



## Student Assessment Feedback Process

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Linked Document	Academic Regulations Assessment Policy Academic Appeals Policy Academic Integrity and Misconduct Policy Equality, Diversity and Inclusion Policy Internal Verification and Moderation Policy

## **1. Purpose**

1.1 This process establishes how Watney College provides timely, constructive, and transparent feedback on student assessments to support learning, maintain academic standards, and ensure fairness and consistency in assessment practices.

1.2 The process aligns with:

- UK Quality Code for Higher Education – Assessment
- Awarding body assessment requirements (e.g., ATHE, NQUAL, Pearson where applicable)
- Watney College Academic Regulations

1.3 The objective is to ensure that feedback:

- supports student learning and progression.
- explains assessment decisions clearly.
- identifies strengths and areas for improvement.
- maintains transparency and academic integrity.

## **2. Scope**

2.1 This process applies to:

- all assessed coursework and assignments
- formative assessments
- summative assessments
- work-based learning assessments
- assessments delivered through awarding body programmes.

2.2 It applies to all students enrolled on programmes delivered by Watney College.

## **3. Principles of Effective Feedback**

3.1 Feedback provided to students must be:

3.2 Timely: Students should normally receive written feedback within 10–15 working days of submission unless awarding body requirements specify otherwise.

3.3 Constructive: Feedback should clearly identify strengths, areas for improvement, and recommendations for future work.

3.4 Linked to Learning Outcomes: Feedback must reference relevant learning outcomes and assessment criteria.

3.5 Accessible and Understandable: Feedback should be written clearly and delivered through appropriate channels such as the VLE or assessment feedback forms.

3.6 Consistent and Fair: Assessment decisions are subject to internal verification and moderation procedures to ensure consistency.

## **4. Types of Feedback**

4.1 Formative Feedback

Formative feedback is provided during the learning process to help students improve their work prior to final assessment. Examples include:

- Draft feedback
- Tutorial discussions
- Classroom review sessions
- Progress tests or mock assessments.

Formative feedback does not normally contribute directly to final grades but supports student development.

## 4.2 Summative Feedback

Summative feedback is provided after the final assessment submission and explains the basis for the grade awarded. Summative feedback will:

- Confirm the assessment criteria achieved
- Explain the reasoning behind the assessment decision
- Provide guidance for future improvement

Summative assessment decisions may be subject to:

- Internal verification
- External moderation or standards verification by awarding bodies.

## 5. Assessment Feedback Workflow

The standard feedback process follows these stages:

- 5.1. Assessment Submission: Students submit assessments according to the programme assessment schedule.
- 5.2. Assessment Marking: The assessor evaluates the work against the published assessment criteria.
- 5.3. Internal Verification / Moderation: Where applicable, a sample of assessed work is reviewed by an Internal Verifier to ensure fairness and consistency.
- 5.4. Feedback Preparation: Assessors complete the official assessment feedback form or digital equivalent.
- 5.5. Feedback Release to Students: Feedback is provided to students through the designated learning platform or assessment documentation.
- 5.6. Student Review and Reflection: Students review feedback and may discuss it with tutors during tutorials or academic support sessions.

## 6. Student Access to Feedback

6.1 Students will receive feedback through:

- the Virtual Learning Environment (VLE)
- official assessment feedback forms
- tutorial discussions where appropriate.

6.2 Students are encouraged to review feedback carefully and use it to improve subsequent work.

## 7. Monitoring and Quality Assurance

7.1 The quality and timeliness of assessment feedback are monitored through the College's academic governance structure.

7.2 Oversight is provided by:

- Programme Committees – monitoring assessment delivery and student outcomes
- Quality Assurance Committee – reviewing quality of assessment processes
- Assessment & Progression Board – confirming final academic decisions
- Academic Board – maintaining oversight of academic standards.

7.3 Student feedback on assessment practices is also reviewed through:

- student surveys
- student representation mechanisms
- programme review processes

## 8. Appeals and Clarification

8.1 Students who believe that an assessment decision is incorrect may request clarification or pursue a formal appeal in accordance with the Academic Appeals Policy.

