

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, the principles on how feedback should be approached are outlined in this document.

2. Assignment Feedback

2.1. Assignments

Detailed feedback must be given in writing for every summative 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 where possible, 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. Dates

The date of submission of the work, and date of publication of the feedback, should both be clearly indicated.

2.3.2. Assessors

Feedback on all summative assessments should clearly show the names or initials of the assessor(s) and moderator(s) on the published sheets.

2.3.3. Assessment Criteria

A table that lists all the assessment criteria for the submission in question. Each of the criteria should be given a check to indicate in which grade band (first, upper second, etc.) this aspect of the assessed work has been placed.

2.3.4. 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.

2.3.5. Grade

A grade must be given to the assignment using the twenty-point scale employed by Middlesex University.

2.3.6. Moderation Information

If the assignment was moderated and agreed, the moderator should provide some additional commentary on the assessed work, at minimum to confirm agreement with the comments made by the first assessor. The moderator should also clearly indicate their agreement with the final grade.

2.4. Formative Assignments

Formative assignments are usually assessed during practical exercises, lab sessions or through specifically:

- a) **Verbal feedback**, given on work undertaken during scheduled class times. This may include work that directly or indirectly feeds into the summative assessments of the same module.
- b) **A dialogue 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 recommended to document the feedback by taking notes, or by using the template feedback log provided herein (Appendix 1). Feedback dialogues will usually include verbal and demonstrative interactions with staff, guided discussion, peer feedback and commentary, or industry feedback (where appropriate e.g. work placements).
- c) **Ongoing feedback and development**. Students should note that feedback given in one module, or relating to one assignment, will likely also be applicable to future assignments. Therefore, feedback received in all modules should be recorded and reviewed where relevant to contribute to future work through a process of ongoing academic development.

2.4.1. Feedback in Lab Sessions

Feedback in lab sessions normally focuses on the technical aspects and procedural issues of the students' productions. Tutors/lecturers will question the choices made and will encourage the exploration of different production techniques or approaches. Depending on the assignment, this could be a one-on-one tutorial or a group session. In either case, students are recommended to make notes on the feedback given, in the feedback log provided or another manner.

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/lecturers 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

Students are expected to keep notes and records of the formative feedback received, by keeping an updated feedback log or similar record (see Appendix 1 for a template feedback log). This log can then be referenced in an ongoing fashion to inform and guide students' continuing work, and constitute a valuable development resource that can build throughout the course of a student's time on the programme. 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.

2.5. Timeframe

Assessors are expected to release grades and provide written feedback, as per this policy, within fifteen working days of the submission date for all summative assignments. Major Project grades and written feedback will be released within twenty working days of the submission date, to allow for the process of blind double marking to be completed.

While SAE Institute will endeavour to meet this timeframe, some variance may occasionally be necessary due to unforeseen circumstances. When this is the case students will be notified as soon as possible, and a new deadline for the release of grades and feedback will be communicated.

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.

3. Feedback Templates and Grading Rubrics

Samples of the standardized assignment grading and feedback sheets should be provided online through the VLE for every accredited module taught at SAE, for the reference of students in advance of assignment submission. Grading rubrics, matching the assessment criteria identified in both the Summative Assessment Guidelines and the feedback sheets, should also be provided through the VLE for every assessment undertaken, so that students are fully aware of how the given criteria are being assessed.

4. Distribution, Monitoring and Review

Feedback templates and grading rubrics should be distributed to the academic team by the Academic Coordinators for each campus, who are also responsible for ensuring the correct use of standardized documentation for assignment feedback.

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

5. References:

- QAA Quality Code
- Middlesex University [guidance3viii-Designing-a-curriculum](#) document
- Middlesex University [Learning Quality Enhancement Handbook](#)

- Middlesex University Assessment Sheet Template
- SAE Institute Policy A02 Learning, Teaching and Assessment Policy
- SAE Institute Policy A02a Code of Assessment Practice Including Moderation
- SAE Institute Policy A02b Code of Practice on Setting Assessment

APPENDIX 1 – Template for Student Feedback Log

Student Name: _____

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