**Providing feedback to learners**

This resource provides support and guidance to TVET trainers around providing assessment feedback to learners.



What is feedback

Feedback is information about a person’s performance of a task or work.

In your situation, you give learners feedback on whether they have met the competency requirements, what they need to meet competency requirements, and to help them improve their work.

How to give assessment feedback

Below are some tips when giving assessment feedback:

* **Positive:** Start with the positive.
* **Improvement:** Tell the learner what they can improve on.
* **General**: End with a general, positive comment.

*For example:*

Eva, your answer to the question on what you would do in case of a fire, clearly shows you understand your role and responsibilities in case of emergencies (Positive).

You could now work to improve your understanding of the different fire extinguishers and their use. (Improvement)

Overall, good work, Eva. Keep it up! (General)

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| **Important note:**   * When providing feedback to learners, it is important that learners always feel respected. * Use the learner’s name in the feedback. It makes it personal. * Give learners a chance to respond to the feedback. This will help them think about their own performance and to see what they can change. |

Principles of giving feedback

There are four key principles to providing feedback.

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| **Be positive** | Feedback is to help the learner improve and encourage them to continue learning |
| **Explain clearly** | Keep it simple and easy to understand  Use appropriate language |
| **Be specific** | Link your feedback to what was needed in the task  Be objective and balanced |
| **Timely** | Provide feedback as soon as possible – this helps learners connect the feedback with the learning moment |

*For example:*

John, you clearly explained why you chose your topic on Health and Safety for your discussion at the meeting today. You spoke well about your strengths and weaknesses as a First Aider.

Question 4 of your assessment required you to provide evidence of a fully completed Accident Report Form that was signed by your manager. To meet the requirements of this standard, you will need to get the Accident Report form signed by your manager.

Overall, you prepared and presented your work well. Good work, John!

Ways you can give feedback

You can give learners feedback in two main ways - spoken and written. It is important to choose the right way to provide feedback to the learner, depending on the situation.

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| **Spoken feedback** | **Written feedback** |
| Is usually casual | Is usually more formal |
| Is usually given during a lesson or class | Is usually given after a task |
| Body language and words used are important | The language, tone and words are important |
| Is important to listen to the learner’s views | Learners should be given the chance to share their views |
| Is important to think about the time and place of giving feedback | Is important to allow time for the learner to respond to the feedback |

**Activity 1**

Let’s look at the following exampleof a learner’s completed assessment with the assessor feedback provided.

1. Read the assessor guide on pages 4-9. Look carefully at the assessment schedule to know what is expected from the learner.
2. Then, read the learner’s responses to the questions on pages 10-13 (see blue italics).
3. Finally, read the assessor’s feedback to the learner on page 14 (see green italics).

What are your thoughts about the assessor’s feedback in the given example?

Was it –

* Positive?
* Explained clearly?
* Specific?
* Timely?

Assessor Guide

**Demonstrate knowledge of fire prevention and control procedures in electrical work**

Introduction

Information about the assessment

This assessment covers general safety practices for workers in the electrical industry.

* *Demonstrate knowledge of fire prevention and control procedures in electrical work*

The learner must answer all the questions in this assessment. The learner must demonstrate safe and correct working practices when carrying out the work required for this assessment.

A supervisor must complete the verification and the declaration in this assessment.

The learner must complete this assessment without help.

Before the assessment is submitted

Before submitting the completed assessment, the learner must sign a declaration to confirm it is their own work.

If the learner has answered a question incorrectly, the assessor may discuss the learner’s answer with them to confirm whether or not they meet the assessment standard. The assessor must make notes on any discussion and submit the notes with the assessment.

Where the learner has not met the assessment standard, they should be told to do that part of the assessment again later. Note, they only need to re-do the parts of the assessment that did not meet the assessment standard.

*Note: The answers in green italics are the model answers to help when marking this assessment.*

**Assessment**

Question 1

What possible causes of fire could there be at your workplace?

