**FEEDBACK TO STUDENTS ON EXAMINATIONS**

Dear Colleague

The University’s Learning and Teaching Committee (LTC) agreed that from this academic year onwards there should be a minimum requirement that

‘*all Schools will provide a Generic Feedback Report on examination performance for each examination paper*..’ (Policy on Giving Effective Feedback on Assessed Work: AU-RSC-17-1291-A, Para 9).

This is in addition to the policy already in place that Schools will

*‘provide feedback on examination performance to individual students on request, particularly in cases where the student has performed poorly or less well than expected.‘*

To support this decision LTC set up a working group which was tasked with designing a Generic Feedback Report, and with operationalising the policy to be consistent across the Schools. In April 2019, the Group met again to review how the policy had been implemented for the January 2019 examinations and whether any changes should be made. The Group, having found that the process had worked well and that students had been appreciative of the feedback, are proposing only small changes for the summer examinations, those changes have been endorsed by Helen Higson as Chair of LTC.

The proforma for the Generic Feedback Report is attached, please use this template to provide students with feedback. The proforma has been co-designed with representatives of the Students’ Union and reflects their examination feedback requirements, the only change has been to highlight the availability of individual feedback as a separate sentence and in bold.

The following policy therefore applies for summer and subsequent examinations, but not Referred examinations (see 5. below), with any changes from the January policy highlighted in bold:

1. The Generic Feedback Report should be provided to students for all summative examination performance. **Each School is responsible for monitoring the implementation of the policy and for making sure this happens.** When communicating with students about assessment please check that they understand what summative means and if there is a different means of providing feedback on formative class tests then how that will be provided.
2. The Report should be uploaded to the Blackboard site for the module, or modules.
3. There should be a Blackboard announcement to advise students when the Report is available.
4. The Report should be issued either at the same time or later than the issue of marks to students to avoid increasing student anxiety about their examination performance (LTC Minute 18/168). The working group recommend that the Report be issued within two weeks of the release of marks from the January exams in the Spring Term, and within two weeks of when the programme Boards of Examiners have met following the summer exams.
5. The Report will not be issued to students with referred examinations as it is more difficult, with smaller numbers and capped marks, to provide meaningful generic feedback that does not identify individuals. Students are encouraged to seek individual feedback. **For the same reason, for all examinations, the average mark for the examination should be omitted where there are fewer than 10 students taking the examination.**
6. The Report should be also be made available to the next cohort of students via Blackboard before they take the examination.

The working group is aware that some areas of the University already provide both generic and individual examination feedback through a variety of methods. The new policy on the issue of generic examination feedback is not intended to stifle those initiatives, but to provide a benchmark in terms of the level of examination feedback that every student can expect. **Schools may tailor the header to the proforma to highlight additional local practice if that is felt to be useful e.g. group feedback sessions.**

The overall policy and proforma has been discussed with a student focus group arranged by the Students Union Vice-president Education. Students welcomed the initiative and are being encouraged to provide feedback at Staff Student meetings on how the policy is working, and on reports that have been especially helpful or less helpful, so that we can learn from this and promote good practice and exemplars.

On individual feedback to students we have also been advised by Legal Services that there has been recently published new guidance on access to examination scripts, taking into account the GDPR. This states that students do not have a right to see copies of their exam scripts or their contents, but they do have a right to see any examiner’s comments. This can therefore be achieved either by providing a transcript of the comments alone, or providing access to the full script.

Dr Gill Knight

Associate Dean Learning and Teaching, Engineering & Applied Science

Chair of Learning and Teaching Committee Working Group on Examination Feedback

Sarah Davies

Director of Quality Assurance and Enhancement

Enc.