## **9. Review of the Process**

9.1 This process will be reviewed annually to ensure alignment with:

- Regulatory expectations
- Awarding body requirements
- Watney College academic governance arrangements.

**SUMMATIVE FEEDBACK**  
**The NQual Level 4 Diploma in Adult Care**

Student Name			
Unit	<b>Unit 4: Lead Inclusive Practice in Adult Care Setting (L/650/7852)</b>		
Learning Outcomes (LO)	Assessment Criteria (AC)	Achieved (Y/N)	Assessment Type
1. Understand equality, diversity and inclusion	1.1 Summarise current legislation relating to equality		Written Assessment
	1.2 Explain how legislation, codes of practice and policies and procedures relating to equality and diversity apply to own work role		
	1.3 Explain the impact on own practice of: <ul style="list-style-type: none"> <li>• equality</li> <li>• diversity</li> <li>• inclusion</li> </ul>		
	1.4 Analyse how barriers to equality impact individuals		
	1.5 Explain the attitudes that may lead to discriminatory behaviour		
2. Understand how inclusive practice supports equality and diversity	2.1 Explain how inclusive practice promotes equality and supports diversity		Written Assessment
	2.2 Analyse how inclusive practice respects the individual's beliefs, culture, values, preferences and life experience		
	2.3 Explain the principles of inclusive practice		
3. Understand how to promote equality, diversity and inclusion	3.1 Explain how to challenge discrimination to promote change		Written Assessment
	3.2 Explain how to support others to promote equality and diversity		

<b>Student Name</b>			
<b>Unit</b>	<b>Unit 4: Lead Inclusive Practice in Adult Care Setting (L/650/7852)</b>		
<b>Learning Outcomes (LO)</b>	<b>Assessment Criteria (AC)</b>	<b>Achieved (Y/N)</b>	<b>Assessment Type</b>
	3.3 Evaluate current systems and processes to identify improvements which support equality, diversity and inclusion		
4. Be able to work in a way that supports equality and diversity	4.1 Use person-centred approaches to support equality and diversity		Written Assessment
	4.2 Work with others to promote equality and diversity		
	4.3 Challenge discrimination to promote change		
	4.4 Access resources to support equality and diversity practice		
	4.5 Disseminate information to others relating to equality and diversity		
	4.6 Reflect on own practice in relation to equality and diversity		
	4.7 Model behaviour that promotes equality, diversity and inclusion		
<b>Feedback to Student</b>			
<b>Assessor Name</b>		<b>Assessor Signature</b>	

<b>Student Name</b>			
<b>Unit</b>	<b>Unit 4: Lead Inclusive Practice in Adult Care Setting (L/650/7852)</b>		
<b>Learning Outcomes (LO)</b>	<b>Assessment Criteria (AC)</b>	<b>Achieved (Y/N)</b>	<b>Assessment Type</b>
<b>Grade Achieved (Pass/Referred)</b>			
<b>Date</b>			

**APPENDIX 02:****RECORD OF OBSERVATION**

<b>Qualification:</b>		<b>Learner Name:</b>	
<b>Date of observation:</b>		<b>Assessor Name:</b>	

The observation was conducted at the student's workplace in the presence of his / her line Manager / Supervisor

<b>Unit 4: Lead Inclusive Practice in Adult Care Settings (L/650/7852)</b>			
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	<b>Achieved (Y/N)</b>	<b>Comments</b>
Be able to work in a way that supports equality and diversity	4.1 Use person-centred approaches to support equality and diversity		
	4.2 Work with others to promote equality and diversity		
	4.3 Challenge discrimination to promote change		
	4.4 Access resources to support equality and diversity practice		
	4.5 Disseminate information to others relating to equality and diversity		
	4.6 Reflect on own practice in relation to equality and diversity		
	4.7 Model behaviour that promotes equality, diversity and inclusion		

**Feedback to Learner**

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<b>Assessor Signature</b>		<b>Date</b>	
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