*Blaai af vir die **Afrikaanse** weergawe van hierdie dokument*

FACULTY-SPECIFIC PROVISIONS FOR FEEDBACK TO STUDENTS ON COMPLETION OF ASSESSMENT OPPORTUNITIES

The Faculty of Medicine and Health Sciences (FMHS) regards feedback to students on completion of assessment opportunities as an integral part of student learning. It is also accepted that learning takes place optimally if feedback is provided **timeously** and is **specific** in nature.[1]

The Faculty acknowledges that feedback to students on completion of assessment opportunities poses specific challenges to the lecturers, who, besides their teaching, research and community service obligations, also have a heavy clinical load. Nevertheless, it is important that students' learning is also supported through this important medium. The provisions in the General Calendar (Part 1) and the Calendar of the Faculty of Medicine and Health Sciences (Part 12) regarding "Discussing examination answers with members of the teaching staff" are not always practically achievable within the context of the health sciences, and a number of faculty-specific mechanisms for feedback to students have been identified as acceptable alternatives. The forms of feedback below already are common practice in the FMHS and are specified here so that **at least one** of them is implemented on completion of an assessment opportunity.

A distinction is made between "tests" (or assessments that are formative in nature and/or contribute to a continuous assessment mark or a class mark) and "examinations", which take place at the end of a semester/academic year and have pass/fail implications. The feedback mechanisms listed below are applicable to the former. Feedback on completion of an examination must be arranged in consultation between the class representative concerned and the module chairperson for those who qualify for re-evaluations or supplementary examinations and want to learn from their mistakes with a view to the further assessment opportunity.

It is important to note that the purpose of student feedback on completion of an assessment is not to query the marks, but to learn. The mechanisms below therefore do not replace the official provisions for the "Re-evaluation of examination scripts", as taken up in the Calendar of the Faculty of Medicine and Health Sciences (Part 12).

Feedback mechanisms for theoretical assessments:

- Feedback on completion of an e-assessment on SUNLearn that is available to the students immediately after they have completed the assessment (the e-assessment must be compiled as such from the start). This feedback could be given immediately after completion of an e-assessment opportunity, still under examination conditions when the official assessment time has expired, or on a later occasion that can be organised by consultation between the lecturer and the class group concerned.
- Feedback to individual students on an appointment basis and on the basis of the examination script of the student concerned.
- Provision of examination papers and memoranda (where feasible).

[1] David J. Nicol & Debra Macfarlane-Dick (2006) Formative assessment and self-regulated learning: a model and seven principles of good feedback practice, Studies in Higher Education, 31:2, 199-218, DOI: 10.1080/03075070600572090

- Podcasts with feedback on a specific examination paper.
- Handing out of examination scripts in class and discussion of questions.
- Written feedback to the class on the basis of statistics relating to the questions in a particular examination paper that were answered very badly.
- Feedback in the context of the class during a feedback session that has been arranged mutually by the lecturer concerned and the class representative (thus outside normal class periods).
- Training in answering tests (this can be done as early orientation or remedially on completion of an assessment if specific shortcomings in answering tests were noticed in a student/students).
- Access to written examination scripts/e-assessments under the supervision of a member of staff.

Feedback mechanisms for clinical assessments:

- Any of the abovementioned forms of feedback may be used on completion of clinical assessments, as applicable.
- Provision of the rubric/marking sheet in terms of which marks were awarded.
- Discussion of the clinical case(s) immediately on completion of the clinical assessment (not after every individual case, but on completion of the assessment opportunity).

Module chairpersons are encouraged to emphasise the importance of appropriate feedback to his/her module team throughout and to look formally at the outcomes of the assessment on a regular basis and at the way in which feedback was conveyed to the students.

19 July 2016

FAKULTEITSPESIFIEKE BEPALINGS VIR TERUGVOER AAN STUDENTE NA AFLOOP VAN ASSESSERINGSGELEENTHEDE

Die Fakulteit Geneeskunde en Gesondheidswetenskappe (FGGW) beskou terugvoer aan studente na afloop van assesseringsgeleenthede as ’n integrale deel van studenteleer. Dit word ook aanvaar dat leer optimaal plaasvind as terugvoer **tydig** gegee word en **spesifiek** van aard is.[2]

