

SCHOOL OF LANGUAGES
AND INTERNATIONAL STUDIES



STOP
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Student's Guide
to Feedback

Contents

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

Always make
sure you
collect your
feedback!

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Welcome to the Languages and International Studies 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.”

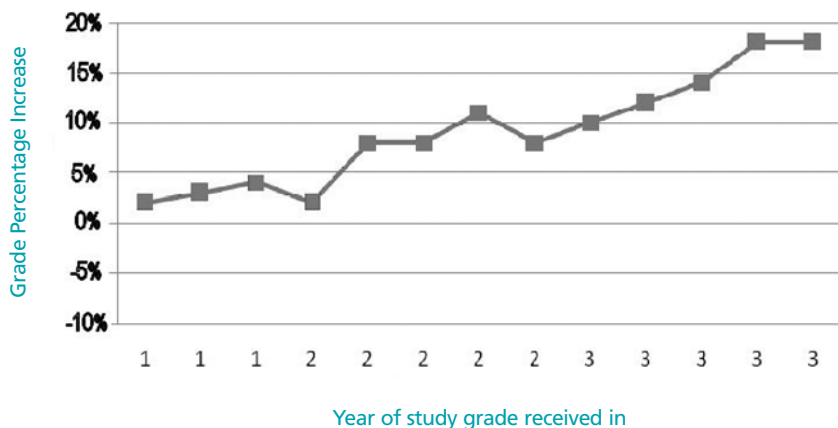
Why should I bother using feedback?

Simple answer... to improve you work and 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 – it is to help you progress. We hope you will be able to see a progressive rise in your marks, and 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?

Recent research with UCLan students has shown they largely understand **feedback** to be written comments on their work or verbal comments to go with the written **feedback**...

Is this wrong? No, not at all, but it is a simplistic view of what **feedback** really can entail. **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 student to student and it may well be provided within the classroom. It is intended to be developmental and to help you reach your full potential. It also encourages 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 only able to see a sample of your work before submission. The deadline for submitting the sample of your work and the amount of work your tutor will comment on is negotiated between you and the module tutor.

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.

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** includes the grades on your work, the written comments on your assignments and any 'official' meetings with your lecturers to discuss your work. 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** at all. In fact, it is a vital component which you can use to your advantage. It can 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**), this does not necessarily mean you have not received any **feedback** at all. You will, though, always get individual **feedback**.

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

ASSESSMENT FEEDBACK SHEET		UNIVERSITY — OF CENTRAL — LANCASHIRE						
MODULE CODE			<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> If there is something you do not understand or some aspect on which you want further information, and you have not yet had the opportunity, you must make an appointment with your tutor to discuss this assessment and the feedback given. You may be asked to use this feedback to reflect upon your personal development (PDF). Upon receipt of the feedback from your module tutor, please complete below your reflections on this assessment for your future action. </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; height: 40px;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> <tr> <td>1st marker signature</td> <td>2nd marker signature</td> <td>External examiner initials</td> </tr> </table> <p><small>*Please note that all grades are provisional subject to confirmation by the Module Assessment Board.</small></p>				1 st marker signature	2 nd marker signature
1 st marker signature	2 nd marker signature	External examiner initials						
MODULE TITLE								
MODULE TUTOR								
STUDENT ID NUMBER								
STUDENT NAME								
COURSE/SUBJECT								
ASSESSMENT TITLE/NUMBER								
STUDENT DECLARATION IN RESPECT OF PLAGIARISM TO BE COMPLETED WHEN FORTH IN USE! AS AN ASSIGNMENT COVER SHEET	<input type="checkbox"/> I declare that I have not plagiarised in this assignment.							
SUBMISSION DEADLINE								
LEARNING OUTCOMES AND DEPARTMENT MARKING CRITERIA FOR THIS ASSIGNMENT	MODULE TUTOR FEEDBACK	SECOND MARKER FEEDBACK						
Areas for Improvement:								
Date:								

**STOP
LISTEN
YOU'RE GETTING
FEEDBACK**

**STOP
LOOK
LISTEN**

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, and over Christmas when the University is normally closed for up to 6 working days.
- ▶ On your written examinations, dissertations or projects you can request **feedback** on the results. This **feedback** may be verbal, written through e-mail or other means. Individual written **feedback** should follow this generic **feedback** on written examinations.
- ▶ For any assessment that you do at UCLan which contributes to your module mark should receive individual **feedback**.
- ▶ Please note that if your lecturer can not 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 at least once during your module to discuss your work with your tutor, should you wish.
- ▶ 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 mark 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 mark 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 mark, 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 fellow 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?

The best thing to do is talk about it with the Module Tutor in the first place. Make an appointment by email so the tutor concerned sets aside time to talk to you, rather than trying to catch them at the end of a class. If you are still unhappy, your personal tutor may be able to help.

What else do I need to know?

The mark you get for a piece of work is important. It forms the point of connection between your work and the assessment criteria for the task. What the marker writes is even more important, though, since it explains in a more individualised way why the mark is as it is. This means the marker can help you improve your score next time.

Listen carefully to group **feedback** which may be provided by the module tutor to the class as a whole. This can give you a good idea about what the tutor was looking for in an 'ideal' assessment, what the common errors were, what the bigger pitfalls were and what you should

try to avoid. It can also mean you get to hear what others did, including some ideas which might not have occurred to you.

Languages cover many skills, and **feedback** on one skill can help with another. For instance, comments on reading comprehension may help with writing in the language.

If your individual **feedback** is not clear to you, the member of staff will always be happy to explain it further. Their office hours will be on their office door and their contact details in the Module Information Pack. Try and work with the marker to find the best way forward.

Make time to act on the **feedback**. You may be advised, for example, to study phrasal verbs, word order, or the need for certain elements in a sentence to 'agree' with each other. This advice can lead to you doing considerably better next time, so be sure to set aside time to act on it, and do ask if you are unsure what is meant.

Have a quick look back at your last **feedback** before starting a new piece of work. It can all lead to a higher mark next time.

Conclusion

We hope you have found this guide useful and you now have a greater understanding about the importance of **feedback**. The table at the end should prove very useful in recognising 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,**
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