

POLICIES AND PROCEDURES



POLICY TITLE	STUDENT FEEDBACK POLICY
POLICY NUMBER	WLCBMS 034
RESPONSIBLE	DEPUTY PRINCIPAL
APPROVAL BY	ACADEMIC COMMITTEE
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STUDENT FEEDBACK POLICY

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STUDENT FEEDBACK POLICY

1: PRINCIPLES

- To develop a common understanding of academic feedback
- To set out how students should use academic feedback
- To put forward strategies for staff and students to develop and improve feedback practice.

2: CONTEXT

The aim of this policy is to help improve student learning. It does this by setting out the obligations on staff to provide effective feedback and the encouragement and opportunities given to students to partake in providing their own personal and cohort feedback. It emphasises the responsibilities on taught and distance learning students to give, engage with and utilise the range of feedback they receive. It recognises the crucial role that feedback has in the learning process and seeks to ensure that a shared view of academic feedback is developed across the College.

The policy recognises that effective feedback is a core element of teaching, learning and assessment and that it takes both time and resources to be effective. Departments need to take a holistic approach to assessment, to ensure that there is alignment between teaching, learning and assessment and that the volume and balance of assessment within taught programmes is appropriate. The policy further recognises that students need to use the range of feedback they receive to help improve their learning and academic performance and to be supported in this process.

3: ROLES AND RESPONSIBILITIES

The Deputy Principal coordinates the feedback process and ensures that currently it is timely, well thought out, and helps students to learn.

The Deputy Principal is supported throughout by the Dean of Teaching who plays an active role in collating the information from the students i.e. formalizes all the feedback into termly and annual formative reports on each subject area, meets regularly with Heads of Department, teaching/tutorial staff and Student Welfare Officer. Heads of Departments are responsible for ensuring that teachers disseminate at induction information regarding the opportunities for student feedback and how it is processed for the benefit of all students.

4: KEY FOCUSSED AREAS

The policy is based upon and reviewed in regards to the following key areas:

1. Feedback supporting and promoting effective learning.

Feedback to be meaningful, appropriate for the assessment task, relating to assessment criteria and intended learning outcomes.

2. Feedback as a continuous process

Ensuring feedback is inclusive and suited to individual students' needs.

3. Feedback suited to individual students' needs

Ensuring feedback is clear, inclusive, unambiguous, and understandable and includes opportunities for students to seek clarification on the feedback they receive.

4. Feedback consistency

Ensuring feedback complies with any legislation regarding the Equal Opportunities Act, the QAA Quality Code and Awarding Body standards.

5: MODES OF FEEDBACK

Academic feedback plays a crucial role in supporting learning at the College and is a key element of the student learning experience. Three methods of feedback in connection with assessment are used at the College:

1. Informative feedback is a continuous day to day feedback given to students and is not generally recorded but is a motivational feedback that staff use to encourage students particularly in the early stages of their learning.
2. Formative assessment provides students with feedback on their performance, helps them identify how they can improve performance in that task, and supports their development as independent learners. It is aligned to the assessment criteria.
3. Summative assessment measures student performance against learning outcomes and provides results on which decisions on progress and awards can be made. Summative assessment can have a formative function, in that both marks and comments will help inform future tasks and learning needs
Formative assessment can support the management and staff in the collation of qualitative data whilst summative assessment provides the quantitative data for the summation of performance feedback reports to management.

6: METHODS OF FEEDBACK

Feedback is reported in different formats:

- Written comments on assessments/assignments
- Informative oral feedback in lectures and tutorials
- Oral and written feedback by employer and tutor during work placement
- Electronic feedback on IT-based tests and quizzes (BKSB pre admission feedback)
- Whole-class general feedback sheets
- Meetings with personal and/or academic tutors/teachers
- Student representative committee meetings
- Work placements feedback by tutor and employer
- Meetings with Student Welfare Officer

- Peer feedback, either formally as part of an assessment or task or informally i.e in Student/Staff Liaison Committee meetings, Student Welfare meetings, student social events meetings

7: FEEDBACK STAGES (in an academic year)

Stage 1: Pre Admission Feedback ie on BKSB diagnostic tests

Stage 2: ILP Target setting feedback

Stage 3: Continuous informative (oral) classroom and tutorial feedbacks

Stage 4: End of module (formative/summative feedback)

Stage 5: End of course (summative feedback)

Stage 6: HEFCE feedback

Stage 7: Programme and annual monitoring review feedback at various committees with student representation

Stage 8: Student representative feedback to related cohorts followed by subsequent feedback from cohorts to representative and then back up to relevant committees

Stage 9: Student representative feedback as part of HER process

Stage 10: Destination of Learners feedback (after 6 months of employment)

8: RELATED DOCUMENTS

- a. Assessment Policy & Procedures (WLCBMS 002)
 - b. Equal Opportunities Policy (WLCBMS 006)
 - c. Recruitment, Selection & Admissions Policy (WLCBMS 015)
 - d. Distance Learning and Assessment Policy (WLCBMS 045)
- e. QAA Assuring and Enhancing Academic Quality - Quality Code Section B5