



1.3.9 Feedback to Learners

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Policy area:	1.3 Assessment of Learners
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Purpose

The purpose of this procedure is to outline how KWETB ensures fairness and consistency in giving constructive feedback to the learner so that learning can be assimilated and the learner has a positive outcome.

Scope

This procedure applies to all FET Provision and FET Provision-Second Providers. There is an integrated single policy, with integrated procedures for FET Provision and FET Provision-Second Providers.

Preamble

KWETB recognise that feedback is an essential, constructive part of the learning process that enhances the learner's knowledge, confidence and emotional response to learning.

Feedback to the learner should be provided regularly, in a timely fashion and should be beneficial and delivered according to the assessed learning needs of the individual.

Types of Feedback

KWETB recognise the importance in consistency when giving feedback and that all learners receive the same quantity and quality of feedback. The feedback process should be adjusted towards techniques that are most effective to different cohort of learners.



The Learning Practitioner can give general feedback to the class, e.g. where common themes have arisen in the group's assessment submission and suggest areas for improvement. Verbal feedback can be given to individuals, ensuring consistency for all learners.

Formative feedback is relevant to learning needs and furthers progression towards attainment of the intended programme learning outcomes. It is used to improve the learner's competence to achieve intended learning outcomes, and is carried out throughout the duration of the programme.

Summative written feedback should be given on assessment and should be provided with provisional grade.

Procedure – 1.3.9 Feedback to Learners

1	The Programme Co-ordinator should ensure that at staff induction, all Learning Practitioners are informed of KWETB's approach to the use of giving feedback to learners.
2	The Learning Practitioner should ensure that the learner is informed about the use and purpose of feedback to ensure that they understand and know its value. The Learning Practitioner should ensure that the learner is aware of their entitlement to receive feedback.
3	The Learning Practitioner should determine the type of feedback to be given with consideration of the subject matter. For example, audio, handwritten, verbal.
4	The Learning Practitioner should ensure that summative feedback to the learner is evidenced in the learners' portfolios / eportfolios of assessment.

Formative Feedback:

Formative feedback should be provided to the learner. This supports the learner in adapting, enhancing and improving their performance.

1	The Learning Practitioner should ensure that the period for formally delivered feedback is included in the assessment schedule.
2	The Learning Practitioner should ensure that they give regular formative feedback to the learner.
3	The Learning Practitioner should give formative feedback using any of the following mechanisms: <ul style="list-style-type: none"> • Video evidence of feedback throughout the programme • Verbal feedback, for example, during a class or lecture

	<ul style="list-style-type: none"> Written feedback, for example, on an assignment submitted at any stage of the programme. Written report sheet for feedback
4	The Learning Practitioner should ensure that summative feedback is visible, documented and signposted formative feedback to the learner is evidenced in the learners' portfolios of assessment.

Summative Feedback:

Summative feedback must be provided and evidenced for each completed assessment as part of the QA process.

1	<p>The Learning Practitioner should ensure that summative feedback is given shortly following each submission of assessment.</p> <p>The Learning Practitioner should ensure that summative feedback is given in relation to the learning outcomes and the assessment criteria.</p>
2	<p>The Learning Practitioner should ensure that on completion of assessment events, they give the learner their provisional grade achieved and summative feedback describing how the learner met the criteria for the assessment, and how the performance can be improved in future instances.</p> <p>The Learning Practitioner should ensure that the learner is aware that all grades at this stage are provisional and may be subject to change.</p>
3	The Learning Practitioner should ensure that summative feedback to the learner is evidenced in the learner's portfolios of assessment.

Link to other Policies/Procedures

1.3.2	Information to learners about Assessment
1.3.3	Planning, Conducting and Concluding Assessment
2.1.3	Information to Learners



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