Student Performance

Feedback Policy

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V2.0

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Other documents referenced	
Related documents	

Version Number	Date issued	Author	Update information
V1.0	06.01.2014	GCU Lead	First published version
V2.0	31.05.2019	Academic Quality and Development	Updates made to entirety of policy.

GCU Policy on Student Performance Feedback

1   Policy Statement

1.1   Glasgow Caledonian University (GCU) is committed to providing the best possible student learning experience. This includes providing high quality academic feedback that is timely, fit for purpose and designed to enhance the future learning of students.

2   Feedback

2.1   Feedback plays a crucial role in the development of students as independent learners and should provide students with an indicator of progress, identifying:
- noted strengths and weaknesses;
- the rationale for marks awarded;
- alternative ideas/solutions for consideration;
- suggestions for future improvement.

2.2   Feedback can be provided formally and informally, individually or generically, and constitutes an integral part of the teaching and learning experience. Whilst not exhaustive, feedback can be provided in a number of different forms, including electronic, written, verbal, in class and personal feedback from academic staff and, where appropriate, peer feedback.

2.3   Details of the student feedback strategy must be provided and reflected in programme and module handbooks.

2.4   Students have a responsibility to proactively engage with feedback provided to them. Feedback is an integral part of the learning process and provides a valuable point of reflection for students to underpin future learning. Students should engage and reflect with feedback, which provides a constructive and supportive platform for future learning and the opportunity to self-assess their skills and capabilities.

3   GCU Feedback Principles

3.1   All Schools, and other academic units, should implement the 8 GCU Feedback Principles within all coursework assessments, and across all modules. The Feedback Principles are student facing and state that feedback at GCU should be:

- A dialogue
  Feedback should be based on discussion, face to face or online, between you, your fellow students and staff. This dialogue is an important part of your learning and also helps academic staff to shape their teaching.

- Supportive of future learning
  Feedback should review student performance, strengths and areas for improvement; should clarify what is expected of students academically and help to identify areas for further learning and development.

- Timely
  Feedback on coursework should normally be provided to you within three working weeks of coursework submission deadlines. Exam and module results will normally be released according to the schedule at:
  https://www.gcu.ac.uk/currentstudents/essentials/exams/results

  Students should note, however, that there may be instances where due to exceptional circumstances feedback is subject to a longer turnaround time. Where this is the case module leaders will ensure that the revised date for feedback is communicated to students as early as possible.

  Final level Project/Dissertation feedback will not be released until after the Assessment Board, given the short turnaround time between submission deadlines and meetings of Assessment Boards.

- Related to clear criteria
  Feedback should be based on clear assessment criteria, which are made available to you in advance of undertaking your assignment or examination.

- Accessible to all students
  Feedback can be provided in a variety of different forms: written, for example by comments made on your assignment itself or on a feedback sheet; electronic, for example by email or through GCULearn, verbal, for example in lectures, seminars or one-to-one and small group meetings with your tutor. Feedback can also be provided by your fellow students and through self-reflection. Written feedback should use plain English and be clear and legible. It should also be responsive to any particular needs you have in terms of its accessibility.

- A continuous process
  Feedback will be provided throughout your module and, where possible, build on feedback provided on earlier performance.

- Available on all forms of assessment
  Feedback should be provided on all your assignments, whether formative or summative, examinations, final level projects/dissertations and group as well as individual contributions to a module. For written exams, generic feedback will be provided, with the option of individual feedback and an opportunity to review the marked exam script with module leaders.

- Flexible and suited to students' needs
  The variety of different forms of feedback should ensure that you have easy access to your feedback whether you are full-time, part-time, distance or work-based.

4   Review of feedback mechanisms

4.1   Academic Departments will implement processes to monitor the provision of feedback. This includes; ensuring adherence to expected timescales, the method and quality of feedback provided and subsequent student perceptions of the effectiveness of the Department's feedback practices.