

## **9.4 Policy on the Provision of feedback on assessed work**

### **Rationale**

The basic principle is that students should receive feedback on all summative coursework and where appropriate to help in their development should receive feedback on examination scripts.

The rationale for this policy is that all assessed work provides students with the opportunity to develop their understanding of the subject and to enhance a range of skills which will vary depending on the mode of assessment employed. So, for example, the processing of revising for and taking an examination may enhance students' knowledge of the facts, encourage them to work independently and under pressure, to 'think on their feet', and develop skills in writing concise but effective arguments. By contrast an essay written over a period of several weeks may enhance their research skills, their ability to sustain a longer and more complex argument and to synthesise and evaluate a range of approaches and issues. The process may also help students to develop their time management and planning skills. Other modes of assessment such as assessment of practical work, group projects or presentations develop further skills. Several benchmark statements recognise that the assessment process is not neutral, and affects student learning in many complex ways, above and beyond simply mastering a topic. It is therefore developmental even when the assessment itself is summative rather than formative. This makes it appropriate to support students' development by providing feedback on their assessment.

### **Requirements**

It should be ensured that Module Teams provide some written feedback on all summatively assessed coursework and provide feedback to unsuccessful candidates in summative examinations to help prepare for future attempts.