

LTC 02 – Arden Written Feedback Policy

Feedback is an essential part of the tutor's role and helps the student to develop in many ways. The following are reasons to explain why students benefit from receiving feedback.

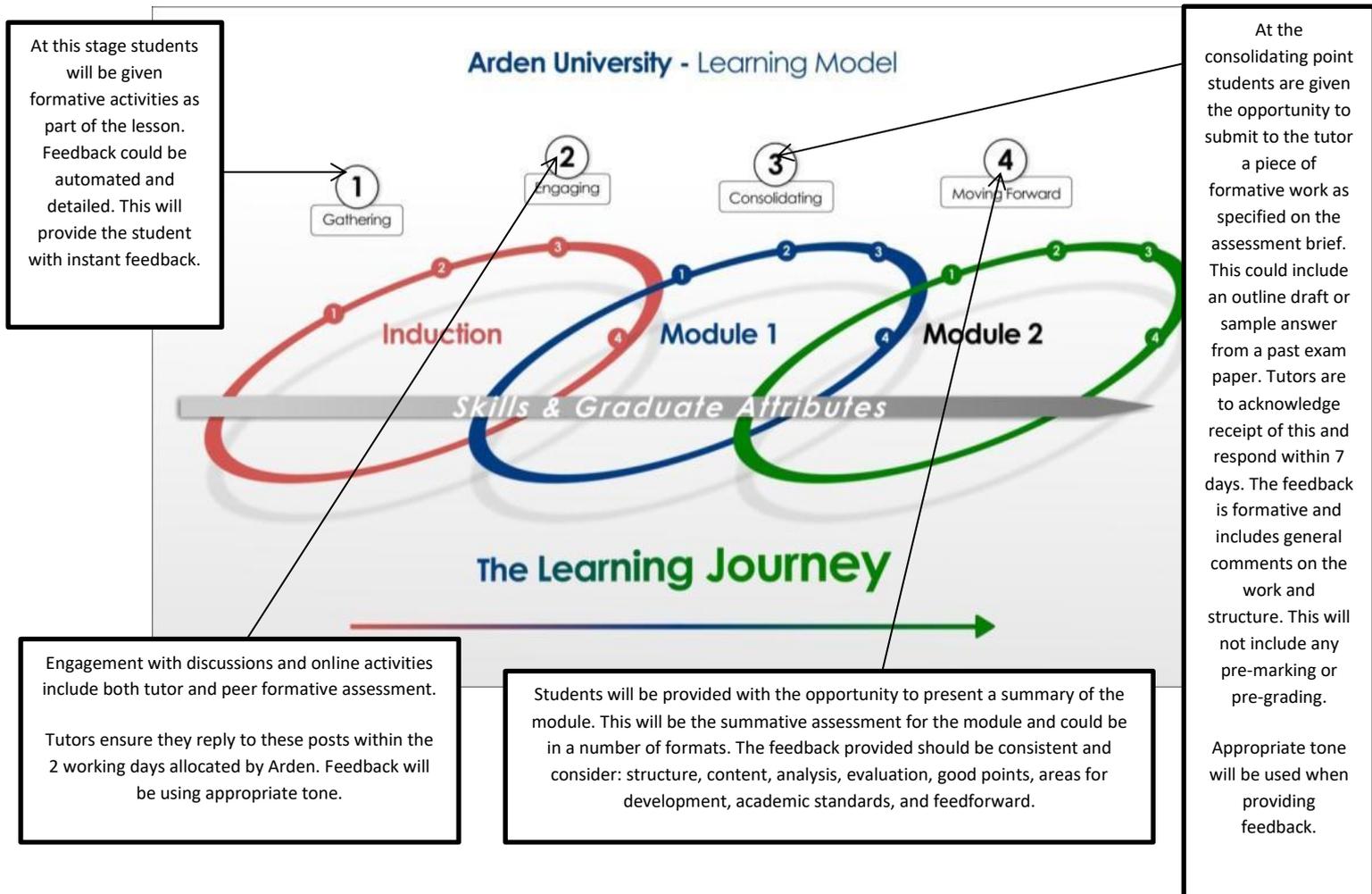
- Feedback identifies students' strengths and raises confidence and motivation;
- Feedback keeps students engaged;
- Feedback provides guidance on areas for further development of skills and improvements to their academic work;
- Feedback provides a facility for students to reflect upon their work making their own judgements, understanding assessment criteria and self-audits their work.

