In response to the pandemic, temporary arrangements for feedback various types of assessment were introduced. These arrangements were reviewed by the Learning and Teaching Academic Year Group (LTAYG), with a view to putting in place permanent, post-pandemic measures. The resulting policy aspects were approved by the University Committee for Learning and Teaching (UCLT) at its meeting on 27 July 2022 for implementation from 2022/23.

The sections below summarise the institutional policy on return of feedback on coursework, including timed, online coursework held in Exams and Assessment Diets (formerly known as take home exams, and return of feedback on in-person, invigilated examinations (see separate paper Types of Assessment in 2022/23 for definitions of coursework and exams, and the differences between them, particularly regarding the position on the former take home exams, now known as timed, online coursework).

### Feedback on Coursework in 2022/23: Restatement of Current Policy

The University’s [Feedback on Coursework Policy](#) was introduced in 2015/16, and in response to amendments approved by the ULCT on 27 July 2022, the revised policy to be implemented from 2022/23 is as follows:

This document provides the policy framework for Schools to use in the provision of feedback on assessed coursework. It is the responsibility of each School to implement this policy. The policy applies to students studying on all Heriot-Watt University programmes of study. This policy does not cover examinations (exams are defined as 2-3 hour, in person, invigilated assessment held in a University approved exam venue or University approved computer lab; they can be unseen/closed book or open book), for which there is a separate [Feedback on Examination Performance (and Access to Scripts) Policy](#).

The University is committed to providing identical academic standards for students and fostering a learning environment which delivers timely formative feedback to students. This is viewed as essential in supporting learning and improvement.

In order to realise this aim, a maximum 3-working-week turnaround for the return of feedback on assessed coursework remains in place. This 3-working week policy applies equally to feedback on both formative (not credit-bearing) and summative (credit-bearing) assessment. For the purposes of clarity, 3-weeks has been specified clearly as three working weeks, so that students are not misled into assuming that this could include breaks. Schools should ensure clarity of communication to students on feedback on all types of coursework and should not focus on the narrow 3 working weeks, but rather the breadth of feedback, how it will be provided, how it can be used etc.

For some pieces of assessment, this 3-working weeks policy does not apply, such as:

- timed, online coursework (formerly known as “take home exams” during the pandemic);
- final summative coursework, including credit-bearing assessment consisting of a single piece of summative coursework;
- large-scale projects and dissertations.

This is to ensure that there is sufficient time for due processes of marking, moderation, consideration of results by Course Assessment Boards and ratification by Progression Boards, and then release of results. In the case of all such exclusions, the following must, however, be applied:

- students should be made aware of the timing (ie return dates), format and use of feedback on all coursework to which the three working weeks policy does not apply;
- generic, timely whole cohort feedback (ie without marks/grades) should be provided in advance of release of results and associated feedback, which is particularly important if there is likely to be a significant period of time between submission of the coursework and results being ratified by a Course Assessment Board and Progression Board and then released to student;
- formative assessment and formative feedback should be provided in advance of all forms of final, summative coursework (see below); the three-working week turnaround applies to all formative feedback.

*See section below for examples of providing generic feedback; this is provided in relation to exams, but is applicable equally to coursework submitted/completed at the end of a course.*
Formative Assessment and Formative Feedback on all HWU Courses
As per paragraph 10.7 of Regulation A4: Course, Programmes and Assessment, "each course shall feature formative assessment to enable students to evaluate the extent of their learning". Consequently, where a course is assessed for credit purposes by a single summative assignment (be that coursework or exam), there is a formal requirement for formative assessment and associated feedback, and the 3-working week turnaround applies equally to formative (non-credit-bearing) assessment as it does to credit-bearing assessment.

Feedback on In Person, Invigilated Exams in 2022/23: Restatement of Current Policy

With the option to return to in-person, invigilated exams in 2022/23, the University’s current Feedback on Examination Performance (and Access to Scripts) Policy, has been revised and reintroduced and it applies to the provision of feedback on both types of exams, ie a) in person, hand-written invigilated exams held in an approved exam venue and b) in person, invigilated exams completed electronically in an approved Computer Lab (see separate paper on Types of Assessment in 2022/23 for definitions). The key principle in relation to feedback is as follows:

_Students should be given the opportunity to receive feedback on examination performance_ (except examinations in the final diet for graduating undergraduate or postgraduate taught students); this applies to students across all locations and modes of study. Each School can determine the most appropriate method of providing feedback on examination performance, depending on the discipline, cohort size, level and mode of study.

Examples of methods used to provide access to examination scripts and feedback, as provided in the above Policy, include the following:

- Examination workshops timetabled in the next semester to go through examination performance and overall learning points; this is particularly relevant for core courses;
- Provision of feedback through generic commentary for all students, highlighting learning points, posted on the University’s VLE or other University-approved means of communicating with students, or where relevant members of academic staff have an opportunity to provide group feedback. In the case of electronic exams, if the method allows for students to receive a copy of their submitted script, generic feedback could be a more practical approach;
- Individual student feedback sheets relating to examination scripts, detailing how a student performed; this could also be used to assist off-campus students;
- One-to-one feedback provided by Personal Tutors or members of the Course team.

Each School should inform students (e.g. handbook, statement on Course VLE site) of the timeframe and methods used to provide exam performance feedback.

The LTA has produced a Watt Works Quick Guide on helping students to benefit from feedback on exams. Additionally, there are other LTA Watt Works Quick Guides on Feedback, including a guide for students on feedback. The LTA has also produced a range of information on assessment and feedback as part of its "Getting Ready for AY 2022/23":

- Course and Assessment Design Top Tips
- Assessment and Feedback FAQs and Resources

Further support and guidance are available from the LTA: LTAcademy@hw.ac.uk