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GBS Feedback on Assessed Work Policy (Pearson)

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3. QAA UK Quality Code for Higher Education

3.1 The QAA UK Quality Code for Higher Education sets out two Expectations for standards together with four Core Practices and one Common Practice specially related to Assessment (QAA UK Quality Code for Higher Education; Advice and Guidance: Assessment (

5. Good Practice for Effective Feedback

5.1 For all assessed work, other than examinations, all academic staff involved in assessment should ensure that feedback provided is timely, relevant, and meaningful and encouraging.

- 4 Timely feedback should be returned as quickly as practically possible, and preferably, in sufficient time for students to be able to review the work to improve based on feedback, the next related piece of work.
- 4 Relevant and meaningful - Students need to know how to correct their mistakes. Focused, specific comments on aspects of the work will help students to understand key points. Clear marking criteria which articulate the important aspects of the piece of work provide a framework against which feedback can be given.
- 4 Encouraging feedback should offer a balance of encouraging comments and criticism. Feedback should state what is good about the work as well as what could be improved.

5.2 All programmes/units should have a feedback strategy which explains the purpose of the feedback and when feedback will be given. There should be information for students that explains how feedback will be given – written, oral, group or individual, on feedback forms, etc. Students must be advised when to expect feedback on their assessed coursework.

5.3 Students should be prepared to receive feedback

5.4 It is important that students are given guidance on what to expect from feedback and how to use it. This can be done in several ways, as follows:

- 4 Managing the expectations of students so that the purpose of feedback is clearly understood prior to handing in a piece of assessed work.
- 4 Discussion of learning outcomes and assessment criteria with students in class can ensure that students properly and fully understand what is required of them. Some students may be unfamiliar with and not understand the language used in assessment criteria and assessment feedback without having the opportunity to discuss them with the lecturer.
- 4 Identifying all channels of feedback (for example, oral in class, from peers, self-feedback through reflection, written on assessed work, group feedback). Many students only consider 'feedback' to be written comments on assessed pieces of work, and do not recognise the valuable feedback that they are given on an on-

going basis throughout their schedule of teaching over the semester. Regularly pointing out to a class of students when feedback is being given can help them appreciate and use all modes of feedback to improve their learning.

- 4 Encouraging the application of feedback by asking students to use their feedback to improve their later assessment tasks.
- 4 Supporting the process of self-assessment by asking students to submit evaluations of their work along with their assignments. This is especially of value with formative assessment tasks.

5.5 All feedback should be designed to support students in closing the gap between current and aspired performance.

5.6 Most students have some idea of the mark or grade that they would like their assignment to achieve. This may not always be realistic, and some students may have an idea of what kind of mark or grade they will receive, which might be discrepant with their desired mark or grade.

5.7 Feedback should be provided in relation to the assessment criteria that are linked to the programme and unit learning outcomes. Feedback should identify strengths and weaknesses in relation to specific assessment criteria and should offer guidance to the student on how to correct mistakes or do better. For example, where written feedback is provided this might be in the form of specific 'action points' alongside normal feedback that identify for the student what he or she needs to do next time to improve performance. For work not contributing to the marks or grade for the module (formative assessment), students could be encouraged to identify their own action points, based on feedback they have received from class activities.

5.8 Many of the criticisms that students make of the feedback they receive relate to this issue – they comment that feedback is often too vague, general and does not help them to identify the areas where they need to improve, or that it is too general and that they cannot identify which sections of assignment need improvement.

5.9 Further suggestion on providing feedback:

5.10 Encouraging students to reflect on their own performance, as well as receiving feedback

