



Assessment & Feedback Policy



Scope: All taught programmes leading to an award of City St George's, University of London.

Senate Regulations:

[Senate Regulation 19 Assessment](#)

[Senate Regulation 13 Student Disciplinary Regulation](#)

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:

July 2025

Date for review:

To be reviewed by the end of 2027/28 academic year, with allowance for minor updates, as required.

Effective from:

2025/26

To be read in conjunction with:

[City St George's Learning and Teaching Hub](#)

[City St George's Assessment Toolkit](#)

[Assessment for Learning Code of Practice](#)

Assessment and Feedback Policy

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Assessment and Feedback Policy

Freedom of Speech

City St George's, University of London, regards freedom of speech and academic freedom to be fundamental to delivering its mission as the University of business, practice and the professions. Its values in this respect are set out in a code of practice on freedom of speech and academic freedom, which explains how the University will uphold, secure, and promote freedom of speech within the law. See:

<https://www.citystgeorges.ac.uk/about/governance/policies/code-of-practice-on-freedom-of-speech> . Nothing in this policy should be interpreted in any way that would be inconsistent with the code of practice and – in the event of any inconsistency – the provisions of the code will prevail.

A INTRODUCTION

1. The assessment of students on taught programmes leading to an award of City St George's, 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.
2. Staff involved in the process of designing, delivering, marking or supporting assessment should familiarise themselves with the following resources:
 - a. [City St George's Learning and Teaching Hub](#)
 - b. [City St George's Assessment Toolkit](#)
 - c. [Assessment for Learning Code of Practice](#)
3. The Assessment and Feedback Policy will apply to partnership provision unless equivalent alternative arrangements have been specifically agreed between the University and the partner institution. Details will be included in the Memorandum of Agreement for the partnership.
4. 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

5. City St George's, 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.
6. 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, the University 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.

7. 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.
8. 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 POLICY

9. This Policy applies to all taught programmes of study that lead to awards of City St George's, University of London. It applies to all summative assessments that students are asked to undertake. Assessment and feedback are integral to City St George'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.

D INFORMATION TO STUDENTS

10. Programme teams should provide students with information about assessment and feedback and about aspects of the assessment and feedback process in an accessible format, e.g., programme and module specifications and programme handbooks, and in a timely manner. This includes information about good academic practice, integrity and academic misconduct.

Information about assessment and feedback

11. 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. Whether any Professional, Statutory or Regulatory Body (PSRB) considerations have impacted upon the assessment used on the programme.
 - c. Submission procedures and deadlines, and guidance on extensions, late submissions and extenuating circumstances where relevant.

- d. Assessment criteria and grade-related criteria.
- e. The type of feedback that will be provided and feedback timescales. Where turnaround times differ from the schedules set out in this policy, the rationale should be made clear to students.
- f. How marks and awards are calculated.
- g. How students can develop good academic practice and academic integrity, including how to avoid academic misconduct, the use of technology to detect academic misconduct (e.g. TurnItIn) and a link to the [Academic Integrity and Misconduct Policy](#).
- h. Clear guidance to state whether use of generative AI is permitted for each assessment. Further information on the use of AI in assessment can be found on the [Learning and Teaching Hub](#).

E ASSESSMENT

Purpose of Assessment

- 12. 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.
- 13. 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.
- 14. Assessment can take various forms. 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

- 15. 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. Appendix 1 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.
16. 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.
17. Assessment criteria and grade-related criteria will be:
- a. Provided for each assessment and at the appropriate FHEQ level.
 - b. Linked to the module learning outcomes that are being assessed through the assessment task.
 - c. Linked to each other.
 - d. Used by markers.
 - e. 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.
 - f. Used to aid transparency in the assessment process.
 - g. 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.
 - h. Made easily accessible to students and provided in consistent versions.
 - i. 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.

Language of Assessment

18. City St George's 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

19. 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.

