

FEEDBACK TOOLKIT

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Introduction

Across the country, regardless of course or institution type of background, students have resoundingly rated

2. Should be reliable, valid, fair and consistent.

This is crucial for staff, students and employers to have confidence in the assessment processes and their outcomes.

- UWS say – The as

So what does exam feedback look like?

All too often exam feedback falls short of students' needs and expectations and only provides students with a numeric grade or mark. This is a missed opportunity to aid the learning of students and improve future work. Exam feedback can be delivered through numerous mechanisms, and it is important that the characteristics of individual courses and departments are taken into consideration when choosing which method is most appropriate. Feedback mechanisms you could suggest for your module or programme and at SSLG meetings can include:

- **Model answers:** the provision of model answers can be useful as they allow students to understand marking schemes.
- **Generic feedback to all students:** this could take the form of lecturers providing written or verbal account of common mistakes in exams and what can be done to rectify this. This is obviously not a substitute for individual feedback but can be a positive compliment to additional feedback mechanisms.
- **Optional seminars to discuss recent exams:** this can be an efficient way for lecturers to provide verbal feedback and enable students to ask questions and discuss solutions with their peers.
- **Individual one to one feedback on request:** while this is often criticised for being an unrealistic demand on lecturers time, it is anticipated that if other forms of feedback are provided in effective ways that not all students will opt for one to one feedback meaning there are less time demands on tutors.
- **The provision of exam scripts with comment sheets:** this personalised feedback allows students to reflect on their answers and consider what they did well and not so well.

: What NUS say about feedback and how does UWS compare

Feedback.....

1. Should be *for learning, not just of learning*

Feedback should be primarily used as a learning tool and therefore positioned for learning rather than as a measure of learning. Feedback is often given at the end of an assignment to simply record a student's achievement and may not provide any developmental advice which will allow a student to progress. Ideally feedback should only consist of constructive comments with marks or grades; particularly for any that counts towards a summative end of course assessment. Feedback where the grade replaces constructive comments has been shown to have a negative effect on the self-esteem on low ability students.

- The UWS policy on feedback states that where grades are involved, feedback should clarify why that grade was given (a copy of the UWS grades criteria is attached in appendix 2).

2. Should be a continuous process

Rather than a one-off event after assessment, feedback should be part of continuous guided learning and an integral part of the learning experience. Assessment practices need to be designed to allow students to receive feedback on their progress which they can use to aid their progression. More often than not, simple mistakes, particularly concerning referencing, can be tackled if a student's progression is under constant feedback.

- The UWS policy on feedback suggests that sufficient written feedback should be provided both in terms of frequency and detail.

3. Should be timely

A timely turnover in feedback is essential if a student is to fully understand the guidance offered and how they are able to apply this to future learning and assessments. If feedback is returned in an untimely fashion, particularly after submission dates of subsequent assignments, students are prevented from fully developing and progressing in their learning.

- The UWS policy on timing of feedback states that it should be returned within four weeks of submission and certainly before submission of the next assignment, where this is not possible students should be informed of when they should expect feedback.

campus-based is decreasing, while there is a corresponding increase of those working full-time/studying part-time. There has also been a rise in students who have disabilities or are carers. Therefore the common

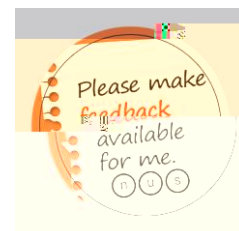
What next?

Campaign for better feedback

If you think feedback could be better why not speak to your lecturer or programme leader and suggest how you think feedback could be delivered more effectively. As a student rep you are perfectly placed to consult both your peers and teaching staff to make positive changes to the student experience, not only for you and your peers but potentially for future students.

In appendix 3 of this toolkit we have included the NUS 'student feedback coversheet' which can be downloaded and distributed to students on your course. It will give your lecturer a better idea of the kind of feedback individual students would benefit from and allows the student to self-reflect on their own work.

During the exam diets the Students Association will be actively campaigning for better feedback on exams using these stickers, why not get involved by handing them out too and encouraging your peers to ask for exam feedback. By campaigning for examination scripts to be returned students have the opportunity to read comments by the marker and understand what was actually written during those nervous and stressful few hours giving you greater knowledge of how you perform under pressure.



Other ways to get feedback

If you are studying a course which has definitive answers such as working with facts and figures (for example in law, medical or biological terminology, accounting etc) the university have 'clickers' which can be used to test the knowledge of the class before and after learning, this can be a great way to gain instant feedback using formative assessment tools.

If you are studying a course which uses theory or creative ideas such as in politics, social science and creative industries it may be more appropriate to ask for model answers to essays or even request a mini mock essay. This will allow students to gain an understanding of the basic requirements of any essay at that level of study and can give the lecturer an understanding of the level of knowledge and innovation within that group of students.

If you are studying a course where group- or team-working is important such as in business, sports and some creative industries, it is important to balance individual effort with group achievement. Here, peer- and self-reflective feedback may be beneficial as it will allow all group members to have a say on how they felt individual members contributed and then how effective the group worked as a whole, it will also allow individuals to reflect on how they contributed.

Which ever course you are studying, the university's Effective Learning Tutors can also assist students with the development of a wide range of academic skills and give feedback on academic writing, referencing, critical analysis, studying and exam techniques, presentation skills and Personal Development Planning (PDP). They can provide one-to-one and group assistance and can be found on Moodle or on the UWS website (available at <http://www.uws.ac.uk/current-students/study/skills-for-effective-learning/>).

