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## Effective Feedback Policy and Procedure

### Rationale

This policy provides guidance to all staff involved in teaching and supporting learning at all levels.

The policy addresses the sector's concern that many students do not know how to use feedback as many have never been taught how to do so. The policy maintains that the key focus of dialogue with students should be the development of strategies to use feedback to improve their future performance and learning.

The aim of this policy is also to reduce student anxiety by providing timely results and advice with regard to assessment criteria achieved and actions required to reach learning potential.

Whilst the University recognises that all policy must be sensitive to discipline-specific needs, it strives to aid staff in demonstrating to students that the University is responding to calls for more prompt and effective feedback.

### Procedure

- Feedback and marks for in-module assessment should be provided to students within 4 weeks (20 working days) to ensure effective feed forward into the next assessed work and future module choices.
- Within 4 weeks it may be impossible to provide an agreed final mark for in-module assessment and if so, students should be provided with an indicative mark from the first marker or an internally moderated mark which states '*This may be adjusted as part of the final assessment process. Final marks will be confirmed after the exam board on...*'
- Students should be provided with the date by which they can expect to have received their indicative mark and feedback. If for any reason this cannot be met, students should be informed why this is the case and of the new date. In doing this, teams may need to consider the timings of assessed tasks across a programme. Any changes to the scheduling of assessment can normally be made without going through the module modification process. Programmes should ensure that students know what to expect.
- Student work may have to be retained until after the exam board. In the event of this, students should be provided with an indicative mark and feedback linked to assessment criteria. Comments should be made in relation to the criteria and indicate what needs to be done to gain higher marks next time.
- Feedback and indicative marks can be posted on study zone (training can be provided) or collected by the student. It may be possible to see students individually or in groups to discuss their feedback, the marked work and any

actions they might like to take in response, while still retaining it for the exam board. Consider self and peer assessment as well as tutor assessment.

- Examples of feedback methods include:
  - ✓ Audio files (<http://www.jisc.ac.uk/publications/documents/soundsgoodfinalreport.aspx>)
  - ✓ Podcasts
  - ✓ Automated online low stakes assessment for formative feedback
  - ✓ Whole group generic feedback discussed in lectures
  - ✓ Written feedback collected by personal tutor and e-mailed to student
  - ✓ Study zone
  
- Programmes should ensure that comments are useful for students by considering the characteristics of the comments themselves in terms of their technical structure and accessibility to the learner.

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