

# Procedure for the Provision of Feedback to Students

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## Expectations

1. The Quality Assurance Agency states that feedback on assessment should be “timely, constructive and developmental”.
2. Feedback must:
  - be closely related to the intended learning outcomes and assessment criteria
  - be provided in a format which is appropriate to the type of assessment
  - commend student’s achievement and clearly identify areas for improvement
  - be provided within an appropriate timescale to enable students to review and act on in order to enhance their performance in subsequent assessments

## Definitions

3. ‘Feedback’ refers to comments (whether written or oral) given by assessors to students on an assessment task.
4. ‘Assessment’ refers to a set of processes that measure the outcomes of students’ learning in terms of knowledge acquired, understanding developed and skills gained.
5. ‘Formative Assessment’ refers to assignments that are designed to provide students with feedback on progress and inform development.
6. ‘Summative Assessment’ refers to assignments that provide a measure of achievement or failure in respect of a student’s performance in relation to the intended learning outcomes of the programme of study.

## Feedback on coursework

7. All written coursework (except posters) must be submitted electronically through the Virtual Learning Environment (VLE) and in accordance with published deadlines. Students who are unable to submit assignments by the deadline must request an extension from the Director of Studies.
8. LSTM has generic criteria for written assignments and examinations (Table 1). These are supplemented by assignment-specific rubric-based assessment criteria where appropriate. Assessment criteria / marking schemes are shared with students via the VLE.
9. Written work should be annotated with comments relating directly to the assessment criteria and contain enough detail to enable students to evaluate and improve their performance.
10. Markers are expected wherever possible to give feedback via the ‘Grademark’ on-line marking system, ideally using an assignment-specific assessment rubric. In exceptional circumstances, (e.g. if it is impossible to access on-line services), markers can send typed feedback for distribution to students by the LSTM Quality Unit.
11. The Dissertation Joint Report Form includes a section in which the markers are required to provide feedback to be sent to the student upon completion of their programme.
12. Markers are expected to give formal written feedback on posters and non-written assessments (e.g. presentations) in addition to any verbal feedback that may be given at the time of presenting the assessment. Written feedback can be sent to the LSTM Quality Unit for distribution to the students.
13. Feedback should also be given on formative assessments but this can be limited to verbal or group feedback.

## Feedback on examinations

14. Markers should provide the student group with generic feedback on examinations (face-to-face or via the VLE) that:
  - Identifies common strengths and weaknesses

- Highlight questions on which performance could be improved and suggest strategies for improvement

15. Academic staff should annotate scripts legibly for the benefit of the moderator, external examiner and student.
16. Although exam scripts are not returned to students, students should be given an opportunity to meet with the marker(s) on an individual basis to review their scripts. In order to maintain student confidence in the anonymity of the marking process, markers should ask students to select their own paper from a pile of scripts rather than opening the corners of the exam answer booklets to reveal names.

### **Timing of feedback**

17. Students are given an assessment schedule at the start of each semester detailing types of assessment and hand-in dates. Details are also posted within the relevant modules in the VLE.
18. LSTM conforms to a policy of 3 working weeks from the hand-in date as the maximum timescale for providing feedback and this is advertised to students in handbooks.
19. In the exceptional circumstance that the 3-week deadline cannot be met, the marker must inform the Registry Manager, who will ensure that the students are informed through the VLE.

### **Content of feedback**

20. Feedback should contain enough information to enable students to evaluate and improve their performance. This should include such things as what was done well, what was done badly, what was missing, and what could have been improved.
21. Students should approach the module convenor in the first instance to seek further advice if any feedback comments and/or the mark obtained are not clear.
22. Students should receive feedback on their overall performance via their personal tutor.

### **Monitoring the quality of feedback**

23. The moderation process requires the moderator to comment on the quality of feedback given to students.
24. External examiners have access to all written coursework and feedback. Students have the opportunity of giving their views on feedback and other matters through regular Module Evaluation Questionnaires, focus group discussions and meeting with the external examiner.

**Table 1:** LSTM generic assessment criteria for written assignments and examinations

<b>%</b>	<b>Grade</b>	<b>Comments</b>
90-100	<b>Distinction</b>	Absolutely outstanding answer. Factually flawless; strong degree of originality and critical insight; clearly organised; comprehensive coverage; extensive evidence of supplementary reading; style and presentation excellent
80-89	<b>Distinction</b>	Outstanding answer. Factually flawless; clearly organised; logical; good evidence of supplementary reading; originality and critical insight present; style and presentation excellent.
70-79	<b>Distinction</b>	Very good answer. Factually flawless; some originality of thought and critical insight; evidence of outside reading; good coverage; style, presentation and organisation very good.
60-69	<b>Pass</b>	Comprehensive answer. Clear; logical; thorough; factually sound with no serious errors; evidence of outside reading and/or originality and critical insight; style, presentation and organisation good.
50-59	<b>Pass</b>	Adequate answer. Accurate but limited to lecture material; perhaps some errors or key facts missing; no originality; little evidence of outside reading; style, presentation and organisation moderate.
40-49	<b>Fail</b>	Incomplete answer. Information fairly sparse; some inaccuracies; answer broadly relevant to question but poor coverage of lecture material; no sign of outside reading; style, presentation and organisation poor.
30-39	<b>Fail</b>	Deficient answer. Poorly directed at question; many omissions or errors but some relevant facts correct; understanding poor; style, presentation and organisation poor.
15-29	<b>Fail</b>	Very deficient answer. Answer largely irrelevant to the question; a few facts correct but many omissions and errors; style, presentation, grammar and organisation very poor.
0-14	<b>Fail</b>	Totally inadequate answer. Little relevance to question or little factual material; wrong approach; style, presentation, grammar and organisation extremely poor.