

INTO ASSESSMENT AND FEEDBACK PRINCIPLES

Last updated: June 2026

INTO is committed to the adoption of principles and practices relating to the assessment of student work which maintain academic rigour whilst acknowledging the linguistic needs and learning contexts of INTO's international student cohort.

Note that this approach also applies to eligible students studying at eligible academic levels across our Kings Education teaching entities.

Principles

INTO is committed to the following principles governing assessment of student work, and delivery of feedback to students. This means that assessment and feedback processes:

- Promote effective student learning
- Are appropriate, valid, reliable and transparent
- Are clearly communicated to both students and staff
- Are regularly reviewed

Effective student learning

Assessment and feedback practices are designed to foster and actively engage students by encouraging them to be independent, self-motivated learners and by supporting students' attainment of knowledge, understanding, and skills. A range of assessment methods should be employed throughout a programme of study, taking into consideration the need for them to be inclusive, to ensure assessment plays an appropriate but not excessive role in learning and ensuring there is sufficient time given for quality feedback to be provided. It will also ensure that any student, on completing a programme of study, has met the necessary standard in order to progress to their chosen further academic study.

Feedback is timely, constructive, and supports the future development of students' work. Feedback will be provided on all assessment where practicable. Completed assessment work should either be returned to the student or the student should have the opportunity to access their work to facilitate the effective use of feedback and encourage self-reflection.

Appropriate, valid, reliable and transparent

Assessment tasks are appropriate to disciplinary and/or professional contexts, where applicable. Assessment and feedback practices align with the teaching and learning method and are designed to measure the attainment of intended learning outcomes, aims and assessment criteria. Assessment methodology applies rigorous academic standards related to and across the discipline(s) to provide consistency, and is based on clearly defined marking criteria.

Assessment and feedback practices are fair, inclusive and accessible to all students, whilst assessment tasks and feedback events or activities are simple, clear and appropriate.

Clearly communicated to both students and staff

All students and staff are made aware of the criteria and standards used to assess and provide feedback on all work.

Students are provided with opportunities to develop an understanding of, and the necessary skills to demonstrate, good academic practice and the importance of academic honesty in assessment, as well as the purpose, weighting and timing of assessment and the nature and timing of feedback.

All staff involved in assessment and feedback have opportunities to develop effective practice and innovation and staff are encouraged to improve their assessment and feedback literacy.

Are regularly reviewed

Assessment and feedback activities are continuously reviewed through an annual process which involves feedback from a range of stakeholders including students, external examiners and INTO teaching staff. This review includes the modes of assessment, inclusive design, marking ranges and pedagogic approach. Assessment and feedback practices and standards are consistent across disciplines, reflective of disciplinary differences (where appropriate), with assessment guideline statements framing the process. Fitness for purpose, appropriateness, inclusivity (in light of the potentially changing nature of the student cohort) and the consequential validity of assessments and assessment practices are similarly reviewed as part of each INTO centre's annual review cycle, which also encompasses reviews of each programme.

Each INTO centre operates assessment practices and processes which align with the principles outlined in this document, alongside the parallel requirement to align with those of any ultimate awarding body (where applicable). A copy of the relevant document for each INTO centre is available upon request.