

Academic staff should provide feedback that is timely, constructive and developmental. Students have a responsibility to engage with the feedback provided, to reflect on academic performance and to act on the guidance and advice received.

Academic tutors play an important role in helping students to understand how to make effective use of the feedback they receive.

Feedback must be timely and should normally be provided on submitted work/assessments within 15 working days, but no later than 20 working days.

Where provision of marks and individualised feedback is likely to exceed 15 days, group feedback should be provided shortly after the assessment has taken place.

A consistent approach to feedback within a course, adhered to and delivered by all the academic staff involved will help to ensure a fair and consistent feedback experience for all students. Use of marking rubrics or a standardised proforma helps to encourage consistency of style and quality of feedback.

Students may be provided with individualised developmental feedback on a draft version of an extended piece of written work (e.g. essay, research report), so that they have an opportunity to reflect and revise their work prior to submission for summative assessment. Under normal circumstances, feedback will be provided on one draft version.

The RVC is committed to providing feedback that allows students to understand the strengths and limitations of their academic performance and to recognise how future performance can be improved. Feedback is an ongoing dialogue between staff and students, which will purposefully evolve during a course, in order to develop vital self-regulation skills, so that students ultimately develop confidence and competence as self-reflective practitioners. This is a two-way process and the expectations incumbent on academic staff and students should be made explicit. Academic staff

against learning outcomes. Assessment enables students to benchmark their current level of knowledge or skills, identify areas for improvement and make judgements about the overall progress made. Feedback (including 'feed-forward') reflects attainment relevant to learning outcomes and marking criteria for the assessment task. Feedback on assessment builds on dialogue and opportunities for students to reflect on their learning. The teaching and assessment strategy progressively enhances students' assessment literacy to enable them to increasingly regulate their own learning and performance.

Assessment tasks and feedback are timed appropriately to promote student learning and facilitate improvement. Students are given sufficient time and opportunity to engage in learning and teaching activities that build their capacity for assessment. A holistic view of assessment deadlines can help to ensure that they are timed appropriately, to avoid over-burdening students. Expectations in relation to feedback and feedback turnaround time for each assessment are consistent and clearly articulated. Feedback comments are provided in sufficient time to enable students to enhance their performance in subsequent assessment tasks.

The principles of good feedback practice are: (modified from²)

1. Helps to clarify what defines RVC standards (e.g. pass/fail, merit, distinction, degree classification).
2. Delivers information to students on their learning and level of academic achievement.
3. Encourages students to reflect on their learning and to identify gaps between current and

extended, e.g. where summative assessments require approval by Examination Board prior to release of marks or where there are large numbers of extended pieces of writing (e.g. reflective essays), requiring individualised feedback. An extension up to a maximum of 30 working days must be approved by the Chair of the Learning, Teaching and Assessment Committee and the deadline for receipt of feedback, as well as justification for the extension, must be clearly communicated to students in advance. A 'team marking' approach may be necessary to achieve turnaround times and curriculum managers are encouraged to discuss their requirements with Departmental Teaching Coordinators, to ensure adequate staffing for formative and summative assessment activities. Curriculum managers (and/or Exams Office staff) should provide academic staff with sufficient advanced warning and allocate sufficient work time to undertake feedback activities. If short turnaround times are deemed to be essential (i.e. less than 15 working days) this must be agreed with the relevant Head of Department in advance and communicated effectively to the academic staff involved.

_____, i.e. in a format that allows students to understand their level of academic achievement for the work submitted. Where possible, feedback should be aligned with the marking scheme and descriptors used for summative assessment of the work, in terms of structure and style. Marking templates/rubrics may be helpful in providing 'categorical' feedback in a consistent manner, based on different aspects of academic ability and levels of academic achievement (e.g. Appendix 1).

_____, i.e. enabling reflection on skills and academic performance, supporting students in identifying and closing gaps between current and desired performance. Feedback should encourage students to enhance their academic skills and typically, advice and guidance should be explicit, e.g. use of "What went well / Even better if..." or "To improve your mark you need to..."

The security of questions used in summative examinations and exam scripts must be considered, in accordance with Guiding Principle 10 of the UK Quality Code for Higher Education³. Release of questions used in summative examinations for feedback purposes may need to be undertaken in a controlled setting, i.e. such that students are not permitted to acquire physical or digital (including photographic) copies for use or distribution outside the feedback environment. Students can view marked scripts/assignments alongside examination papers

When this type of extended written work is submitted for summative assessment (having already received formative feedback), internal examiners will be expected to provide written comments to justify the mark awarded, but extensive feedback will not be expected, UNLESS a mark is awarded (typically in the 'fail' category) which will likely require the student to re-submit the work for further assessment. In this case, developmental feedback should be provided as stipulated previously, which will allow the student to reflect on their performance and remediate any deficiencies.

