#	POLICY TITLE:	POLICY AREA:	VERSION:	DATE ADOPTED:
SENICHOLAS MONTESSORI	6.6 CORRECTION AND PROVISION OF FEEDBACK LEARNERS	TO 6) ASSESSMENT OF LEARNERS	3.0	AUGUST 2020
Introducti	on and Context	ŀ		
Assessme	nt may be used to:			
- det	termine entitlement to a qualification (e.g. summat	ive assessment);		
	nfirm learning progress (by the learner);			
- ide	ntify gaps in learning (to, e.g., enable and inform th	e development of formative feedback	to the learner o	r to adapt learning
stra	ategy);			
- info	orm the evaluation of the quality of a programme o	f education and training; (Green Pape	r on Assessment	of Learners, 2018)
	nt feedback supports learning and is an essential pa		-	
	s mechanisms in place to provide timely and appro	opriate feedback to learners on all co	ntinuous assessm	ent and, upon request, or
	on performance.			
	se of this document is to outline the principles unc			
	ve feedback to learners on assessed work in a way t	hat promotes learning and facilitates	the ongoing proc	ess of development.
Policy Stat				
	learners will receive feedback on their assessments	-		
	nely feedback to learners on assessed work is under	• •	•	
	edback will be appropriate to the assessment task (p etc.) and the ne	ed to ensure that each
	rner understands how best to improve his / her per			
	e feedback provided to learners will relate to learnin arded	ng outcomes and the assessment crite	eria and be consis	tent with the mark/grade
- The	e feedback provided to learners will aim to inform le	earners of their progress and assist th	em in improving	heir future performance
- Lea	arners will be informed by the lecturer about where	and how they might seek additional f	eedback if neces	sary
	ogramme Directors will ensure that there are suffici use for concern.	ent mechanisms in place to identify le	arners whose aca	ademic performance is
Staff Invol	ved:			
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Procedure Outline	Person/s Responsible	Records generated to ensure evidence of follow through
 In order to provide learners with clear guidance on the assessment process, module lecturers will provide assignment briefs to include the following: Deadlines for assessment submission (where appropriate) The status of any marks or grade (i.e. whether or not it contributes to their overall assessment etc.) The learning outcomes being assessed The assessment criteria and how they relate to the intended learning outcomes 	Lecturer	Assignment briefs approved by Assessment Board at start of year
 At the beginning of the academic year, the Programme Manager will make learners aware of the mechanism for the return / viewing of assessed work Learners will be made aware that all marks are provisional and subject to external examination until approved by the relevant Examination Board. 	Programme Manager	Induction On-going reminder emails from PM
 Learners will receive feedback on assessed work as soon as possible (normally within three weeks) and <i>before</i> an additional piece of assessment in the same module is undertaken by the learner 	Programme Manager PD	Learner Handbook
 Where a learner has failed to meet the submission deadline, the timescale for the provision of feedback is at the discretion of the Programme Director, but will normally be provided to the learner <i>before</i> an additional piece of assessment or examination in the same module is 	PD	
undertaken	Programme Director	
It is the lecturer's responsibility to provide feedback that:		
 Is clear. It should be obvious how the grade was obtained and where appropriate, include direction as to how the learner could have improved the grade. Is constructive and supportive, identifying the strengths and areas for improvement. Is not disparaging or critical of a learner for not addressing something that was not asked for in the brief 	Lecturers	Feedback recorded on Moodle and on hardcopy
- Is unambiguous, i.e. the views and processes of the corrector are clear to any second		

 marker, moderator or external examiner Uses terminology reflective of the mark e.g. very good –excellent (60-70%) and reasonable-good attempt (40-49%) 		
Timeframe:		
Learners will receive feedback on assessed work as soon as possible (normally within three weeks)	Looturoo	Assessment Record
and before an additional piece of assessment in the same module is undertaken by the learner	Lectures Programme	Form
Examinations:	Managers	Torm
- All exam questions should come with an indicative answer, i.e. an indication of the most	Moderators	
important points expected to be found in the answer.		
- Indicative answers contain the most important points expected to be found but they are not		
exhaustive.	Exam Paper	Feedback on scripts
- Correctors may find that sometimes students have interpreted a question in a way that is	setters/	Feedback in
different to what was intended and that students produce good answers that are slightly outside of what was asked.	Correctors	Moodle
 Correctors should consider marks carefully and make notes on exam scripts (if hardcopy) and/or in Moodle (open book) making it clear why a particular mark was given. 		
	Programme	
Monitoring:	Directors	
 Programme Directors will review the assessment feedback provided across a programme on a regular basis 	Programme Committees	Annual Programme Reports (FQA 11.2)
 Programme Committees will review the effectiveness of the assessment feedback process 	External	
and include these deliberations in the Annual Programme Reports	Examiner	External Examiners
 The External Examiner will review the effectiveness of the assessment feedback process as part of his / her monitoring of standards and quality. 		Report

Policy Control Sheet

Policy	QA 6.6 Corrections and Provision of Feedback to Learners
Version	3.0
Adopted/Effective	August 2020
Supersedes	2.0
Monitoring/ Next Review Date	Yearly/August 2021
Responsible Officer(s)	Programme Directors; Examinations Office; Director of Quality and Academic Affairs (DQAA)
Designated Reviewer(s)	
Scope	Programme wide

References

SNMCI Policy area	6) Assessment of Learners: QA Vol 2	
Developed with reference to	QQI Assessment and Standards Revised (2013)	
	Green Paper on Assessment of Learners (2018)	
	Common Awards System Restatement of Policy and Guidelines (2014)	
	European Standards and Guidelines for QA in the European Higher Education Area (ENQA, 2015)	
	QQI Effective Practice Guidelines for External Examining (2015)	
Related SNMCI Policies / Forms	Lecturer Handbook. Teaching , Learning and Assessment Document; FQA .4; Assessment Record Form;	
	FQA 11.2: APR	

Revision

Revision Number	Revision Description	Originator	Approved By
2.0/08/2020	Review for Blended Learning	Office of DQAA	AB