


#	POLICY TITLE:	POLICY AREA:	VERSION:	DATE ADOPTED:
	6.6 CORRECTION AND PROVISION OF FEEDBACK TO LEARNERS	6) ASSESSMENT OF LEARNERS	3.0	AUGUST 2020
<p>Introduction and Context</p> <p>Assessment may be used to:</p> <ul style="list-style-type: none"> - determine entitlement to a qualification (e.g. summative assessment); - confirm learning progress (by the learner); - identify gaps in learning (to, e.g., enable and inform the development of formative feedback to the learner or to adapt learning strategy); - inform the evaluation of the quality of a programme of education and training; (Green Paper on Assessment of Learners, 2018) <p>Assessment feedback supports learning and is an essential part of any programme of education and training.</p> <p>SNMCI has mechanisms in place to provide timely and appropriate feedback to learners on all continuous assessment and, upon request, on examination performance.</p> <p>The purpose of this document is to outline the principles underpinning assessment feedback and the procedures for supplying appropriate and constructive feedback to learners on assessed work in a way that promotes learning and facilitates the ongoing process of development.</p>				
<p>Policy Statement:</p> <ul style="list-style-type: none"> - All learners will receive feedback on their assessments on a regular basis - Timely feedback to learners on assessed work is understood as an integral part of the assessment process. - Feedback will be appropriate to the assessment task (e.g. written, oral individual, oral, group etc.) and the need to ensure that each learner understands how best to improve his / her performance in future assessments - The feedback provided to learners will relate to learning outcomes and the assessment criteria and be consistent with the mark/grade awarded - The feedback provided to learners will aim to inform learners of their progress and assist them in improving their future performance - Learners will be informed by the lecturer about where and how they might seek additional feedback if necessary - Programme Directors will ensure that there are sufficient mechanisms in place to identify learners whose academic performance is cause for concern. 				
<p>Staff Involved:</p> <p>Lecturers; Programme Committees; Programme Managers; External Examiners; Examinations Office</p>				

<p>marker, moderator or external examiner</p> <ul style="list-style-type: none"> - Uses terminology reflective of the mark e.g. very good –excellent (60-70%) and reasonable-good attempt (40-49%) <p>Timeframe: 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</p> <p>Examinations:</p> <ul style="list-style-type: none"> - All exam questions should come with an indicative answer, i.e. an indication of the most 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. - Correctors may find that sometimes students have interpreted a question in a way that is different to what was intended and that students produce good answers that are slightly outside of what was asked. - 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. <p>Monitoring:</p> <ul style="list-style-type: none"> - Programme Directors will review the assessment feedback provided across a programme on a regular basis - Programme Committees will review the effectiveness of the assessment feedback process and include these deliberations in the Annual Programme Reports - The External Examiner will review the effectiveness of the assessment feedback process as part of his / her monitoring of standards and quality. 	<p>Lectures Programme Managers Moderators</p> <p>Exam Paper setters/ Correctors</p> <p>Programme Directors Programme Committees External Examiner</p>	<p>Assessment Record Form</p> <p>Feedback on scripts Feedback in Moodle</p> <p>Annual Programme Reports (FQA 11.2)</p> <p>External Examiners Report</p>
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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) Designated Reviewer(s)	Programme Directors; Examinations Office; Director of Quality and Academic Affairs (DQAA)
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