

SCHOOL OF COMPUTING, ENGINEERING  
AND PHYSICAL SCIENCES



STOP  
LOOK  
LISTEN

Student's Guide  
to Feedback

## Contents

Why do I need this guide?	2
Why should I bother using <b>feedback</b> ?	2
What exactly is <b>feedback</b> ?	3
When should I expect <b>feedback</b> ?	5
What should I expect in 15 working days?	5
Now I've got some <b>feedback</b> - what do I do with it?	6
What can I do if I'm not happy with the <b>feedback</b> I've received?	7
Conclusion	7
<b>Feedback</b> action plan	Back Cover

Always make  
sure you  
collect your  
feedback!

## Welcome to the School of Computing, Engineering and Physical Sciences Student's Guide to Feedback

**Why do I need a guide to feedback?** When the Students' Union talked to students about **feedback** on assessment, students said they needed more information on how to use the **feedback**. This guide will help you get the most out of the **feedback** on your assessed work.

## Why should I bother using feedback?

**Feedback** is given for two purposes: to identify good points and any mistakes you have made, and to help you improve next time. By reflecting on the **feedback** and the good and bad points of the way you tackled an assignment, you can do better on the next one.

Look at the improvement in the coursework marks of a student who graduated from UCLan with an excellent Degree.

This didn't happen by chance – they learnt how to do assignments better by reading the **feedback** carefully.

*As they say:*

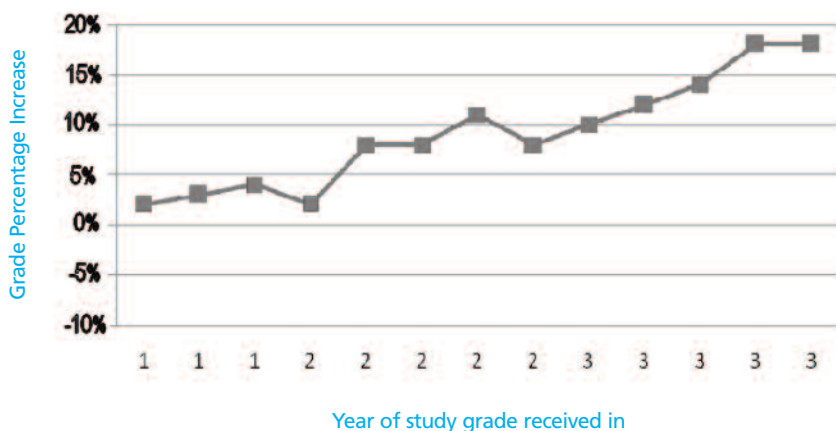
“The feedback I received on my course was excellent and the fact that I used it properly and didn't just skim read it for the grade meant that I was able to greatly improve my work throughout my degree. Of course I had to work extremely hard for three years to gain the standard of degree I wanted but I know that my feedback directly contributed to this.”

STOP  
LOOK  
LISTEN

Below is a graph of this student's grade progression throughout their degree (note these grades are for written assignments only and not for the entire module grade). Of course, every student works at a different level but the same story of continuous development can be seen no matter where you start from and finish.

**You should be proud of any progress you make.**

## Graph to show progression of student grades when making full use of feedback



## What exactly is Feedback?

**Feedback** is part of everyday life. You are always assessing people and situations and giving your thoughts and opinions on them. UCLan students have said that they see **feedback** as written comments on their work and verbal comments from lecturers.

Is this wrong? No, not at all, but it is a simplistic view of **feedback**. **Feedback** is much more than just the comments on your work. It is part of a continuous learning process and a vital part of your student experience. It can be obtained from colleagues as well as in a class room situation. It also teaches you to accept criticism and praise and be constructive with it.

If this is the first time you've studied at university, you may be used to being able to hand in numerous drafts of assessed work for the purpose of increasing your grade. University works differently, and while your tutors will be happy to answer questions about your assignment, they will not normally check assessed work before it is submitted for grading.

**Feedback** can be **generic feedback** or **individual feedback**.





## When should I expect feedback?

The Card says you should expect feedback on assessed work in 15 working days.

