

## College Policy on Feedback on Assessment

### Introduction

1. The role of feedback in the learning process is to “inform the student of where and how their learning and performance can be improved. Feedback on learning can come from fellow students, lecturers, staff supporting the learning process such as demonstrators or the student themselves”.
2. The provision of feedback on assessment is clearly a matter of importance to students and is consistently rated as one of the most important issues of concern in the National Student Survey and Postgraduate Taught Experience Survey.
3. In addition, the [QAA Code for Higher Education \(2024\)](#) and [current advice and guidance](#) states the following in relation to the assessment of students, and meeting the needs of students for feedback on their progression and attainment:
  - That students are given clear information about the intended modular and/or programme learning outcomes and the purpose of assessment and are enabled to use feedback/ feedforward to support further learning.
  - Feedback, including feed-forward, reflects attainment relevant to learning outcomes and marking criteria for the assessment task.
  - Feedback on assessment builds on dialogue and opportunities for students to reflect on their learning.
  - Assessment tasks and feedback are timed appropriately to promote student learning and facilitate improvement.
  - Expectations in relation to feedback and feedback turnaround for each assessment are consistent and clearly articulated.
  - Feedback comments are provided in sufficient time to enable students to enhance their performance in subsequent assessment tasks.

4. It is recognised however that feedback comes in a variety of forms dependent on discipline and applying a strict College policy may actually inhibit the process of informing the student of where and how their learning and performance can be improved, where this process is better undertaken by other means. Feedback may encompass formal feedback; informal feedback; written; oral; individual; group; lecturer-student; student-student.
5. This policy therefore seeks to specify when and how feedback on assessment should be provided at module and programme level, and the responsibilities of staff in providing good quality and timely feedback.

### **Feedback Statements**

6. Feedback on coursework should be provided within 20 working days of the deadline for submission of the piece of work in question in the format specified in the appropriate feedback statement. It is encouraged that feedback is provided earlier than four weeks where possible to give students as much time to act on feedback as possible. It should be noted that the four-week turnaround does not apply to dissertations and research projects, which is in accordance with the [Policy on Supervised Dissertations and Research Projects for Taught Students](#).
7. It should be noted that where a piece of work is submitted after the normal deadline then it may not be possible to provide feedback within four weeks, including where mitigating circumstances have been granted.
8. Where the return of feedback within four weeks is not possible, due to exceptional circumstances, module convenors or programme directors must inform students as soon as possible and confirm the revised date for receipt of feedback as soon as it is known.
9. Feedback on end-of-year examinations, beyond the confirmed mark, is not normally provided.
10. There are many innovative ways of incorporating feedback into the teaching process. Feedback may encompass formal feedback; informal feedback; written; oral; individual; group; lecturer-student; student-student. This policy attempts to provide a framework within which such innovative methods can be operated.

11. For feedback on coursework a statement on practice within the programme, including timescales, must be published in the programme handbook and in Moodle. This may refer to module specifications for full details.
12. A statement on the form that feedback will take within each module must also be published with the assessment instructions and guidance, in Moodle in accordance with the [Birkbeck Baseline](#) (internal SharePoint for staff only). This could include, for example, whether feedback will be oral or written, whether template reports will be used, and whether feedback will be provided on an individual basis or in the form of a report to all students giving a general report on an individual assessment exercise. This must be published in module specifications or in programme handbooks. . This could include, for example, whether feedback will be oral or written, whether template reports will be used, and whether feedback will be provided on an individual basis or in the form of a report to all students giving a general report on an individual assessment exercise. This must be published in module specifications or in programme handbooks.
13. Feedback on coursework may include a provisional mark for the piece of work in question. It should however be noted that all marks are subject to ratification by the relevant Sub-Board and Board of Examiners, normally at their meetings in July of each year; Sub-Boards and Boards reserve the right to assign a mark other than the provisional mark where, in the academic judgement of the Sub-Board / Board, it is appropriate to do so, or where mark is amended as a result of College regulation or policy (for instance in the event of a subsequent finding that an assessment offence has been committed).

### **Responsibilities of Module Convenors and Programme Directors**

14. In recognition that feedback practices are part of module and programme design, Module Convenors are expected to engage with resources and staff development opportunities to ensure the provision of good quality and timely feedback is built into the design of the module or programme. Examples of internal and external development opportunities and resources include:

- a. [Birkbeck Baseline Module Design Principle 3: Transparent Assessment and Feedback Information](#)
  - b. [Teaching Online Moodle module](#)
  - c. [Teaching and Learning Seminar Series](#)
  - d. [Jisc Principles of good assessment and feedback](#)
  - e. [Advance HE Learner-focused Feedback Practices and Feedback Literacy](#)
15. The form of feedback and the date when feedback will be received must be made clear to students at the point of setting the assessment, in Programme or Module Handbooks and Moodle in line with the Birkbeck Baseline. The timing and form of feedback will depend on the type of assessment.

### **Responsibilities of School Education Leads, Heads of Schools and Heads of Education and Student Experience**

16. It is expected that School Education Leads, Heads of Schools and Faculty Heads of Education and Student Experience will support teaching staff in their schools or faculties by signposting them to available training and support to help the delivery of good quality and timely feedback.

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