Adapted from the HEA Feedback Toolkit (2013)

In order for the feedback to be read by the student it must be timely, provide actions to improve, is detailed and specific to the student's work, has a forward-facing approach, builds confidence, is realistic, is targeted, encourages engagement between the student and tutor and helps students develop their own ability to self-audit and improve their work making them more independent learners.

Arden University

Within Arden there is a formal process for providing feedback. The following presents how Arden integrates feedback into its learning model



Gathering

Within the initial stages of the module students will be gathering information on the subject. The lessons will be on iLearn and a set of interactive activities will be available for students to complete. Once a student has completed an activity automated feedback will be provided to the student through 'drop-down' boxes within the written learning materials. This will be in an appropriate tone and provide students with clarity on the topic under discussion.

Example at the gathering stage – Appendix 1

Engaging

At this stage of the learning model students will be given the opportunity to engage with their peers and tutor. Discussions and online activities from each of the module lessons will provide students with exercises in which to interact with tutors and other students. Whilst student feedback can only be monitored, tutor feedback can be consistent from module to module. The following structure is advised for tutors:

- Posts responded to within 2 working days;
- Appropriate tone used;
- Personalised feedback given;
- Praise and encouragement provided;
- Critiquing of posts to include recommendations where applicable;
- Encouragement for others to participate.

Example of feedback at the engagement stage – Appendix 2

Consolidating

Within the formative feedback process students are given the opportunity to submit a formative piece of work as specified on the assessment brief. There are a number of formats to this and these include, although are not limited to, outline drafts, outline answers and sample answers to past exams.

Formative feedback opportunity will read as follows in some assessment briefs – Appendix 3

Formative feedback at the consolidation stage should be consistent and follow a logical format:

- Acknowledgment email sent to the student within 2 working days of receipt;
- Feedback provided to the student within 7 days;
- Feedback personalised;
- Feedback to be fairly holistic and include both positive points and areas for development;
- No pre-marking or pre-grading will be provided to the student;
- Only annotated comments provided to the student in extreme cases, for instance, if the student has not understood the requirements of the assessment.

Example of formative feedback at the consolidation stage – Appendix 4

Moving Forward

Moving forward allows the student to reflect on their learning and development. The student will have reached the summative stage of their module and will have completed their final assessment before releasing their next module. At this point the tutor feedback is formalised and a grade is attached to the assessment.

The summative feedback will be more detailed and there are a number of ways in which the tutor can provide this. It is recommended that tutors use the comments bank in isystem and provide a structured, however, personalised approach to the piece of work being summatively assessed.

The feedback will cover the following:

Guideline for commenting on student assessments

Areas for feedback	
1. Comments on content	<ol style="list-style-type: none">How well the question has been answeredThe information provided is correct or not. Highlight the incorrect information for students (otherwise, they would think the information presented is correct). Relate the content back to each specific learning outcome and make comments to these.
2. Comments on the writing style	<ol style="list-style-type: none">Style, grammar, syntaxStructure (planning and transition of essay)ParagraphingNo jargon used
3. Comments on relevant referencing technique	<ol style="list-style-type: none">Please comment on the correctness of referencing style [if incorrect is not noted, students assume they are correct and will use the format again]Please note the complication with the joint honour students; they use a mixture of styles (see assignment brief).
3. Comments on Turnitin similarity rate	Please comment on it when needed – too much copying and/or direction quotes. Explain if the Turnitin score is high, however, not UP referred.
4. Areas for improvement	<ol style="list-style-type: none">This is important for referralThis is also important for feed forward to future module assignmentsAll students need to know where they could have improved on their current submission.
5. Refer to the Arden Skills Mini modules when needed	Please refer students to the following which has areas on academic skills, e.g. planning, academic writing, referencing etc. http://moodle.bl.rdi.co.uk/course/view.php?id=

	921
6. Mark breakdown	Ensure the mark breakdown for each question is clearly displayed to the student and the adding up is accurate.