20. Schools must have robust and secure systems and processes in place to ensure that assessed work is stored securely, and will be available for review by External Examiners and for submission in the case of suspected academic misconduct and/or appeals. Records of assessed students' work should be retained for the timeframes as prescribed by the [Office for Students](#).
21. Where at all possible, assessments and assessments material must be stored and handled electronically with additional and appropriate security measures in place.
22. Taking scripts off the University premises is not permitted, excluding cases where contractual arrangements are in place to mark off-campus by third parties, for example, multiple choice question examinations, or to transport the papers between City St George's, University's premises.
23. Where examinations take place off campus or where examination scripts need to be transported between campuses, staff should familiarise themselves with City St George's [Safe Data Handling](#) guidance. Scripts must be kept on the person or within the line of sight at all times. Additionally, couriers may be used for secure transport.
24. There may be occasions when a completed examination script goes missing or is damaged and becomes illegible. Where this happens, staff have a duty to report data breaches, suspected or confirmed, as soon as possible, to City St George's Information Assurance Team. More information can be found on the [Staff Hub](#). Academic Services must also be notified as soon as possible.
25. Where scripts cannot be retrieved, a student may be required to resit (uncapped, if the missing or damaged script was an uncapped attempt) an examination unless there are other sources of evidence which could be used and subject to PSRB requirements. For example:
 - a. Where there is evidence of consistent performance in relevant assessments in the same programme stage, it may be possible to award a grade and credit.
 - b. Where there is evidence of adequate performance in unrelated assessments, but sufficient evidence to make an informed judgement, it may be possible to award a 'Pass' mark and credit.
26. Where a resit is required, the University will make every effort to ensure that the student is able to resit the examination at the earliest opportunity and as soon after the first examination date as possible. Steps should be taken to ensure that the student is not further disadvantaged, for example, by preventing progression to the next stage of study because of the outstanding resit.
27. Each case will be considered on an individual basis. Schools must liaise with Academic Services who will consult the Vice President (Education) or nominee, prior to notifying students of any corrective action. Any proposed outcome must be reviewed by the External Examiner.

Transparency

28. 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.
29. 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

30. 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.
31. 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.
32. 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.
33. All assessments must be marked anonymously unless the nature of the assessment makes anonymous marking impractical, e.g., live performances, presentations, placements, clinical skills, etc., or in cases where poor academic practice had been suspected, and the assigned marker had been involved in any part of the investigation process or outcome. Anonymous marking, where possible, is considered to be an appropriate means of avoiding claims of bias and demonstrating a commitment to equal opportunities and equality and diversity policies.
34. 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. Moderation will be conducted for all assessments (including resits) which contribute to an Award, irrespective of weighting and at all levels, with the exception of:
 - i. dissertations or equivalent assessment tasks which must be second marked **or** moderated by an Internal Examiner
 - ii. assessment methods that are automated (i.e. the answers are machine or optically read), or in quantitative assessments in which model answers are provided to the marker. These are normally exempt from moderation but may need to be checked for accuracy.
 - c. The minimum moderation sample should include:

