**Thing we can do as a team**

- Review and pro-actively manage assessment scheduling and staff workload across the programme to avoid bunching and to look after staff wellbeing.
- Plan appropriate strategies to be utilised when necessary to ensure the 15 day deadline is met, e.g., widening the pool of markers, providing additional support.
- Establish early warning systems so that it is clear when there is a risk that 15 day deadline is in danger of not being met.

**Things I can do in my module**

- Provide generic, whole class feedback as soon as possible which is developmental and which can be used going forward.
- Use appropriate functionality of in-built e-feedback tools to ensure students receive feedback in a timely manner.
- Provide students with feedback in time for it to be useful to the next learning/assessment task that they undertake.
- Communicate to students ahead of time if the 15 day turnaround is not going to be met and provide an updated timeframe for providing feedback.
- Design effective comment banks and Quickmarks to reduce the time taken to write common statements.

**Quality of Feedback**

**NSS Q.11** "I have received helpful comments on my work"

**Things we can do as a team**

- Work collaboratively with students and staff to articulate a shared understanding of what good feedback looks like in your discipline.
- Challenge cultures of overly critical/negative feedback and ensure markers value positive elements of students’ work.
- Establish clear leadership to ensure strategic oversight of feedback practices across your programme.
- Plan for regular formal and informal dialogue with your students about assessment and feedback practices.
- Use module evaluations to highlight assessment and feedback issues for staff to address.

**Things I can do in my module**

- Provide opportunities for feedback on draft or other formative work to help students improve prior to submission.
- Work with students to reflect on their feedback and to identify what they need to do in response to the feedback given.
- Develop student awareness of the ways in which feedback contributes to their wider programme of study.
- Provide generic feedback on exams in accordance with policy.
- Ask students whether the feedback they have received has helped them to clarify things that they don’t understand.
- Design and use rubrics effectively to ensure feedback is aligned to the assessment criteria and learning outcomes.
- Ensure that students know where to find assessment information, submission points, and feedback on Blackboard.