Note:

Terms used in comments should match the grade awarded. The following is taken from the new Postgraduate Arden grading criteria and will differ between programmes. Please check your particular programme grading criteria in order to make accurate comments.

70-above	Excellent
60-69%	Very good
50-59%	Satisfactory
40-49%	Limited
30-below	Poor performance

The comments must be clear so students can follow the feedback and be able to self-audit and reflect. For 'refer' grades the tutor's email address must be made available for additional support and help.

Examples of summative feedback – Appendix 5

Summary

Feedback is an essential part of the student's learning journey and there are many opportunities to supply students with this. The Arden learning model supports student feedback and a consistent approach using appropriate terminology will provide students with opportunities to reflect and develop.

References

The Higher Education Academy 2013 HEA Feedback Toolkit HEA, York [Online] 15th June 2016
Available from: <https://www.heacademy.ac.uk/hea-feedback-toolkit> [Accessed 15.06.16]

Appendix 1

The screenshot shows a Moodle LMS interface. The browser address bar displays the URL: `moodle.bl.rdi.co.uk/pluginfile.php/257901/mod_resource/content/2/PBT/PBT_01_003.html`. The page content includes a section titled "think about it" with the following text:

thinking further about the context in which business transformation takes place

Watch the video below, which gives an overview of some of the changes that are happening in society in general and highlights how these changes impact upon the organisations that we work with or deal with in many aspects of our daily life. Make a note of some of the key facts that evidence how rapid the pace of change in contemporary society has become.

Below the text is a video player with a thumbnail image of a man's face and the text "Did You Know? About 5X as many as during Shakespeare's time".

Below the video player is a "feedback" section with the following text:

Although this video is about 6 years old, it illustrates how processes of change and transformation have grown exponentially in recent times. Some of the facts and statistics may have surprised you, others you may already have already known. As we noted earlier, businesses and organisations now operate in a highly competitive environment and an increasingly global marketplace. Consider that China and India are two of the most rapidly developing economies nowadays, and consider the labour force that both countries have at their disposal. Consider also the fact that technology has made it easier to produce goods or deliver services in one country or another. Taking all this into account, we can start to appreciate why businesses and organisations have to view change and development as the norm rather than something exceptional.

Appendix 2

The screenshot shows a Moodle LMS forum discussion page. The browser address bar displays the URL: `moodle.bl.rdi.co.uk/mod/forum/discuss.php?id=120792`. The page header includes the Arden University logo and navigation links: Home, My Modules, My Resources. The user profile for Alison Watson is visible. The main content area is titled "LEARNING APPROACHES" and contains a forum post by Keryann Kelly dated Thursday, 3 November 2016, 12:35 PM. The post text is as follows:

What have I learnt about learning approaches.

Trough carrying out my Certificate in Education, I am familiar with the work of Kolb and Honey and Mumford. The three main approaches focus on behaviourist, cognitivism and social constructivist. I believe learners are not moulded into an particular category. I advocate active discovery and exploration and often struggle with the relevance of topics if they are not applicable to the real world. This would suggest my approach to learning is through cognitivism. However, I do diverse into operant conditioning as I look for positive and negative reinforcement as a result of my behaviour. If I do well, I expect praise, if I am late to work I will tolerate discipline.

I am a theoretical learner, I like to review concepts logically. However, again I digress into Kolb's experiential learning as I understand reflection is key to developing your own practice. What concerns me is the competency of those who reflect on themselves and how credible this actually is. I am mainly categorised into learning theoretically and taking on a pragmatic view-point. I think this allows me to be disciplined, which is important for my role and I get a quick outcome.

Thanks
Keryann

Below the post is a reply by Alison Watson dated Monday, 7 November 2016, 1:54 PM.

The screenshot shows a Moodle forum discussion page. The header includes the iLearn logo and navigation links like 'Home', 'My Modules', and 'My Resources'. The main content area is titled 'LESSON 2 DISCUSSION' and 'LEARNING APPROACHES'. A post by Alison Watson is visible, with a reply from Alison Watson dated Monday, 7 November 2016, 1:54 PM. The reply text discusses learning styles and their effectiveness. The right sidebar contains 'NAVIGATION' and 'ADMINISTRATION' sections. The bottom of the page shows a Windows taskbar with various application icons and the system clock showing 11:06 on 10/11/2016.

