

FEEDBACK TO STUDENTS POLICY



1. Introduction

MEDICAMPUS is committed to providing timely and appropriate feedback to students on their academic progress and achievement, thereby enabling students to reflect on their progress and plan their academic and skills development effectively.

Feedback, and acting on feedback, is therefore part of the active learning process throughout a student's course of study.

Methods of feedback will vary according to assessment type, discipline, level of study and the needs of the individual student.

This policy applies to undergraduate and postgraduate taught provision. It sets out the principles under which feedback should be planned and delivered and relates to both formative and summative work.

2. Principles

Feedback must be provided in a timely manner that helps students understand (i) the marks or grades they have received for the work submitted, and (ii) how their performance might be improved in future.

Feedback must be as personal as possible to the individual student to enable reflection on individual skills and performance.

Students have a responsibility to consider feedback given on their work, to seek to understand it, and to act on it.

3. Policies relating to the operational delivery of feedback to students

Communicating the feedback process

- Course teachers are responsible for providing with details of how feedback will be provided on their course.
- At the start of each academic year students should be informed of the feedback opportunities available in that year and the main goals of feedback at that stage in their studies. Information must be provided in

course handbooks to inform students of the mechanisms by which they will receive feedback and the forms it will take for both formative and, where appropriate, summative work. At the start of each course, the course teacher(s) should explain how and when feedback will be provided during the unit.

- An opportunity must exist in all courses for formative feedback.
- It is a key duty of Tutors that they reinforce the feedback mechanisms that exist on a programme and allow the opportunity for students to clarify their understanding of the purpose of feedback.

Grading as a part of feedback

- Students should be given clear information on the assessment process and the grading criteria applied to each assessment. Grade descriptors used should be consistent across the courses in a given programme and should be readily accessible to students in course handbooks or equivalent. Assignment of a grade is an important aspect of feedback and should be provided wherever possible.

Timescales for the delivery of feedback to students

- Feedback must be timely, and students must be made aware of the timetable for submission deadlines and dates on which feedback will be returned for each course;
- For all formative assessments and assessed coursework, feedback will normally be provided within 20 working days after the final submission deadline. It may be the case that the 20-day rule for some assessments cannot be met for justified reasons. However, the feedback return period will not exceed 30 days and must be clearly communicated to students in advance.

Delivery of feedback to students

- Opportunities must be provided for students to discuss feedback in person with the course teacher/s.

- Pursuant to principle above, comments should be made on why students were awarded the given mark and how they can improve their work, including any recommendations for further reading where appropriate.
- Constructive criticism should be the overriding feedback style.
- Opportunities for feedback should be comparable in scope and scale between students and between courses that are similar in style or structure.

Feedback on examinations

- Institute must facilitate individual student requests to see exam scripts and coursework, without charge, although students will not be permitted to take the scripts away with them.
- Written comments should be provided for all exam scripts and coursework and must be clear and legible. These comments may be provided in a separate document but should enable students to understand to which part of their work comments refer. Students should have the opportunity, within reason, to seek clarification and further feedback.