

SCHOOL OF PUBLIC HEALTH
AND CLINICAL SCIENCES



STOP
LOOK
LISTEN

Student's Guide
to Feedback

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Always make
sure you
collect your
feedback!

Welcome to the School of Public Health and Clinical Sciences 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?

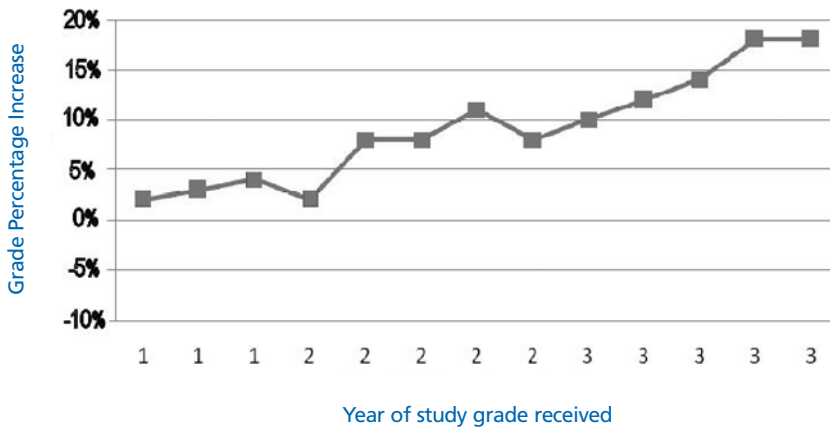
Simple answer...to improve your work and your grades. You need to **learn from your mistakes and learn what you are doing well**. Your lecturer doesn't give **feedback** for the fun of it, they do it to help you progress. You should be able to see a progressive rise in your grades, and you should find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

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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 your course mates) and it can also be received 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 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 maximum of 10% of the total word count of your work before submission.



Feedback can be received in two ways, as **individual feedback** and **generic 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. 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. To see an example of what you can expect your individual **feedback** to look like, your School assessment coversheet with example **feedback** is included at the end of this document.

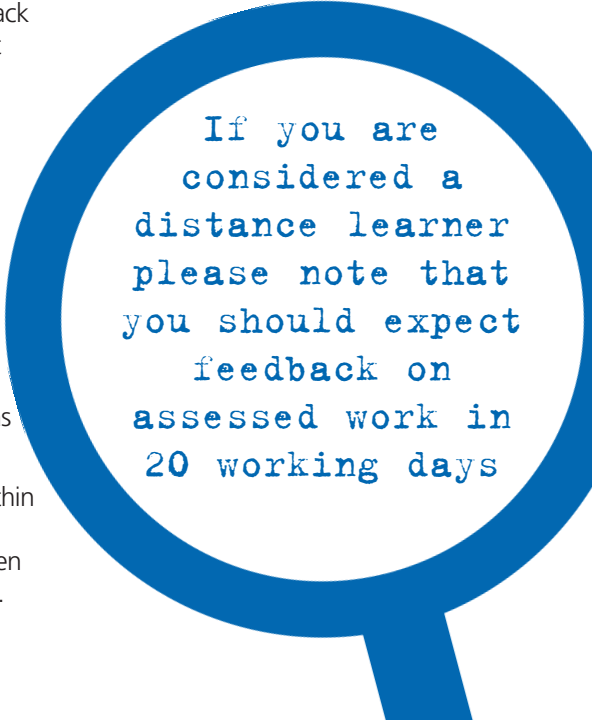
Generic feedback: Generic **feedback** is something which is often not recognised by students as being **feedback**, when actually it is a very important form of **feedback**. It is what you may term as 'informal **feedback**'. It can often take the form of a conversation with a lecturer about your work before you hand it in. It could come from 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 (individual **feedback**) does not necessarily mean you have not received any **feedback** at all.

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 (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**.
- ▶ 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.



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

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.



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 have concerns about the **feedback** that you have received on your assessment then you should in the first instance arrange to meet your Module Leader to discuss areas you are not happy with. It could be possible that the **feedback** you have received does not match the amount of effort that you had put into your assessment and this is upsetting. However, talking to your Module Leader will enable you to understand where improvements could have been made so that you can learn for future submissions.

If you feel unable to see your module Leader then arrange to see your Course Leader or perhaps your Personal Tutor who may be able address some of your concerns. If they can't address the issues directly then they will be able to guide you to speak to someone who can.



What else should I know?

Your School is committed to providing you with a stimulating and challenging learning environment in which we will support you to develop the knowledge and skills that may equip you for a successful future. In order to do this we must check that you are progressing satisfactorily through your course and we do this by using a variety of assessment methods. The assessments are designed to meet the learning outcomes of the course so as you progress through your study passing them means that you are achieving and meeting the course requirements.

Each time you submit an assessed piece of work you will receive **feedback** from your tutor and hopefully having read thus far you will understand how important it is to read the **feedback** carefully and learn from it.

