

COURSEWORK ASSESSMENT FEEDBACK POLICY

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Policy Information & Responsibilities

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Position Statement

Providing effective feedback on tests, assignments, and other evaluative tools is an integral part of student learning and is essential to the learning process. To be effective, feedback to students should be timely, focused, relevant to the assessment criteria for the task, developmental, and personal to each student.

1. Policy

All student coursework should be graded promptly and returned with the mark/grade and associated relevant feedback to the student within 10 or fewer business days of the due date for administration of the test and/or submission of the assignment, or other evaluative tool unless the faculty and the students with the approval of the academic administrator mutually agree to alternative arrangements. Feedback can be delivered by a variety of methods and may vary in its level of detail and intensity, depending, among other things, on the relative importance of the assessment item and the resources available.

Where assignments or tests require students to build directly on the proficiencies developed through earlier tests or assignments, students must receive the feedback on the earlier work prior to the subsequent due date for the current assignment.

In order for students to make critical decisions regarding their academic goals, they should receive graded results for a portion of the required course work sufficient for informed decision-making prior to the final deadline for withdrawal from courses.

Mid-term examinations, whenever possible, are to be returned to students to be reviewed with the faculty member.

Faculty has the right to collect all exams upon review with the student (s).

For distance and/or alternative delivery courses, clear, specific feedback for mid-term examinations should be provided to the student. This feedback should be adequate for the student's understanding of the grade assigned. To this end, a communication mechanism should be identified for the student to engage with faculty in any discussion related to the assessment evaluation. This mechanism will not involve any public social networks (e.g., Facebook).

In cases where cheating or plagiarism may be suspected, the faculty member reserves the right to retain assessments past the 10 business day deadline for return of coursework.

Students may refer to the following related policies:

Student's Rights and Responsibilities
Cheating Policy
Code of Conduct

2. Procedures

Feedback should:

- Enable students to understand the reasons for the mark/grade assigned.
- Always be formative- its primary purpose being to encourage student learning.
- Be meaningful in the context of the course learning outcomes and objectives.
- Be relevant to improving the student's understanding of course requirements.
- Provide students with an understanding of the strengths and weaknesses of their work.
- Guide students regarding their progress towards course learning outcomes/objectives.

At the same time, students have a responsibility to make use of the feedback which they receive; to incorporate this information into their learning; and, to provide faculty with input regarding the assessment and associated practices.

Feedback to students may include but not be limited to:

- discussion,
- continuous assessment to track progress,
- written comments on work submitted,
- suggested references or resources,
- model answers,
- lists of common mistakes,
- peer and self-evaluation,
- feedback sheets containing common constructive comments,
- individual comment.

3. Appealing a Grade

A student who is dissatisfied with a result in any test, assignment, or other evaluative tool, and wishes to appeal against that result, should use identified grade review appeal processes.