

5.2.1.4 Feedback on Grades for Students

5.2.1.4.1 Formative Assessment Feedback

It is every lecturer's responsibility to ensure all students are invited to participate in formative feedback mechanisms within modules. Given the variety of assessment methods used at ICD, there is no single formative assessment mechanism. However, the standard approach may include (but is not limited to):

- Allowing students to provide drafts of assignments to the lecturer for formative feedback (which will not contribute towards the final module grade)
- Allowing students to provide drafts of model exam answers to the lecturer for formative feedback (which will not contribute towards the final module grade)
- Setting in-class tests for formative feedback (which will not contribute towards the final module grade)
- Setting Moodle tests for formative feedback (which will not contribute towards the final module grade)
- Lecturer meetings with students during (or outside of) class time to discuss progress on assignments (which will not contribute towards the final module grade)
- In-class discussions about how to approach assignments or examinations (which will not contribute towards the final module grade)
- Formative feedback may be provided verbally or in writing
- It is important to note that summative feedback provided to learners (after a piece of summative assessment is graded) is also considered to be a form of formative assessment:
 - o Especially when provided in advance of other assessments (e.g. feedback on assessment 1 may help the learner improve their approach to assessment 2)
 - o Given the inter-related nature of modules within programmes, summative feedback in one module should be designed and delivered to help a learner to improve their approach in other future modules. This is confirmed in QQI (2013b, section 4.9) guidelines. See quote in section 5.2.1.4.2 of the ICD QA Policy for elaboration on this.

5.2.1.4.2 Summative Assessment Feedback

All lecturers are required to give summative feedback to students regarding the grade they have received for a piece of assessment. This takes direction from QQI (2013b, section 4.9):

“Following the issue of results, assessors involved in the specific assessment tasks should normally be available to meet individual learners to review their scripts etc. Such consultations aim to:

- Give formative feedback to learners, especially to those who need to repeat.
- Explain the basis of the learner’s grade/mark against the assessment criteria, especially where the learner believes that the assessor may have made an error in grading the work.

Such a consultation is distinct from a formal re-check or review of results”

Verbally or in Writing:

Summative assessment feedback may be provided verbally or in writing. The feedback should be designed and delivered to (but not guaranteed to) satisfy the student that the grade they have received is appropriate and fair.

General feedback:

A lecturer may provide general feedback on the performance of the overall cohort in the first instance, then encourage any individual student to contact the lecturer directly if further individual feedback is required.

Two-week time-limit:

If a student requires feedback, they are required to contact the lecturer within two (2) weeks of receiving their grade. If contact is made after that time, it is at the discretion of the individual lecturer(s) whether they can offer further feedback.

Students have the option to seek feedback, a recheck, or a review of grades received.

REFERENCES

QQI (2013b) Assessment and Standards, Revised 2013. Quality and Qualifications Ireland, Dublin.

Available from:

https://www.qqi.ie/Publications/Publications/Assessment_and_Standards%20Revised%202013.pdf