

YOUR GUIDE TO ASSESSMENT & FEEDBACK

UNIVERSITY OF
BIRMINGHAM

Your
Students' Union

University of Birmingham
guildofstudents

WHY DOES FEEDBACK MATTER?

- It helps your development as a learner
- It helps you understand your mark or grade
- It helps you identify the things you do well, so you can continue doing these in your next piece of work
- It helps you understand areas that you might find more difficult & address them in your future work & assignments

WHAT DOES FEEDBACK LOOK LIKE?

Feedback can take many different forms, and it's important to take advantage of all the formal and informal feedback you receive on your work.

Your feedback could be **summative** (measuring your success with a **grade**) or **formative** (**comments** that focus on content, structure and organisation that can be used to improve your performance in future).

Feedback could include a combination of:

- A grade for a whole module or assignment – though this might not tell you everything you need to improve for next time
- Written comments on your work – these could cover the content, structure or organisation of your assignment
- A 1-to-1 discussion with your lecturer, seminar leader or personal tutor
- A group discussion in your tutorial, lecture, lab or seminar
- Annotated exam scripts, where comments are made directly on your paper
- Peer review, where you discuss the work of other learners
- It could be given in tutorial, lectures and seminars or whilst on placement
- Self-assessment, where you provide feedback on your own performance



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WHAT CAN YOU EXPECT?

- Feedback that indicates your **strengths** and some **areas for development**
- Feedback that is **constructive** and **encouraging** – something you can build on for your next assignment
- Feedback that is returned to you **within 15 working days** – or clear communication from your lecturer, if this deadline can't be met
- Feedback that is given to you online, wherever possible – this could include written feedback, a recording or a video
- Feedback that is clear and, where handwritten, **legible**.
- Feedback that is related to your module learning outcomes and **assessment criteria** – which should be explained to you before your first assignment
- Opportunities to **discuss feedback** with your peers, personal tutor, marker or module lead
- Clarity on when it is **no longer appropriate** for staff to provide feedback on an assignment – for example, a clear limit on how many times a marker will give feedback on your dissertation draft

WHAT SHOULD YOU DO WITH YOUR FEEDBACK?

- **Collect** all of your feedback – don't let it go to waste!
- **Read** and **reflect** on your feedback – think about how your reflections match the feedback of your marker
- Actively “feed forward” by **using your feedback in your next assignment** – this might include completing the feedback cover sheet or making a personal action plan
- **Discuss** your feedback with your peers, marker or personal tutor
- **Ask for clarification**, if you are unsure or don't fully understand your feedback
- **Ask for additional support** or help if you need it, from your module lead, personal tutor, Guild Advice or the Library Academic Skills Centre
- **Revisit** the marking criteria and set yourself related targets
- **Undertake** any further activities suggested by your personal academic tutor or module lead to develop your learning and academic skills.

