

FEEDBACK ON ASSESSMENT

EXTRACT: Code of Practice for Student Development and Support in Schools

2.2 Responsibilities of the School

- 2.2.1 The Head of the School is responsible for ensuring that appropriate development and support mechanisms are provided for all students on taught programmes. The coordination of this function will be delegated to the Head of Student Development and Support in the School. This member of staff should provide guidance and leadership to staff who are supporting students and be the first point of contact for the University's support services.
- 2.2.2 The School should ensure the student is supported through their programme of study and should direct the student to appropriate services in the University for specialist and detailed advice and guidance. Schools should provide advice and support for staff about when it is appropriate to support the student and when the students should be directed to other University services.
- 2.2.3 Support for students should be perceived as a partnership between the School and Corporate Services. Staff should liaise with the appropriate Corporate Services Unit for advice, guidance and support when working with students. Staff should also be aware of when it is appropriate to refer students directly to the required Corporate Services Unit, for instance, when a case becomes more complex or specialist.
- 2.2.4 The Head of Student Development and Support should ensure that the mechanisms and arrangements listed below are in place:
- (a) That programmes publish prospectively to students the types of assessment and feedback on assessment that students should receive in each year of study. This information should be collated into a single document or section of a handbook rather than dispersed into separate module study guides and include details of the date and format of the assessment, contribution to the overall module mark, deadlines for completion/handing-in, and method and timing of the feedback.
 - (b) That Schools/ Departments publish prospectively to students the tutoring arrangements in place, including dates and frequency of tutorials and procedures for monitoring attendance.
 - (c) Under 2.2.4 (a) and (b), specific consideration should be given to joint honours (including major/minor) students and to students taking programmes with different modes of delivery, for example, distance learning, part-time, those delivered off campus

3.2 Academic Feedback:

- 3.2.1 Feedback to students should focus on their performance against the module learning outcomes. The assessment criteria should relate directly to the learning outcomes identified in the module description, and the relationship between the learning outcomes and their performance (as measured through the assessment criteria for the individual assessment) should be explicit.
- 3.2.2 All students should:
- (a) be given timely and relevant feedback on their academic performance in order to facilitate improvement and promote learning;
 - (b) be informed of specific quantitative (marks and grades) and qualitative (content and skills) feedback arrangements for all assignments and coursework prior to the submission deadlines;
 - (c) be informed of the timescale for feedback arrangements. This should be timely (normally within four weeks of the submission date of the assessment/piece of work) so that they can adjust their patterns of work before subsequent assessment opportunities; and
 - (d) be aware of who will issue feedback to them and how this will be communicated to them. This should normally be stated in the Student Handbook and at the time the assignment is set. The nature of feedback will vary between modules, but students should be aware of the mechanisms in place, which provide them with information to aid their improved performance.
- 3.2.3 Under 3.2.2 (c), instances of non-compliance with the four-week deadline for the provision of feedback on assessment should be referred by College Directors of Quality Assurance and Enhancement to College Directors of Education for action, and reported to the Pro-Vice-Chancellor (Teaching, Learning and Quality).
- 3.2.4 Under 3.2.2 (c), requests for exemptions to the four-week deadline for the provision of feedback on assessment should be submitted for approval, following consideration at College-level, to the Pro-Vice-Chancellor (Teaching, Learning and Quality).
- 3.2.5 Arrangements for academic feedback will vary across the University, however, it would be expected that students receive specific feedback from module experts on assessed work. These arrangements may include the Student Tutor, but the Student Tutor should also provide a reflective opportunity for students to consider their overall performance. Different models will exist according to programme-specific requirements, but the Principal underlying this is that the student has both specific feedback (in-course assessment) and discussion about overall performance.
- 3.2.6 The link between academic and tutorial staff is very important and all staff should ensure that there is effective communication. Programme, module and assessment requirements will be School, Department or discipline specific, but effective communication between the module staff and the Student Tutors is a central component for effective student support.