

Academic Feedback Policy

Responsibility for Policy:	Registrar and Deputy Chief Executive
Relevant to:	All LJMU staff, students and academic partnerships
Approved by:	Academic Board, June 2010 and updates approved 30 th September 2015
Responsibility for Document Review:	Director, Teaching and Learning Academy
Date introduced:	September 2010
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RELEVANT DOCUMENTS

RELATED POLICIES & DOCUMENTS

Student Programme and Module Guides

Academic Feedback Policy

Background

In June 2010, Academic Board discussed the results of the Liverpool Students' Union campaign document, '10 ways for LJMU to make feedback better for students'. The Academic Board approved in principle objectives to be implemented during 2010-11 academic year and the Senior Management Group (SMG) discussed and determined a practical and realistic implementation strategy and schedule.

Definition of feedback - In this context feedback can mean just marks, which can be given prior to a Board of Examiners, provided it is clear that any such marks are provisional.

Policy

1. Student assessment deadlines will be published alongside University feedback deadlines

Operationally, programme and module guides (published on via the institutional Virtual Learning Environment) must specify a feedback deadline alongside assessment submission deadlines.

2. Feedback will be available 15 working days, after the assessment deadline.

With the exception of examinations or dissertations, the expectation is that feedback on assessed written coursework will be available 15 working days after the assessment deadline. Where this is not feasible for operational reasons, for example in the case of rotating lab classes, this must be stated in the module/programme guide. Arrangements must be in place for the secure return of assessed work.

Working days exclude Saturday and Sunday, bank holidays and any other day on which the University is closed. Staff leave is included as a working day.

3. Feedback will relate to the assessment criteria

It is a University requirement that all assessments have defined criteria, published in advance. This ensures that students are assessed against the published criteria and that feedback specifically relates to the criteria. Information about criteria should be clear and explicit. Students should be able to understand and use the feedback they are given by explicitly relating it back to the criteria for the assessment task.

4. Students will be entitled to face-to-face feedback on their first piece of assessed work.

Programme and module teams must provide an early opportunity in each year of study for students to receive face-to-face feedback on their first piece of assessed work. This does not have to be in a one to one meeting. Feedback could be given in a group setting such as a tutorial but the opportunity must be provided for students to be able to discuss feedback on their work.

Audio feedback by email, while an excellent means of providing personalised feedback to students, would not be appropriate for this first piece of assessed work. Programme teams will need to decide which modules they wish to focus on for this early feedback opportunity. Feedback could, for example, be based on a piece of diagnostic work done as part of induction.

5. All programmes must have a feedback strategy

Programmes should explain the purpose of feedback (diagnostic, formative and summative) and how and when feedback will be provided. Documentation for students must specify how and when students will receive feedback, including feedback on examinations.

6. Feedback on examinations

Programme and module teams should identify how feedback on examinations is given, when it is given and what actions, if any, students are expected to take as a result of the feedback. The strategy should give a realistic expectation to students about the nature of the feedback they are likely to receive.

Note that feedback on final year final semester examinations can be exempt from this requirement, except where a part time student is taking such an examination and is continuing to study in the next academic year.