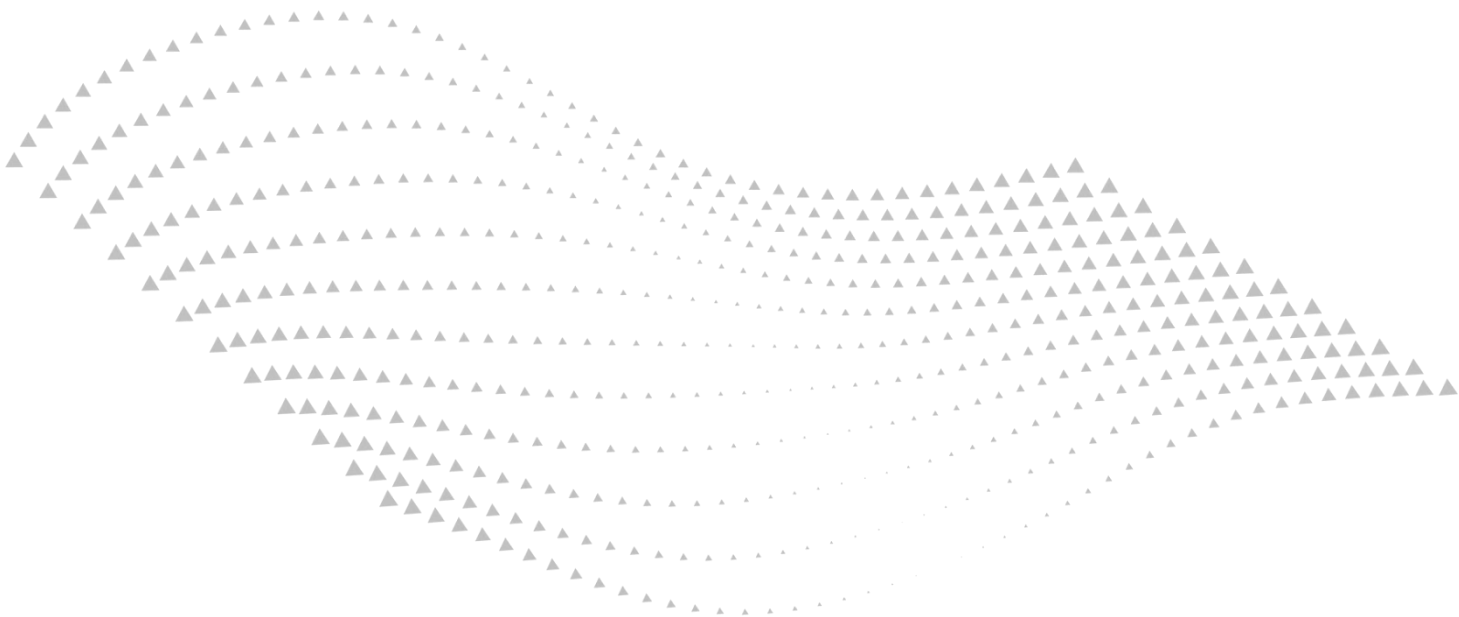


BIMM
UNIVERSITY

A university
for the creative
industries

**Higher Education Assessment and
Feedback:
Student Handbook**



Contents

| | |
|--|-----------|
| INTRODUCTION | 2 |
| EXAMPLES OF MODES OF ASSESSMENT | 2 |
| ASSESSMENT INFORMATION | 3 |
| COURSEWORK SUBMISSION REQUIREMENTS | 4 |
| ASSESSMENT SIZE LIMITS AND MARKING | 5 |
| ORAL & PRACTICAL ASSESSMENTS | 5 |
| THE BIMM UNIVERSITY ASSESSMENT RUBRIC | 6 |
| HOW DO I KNOW THAT MY MARKS ARE FAIR? | 15 |
| PANEL MARKING | 15 |
| CALIBRATION AND MODERATION | 16 |
| INTERNAL MODERATION AND DOUBLE MARKING | 16 |
| THE GUIDANCE WE PROVIDE TO OUR STAFF ON MARKING THE WORK OF STUDENTS WITH SPECIFIC LEARNING DIFFICULTIES. | 18 |
| RETURN OF YOUR PROVISIONAL MARKS & FEEDBACK | 21 |
| WHAT SORT OF FEEDBACK WILL I GET? | 22 |
| FORMS OF FEEDBACK | 23 |
| HOW DO I MAKE THE BEST USE OF FEEDBACK? | 24 |
| BE PREPARED | 24 |
| UNDERSTANDING FEEDBACK | 24 |
| USING FEEDBACK TO LEARN | 25 |
| GLOSSARY | 26 |

Introduction

This handbook is for all students at BIMM University. During your studies, you'll be assessed in various ways to help you understand your progress in your learning. Each course is assessed slightly differently, so you'll need to make sure you've read anything you're given that explains how assessments will work for you.

At BIMM University, we write all our assessments and the marking criteria used to assess you. This might differ from what you've experienced before, where work is often set according to an exam board syllabus or sent off to an exam board to be marked. Some forms (we call them assessment modes) of assessment you'll have come across before, such as performances, presentations, collaborative projects or class activities, while others might be new to you.

You'll also need to be familiar with the criteria you're being judged against – we call them Assessment Fields – understanding these will help you to prepare for assessments more effectively. This information can be found in the Module Specifications, which will be on Canvas.

Broadly there are two types of assessment on BIMM University courses as follows:

1. **Coursework** – assessments that are submitted online through the University's VLE, Canvas.
2. **Face-to-Face** – practical assessments including performances, demonstrations, presentations and other activities that are assessed in person.

Examples of modes of assessment

Assessment modes may include:

- **Practical:** A performance, educational or professional practice-based assessment.
- **Oral:** An individual or group presentation, discussion, marketing/sales pitch, performance or teaching exercise.
- **Portfolio:** Normally, a series of creative tasks or artefacts collated as part of one assessment.
- **Artefact:** A single piece of work, such as a visual, audio, software, composition, design or artistic output.
- **Text-based:** A report, essay, review, analysis, case study, creative or professional written brief, research proposal or project report.
- **Online assessment:** multiple choice questionnaire, test or online task.