- i. at least 10% of assessments, representing the full range of achievement
 - ii. assessments at each borderline (+/- 1%) including a random sample of fails
 - iii. where the total number of assessments is 10 or less, all should be moderated
- d. A greater sample size than the minimum may be appropriate in the following circumstances:
 - i. If statistical information indicates a significant disparity between the marks awarded by different markers for a particular assessment, or where the marks awarded by a single marker appear to be unusual in any way (e.g. a particularly high or low mean mark; marks out of line with the normal distribution for the assessment, etc.)
 - ii. Where the marker is a new or inexperienced member of staff or a Visiting Lecturer
- e. The internal moderation of pass/fail assessments should include a random sample of at least 10% of assessments, representing both pass and fail grades. Where the total number of assessments is 10 or less, all should be moderated.
- f. Students can request an extension to an assessment deadline, provided the criteria in the [Extensions and Late Submissions Policy](#) are met. Where a small minority of students have an approved extension and no concerns were raised in the moderation of the initial submissions, no further moderation is required subject to the minimum moderation requirements noted above already being met.
- g. Additional moderation of assessments submitted after an approved extension may be required in the following circumstances:
 - i. Where the minimum moderation requirements noted above have not already been met
 - ii. Where moderation of the initial submissions raised concerns
 - iii. Where assessments will be marked by a marker not involved with marking the initial submissions
 - iv. Where the achievement outcomes of the cohort submitting late are notably different to that of the initial cohort.
- h. Moderators are not normally required to make detailed comments on individual pieces of assessment, but rather make overall comments on the sample, the marking and any recommended changes to marks across the cohort. Moderation must be evidenced and recorded consistently.
- i. Internal marking and moderation arrangements are in addition to the scrutiny undertaken by the External Examiner.
- j. 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 subject to PSRB constraints.
- k. 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

35. 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.
36. 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.
37. 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 encouraged¹.

G FEEDBACK

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

Feedback on assessed work

39. 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.
40. Feedback should be given on all assessments, including examinations, and may relate to the content of an assessment and/or assessment technique.
41. Schools should consider which type(s) of feedback are most appropriate and this 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 responsible for identifying and implementing the most appropriate methods for providing feedback on assessed work, whilst considering consistent approaches to feedback within programmes and across similar assessment types. Pro-formas, which allow markers to lay out how a student has met the learning outcomes being tested, may be used if appropriate.
42. Factors that Schools and programme teams might wish to consider when deciding on the type(s) of feedback to use are:
 - a. The type of assessment.

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

- b. The size of the assessment and its weighting in the final degree classification.
 - c. Whether the assessment is in Programme Stage 1, 2, 3 or 4 (undergraduate students only).
 - d. Whether the assessment is held during the earlier academic year or in the main Summer exams.
 - e. Whether the student is required to resit and the most appropriate mechanisms through which their learning can be supported.
43. 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.
44. Various types of feedback on assessed work exist. Some examples include:
- a. Individual or group verbal feedback
This could be delivered instantly (e.g. immediately after a presentation or a performance) or at a subsequent meeting. It could be delivered in various contexts, including one-to-one meetings or during lectures or seminars. It could be provided only on demand.
 - b. Individual or group written and/or audio feedback

This is usually delivered after a period of time has elapsed. The length of time will depend on the type of assessment and the extent of the feedback. The virtual learning environment (VLE) could be utilised to provide this feedback.

Where written feedback is individualised this could be done in a free text format or using some form of pro forma, for example providing a matrix of assessment and grade-related criteria within which ticks and/or brief comments are then inputted. Written feedback could also include providing students with access to their examination scripts and the comments on them under supervised conditions. Audio feedback would usually be similar in content to written feedback but provided in an audio format.
 - c. Model answers and/or example solutions
These may be appropriate depending on the subject area. Both can be provided at one level (e.g. pass or distinction/1st) or at various levels, e.g. to provide information on the type of answer that might generate a 1st class mark or a distinction as opposed to a third class mark or a pass. The virtual learning environment (VLE) could be utilised to provide this feedback. It might also be possible to provide them for a limited period of time only.

Thought should be given to whether the provision of model answers and/or example solutions might cause difficulties, for example in disciplines in which assessment questions tend to be similar from year to year or in or where an answer tends to be simply right or wrong.
 - d. Previous assessment questions/papers/performances
These could be provided by themselves or could be accompanied by supporting information, e.g. outline solutions and/or model answers and/or commentaries on

strengths and weaknesses. The virtual learning environment (VLE) could be utilised to provide this feedback. It might also be possible to provide them for a limited period of time only.

