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*Cork Education and
Training Board*

QUALITY ASSURANCE

QA 6.16 FEEDBACK ON ASSESSMENT TO LEARNERS PROCEDURE

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PURPOSE

The purpose of this procedure is to outline how Cork ETB campuses and 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 for 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 campuses and centres or by organisation funded by Cork ETB to provide further education and training, whether accredited or unaccredited.

RESPONSIBILITIES

Campus/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 campus/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

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. The learner has an obligation to view their feedback. These systems allow the learners to access their feedback in a timely manner, avoids feedback being misplaced and provides a documented record of feedback. Moodle facilitates direct and ongoing feedback. Once the assessor clicks "notify student" on Moodle, the learner will then receive a notification from Moodle to let them know that feedback has been given on their assessment. This

feedback should be given to the learner throughout the course and not at the end of the course.

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 campuses and centres. A report template is set up for each learner and learners receive a report based around assessors remarks from each component on their course. This feedback should be given to the learner throughout the course and not at the end of the course.

c. Feedback Sheet

Alternatively, a feedback sheet can be used when an electronic option is not available, this feedback should be given to the learner throughout the course and not at the end of the course. 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 campuses/centres and individual 1-1 appointments in smaller campuses/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

Title:	QA 6.16 – Cork ETB Feedback on Assessment to Learners Procedure
Authors:	Cork ETB Assessment Working Group
This Version Number:	3.0
Approval	Cork ETB FET Strategy Group
Status:	Active
Effective Date:	September 2023
Review Date:	April 2025 or as required
Templates/Resources :	6.16.2a Learner Feedback Form
References:	<p>QQI Quality Assuring Assessment Guidelines for Providers, 2013</p> <p>The University of Sheffield Principles of Feedback</p> <p>https://www.sheffield.ac.uk/lets/pp/assessment/feedba ck</p>



6.16.2a – Learner Feedback on Assessment Form¹

Date of Feedback: _____

Component: _____

Learner Name: _____ Assessor Name: _____

Assessor Feedback	
Learner Comments	
Learner Signature	
Assessors Signature	

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



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