Assessment information

You must know why, how and when you are being assessed during your course and your responsibilities as a BIMM University student. To ensure this is the case, we will make all this information available.

Your Course Leader will ensure that you are informed of the arrangements and requirements for assessment at the start of each semester/trimester. Your Course Leader will also provide the practical assessments' dates, times, and venues. Your complete assessment timetable will be published at least two weeks before the first assessment.

You should keep a record of the dates, times, and venues for your assessments, including Retrievals (opportunities to take an assessment again if you fail on the first attempt), checking the details of your timetable and flagging any possible clashes or omissions with your Course Leader.

You must make yourself available during the academic year, including Retrieval periods (available [here](#)) and should not make any holiday plans until marks have been confirmed by the Assessment Boards, after which you will normally be given at least two weeks' notice of any Retrieval assessments.

The important information for each module you study is contained in the Module Specification and each Module Specification sets out the following assessment details:

- The Learning Outcomes for the module and each assessment – these are statements that describe what you need to be able to do to pass the module.
- A description of what the assessment entails, the week it is due in each semester/trimester, how to submit/present/attend the assessment and any required elements or sub-components.
- The mode of the assessment and re-assessment (the Retrieval assessment in case you fail on your first attempt).
- The criteria (Assessment Fields against which you are assessed for each assessment).
- If your module has more than one summative (graded) assessment, each assessment will have a percentage weighting that indicates the assessment's relative size and/or importance. These weightings will combine to 100% and will be used to calculate your final module mark. For example, if Assessment 1 is 30% and Assessment 2 is 70%, a single grade will be assigned to each assessment. If Assessment 1 is assigned a mark of 55% and Assessment 2 a mark of 68% and both assignment marks combined in their weighted proportion, they produce a module mark of 64.1 % which would be rounded to make a final module grade of 64%.
- Your modules may also have formative assessment which are labelled as Assessment zero or A0. These assessments are designed to help you develop the skills required by the module and provide you with feedback on your learning before you undertake graded summative assessment.

Your Course Leaders will also ensure that you are aware of the University's Academic Assessment Regulations for [undergraduate](#) and [postgraduate](#) courses as appropriate

and the policies for [Exceptional Circumstances](#) and [Academic Integrity](#). In particular, you should be made aware of any penalties for late submission of assessments, the importance of academic integrity and your right to [appeal marks](#) under certain circumstances.

We do not apply any penalty if you submit coursework up to 24 hours late. This includes Retrievals. This is because we understand that you may sometimes miss a deadline, however hard you try.

If you submit coursework more than 24 hours late, there will be a penalty (see the regulations for [undergraduate](#) and [postgraduate](#) students). However, if you have submitted late due to circumstances beyond your control, you may be able to apply for the penalty to be removed through our [Exceptional Circumstances Policy](#).

If you fail to attend a practical assessment or submit coursework, then a mark of zero will be recorded. In such cases, if these marks result in failure of the module, you will be asked to take a Retrieval assessment (see the assessment regulations links above).

All material submitted for assessment must be yours (excluding where group work specifically forms part of the assessment); see our [Academic Integrity Policy](#). In addition, all quotations and content from other persons or organisations' published or unpublished work must be attributed appropriately, both at the relevant point in the text and in the bibliography or reference list. Study skills resources to support you in understanding these requirements are available [here](#).

If other circumstances (such as a disability or other long-term condition) affect your ability to complete assessments, you should consult the [Exceptional Circumstances Policy](#).

If you submit a recording, composition or lyrics not in English, a translation must also be provided for marking and Moderation.

Coursework submission requirements

Unless otherwise specified in the Module Specification, coursework submissions should follow these guidelines:

- If your coursework draws on external sources (text or otherwise), you should include a reference list correctly referenced using the University's Harvard Referencing Guide, available [here](#).
- Your electronic data files must be in the correct format and meet file size requirements, as detailed in the relevant Module Specification.
- When you submit a file, you will be asked to confirm that you wish to upload it and will be required to affirm that the work is your own.
- It is your responsibility to check that you are submitting the correct file, in a valid format, within any specified file size limits, by the deadline and to the correct submission point published on Canvas.
- If you submit a file that fails to meet the requirements listed above and the deadline has not yet passed, the file may be re-submitted.

- If the deadline has passed and a resubmission has been made, the original file submitted will be marked, and a lateness penalty may be applied. Depending on what was submitted, and when and whether the Marker can open it, this may result in a low or fail mark.
- To avoid loss of your work, you should back up all digitally stored work (we recommend doing this at least twice on different media).

In addition, text-based submissions should follow the following guidelines:

- A cover sheet containing the student number, the module name, the assessment number/title and the word count.
- A4 page size, submitted in a format permitted by Canvas.
- 11 or 12-point type in a clear font, such as Arial, Calibri or Tahoma.
- Each page must include the student number in the header and a page number in the footer.
- All text-based work is expected to be readable, clearly expressed, and correctly spelt with good grammar (a UK spelling/grammar checker and/or proof-reader are advised).
- If you have a disability that you have notified us of you should include the disability cover sheet supplied by your Learning Support Coordinator.

Assessment size limits and marking

The purpose of an assessment size limit is to give all students across the University a clear indication of the maximum size of a piece of assessed work, the amount of work expected and how they should allocate time to one piece of assessed work in relation to others. Working to set limits is a practical skill required within the creative industries and an academic skill.

Our policy is that assessment briefs must include an assessment size or time limit as appropriate, and it will be made clear if any required elements of the assessment are within or outside this limit.

