*UCFB is a trading name of University Campus of Football Business Limited

1. Introduction

- 1.1 This document outlines the institutional consideration of UCFB to the support of excellent academic quality and outcomes through its approach to the provision of assessment and feedback opportunities.
- 1.2 The activity referred to in this document relates to all students registered with UCFB.
- 1.3 Full details of the process relating to assessment and feedback by our validating partner [University of East London](#) (“**UEL**”) are available on their relevant website.

2. Scope

- 2.1 This Policy reflects the detailed procedures in Part 3 of the [UEL Manual of General regulations](#) as applicable to UCFB students
- 2.2 Assessment and feedback are core parts of the student learning experience, whether on-campus, by distance, or distance with attendance learning. The UCFB Assessment and Feedback Policy seeks to:
 - actively promote student success and academic achievement,
 - provide clear, accurate, accessible information and guidelines to all staff and students on assessment and feedback,
 - continue working towards consistency and fairness in assessment,
 - locate assessment and feedback as an integral part of learning and teaching processes.
- 2.3 This Assessment and Feedback Policy applies to all taught courses at undergraduate and postgraduate level.

3. Equality Impact and Reasonable Adjustments

- 3.1 This Policy is neutral in respect of equality-relates issues.
- 3.2 UCFB has a Student Disability Policy which:
 - 3.2.1 sets out a framework to ensure students with disabilities can fully participate, where practicable, in all aspects of UCFB life.
 - 3.2.2 ensures that the UCFB complies with its legal requirements under the Equality Act 2010.
- 3.3 UCFB aims to practice an inclusive approach in supporting students with disabilities/specific learning differences. This approach focuses on the capacity of UCFB to understand and respond to the requirements of all students with disabilities and aims to dismantle barriers these students may face. Where necessary, and in consultation between the student and the Disability service a plan will be drawn up and shared with academic staff (with the express written consent of the student), which will outline any reasonable adjustments that need to be made, e.g. an alternative assessment or schedules may be provided, that still meets the learning outcomes and mitigate against any unfair advantage or disadvantage.

4. Key Principles

4.1 In addition to providing assessments which are valid, reliable, fair and have a high utility, our proposed principles for assessment and feedback are:

4.1.1 Relevance

Assessment will be clearly aligned to the learning outcomes, content and discipline e.g. use of realistic, well designed rubrics (particularly for skills development), case studies linking to knowledge and understanding, theory and practice, as well as assessing skills relevant to professional requirements.

4.1.2 Practical

Assessment will be practicable for every stakeholder. It should therefore be inclusive, accessible, and authentic (linked to future employment) where possible. Assessments should be timely, well-structured for marking and feedback, accessible for students, staff and external stakeholders.

4.1.3 Inclusive

The assessment methods will enable inclusivity for all students as far as possible and should be designed to allow measurement of performance against the learning outcomes. Resources should be made available for students needing extra support.

4.1.4 Transparent

The marking criteria will be communicated clearly, marked as far as possible in accordance with a rubric. The link between assessment criteria, learning outcomes and tasks should be explicit and easily understood.

4.1.5 Timely

The assessments will be distributed appropriately across each course so that learners and markers are not overloaded.

4.1.6 Varied

There should be a varied, interesting, challenging and relevant assessment diet that builds work-based skills as well as academic skills. This should be inclusive and reflect innovations across the course. The assessment diet should be designed at course level.

4.1.7 Integrity

The assessment itself will have integrity, and students should be actively discouraged from participating in academic misconduct, for example, the assessment design should aim to minimise plagiarism or other practice in breach of UCFB's regulations where possible. Any use of generative artificial intelligence (AI) in assessment must be in accordance with UCFB's guidance

4.1.8 Feedback

Feedback should be timely, substantive, constructive, detailed and specific. There should be opportunities to feed forward as well as feedback. Clear minimum standards of feedback to be identified and communicated.

Teaching and marking in teams should be utilised to allow for timely turnaround of marking.

4.1.9 Assessment for learning

Formative and summative assessment should encourage reflection and development of both academic and work-based competences (knowledge, skills, and behaviours). Developmental feedback should be detailed, constructive and support development at both individual and cohort level.

4.1.10 Proportionate

The course and module assessment load will be appropriate to the level, subject and topic. Whilst challenging, assessment will not overstretch learners and not assess a learning outcome multiple times where practicable. Assessments will be regularly reviewed to ensure that assessment tasks and timing are proportionate and non-repetitive.

