

SCHOOL OF CREATIVE  
AND PERFORMING ARTS



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?	6
What else do I need to know?	7
Conclusion	7
<b>Feedback</b> action plan	Back Cover

Always make  
sure you  
collect your  
feedback!

STOP  
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## Welcome to the Creative and Performing Arts Student's Guide to Feedback

### Why do I need this guide?

Recently the Students' Union talked to students about their **feedback** and what it meant to them. One thing which emerged was that students needed more information on exactly how to use their **feedback**. This guide will make sure you get the most out of the **feedback** you receive on your assessed work - it is going to make sure you are fully aware of just what **feedback** is and how to use it.

Below is a case study of a UCLan student who used their **feedback** throughout their time at University and has seen a progression in their marks. This student has now graduated from UCLan with a degree they were extremely pleased with:

“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.”

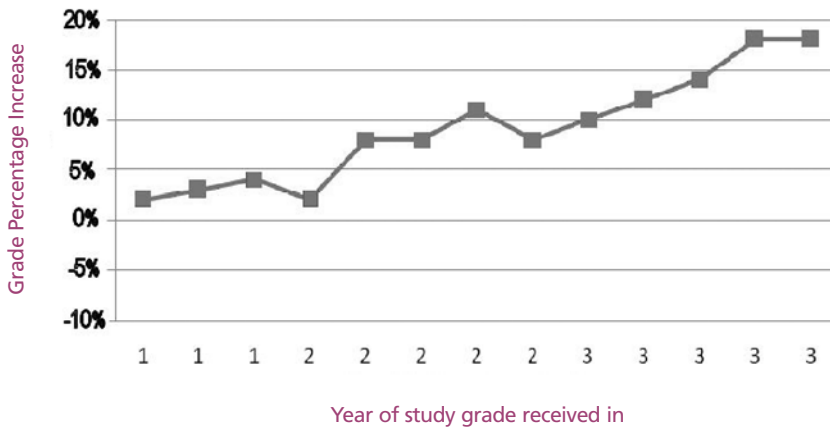
## Why should I bother using feedback?

Simple answer... to improve your work and your grades. You need to **learn from your mistakes and learn what you are doing well**. Your lecturer doesn't give **feedback** for the fun of it, they do it to help you progress. You should be able to see a progressive rise in your grades, and you should find that you are more easily able to complete your work safe in the knowledge that what you are doing is on advice from your lecturer on previous work.

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?

That really is the question isn't it? **Feedback** is part of everyday life. You are always assessing people and situations and giving your thoughts and opinions on them. This in itself is **feedback**. UCLan students have said that they mostly understand **feedback** to be written comments on their work and verbal comments that go with the written comments...

Is this wrong? No, not at all, but it is a simplistic view of what **feedback** really is. **Feedback** is much more than just the comments on your work. It is a continuous learning process and a vital part of your student experience. It can be peer to peer (with course mates) and it can also be received in a classroom 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 a university, you may be used to being able to hand in numerous drafts of an assignment in order to increase your grade. University works differently and whilst your tutors will be happy to support the development of your assignment, they are unable to read a full draft of your work before submission.

**Feedback** can be received in two ways, as **generic feedback** and **individual feedback**.



Always pay attention to feedback, it is useful, no matter what form it takes.

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

## Great...but what does that mean?

**Individual feedback:** Individual **feedback** is what you would consider 'formal **feedback**'. Often students are not satisfied until they receive this. Your individual **feedback** would be the grades on your work, the written comments on your assignments and your 'official' meetings with your lecturers to discuss your work and it usually comes after the deadline when your work can not be changed.

**Generic feedback:** Generic **feedback** is something which is often not recognised by students as being **feedback**, when actually it is a very important form of **feedback**. It can often take the form of a conversation with a lecturer about your work before you hand it in. It could come from another student in a group discussion about your work. It could be your lecturer addressing the class with generic comments. Whatever form it takes, generic **feedback** is what it says; **feedback**. Just because you have not received your work back with detailed written comments all over it yet (individual **feedback**) does not necessarily mean you have not received any **feedback** at all. You will though always get individual **feedback**.

*This is what you would expect individual feedback to be written on and this is normally what the feedback sheet would look like in your School. Image for reference only.*

DEPARTMENT OF ART AND FASHION PROGRAMME AREA ASSESSMENT FEEDBACK SHEET					
STUDENT NAME					
MODULE & CODE					
MODULE TUTOR					
COURSE SUBJECT					
SEMESTER/ACADEMIC YEAR					
MARK					
Learning Outcomes and Department Marking Criteria					
Module Tutor Feedback					
General Comments					
Strengths:					
Areas for improvement:					
Date:					
<small>If there is something you do not understand or are uncertain about, you want further information and you have not asked the opportunity, you may make an appointment with your tutor to discuss the assessment and the feedback given. You may also email to use the feedback and discuss your general requirements (GPR). Some aspects of the feedback from your module tutor please complete below your reflections on the assessment for your future action.</small>					
<table border="1"> <tr> <td>Tutor's signature</td> <td>2<sup>nd</sup> marker signature</td> <td>External examiner initials</td> </tr> </table>			Tutor's signature	2 <sup>nd</sup> marker signature	External examiner initials
Tutor's signature	2 <sup>nd</sup> marker signature	External examiner initials			
<small>*Please note that all grades are provisional subject to confirmation by the Tribunal Assessment Board.</small>					