Formative assessments should provide students with an authentic experience, in preparation for the summative examination in terms of their style, structure and marking scheme. Students must be provided with at least one formative opportunity for each format of summative assessment used. Mock examinations may be provided, whereby a limited number of representative questions are undertaken under exam conditions. It is unlikely that students will receive individualised feedback on their performance in mock examinations and instead this will usually take the form of whole class feedback, whereby an academic member of staff will discuss expectations with respect to a model

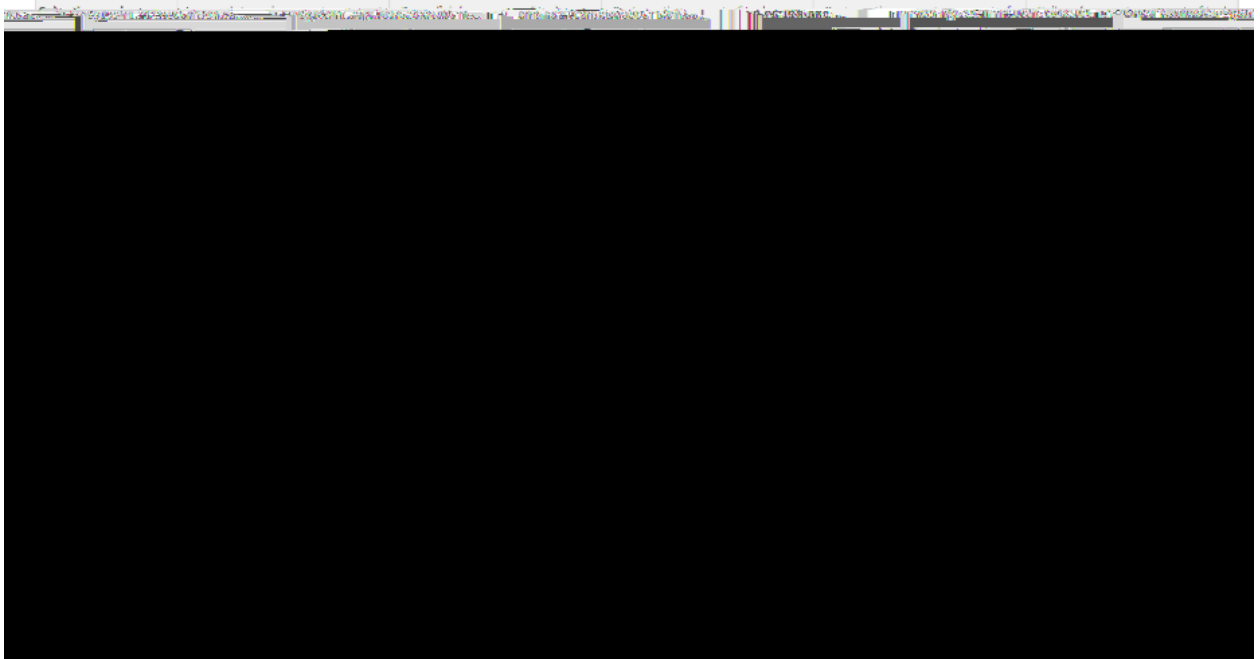
Marked' procedure⁴) provides a potentially rich source of formative feedback. When students fail to progress, feedback opportunities will be provided shortly after the examination, whereby students are encouraged to view their scripts and discuss performance/strengths and weaknesses with academic staff. These opportunities must be scheduled to allow students sufficient time to reflect and review their performance and take steps to remediate, prior to being required to re-sit/re-submit. For students that are successful in summative examinations and who progress to the next stage of the course, feedback opportunities should also be provided. The timing for these should be considered carefully. For modular courses, where students progress rapidly to the next phase of their learning, feedback opportunities should be considered shortly after the examination. Individualised feedback may not be available before students are required to undertake preparation for the next assessment, in which case group feedback should be considered. For courses with end-of-year synoptic examinations, feedback should be considered at the start of the following academic year, to allow students to reflect on their previous performance and to identify strategies for improving their learning/exam technique for the next set of assessments.

During intra-mural rotations, informal feedback will be provided in the three areas of knowledge & problem solving, professional activities and practical skills. At the end of each rotation, summative feedback is provided in 14 competencies that fall within the areas outlined above. Formal feedback will be normally delivered verbally, with the feedback on the 14 competencies provided with the overall grade in written format towards the end of the week and the grades and feedback entered into Gradebook. For extra-mural studies, veterinary clinical staff will be required to complete a feedback proforma, which will be submitted to the RVC and distributed through the academic tutor.

⁴ [How Examinations are Marked](#)

Appendix 1

Feedback rubric



	Director of Assessment
	November 2020