There is no prescribed penalty for exceeding the assessment limits. However, you should be aware that staff are allocated a certain amount of time to mark each assessment and are under no obligation to assess work that exceeds the limits set. Faculty will use their discretion, but work that is considerably over-length will be disregarded, and work that is substantially under-length is unlikely to address the brief fully. Therefore in both cases, you are likely to lose marks. Moreover, if working to a strict limit is a critical element of the brief, markers will always deduct marks if the work is too long or too short.

Oral & practical assessments

Oral and practical assessments will be conducted by faculty from the subject area. You may only bring authorised materials to oral or practical assessments. The possession or use of unauthorised materials at an assessment may infringe on the University's [Academic Integrity Policy](#). If in any doubt you should discuss what you can and cannot bring with you with

faculty staff.

The recording by students of oral or practical assessments is not allowed, but such assessments will be recorded by faculty for Internal and External Moderation. You may ask permission to copy specific recordings, from performance-based assessments as part of your showreel, and the Head of School will process any such requests. Video material will only be released once the module has been marked and passed.

All face-to-face/ in-person assessments will be supervised by the faculty member undertaking the assessment. Any incidents or abnormalities during an assessment will be recorded and reported to the Course Leader.

You must arrive in good time for practical and oral assessments and are advised to be there 15 minutes before the assessment commences. The assessor will be able to allow late arrivals to undertake the assessment if the assessment schedule allows it. However, if a late student cannot be accommodated, and if you arrive very late (30 mins or more), you will be considered to have missed the assessment submission opportunity, and a zero mark will be recorded. You will be able to present evidence in mitigation of late arrival for consideration by the Mitigating Evidence Committee.

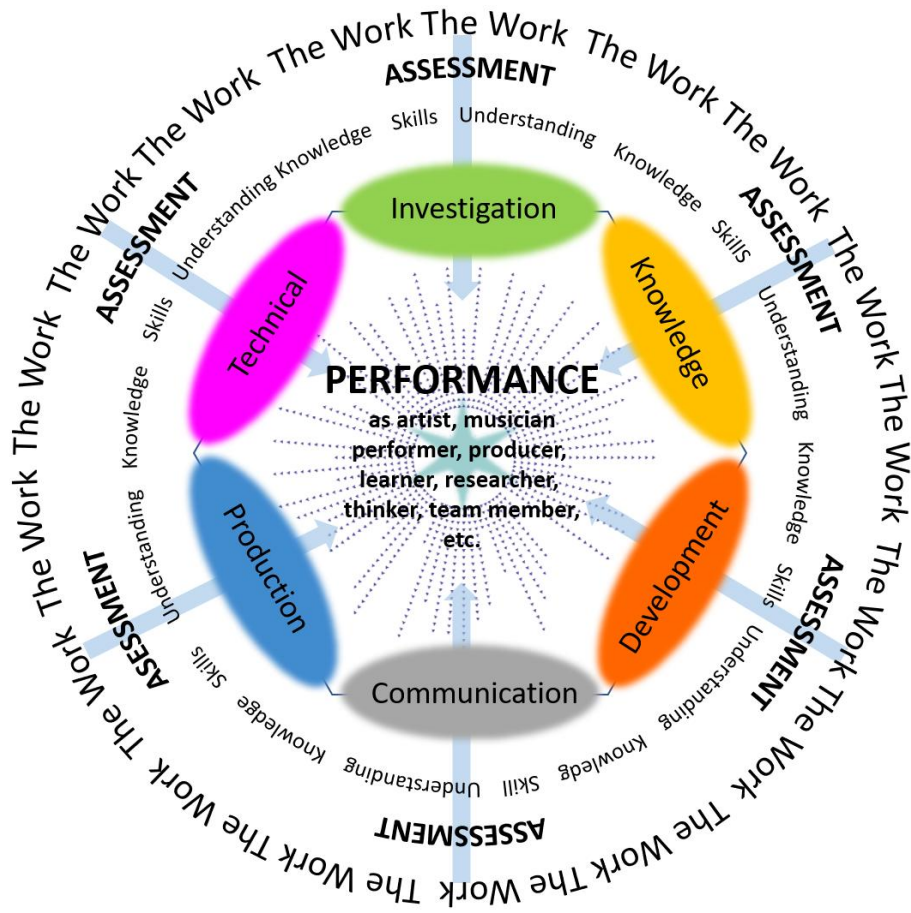
The BIMM University Assessment Rubric

A rubric is a tool that allows us to standardise the process of grading, making it more efficient, saving time for faculty and providing you with effective feedback that promotes your learning. Rubrics feature appropriate criteria and describe those criteria across a range of performance levels. The BIMM University Assessment Rubric recognises the need to adopt an approach to assessment that is appropriate to our field of the creative/performing arts. Accordingly, the design of our rubric draws on the use of six specific Assessment Fields:

- **Investigation;**
- **Knowledge;**
- **Development;**
- **Communication;**
- **Production;**
- **Technical.**

These six Assessment Fields measure achievement based on the quality of evidence in your assessed work.

Furthermore, we use these fields selectively against each specific assessment task, making them applicable to different assessment modes across our provision (most assessments will be marked using three to four fields). Marks will be awarded holistically so that each assessment is given a single mark using the University's categorical marking scheme (see pages 13 and 14), calculated using the rubric to make a grading judgment. Where there is more than one assessment on a module, marks are then combined by their relative weighting to provide a module mark as described above.



