Recommendations for Efficient and Effective Feedback

Dr Julie Hulme and Dr Mark Forshaw

1. **Clear and constructive:**

   Staff agree to provide clear, constructive feedback, (could be written, spoken or typed, for example), which indicates specifically how students can improve their work. Ideally three points for improvement could be identified. Feedback should be targeted personally at students, rather than the QA audience (external examiners, double markers, etc). Ideally, feedback could be linked to marking criteria, and might indicate how the work could be improved to achieve the next grade point available.

2. **Student responsibility:**

   Students agree to collect and to read/listen to and reflect upon their feedback, and to ask tutors for clarification via a pre-agreed method if they don't understand what is written/said.

3. **Development through portfolio:**

   After the first main assessment point in the first academic year, students collate all their feedback into a portfolio, and meet with their personal tutors to discuss the main themes and ways to improve. Similar meetings are held throughout the course of the students' degree programme, to review progress, with the same tutor where possible, possibly as part of PDP. Up to three areas for development can be identified for specific attention by the student, and these may inform 4 below for future assessment opportunities. Referral to study skills support or other agencies may be relevant at this stage for problem areas.

4. **Student input**

   Students are given the opportunity to ask for feedback on one specific issue when they submit their work (for example, please comment on the amount of reading I've done), and tutors will respond to this in their feedback. After an initial meeting (see 3), the selection of a topic might be made with help/guidance from a tutor where appropriate (although must reflect students' development needs and student will have ultimate control).

5. **Staff training**

   To facilitate 1, staff will take part in a CPD session (1hour approximately) to support their feedback delivery.

6. **Student training**

   To facilitate 2, students will be given a glossary of common terms used in feedback, and/or will be given training on using feedback during first the first semester of their degree programme. Training could take several forms depending on the programme of study, but one idea might be to encourage students to reflect on how their current work towards an assessment is being improved by addressing issues raised in earlier feedback. It would take place during normal timetabled classes.