

SCHOOL OF SPORTS, TOURISM
AND THE OUTDOORS



STOP
LOOK
LISTEN

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!

STOP
LOOK
LISTEN

Welcome to the School of Sports, Tourism and the Outdoors 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.”

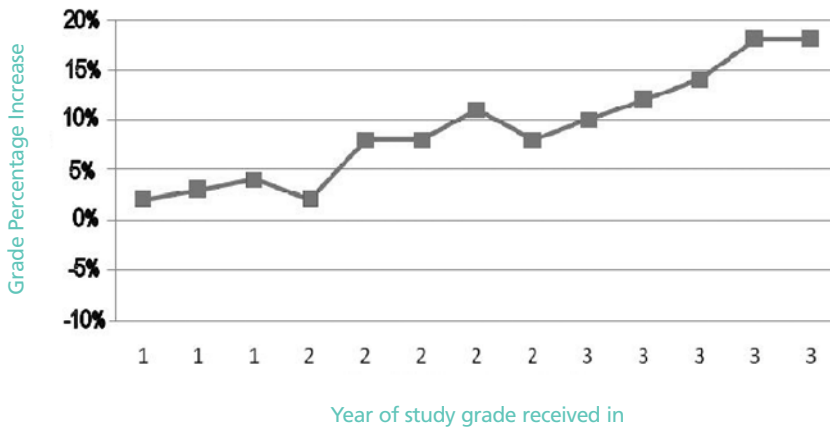
Why should I bother using feedback?

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 answer questions about your assignment, they will not read, review or edit your work before submission.

Feedback can be received in two ways, as **generic feedback** and **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. This is considered prompt. 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 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.

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

STOP
LOOK
LISTEN

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?

There are formal mechanisms for providing recommendations to staff on the quality of your **feedback**. First, there is the Module Evaluation Questionnaire. This should be completed at the end of the module. Moreover, any concerns over **feedback** quality should be raised at the Staff-Student Liaison meetings if others are having similar issues. However, the best policy for addressing such concerns is to speak directly to the Module Tutor. If you are not happy with the response from the tutor, then it is recommended to speak with the Course leader or Personal Tutor.

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 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**



Making life better for Students



University of Central Lancashire



learning development unit



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.