Appendix 3

“In order to assist with your learning and to give you some early feedback you are encouraged to submit a xxxx to your tutor.

If you do decide to complete a xxxx then, in order to receive feedback, the document must be emailed to the module tutor xxxxx weeks before the submission date.

This is optional and does not contribute to the grading for the module. Whether you choose to use this opportunity for early feedback or not, you must still submit your answers to all assignment questions on or before xxxxx.

The tutor’s email address can be found on the module front page on iLearn and you will receive feedback within seven days.”

Appendix 4

“Hello xxxxx,

Thank you for your draft.

The strengths of your work include:

- Clearly structured and coherent.
- Relevant concepts being covered using professional terminology.

I have a few suggestions in order to enhance the content of your assessment:

- Include more citations when applying leadership theory to Enterprise.
- Expand the section on culture and include more theory and examples to Enterprise.

- Within the section on structure include theory and an organisation chart to show functions/roles.
- Use a specific example from Enterprise when discussing change.
- Use motivation theory and citations to form your response on motivation.
- Include a specific example when discussing Tuckman in relation to Enterprise.

It is your responsibility to ensure that the work is referenced correctly. Feedback is subject to there being no issues with unfair practice.

Hope this helps; please email me if I can be of further assistance.

Regards,

xxxx xxxxx"

Appendix 5

Feedback example 1 assignment (taken from a Pearson module):

Hello thank you for your submission.

Task One. It is good to see the range of examples discussed in your introduction although watch your spelling (costumer/customer), (affected/afected). You have a level of discussion here and have used Davies although you need to improve your standard of Harvard referencing going forward and you should take a look at the study skills section of ilearn or the induction module related to this. You provide a reasonable overview of the power/interest matrix although you are only asked to look at three parties here and therefore this would allow a greater level as regards the depth of discussion and analysis rather than listing the nine that you have done. Additionally, however you do discuss the management of three stakeholders to some extent before moving on to ethical responsibilities.

Task Two. You demonstrate some understanding as regards the principles of economic systems although more by way of academic referencing beyond Davies would have been useful along with more by way of practical examples from journalistic sources of factors currently affecting the UK economy. Finally, you really needed a stronger focus on the allocation of resources so again try and follow the assignment brief to the letter going forward. You then move on to monetary and fiscal policy where you refer to the text by Morrison briefly and demonstrate understanding, but again needed more by way of application in terms of the impacts on business. Your final paragraph demonstrates a basic understanding of the competition and regulation but should have been specifically applied to your company to a greater extent as the discussion is somewhat generalised here.

Task Three. You could have used more by way of referencing here although again you do demonstrate an understanding at a basic level. You make a mention of the economies of scale but needed to develop this to a greater degree before moving on to some relevant and environmental factors that needed more attention, and again you are specifically asked only to look at three factors and develop these fully so there is no need to list more than this, as this does not allow for the analysis required. Again bear this in mind going forward

Task Four. It is good to see some facts and figures here but again ensure you are providing your references fully and in Harvard format and really there should have been a broader discussion here before moving on to your concluding section on the EU which has some limited reference to the

impacts on business but really needed a greater level of this.

Taken holistically, you demonstrate sufficient understanding here to achieve a pass grade in this subject. Going forward you need to pay more attention to each aspect of the assignment brief in terms of what exactly is being asked for, as well as developing a range of sources used along with associated Harvard referencing. Additionally, I would suggest that you do not write about more than the assignment requires so if you are only asked for three factors spend your time developing your discussion of these three factors rather than for example listing six as this will help with the level of analysis. Well done on achieving this challenging module.

Overall, the main elements of the assessment and the following learning outcomes have been covered:

- **Understand the organisational purposes of businesses**
- **Understand the nature of the national environment in which businesses operate**
- **Understand the behaviour of organisations in their market environment**
- **Be able to assess the significance of the global factors that shape national business activities**

P1/P2/P3/P4”

Feedback example 2 assignment (taken from an ARU module):

“Hello,

Thank you for your submission. Your assignment demonstrated a knowledge of business planning.

