ASSESSMENT FEEDBACK

AF 1   Provide accessible feedback.

Lecturer / Teacher Focused (LT)

LT1	Explain the principles underpinning how you give feedback and why your approach is good.
LT2	Agree the most appropriate form(s) for feedback for specific tasks.
LT3	Ensure there is time for feedback in each taught session and identify it as feedback.
LT4	Ensure feedback is specific and focused on how to improve.
LT5	Ensure feedback contains reference to what the student has done well prior to elaborating on what needs improvement (address "is anything I did okay?").
LT6	Ensure feedback relates directly to the assessment criteria but also gestures to beyond the module.
LT7	Ensure feedback focuses on the most important areas to address and not the minutiae.
LT8	Ensure feedback is realistic in expectations (student has sufficient knowledge to be able to use feedback effectively).
LT9	Provide links to where further information can be found to support development of ideas.
LT10	Give detailed feedback on key sections of text so that students can learn to address this throughout their work without you doing the whole thing for them.
LT11	Do not give feedback on full drafts and use comment boxes judiciously.
LT12	If a student has failed an assignment summarise succinctly what the key things are that they must address in order to achieve a pass.

Student Focused (S)

S1	Get students to ask three focused feedback questions when submitting formative work and address these specifically.
S2	Ask students to commit to what they want feedback on with Masters and PhD work.
S3	Get students to do something with the feedback to check their understanding of it, and their ability to use it within and beyond a module.
S4	Get students to diagnose where their problem lies (e.g. lack of knowledge; lack of understanding of feedback; effort; lack of awareness of resources; misunderstanding of requirements etc.).

Programme / Director Questions (PD)

PD1	Do you have agreed principles of effective feedback underpinning all programmes?
PD2	How are you ensuring consistency in approaches to the giving of feedback?
PD 3	Is your strategy for implementing University strategy at the Faculty level clear to all?
PD 4	How are you evaluating the effectiveness and efficiency of feedback mechanisms?
PD5	Is time built into workload models for training to ensure shared understandings of what the base line of quality is for giving feedback and for agreeing what constitutes good?