

<b>PROVIDER NAME:</b> CCT College Dublin (CCT)			
<b>POLICY AREA:</b> Standard 5: Student-centred teaching, learning and assessment			
<b>Policy and Procedure Title:</b>	<i>CCTP503: Feedback to Learners</i>	<b>Policy No:</b> CCTP503	<b>Version:</b> 2.3
<p><b>Policy Statement</b>  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 learner progress; and reflects 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 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.</p>			
<p><b>Definitions and Principles</b>  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.</p>			
<p><b>Staff Involved</b>  All full time and part time faculty within CCT, Lecturers, Dean of Academic Affairs &amp; College Registrar, Faculty Office, QA Office</p>			
<b>Procedure Outline / Method(s) used to carry out this procedure</b>		<b>Responsibility of</b>	<b>Evidence generated by this procedure to ensure its effectiveness</b>
<p><b>Feedback Responsibilities</b>  Faculty and students have responsibilities in relation to assessment feedback. Students have the responsibility to:</p>			

<ul style="list-style-type: none"> <li>● Attend all classes and fully engage in all learning activities, including homework / independent study activities, to support self and peer assessment and secure formative feedback that will support future assessment performance</li> <li>● Make themselves aware of when, where and how feedback is provided.</li> <li>● Develop their understanding and appreciation of assessment criteria and performance expectations.</li> <li>● Use class notes, lesson materials, peer discussion and other resources available to them to assist understanding the feedback provided.</li> <li>● Use the feedback provided to reflect on their learning and to avail of opportunities afforded to them to improve their performance.</li> </ul>	Students	Attendance / Moodle records
<p>Faculty have the responsibility to:</p> <ul style="list-style-type: none"> <li>● Design and schedule assessments to facilitate the provision of feedback</li> <li>● Provide timely, informative and assessment specific feedback which incorporates clear actions a student can take to improve their work and or details of where and how the assessed work could have been improved.</li> <li>● Direct students to additional supports and resources which may be of benefit to them.</li> <li>● Inform students when, where and how feedback will be provided for each assessment.</li> <li>● Make arrangements for the provision of additional feedback to students following the provision of initial assessment feedback.</li> </ul>	Lecturers	Assessment schedules Feedback records
<p><b>Feedback and Continuous Assessment</b></p> <p>Learners are entitled to assessment feedback in respect of each continuous assessment. Feedback may be automated, provided in written, audio, video format or verbally. Feedback can be individualised or provided to a small group or whole class. In some instances, sample answers may be provided but this is not a requirement nor is it relevant for each assessment.</p>	Lecturers	Results records
<p>Feedback will normally be returned to learners not later than 4 weeks from the submission date. Exceptions apply in respect of late submissions. This timescale reflects the requirement for the work to be first marked, moderated and for discussion to take place between first marker and the moderator prior to provisional results and feedback being released to learners. In all instances, marks and feedback should be returned to learners not less than one week before a subsequent assessment deadline for that module.</p> <p>Assessment planning and scheduling should be undertaken collaboratively with the wider programme team to prevent and avoid bunching of assessments and to ensure effective workload management for both learners and faculty. Faculty are advised to consider the assessment submission date and the results and feedback date when drafting an assessment schedule and are encouraged to include this on the assessment brief.</p>	Lecturers	Marking / moderation records  Assessment schedules





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

## POLICY CONTROL SHEET

<b>Policy Title</b>	Assessment Feedback
<b>Responsible Officer(s)</b>	Dean of Faculty, QA Lead
<b>Issuance Date</b>	June 2025
<b>Effective Date</b>	June 2025
<b>Last Review Date</b>	July 2021
<b>Supersedes</b>	Version 2.2
<b>Next Review Date</b>	August 2027
<b>Designated Reviewer(s)</b>	Dean of Faculty / QA Lead
<b>Scope</b>	Internal lecturing staff (full and part time); Learners; Programme Board, QA Office, Dean of Faculty

### 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	August 2016	Edited for clarity	QA Office	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
Version 2.2	July 2021	Further clarity to specify learner and faculty responsibilities and specify limitations to provision of feedback to better manage learner expectations	IT Faculty Review Meeting	Academic Council
Version 2.3	June 2025	Minor edits for clarity and presentation Renumbered. Previously CCTP504, now CCT503	QA Office	Dean of Academic Affairs

### References upon which the Policy section is based

<b>CCT Policy area</b>	Student centred teaching, learning, and assessment
<b>Statutory &amp; System Wide Basis</b>	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
<b>Related CCT Policies / Forms</b>	CCTF122 – Student CA Feedback Form CCTP509– Recheck/ Review /Appeal Policy CCTF139 – Recheck / Review / Appeal Form