Policy name	Student Feedback Policy		
Policy number	AC0021		
Contact Person	Deputy Vice Chancellor for Academic Affairs and Research		
Approval Authority	Board of Trustees		
Date first approved	13 January 2020	Last substantive review	
Policy Review Cycle	One year	Next review	13 January 2021

1. Definitions

Terms / Abbreviations	Definition
ASU	A'Sharqiyah University
DVCAAR	Deputy Vice Chancellor for Academic Affairs and Research

2. Purpose

Feedback is an essential component of the teaching and learning process. Feedback may be verbal or written. It can take the form of annotations on coursework or examination scripts or separate completed feedback sheets. This policy clarifies the principles of good feedback practice. Good feedback practice will assist students to reflect on their learning, assess their academic progress, identify their strengths and weaknesses and thereby improve their future academic performance. Good feedback practice will also assist students to develop as independent autonomous learners. The policy sets out the responsibilities of academic staff and students in relation to feedback at A'Sharqiyah University.

Scope

The policy applies to all students and staff of A'Sharqiyah University.

Policy Statement

At the beginning of each course taught in the University, students shall be provided with a course syllabus. The course syllabus shall include the course outline, information relating to the learning outcomes for the course, the nature of assessment tasks that will be undertaken by the student and the weighting of each component of the assessments.

Purpose of feedback.

Feedback can be both formal and informal. It can be provided to students individually and in groups. Student feedback should be provided promptly and should assist each student to reflect on their learning and the goals that they seek to achieve. Feedback should help each student to understand what good performance is and how it can be achieved. Feedback will help students to monitor their academic progress and any recurring issues. Feedback will also help to motivate students to learn better and to develop their self-esteem. Feedback will assist students to become independent autonomous learners.

Principles of Effective Feedback

Effective feedback is timely. It should be offered to students regularly throughout a course and should be provided at the right time to enable each student to reflect on their learning and to improve their future performance.

Effective feedback is supportive and constructive. It should be respectful of students and should identify a student's strengths and areas for potential improvement.

Effective feedback should be easy to understand and should be offered in a form that can be accessed by the student.

Effective feedback should be transparent. It should be directly related to the course learning outcomes and assessment criteria. It should explain how or why marks have been awarded.

Good feedback is goal-oriented. It should clarify the extent to which a student achieved goals and the steps that need to be taken to improve future performance.

Good feedback should be embedded across the entire curriculum and in all courses taught in a program.

Good feedback should stimulate dialogue, discussion and debate. Effective feedback should prompt discussions with students and reflection about their learning and academic performance.

A concise discussion on the principles of effective feedback can be found in Race (2014). Academic staff interested in pursuing the subject of how to provide effective feedback to students are advised to consult Brookhart (2017).

Key Stakeholders

University staff, Students, Board of Trustees, Board of Directors, Government Departments.

Procedures and Guidance

Responsibilities of Academic Staff

Each member of academic and teaching staff in the University shall adopt the principles of effective feedback outlined in section 4.

All academic and teaching staff shall provide feedback to students on all assignments and examinations which count towards a final course mark as soon as possible following submission of the assignment or date of sitting the examination.

Feedback to students on mid-term examinations, quizzes and coursework shall be provided to students within a maximum duration of one week.

Feedback to students on final year examinations and research projects shall be provided to students within a maximum duration of two weeks.

If a member of staff is unable to meet these deadlines due to exceptional circumstances, students shall be provided with an explanation and informed of the new date when they will get their feedback.

All academic and teaching staff shall provide general feedback to students on the general performance of a cohort in an examination. The lowest mark, highest mark, and average mark achieved by the cohort in an examination shall be provided including a marking commentary on the general performance in the examination. This marking commentary shall be uploaded onto Moodle.

Academic staff shall on request provide individual feedback to all students who have performed below the standard required to achieve a pass grade on a course.

Where a course is assessed by an examination component, a student has the right to see their marked examination script and to request detailed feedback which includes the marks scored in each examination question.

Any student who experiences difficulties in getting feedback on any course taught on their program of study should contact their Head of Department or Dean of relevant College.

Responsibilities of Students.

All students are responsible to ensure that they engage with the feedback process in order to maximize their learning. All students should familiarize themselves with the course syllabus provided at the beginning of each course and how all courses that they are registered on shall be assessed.

All students shall regularly seek feedback from academic and teaching staff. All students should reflect on the feedback received and where necessary, seek further guidance and support from teaching staff and from their fellow students.

All students should keep a record of their feedback for future reference. Students are advised to build on their strengths and to utilize the feedback received to improve their future academic performance.

All students are advised to be supportive of other students and to offer constructive and helpful feedback when approached and requested by other students to do so.

Role of the College Deans

Each College Dean is responsible for implementing processes to ensure that students in his/her College get effective feedback. Each College Dean shall review the effectiveness of feedback practices and processes and the students' experience of feedback across programs in the College and report annually through the Dean's Annual Report.

Student/Staff Liaison Committees

The University will seek feedback from students on the progress of their learning using both formal and informal mechanisms. Informal mechanisms include during teaching sessions, discussions and also through office hours. Formal mechanisms include the Student-Staff Liaison Committee (SSLC) and also the Course Evaluation Questionnaire completed by students at the end of each course or semester.

The Student-Staff Liaison Committee (SSLC) will consist of the Head of Department and student representatives from each of the programs that are delivered in the department. The SSLC will meet at least once each semester and will ensure that students' views are taken into account in the operation of the programs. Program representatives shall be chosen or elected to include full time students, special part-time students, and evening students.

Minutes of the meeting of the Committee shall be discussed by the College Academic Board and summarized in the Program Review and Development Reports and in the Deans' Annual reports.

Where necessary, social media, electronic communication and/or video-conferencing facilities may be utilized to allow special part-time and evening students to participate in the staff/student liaison process.

Other Student Feedback Mechanisms

At the beginning of each session staff are responsible for producing a teaching program and a schedule of assignment submission requirements. The assignment submission requirements and mid-term examination dates shall be coordinated by the Head of Department, as far as possible, to ensure a balanced workload for students in the Department across the semester.

Regular departmental meetings shall also take place to allow an interchange of ideas and experience, aiding the overall presentation of courses within the programs and to ensure

continuity between semesters. These meetings shall provide staff with a forum to discuss general and specific problems regarding course delivery and to determine solutions. The meetings shall also ensure that staff are in contact with each other regarding student performance on a regular basis.

References

Race, P. (2014), *Making Learning Happen: A Guide for Post-Compulsory Education*, Third Edition, London, England: Sage Publications Ltd.

Brookhart, S. M. (2017), *How to give effective feedback to your students*, Second Edition, Alexandria, Virginia, USA: ASCD.