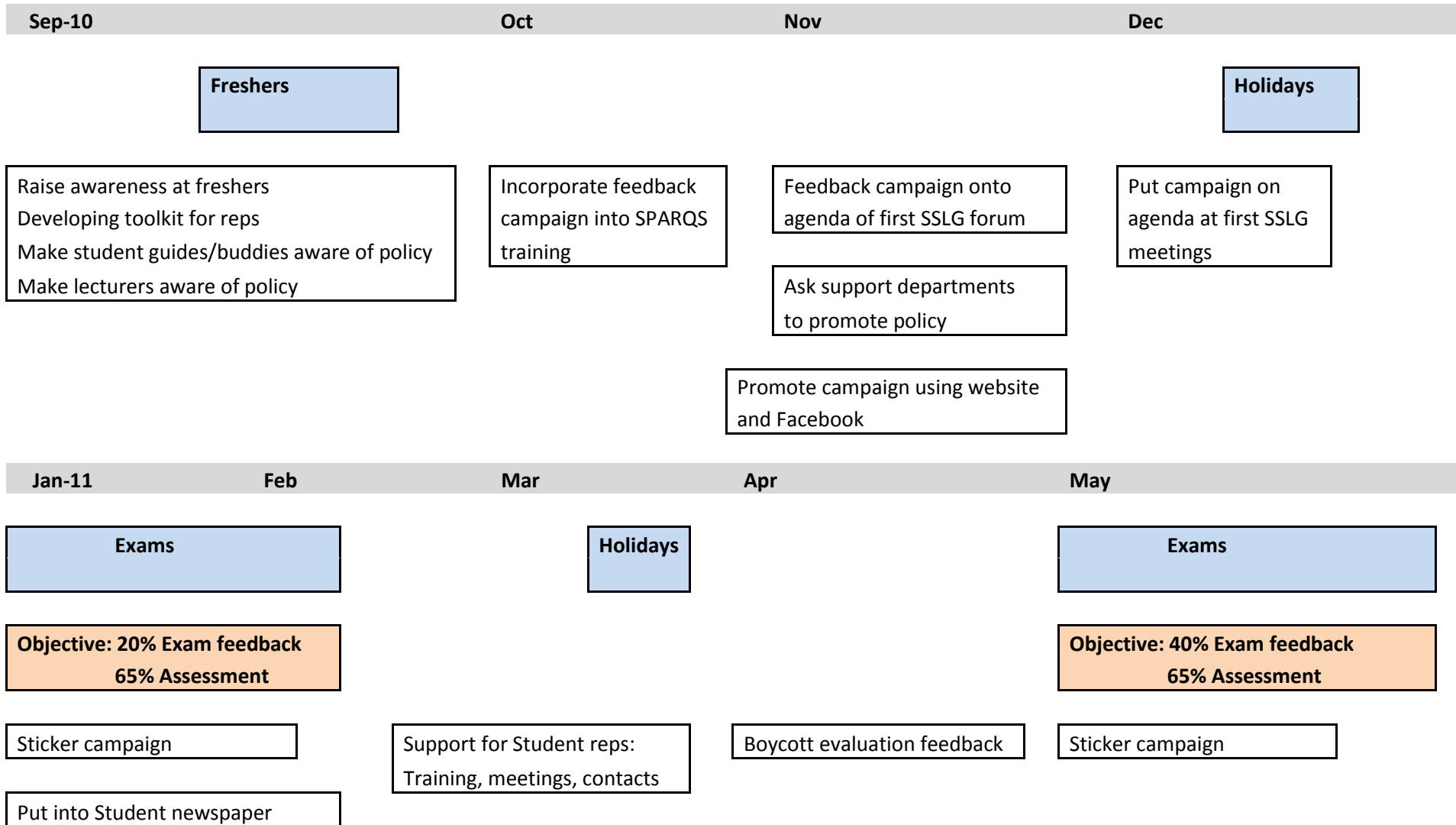


Appendix 1 Feedback Campaign Timeline





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Charter on...

Feedback and Assessment

1. Formative assessment and feedback should be used throughout the programme

Assessment should be used as part of the learning process, as well as a tool to measure understanding and application. Formative assessment and feedback is critical to the development of learning and should be integrated into the curriculum in a strategic way. You should consider how to capture and formalise ongoing feedback in practical courses such as art and design. Wherever appropriate, there should be formative feedback before the assessment deadline for taught postgraduate students and for undergraduate dissertations.

2. Students should have access to face-to-face feedback for at least the first piece of assessment each academic year

For most students, a discussion about their work is the most productive form of feedback they can receive. At the start of each academic year, it is crucial that students are given an opportunity to discuss their work with a tutor to enable them to set goals for the coming year. As well as helping students to develop their learning, this can act as a progression monitoring tool for the institution. If face-to-face feedback is impossible (e.g. due to distance or part-time learning), technology can be used to facilitate a discussion between tutor and student.

3. Receiving feedback should not be exclusive to certain forms of assessment

Traditionally, summative feedback is usually only given on written essays and some forms of practical work. But students need feedback on all forms of assessment they come across in order to develop their learning. In the recent NUS/HSBC Student Experience Report, 90 per cent of students say they would like feedback on exams, compared to only 12 per cent who currently receive written comments and 9 per cent who receive verbal feedback. Most courses rely on exams as the summative assessment – it is therefore important that students receive feedback on these, especially in exams prior to finals.