The Assessment Fields

Level 4 Assessment Rubric:

| Grade Assessment Fields: | Pass | | | | | | Marginal Fail | Fail |
|---|----------------------|----------------------|--------------------|--------------------|---------------|-----------------------|-----------------------|-----------------------|
| Investigation/ contextualisation Informed through the exploration and evaluation of relevant ideas and perspectives | Exceptional evidence | Outstanding evidence | Excellent evidence | Very good evidence | Good evidence | Satisfactory evidence | Insufficient evidence | Little or no evidence |
| Knowledge/ideas Through assimilation and comprehension of relevant information | Exceptional evidence | Outstanding evidence | Excellent evidence | Very good evidence | Good evidence | Satisfactory evidence | Insufficient evidence | Little or no evidence |
| Development/Process Realisation through reflective practice experimentation and evaluation | Exceptional evidence | Outstanding evidence | Excellent evidence | Very good evidence | Good evidence | Satisfactory evidence | Insufficient evidence | Little or no evidence |
| Communication/ articulation Of relevant ideas and their evaluation and interpretation | Exceptional evidence | Outstanding evidence | Excellent evidence | Very good evidence | Good evidence | Satisfactory evidence | Insufficient evidence | Little or no evidence |
| Production/realisation Selection of appropriate approaches to achieve desired outcomes | Exceptional evidence | Outstanding evidence | Excellent evidence | Very good evidence | Good evidence | Satisfactory evidence | Insufficient evidence | Little or no evidence |
| Technical/technique The quality of the technical aspects of the product. | Exceptional evidence | Outstanding evidence | Excellent evidence | Very good evidence | Good evidence | Satisfactory evidence | Insufficient evidence | Little or no evidence |

Level 5 Assessment Rubric:

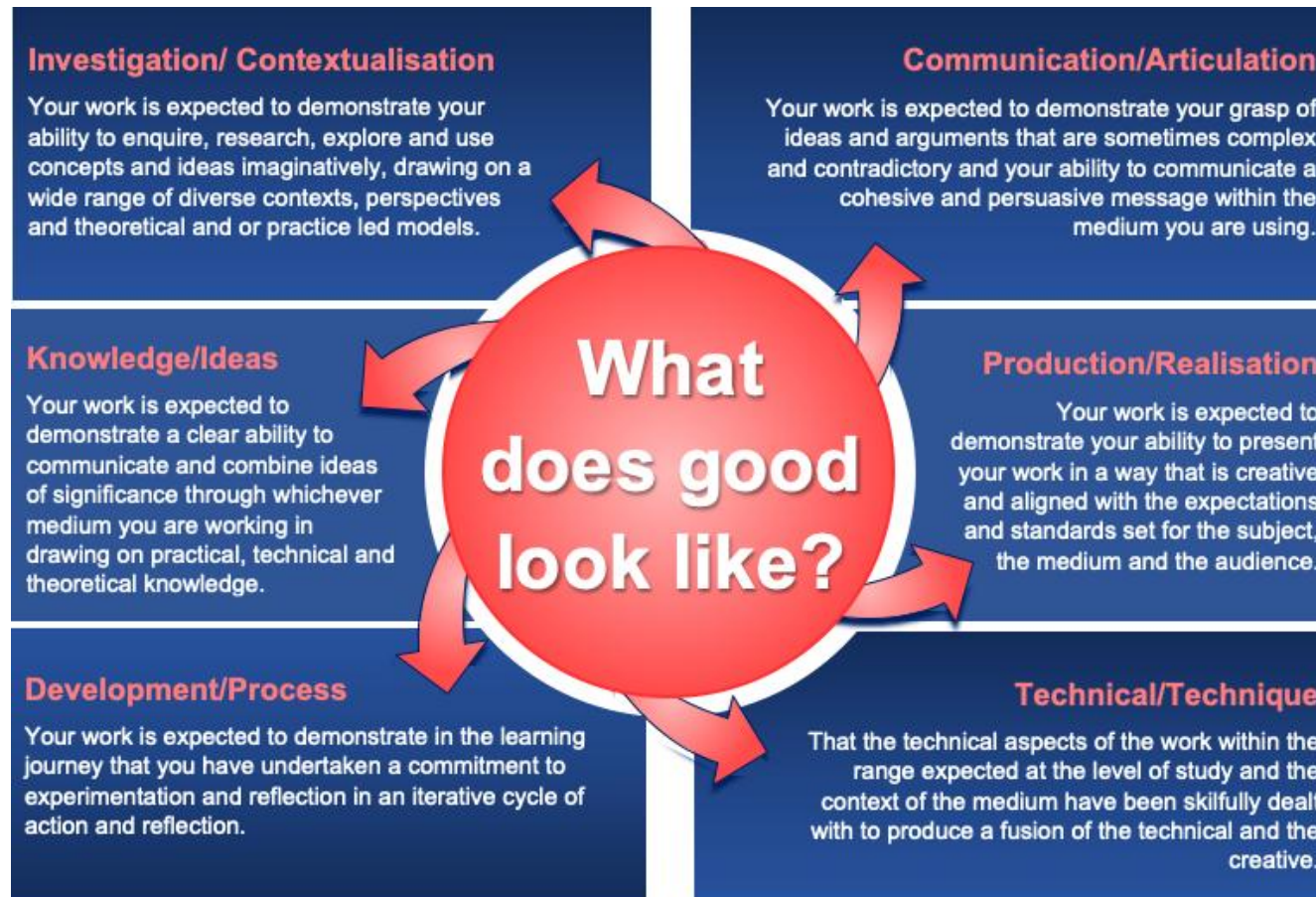
| Grade | 90, 95, 100 | 80, 85 | 72, 75 | 62, 65, 68 | 52, 55, 58 | 42, 45, 48 | 30, 35, 38 | 0, 5, 10, 20 |
|--|----------------------|----------------------|--------------------|--------------------|-------------------|-----------------------|-----------------------|-----------------------|
| Assessment Fields: | | | | | | | | |
| Investigation/ contextualisation Informed through the critical exploration of relevant ideas, approaches and perspectives | Exceptional evidence | Outstanding evidence | Excellent evidence | Very good evidence | Good evidence | Satisfactory evidence | Insufficient evidence | Little or no evidence |
| Knowledge/ideas Through comprehension and analysis of relevant practical, technical and theoretical information | Exceptional evidence | Outstanding evidence | Excellent evidence | Very good evidence | Good evidence | Satisfactory evidence | Insufficient evidence | Little or no evidence |
| Development/Process Realisation through practice, experimentation, risk taking, evaluation, reflection and problem solving | Exceptional evidence | Outstanding evidence | Excellent evidence | Very good evidence | Good evidence | Satisfactory evidence | Insufficient evidence | Little or no evidence |
| Communication/ articulation Of ideas, arguments and intentions | Exceptional evidence | Outstanding evidence | Excellent evidence | Very good evidence | Good evidence | Satisfactory evidence | Insufficient evidence | Little or no evidence |
| Production/realisation Through the selection and application of effective methods to deliver high-quality outputs | Exceptional evidence | Outstanding evidence | Excellent evidence | Very good evidence | Good evidence | Satisfactory evidence | Insufficient evidence | Little or no evidence |
| Technical/technique The quality of the technical aspects of the product and their delivery | Exceptional evidence | Outstanding evidence | Excellent evidence | Very good evidence | Good evidence | Satisfactory evidence | Insufficient evidence | Little or no evidence |