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| *One possible cause of a fire in the workplace is a short circuit. For example, a high voltage capacitor or battery could be short circuited by a thin wire. The large amount of electrical current flowing through the wire from the capacitor or battery would cause that wire to overheat and potentially start a fire.*  *Another possible cause of a fire could be from faulty electrical appliances, such as from bad terminations or damaged equipment on site.* |

Question 2

Complete the table identifying what type(s) of fire extinguishers are suitable for the following types of fire. You may select more than one type of fire extinguisher for each type of fire.

Examples of fire extinguisher types are carbon dioxide (CO2), dry powder, foam, and water.

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| **Types of fire (fuel type)** | **Extinguisher to use** |
| Wood, paper, or textiles | *Dry powder, foam, water* |
| Flammable liquids | *Carbon dioxide (CO2), dry powder, foam* |
| Live electrical equipment | *Carbon dioxide (CO2), dry powder* |

Question 3

According to your company’s fire-fighting procedures, what are you personally responsible for doing if there is a fire at your premises?

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| --- |
| *Learner describes their company fire-fighting procedures.*  *Personal responsibilities could include:*  *Following company fire policy*  *Warning others of the fire*  *Following the instructions of the fire warden(s)* |

**Supervisor to complete**

4. Supervisor’s verification

|  |  |
| --- | --- |
| **I have seen & verified all the evidence provided for this assessment.  I confirm that the learner:** | **Supervisor to tick** |
| Can locate fire extinguishers suitable for different purposes in their own work area.  Types of fire  wood, paper, or textiles  flammable liquids  live electrical equipment |  |
| Demonstrated that they can use a fire extinguisher in accordance with manufacturer’s operating instructions.  N.B. the learner should only go as far as to demonstrate the technique and is not required to actually use the fire extinguisher. |  |

|  |  |
| --- | --- |
| **Declaration:**  I verify that this assessment is the learner’s work.  The learner demonstrated safe and correct working practices when carrying out the work required for this assessment. | |
| Supervisor name: |  |
| Signature: | Date: |
| Company: |  |
| Email / Phone: |  |

**Supervisor’s comments:**

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**Learner to complete**

Sign before submitting this assessment to your assessor

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| --- | --- |
| **Declaration:**  I confirm that all the evidence submitted against this assessment is my own work and has been verified by my supervisor.  I understand that there is an appeals process if I am not happy with the assessment decision. | |
| Learner name: |  |
| Signature: | Date: |

Assessment schedule

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| --- | --- |
| Title: | **Demonstrate knowledge of fire prevention and control procedures in electrical work** |

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| --- | --- | --- | --- |
| **Assessment standard** | **Question reference** | **Judgement statement** | **Evidence statement** |
| Possible causes of fire in own workplace are identified | 1 | Quality- Learner lists the possible causes of fire in their workplace in an electrical situation.  Quantity – at least 2 causes must be given | See sample answer.  Answer may be different to the examples given but must be relevant and correct. |
| Fire extinguishers suitable for different types of fire are identified and located in the work area.  Includes: types of fire – wood, paper, or textiles; flammable liquids; live electrical equipment. | 2 | Quality - Learner fills in the table matching the types of fire to the suitable fire extinguisher. | See sample answer.  Answer may be different to the examples given, but must be relevant and correct |
| 4 | Quality – Learner identifies and locates fire extinguishers suitable to the type of fires  Quantity – At least 3 types of fire are covered | Practical evidence criteria must be met and signed off by the supervisor.  Types of fire – wood, paper, or textiles; flammable liquids; live electrical equipment |
| Use of fire extinguishers is demonstrated according to manufacturer's operating instructions. | 4 | Quality - Learner has shown they are able to use a fire extinguisher as per manufacturer’s instructions. They do not actually need to use it.  Quantity – At least once | Criteria must be met and signed off by the supervisor. |
| Company fire-fighting procedures are described, in terms of own responsibility. | 3 | Quality - Learner explains their personal responsibilities in accordance with their workplace fire safety plan. | See sample answer.  Answer may be different to the examples given, but must be relevant and correct |

***Note:***

***The blue italics are the learner’s responses to questions.***

***The green italics and ticks are the assessor’s feedback to the learner.***

Completed Learner Assessment

**Assessment**

Question 1

What possible causes of fire could there be at your workplace?

