



# UNIVERSITY OF SURREY

## Department of Higher Education



## Feedback Focus #5

### School of Literature & Languages: Developing a student-focused feedback culture

This feedback design represents a series of changes to practice that all share the aim of giving students greater involvement in assessment and feedback processes. Across the school, developments include:



1. Developing a wide range of assessment tasks beyond traditional essays and exams, including group market research tasks, seen exams, newspaper articles, critical surveys, annotated bibliographies, blogs, and close reading exercises.



2. Communicating assessment task requirements through audio descriptions posted on SurreyLearn as captured content.



3. Using SurreyLearn for 'virtual workshopping', allowing students in each seminar group to upload creative work and receive written peer feedback, in addition to the verbal feedback from peers and tutor in class



4. Holding 'Assessments Q&A' for all students in weeks 3 and 4, ahead of all formal assignment submissions.



5. Using audio feedback in some modules.

### Key benefits

- Assignment brief 'podcasts' can present key information in one place, which can minimise the number of assessment queries
- Wide range of authentic assessment tasks prepare students for future careers
- Well-embedded peer feedback using SurreyLearn discussion boards

"Interesting  
module content  
that is highly  
relevant and can be  
applied to real life ."

Final-year student

For further information  
contact: Constance Bantman  
([c.bantman@surrey.ac.uk](mailto:c.bantman@surrey.ac.uk))