5. Assessment Design

5.1 Effective assessment design, within all modules, ensures that:

- assessment tasks enable students to demonstrate the learning outcomes detailed in the module specification;
- where possible a variety of assessment methods should be used for assessing learning outcomes (unless otherwise mandated by professional bodies);
- the assessment used for a module, including its scheduling, volume and type, should be aligned to teaching. It should be appropriate to its purpose.

5.2 **Assessment Tariffs**

5.2.1 Review of current practice in Higher Education suggests that an Institutionally-wide tariff for summative assessment promotes:

- comparability and fairness in assessment practice;
- transparency of process for students and academic colleagues;
- a manageable assessment load,
- opportunities for students to demonstrate their ability to perform well on assessment tasks. .

5.2.2 UCFB has adopted an institutionally wide tariff at both undergraduate (Level 3 to Level 6) and postgraduate (Level 7). If alternatives to the standard credit value of modules are required they should be considered as exceptional cases, with a clear rationale provided and appropriate scrutiny given at the point of validation.

- 5.2.3 **Undergraduate Assessment:** undergraduate courses consist of standard modules whose value is 20 credits (equivalent to 200 student study hours), extending over one term. It is possible to approve modules with multiples of the standard size, such as 40 and 60 credits, if there is a sound rationale for doing so, and this is agreed during the approval process.
- 5.2.4 **Postgraduate Assessment:** Postgraduate courses consist of standard modules whose value is 30 credits (equivalent to 300 student study hours), extending over one term. Modules from 15 credits and up to 60 credits may form part of the course structure and may extend over two terms where a rationale is demonstrated and approved at validation.
- 5.2.5 The **maximum** number of components permitted in one 20-credit module is two, with a minimum of one.
- 5.2.6 A standard 30 credit module may be composed of **up to** two assessment components.
- 5.2.7 The balance of the weighting applied to each component with the tariff will be consistent. e.g. for a 20-credit module with two components (coursework and written examination) each worth 50% = coursework up to 2000 words, written examination up to 60-70 minutes i.e. each are reduced to achieve the total tariff. The same will apply to equivalent assessment types (please refer to 6.2.8).
- 5.2.8 Table of assessment **options** at 20 credits (UG). Please note, this list is not exhaustive:

20 Credit Undergraduate Modules Summative tariff and maximum assessment loads per module (see 2.4.8 for assessment types)	
Coursework:	Up to 4,000 words Up to 30-minute group presentation with up to 2,000-word individual written reflection
Written Examination: <i>face-to-face or online</i>	Up to 120-minute examination
Practical examination: <i>face-to-face</i>	Up to 60 minutes For production, no set tariff due to discipline specific nature of tasks but must ensure time required to prepare for and complete the task is considered to ensure equity with other assessments on the course Assessment production hours percentage tariff

	100% 140 production hours 50% 70 production hours 25% 35 production hours 10% 14 production hours 5% 7 production hours
Dissertation	Dissertation up to 15,000 words (for 40 credit module)

5.2.9 Table of assessment **tariffs** at 30 credits (PG). Please note this list is not exhaustive:

30 Credit Postgraduate Modules Summative tariff and maximum assessment loads per module (see 2.4.8 for assessment types)	
Coursework:	Up to 6,000 words
Written Examination: <i>face-to-face or online</i>	Up to 270 minutes (<i>with no one component exceeding 180 minutes</i>)
Practical examination: <i>face-to-face</i>	Up to 90 minutes For production, no set tariff due to discipline specific nature of tasks but must ensure time required to prepare for and complete the task is considered to ensure equity with other assessments on the course Assessment production hours percentage tariff 100% 210 production hours 50% 105 production hours 25% 53 production hours 10% 21 production hours 5% 11 production hours
60 Credit Postgraduate Modules	

Dissertation	Independent Research Project / Dissertation up to 20,000 words
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5.2.10 Possible Coursework types (this list is indicative not exhaustive):

- Written essay
- Portfolio
- Group presentation
- Individual presentation
- Reflective learning journal/writing
- E-photo journal/video diary & presentation
- Photo/video essays
- Case studies
- Reports
- Podcast/Vodcast
- Research project/dissertation

Possible examination types (this list is indicative not exhaustive):

- Written examinations
- Multiple Choice Questionnaires (MCQ) (Level 4 and 5 only)

Possible practical assessments (this list is indicative not exhaustive):

- Viva
- Practical skills demonstrations
- Objective Structured Clinical Examinations (OSCEs)
- Artefacts
- Performance routines
- Exhibition pieces
- Business simulation

5.2.11 **Word-counts:**

- 5.2.11.1 Word count only for in-text narrative/body of assessment including heading, subheadings, graph/image captions, in-text citations (does not include the references/bibliography/annexes etc).
- 5.2.11.2 Unless a *maximum* is specified within the assessment brief, an allowance of +/-10% is permitted for assessments with word counts.
- 5.2.11.3 Assessments outside the +/-10% may receive a reduced grade and relevant feedback related to relevance of content.