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| --- |
| *There can be a short circuit because of wires heating up.* ✔ |

Question 2

Complete the table identifying what type(s) of fire extinguishers are suitable for the following types of fire. You may select more than one type of fire extinguisher for each type of fire. (ER 4.2)

Examples of fire extinguisher types are carbon dioxide (CO2), dry powder, foam, and water

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| **Types of fire (fuel type)** | **Extinguisher to use** |
| A) Wood, paper, or textiles | *Carbon dioxide* ✔ |
| B) Flammable liquids | *Dry powder*✔ |
| C) Live electrical equipment | *Water* ° |

Question 3

According to your company’s fire-fighting procedures, what are you personally responsible for doing if there is a fire at your premises?

|  |
| --- |
| *Leaving the building when the alarm goes off. Meeting at the carpark opposite our building. Waiting until we are told to go back by the manager.* ✔ |

**Supervisor to complete**

4. Supervisor’s verification

|  |  |
| --- | --- |
| **I have seen & verified all the evidence provided for this assessment.  I confirm that the learner:** | **Supervisor to tick** |
| Can locate fire extinguishers suitable for different purposes in their own work area.  Types of fire  wood, paper, or textiles  flammable liquids  live electrical equipment **°** | ✔ |
| Demonstrated that they can use a fire extinguisher in accordance with manufacturer’s operating instructions.  N.B. the learner should only go as far as to demonstrate the technique and is not required to actually use the fire extinguisher. | ✔ |

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| --- | --- |
| **Declaration:**  I verify that this assessment is the learner’s work.  The learner demonstrated safe and correct working practices when carrying out the work required for this assessment. | |
| Supervisor name: Amiri Henry |  |
| Signature: Amiri Henry | Date: 3/8/21 |
| Company: Spark Electricals |  |
| Email / Phone: 1234567 |  |

**Supervisor’s comments:**

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| --- |
| Meilani is a good worker and knows what to do in case of a fire. ✔  *5/8/21 I spoke with Amiri. Amiri has confirmed Meilani has identified and located fire extinguishers for the three different types of fire. Rua.* |

**Learner to complete**

Sign before submitting this assessment to your assessor

|  |  |
| --- | --- |
| **Declaration:**  I confirm that all the evidence submitted against this assessment is my own work and has been verified by my supervisor.  I understand that there is an appeals process if I am not happy with the assessment decision. | |
| Learner name: *Meilani William* |  |
| Signature: *Meilani William* | Date: *3/8/21* |

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| **Assessor to complete**  Assessment marking sheet   |  |  |  |  | | --- | --- | --- | --- | |  | Achieved | Re-do | Notes | | Question 1 |  | ✔ | *This question requires you to provide at least 2 causes of fire. You need to provide 1 more possible cause of fire.* | | Question 2 |  | ✔ | *Think about what extinguisher you need to use for fires caused by live electrical equipment. What would happen if we used water on these?* | | Question 3 | ✔ |  | *Well answered, Meilani!* | | 4. Supervisor’s verification | ✔ |  | *Please see assessor notes on the verification form.* |  |  | | --- | | **Assessor feedback to the learner**  *5/8/21 Meilani, you fully understand your roles and responsibilities in case of a fire. To pass this assessment, you need to  (i) give one more possible cause for fire, and  (ii) identify which fire extinguisher to use for live electrical equipment fires.   Please study this and submit your answers to me when you are ready. You can call me with your answers if you like or send me your written answers. Overall, good work, Meilani!* |  |  |  | | --- | --- | | **Assessor’s details** Name: Rua Samuel |  | | Email: ruas@education.com | Phone: 1122334 | | Date assessment met: 23 August 2020 |  | |

**Activity 2**

1. Reflect on the last time you gave written and spoken assessment feedback to a learner.
2. Based on what you’ve learnt about giving feedback, make notes on what you do well when giving learner feedback and what you will do differently next time.   
     
   Consider things like:  
     
   - Was it positive and did it encourage the learner to continue their learning journey?  
     
   - Did I explain the feedback clearly?  
     
   - Was the feedback specific and meaningful for the learner?  
     
   - Was it given in a timely manner?  
     
   - Did the learner walk away feeling respected?  
     
   - Did the learner have a chance to respond to the feedback, or have opportunity to   
    think about their own performance and see what they can change?