Die Fakulteit gee erkenning daaraan dat terugvoer aan studente na afloop van assesseringsgeleenthede bepaalde uitdagings bied aan dosente wat naas hul onderrig-, navorsings- en gemeenskapsdiensverpligtinge ook dikwels ’n groot kliniese lading dra. Nietemin is dit belangrik dat studente se leer ook deur hierdie belangrike medium ondersteun word. Die bepalings in die Algemene Jaarboek (Deel 1) en die Jaarboek van die Fakulteit Geneeskunde en Gesondheidswetenskappe (Deel 12) insake die “Bespreking van eksamenantwoordskrifte met dosente” is nie altyd prakties haalbaar binne die konteks van die gesondheidswetenskappe nie en ’n aantal fakulteitspesifieke meganismes vir terugvoer aan studente is geïdentifiseer as aanvaarbare alternatiewe. Die onderstaande vorme van terugvoer is reeds algemene praktyk in die FGGW en word hieronder aangegee sodat **minstens een** daarvan na afloop van ’n assesseringsgeleentheid geïmplementeer sal word.

Daar word ’n onderskeid getref tussen “toetse” (of assesserings wat formatief van aard is en/of bydra tot ’n deurlopende assesseringspunt of ’n klaspunt) en “eksamens” wat aan die einde van ’n semester/akademiese jaar plaasvind en druip/slaag implikasies het. Die terugvoermeganismes hieronder gelys is van toepassing op eersgenoemde. Terugvoer na afloop van ’n eksamen moet in onderlinge oorleg tussen die betrokke klasverteenwoordiger en die modulevoorsitter gereël word vir diegene wat vir herevaluerings of aanvullende eksamens kwalifiseer en uit hul foute wil leer met die oog op die verdere assesseringsgeleentheid.

Dit is belangrik om daarop te let dat die doel van studenteterugvoer na afloop van ’n assessering nie is om punte te bevraagteken nie, maar om te leer. Die meganismes hieronder vervang dus nie die amptelike bepalings vir die “Herbeoordeling van eksamenantwoord-skrifte” soos opgeneem in die Jaarboek van die Fakulteit Geneeskunde en Gesondheids-wetenskappe (Deel 12) nie.

Terugvoermeganismes vir teoretiese assesserings:

- Terugvoer na afloop van ’n e-assessering op SUNLearn wat onmiddellik beskikbaar is aan studente nadat hulle die assessering afgehandel het (die e-assessering moet dan uit die staanspoor só opgestel word). Hierdie terugvoer sou direk na afloop van ’n e-assesseringsgeleentheid gegee kon word, steeds onder eksamentoestande wanneer

[2] David J. Nicol & Debra Macfarlane-Dick (2006) Formative assessment and self-regulated learning: a model and seven principles of good feedback practice, Studies in Higher Education, 31:2, 199-218, DOI: 10.1080/03075070600572090

die amptelike assesseringstyd verstryk het, of by ’n latere geleentheid wat in onderlinge oorleg tussen die dosent en die betrokke klasgroep gereël kan word.

- Terugvoer aan individuele studente op ’n afspraakbasis aan die hand van die betrokke student se antwoordskrif
- Beskikbaarstelling van vraestelle en memoranda (waar haalbaar)
- Potgooie (“podcasts”) met terugvoer oor ’n bepaalde vraestel
- Uitdeel van antwoordstelle in klasverband en bespreking van vrae
- Skriftelike terugvoer aan klas op grond van statistiek oor die vrae in ’n betrokke vraestel wat besonder swak beantwoord is.
- Terugvoer in klasverband tydens ’n terugvoersessie wat onderling tussen die betrokke dosent en die klasverteenwoordiger gereël is (dus buite die normale klasperiodes).
- Opleiding in toetsbeantwoording (dit kan as vroeë oriëntering gedoen word of remediërend na afloop van ’n assessering, indien daar spesifieke tekortkominge in toetsbeantwoording by ‘n student/studente opgemerk word)
- Toegang tot geskrewe antwoordstelle/e-assesserings onder toesig van ‘n personeellid

Terugvoermeganismes vir kliniese assesserings:

- Enige van bogenoemde vorme van terugvoer kan gebruik word na afloop van kliniese assesserings soos van toepassing
- Beskikbaarstelling van die rubriek/merkblad waarvolgens punte toegeken is
- Bespreking van die kliniese geval(le) onmiddellik na afloop van die kliniese assessering (nie na elke individuele geval nie, maar na die voltooiing van die assesseringsgeleentheid)

Modulevoorsitters word aangemoedig om deurentyd die belang van toepaslike terugvoer te beklemtoon aan sy/haar modulespan en om gereeld na afloop van assesserings formeel te kyk na die uitkoms van die assessering en wyse waarvolgens terugvoer aan studente oorgedra is.

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