5.3 **Assessment Approaches**

- 5.3.1 A diverse menu of assessment approaches, flexibility and innovation are integral to good assessment practice and authentic assessments are encouraged.

- 5.3.2 Online assessments can only be delivered using the virtual learning environment supported by the institution. Other delivery formats cannot be supported.
- 5.3.3 Unless mandated otherwise by a Professional, Statutory or Regulatory Body (PSRB), there will be no written examinations at Level 3 or 4 for all modules, though students may be given assessed tasks (e.g. mock examinations) in preparation for formal examinations at Levels 5 and 6.
- 5.3.4 For **all** work-based learning opportunities (WBLOs) (e.g. non-credited WBLO's , year-long WBLOs, module-based WBLOs etc.) there will be an authentic assessment of a reflective piece of work as evidence of engagement in the WBLO, unless mandated otherwise by the PSRB. The assessment should be proportionate for the placement and the student.
- 5.3.5 Module teams must consider the task (whether as a word count or equivalent) which should reflect the time that students need to achieve the learning outcomes, acknowledging that sometimes the skill is in the ability to be concise. For example, in a 20-credit module, where 200 hours of time investment is stipulated, the time allocated to the assessment portion of the module may be in the range of 36-72 hours, once class contact time and related self-directed study is taken into account.
- 5.3.6 For postgraduate students, UCFB operates a continuous assessment practice, to enable students to act directly on feedback in later iterations of their work, reduce workloads at the end of the academic year to avoid undue pressure on students as well as enable the institution to make earlier and more effective interventions where necessary.. For undergraduate students, UCFB operates an end of year assessment practice whereby students can act directly on feedback received to improve and resubmit their work from modules delivered in either semester A, B or C where they have not both achieved an aggregate module mark of 40% nor achieved the component threshold mark of 30%.
- 5.3.7 Where the same module is delivered in different modes e.g. face-to-face or virtual delivery, the module assessment tasks will be the same, to ensure parity of opportunity for all students. If the assessments are required to be different for different modes of delivery, new module codes should be established.

5.4 **Portfolios**

- 5.4.1 Portfolios can include a maximum of 3 tasks. The tasks can be of varied assessment type but must, assess relevant learning outcomes and not overload student with multiple assessments. The portfolio must not have hand in dates within it; the only hand in date specified will be the final deadline. Where portfolios are included, it is usual practice to not include more than one portfolio as part of the module assessment.
- 5.4.2 The tasks must be included in the assessment section of the module specification: e.g. Component 1. Portfolio (coursework 1: 1000 words, Presentation 15 mins, MCQ 30 mins). Written exams cannot be considered as part of portfolio.

- 5.4.3 A portfolio can consist of a collection of tasks that assess relevant learning outcomes, ultimately a folder of evidence. It is best to consider the word limits combined for all tasks or the combined hours.
- 5.4.4 Tasks can include (not exhaustive, other forms of assessments may be appropriate): case studies, MCQs, reflective writing, exhibition pieces, presentations, reports, photo or video essays. The tasks can vary in types but should not overload students with multiple assessments. Portfolios can be on online or paper-based format.

5.5 In-Class Assessments (ICA)

- 5.5.1 In-class assessments (ICA) take place during seminar or lecture periods (not during the standard exam period) and tend to be formative, however can include summative assessments. This assessment format is best suited for MCQ's, objective tests, oral presentations, and problem sets. Students should be given enough notice and the length of time should be appropriate. Careful consideration must be given to the scheduling, invigilation and logistics of space, especially for summative assessments. For summative assessment two assessors should be available to assess any group/work presentation, or the assessment must be recorded and stored according to the institutions data storage policies and requirements.
- 5.5.2 Professional services and the lead module tutor are jointly responsible for making arrangements (including room booking, invigilation and arrangements for students with additional needs). The tutor must inform the appropriate professional services of the date of ICA two weeks before assessment takes place.