Level 6 Assessment Rubric:

| Grade | 90, 95, 100 | 80, 85 | 72, 75 | 62, 65, 68 | 52, 55, 58 | 42, 45, 48 | 30, 35, 38 | 0, 5, 10, 20 |
|---|----------------------|----------------------|--------------------|--------------------|---------------|-----------------------|-----------------------|-----------------------|
| Assessment Fields: | | | | | | | | |
| Investigation/ contextualisation Informed through the critical exploration and conceptual understanding of complex ideas and diverse perspectives | Exceptional evidence | Outstanding evidence | Excellent evidence | Very good evidence | Good evidence | Satisfactory evidence | Insufficient evidence | Little or no evidence |
| Knowledge/ideas Through the synthesis and critical analysis of relevant practical, technical and theoretical information | Exceptional evidence | Outstanding evidence | Excellent evidence | Very good evidence | Good evidence | Satisfactory evidence | Insufficient evidence | Little or no evidence |
| Development/Process Realisation through experimentation, risk taking, reflection evaluation and problem solving in complex and unpredictable contexts | Exceptional evidence | Outstanding evidence | Excellent evidence | Very good evidence | Good evidence | Satisfactory evidence | Insufficient evidence | Little or no evidence |
| Communication/ articulation Of complex ideas, and arguments that is clear and persuasive to a range of audiences | Exceptional evidence | Outstanding evidence | Excellent evidence | Very good evidence | Good evidence | Satisfactory evidence | Insufficient evidence | Little or no evidence |
| Production/realisation That meets the expectations of relevant professional standards | Exceptional evidence | Outstanding evidence | Excellent evidence | Very good evidence | Good evidence | Satisfactory evidence | Insufficient evidence | Little or no evidence |
| Technical/technique The quality and utility of the technical features of the product and the Level of skills with which it is produced or delivered | Exceptional evidence | Outstanding evidence | Excellent evidence | Very good evidence | Good evidence | Satisfactory evidence | Insufficient evidence | Little or no evidence |

Level 7 Assessment Rubric:

| Grade Assessment Fields: | 90, 95 | 80, 85 | 70, 75 | 60, 65 | 50, 55 | 40, 45 | 0,15,35 |
|--|----------------------|----------------------|--------------------|--------------------|---------------|-----------------------|-----------------------|
| Investigation/ contextualisation Informed through comprehensive critical analysis and evaluation of complex and diverse concepts, theories and practices | Exceptional evidence | Outstanding evidence | Excellent evidence | Very good evidence | Good evidence | Insufficient evidence | Little or no evidence |
| Knowledge/ideas Through the articulation of creative vision and/or the critical evaluation of conceptual, practical, technical and theoretical information | Exceptional evidence | Outstanding evidence | Excellent evidence | Very good evidence | Good evidence | Insufficient evidence | Little or no evidence |
| Development/Process Realisation through experimentation, risk taking, critical reflection, evaluation and problem solving in complex emergent contexts | Exceptional evidence | Outstanding evidence | Excellent evidence | Very good evidence | Good evidence | Insufficient evidence | Little or no evidence |
| Communication/ articulation Of complex and contradictory arguments and theories that is in depth, critical, insightful and appropriately pitched for the intended audience | Exceptional evidence | Outstanding evidence | Excellent evidence | Very good evidence | Good evidence | Insufficient evidence | Little or no evidence |
| Production/realisation That fully meets the expectations of relevant professional and academic standards | Exceptional evidence | Outstanding evidence | Excellent evidence | Very good evidence | Good evidence | Insufficient evidence | Little or no evidence |
| Technical/technique The quality and utility of the technical features of the product and the skills with which it is produced or delivered | Exceptional evidence | Outstanding evidence | Excellent evidence | Very good evidence | Good evidence | Insufficient evidence | Little or no evidence |



Categorical Marking Scheme (Undergraduate)

| Mark Category | Equivalent Classification | Level 4 Pass/Fail | UG Assessment Rubrics |
|---|--|------------------------|-----------------------|
| 100 95 90 85 80 75 72 | First | Pass (40%) | Exceptional Evidence |
| | | | Outstanding Evidence |
| | | | Excellent Evidence |
| 68 65 62 | 2:1 | | Very Good Evidence |
| 58 55 52 | 2:2 | | Good Evidence |
| 48 45 42 | 3rd | | Satisfactory Evidence |
| 38 35 | High Fail | Marginal Fail (35%) | Insufficient Evidence |
| 30 20 10 5 1 0 | Fail Non submission | Fail (1%) | Little or No Evidence |

Categorical Marking Scheme (Postgraduate)

| Mark Category: | Equivalent Classification: | Level 7 Assessment Rubric: |
|----------------------------------|--|--|
| 95 90 85 80 75 70 | Distinction | Exceptional Evidence Outstanding Evidence Excellent Evidence |
| 65 60 | Merit | Very Good Evidence |
| 55 50 | Pass | Good Evidence |
| 45 40 35 15 1 0 | Fail Non submission | Insufficient/ Little or No Evidence |

How do I know that my marks are fair?

