

P214.b - HE Assessment Feedback Policy

Issue	Date of Issue	Date of Next Review	Responsibility of	Date approved by CAFRE Education Management Team
1	18 /8/22	August 2023	Learner Services Branch	16/8/22
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	CAFRE Quality Manual Index	CAFRE Website (Tick as appropriate)
Document available	√	√

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Version History

Version	Description of Changes	Date
1.1	Reviewed and no changes were necessary	February 2024

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1. Introduction

CAFRE is committed to providing timely and appropriate feedback to its learners on their academic progress and achievement, thereby enabling learners to reflect on their progress and develop graduate skills effectively including independent learning.

2. Scope

This policy applies to all CAFRE Undergraduate and Postgraduate programmes.

3. Purpose

The purpose of this policy is to ensure that all CAFRE learners are provided with effective feedback to allow them to progress throughout their course and maximise their academic potential and in doing so become independent learners.

The format and mechanism of feedback provided to learners will vary according to the standards and expectations of the Awarding / Validating Organisation for the particular programme. CAFRE will always reflect best practice and the associated assessment procedures and expectations will be detailed in the respective programme / course handbooks which are available to all learners on CAFRE Online.

4. Role of CAFRE staff

Feedback provided by CAFRE must:-

- (i) Be provided to learners in a timely manner (within 20 working days) to help them understand their current achievement (i.e. the marks or grades they have received for their submitted work) and to inform them how their performance could be improved in the future. It therefore must be :-
 - Constructive and supportive
 - Transparent and directly related to the Grading Criteria
 - Include strengths and weaknesses and highlight areas for improvement
- (ii) Identify any misconceptions so that learners are better placed to increase attainment and make progress as a result.
- (iii) Ensure that the learners' work is valued and the effort that they are making is given proper consideration. It therefore must be meaningful and as personal as possible to the learner to enable them to reflect on their work.
- (iv) Be seen (by all stakeholders – learners, parents and carers, lecturers and other staff) as a supportive process which accelerates progress and confidence.

- (v) Be manageable - Feedback should be given to selected pieces of work so as to be manageable for both the lecturer and the learner. The timeframe given to this should take into account the other demands being put upon learners.

5. Role of CAFRE Learner

The learner has also a commitment to their own independent learning process to read, understand, reflect and act on their feedback in order to maximise their academic performance in future assessments.