

**Department of Language and Linguistic Science**  
**Policy on feedback to students**

1. Marks for both formative and summative assessment will be communicated to students carrying marks on the University mark scale
2. All modules will provide an opportunity for students to receive some interim feedback on work that has been undertaken for the module before the final assessment
3. Feedback on assessed work will, wherever practicable, provide an indication of what would have improved the mark
4. Teaching staff will give an indication at the start of a module as to the types of feedback they expect to provide for that module
5. Teaching staff will include information in their course outlines about the proposed timing of feedback for individual modules
6. Detailed deadlines for the publication of provisional module marks are given in the Statement of Assessment (see also, below)
7. Where a course is examined by more than one exam, for all except the final exam, students will be provided with outline model answers, shortly after the relevant exams have been marked<sup>1</sup>
8. The department considers any of the following to be appropriate times at which feedback on formative work can be provided:
  - a. For written feedback: within three teaching weeks of when work was submitted
  - b. For oral feedback on written assessment, at the next relevant teaching session after all students have completed the assignment and the work has been marked
9. The department considers any of the following to be appropriate times at which feedback on summative assessment should be provided:
  - a. For marks: at the latest by the beginning of the term following the term in which assessment was submitted
  - b. For model answers to mid-term exercises and examinations: before students begin revision for the next examination or at least one week before submission of the next piece of open assessment
10. The department aims to provide feedback on all non-exam based summative assessment.
  - a. Where the assessment for a module comprises an essay or project, students will receive an Assessment Feedback sheet.
  - b. Where the assessment for a module is in several parts, departmental best practice is to provide feedback sheets for each component, including oral presentations<sup>2</sup>

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<sup>1</sup> The time at which such answers are provided may need to be delayed in the case that not all students have been able to sit the midterm.

<sup>2</sup> However, staff may consider alternatives more appropriate and they will inform students of this at the start of the module.

11. The department is unable to provide detailed individual feedback on the following:
  - a. Performance on closed university examinations
  - b. Performance on open University examinations, other than oral language exams
12. However, students may be able to receive a breakdown of marks for modules assessed by more than one exam.<sup>3</sup>
13. Exceptional Circumstances
  - a. Where exam marking cannot be carried out within published deadlines, the department (via the Chair of the Board of Examiners) will notify students of this, as soon as possible and at the latest once the deadline has passed
  - b. Where marking of formative assessment cannot be provided within the times laid out in the guidelines mentioned in this policy module co-ordinators will inform students of this
14. Taking into account the statement below, students who perceive themselves not to have received any such feedback should raise the matter with the member of staff concerned and, where appropriate, with the module co-ordinator.
15. The department considers that all of the following must be considered feedback, whether it is given in response to work that is assessed or not:
  - a. Oral comments on areas of work that could be improved or that were particularly successful
  - b. Oral provision in class of correct answers to an exercise
  - c. Oral comments in class on presentations or on student participation
  - d. Any of the above, provided individually (this is often more appropriate when the feedback is particularly negative)
  - e. Oral or written comments on transferable skills
  - f. Written comments on individual work
  - g. Corrections written on exercises
  - h. Marks written on exercises
  - i. Marks posted on noticeboards
  - j. Email answers to individual queries
  - k. Discussion in surgery hours
  - l. (Outline) Model answers to exercises or exams
  - m. Sample answers to exercise or exam questions (written or oral)
  - n. Comments in response to discussion in an electronic forum
  - o. Departmental Assessment Feedback sheets
  - p. Departmental Presentation Feedback sheets
16. Students have a duty to take account of all feedback made generally available, whether it is addressed to them as individuals or not.

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<sup>3</sup> Such mark breakdowns are not routinely available for modules taken in the final term of a degree programme.