

Document Name and Version	5.5 Learner Information Provision and Feedback in Assessment.
Policy Number	5.5
Policies that Interact with Policy 5.5	<p>Policy 5.1 Policy and Procedure: Examinations Board Regulations.</p> <p>Policy 5.2 Assessment Regulations</p> <p>Policy 5.3 External Examiner Policy</p> <p>Policy 5.4 Moderation of Assessment Material and Results</p> <p>Policy 5.6 Learners with Learning Difficulties</p> <p>Policy 5.7 Examination Results: Review, Recheck and Appeal</p>
Approval Body	Academic Council
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Date of Review	2025
Revisions	

1. Preamble.

- 1.1. IICP's assessment framework is grounded in the College's philosophy and approach. It covers both summative assessments and formative assessment.
- 1.2. Learners are at the centre of education and training in IICP College, and therefore how the College communicates with learners on matters of assessment is core to its teaching, learning and assessment strategy.
- 1.3. This policy addresses the requirements of (i) QQI's suite of QA guidelines, and (ii) QQI Assessment and Standards (revised 2013). In particular, this policy addresses the requirements of Assessment and Standards (Revised 2013)¹ and ESG, that learners are well informed about how and why they are assessed, and provided with feedback on assessment.

2. Purpose.

- 2.1. This policy is intended to ensure that learners are provided in a timely fashion with clear and appropriate guidance on the assessment process, including:
 - 2.1.1. Their responsibilities in assessments;
 - 2.1.2. Matters that can impact on progression;
 - 2.1.3. The assessment strategy, assessment methods, assessment criteria, and the grade descriptors of their programmes and modules.

3. Scope.

- 3.1. This policy covers all undergraduate and postgraduate programmes in IICP College.

4. Policy.

- 4.1. Learners are well informed about how and why they are assessed and provided with feedback on assessment.

¹ QQI *Assessment and Standards* (2013) Available from https://www.qqi.ie/Publications/Publications/Assessment_and_Standards%20Revised%202013.pdf (Accessed 28 November 2018).

4.2. IICP College has procedures in place to ensure that:

- 4.2.1. Learners are familiar with and understand the intended programme and module learning outcomes, and the relevant programme and module assessment strategies.
- 4.2.2. Learners are provided with feedback on assessment.
- 4.2.3. The scheduling of learner assessment is appropriate, including the scheduling of feedback on assessment.
- 4.2.4. The communication of assessment results is secure and timely.

5. Procedure.

5.1. Learners are guided on the assessment process through the following practices:

- 5.1.1. Information provision on the assessment task;
- 5.1.2. Information provision on progression requirements (including learner responsibility in assessment);
- 5.1.3. Information on feedback, rechecks and reviews.

5.2. Information on the assessment task:

- 5.2.1. Learner's attention is drawn to the following information, available in programme and module assessment strategies in programme handbooks:
 - 5.2.1.1. Deadlines for assessment submission;
 - 5.2.1.2. The contribution of each assessment mark to their overall assessment;
 - 5.2.1.3. The assessment criteria and how they relate to the intended learning outcomes;
 - 5.2.1.4. Details of feedback that shall be provided and an indicative framework for providing feedback.

5.3. Information on progression requirements.

- 5.3.1. Learner's attention is drawn to IICP College's regulations on Learner Responsibility in Assessment, contained in the College's Assessment Policy and Procedures.
- 5.3.2. Learners are provided with the following information on Progression through the programme:

5.3.2.1. In order to progress to a subsequent stage of the programme, a learner is required to satisfy the following criteria:

- Programme attendance requirements as set out in programme documentation, must be met;
- The learner must have achieved a mark of at least 40% (pass mark) on each subject of that stage (other than where the compensation rule is applied, as described in IICP College's Assessment Policy);
- A learner must not have committed any serious act of indiscipline or committed a serious breach of the regulations of the College or any Professional body of which they are a member;
- A learner must have satisfied all College and programme requirements.

5.3.3 As described in section 5.3.2, in addition to achievement on assessments, College and Programme requirements must be met in order to allow progression.

5.3.3.1 Progression may be affected by the following:

- A learner fails to fulfil his or her responsibility in assessment, including adhering to submission requirements and presenting for an assessment;
- Attendance falls below a minimum;
- Progression in clinical practice components has not been authorised (see IICP College's Readiness to Practise Policy and Continuing with Clinical Placement Policy);
- Mitigating circumstances: a learner's assessments are adversely affected by personal circumstances (See IICP College's Learner Care and Welfare, Mitigating Circumstances and Deferral policies);
- There is a breach of organizational policy and practice or infringement of the code of conduct for learners;
- Academic impropriety (See IICP College's Academic and Professional Conduct and Academic and Professional Misconduct policies);

- Payment of fees and charges have not been met;
- Coursework/assessments does not demonstrate achievement of the minimum pass standards (See IICP College's Assessment policy, section 7.4).

5.3.4 In all progression decisions IICP College acts fairly and justly. Consequently, the College has in place policies and procedures to manage any areas that might impact on progression. These are set out in IICP College's Assessment Policy.

6. Procedure: Learners are provided with feedback on assessment.

6.1. Feedback provides information to the programme about the learner's progression as well as information to the learner about their progression. Therefore, feedback assists with the identification of learners whose academic performance is cause for concern.

6.2. Feedback is guided by the following principles:

6.2.1. Learners should receive feedback on assessed work as soon as possible, and where possible before their next assessment. Where assessments are not submitted by the initial assessment date (even where an extension has been obtained) then this may not be possible.

6.2.2. Feedback is always formative, providing learners with information that facilitates their self-assessment and learning. Consequently, feedback should ensure that it provides information to learners on how best to improve his / her performance in future assessments.

6.2.3. Feedback is always both module specific and task specific, i.e. it relates clearly to both the learning outcomes and the assessment criteria.

6.2.4. Feedback should relate clearly to the learning outcomes and the assessment criteria.

6.2.5. Feedback shall be appropriate to the assessment task (e.g. written, oral individual, oral, group etc.). If an oral method of feedback is used, lecturers should keep a short note of the contact.

6.2.6. Feedback is most effective when it is timely, and preferably before an additional piece of assessment in the same module. Where a learner has failed to meet the submission deadline, the timescale for the provision of feedback is at the discretion of the lecturer, but shall normally be provided to the learner prior to the module assessme