Document Q6.5

ASSESSMENT FEEDBACK POLICY FOR UNDERGRADUATE AND POSTGRADUATE TAUGHT STUDENTS

Approved by Academic Board – 10 October 2016

Last Review: October 2016
Next Review: October 2019
Assessment Feedback Policy

1 The University of Law’s Assessment Feedback Policy has been informed by the Quality Assurance Agency’s Quality Code for Higher Education, specifically the Advice and Guidance on Assessment. The QAA’s Quality Code is the definitive reference point for all UK higher education institutions and sets out how academic standards are established and maintained and how the quality of learning opportunities are assured and enhanced. This policy sits within The University of Law’s Quality and Standards Code which provides a suite of policies designed to safeguard the academic standards of The University of Law and to assure the quality of learning opportunities offered; this policy should therefore be read in conjunction with other relevant policies within the code.

Introduction

2 This policy covers programmes or modules provided by the University of Law (the University) which are assessed by formative and summative assessment and the phrase ‘programme or module’ is used throughout this policy to denote respectively the whole, or a part, of the programme of study.

3 The University is committed to providing timely and appropriate feedback to students on their academic progress and achievement, thereby enabling students to reflect on their progress and plan their academic and skills development effectively. Feedback, and acting on feedback, is therefore part of the active learning process throughout a student's course of study. Methods of feedback will vary according to programme, assessment type, discipline, level of study and the needs of the individual student.

Responsibility for this policy

4 Ultimate responsibility for the development of clear and effective processes and procedures associated with the maintenance of standards and quality assurance of academic provision and overseeing their application lies with the Academic Board.

Expectation

5 The University has in place equitable, valid and reliable processes of assessment, including the provision of appropriate feedback to students on their formative and summative assessments, which enables every student to demonstrate the extent to which they have achieved the intended learning outcomes for the award.
Key Aims and Principles

6 The University aims to provide feedback in a timely manner that helps students understand:

6.1 the marks or grades they have received for submitted work, and

6.2 how their performance might be improved in future.

7 Feedback should be as personal as possible to individual students to enable reflection on individual skills and performance and should be aligned as appropriate to the grade descriptors for the programme.

8 Students have a responsibility to consider feedback given on their work, to seek to understand it, and to act on it.

Key Principles

9 Programme Directors are responsible for providing details of how feedback will be provided on their respective programmes. The feedback mechanisms adopted should be capable of review by external examiners. The processes should be capable of peer review and management review.

10 At the start of each academic year students should be informed of the feedback opportunities available in that year and the main purpose of feedback at that stage in their studies. This information must be provided to all students, to advise of the mechanisms by which they will receive feedback and the forms it will take for both formative and, where appropriate, summative work.

11 All feedback should be constructive and in particular include feedback on why students were awarded the given mark and how they can improve their work; this may be achieved by one or more of the following methods of delivering feedback:

11.1 Generic written feedback to all students for that module and/or

11.2 A feedback lecture and/or

11.3 Individual written feedback to students who have failed the assessment and/or

11.4 Feedback meeting with a subject tutor

12 Opportunities for feedback should be comparable in scope and scale between students and between programmes.

Publication of Information Relating to Feedback
13 Students should be given clear information on the assessment process and the grading criteria applied to each assessment. Grade descriptors should be used consistently across the modules of any given programme and should be readily accessible to students either in hard copy and/or electronically at the start of the programme.

14 Feedback must be timely and students must be made aware of the timetable for submission deadlines and dates on which feedback, if appropriate, will be available for each piece of assessment.

15 Programme Directors will provide guidance for their respective programmes as to the timeframe in which feedback may be available for each of the formative and summative assessments.

16 Each programme must have a clearly communicated policy as to how to handle feedback on late submissions.

17 Opportunities may, where possible and practicable, be provided for students to discuss feedback in person with a marker of the relevant assessment.

Date for next review

October 2019

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