Part 1

The idea of expansion and developing the current offer was interesting.

The business plan was clearly laid out and you have provided an analysis of the market and current situation of the business.

The limitations of the current offer were provided and you were aware of the risks from competitors. The Royal Armouries is a huge competitor, but Lotherton Hall etc. are probably more of a risk as they offer similar experiences and are a similar size. Remember though with this competitor transport will also be an issue.

Using Porter to establish where you want to position your product and services was interesting and entirely appropriate.

More detail on the management expertise was required to understand the skills of the Entrepreneur, although you do expand this in your narrated ppt.

You discussed finances in some detail. Can the local authority not help you out? Have you contacted business development and regeneration? There could be some grants and/or funding. It wasn't totally clear where the money was coming from.

You are going to focus on schools and providing educational experiences for them. The initiatives that you already run with regards to Victorians and World War 2 are part of the primary curriculum. It might be an idea to make appointments to see local head teachers to find out other curriculum activities that can be linked to the nature garden.

More detail could have been included when discussing the marketing mix elements and how these would link to the concept. There would have been opportunities to include more theory here.

The operations for the running of the business and SWOT were clear. Attaching an action plan to the SWOT could have developed this.

Overall, the fundamentals of the business were considered. Further detail in places would have developed its viability further.

The presentation of the business plan was clear and neat. Relevant terminology was used. There were anomalies with referencing. Please refer to the study skills area for help with this. Please also try to use the online library more as this will help you with your research. Your Turnitin score was showing quite a high similarity to other sources. You have referenced this so your work is not being referred for unfair practice, however, you must try to paraphrase more and include your own words and content. The study skills area will help you with this:

<http://moodle.bl.rdi.co.uk/course/view.php?id=921>

Part 2

The PowerPoint was interesting and the slides were not overloaded with content. The voice recording was quite muffled and difficult to hear at times. Generally, though it was a support to the slides and was informative.

Overall, the main elements of the assessment and the following learning outcomes have been covered:

- **Interpret the role of entrepreneurship in the evolution of various types of business enterprise.**
- **Explain the requirements for setting up a sustainable business model in differing operational and competitive environments.**
- **Identify the entrepreneurial skills required to turn specific business ideas into practical applications, and choose how they might be sourced**
- **Produce and critically defend an effective business plan and debate its underlying business concepts and proposals.**

There was satisfactory use of learning resources and a reasonable structure for the assessment. You demonstrated the required level of intellectual skill, going beyond description at times.

Thank you.

Part 1 - 40/70

Part 2 - 15/30"

Feedback example 3 exam (taken from an ARU module):

Hello,

Thank you for your submission.

Q1 - this was quite a lengthy response and covered a number of perspectives on the evolution of quality over time. To expand this further you could have included more practical examples.

Q2 - business reengineering and transformation was discussed. You explained the main stages involved and reviewed the advantages in some detail. The section on the disadvantages was quite brief. You could have considered other limitations, for instance, lack of top management commitment, resistance to change etc.

Q3 - a) you used key terms such as economy, efficiency and effectiveness to explain your answer. These needed supporting with examples.

b) you explained the differences between success criterion and success factors, but to illustrate this more clearly you needed to include further examples.

c) the content was relevant identifying a number of reasons for project success and failure, To expand this you could have linked this to some examples and explained the bullet points in more detail.

Q 4 - you explained the main role of the project manager within the execution stage. You needed to focus more on specific skills and competencies required of the project manager.

Five answers provided, four assessed as per the exam instructions for completion.

Overall, you have provided an interesting piece of work. You demonstrated the required level of intellectual skill, going beyond description at times. Consequently, the following learning outcomes have been met:

- **Critique the development over time of approaches to quality management.**
- **Appraise the effectiveness of different approaches to quality management within different organisational contexts.**
- **Identify principles of effective project management and debate issues concerning the definition and measurement of project success**
- **Assess the efficiency of commercial process activities and identify areas for improvement**
- **Identify good practice in project and operational planning and therefore critique current commercial practice**

Thank you.

Q1 - 20/25

Q2 - 18/25

Q3 - 12/25

Q4 - 06/25