

Title: **Examination Feedback: Assessing the Outcomes**

Presenter: **Louise Naylor**
 University of Kent

Session Learning Outcomes

By the end of this session, delegates will be able to:

- Appreciate a range of policies and practice regarding examination feedback
- Consider approaches to providing examination feedback
- Assess the impact on staff workload and student performance

Session Outline

The Assessment and Feedback theme in the NSS still attracts the lowest satisfaction rates nationally, indicating that the sector is still failing to meet student expectations in this area. Many universities have responded by formalising their assessment and feedback policies to manage student expectations and reduce inconsistencies in practice (Evans, 2013). However, one area remains contested – examination feedback – despite being part of the manifesto in the NUS Charter as a key determinant of student success. The NUS has campaigned on assessment and feedback for many years, arguing that feedback should not be restricted to certain forms of assessment and recently produced a benchmarking tool for developing and embedding good practice, by addressing transparency, student workload and feedback quality.

At Kent, we embarked on a project to review our policy and practice in this area, and in collaboration with students, considered the purposes, benefits and challenges surrounding examination feedback (Jonsson, 2012). As part of revising our Assessment and Feedback Policy, we gathered staff and student views on examination feedback and compared our approach with practice elsewhere. What emerged was a very mixed picture across the sector - no consistency with regard to policy or mode of feedback, with varying limitations on programme stage or cohort level and ranging access to scripts (from none to full access). Moreover, a clear disparity emerged between the high requests for, and low uptake of, examination feedback by students who paradoxically, advocated for greater examination preparation opportunities (eg revision sessions or mock exams) that could feedforward into improving their performance in a more timely way. In this workshop, participants will be encouraged to share individual experiences with examination feedback and then in groups, explore further the challenges of making any examination feedback process both effective and efficient.

Session Activities and Approximate Timings

Overview of examination feedback policies and practice in the HE sector – **10mins**

Individual survey of practice – short paper-based survey* – **5 mins**

Reviewing the policy, practice and purposes of exam feedback at Kent – **10 mins**

Group work – share individual experiences to compare practices and explore the benefits and challenges – **15 mins**

Feedback and Q&A – **5 mins**

*(results of survey will be collated and emailed to participants after the event)

References

Evans, C. (2013) Making Sense of Assessment Feedback in Higher Education
REVIEW OF EDUCATIONAL RESEARCH vol. 83, no. 1, p 70-120.

Johnsson, A (2012) Facilitating productive use of feedback in higher education
Active Learning in Higher Education (December), p 1-14.

NUS Assessment and Feedback Benchmarking Tool (2015)

<http://www.enhancementthemes.ac.uk/docs/resources/nus-assessment-and-feedback-benchmarking-tool.pdf?sfvrsn=2>