



MINISTRY OF MANPOWER

PROCEDURE FOR GIVING FEEDBACK ON STUDENT ASSESSMENT (GFP)

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To be implemented by:	QA members of CoTs and involved personnel in the development and maintenance of documents.		

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¹ All the stakeholders are kindly requested to send comments and suggested revisions to the assigned contact person as part of the policy review process.

Version Control Table

A. Document development details and summary of revisions

Version	Author	Date (dd/mm/yyyy)	Summary of revisions	Contributed by
0.1	HCT ELC QAC	23/03/2018	First Draft prepared by HCT ELC QA Coordinator after referring to the OAAA GFP Quality audit Manual and other reference materials listed in the bibliography.	HCT ELC key members
0.2	HCT ELC QAC	10/5/2018	Second draft was prepared based on the feedback received from CoTs. The procedures for Progress tests/MSE were separated; group work rubric was clearly separated.	CoTs through GFPA QA WG members
0.3	HCT ELC QAC	5 th June, 2018	Final draft was prepared based on the feedback received from all the CoTs. The Peer Review procedure was removed. The Group Review and Coursework procedures were merged with Assessment procedure. The purpose section replaced. Approved by CFPSATT for best practice sharing to all the CoTs (GFP)	CoTs through GFPA QA WG members; representatives from Math & IT SpCs CFPSATT

B. Document proofread by:

Version	Team/committee /person	Date (dd/mm/yyyy)	Signature
Final draft			

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1. *Purpose*²

Feedback has a significant impact on learning; it has been described as "the most powerful single moderator that enhances achievement" (Hattie, 1999). The main objectives of feedback are to:

- a. justify to students how their mark or grade was derived
- b. identify and reward specific qualities in student work
- c. guide students on what steps to take to improve
- d. motivate them to act on their assessment
- e. develop their capability to monitor, evaluate and regulate their own learning (Nicol, 2010).

2. *Scope*

These procedures will be applicable to all teachers and students in the General Foundation Program (English, Math & IT) in the ELCs of Colleges of Technology. This document covers the following procedures:

- 2.1. Giving feedback to students on assessment
- 2.2. Timeliness of feedback
- 2.3. Communication
- 2.4. Review and improvement

3. *Definitions*

- 3.1. **HoC** – Head of Center
- 3.2. **HoD** – Head of Department
- 3.3. **HoS, ELP** – Head of Section, English Language Programs
- 3.4. **HoS, CT&M** –Head of Section, Curriculum & Teaching Methods

² <https://teaching.unsw.edu.au/assessment-feedback>

4. *Responsibilities and Stakeholders*

- 4.1. It is the responsibility of the HoC, ELC and HoD, IT to ensure that all required resources are readily available such as the smart-boards, meeting rooms, computers etc.
- 4.2. It is the responsibility of HoS, ELP to ensure that students are made aware of these procedures through PMS(student portal), presentations, and orientation by core tutor, etc.
- 4.3. It is the responsibility of HoS, CT&M to ensure that the teachers are aware of the procedures and provide timely feedback to students on assessment.
- 4.4. It is the responsibility of the teaching staff to adhere to the procedures outlined in this document.

5. *Supporting Procedures*

5.1. *Feedback to Students on their Continuous Assessment*

- 5.1.1 In order to prepare the students to understand the given feedback on assessment the teacher will:
 - a. at the beginning of each semester, provide and explain the Writing assessment criteria (English) to the students to help them understand what is expected of them.
 - b. discuss editing techniques and marking symbols used while marking their first drafts of written work of in-class/home-work, project reports, as part of the writing activity (English).
 - c. during the classes, provide verbal feedback whenever required on students responses.
 - d. provide written feedback on at least one draft of the project report and presentations (using the Presentation Evaluation Form) and on at least one draft of the written work (homework/in-classwork) of one type/genre of writing using the same editing techniques and marking symbols (English).
 - e. encourage the students to resubmit the written work (English) after reviewing their errors and correcting them in the consecutive drafts within 3-5 days of review.
 - f. pose appropriate questions to students on the errors they make during the IT practical classes and Math classes to help them to stimulate to find answers and improve their computing and mathematical skills (Math & IT).

For example:

- How can you use a tool to make sense of the problem?
- What do you notice in the problem?
- What is the problem asking?
- What do the numbers represent in the problem?
- Where have you solved a problem like this before?
- Can you solve it in a different way?

5.1.2 The teacher will give clear and precise feedback to students using the editing/marking symbols for Writing Skill assessment of the Progress test / Mid-Semester Exams /quizzes/ assignments and these shall be returned to the students (English).

5.1.3 The teacher will give clear and precise feedback by making observations of what the student has done well, along with any areas of challenge or confusion on the Math & IT Tests/Mid-Semester Exams/quizzes/assignments and shall be returned to the students (Math & IT)

5.1.4 At the time of marking the common English/Math /IT tests/exams, the teacher must take note and list the most common errors and when returning the marked answer sheets to the students, will give general feedback to all the students by showing the answer keys and the list of common errors using a projector. Teachers should ensure that they do not disclose the names of the students, to avoid embarrassment on the part of the students.

5.2 The teacher will refer students to academic support services such as Writing Center/Corner/Math help Center/eLearning (Math & IT) or book academic advising hours for students with specific learning difficulties to cater to their specific learning needs through one-to-one remedial teaching throughout the semester and follow-up students' progress after remedial teaching (in-class and/or through academic support services).

5.2. Timeliness of feedback

5.2.1. All the written feedback should be given within 3-5 working days of students submitting their work.

5.2.2 The feedback provided must encourage students to:

- ✓ think critically about their work and to reflect on what they need to do to improve it
- ✓ help them see their learning in new ways and gain increased satisfaction from it
- ✓ help promote dialogue between teacher and student

5.3. Communication

5.3.1. The marking criteria and guidelines for continuous assessment should be disseminated and explained to students at the beginning of the semester by the teacher.

5.3.2. These procedures should be disseminated to staff and students through the course outlines, staff and student portals-PMS and orientation by teachers at the beginning of each semester.

5.4. Documentation

5.4.1 All the written work must be organized in students' portfolio. A sample of these portfolios will be audited by the Team Leaders or staff members nominated by HoS, CT&M/HoSs, Math & IT and course coordinators to ensure that immediate feedback is given to students on their first drafts of written work of in-class/home-work, project reports, presentations and continuous assessment.

5.5. Review and improvement

5.5.1. Feedback shall be collected from students on the usefulness of timely feedback given by teachers in the "Student Feedback on Teaching" survey and through focus group interview sessions by ELC QAC for the purpose of reviewing and improving the procedure.

6 References

6.1 <https://www.sheffield.ac.uk/lets/toolkit/f-a/methods>

6.2 <https://teaching.unsw.edu.au/assessment-feedback>

6.3 https://www.bostonpublicschools.org/cms/lib/.../99/3_feedback_powerpoint.pptx

6.4 ICT, Feedback to Students on Assessment