Procedure 3.8 Feedback to Students					
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Procedure owner: Principal / CEO

- ❖ This procedure is shared with our students and/or can be obtained:
  - o on our website https://docklandsacademy.co.uk/policies-and-procedures,
  - o on the desktops of all computers in the library on the top floor,
  - o by emailing us at info@docklandsacademy.co.uk in the case of remote learning.
- ❖ Also, our students are informed about the main aspects of the procedure in the Student Handbooks, Induction Seminar and Learning Agreement.
- ❖ The procedure is reviewed and monitored on a regular basis for currency and fitness as part of our Annual Policy and Procedures Review.

1 Introduction

A consistent feature of the comments that Academy students provide, both through course questionnaires, and at an institutional level, has been the quality and timeliness of feedback they are given on assessment exercises performed during their programme of study.

Assessment feedback is a critical part of the assessment process. Indicator of the *UK Quality Code* states that feedback should be *timely, constructive and developmental.*

2 Methodologies

At present, a range of methodologies are used by the Academy. Written feedback provides critical assessment of students' strengths and of the essential actions needed to rectify their performance; and makes constructive recommendations for future improvement (both formative and summative) of work during the programme of study.

Student feedback can also take the form of oral discussion with tutors or programme coordinators and lecturers and guided group discussions, as well as individual written feedback.

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 programme handbooks, unit outlines and course materials 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 unit, the unit lecturer(s) should explain how and when feedback will be provided during the unit.

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 units in a given programme and should be readily accessible to students in unit and programme handbooks or equivalent. The Academy should also expedite the adoption of a common set of grade descriptors across all programmes in a manner to be informed by the forthcoming review of programme regulations and assessment policies.

3 Expectations about Provision of Feedback

The Academy has identified the need for minimum levels of performance to be adopted so as to ensure that students receive appropriate and timely feedback on their work in order to enhance the learning experience and maximize academic performance.

3.1 Minimum Levels of Performance

In all modes of assessment during a programme, the student should expect detailed feedback to occur within 1 calendar month of the deadline (including weekends and vacations) for submission of each piece of assessed work (but not including end of year unseen examinations or end of module summative unseen examinations). Departments are encouraged to provide this in a shorter timeframe if possible.

Feedback to students on the assessed work can take the form of:

- Individual discussions of the strengths and weaknesses, in that we make "recommendations" and opportunities for improvement
- Group discussions, whereby thematic areas are developed to illustrate strengths and recommendations within the group as a whole
- A written feedback sheet indicating individual development areas within the context of a formal template

If for whatever reason an academic department cannot ensure that the 1 calendar month deadline (including weekends and vacations) is met, they must indicate by direct contact with the students on the module through email when the feedback will be provided.

It would be unusual if the extra time needed by the academic department would exceed one week i.e. 5 calendar weeks in total.

In the context of research projects/dissertations/long essays etc. at undergraduate level and at postgraduate level, supervisors will be required to provide feedback to students on the draft report on a minimum of one occasion if it is provided to the supervisor by a deadline specified. Taking account of subject specific requirements, the academic department should specify what form of feedback students should expect.

The nature of the feedback will vary between different subject areas and academic disciplines and therefore, as part of the Academy's commitment to quality enhancement, the sharing of performance within and between teams will be encouraged.

In circumstances where feedback is not provided within the timescale, students should bring the matter to the attention of the programme coordinator who will take action as necessary. If students remain dissatisfied, the matter should be referred to the Academic Head.

3.2 Overall Expectations about Feedback Quality

Assessment feedback should be:

- timely (in accordance with the expectations set out in 3.1)
- personal (to allow individual students to reflect upon performance)
- constructive (building upon strengths and indicating ways to improve)
- detailed (providing enough information to show clearly how the assessment decision has been made)
- developmental (enabling students to move ahead on the basis of what has been learned)

3.3 Feedback on Examinations

The Academy facilitates individual student requests to see examination scripts and coursework if the assessments take place internally. Such feedback shall be provided without charge, although students will not be permitted to take the scripts away with them. In the case of external assessment, the awarding organisation's relevant regulations will apply.

Written comments should be provided for all examination 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; however, students are reminded that there can be no appeals concerning matters of academic judgement. (The Academy tries to ensure in its teaching and assessment processes that students always receive full, supportive and appropriate formative feedback and are engaged as far as possible with the assessment process so that they understand how academic judgments are made)

4 Related Documents

4.1 Policies
- **3** Teaching Learning and Assessment
- **5** Student Support Engagement and Learning Resources

4.2 Procedures
- **1.9** Review and Revision of Policies and Procedures
- **2.8** Plagiarism

- **3.2** Supporting Teaching Staff
- **3.3** Encouraging Independent Learning
- **3.4** Tutorial Arrangements
- **3.5** Assessment Expectations
- **3.6** Internal Verification
- **4.4** Attendance Monitoring
- **5.1** Student Code of Conduct
- **5.3** Equality, Diversity and Special Needs
- **5.4** Student Engagement
- **6.10.1** HE Lesson Observation
- **6.10.2** Peer Review
- **7.1** Review and Sign off PI
- **7.4** HE Public Information
- **9.4a** Health and Safety Policy under HASAWA

4.3 External References

- **Office for Students (OfS) Requirements and Guidance** at *https://www.officeforstudents.org.uk/advice-and-guidance/regulation/*
- **UK Quality Code Advice & Guidance – Admissions, Recruitment and Widening Access** at *https://www.qaa.ac.uk//en/quality-code/advice-and-guidance/admissions-recruitment-and-widening-access*
- **UK Quality Code Advice & Guidance – Enabling Student Achievement** at *https://www.qaa.ac.uk//en/quality-code/advice-and-guidance/enabling-student-achievement*
- **UK Quality Code Advice & Guidance – Learning and Teaching** at *https://www.qaa.ac.uk//en/quality-code/advice-and-guidance/learning-and-teaching*
- **UK Quality Code Advice & Guidance – Student Engagement** at *https://www.qaa.ac.uk//en/quality-code/advice-and-guidance/student-engagement*
- **Higher Education Code of Governance** (Committee of University Chairs, December 2014) at *https://www.universitychairs.ac.uk/wp-content/uploads/2020/09/CUC-HE-Code-of-Governance-publication-final.pdf*
- **Association of Employment and Learning Providers (AELP) principles of Good Governance for Independent Training Providers** at *https://www.aelp.org.uk/media/2595/code-of-governance-final-sept-2018.pdf*
- **Pearson Recognition of Prior Learning Policy** at *https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/Recognition_of_prior_learning_and_process_policy.pdf*
- **UKCISA Code of Ethics** at *https://www.ukcisa.org.uk/Membership/Codes-of-practice/Code-of-ethics*
- **Equality Act – 2010** at *https://www.legislation.gov.uk/ukpga/2010/15/contents*
- **Related QAA guidance: Understanding assessment: its role in safeguarding academic standard** Higher Education include the QAA Quality Code at *https://www.qaa.ac.uk/quality-code.*
- Teaching Excellence and Student Outcomes Framework at *https://www.gov.uk/government/publications/teaching-excellence-and-student-outcomes-framework-specification*.