

Section 29 Feedback policy

29.1 Definitions

- 29.1.1 **Feedback:** Feedback is included in summative assessment to explain and justify assessment judgements. It is an indicator of where the work being assessed currently sits in relation to the published assessment criteria or rubric. It should be focused on what is currently being successfully demonstrated to the assessor. The term 'feedback' may also reference such comments provided by the student's peers, external sources, themselves, and other university staff such as academics, library support, technical staff, and postgraduate researchers. The term feedback is frequently used generally to include feedforward as recognised effective practice.
- 29.1.2 **Feedforward:** This should indicate where a student can aim to improve their work, based on the assessment criteria or rubric, with clear and constructive suggestions on how the student can achieve these improvements. It is expected that feedforward should be used in all formative activities to develop learning.

29.2 Overview

- 29.2.1 Feedback is information about the merits of and any areas for development in a piece of work. In the case of summative assessment, feedback is also specifically related to the criteria and standards for assessment. Feedback is also intended to be formative – supporting learning, prompting reflection, facilitating improvement, and helping to develop students' evaluative skills. In addition to feedback at the point of summative assessment, formative feedback should be provided by staff and by peers throughout a module.
- 29.2.2 The University provides templates and guidance on feedback but does not insist upon a uniform 'Feedback' form.
- 29.2.3 Feedback given to students should incorporate the outcomes of internal marking and moderation processes but should not be written in a way that identifies the different stages. For example, internal moderators' comments should not be provided separately to students but rather recorded on an agreed template which is then made available to the external examiner.
- 29.2.4 Refer to [section 24.1.4](#) for deadlines for returning feedback to students.

29.3 Principles of feedback

- 29.3.1 The University's feedback principles emphasise:
- A programme-level approach to feedback.
 - Student self-evaluation.
 - Dialogue between students, tutors, and peers.
 - The importance of formative feedback and 'feedforward'.
- 29.3.2 The University's feedback principles are:
- Developing a shared understanding of assessment and feedback within staff teams and students to create a coherent programme-level approach.
 - Supporting students to develop evaluative expertise, self-regulation of their learning and to be able to articulate judgement about their own work and the work of others.
 - Designing formative activities that provide students with feedback which they can act upon within a module.
 - Enabling students to solicit feedback on areas that matter most to them to more specifically direct future learning (for example, through using assignment coversheets, feedback forms, dedicating time in class for assessment discussions).

- Designing feedback strategies that require students to engage in dialogue with Module Directors/Leads and peers to stimulate reflection on their learning.
- Supporting students to synthesise feedback from a variety of sources to develop longer term personal and professional development plans.
- Staff should not use AI tools to generate feedback on student assessments and must not submit students' assessments to AI tools.

29.4 Feedback on examination scripts

- 29.4.1 Examination scripts are the property of the University and will not be released to students. Nevertheless, students are entitled to receive feedback on examination performance in the same way as they are entitled to feedback on other assessed work, while the comments of their examiners on examination scripts are regarded as a student's personal data. Comments on examination scripts must align with the feedback principles. All written comments should be written on a separate document which can be returned to the student.

29.5 Disclosure of marks and feedback

- 29.5.1 Provisional marks will be disclosed to students so that feedback is provided to students as close to the completion of the assessment as possible. All marks must be clearly accompanied by the word 'provisional', and the student made aware that the mark is not ratified until completion of the School Assessment Board.

29.6 Feedback and return of marks to students

- 29.6.1 Where there is more than one marker, to ensure consistency of feedback, the Module Director/Lead should check a sample of feedback prior to feedback being released to students.
- 29.6.2 A record of the processes and outcomes of internal moderation for each module should be kept and provided to the external examiner. Advice on use of Moodle and Turnitin to support the process is provided by the TEL team. For more information, please visit our [Moodle](#) and [Turnitin](#) pages.