PROVIDER NAME:	CCT College Dublin (CCT)		
POLICY AREA:	Standard 5: Student-centred teaching, learning and assessment		

Policy and Procedure Title: Feedback to Learners	Policy No: CCTP504	Version: 2.1

Policy Statement

Assessment feedback supports learning and is an essential part of any programme of education and training.   It is CCT policy that all modules should include sufficient, timely, diverse and fit-for-purpose feedback on assessments that: encourages effective learning; informs individualised feedback and support; and measures progress towards the attainment of the intended programme learning outcomes.

Regular progress feedback to learners by lecturers and other staff members, together with timely and appropriate responses to coursework, form a necessary backdrop to quality programme delivery.

CCT has mechanisms in place to provide feedback to learners in respect of all continuous assessment and also has a procedure for learners to seek additional feedback in relation to examination performance, upon request.

This procedure is distinct from that of a formal review and is used as a means of providing formative feedback to the student for future benefit. It is not a means of seeking a grade change.

The intention of this policy is to notify learners of their entitlement to feedback and the means of seeking additional feedback, and to provide faculty with clarification on their obligations in respect of providing feedback to learners.

Definitions and Principles

Feedback: communication to learner in respect of their performance in a formative assessment and in the context of the graded awarded in a summative assessment. Feedback allows the learner to see where they received a grade for assessment and where they can improve if necessary. It also allows them to appreciate their strengths and weaknesses in respect of their learning and development within a module.

Staff Involved

All full time and part time faculty within CCT, Lecturers, School Manager, Dean of Academic Affairs & College Registrar, Faculty Coordinators, QA Officer

Procedure Outline / Method(s) used to carry out this procedure	Responsibility of	Evidence generated by this procedure to ensure its effectiveness
Assessment results are communicated to learners as soon as possible after assessment. Results are provisional until they are ratified by a Board of Examiners. Where possible, faculty will endeavour to have feedback to learners in a timely manner and ideally within 2 weeks of the submission date.	Lecturers	Results records
Marks and feedback must be returned to learners within reasonable time and no less than one week before a scheduled end-of-semester exam date.	Lecturers	Records of meetings
Following the issue of results, assessors involved in the specific assessment tasks should normally be available to meet individual learners to review their assessments.	Lecturers	Feedback records / forms
Feedback can be provided in a variety of formats and through different mediums but should be in a format that enables the learner to revisit the feedback at a later date should they wish to do so. This recorded feedback can be supplemented with additional verbal feedback.		
Feedback should be clear and learning outcome focussed; it should be obvious as to how the grade was obtained and what the learner should do in order to improve performance.		
Feedback should be constructive, identifying the strengths and weaknesses of the work and how to improve it further. It should also be unambiguous, so it is clear to any review (external examiner, learner, moderator etc) what the assessor's views are and why.		
In contrast, feedback should not be overly general or vague, and it should not criticise a learner for failing to address something that was not explicitly requested in the assessment brief.		
Feedback must be based on fact, not personal opinion. While assessment is an informed professional judgement, it is a judgement against specified learning outcomes in relation to a specific activity. It is therefore the activity and the learning outcomes which form the focus of the feedback.		
Terminology utilised in feedback should be reflective of the mark.		

Learners can request to meet with the lecturer/assessor of the module in question for further clarification on feedback and/or results. **Feedback on Examination Performance and Discussion of Examination Scripts** In accordance with QQI Assessment and Standards 2013, CCT affords learners the opportunity to seek feedback on their examination performance and discuss the examination script. The purpose of an examination feedback meeting is to provide the learner with a greater understanding of their performance, detailing where further consideration is required for a higher mark and also identifying the strengths in the work completed. The feedback session is of particular importance to those learners who are required to repeat. Any learner wishing to discuss their examination script should contact the QA Officer formally request to do so. The request should be made not later than 5 calendar days after the publication of results. The QA Officer will make all appropriate arrangements. The request will be responded to and arrangements will be made for the feedback to be provided, normally within 14 days of the request being acknowledged. Additional feedback should be in writing. A learner may request a meeting with the examiner as part of the feedback request.	Learner QA Officer	Written requests Meeting records
The learner may be accompanied to the meeting but is required to notify the College in advance of the details of the individual accompanying them. Any accompanying attendee cannot be a legal representative or legal advocate, and the learner and accompanying attendee will be asked to confirm that this is the case. The accompanying attendee is invited to attend in a supportive capacity but is not invited to contribute to the meeting or discussion. The examiner reserves the right to close the meeting where this requirement is not adhered to. No further meeting will be arranged.	Learner	Notification records Notes of meeting
Learners are advised that discussion of examination scripts is intended as a feedback process to assist understanding and enhance future examination performance. It is not used as a means of identifying perceived errors in the assessment process or in the recording of results. Any learner wishing to seek a review or a recheck should follow the appropriate procedure to do so. Learners should not delay their application for a review or recheck until the feedback has been provided as this may invalidate their entitlement to apply.	Learner	Review / recheck applications
	Learners School Manager	Student satisfaction survey Class rep meetings

Should it be highlighted by learners they are not receiving feedback or not receiving it in a timely manner, this issue will be addressed by the School Manager. Learners can highlight their concerns regarding feedback, though surveys or discussion with Class Rep, School Manager, Head of Student Services, or QA Officer. CCT will put appropriate measures in place to address concerns where learners highlight them in relation to the provision of feedback. The matter will be escalated to the Dean of School and addressed as a priority. Learners are reminded of their entitlement to avail of the Recheck/ Review /Appeal procedure, for further information, please see policy CCTP512, separate to seeking additional feedback.	Learners Dean of School	

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
School Manager Moderators School Manager External Examiner Head of Student Services / School Manager Dean of School	Ongoing reviews throughout the academic year Annual review for full academic year Annually Semester Annually As required	Assessment monitoring Moderation reports / feedback External Examiner reports Student satisfaction survey, class rep meetings Annual monitoring activities Complaint investigation and reporting

POLICY CONTROL SHEET

Policy Title	Assessment Feedback
Responsible Officer(s)	Dean of School, QA Officer
Issuance Date	August 2017
Effective Date	August 2017
Last Review Date	July 2019
Supersedes	Version 2.0
Next Review Date	August 2024
Designated Reviewer(s)	School Manager
Scope	Internal lecturing staff (full and part time); Learners; Programme Board, QA Officer, Dean of School

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
Aug 2016	Aug 2016	Edited for clarity	QA Officer	Dean of Academic Affairs & College Registrar
Version 2.0	August 2017	Extended to include guidance on feedback requirements and the addition of the process for seeking feedback on examinations	Dean of Academic Affairs.	Academic Council
Version 2.0	May 2018	Renumbered. Previously CCTP505, now CCTP504	QA Committee	Dean of Academic Affairs
Version 2.1	Sept 2019	Edits to reflect role changes.	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Student centred teaching, learning, and assessment
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Assessment and Standards
Related CCT Policies / Forms	CCTF122 – Student CA Feedback Form CCTP512 – Recheck/ Review /Appeal Policy CCTF139 – Recheck / Review / Appeal Form