

5 CORE PRINCIPLES TO GOOD PRACTICE IN PROVIDING AND RECEIVING ASSESSMENT FEEDBACK

	STAFF
<p>Enhancing the understanding of feedback and its value in the learning experience</p>	<p>Ensure that students are fully informed of:</p> <ol style="list-style-type: none"> the fundamental importance of engaging in the giving and receiving of feedback in the learning process the types and reasons for using differing forms of feedback and the stages in which a student should expect to receive it the marking process, marking criteria and grade descriptors used for each assessment and what common feedback “phrases” mean
<p>Providing timely feedback</p>	<p>Ensure that:</p> <ol style="list-style-type: none"> the timeframe from submission to feedback, normally 15 working days, is clearly communicated to students submission and feedback deadlines are scheduled at the beginning of term, so that students know when to expect feedback and have time to reflect on feedback before submitting their next assessment the expected deadlines for feedback that have been communicated to students are met. Any delays should be communicated to students with clear justifications and a new expected date of receipt
<p>Ensuring good quality feedback</p>	<p>Aim to:</p> <ol style="list-style-type: none"> offer immediate cohort-level summary feedback as a rapid means to give feedback on assessments highlight what was done well; what could have been improved; justify the mark/grade awarded and provide comments that help improve future work provide good quality feedback which is legible, descriptive as well as evaluative and personalised be consistent in their marking and feedback
<p>Enhancing student engagement in feedback</p>	<p>Aim to:</p> <ol style="list-style-type: none"> encourage students to discuss their feedback with their tutors and to engage in classes or one-to-one sessions maintain a consistent level of dialogue with the cohort, e.g. organising opportunities that facilitate discussion about feedback received with and between students invite students to comment on the feedback provided to aid self-development
<p>Supporting students following receipt of feedback</p>	<p>Aim to:</p> <ol style="list-style-type: none"> provide open office hours for students to discuss their feedback refer students to University support services such as ASK or BLC where necessary

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	STUDENTS
Enhancing the understanding of feedback and its value in the learning experience	<p>Are fully engaged in:</p> <ul style="list-style-type: none"> a. any sessions provided to support their understanding of the fundamental importance of feedback for learning, and that they recognise the different types of feedback they can expect to receive b. understanding the marking process, criteria and grade descriptors used for each assessment, which help them understand what the requirements are
Providing timely feedback	<p>Ensure that:</p> <ul style="list-style-type: none"> a. work is submitted on time to allow for timely release of formative feedback that can support students in their development b. they collect/access feedback as soon as it is available to be able to act upon it prior to their next assessment c. if necessary they immediately seek any further support and advice that is required d. they apply feedback to subsequent pieces of work – continually referring to feedback as they review their work in progress
Ensuring good quality feedback	<p>Are fully engaged in:</p> <ul style="list-style-type: none"> a. providing a response to their tutors on the quality of the feedback they have received b. engage in module evaluation questionnaires
Enhancing student engagement in feedback	<p>Aim to:</p> <ul style="list-style-type: none"> a. engage in the receiving, understanding and acting upon formative feedback b. seek clarification when feedback that has been provided is not understood and get help from University academic support services if required
Supporting students following receipt of feedback	<p>Aim to:</p> <ul style="list-style-type: none"> a. become familiar with the University support services, such as ASK b. achieve collaborative learning by discussing and comparing their feedback with peers to support their analysis.