

## **QA 6.16 FEEDBACK ON ASSESSMENT TO LEARNERS PROCEDURE**



### **Purpose**

The purpose of this procedure is to outline how Cork ETB centres provide and record high quality feedback to learners in order to enhance the learning process by:

- letting learners know where they are doing well and what areas they need to improve on
- giving learners a chance to reflect on their work
- enabling learners to improve on future performance

Feedback can take a number of forms and varies depending on the programme or level being delivered.

### **Scope**

This procedure applies to all further education and training provision provided by Cork ETB colleges and centres or by organisation funded by Cork ETB to provide further education and training, whether accredited or unaccredited.

### **Responsibilities**

Centre managers are responsible for ensuring that there are appropriate and documented feedback processes in place. While the feedback methods will vary depending on the programme or level being delivered, it is the responsibility of the centre to check that the methods used are fit for purpose and consistent in how a learner receives feedback across the programme.

Assessors are responsible for providing appropriate and timely feedback to learners and for documenting the dates and details of the learner feedback.

Learners are responsible for engaging with the feedback provided and asking for additional feedback if required.

### **Procedure Details**

Feedback is an essential part of any learning process. It can be provided at group or individual level; it can be provided orally, in writing, electronically and by peers as well as by assessors.

In order for feedback to be effective it must:

- Be constructive
- Affirm what the learner knows
- Offer encouragement
- Build confidence
- Outline areas for improvement
- Be based on the learning outcomes and assessment criteria being assessed
- Be timely, sufficiently early in the programme to allow the learner to benefit from the feedback

Feedback is a two-way process and involves a dialogue between the learner and the assessor. Learners need to engage fully with the feedback they receive, seek clarification where necessary and take the feedback on board for future assessments.

### **6.16.1 Formal and Informal Feedback on Assessments**

Feedback on assessments can be formal or informal.

Informal feedback on assessments usually takes place during the learning process. It helps learners to improve or develop work in advance of receiving a final grade. This feedback can be oral or written and it allows the learner to make improvements during the course of their learning. Research indicates that this is the most valuable feedback for learners.

Informal feedback includes:

- Written comments on draft assessments
- Oral feedback on draft assessments or class work
- Discussions in class
- Feedback from peers on a presentation for example
- 1-1 meetings on progress

Formal Feedback is documented feedback given to the learners. Formal feedback includes feedback on assessment which is used to evaluate the learners learning at the end of a programme or period of learning. This feedback summarises the learner's performance and determines to what extent they have met the relevant learning outcomes. Formal feedback can also be given on individual assessments during the programme of learning and at formal feedback meetings.

Formal feedback includes:

- Written feedback on assessments submitted
- Learner Feedback sheet
- Provisional statement of results
- Official statement of results

### **6.16.2 Formal Feedback Methods**

Informal feedback takes place on an ongoing basis throughout the learning process. It is not possible to document all feedback given, however it is essential that there is some documented record of formal feedback to learners during the programme. This information must be available to the External Authenticator.

#### **a. Moodle**

The best way to document feedback to learners is through an electronic system such as Moodle or another virtual learning environment. These systems allow the learners to access their feedback when it suits them, avoids feedback being misplaced and provides a documented record of feedback. Moodle facilitates direct and ongoing feedback.

#### **b. VS Ware**

Feedback can also be given via the Exam/Term Report feature of the VS Ware system in post-primary schools and FE colleges. A report template is set up for each learner and learners receive a report based around assessors remarks from each component on their course.

### **c. Feedback Sheet**

Alternatively, a feedback sheet can be used when an electronic option is not available, See QA 6.16.2a Learner Feedback Form Template. – to include information which may impact on future assessment performance, such as achievements to date, assessments yet to complete, work ethic, motivation, attendance etc. This form should be completed at least once per component (unless giving feedback electronically) and should be included in the assessor's folder.

### **6.16.3 Delivery of Formal Feedback**

Assessors should meet learners on a 1-1 basis at least once during their course of learning. This can be facilitated through scheduled Learner Feedback Days in larger centres and individual 1-1 appointments in smaller centres. Written feedback should be discussed to ensure that the learner understands the feedback.

If a learner does not attend the feedback day or scheduled appointment it is then their responsibility to request an alternative meeting with their assessor.

### **6.16.4 Delivery of Results**

Learners can be informed of their assessment results as soon as they are available. Learners should be made aware that these are provisional results and may be subject to change. Due to the tight timeframe for learners applying through the CAO system, the provisional statement of results should be sent to the learners as soon as the results have been approved by the Results Approval Panel. Learners will receive their final results once they are available from QQI.

Learners will have an opportunity to view their assessments before deciding whether to appeal their result.

### **6.16.5 Information to Learners**

Learners should be informed during the induction process how and when feedback will be delivered during the programme. This information should explain the formal and informal feedback process and should outline how this feedback will be delivered and the dates of any feedback days if appropriate.

Induction should also explain to learners the purpose and benefit of feedback and the learner's responsibility to engage with feedback.

Feedback should be communicated clearly to learners and opportunities for clarification or further feedback should be provided when requested. This includes feedback when the programme has been completed.

**Document Details**

<b>Title:</b>	QA 6.1 – Cork ETB Assessment Information for Learners Procedure
<b>Authors:</b>	Cork ETB Quality Assurance Steering Group
<b>This Version Number:</b>	1.
<b>Approval</b>	FET Strategy Group
<b>Status:</b>	Active
<b>Effective Date:</b>	1/10/18
<b>Review Date:</b>	30/6/19
<b>Templates/Resources:</b>	6.16.2a Learner Feedback Form
<b>References</b>	QQI Quality Assuring Assessment Guidelines for Providers, 2013 The University of Sheffield Principles of Feedback <a href="https://www.sheffield.ac.uk/lets/pp/assessment/feedback">https://www.sheffield.ac.uk/lets/pp/assessment/feedback</a>

**6.16.2a Learner Feedback on Assessment Form<sup>1</sup>**

Date of Feedback: \_\_\_\_\_

Module: \_\_\_\_\_

Learner Name: \_\_\_\_\_ Assessor Name: \_\_\_\_\_

Assessor Feedback	
Learner Comments	
Learner Signature	
Assessors Signature	

<sup>1</sup> This form should be completed at least once per component (unless giving feedback electronically) and should be included in the assessor's folder.