PROCEDURE

Procedure Title
Assessment Feedback Diplomas Procedure

Parent Policy
Assessment Policy

Preamble
Assessment feedback will be provided according to the principles set out in the Assessment policy and in order for facilitate and enhance student learning. This procedure applies to all Diploma units taught at all locations.

Procedure

Ref	Steps	Responsibility
1.	**Assessment Feedback** The design of the assessment regime for each unit will take into account the requirement for effective feedback to be given to students in order to facilitate and enhance learning. Feedback will be provided within two weeks of the assessment task being submitted. This timeframe will be communicated to students in each unit outline.	Unit Leaders/ Subject Leaders/ Subject Coordinators/ Teachers
2.	**Feedback Timing** Assessments should be scheduled at an appropriate time to assess the student's achievement against learning outcomes and to provide feedback that is constructive and supportive of further learning. See Implementation of an Assessment Regime, 6 Assessment Scheduling. Where possible, assessments should be designed so that students can apply feedback provided for an earlier assessment task to a later assessment task. As such, feedback provided by the teacher must also consider the next assessment task with a focus on constructive guidance on how the student can improve. At least one assessment task for each unit will be submitted and returned to students by the end of Week 6 to provide timely and constructive feedback to students. Where the assessment feedback is relevant to the exam, feedback	Unit Leaders/ Subject Leaders/ Subject Coordinator Teachers Teachers

Ref	Steps	Responsibility
	must be provided to students by the end of Week 12. Exceptions to these timeframes can be approved by the relevant Deputy Director.	
3.	**Feedback Modes** Depending on the nature of the assessment task, feedback may take the form of: • Written comments on student work; • Rubrics or marking guides given to students (written assessments above 10%, includes essays, reports), with meaningful details of the student performance against the criteria; • Verbal comments from teachers to commend, guide and/or correct the student's learning; • Verbal comments in groups; • Provision of sample answers (e.g. de-identified student work) provided the questions are not reused in a major assessment task; • Predictive or generic feedback that outlines typical mistakes or areas in which students generally do well.	Teachers
4.	**Feedback Quality** For internal assessment tasks, feedback must address the learning outcomes and assessment criteria of the task, and include grades/ marks and/or comments about the student's performance against each criterion. Feedback should be provided in clear language and be sufficiently detailed to support further learning. The quality of the feedback should be consistent across all teachers.	Teachers Teachers Team Leaders/ Academic Manager
5.	**Requests from Students for Additional Feedback** Students not satisfied that adequate feedback about their assessment has been provided, must speak to their teacher in the first instance. If the student is still dissatisfied, they can seek further detailed feedback by making a written request to the Unit Leader/ Subject Leader/ Subject Coordinator, which outlines: • What feedback has been received so far and why they consider it inadequate to support their learning;	Students

Ref	Steps	Responsibility
	• The steps taken to obtain additional feedback; and/ or • Any exceptional circumstances that has prevented them from accessing all available feedback.	
6.	**Using Feedback to Inform Teaching Practice** Student feedback through surveys or feedback provided by Moderators should be used by teachers/ Unit Leaders/ Subject Leaders to reflect on and identify areas of unit assessment, teaching materials and practices that require improvement.	Teachers/ Unit Leaders/ Subject Leaders

Legislation and Standards	
Reference Policies and Supporting Documentation	Student Survey Policy Assessment Policy Implementing an Assessment Regime Diplomas Procedure
Responsibility for Implementation	Director, Diplomas Deputy Director, Diplomas Team Leaders/ Academic Manager, Diplomas Unit Leaders/ Subject Leaders/ Subject Coordinators
Status	New
Key Stakeholders	Associate Directors, Diplomas Deputy Director, Diplomas Team Leaders/ Academic Manager, Diplomas Subject Coordinator, Diplomas Unit Leaders, Diplomas Teachers Students
Approval Body	Director, Diplomas Director, Governance
Date Effective	1/10/2018
Next Review Date	1/10/2021
Owner **Job Title**	[Owner Role] Diplomas
Procedure Author	Manager, Quality and Process Improvement

Change History

Version number	Approval date	Approved by	Brief outline of changes
1.0	17/08/2018	Director, Diplomas Director, Governance	Procedure created.
1.1	04/06/2019	Governance	Role titles updated.