

Brookes Briefing

Feedback for Learning

Produced by the Oxford Brookes Centre for Academic Enhancement and Development (CAED), May 2022

To assist colleagues through the busy assessment period we have developed this brief evidence-based resource. We hope it helps colleagues marking summative assessment offer feedback for student learning.

If you require further help or assistance in effective feedback practice please contact OCAED@Brookes.ac.uk.

For guidance on using Feedback Studio by Turnitin please [contact Digital Services](#)

In response to the 2021 NSS, we suggest Brooke's feedback for learning abides by the 3 principles of effective assessment and feedback: meaningful, equitable and manageable.

1. Meaningful

Assessment feedback should be directly relevant, honest and respectful.

- Clearly indicate you are feeding back, state in communications, in comments or the feedback space 'My feedback on x aspect of your work is xxx'.
- Feedback should be balanced, including strengths, areas for development and practical ways to improve.
- Make specific reference to learning outcomes/marking rubrics/grading criteria.
- Indicate how far each outcome has been achieved (and if not the reasons for this judgement).
- Include targets for future development, such as:
 - general academic features/study skills;
 - presentation, style, structure;
 - range and use of reading;
 - criticality;
 - focus on the question/establishment of a key and relevant question.

2. Equitable

Students and staff must have confidence in academic judgements. Marking criteria should be clear and grade boundaries completely transparent.

- State learning outcomes within the feedback space.
- Clearly and consistently assess and explain how far the work evidences each of the learning outcomes set out in the assignment brief.
- Make students aware of your department's anonymity and external scrutiny in marking practices and how professional academic judgements about their work are made.

3. Manageable

Students should be able to act on guidance offered.

- Be constructive, write clearly and with consideration. Less is more, use exclamations sparingly, be aware of written/verbal tone. Regular breaks will refresh a jaded response.
- Feedback should be given in good time, the [University pledges to return students assessed work \(first and second marked\) within three weeks](#).
- Clarification relating to feedback should be made available to students on request
- Link to further guidance and study skill support, a list is given below.

Study skills support and resources for student learning

Cut and paste the most relevant links into feedback

[Centre for Academic Development](#) offers classes, one-to-one online tutorials and online resources to support students with academic study skills.

[A-Z of academic writing @ Brookes](#) provides a selection of online study skills advice.

[Course Resource Help](#) from the Brookes Library offers support in finding course-specific information, including how to contact your Academic Liaison Librarian.

[Comprehensive study skills guide](#)

The following guidance may also be helpful to your students.

- [Critical thinking](#)
- [Essay Structure](#)
- [Paragraph Structure](#)

- [Sentences](#)
- [Verb tense confusion](#)
- [Incorrect punctuation](#)
- [Reflective writing](#)
- [Referencing](#)
- [Understanding feedback](#)

Further support from CAED

[Design and use of assessment rubrics](#)

[Give feedback to groups and individuals online](#) This is on the intranet - you will need to connect via the VPN if you are working remotely.

Assessment Feedback for Learning Surgeries - these will be promoted via our website and social media.

References and further reading

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