- ▶ You should expect at least generic **feedback** on any written assignments, presentations, logbooks, performances or other such course work projects in 15 working days. Note that 15 working days means days that the University is open, so this for example would not include a Bank Holiday or weekend, and over Christmas when the University is normally closed for up to 6 working days.
- ▶ If you fail a written examination, **feedback** will be available within 15 working days of publication of the results. This **feedback** may be verbal or written. The School will advise you when and where this **feedback** will be available - make use of it for your reassessment!
- ▶ For your dissertation or final project you should also expect generic **feedback** within 15 working days of publication of results (unless you have an interview that may provide **feedback** before results are published) which should later be followed up by individual written **feedback**.
- ▶ For any assessment that you do at UCLan which contributes to your module mark, you should receive individual **feedback**.
- ▶ If your lecturer cannot give you **feedback** within 15 working days, they should tell you when to expect it.
- ▶ This generic **feedback** could be in the form of a class discussion, a conversation with your lecturer, or peer **feedback**.
- ▶ Sometimes your lecturer may be able to provide you with individual written **feedback** in 15 days.
- ▶ Your tutor may not be able to meet with you to go through every piece of work you do, this is especially true for modules with large numbers of students. However, you may be able to make an appointment with your lecturer to discuss any questions.

## What should I expect in 15 working days?

- ▶ In 15 working days you should get generic **feedback** on your assessment.

If you are considered a distance learner please note that you should expect feedback on assessed work to leave the University in 20 working days

**STOP**  
**LISTEN**  
YOU'RE GETTING  
**FEEDBACK**

## Ok, so now I've got some feedback - what do I do with it?

**Don't just look at the grade** Yes, the grade you receive is important but that is all it can tell you. You need to read the rest of your **feedback** to know how to improve your next grade and how you got there with this one. If your mark is better than you expected you need to know what you did well so you can make sure you do the same next time. You cannot change your grade, but you can improve your next grade by using your **feedback**.

**Read it or listen to it** In whatever form it comes to you, whether it's written on paper, on an e-mail or in an audio file, take notice of it. Your lecturer has spent time doing this to help you, and just as **you expect them to read your assignment, they expect you to read their feedback**.

**Make sure you understand it** You need to make sure you know what your lecturer means. If you don't understand your **feedback**, it ends up being meaningless. Go and see your lecturer for clarification if you need to.

**Think about it** How can the **feedback** you've received on this assignment help you with your next piece of work? Were there comments about your general writing style, presentation, referencing? **Feedback** doesn't just tell you what is right or wrong about this assignment - it will often identify general issues be applied elsewhere.

**Talk about it** Whether it is with your lecturer for clarification and more detail, or if it is with your classmates, talking about your **feedback** can help you to better understand it. You and your classmates can also learn things from each other.

**Act upon it** You have received **feedback** for a reason; to help you improve. Make sure you follow the suggestions. For example, if your **feedback** suggests that you attend a WISER workshop on report writing, then you should attend a WISER workshop.

**Keep it** Even though you read your **feedback** when you get it, chances are you may have forgotten what much of it says when your next assignment is due, so keep it so you can refer back to it. It's also nice to have a look back at how much your work has improved from one year to the next.



## What can I do if I'm not happy with the feedback I've received?

If you aren't happy because the **feedback** seems too vague to help you improve your future work, then ask your module tutor for more help. Each tutor has appointment slots available to students to have one to one discussions; these times are available on the notice board outside of their office.

If you aren't happy because of the mark, read the **feedback** carefully to help you next time. If the **feedback** doesn't seem to justify the mark, discuss it with the module tutor. All assessed work is marked by the module tutor and a smaller sample is checked by another lecturer to ensure that the marking is consistent. If they have made a mistake, lecturers will put it right quickly, but they won't change marks they believe to be appropriate.

## Conclusion

We hope you have found this guide useful and you now have a greater understanding about the importance of **feedback**. The table on the reverse should help you to recognise the use that **feedback** has been to you. Fill it in when you start to receive **feedback** and we hope that you can see a progression in your work.



# STOP, LOOK, LISTEN AND USE

## Student's Feedback Action Plan *(complete after each piece of assessment)*

Three things I did which attracted positive **feedback**:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Three things I did which attracted critical **feedback**:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Three things I will do to address my critical **feedback**:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

The most useful **feedback** I received was:

\_\_\_\_\_

I will always use the **feedback** I receive because:

\_\_\_\_\_

Three improvements I have noticed from using my **feedback** are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Use in conjunction with the 'This Way Up' Student Guide to Assessment [www.uclan.ac.uk/ldu/StudentGuideToAssessment/](http://www.uclan.ac.uk/ldu/StudentGuideToAssessment/)

Copies available from **Learning Development Unit, University of Central Lancashire,**  
**Preston PR1 2HE Telephone 01772 892370**



This booklet has been produced using recycled paper.

Please recycle this booklet when out of date. You may need to check the details of your local Council's re-cycling scheme.

Designed by Print and Design Services, University of Central Lancashire, 01772 892468.