Student rep participation in assessment and feedback development

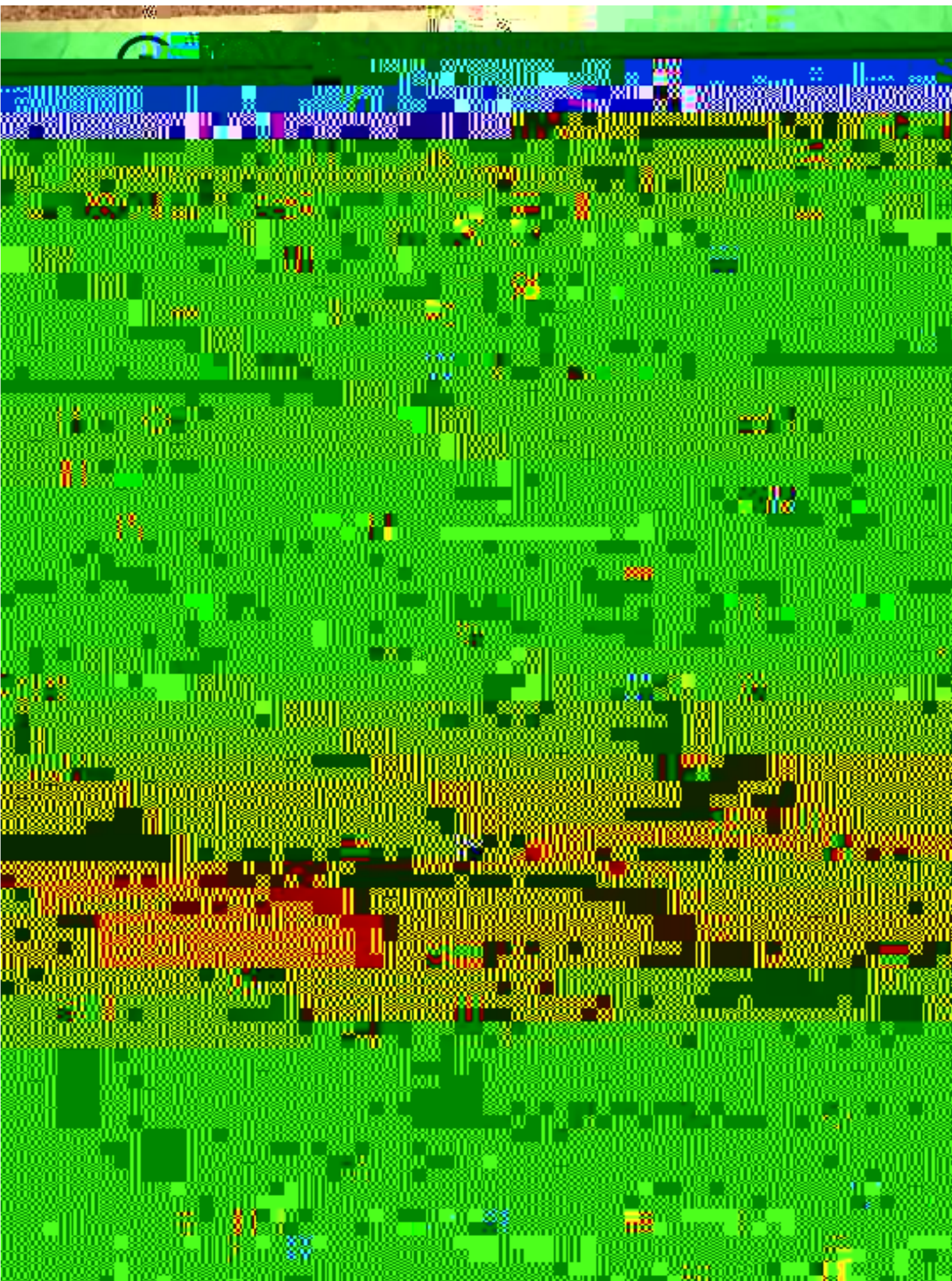
Student reps can get involved with assessment and feedback design and development by undertaking research into the views of their peers, why not set up a survey monkey questionnaire to find out:

- the most effective forms of assessment for your module or programme i.e. think about both summative and formative methods of assessment,
- what students benefit from most in terms of marking criteria and feedback i.e. is the marking criteria suitable for the assignment, was feedback given within 4 weeks of submission and was it appropriate for the assessment, and
- the timing of exams, coursework or practical's i.e. are you given enough time to complete individual assignments, are coursework submission dates too close together.

The results of your survey can then be fed back to the university through Student/Staff Liaison Groups. As well as this, student representatives who wish to further participate in curriculum design and development within their subject area can nominate themselves or be nominated at their SSLG to attend meetings of the Subject Development Groups (SDG) and Faculty Groups (FG) for more information on these please contact either the Chair of your SSLG or the Student Rep Co-ordinator on src@sauws.org.uk

Conclusion

This toolkit has outlined the different methods of assessment t



Appendix 2 Marking and Grading Scheme

All student work that contributes to a module mark and grade is assessed according to the following standard marking and grading scheme:

Grade	Numerical range (%)	Definition	Descriptor
A	70-100	Excellent Outstanding	Student work very much exceeds the threshold standard. It displays a consistently thorough, deep and/or extensive knowledge and understanding; originality and/or very high ability

The following grades are used in exceptional circumstances where required by professional bodies:

Grade	Definition	Descriptor
Pass	Pass	Student has met the criteria for 'pass' as specifically defined in the module descriptor
Fail	Fail	Student has not met the criteria for 'pass' as specifically defined in the module descriptor



A large, empty rectangular area with a solid black background, intended for student feedback.