5.6 Professional Projects/Dissertations

- 5.6.3 The purpose of a professional project is to enable students to undertake independent research on an agreed topic related to their programme of study. An academic member of staff will be assigned to each student undertaking a dissertation to agree the topic with the student and to supervise the student whilst they are working on their dissertation.
- 5.6.4 Supervision may include any combination of the following: face-to-face contact, online interaction via MS Teams, email review of transcripts. All module specifications should be updated to include this information, including those at collaborative partners.
- 5.6.5 The expectations of a Supervisor are to:
- Support the student by providing advice and guidance on how to research, prepare and improve their professional project.
 - Give advice on choosing a suitable topic.
 - Support the preparation of a preliminary bibliography.

- Help the student plan primary and secondary research with suitable methods, including obtaining any necessary research ethics approval.
- Work with the student to place a schedule for submission drafts and supervision meetings.
- Provide appropriate feedback on submission drafts via agreed feedback methods.
- Provide at least three meetings prior to the final dissertation submission.

5.6.6 The expectations of a Student are to:

- Initiate contact with their supervisor once allocated.
- Work with their supervisor to agree a schedule for submission drafts and supervision meetings.
- Provide their supervisor with drafts of their work by the published deadlines.
- Secure any necessary research ethics approval with the guidance of their supervisor.

5.6.7 Any concerns a student has about their supervision of their dissertation, should be raised informally at first, if possible, directly with their supervisor. If this is not possible, students may raise concerns with their Module Leader or Course Leader. Student concerns which cannot be resolved via informal means may be raised as a formal complaint under the institution's Appeals policy.

6. Marking, Moderation and External Examiner Approval

- 6.1 UCFB will have effective systems and procedures in place for the internal marking (sample sizes, anonymous marking and how disputes will be resolved) and moderation of all methods of assessment for all modules.
- 6.1.1 Every component of assessment that contributes to an award, at all levels, is subject to External Examiner a) approval of assessment tasks and b) external moderation of assessed student work. All assessment tasks for each module will be proofread and checked for fairness and consistency prior to being sent to External Examiners.
- 6.1.2 Once finalised, assessment tasks (both for first-sit and reassessments) will be forwarded to the relevant External Examiner for comment and approval, prior to being published to students. Assessment approvals should be obtained at least 12 weeks before the assessment submission and/or examination date. Any changes required by an External Examiner must be approved by them prior to release to students.
- 6.1.3 For each module, relevant teaching teams agree a marking plan at the beginning of each academic year. This plan will identify:

- Plan for invigilation for exams
- first and second (and third, if subsequently needed) markers, and timetables;
- indicative content of answers to coursework and/or examination questions/tasks;
- provision in relation to physical and online submission;
- assessment (marking and grading) criteria, which will ensure appropriate use of the full spread of marks.

6.1.4 Rubrics are the recommended method for marking.

6.1.5 As part of the external moderation of marking, External Examiners must be provided with the following for each module:

- Module specification
- Details of assessment task(s)
- Assessment criteria
- Any assessment guidance
- Sample of assessed work (10% or 10 individual pieces of each assessment task – whichever is greater – taken from the full range of marks)
- The record of marks and comments from 1st, 2nd (and 3rd) markers
- Schedule of all marks agreed for all candidates assessed in the module following internal moderation
- A brief report from the Module Leader commenting on the outcomes, delivery, and management of the module.

6.1.6 All marks for summatively assessed work are subject to approval of the relevant Assessment Board. External Examiners will always be asked to provide confirmation that they approve the marks.

6.1.7 To meet regulatory requirements (OfS B Conditions) the institution shall retain 20% of assessments from their modules and courses for a period of 5 years after the course concludes. A sample must be:

- Representative of the full range of student achievement
- Able to trace an individual student's journey leading up to an award

7. Submissions

- 7.1 Online submission, marking and feedback must be used wherever possible for all single pieces of text-based coursework. Tutors must seek agreement from their Deans if they would like an exception to this for any of their text-based coursework.
- 7.2 Submission dates and times must correspond with days/ times when UCFB is open and technical support is available in case of problems with submission, and not during any national holidays or institution closures.

- 7.3 Students are expected to meet assessment deadlines and requirements of the relevant academic regulations. For details regarding late submissions and extenuation please refer to the Mitigating Circumstances Policy.