4) Feedback should be timely

Timely feedback is a key concern of students, with the NUS/HSBC Student Experience Report showing that almost a quarter of students have to wait more than five weeks to receive feedback. Students should usually receive personalised feedback within three weeks of the assessment submission deadline. There could also be generalised group feedback on the key learning areas that affect most students within one week of the assessment.

5) Students should be provided with a variety of assessment methods

In many courses there is too much reliance on exams or long essays as the sole form of assessment. There should be greater innovation in assessment, including the use of technology, and students should be involved in helping to design their own assessment. Similarly, not all subject disciplines use peer and self-reflective feedback – these methods should also be encouraged.

6. There should be anonymous marking for all summative assessment

NUS research shows that where anonymous marking has been introduced there has been an improvement in the marks of women, black and Asian students and among some other student groups. Anonymous marking provides reassurance for students and staff against the perception of discrimination. Where anonymous marking is not possible, especially in the arts, there should be stringent measures to blind double mark, or use external examiners.

7. Students should be able to submit assessment electronically

Many students believe that they should be able to submit their assessments electronically. While this will not be possible in every case, this increased flexibility will support part-time and distance learners as well as other non-traditional students, such as those with caring responsibilities or those who commute to university. Ultimately, the flexibility of electronic submission will benefit all students and will help to ensure that assessment methods respond to the changing expectations of digitally-literate students.

8) Students should be supported to critique their own work

Students should not be overly reliant on feedback from tutors. One of the key skills developed in higher education is the ability to critique, and students should be supported to be able to review their own work and that of fellow students. Developing students' abilities to peer review and self reflect is an important skill for future employment, as well as deepening their own learning.

9. Programme induction should include information on assessment practices and understanding marking criteria

Assessment standards and marking criteria are not readily understood by students. Students should be given an induction on what is expected of them academically on their course, in order for them to produce high-quality work. Some students can be unwittingly engaged in academic misconduct, or plagiarism, through simple misunderstandings of what is expected, and how to reference properly. Good inductions and study skills sessions prior to major assessment would aid students' understanding of these issues. Academic misconduct guidelines could also be translated into the languages of any large student groups at an institution.

10. Students should be given the choice of format for feedback

Students want feedback in a variety of formats, including verbal, written and electronic. At the start of the year students should also be able to state their preferred form of summative feedback. This provides a useful focus for a meeting with a personal tutor, while giving students a choice in the form of feedback; and making the feedback more physically accessible to them. This approach should ensure that all students, no matter whether they are full-time, part-time or distance learners, will have easy access to their feedback. Regardless of format, the feedback should always be written in plain English, and be legible and clear.

Appendix 3 UWS' Marking and Grading Scheme

All student work that contributes to a module mark and grade is assessed according to the following standard marking and grading scheme:

Grade	Numerical range (%)	Definition	Descriptor
A	70-100	Excellent Outstanding	Student work very much exceeds the threshold standard. It displays a consistently thorough, deep and/or extensive knowledge and understanding; originality and/or very high ability in analysis, evaluation, problem solving or other process skills; very high ability in professional practice skills (where relevant) including evidence of high degree of autonomy and independent judgement relative to threshold expectations.
B1	60-69	Very good Commendable	Student work is well above the threshold standard. It displays a consistently very good level of knowledge and understanding; high ability in analysis, evaluation, problem solving or other process skills; high ability in professional practice skills (where relevant) including exercise of significant independent judgement relative to threshold expectations.
B2	50-59	Good Highly competent	Student work is clearly above the threshold standard. It displays generally good knowledge and understanding; good ability in analysis, evaluation, problem solving or other process skills; evidences highly competent performance of professional practice skills (where relevant).
C	40-49	Satisfactory Competent	Student work is at the threshold standard. It displays generally satisfactory knowledge and understanding in most key respects; competence in analysis and most other process skills; evidences competent performance of professional practice skills (where relevant).
D	30-39	Unsatisfactory	Student work is marginally below the threshold standard. It displays some knowledge and understanding but this is incomplete or partial; limited ability in analysis and other process skills; evidences lack of or partial competence in professional practice skills (where relevant).
E	0-29	Very unsatisfactory	Student work is well below the threshold standard. It displays very limited knowledge and understanding; evidences very limited or no analytical or other process skills; very limited competence over the range of professional practice skills.

The following grades are used in exceptional circumstances where required by professional bodies:

Grade	Definition	Descriptor
Pass	Pass	Student has met the criteria for 'pass' as specifically defined in the module descriptor
Fail	Fail	Student has not met the criteria for 'pass' as specifically defined in the module descriptor

Student Feedback Coversheet



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This coversheet has been designed to give you the opportunity to suggest the feedback you would like to receive on this assignment, as well as helping you to positively reflect on this piece of work. If the marker understands your perspective on your work, then he/she is able to give you more precise and detailed feedback which will be meaningful to you. This should help you to improve in your future assignments.

Don't be afraid to be honest on this sheet, the more honest you are, the more helpful the feedback will be.

Student ID:

Module title:

Due Date: / / Word Count:

To be marked by:

Assignment name:

I feel the strengths of this assignment are...

I feel its weaknesses are...

I would most like more help with/feedback on...

After looking at the marking criteria I feel this assignment deserves.....% because...

Ideally I would like my feedback (please number in order of preference):

Handwritten Typed Verbally Pod/vodcast Electronically sent