**PROVIDING EFFICIENT FEEDBACK ON ASSESSMENT**

This guidance note has been developed to provide evidence-based guidance for staff managing efficient delivery of feedback on assessment. It is recognised with the move away from traditional unseen written exams this year as part of blended delivery that there has been an increase in the workload associated with providing timely feedback to students. This document provides some suggestions on alternative ways to provide feedback, and guidance on how to manage student expectations.

1. **Key Principles**

* The main objectives of feedback on assessments are to:
  + justify to students (and external examiners) the grade that was awarded
  + show students the progress they are making towards achieving the learning outcomes for the course
  + show students where, or what, to improve on for future assessments
  + correct errors or misunderstandings
  + encourage students’ self-reflection and awareness of their learning
  + hone students’ study skills
  + feed-forward to future assignments
  + highlight areas of academic strength.
* Student feedback, e.g. through National Student Survey, indicates that feedback on assessments is an area that needs development in many universities, including University of Aberdeen. It is important that students are aware of how feedback will be provided so that their expectations can be managed (see Section 3).
* For many types of formative and summative assessment, individualised feedback on each submission is normally required. In section 2 below, some examples are provided of ways in which this can be delivered in as efficient a way as possible.
* For certain types of assessment (e.g. exam type assessments), it may be more appropriate to give whole class generic feedback in the form of summary commentary aligned to the marking rubric. This may also include the marking schedule, if appropriate.
* Where you choose to use a generic approach to feedback, in order to help external examiners and students to understand why a particular grade was awarded, a brief statement should be added to each “script” that aligns with the assessment rubric/grade descriptors, e.g. “essay showed clear understanding of the central concepts but lacked evidence of wider reading or appreciation of the disadvantages of …..(whatever is relevant!) hence a B1 grade was awarded rather than a A5”.

1. **Effective feedback approaches**

The following approaches are provided to help colleagues manage delivery of feedback to students in ways which are as efficient as possible.

* Assessments consisting of multiple-choice questions, short answers etc, can be delivered through MyAberdeen quiz function with pre–prepared feedback included for each question explaining why the correct answer is correct and why the wrong answers are wrong. This may take a little more time at the set-up stage but in effect provides automated feedback to all students with no additional input from staff. For more information on how to set up test within MyAberdeen please see [Tests\_Pools\_Surveys](https://help.blackboard.com/Learn/Instructor/Tests_Pools_Surveys)
* Consider using [audio feedback](https://www.youtube.com/watch?v=nqOBqUbLAQE) for more extensive pieces of writing such as essays, papers, thesis. In doing so, you should be mindful of any students with hearing impairments and offer a suitable alternative. For further guidance please see [Blackboard Help Information on recording feedback in Original](https://help.blackboard.com/Learn/Instructor/Interact/Audio_Video_Recording) or [Blackboard Help Information on recording feedback in Ultra](https://help.blackboard.com/Learn/Instructor/Interact/Audio_Video_Recording#ultra_feedback)
* Where a generic approach to feedback is used, consider enhancing this by holding a class Q & A session with the marker, post assessments, for students to ask questions as a group and receive additional clarification.
* Use well-structured generic or assessment-specific rubrics which give clear examples of why specific areas have been deemed weaker and others stronger. You could also use this to highlight common errors or misconceptions, areas that led to a reduction in marks and areas which warranted extra marks. Further information on rubrics is available [here](https://www.abdn.ac.uk/bgatl/resources/rubrics/) and [here](https://www.abdn.ac.uk/staffnet/teaching/using-marking-rubrics-to-enhance-the-feedback-process-9244.php).

1. **Managing student expectations**

It is important for students to know the extent of feedback they might expect to receive from each assessment. Tell your students if you plan to give generic feedback for an exam-type assessment but always offer additional individual feedback should the student want it. This [webpage](https://www.abdn.ac.uk/students/feedback/index.php) provides helpful guidance to students on feedback on assessment and how to make the best use of feedback.

1. **Other useful resources**

[Advance HE Feedback Toolkit](https://www.advance-he.ac.uk/knowledge-hub/hea-feedback-toolkit) (A reference guide for staff to improve their feedback strategies)

[INSTITUTIONAL FRAMEWORK FOR THE PROVISION OF FEEDBACK ON ASSESSMENT](https://www.abdn.ac.uk/staffnet/documents/academic-quality-handbook/AandF%20-%20Feedback%20Framework.pdf)

Nicol, D. and Macfarlane-Dick, D. (2006) [Seven Principles of Effective Feedback](https://www.tandfonline.com/doi/full/10.1080/03075070600572090). *Studies in Higher Education* 31(2), 199-218

[University of New South Wales, Australia](https://teaching.unsw.edu.au/assessment-feedback) Giving Assessment Feedback

[University of Sheffield](https://www.sheffield.ac.uk/staff/elevate/essentials/assessment-feedback-4) Assessment and Feedback: The essentials