



Constructive

The purpose of feedback is to promote student learning. It should be positive and encouraging, identifying where students need to improve, but also where they have done well.



Contextualised

An integrated and coherent assessment strategy enables feedback to 'feed-forward' to promote students' development throughout the programme.



Clear

For feedback to be effective, it must be accessible, understandable and actionable.

QUALITY FEEDBACK



Criterion-based

Feedback should reference assessment criteria to promote assessment literacy and build confidence in the fairness and consistency of academic judgement.



Commensurate

Providing quality feedback can be time-consuming. It is important that resources are directed to where they will have the most impact on student learning.



Current

The university is committed to returning marks and feedback to students within 15 working days of submission. This facilitates the use of feedback to improve future work.



Conversational

Feedback should be a dialogic process rather than a product. Appropriately worded feedback can encourage dialogue (student-staff and peer-peer) and promotes useful reflection as part of students' learning.