All the assessments you do in your course should be rigorously carried out. Faculty are provided with procedures that must be strictly followed, meaning that students should be treated fairly. All assessments are graded using the University's Assessment Rubric, used for reference by all markers and Internal/External Moderators (External Examiners). You should read the assessment brief and the descriptions of each assessment field before you do the assessment to know what is expected of you. If there is anything you do not understand, you should ask your lecturer or your Course Leader.

We also have a series of regulations that all staff must adhere to governing how assessments are developed and delivered. These regulations outline the following things:

- How the assessments are designed.
- The application of the University Assessment Rubric to all assessments.
- How the marking process is undertaken.
- How the procedures for calibration and Moderation are conducted (see below on page 16).

Panel marking

Some of our assessments, especially performance and practical ones, are marked by a panel. Panel-marking processes follow set procedures and will include discussions about the Assessment Rubric and its application for that particular assessment. This helps ensure that your work is assessed consistently and fairly and that any markers' personal preferences don't affect the mark you are given.

Calibration and Moderation

To assure ourselves that assessment criteria are applied consistently by markers, that students are being treated fairly through the assessment process, and that there is a shared understanding of the academic standards students are expected to achieve, we deploy three strategies:

- 1) **Calibration** – a process that ensures standards are understood by faculty and consistently applied. We use examples of previous work to align all markers on a module.
- 2) **Internal Moderation** – a process that checks that standards are being applied consistently at the module level, within or across campuses. We ask markers who did not mark the work initially to check the consistency of colleagues' marking by looking at student work samples.
- 3) **External Moderation** – this process is undertaken by External Examiners who work at other universities and are experts in the subject area you are studying. They look at work from across all campuses and compare standards with those they are familiar with across the sector. External Examiners have the power to raise any concerns they have over marking in their annual reports and also directly with the Vice Chancellor of the University.

Internal Moderation and Double Marking

At Level 4 (the first year of an undergraduate degree), all your work is marked pass/fail, and we use calibration to ensure that marking is fair and consistent. New faculty members cannot mark your work until calibration training is completed.

At all other levels (Levels 5, 6 and 7), Internal and External Moderation is used in addition to calibration to ensure standards are fairly and consistently applied. In addition, assessed work on any double-weighted modules (30 credit modules for undergraduate courses and 60 or 90 credit modules for postgraduate courses) is marked independently by two markers who then meet to agree on a mark, we call this double-marking.

The procedure for the Internal Moderation of assessments is as follows:

- The First Marker grades the student's work using the University Assessment Rubric and Categorical Marking Scheme, annotates the work as necessary and provides feedback to you on how your mark has been derived.
- The Moderator reviews a percentage of work to ensure that the Assessment Rubric and Categorical Marking Scheme have been applied consistently and at the correct pitch by the First Marker(s) and to evaluate the quality of feedback.
- If the Moderator identifies a problem with the consistency of marks awarded by a First Marker, this is reported to the Course Leader, and all the First Marker's assessments are double marked, and the new marks are agreed.

- If the Moderator identifies a problem with the quality of feedback written by a First Marker, this is reported to the Course Leader, who works with that First Marker to revisit and improve their feedback.
- If the Moderator finds a problem with the pitch (i.e., consistently over or under-marking), the Moderator will report this to the Course Leader, who will report it to the Deputy Chair of the Assessment Board, and a recalibration will be agreed upon in consultation with the External Examiner.
- Once the Internal Moderation/double-marking process has been completed, External Moderation is carried out by External Examiners.

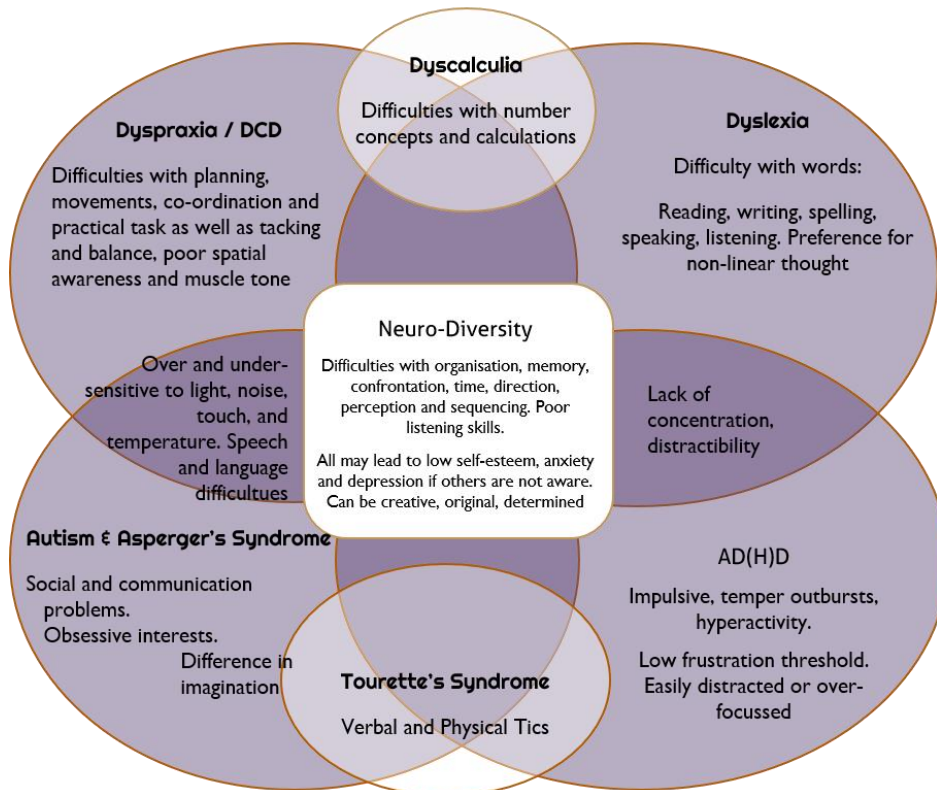
The procedure for double-marking assessments is as follows:

- The First Marker marks using the University Assessment Rubric and Categorical Marking Scheme, annotates the work as necessary, clearly states how the mark has been arrived at and provides feedback.
- The Double Marker independently marks all the assessments.
- The two markers meet and agree on a single set of marks and feedback.
- The Course Leader will adjudicate if the two markers cannot agree on marks.

