

## Feedback to Students

An important way to learn during your studies is to obtain feedback on your work. Some types of feedback will be automatically provided (for example, you may receive written comments on coursework you hand in) but it is important to remember the other sources of feedback that are available to you, including answers to questions in class and during office hours, advice on how to approach assignments on Learn and in the handbooks, and informal discussions with your teachers and peers. Making good use of the various sources of feedback available to you is an important academic skill.

The course handbook will confirm the nature of the assessment for that course and any submission dates.

### How to Use Feedback

Performance feedback, in the form of constructive criticism, comes to students from their instructors in three broad forms. These are:

- informal remarks and advice
- formal marks
- written comments on assessed work

### Informal Feedback

It is important to stress that assessment and feedback are by no means confined to formal marking; staff (and peer) responses to the things you say in class and informal interaction with staff outside class are part of 'feedback' too, and should help you gauge your performances and understanding of course material. **Please visit your course organiser during their office hours** if you have questions relating to your performances in class.

### Formal Marks

The marks you are given reflect a range of considerations. They are in accordance with the University's 100-point 'extended common marking scale'. The scale includes '**descriptors**' which will help to indicate why a mark in a particular marking band was assigned. The School employs several means to monitor the consistency of the marking standards being applied to student work.

### Written Comments

As a means of providing further feedback, markers should provide individual comments highlighting what they consider to be the key aspects of students' work that relate to the mark awarded. Moderators consider the amount and character of such feedback as part of their role. The School employs several means to monitor the consistency of the marking standards being applied to student work.

### Using Your Feedback

Comments explicitly highlights strengths, weaknesses and ways to improve your work. Some markers also annotate written work with marginal comments.

Time and space constraints may **limit the amount of written feedback** a marker can provide in the first instance. This and other factors can, additionally, lead to different markers varying in what their feedback tends to focus on, which can sometimes create the mistaken impression of inconsistencies in their expectations.

**Please pay close attention to comments you receive on your work and consult your marker during their office hours** (or by separate appointment) if you are puzzled by their comments, or if you need a little more feedback on how to improve.

Staff value meeting with students to discuss the feedback they provide, because these meetings provide useful case studies in how their comments are received / understood by students (which may differ from what was intended). Please do not wait to be summoned or invited to such a meeting: **take the initiative** in the interests of your own education and future. Students should note, however, that marks are non-negotiable and that disagreement with your marker's academic judgement does not constitute grounds for appeal under University regulations.