

**FEEDBACK & FEEDFORWARD POLICY FOR  
UNDERGRADUATE AND POSTGRADUATE  
STUDENTS**

1. The University of Law's Feedback & Feedforward Policy has been informed by the Office for Students Sector-Recognized Standards and the General Ongoing Conditions of Registration and has regard to the UK Quality Code for Higher Education. These definitive reference points for all English higher education institutions set out how academic standards are established and maintained and how excellence in the quality of learning opportunities is assured.

This policy sits within The University of Law's Quality and Standards Code, which provides a suite of policies designed to safeguard the academic standards of The University of Law and to assure the quality of learning opportunities offered; this policy should therefore be read in conjunction with other relevant policies within the code.

## **Introduction**

2. This policy covers programmes, modules, micro-credentials provided by the University of Law (the University) which are assessed by formative and summative assessment and the phrase 'programme or module' is used throughout this policy to denote respectively the whole, or a part, of the programme of study.

3. The University is committed to providing timely and appropriate feedback to students on their academic progress and achievement, thereby enabling students to reflect on their progress. Feedforward is also provided to assist students in planning their academic and skills development effectively. Feedback, and acting on feedforward, is therefore part of the active learning process throughout a student's course of study. Methods of feedback and feedforward will vary according to programme, assessment type, discipline, level of study and the needs of the individual student.

## **Responsibility for this policy**

4. Ultimate responsibility for the development of clear and effective processes and procedures associated with the maintenance of standards and quality assurance of academic provision and overseeing their application lies with the Academic Board.

## **Expectation**

5. The University has in place equitable, valid, and reliable processes of assessment, including the provision of appropriate feedback and feedforward to students on their formative and summative assessments, which enables every student to demonstrate the extent to which they have achieved the intended learning outcomes for the award.

## **Key Aims and Principles**

6. The University's six Principles of Feedback & Feedforward are:

### Principle 1 – Feedback & Feedforward is for learning

Feedback & Feedforward will be as personal as possible to individual students to enable reflection on individual skills and performance and will be aligned as appropriate to the grade descriptors for the programme.

### Principle 2 – Feedback & Feedforward promote student engagement in the learning journey

A formative approach and ongoing dialogue with students will motivate them to engage with feedforward and strengthen their learning. This occurs in Tutor-Student activities and Student-Student group activities during their studies.

### Principle 3 – Feedback & Feedforward is clearly communicated to students

Students will receive different forms of clear communication to support their performance. Students have a responsibility to consider feedback and feedforward given on their work, to seek to understand it, and to act on it.

### Principle 4 – Feedback & Feedforward is timely

Students will receive regular feedback throughout the learning experience. The timely feedback will assist the student understand the marks or grades they have received.

### Principle 5 – Feedback & Feedforward is consistently delivered

The information shared is accessible, consistent and aligned to learning outcomes and assessment requirements.

### Principle 6 – Feedback & Feedforward quality is maintained

Staff will receive development and support with issues of providing accurate feedback and feedforward. And on communicating positively and constructively feedback to students which will help to build on their prior learning.

7. Programme Leaders are responsible for providing details of feedback and feedforward methods at the programme approval stage. The feedback mechanisms adopted will be capable of review by external examiners and be capable of peer and management review.

8. At the start of each period of study students will be informed of the feedback and feedforward opportunities available and the main purpose of the information at that stage in their studies. Students will be advised of the mechanisms by which they will receive feedback and feedforward.

9. All feedback and feedforward will be constructive, in particular including information on why students were awarded the given mark, and feedforward as to how they can improve their work; this will be achieved by one or more of the following methods of delivering feedback:-

- 9.1 Generic written feedback and feedforward to all students (within the timeline) for that module and/or
- 9.2 A feedback session and/or
- 9.3 Individual written/oral feedback and feedforward for all summative assessments

10. Opportunities for feedback and feedforward should be comparable in scope and scale between students and between programmes.

11. Feedback, feedforward and provisional results on summative assessed work will be released to students on a timely basis; detail will be provided in programme-specific information, e.g., course handbooks.

12. The University of Law will not be able to provide Feedback & Feedforward on external assessments e.g., SQE and BSB examinations.

### **Publication of Information Relating to Feedback**

13. Students will be given clear information on the assessment process and the grading criteria applied to each assessment. Grade descriptors will be used consistently across the modules of any given programme and will be readily accessible to students either in hard copy and/or electronically at the start of the programme.

14. Feedback & Feedforward must be timely, and students must be made aware of the timetable for submission deadlines and dates on which formal feedback, if appropriate, will be available for each electronically submitted piece of assessment.

15. Programme Directors will provide guidance for their respective programmes as to the timeframe in which feedback and feedforward may be available for each of the formative and summative assessments.

16. Each programme will provide guidance regarding feedback on late submissions.

17. Opportunities may, where possible and practicable, be provided for students to discuss feedback and feedforward in person with a marker of the relevant assessment.

## Version history

Version	Amended by	Revision summary	Date
V1.0	Vice-Provost – Programmes and Student Affairs	Initial drafting group	25/08/16
V1.1	Provost	QA group	25/09/16
V1.2	Academic Board	Approval	25/10/16
V1.3	Senior Quality Officer	Change to the document coding convention	30/03/20
V1.4	Review group		TBC
V1.5	Director of Academic Enhancement	Modified Q6.5 Assessment feedback to become a Feedback and Feedforward policy.	24/01/2022
V1.6	Director of Academic Enhancement	Inserted  9.4 Written/Oral 11 Summative	2/02/2022
V1.7	Director of Academic Enhancement & Research	Edits relating to colleagues' comments	11/04/2022
V2.0	Academic Registrar	Edits relating to colleagues' comments collated via consultation and committee review	30/6/2023
V2.0	Academic Board	Approval of review (Approved by email)	29/08/2023