The guidance we provide to our staff on marking the work of students with Specific Learning Difficulties.

Understanding the nature of students' disabilities and how these may impact how students respond to assessments informs an inclusive approach during the marking of assessments. Students with disabilities have a legal right to additional support and reasonable adjustments. This is achieved by providing an Individual Support Plan (ISP), prepared in consultation with your Course Leader and Student Life and shared with relevant teaching and administrative staff. The ISP will detail agreed adjustments to delivery and assessment and recommendations to the teaching staff of strategies that may be deployed to support students with Specific Learning Difficulties (SpLDs).

A specific learning difficulty (SpLD) is a difference or difficulty with some particular aspects of learning. The most common SpLDs are Dyslexia, Dyspraxia, Attention Deficit Disorder/ Attention Deficit (Hyperactivity) Disorder, Dyscalculia and Dysgraphia. However, sometimes there is a diagnosis of Specific Learning Difficulties rather than Dyslexia or Dyspraxia because the individual experiences a unique combination of difficulties that cannot be readily categorised but may include features of one or more recognised SpLDs. Similarly, some people will have an assessment for more than one SpLD; it is very common for there to be an overlap, as indicated below:



SpLDs are lifelong neurological differences that can present barriers to new learning, recalling, or processing information and literacy acquisition.

SpLD traits can present themselves in many positive ways, such as:

- Above-average intelligence.
- Exceptional creativity.
- Unique problem-solving skills.
- A keen sense of empathy and justice.
- Good intuition.

However, someone living with an SpLD may also experience the following:

- Poor focus and attention.
- Poor handwriting.
- Poor spelling and sentence construction.
- Short-term and working memory difficulties.
- Difficulties with reading, absorbing information and comprehending text.
- Trouble synthesising information.
- Difficulties in organising thoughts for writing.
- Poor personal organisation and coordination skills.
- Left/right confusion.

The effects of SpLDs can be challenging to manage, but with the proper guidance, interventions, technologies, and strategies, they don't need to limit academic attainment or career aspirations.

- Give students time to prepare and provide clarity and structure: As appropriate, provide assessment questions, details and deadlines as far in advance as possible using specific instructions and concise/simple language.
- Always use Assessment Rubric criteria which link to the module Learning Outcomes.
- Notify changes to assessments or deadlines in plenty of time.
- Give examples of different assessment types and discuss the structure of these with students, how the material should be presented and the expectations for each assessment.
- Provide regular opportunities for formative feedback.
- Give direct feedback in typed, audio or video format, using specific examples of how a point could be improved, setting comments against assessment criteria.

Our University Assessment Rubric stipulates the knowledge and skills that must be demonstrated for grades to be awarded. The Assessment Rubric includes an assessment field that focuses on the technical aspects of a piece of work submitted for assessment. Where this field is applied to text-based work, markers should look for punctuation, spelling, and grammar errors and point these out to students in feedback. Students should also be encouraged to use spelling and grammar checkers in proofreading their work before submission. Markers may deduct marks where it is clear that students have not taken enough care over the technical aspects of their written work, particularly when such errors interfere with the reader's ability to understand what is written.

However, when marking the work of students with SPLDs, markers should be aware that SpLD students' written assignments may lack the polished writing demonstrated by their peers due to difficulties with spelling, grammar, and sentence structure. Errors, in some cases, may persist despite extensive proofreading. Markers might reasonably, in normal circumstances, consider such work technically flawed or careless and deduct marks for poor presentation. However, in the case of SpLD students, such errors should be understood and considered when assessing written work.

Consider SpLD when marking:

- Read the work looking for ideas, understanding and knowledge.
- Be clear about the marking criteria (rubric), especially knowledge and understanding.
- Make constructive and positive comments.
- Explain your comments in a straightforward and accessible way.
- If you are commenting on spelling, grammar and punctuation, select a sample section rather than correcting the entire essay and inform the student that this is your approach.
- If a dyslexic student is marked down for minor spelling, grammatical and punctuation errors, this may be considered discriminatory. Therefore, be prepared to discount such mistakes, provided the meaning remains clear.
- Be clear that comments on spelling/grammar/punctuation are to foster skills development and not to penalise errors. However, if you have marked for content/ideas only (and not spelling/grammar/punctuation) make this clear. Attempt to ignore structural flaws, such as organisation and sequencing of information, and focus on marking based on content.

Please contact your Campus Student Life team if you have any concerns or questions about supporting your students with SpLDs or believe one of your students might have an undiagnosed SpLD.

Return of your provisional marks & feedback

Course Leaders are responsible for ensuring that all markers are aware of the deadlines for the return of provisional marks and feedback:

- The University aims to return provisional marks and feedback to you via Canvas no later than 21 days (plus any public holidays) from the submission deadline/final performance date. Please note that this period will be extended by a week over the Winter Break to reflect that the University closes entirely at this time.
- If you submit work after published deadlines, you may not receive provisional marks and feedback until 21 days (plus any public holidays) after you submit (where extensions are granted) or 21 days (plus any public holidays) after the close of the late submission window.
- If, for any legitimate reason, the University cannot return provisional marks and feedback within 21 days (plus any public holidays). You will be communicated with in a clear and timely manner to inform you of the reason for the delay and the proposed new return date. The Course Leader is responsible for this communication.
- It should be noted that provisional marks are for guidance only. The Internal and External Moderation process may result in marks being revised, and the Module Assessment Board confirms your final marks.

What sort of feedback will I get?

