



AMERICAN COLLEGE

Student Feedback Policy

15 February 2022

Introduction

American College pledges to provide students with prompt and efficient feedback on their academic progress and performance, allowing them to mirror their progress and adequately plan their skill development. Feedback is an essential element of the teaching and learning process as it enables students to become autonomous learners. Feedback methods, though, might differ depending on the type of assessment, topic, level of study, and the needs of each student. This policy applies to all undergraduate and postgraduate programs of the College. It outlines why feedback should be planned and provided, the principles and standards of feedback, and the responsibilities of faculty members.

Rationale

The central premise of this policy is that students should receive feedback on their assessed work for all courses during their studies. Students need feedback on assessed work to assist them in tracking their development and identifying areas of strength and weakness in their work, so that they are given the opportunity to improve their understanding of the subject area and improve on a variety of learning abilities and skills. Constructive feedback encourages students to work independently, enhance their critical thinking skills, augment their research skills and improve their argumentative writing.

Purposes of Feedback

Students may use feedback to reflect on their learning and objectives to:

- become autonomous learners;
- grasp what constitutes "excellent" performance and how to attain it;
- track progress and spot recurrent difficulties; and
- be driven and enhance their self-esteem.

Feedback:

- spots learning strengths and deficiencies;
- clarifies how marks and grades were awarded;
- enhances critical thinking, idea generation, and produces alternatives;
- offers opportunities for clarification and deep understanding;
- supports development, achievements and learning accomplishments; and
- suggests improvements for future work.

Guiding Principles

1. Faculty should provide feedback for every assessed activity during a semester.
2. Feedback can be informal or formal, oral or written, and given for individual or group work.
3. Feedback should be personalized for each student, thus promoting reflection on individual abilities and performance.

4. All comments and feedback should be constructive and supportive; strong points should be identified and not only areas of improvement.
5. Wherever possible, feedback should be provided on all types of coursework. Written feedback should be complemented with oral discussion as needed.
6. In cases where assessed coursework is submitted electronically, then feedback should also be provided electronically unless stated otherwise in the course outline and assessment guidelines.
7. In all cases (except unexpected situations), all feedback and marked coursework must be returned to students before classes end and before final examinations.
8. Faculty should encourage students to critically review the provided feedback to understand it and develop their skills for future work.
9. Upon the start of every semester, students need to be provided with all relevant information regarding coursework assessment and feedback. All information should be provided to students orally in class and in writing in the Course Outline.
10. The nature of the course, the assessment type, the format of the assessment, the course level and the assessed work will determine the kind of feedback given to students..
11. Students must be given a chance to discuss the feedback provided with the faculty member either in person or during class.
12. Given marks and grades for assessed work must be justified through comments, and feedback should address how students can improve, suggesting additional reading or other development activities.
13. All comments should be concise, specific, and precise enough for students to use in their academic and personal plans. Faculty members should avoid giving brief remarks like "inadequate" or "unsatisfactory".
14. Within 15 days following any assessed coursework submission deadline, all feedback and comments should be returned to students. Feedback encourages students to interact with the criticism and put any suggestions into practice before moving on to their subsequent assessed work. If providing feedback within this timescale is not feasible, faculty should inform students as soon as possible and give a precise time indication of when feedback is to be returned.

Feedback on Final Examinations

1. All exam scripts should have written remarks that are clear and readable. These comments might be in a different document, but they should clarify which section of their work they are commenting. Students should be able to seek clarification and more input within reason; nevertheless, students should be aware that there are no appeals available in questions of academic judgment.
2. Examiners should understand that students on certain occasions can view the written feedback they provide on examination scripts and upon request; hence, the comments should follow the same form as those provided for other coursework and assessment.
3. Exam feedback should be focused on performance concerning established assessment criteria and general categories of performance levels. Comments should not involve comparisons to other students' work by name or reveal any additional confidential information.
4. Hard copies of examination scripts are not returned to students, but students can discuss the examination performance in certain circumstances with the examiner upon written request.

Faculty Responsibilities

Faculty should:

- Follow all Guiding Principles as presented above;
- Provide information about feedback in the Course Outline, which can include (but not limited to):
 - Type of feedback;
 - Timelines for feedback return;
 - Importance of feedback and what will be expected by students in future assessment;
 - Assessment guidelines and assessment criteria;
 - general guidance and
 - reference to this policy;
- Respond to students' assessed work with oral and written feedback (whatever is applicable) within 15 days. If more time is needed because of unforeseen situations, students must be notified and informed on the new time in which feedback is to be provided;
- Encourage and support further discussion with students after the feedback is provided, with all available means (i.e. through Moodle or during class);
- Comment on the current policy and suggest ways of improvement.

Key points to Consider

Faculty should consider the following while providing comments in any form:

- Feedback is more than just what is written on students' printed work: it encompasses everything conveyed to students about their work, both personally and collectively.
- Feedback is an essential component of the entire teaching process.
- Wherever possible, feedback should be constructive and supportive.
- Feedback should emphasize the strong points about the student's work while also noting flaws.
- Feedback on assessment work should assist students in identifying why they earned the grade they did (relevant to assessment criteria).
- Feedback should assist students in improving, often by indicating particular areas that they may target in future work.
- It's particularly advantageous if feedback provides ideas for tactics students might use if they encounter similar work in the future.
- More feedback is not always better input: it is usually best to offer a student a few matters to focus on instead of overwhelming them with advice
- Written feedback should be readable.