

## Examination Feedback Policy

### 1. Purpose

Students should be given the opportunity to receive appropriate feedback on their examination performance for the following purposes:

- 1.1. To enhance their transition between modules, levels and stages of their programme;
- 1.2. To help them identify areas in which they had performed well or could improve their performance, as a means of supporting progression and achievement;
- 1.3. To encourage engagement in opportunities that will prepare them better for exams.

This document should be viewed as part of the University's wider Assessment and Feedback policy, which is available here:

<http://www.kent.ac.uk/teaching/assessment/afpolicy.html>

### 2. Policy

- 2.1 Students are entitled to receive examination feedback. Schools must therefore provide feedback at key stages in the programme to support successful progression for students. In order to provide this in a timely fashion (e.g. prior to re-sits; by the beginning of Autumn term at progression between stages), Schools should advise students of the timeframe for providing generic examination feedback (2.2) and for responding to requests for feedback on an individual basis (2.4-2.6).
- 2.2 Schools must identify the most appropriate method of providing feedback on examinations for all students, depending on the discipline, cohort size and level of study and communicate this to students (e.g. induction, student handbook, VLE);
- 2.3 While continuing and resitting students must receive examination feedback they may only access their examination scripts<sup>1</sup> on request. Students who fail an examination are strongly recommended to do this with respect to improving their performance.
- 2.4 Schools will manage individual feedback and access to examination scripts on a request basis, ensuring that any scripts viewed by students are retained.
- 2.5 Access to examination scripts will only be permitted in tandem with a discussion with an academic member of staff about the comments on the script, in order to put the comments into context.
- 2.6 While the University will as a matter of policy provide access to examination scripts for the purposes of feedback, it reserves the right to refuse access to a script (but not any comments made on the script), where it is considered appropriate, and all scripts will continue to be owned by the University.<sup>2</sup>
- 2.8. Any feedback given cannot be used to challenge the marks awarded nor will it constitute grounds for appeal.

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<sup>1</sup> Script refers to the examination answers produced by students.

<sup>2</sup> In accordance with the UK Freedom of Information and Data Protection Act, students have no legal rights to see their examination scripts, but do have the right to view any written comments made. Comments must be presented in an intelligible context.

### 3. Good practice

Some examples of successful methods for providing examination feedback to students:

- 3.1. Generic commentary for all students highlighting the key learning points, either as part of timetabled sessions or posted on the University's virtual learning environment or other electronic means
- 3.2. Individual feedback sheets or marks relating to examination scripts, detailing how a student has performed and specifically, highlighting areas for improvement
- 3.3. One-to-one feedback with relevant teaching staff or Academic Advisers, particularly for failing or 'at risk' students

Some examples of successful methods for supporting students in preparing for exams:

- 3.4. Revision lectures or workshops before the examination period
- 3.5. Past papers/generic answers or short 'mock' tests online to test key learning concepts
- 3.6. Generic support for exam preparation and planning provided by the Student Learning Advisory Service

### 4. Related documentation

- 4.1. This Policy will be made available through Annex 6 of the Credit Framework for Taught Programmes: <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex6.html>
- 4.2. Data Protection: <http://www.kent.ac.uk/infocompliance/dp/general-information.html>
- 4.3. Guidance for Examiners <http://www.kent.ac.uk/teaching/qa/credit-framework/guide-examiners.html#comments> – see in particular, section 26

#### **26. Comments on Examination Scripts**

**26.1** *There is no requirement to provide comments on examination scripts.*

**26.2** *However, where comments are provided, these should be used to provide the examiner(s) and the external examiner(s) with the rationale for grading in accordance with the agreed marking criteria. They are not intended to provide feedback to the student per se, although must be written in the knowledge that a student may access the script at a later date. Examiners should note the following:*

**26.3** *Where provided, comments should be presented in a format that satisfies both the discipline concerned by adhering to the relevant marking practices and addresses the requests of the external examiners. For example, in cases where marks are to be moderated, annotation of the script may be appropriate; for double blind marking, comments may be recorded on a separate sheet.*

**26.4** *Such comments should be intelligible - in the sense that they should clearly indicate how the marks have been allocated to the work.*

**26.5** *All examiners should be aware that any comments or markings, either on scripts or on a separate sheet of paper, may potentially be made available to the examinee on request under the terms of the UK Freedom of Information Act (2000) and Data Protection Act (1998).*

**Revised – 27/01/2016**