

INTERNATIONAL SCHOOL FOR
COMMUNITIES, RIGHTS AND INCLUSION



STOP
LOOK
LISTEN

Student's Guide
to Feedback

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Always make
sure you
collect your
feedback!

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Welcome to the International School for Communities, Rights and Inclusion 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.”

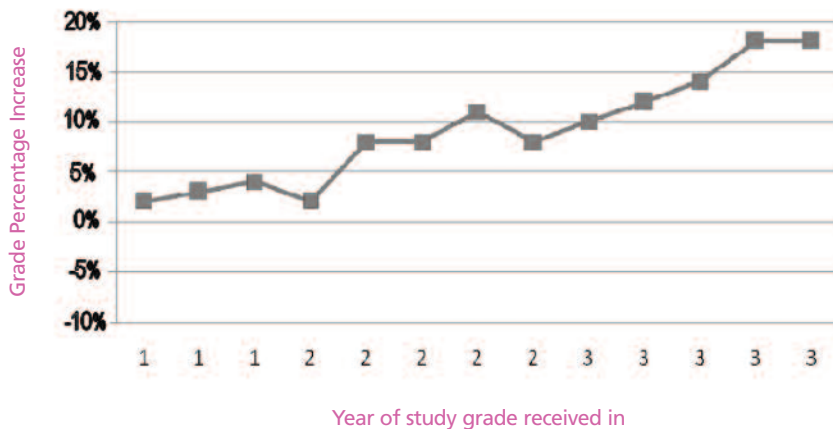
Why should I bother using feedback?

Simple answer...to improve your grades. You need to **learn from your mistakes and learn what you are doing well**. Your lecturer gives you **feedback** to help you progress and improve. 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...

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 generally not able to comment on full drafts 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.


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YOU'RE GETTING
FEEDBACK

Great...but what does that mean?

Individual feedback: Individual **feedback** is what you might consider 'formal **feedback**'. Often students are not satisfied until they receive this. 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 is what you may term as 'informal **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 a fellow 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 (individual **feedback**) does not necessarily mean you have not received any **feedback** at all.

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

EXAMPLE		
 uclan INTERNATIONAL SCHOOL FOR COMMUNITIES, RIGHTS AND INCLUSION	BA Philosophy / BA Combined Honours philosophy Assessment Feedback Sheet	
	[Module code, title and date] Assessment [number] Tutor: (Tutor contact details) Student: _____	
Relevant learning outcomes for this assignment:	_____	
Revision:	_____	
Knowledge and sources:	_____	
Analysis:	_____	
Argument and structure:	_____	
Independence of thought:	_____	
Written presentation:	_____	
General comment and mark:		
Please reflect on this feedback and write down an action plan on how you are going to approach your next assignment. Please discuss this plan with your personal tutor.		
Action Plan:	_____	
1st Marker Signature	Moderator's signature	External examiner initials

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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. If you would like more detailed individual **feedback** you can request this from the module leader.
- ▶ For your dissertation or final project you should expect generic **feedback** within 15 working days of publication of results (unless you have a viva voce in which case it will be before results publication) which should later be followed up by individual written **feedback**.
- ▶ 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 or recorded **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. If you are a distance learning student you may not be able to meet your tutor in person but they will be happy to go through the **feedback** by telephone or email.
- ▶ As previously stated, if your lecturer is unable to deliver individual **feedback** in 15 days they will let you know.

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

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 or video 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. Contact 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 does not stand alone, it is possible for it to be applied elsewhere.

Make notes about it On each written **feedback** sheet you receive there is a section where you can write your reflections and make notes to yourself for future actions. Use this. It will help you order your thoughts and remind you of what you want to do differently for future assessments.

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 the **feedback** you have received, contact the tutor who gave the **feedback** and arrange to discuss it with them. They will be happy to explain in more detail what their **feedback** means and explain how they have awarded marks.

If after meeting with your tutor you still do not feel happy then you should contact your Personal Tutor to discuss this. If your Personal Tutor is the person who marked your work then please contact another member of the course team or alternatively you can contact Christine Brown, the Director of Learning and Teaching in the School.

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/

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



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