

# Regent College London

## Assessed Work Feedback Policy

### 1 Purpose and scope

#### 1.1 Purpose

To provide a policy for academic staff on providing timely and effective feedback to students, and ensuring that feedback provides clear links to the intended learning objectives/outcomes for the assessment task.

#### 1.2 Scope

This policy applies to all higher education academic programmes offered by Regent College London (the College) and relates to both summative and formative assessment tasks.

### 2 QAA UK Quality Code

#### 2.1 This Policy aligns with the UK Quality Code core and common practices in

#### **Expectation for Standards:**

The academic standards of courses meet the requirements of the relevant national qualifications framework.

The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.

- The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks.
- The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.
- Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.
- The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent.
- The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.

#### **Expectations for Quality:**

Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.

From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.

- The provider designs and/or delivers high-quality courses.

- The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.
- The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.
- The provider actively engages students, individually and collectively, in the quality of their educational experience.
- The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students.
- Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.
- The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.
- The provider supports all students to achieve successful academic and professional outcomes.
- The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement.
- The provider's approach to managing quality takes account of external expertise.
- The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.

This Policy also incorporates the following Guiding Principles set out in

the Advice and Guidance for Assessment:

- 1. Assessment methods and criteria are aligned to learning outcomes and teaching activities
- 2. Assessment is reliable, consistent, fair and valid
- 4. Assessment is inclusive and equitable
- 5. Assessment is explicit and transparent
- 6. Assessment and feedback is purposeful and supports the learning process
- 7. Assessment is timely
- 9. Students are supported and prepared for assessment
- 10. Assessment encourages academic integrity

### **3 Policy statement**

- 3.1 Students will be provided with details of learning objectives/outcomes, the nature of the assessment tasks, assessment criteria and return arrangements in their assignment brief.
- 3.2 Teaching staff must ensure that Regent College London's policy on providing effective and timely feedback is adhered to in relation to all assessed work, including both summative and formative assessments.

- 3.3 Feedback, including the approved grade/mark for the assessed work, will be given to students after a meeting of the appropriate Assessment Board for summative work, and as soon as possible after being submitted for formative work.
- 3.4 Students will receive feedback on every piece of assessed coursework (including both summative and formative), including dissertations and project reports, where appropriate.
- Coursework should be returned to students according to agreed timescales. Students are also entitled to feedback on examinations.
- 3.5 Feedback will be provided in relation to learning objectives and assessment criteria that are linked to a specific assignment. Feedback should identify strengths and weaknesses of the assessed work. Comment should be made on the level of attainment with respect to each learning objective.
- 3.6 Written feedback must be legible, and can be either handwritten or, preferably, word-processed. Feedback may be provided through Turnitin for formative and summative assessed work.

#### 4 Good practice for effective feedback

- 4.1 For all assessed work, other than examinations, all academic staff involved in assessment should ensure that feedback provided is **timely, relevant and meaningful** and **encouraging**.
- **Timely** Feedback should be returned as quickly as practically possible, and preferably, in sufficient time for students to be able to review the work in order to improve, on the basis of feedback, the next related piece of work.
  - **Relevant and meaningful** Students need to know how to correct their mistakes. Focused, specific comments on aspects of the work will help students to understand key points. Clear marking criteria which articulate the important aspects of the piece of work provide a framework against which feedback can be given.
  - **Encouraging** Feedback should offer a balance of encouraging comments and criticism. Feedback should state what is good about the work as well as what could be improved.
- 4.2 All programmes/courses should have a feedback statement which explains the purpose of the feedback and when feedback will be given.
- There should be information for students that explains how feedback will be given – written, oral, group or individual, on feedback forms, etc. Students must be advised when to expect feedback on their assessed coursework. This can be provided in the Module/Unit Guides and Programme Handbooks.
- 4.3 It is important that students are given guidance on what to expect from feedback and how to use it. This can be done in a number of ways, as follows:
- Managing the expectations of students so that the purpose of feedback is clearly understood prior to handing in a piece of assessed work. Some students may be unfamiliar with the language used in assessment criteria and assessment feedback. Discussion of learning objectives and assessment criteria with students in class can ensure that students properly and fully understand what is required of them.
  - Identifying all channels of feedback (e.g. verbally from peers or academic staff, self-reflective, group, formative and summative written feedback) can help students appreciate and use all modes of feedback to improve their learning.
  - Supporting the process of self-assessment by asking students to submit evaluations of their work along with their assignments. This is especially of value with formative assessment tasks.
- 4.4 All feedback should be clear, purposeful and support the learning process.

Feedback should be provided in relation to the assessment criteria that are linked to the programme/course or module/unit learning outcomes. Feedback should identify strengths and weaknesses in relation to specific assessment criteria, and should offer guidance to the learner on how to improve their performance. For work not contributing to the marks or grade for the module (formative assessment), students could be encouraged to identify their own action points, based on feedback they have received from class activities.

Clear feedback helps students to identify their strengths and address the things they need to improve.

#### 4.5 Self-reflection

Encouraging students to reflect on their own performance, as well as receiving feedback from others, can be a useful part of the learning process, especially when opportunities for self-assessment are integrated into the module or course overall.

### 5 Sources on feedback

Some detailed advice on feedback strategies and techniques can be found [here](#):

*Juwah, C., Macfarlane-Dick, D., Matthews, B., Nichol, D., Ross, D and Smith, B. (2004) Enhancing student learning through effective formative feedback. York: The Higher Education Academy.*

Author	Head of Standards & Quality Enhancement
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