**STOP**  
**LOOK**  
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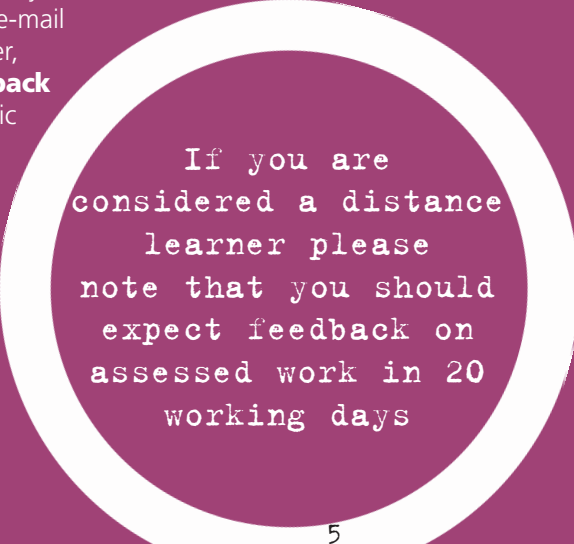
## When should I expect feedback?

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 and functioning, so this for example would not include a Bank Holiday and over Christmas when the University is normally closed for up to 6 working days.
- ▶ On your written examinations you should receive generic **feedback** within 15 working days of publication of the results. This **feedback** may be verbal, written through e-mail or other means. However, individual written **feedback** should follow this generic **feedback** on written examinations.
- ▶ For your dissertation or final project you should also expect generic **feedback** within 15 working days of publication of results 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**.
- ▶ Please note that if your lecturer cannot get your **feedback** to you in 15 working days, they should always inform you so you know when to expect it.

## What should I expect in 15 working days?

- ▶ In 15 working days you should expect generic **feedback** on your assessment.
- ▶ 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 which is great, a real gold standard.
- ▶ 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 should be able to meet with them at least once during your module to discuss your work.
- ▶ As previously stated, if your lecturer is unable to deliver individual **feedback** in 15 days they will let you know.



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



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## 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 why 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? Each piece of assessed work you do does not stand alone, it is possible for it to be applied elsewhere.

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

**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 handed in, so make sure you 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 are not happy with your **feedback** you must first of all discuss the **feedback** with your Module Tutor or whoever was responsible for creating the **feedback.** Explain your concerns and ask for clarification of the points raised.

If this does not produce a satisfactory result, ask to see the Course Leader, Programme Leader or Head of School.

Do not worry about asking for clarification. It is essential that you both understand and benefit from the **feedback** given, so you need to make sure that you are comfortable with the **feedback** processes of the school.



## What else do I need to know?

The School has had successful procedures for giving both verbal and written **feedback** in place for a number of years. These procedures are applied to courses delivered by the School on campus, and through partnership arrangements.

Within each assignment, verbal formative assessment occurs, either in personal tutorials, group tutorials or crit sessions.

Each assignment is followed by tutorials where staff and students discuss the content of the submission and relate this to the assessment criteria. Following this, a written record of the student's achievement is given (or sent in case of graduans and modules completed late in the cycle).

Follow up tutorials are offered and students are encouraged to speak with tutors where they are unsure about their achievement.

Each area of the School will follow the basic principles of **feedback** but all will have a variety of **feedback** methods. For example the fashion area sometimes uses 'Feed forward'. This takes place in interim reviews and prepares students for final submissions and allows students to adjust or amend their submissions as required. All areas of the school engage in group marking forums, where peers and staff contribute to **feedback**.

You will all hear the words 'Crit' during your course of study and this refers to critiques, mainly carried out in groups to allow for informal **feedback** to inform progress. These crits do not replace the formal written or verbal **feedback** you get at the end of a project or after an assessment.

**Because you are engaged on a practical studio based subject you will come into contact with your tutors much more than the usual academic based disciplines. This means that you will be getting feedback all the time and this will mainly be verbal. It is your responsibility to make a note of any verbal feedback so that you can look at it later to help you make decisions about your work.**

It is most important to examine your **feedback** closely, to note where weaknesses have been identified and to take appropriate steps to improve in these identified areas. At any time you are unsure of what is meant in the **feedback** comments, you must ask your Module Tutor to explain their comments to you so that you can develop accordingly.

**Feedback** is a two way process and the school always welcomes comments and suggestions to help improve the **feedback** process.

## Conclusion

We hope you have found this guide useful and you now have a greater understanding about the importance of **feedback**. The table over the page should prove very useful for you to be able 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**



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