

Code of Practice on Assignment Feedback

1. Principles

Assuring a standard approach to providing feedback to students is a key component of the standards expected by SAE Institute and Middlesex University. In order to ensure an equivalent student experience across all SAE Campuses approved for Middlesex degrees including Europe and Licensed Territories, the principles on how feedback should be approached are outlined in this document, together with a template for communicating the feedback to students.

2. Assignment Feedback

2.1. Assignments

Detailed feedback must be given in writing for every graded assignment in the programme. Feedback for formative assignments must also be provided, as outlined in the appropriate section below.

2.2. Assessment Items

The feedback must address all the learning objectives outlined in the module narrative indicated for a specific assignment element. Every assessment criterion should be commented on, so that it is clear to students which outcomes they have met and which they have not.

2.3. Type of Feedback

Other than student and assignment details, the feedback sheet must contain the following components.

2.3.1. Assessment Items

A table that lists all the necessary learning outcomes, with some space on a side to briefly comment on them. Those comments must not be in the form of numbers or grades, but should be in the form of short sentences.

2.3.2. Commentary

A general commentary of approximately 200 words must be included, so that a more complete explanation of the student's performance can be provided. The commentary must not only outline what students failed to achieve, but also provide suggestions and advice on how to improve what was below the expectations.

2.3.3. Grade

A grade must be given to the assignment using the 20 Points scale employed by Middlesex University.

2.3.4. Assessor/s

The assessor/s of the assignment must be clearly indicated on the feedback sheet.

2.3.5. Moderation Information

If the assignment was moderated and agreed, the moderator should agree in writing with the first-marker feedback provided. Otherwise the Campus Academic Coordinator should contact the first marker and the moderator and reach an agreement on the grade to be given.

2.4. Formative Assignments

It is very frequent that formative assignments are assessed during lab sessions or through specifically

scheduled class time. In this case, the feedback is normally given verbally and very often it is the result of Code of Practice on Assignment Feedback 150224 1

a conversation with the students rather than a one-way assessment. In such cases, which make it impossible to have a detailed written feedback sheet, students are required to document the feedback using their feedback log (see below).

2.4.1. Feedback in Lab Sessions

feedback in lab sessions normally focuses on technical aspects and procedural issues of the students' productions. Tutors will question the choices made and will encourage the exploration of different production techniques. Depending on the assignment, this could be a one to one or a group session. In any case, students will record the feedback given in their logs.

2.4.2. Feedback During Class Time

this type of feedback provides an invaluable occasion for discussing key elements of students progress among the whole group. Tutors/assessors will address all issues encouraging students to contribute and to explain to their peers the difficulties and challenges that they have encountered in the development of their work.

2.4.3. Students' Feedback Log

at the beginning of their studies, students are given a feedback registry (hard copy or electronic, according to each campus' possibilities). Students are required to keep records of the formative feedback received by keeping the log updated. They are expected to reference their feedback log in the reflective components of the summative work, and tutors have the right to request students to show their logs upon request. A template of feedback log is attached to this document.

2.5. Timeframe

SAE operates a policy according to which no more than four weeks should pass between the submission

of a summative assignment and the reception of its feedback by students.

A copy of every feedback sheet provided to a student must be kept by SAE Institute. Campus Academic Coordinators are responsible for the effective record keeping, which should be done ideally in digital format, using the administration system / LMS employed by their campuses.

3. Template

A template for the student feedback log is attached to this document. Please note for the purpose of this document no graphic element such as logos or colours were included. A sample template for summative feedback is part of document 03 - Grading Matrix

4. Distribution, Monitoring and Review

The templates will be distributed by the senior academic team to each campus through Campus Academic Coordinators.

Feedback templates are reviewed every year by Academic Managers, taking into account what is noted by Campus Academic Coordinators and External Examiners in their Annual Reports. The Campus Academic Coordinator Annual Report also considers student surveys and Boards of Studies.

5. References:

- QAA Quality Code
- Middlesex University Principles of Curriculum Design Document (http://www.mdx.ac.uk/__data/assets/word_doc/0005/187052/Principles-of-Curriculum-Design.docx)
- Middlesex University Academic Quality and Standards Policy- APS 11 (http://www.mdx.ac.uk/__data/assets/pdf_file/0017/58103/APS11-Academic-Quality-and-Standards-approved-03-03-14.pdf)
- Middlesex University Assessment Sheet Template
- Code of Practice on Assignment Feedback 150224 2
- SAE Institute Policy A02 Quality of Learning, Teaching and Assessment Policy

**SAE Institute [Campus name]
Student feedback log**

Students are required to keep records of the formative feedback received by keeping the log updated. They are expected to reference their feedback log in the reflective components of the summative work, and tutors have the right to request students to show their logs upon request.

Date: <i>[insert date]</i>	Location: <i>[insert lab, class, etc...]</i> Tutor: <i>[insert tutor]</i> Feedback given: <i>[summarise main points]</i> Notes: <i>[insert any relevant comments]</i>
Date:	Location: (lab, class, etc...) Tutor: Feedback given: Notes:

Student name: _____
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