Focus on Feedback

Top tips from and for colleagues:
Providing helpful feedback with sufficient time for students to take it on board and act on it

These tips are ideas to try out and can be modified and adapted to your context. They are not a checklist and there is no expectation that you can do everything.

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Timeliness of Feedback

NSS Q.10 **"Feedback on my work has been timely"**

Thing we can do as a team

- Review and pro-actively manage assessment scheduling and staff workload across the programme to avoid bunching and to look after staff wellbeing.
- Plan appropriate strategies to be utilised when necessary to ensure the 15 day deadline is met e.g. widening the pool of markers, providing additional support.
- Establish early warning systems so that it is clear when there is a risk that 15 day deadline is in danger of not being met.
- Monitor and review adherence to the 15 day turnaround time as a component of planning processes.
- Ensure students are aware of what they need to do if the 15 day turnaround has not been met.
- Use the Blackboard "announcements" tool to give timely updates and to sign-post when feedback is available, where to find it, and how to access it.

Things I can do in my module

- Provide generic, whole class feedback as soon as possible which is developmental and which can be used going forward.
- Use appropriate functionality of in-built e-feedback tools to ensure students receive feedback in a timely manner.
- Provide students with feedback in time for it to be useful to the next learning/assessment task that they undertake.
- Communicate to students ahead of time if the 15 day turnaround is not going to be met and provide an updated timeframe for providing feedback.
- Design effective comment banks and Quickmarks to reduce the time taken to write common statements.
- Consider the use of audio feedback as this also feels more personalised.
- Review the length of written assessments to ensure they are appropriate for the module level, assessment/module weighting, and the nature and scope of learning outcomes being assessed.
- Provide opportunities to develop peer and self-feedback on formative tasks.
- Review the number and range of assessment types at module level and reduce if/where appropriate.
- Review the balance of formative and summative assessments to allow for quicker feedback on formative tasks and thereby reduce feedback load on summative assessments

Quality of Feedback

NSS Q.11 **"I have received helpful comments on my work"**

Things we can do as a team

- Work collaboratively with students and staff to articulate a shared understanding of what good feedback looks like in your discipline.
- Challenge cultures of overly critical/negative feedback and ensure markers value positive elements of students' work.
- Establish clear leadership to ensure strategic oversight of feedback practices across your programme.
- Plan for regular formal and informal dialogue with your students about assessment and feedback practices.
- Use module evaluations to highlight assessment and feedback issues for staff to address.
- Ensure that assessment and feedback policy and practice is included in your School's induction for new staff.
- Be consistent across the school/department in the use of online feedback tools.
- Design and plan assessments so there is a clear route of progression within the programme, the focus of feedback then develops over time in line with the assessment.
- Develop and share Quickmark comments across the team.
- Use staff training/away days develop a shared approach to providing feedback.

Things I can do in my module

- Provide opportunities for feedback on draft or other formative work to help students improve prior to submission.
- Work with students to reflect on their feedback and to identify what they need to do in response to the feedback given.
- Develop student awareness of the ways in which feedback contributes to their wider programme of study.
- Provide generic feedback on exams in accordance with policy.
- Allow students to specify what they would like feedback on when they submit an assessment so that feedback is more personalised.
- Ask students whether the feedback they have received has helped them to clarify things that they don't understand.
- Design and use rubrics effectively to ensure feedback is aligned to the assessment criteria and learning outcomes.
- Signpost to students all the ways in which they are receiving feedback on their work.
- Ensure that students know where to find assessment information, submission points, and feedback on Blackboard.