

Provision of Examination Solutions to Students

Academic Year 2024/25

In December 2024, University Education Committee approved a set of principles for Module Leaders to publish written examination paper solutions for students, with agreed exceptions. It has also been agreed to further engage with the community to clarify requirements for feedback on examinations provided to students. Where possible, these principles should be implemented in the current academic year, 2024/25. From 2025/26, they will be incorporated into the [Code of practice for assessment and feedback](#) (new paragraphs 80 – 86) as standard practice:

Examinations

80. Students may, if they wish, be shown their marked examination scripts. Scripts may not be returned to candidates on a permanent basis.
81. The University recommends that module leaders provide students with generic feedback on the cohort's examination performance (e.g., common features of stronger or weaker answers; common errors or misconceptions). In some cases, written or verbal feedback on individual student examination performance may be provided. Where individual or cohort feedback information is provided, this should be done in a manner best suitable to the nature of the examination and the discipline.
82. In addition to any feedback provided, the Module Leader will publish written examination paper solutions, subject to the agreed exceptions (see pp.84-86 below). These solutions will be located on SurreyLearn at a signposted location/ tab after the marks have been ratified by the University.
83. The solutions could be provided in the following formats (the list is not exhaustive):
 - Model Answers—sample response to the questions set, important topics expected, arguments, theories utilised, etc.
 - Solutions to Problems
 - Skeletal solutions—similar to model answers but for problem and numeric-based examination style questions, with suggested methods to approach and answer that particular type of question.
 - Essay-style questions in examinations where a solution exists, outline solutions should be provided. These should include suggested methods for approaching the question or indicate key themes, which students should address in their answers. Essay-style questions that do not typically have 'standard' solutions or are opinion-based, due to their open-ended nature and the variety of valid approaches, should be provided with the marking criteria for these questions instead.

These would normally be the model solutions shared with and approved by the External Examiner. The availability of solutions and the timing of their release should be communicated clearly to students.

84. Exceptions: There may be various reasons why solutions are not provided, such as pedagogy, standard question sets used, e.g. MCQs where standard sets of questions are used on rotation, PRSB requirements, or limited opportunity for producing different types of questions over time that result in the same style of questions reoccurring.
85. The following examination paper types are out of scope (at the discretion of the Module Leader):
 - Practical examinations,
 - 'In-semester tests',
 - Where the same paper is used as an LSA/resit assignment at FHEQ Level 4.
86. Associate Deans of Education (ADEs) are responsible for approving exceptions, supported by the Associate Head of School, Education in each school. The agreed rationale forms part of the communication to students as to why no solution is provided.