Thought should be given to whether the provision of model answers and/or example solutions might cause difficulties, for example in disciplines in which assessment questions tend to be similar from year to year or in or where an answer tends to be simply right or wrong.

e. **Generic feedback**

This could encompass a variety of feedback. Some examples include providing information on the key outputs arising from the assessment, e.g. the most common errors made by students; or providing a breakdown of student marks and/or trends on questions to enable students to compare relative student performance.

45. Staff are expected to ensure that each student is able to access individual feedback and feed-forward (or as part of a group, where it was a groupwork assignment), specific to their learning and assessment performance.

Feedback on student performance and progress

46. 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 virtual learning environment (VLE); and during group or in-class activities. Where possible, some form of feedback should be provided in the first term of an academic year.

Feed-forward

47. 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 and, as such, is encouraged. Where used it should support, rather than replace, the provision of feedback.
48. Examples of feed-forward include, but are not limited to:
- a. Detailed assessment guidance provided in advance of the assessment, including information on assessment criteria, possibly with commentaries.
 - b. Past or practice exam papers provided in advance of an assessment.
 - c. Recordings of previous performances with commentaries on strengths and weaknesses provided in advance of an assessment.
 - d. Revision guidance and/or sessions.
 - e. Enabling students to mark and discuss previous students' work during the course of the term.
 - f. List of tips for improving assessment techniques provided in advance of an assessment.
 - g. Developmental comments on how to improve future assessments.

Release of Provisional Marks and Feedback

49. Students will normally be provided with provisional marks and feedback within 15 working² days of the submission deadline or assessment date, unless the programme(s) must follow other PSRB-prescribed timeframes. This will include a provisional grade or mark, which has been moderated.
50. For end of module assessments, examinations or an equivalent significant task (e.g. an end of module project, substantial clinical or research assessments) provisional examination marks will be released within 20 working days of the submission deadline or assessment date, unless the programme(s) must follow other PSRB-prescribed timeframes. This will include a provisional grade or mark, which has been moderated.
51. Where it is in the best interest of students, the release of marks and feedback for some programmes/modules may be delayed beyond the prescribed period. For example:
 - a. Where the release of marks coincides with other assessments undertaken by the group of students, Schools may choose to withhold such marks until after the students complete the relevant assessments or until after the last examination of the examination period for the cohort (e.g., where students are taking a module in another programme, during the Spring, Summer or Resit examination periods).
 - b. 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.
 - c. In light of the substantial nature of the work and associated internal and external marking processes, feedback on final year projects, dissertations and substantial clinical or research assessments may be provided after the final Assessment Board. The timescale for feedback on final year projects and dissertations may therefore be longer than 20 working days.
52. 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). In these cases:
 - a. If granted an extension, provisional marks and/or feedback will be released within 15 working days of the extended deadline while feedback for end of module / dissertation / equivalent assessment will be released within 20 working days of the extended deadline (subject to clause 51).
 - b. If work is submitted up to 48 hours late, provisional marks and/or feedback will be released withing the usual timeframes defined above (subject to clause 51).
53. In all cases, students must be aware of the expected turnaround time. Students will also be informed in writing of any unforeseen delays in receiving feedback and the reasons for this.

² Refers to days the University is open, i.e., weekdays (Monday to Friday), excluding weekends, public holidays and other University closure days.

54. Provisional marks can be released to students without agreement of an Interim Assessment Panel or Assessment Board. Students must, however, be advised that all marks will remain provisional until the end of year Assessment Board when external examiner scrutiny will have been completed.

Additional Guidance on the Release of Marks

55. Where the timeframe for release of marks and feedback from assessments falls on a Friday, Schools should release both on the following working day even where this would exceed the prescribed turnaround times. This is to ensure students are able to access support following the release of their marks, where necessary.
56. Where the same assessment is run over several days for operational reasons – for example in some instances the same clinical or practical assessment will run over several days – the date of the final scheduling of the assessment will be used to determine the date on which feedback will be provided.
57. In some cases, assessment decisions take into account student performance in more than one type of assessment, for example students may progress from one year to the next based on their performance in a written examination and a clinical or practical assessment. In this case, the detailed review of student performance in these assessments takes place after all assessments have been completed by the student cohort. In some cases therefore, the end of the assessment period will be used to determine the date on which feedback will be provided.