8. Feedback

8.1 Feedback to Students

8.1.1 Feedback is central to learning and is provided to students to develop their knowledge, understanding, skills and to help promote learning and facilitate improvement. It should be available in time for students to reflect on it whilst completing their forthcoming assessments.

All feedback will be:

- timely (provided within 15 working days) of the submission deadline;
- given in relation to the learning outcomes and assessment criteria;
- provided on all summative assessments;
- offered in a range of formats appropriate to the module e.g. electronically or other e-Submission tools where used, Audio file, Video file, or Screencast.

8.1.2 The nature and extent of feedback the student may expect will be indicated for each assessment task at the time it is set.

When feedback (including marks) is provided to a student before an Assessment Board, all marks will be clearly identified as:

- being provisional;
- available for External Examiner scrutiny;
- subject to change and approval by the Assessment Board.

8.1.3 All students will be actively encouraged to collect feedback, review and consider its recommendations and implications, and seek further advice and guidance from academic staff when required.

8.1.4 Further guidance on using and providing assessment feedback is provided in the course/module handbook (for students).

8.2 Modes of Feedback

8.2.1 Feedback may be:

- Individual – identifying specific issues relating to one student's work.
- Generic – referring to general points about the assessment as a whole, arising from an overview of the work produced by the student group.

8.2.2 Feedback should be explicit. It should be identified as feedback to ensure students are aware of its purpose. The student should understand its purpose as a mechanism to feed forward to support future assignments.

9. Continuous Assessment

- 9.1 For postgraduate students at UCFB, continuous assessment is a flexible framework designed to provide students the opportunity to act directly on initial feedback to improve in subsequent iterations of their work. This reduces students workloads at the end of the academic year and enables the institution to make earlier and more

effective interventions where necessary. It is anticipated that this will occur in teaching and learning methods however, assessments and re-assessments can be designed to incorporate this more formally.

For undergraduate students, UCFB operates an end of year assessment practice whereby students can act directly on feedback received to improve and resubmit their work from modules delivered in either semester A or B where they have not both achieved an aggregate module mark of 40% nor achieved the component threshold mark of 30%.

9.2 Where a student has failed a postgraduate component at the first sit, they will be permitted to complete their reassessment as part of the continuous assessment practice. This is likely to take one of the following formats: -

- 'Improve and resubmit': following the failure of an assessment task at the first attempt, students are able to utilise feedback given to improve the work submitted. The work is then submitted again via Turnitin as a reassessment opportunity no later than 30 working days from the release of the confirmed marks for the first sit. Marks will be capped at 40% for undergraduate submissions assessment and 50% for postgraduate students. Practically, it is most likely that this form of continuous assessment will be applied to coursework based assessment tasks (see UEL Manual of General Regulations Part 3: Academic Regulations for further information on assessment/module capping).
- 'Improve through reflection and practice': following failure of an assessment the student will be given feedback that allows them to reflect on their learning and further develop their knowledge and understanding, with a view to this being applied to the subsequent reassessment. It is anticipated that a new assessment task will be developed for the reassessment. Where this is the case, the new assessment task must be provided to the External Examiner for approval. The reassessment should take place no later than 30 working days from the release of the confirmed marks for the first sit. Marks will be capped at 40% for undergraduate assessments and 50% for postgraduate students. Practically, it is most likely that this form of continuous assessment will be applied to practical and time-based assessment tasks such as exams, practical exams and presentations (see UEL Manual of General Regulations Part 3: Academic Regulations for further information on assessment/module capping).

9.3 If PSRB requirements state otherwise, then PSRB requirements will be adhered to (see Section 9).

9.4 Exceptions to the requirement for continuous assessment may exceptionally be applied. Where implementation of continuous assessment outlined in 9.2 is not possible due to the nature of the assessment, continuous assessment can be achieved through assessment design or learning and teaching methods:

- 'Improve through continued learning': The ethos of continuous assessment is providing the student an opportunity to learn through continual assessment and feedback. As such, this could also include providing a portfolio assessment with feedback provided on each element. This would then allow the student to develop their learning as they progress through the assessment. The

deadline and submission requirements should be noted in the Module Guide for both first attempt and reassessment. If the student does not pass the first attempt the work is then submitted again via Turnitin as a reassessment opportunity in line with above. Marks for the resubmitted work will be capped at 40% for undergraduate submissions and 50% for postgraduate submissions.

- 'Formative assessment and feedback': the use of formative assessment and feedback provides students with the opportunity to learn through practice without impacting on summative assessment. Such assessments should be managed locally by the Module Leader.