

**Implementing the University's Policies on Feedback at Moray House School  
of Education 2013-14  
Information for Programme Directors, Course Organisers and PTs**

1) Every course is now required to have at least one formative feedback or feed-forward opportunity within the course, for which feedback should be given within 15 working days or as soon as necessary to provide students with information for the next assessed activity. Such formative feedback opportunities might be written (e.g. students submit a piece of writing, an essay plan or written notes) and receive written or face-to-face feedback on it. They might be oral (e.g. a presentation) for which students receive written or face-to-face feedback. They might take place in a class setting (e.g. in the context of a tutor assessing notes in the seminar) where it is clearly signalled that feedback is being given as part of the University's commitment to at least one feedback opportunity. And they might be group or cohort-wide (e.g. a lecture or discussion of exemplars relating to assignments by previous classes with advice on lessons to be learned).

All courses need to make sure that their feedback opportunity/opportunities is/are appropriately signalled to students via a statement on assessment in course documentation at the beginning of the course, so that students know what to expect. A clear schedule of the timing of the feedback should be specified so that students know whether the course is adhering to the 15 working day commitment, or whether it is exceeding it. **The 15 days are not negotiable: not meeting the commitment is not an option.**

You may want to use a 'feedback logo' or similar to reinforce with students when they are getting feedback, as we have evidence that students do not always recognise in-course feedback as such. For instance, if the formative assessment consists of plenary tutor feedback on a student-led seminar, the use of a visual cue may remind students that they are now receiving feedback.

Where a course is based on or includes a placement, the course statement on assessment should make clear where the placement assessment is also the formative feedback opportunity for the course, and should draw students' attention to the formative as well as summative aspect of this assessment. For instance, if a placement includes detailed, same-day written and face-to-face feedback, the statement on assessment should show that the course significantly exceeds the University's commitment.

The School has been asked to provide VP Rigby with an assurance that this commitment will be met or exceeded by all courses. If you anticipate any problems meeting it in any of the courses associated with your programme, please contact the Quality directorate as soon as possible to discuss what support will be needed.

2) Schedules for turnaround of summative assessment marks and feedback need to be clearly specified to students in advance. All courses should aim to meet or

exceed the University's guideline of a 15-working day turnaround time. If course organisers find that they are not going to be able to meet their published schedule for turnaround due to unavoidable circumstances, students should be notified as soon as possible, with a revised date given.

Please ensure that the statement on assessment in course documentation covers the following points in relation to all assessed activities that contain a summative component: (from Taught Assessment Regulation 13.1)

- a) How each piece of assessed work contributes to the final assessment, progression decision or classification, outlining relevant weightings
- b) Any methods that the Board of Examiners uses for standard setting, which may be used to moderate results or marks [e.g. the course moderation practices]
- c) Assessment deadlines and any penalties for late submission
- d) The duration and format of examinations and in which diet they will be held [where courses include a sit-down examination]
- e) How work will be taken into account by a resit Board of Examiners and the number of permitted resits
- f) The standards and criteria for entry into honours or for progression to Masters dissertation, where relevant

3) We need to monitor turnaround times for summative assessment more closely. At the moment we are not doing this as a School, and the University now requires it of us. In order that we can provide the required data, programme directors will need to compile a basic table, on a semester-by-semester basis, to show the following:

	Hand-in date	Published turnaround time	Actual turnaround time
Name of course			

Tables will be collated via the PG and UG offices in January and June of each year.

4) An important part of the University's strategy is about supporting students to make good use of feedback. Programme directors and course organisers play an obvious role here, and PTs also have an important role in working with students to 'join up' their learning from feedback from the different courses they take. Please contact the UG, PG or Quality directorates if you would like either direct support in working with students to alert them to University policies and help them understand and make good use of feedback, or if you have suggestions regarding CPD.

**UG, PG and Quality Directorates, 16/08/13**