You'll get lots of feedback during your studies, which should help you learn and develop. Getting critical comments as well as positive ones is entirely normal and isn't a sign of weakness. Everyone will get both positive and critical feedback

Whatever your course, you're being prepared to enter a highly demanding profession in which you'll be expected to be able to take constructive criticism and use it to improve your approach. Responding well to constructive feedback will help you meet professional expectations of behaviour.

There are three main types of feedback that we use:

1. **Informal iterative feedback** from your teacher and possibly your peers in class and during online sessions.
2. **Formative assessment feedback** is more formal feedback from your teachers and peers designed to help you improve a specific piece of work for assessment.
3. **Summative assessment feedback** is the feedback you receive on formal graded 'summative' assessments.

You'll receive all types of feedback during your time at BIMM University. Whenever you do an assessment, you'll be given feedback, but often, you'll be given feedback to help you improve without doing a particular assessment at all. Most of your feedback will come from your lecturers, but you'll also get feedback from your classmates. Don't underestimate the value of your peers as a source of information. Sharing experiences within your class can be worthwhile. From time to time, you might be asked to make comments on your work too.

Sometimes, you'll get your feedback straight away. For instance, if you perform for your classmates in a class, they might be asked to give you feedback during the lesson.

Sometimes, generating feedback is a bit more complicated – some of the assessments you do will be marked by different people to ensure that you have all been fairly marked. Making sure that marking is consistent and that feedback is helpful can take a little while, but comments on assessed work should always be back to you promptly, which means within 21 days (plus any public holidays) of you submitting it.

Forms of feedback

- **Written feedback** is the most ubiquitous format and effectively provides feedback for several types of assessments, mainly text-based assignments where markers may also provide annotated comments. It can be quick to produce, easy to distribute, can be sent easily electronically due to its small file size and may be printed out and read in hard copy. However, it can be seen as overly formal, less substantial and detailed and may not suit all markers or all students.
- **Audio feedback** is increasing in popularity. It may be faster to produce (with practice) though it may be slower to distribute due to larger file size and requires an ability to use audio recording technology. It also has advantages in that it can be perceived as more personal, tone and emphasis provide improved student understanding. In addition, it is more easily understandable and provides much more detail than written feedback.
- **Video feedback** is much more demanding for markers in terms of technology and can be slow to record and distribute due to large file sizes. However, this format is highly engaging, can be extremely sophisticated (including multimedia input), provides all the advantages of audio feedback, is perceived as dynamic, and offers greater insight into performance for students.
- **Generic or group feedback** – with some assessments, it can be beneficial to provide this form of feedback to a class along with or ahead of individual feedback, as it allows faculty to have a dialogue with students based on some of the generic themes emerging from their collective work.
- **Peer feedback** – peer assessment and feedback can effectively engage students with the process and understanding of how assessment and feedback supports learning.

How do I make the best use of feedback?

There's no point working hard for an assessment and then not getting the most out of the comments you're given. So here are some steps for using your feedback effectively:

1. If you know what sort of feedback you expect, you can better prepare for it.
2. Will it be formal or informal?
3. Written or verbal?
4. Online or in person?
5. If you're not sure what to expect, please ask.

Be prepared

It sounds obvious, but the majority of informal iterative feedback takes place in class – make sure you're there and ready to receive it:

- When preparing to receive formative or summative feedback, check the relevant Assessment Fields for your assessment to know how your work is being evaluated. If you're unsure what the criteria are, check on Canvas or with your teacher.
- On many BIMM University courses, there's minimal (if any) automated marking – whether iterative, formative or summative, feedback is usually created by a person, not a computer. That means you need to find out who you need to get feedback from, whether they work full- or part-time, and how to book a feedback session in advance. Check how it's best to ask questions – in class, via Canvas or email?
- Think about how you'll keep track of your feedback when you receive it so that you have a record to reflect on later and don't rely on your memory. For example, you could write notes in a notebook or record the class on your mobile phone or another recording device.

Understanding feedback

- If you're receiving verbal/audio feedback, listen to the comments you're given. Ask for clarification if you can't hear them properly or don't understand. Make sure you know how you can improve next time.
- If you're receiving written feedback, read the comments, ensure you understand them, and think carefully about how they apply to your work.
- When you get formative or summative feedback, think about how the marking criteria have contributed towards the mark or grade you have been given. Understanding what's gone well and what you need to work on will help you improve and should lead to better grades in the future.

- Some teachers run feedback sessions or tutorials. These are a beneficial way of getting formative feedback, so take advantage of them by going along with some specific questions.

Using feedback to learn

- When you're given informal iterative feedback in class, try to put the comments into practice straight away.
- When you receive formative or summative feedback, consider how you would redo the work (or parts of it) based on the comments you've been given and how you'd do a similar piece of work differently having had feedback.
- Always identify what you've done well and what you need to do to improve.
- Think about how you can use the feedback you've been given in other situations. For example, you should use the iterative and formative feedback you receive in class to help you prepare for future assessments.
- If any particular areas need improvement (such as your writing style or referencing), there's additional support available for you – please ask your teacher or Course Leader.

Glossary

Assessment: A way of measuring students' skills and/or understanding.

External Examiner: Someone from another institution who checks that the course is being run fairly and rigorously.

Informal iterative feedback: Informal, frequent feedback where you're asked to reflect on the comments your teacher or peers give you.

Formative feedback: Formal or informal feedback that helps you understand what you need to do to improve your assessment performance; it may or may not have a grade attached.

Summative feedback: Formal feedback that you'll be given after completing an assessment to show how well you're progressing; it will usually have a grade attached to it or a pass / fail for Level 4.

Assessment Rubric: The factors that are considered when tutors decide on what mark you should be awarded for a piece of work.

Moderator: Someone who checks that marks are consistently given out across an assessment/module/course.

Module Specification: The document that tells you all about the module you're doing - you can find it on Canvas.

Tutorial: A session with a teacher in which you can evaluate your past work in detail.