In the School you may receive **feedback** in a number of different ways. Written **feedback** may be given to you on a template such as the one shown later on. However, some tutors may use slightly different **feedback** template formats. This will not affect the type of **feedback** given and you should read it carefully. Other forms of **feedback** may be given via eLearn (Web CT), audio or verbal methods.

To help you learn from your **feedback** we have developed a reflection on **feedback** form (see later example). We advise you to use this as a tool to develop an action plan for future assessments. You can use this after any assessment **feedback** and not just leave it until the end of the module. This will help you monitor your progress against the action plan that you will have developed.

When you have completed your action plan we suggest that you use it to inform meetings. Perhaps with your Module Tutor when discussing your **feedback** or as a tool to discuss your progression with your Personal Tutor. Keep your action plan in a safe place to track your development throughout your course – maybe in your Personal Development Portfolio.

Remember, **YOU** are responsible for your own learning needs and whilst we as a School will do all that we can to support you, you must take ownership of your own development.

We wish you well for your studies.

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 back 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.

Here is an example of what your individual feedback (left) and reflection on assessment feedback (right) may look like:

Image for reference only.



SCHOOL OF PUBLIC HEALTH & CLINICAL SCIENCES
ASSESSMENT FEEDBACK

PLEASE PRINT

Name: EXAMPLE	Module Code:
Student Registration Number:	Module Title:

Markers Comments (relevant to learning outcomes and specific criteria provided on assignment brief)

Within this assignment you demonstrate knowledge and understanding of the topic area. Discussion is supported by an appropriate evidence base but your reading could have been expanded to include more recent articles from current Journals within the field. It is apparent that you are beginning to analyse and evaluate what you are reading but need to work on this for future submissions. For example you discuss the need to support families in developing healthier lifestyles but needed to have analysed the different models of support available to provide a more balanced argument. It would then have been possible to draw your discussion together in the form of an evaluation and make an overall summary of your account.

Your academic writing style is developing. You have made a number of spelling mistakes and grammatical errors throughout your text and this could have been avoided by careful proof reading. Try also to work on your referencing technique as there were a number of references used in your text that were not listed. Referencing of electronic sources also needs some attention. Guidance on referencing technique can be found in your School Student Handbook.

Areas for Improvement
Wider literature search and reading
Analysis and evaluation
Spelling and grammar
Referencing technique

Marked by: _____ Signature: _____ Date: _____

Internal Moderation

Moderators Comments

Moderated by: _____ Signature: _____ Date: _____

A provisional mark will be awarded which may be subject to change by the University Module Board. This will be communicated to you by the module leader.

Final Agreed Mark

Assessment Mark	Latency Penalty	Awarded Mark
------------------------	------------------------	---------------------

EXAMPLE Reflection on Assessment Feedback	
<p>Assessment feedback is given to help you develop and improve your academic skills over the duration of your course. However, many students say that they do not read the feedback that Tutors provide and often simply focus on the grade awarded and whether they passed or failed before moving onto the next submission. It is vital that you read your assessment feedback carefully and then take the time to reflect on the comments so that you have the opportunity to improve future submissions and grades. To help you with this process please use this form to help you identify where you can make improvements and how. You can then discuss it with your personal tutor, module leader or course leader. Remember that you can also file this in your Personal and Professional Development Portfolio as a record of your progress.</p>	
Name:	Course:
Date:	
Title of Module:	Title of Assessment:
Type of Assessment:	
The Feedback:	Comments / Action Plan on Feedback:
1. From the feedback what areas have been highlighted that could have been improved?	<ol style="list-style-type: none"> 1. Need to conduct a wider literature search and read more 2. Need to develop my ability to analyse and evaluate 3. Need to improve on my spelling and grammar 4. Need to improve on my referencing technique
2. How do you plan to address these areas in future work?	<ol style="list-style-type: none"> 1. Go to the library and ask for support on literature searching 2. Organise myself so that I have time to read around my subject more 3. Talk to my module tutor on how to analyse and evaluate more effectively 4. Go to wiser 5. Proof read more carefully before I submit my assessment 6. Re-read my student handbook on referencing guidelines 7. Seek support from my module tutor and Learning information support on referencing 8. carefully check my assignment before handing in so that all of my references are listed
The Feedback	Comments / Action Plan on Feedback
3. Were any areas of strength identified? If so what were they?	I show good knowledge and understanding of my subject I am developing my skills of analysis and evaluation
4. How can you build on these strengths in your next assessment?	Attend my lectures and keep reading around my subject. Seek support to further develop my skills of analysis and evaluation
5. Were there any areas highlighted that perhaps you felt were unjustified or needed more clarification? If so, what were they?	I felt that I had provided enough discussion about the models of support for families
6. How do you propose to address these issues?	I will go and talk to my module tutor

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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