

Feedback Process



AD4: Ensure ongoing evaluation to support enhancement of assessment and feedback practice

- In each taught session allow time to assess what students are struggling with, and to identify strategies with students to resolve issues.

AL 1: Clarify what constitutes good

- Develop assessment criteria with students
- Use student-led vlogs of essential lessons learnt from undertaking assessments.
- Provide exemplars demonstrating competence at different levels.

AL 2: Clarify how assessment tasks fit together in modules / courses

- Being clear about how one assessment feeds into another and how to use and adapt ideas.

AL 3: Clarify student & staff entitlement

- Clarify what the roles of students and staff are in the feedback process.
- Invest in developing students' feedback skills capacity: how to seek, identify, process, use, and give feedback, and develop strong networks.

AL 4: Clarify the requirements of the discipline

- Focus teaching on the core knowledge and skills students need to develop and provide ongoing examples of this.

AD 2: Promote meaningful and focused assessment

- Support students in gaining feedback from potential users of their products to support the application of their work and engagement with it.

AD 1: Ensure robust and transparent processes and procedures: QA literacy

- Train students in how assessment regulations work so they can make informed decisions about how they allocate resource and what to question.

AF 4: Promote development of students' self-evaluation skills

- Build self-assessment activities throughout a course.
- Enable students ongoing opportunities to mark and moderate work without criteria, and then with criteria.

AF 3: Prepare students for meaningful dialogue - peer engagement

- Support students' development of shared regulation skills (shared goals/ how they pivot together to achieve outcomes.
- Ensure responsibility lies with the individual in how they have contributed to responded to peer feedback and lessons they have learnt.

AF 2: Provide early opportunities for students to act on feedback

- Ensure regular opportunities for students to test their understanding.
- Consider the pattern and timing of assessment and alignment of formative to summative assessment.

AF 1: Provide accessible feedback

- Ensure feedback is focused on what was good, what let you down, and how to improve.
- Check student interpretation of feedback.
- Map the links between formative and summative feedback with students.