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.

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 ³		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 and some have been fully met whilst for other there is limited evidence of them being fully addressed. 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 but there was some irrelevant or underdeveloped material that may not be accurate for all. Where relevant, answers will provide some evidence of analysis
	54-56		C		

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

Class – Degree (Diploma/ Certificate)	%	Alphabetic³		Literary	Description
	50-53		C-		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 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 have not all been addressed. 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			
	0-15	F			

OPTION 1: For Postgraduates programmes

Class	%	Alphabetic ⁴		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		A-	Very good	
	70-74				
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 and some have been fully met whilst for others there is limited evidence of them being fully addressed. 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 may not include important elements or information that is fully accurate for all. 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	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 have
	44-46		D		

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

Class	%	Alphabetic⁴		Literary	Description
					not all been met. 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)	%	Alphabetic⁵		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 and some have been fully met whilst for others there is limited evidence of them being fully addressed.	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				

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

Class – Degree (Diploma/ Certificate)	%	Alphabetic⁵		Literary	Knowledge	Independent thought, use of sources and research materials	Presentation	Professional
	54-56		C		Knowledge of subject area, attempts to address the learning outcomes/ assessment criteria but may also including irrelevant or underdeveloped material.	Where relevant, answers will provide some evidence of analysis but may be largely descriptive.	Has structure but this may not always be clear.	Attempts to demonstrate good academic practice will be evident.
	50-53		C-					
3 (Pass)	47-49	D	D+	Satisfactory	Basic knowledge of subject area, provides some level of response to the learning outcomes/ assessment criteria but 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 demonstrated.	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-					
	15-30	F	F					

Class – Degree (Diploma/ Certificate)	%	Alphabetic⁵		Literary	Knowledge	Independent thought, use of sources and research materials	Presentation	Professional
	0-15				learning outcomes/ assessment criteria		that lacks coherence	practice will be evident

OPTION 2: for Postgraduate programmes

Class	%	Alphabetic⁶		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			

⁶ The smaller divisions (A+, A, A- etc) are usually used by performing arts students

Class	%	Alphabetic⁶		Literary	Knowledge	Independent thought, uses of sources and research materials	Presentation	Professional
	70-74		A-		broad range of issues and addresses the learning outcomes/assessment criteria well.	comprehensive reading and critical ability		
Merit	67-69	B	B+	Good	Sound knowledge of a broad range of issues or detailed knowledge of a smaller number of issues; makes a good attempt to address the learning outcomes/assessment criteria although not all relevant material has been included	Evidence of thorough research of the topic(s) but some answers may not be complete or arguments sufficiently explored. Some critical ability will be evident.	well-structured and logically written	demonstrate good academic practice
	64-66		B					
	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-					

Class	%	Alphabetic⁶		Literary	Knowledge	Independent thought, uses of sources and research materials	Presentation	Professional
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 may not be fully addressed	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-					
	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							

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	July 2025
Last Reviewed & Version	Review Due Date
December 2010 (minor updates approved in October 2011, October 2012, October 2016) October 2020 (minor updates October 2021)	2027/28
Publication of Policy (<i>tick as appropriate</i>)	
For public access online (internet)? <input checked="" type="checkbox"/>	For staff access only (intranet)? <input type="checkbox"/>
Website Link: https://www.citystgeorges.ac.uk/about/governance/policies/student-policies-and-regulations	Intranet Link:
Storage of Policy (<i>Previous versions of the policy must be stored in the drive by the author</i>)	
Drive Address: Drive Address: Z:\QUAD\Quality Manual\4. Assessment	
Queries about this policy should be referred to	
QUAD@citystgeorges.ac.uk	