

feedback*

~ for staff ~

Improving student feedback is a major Learning and Teaching priority in the School for the 2010-11 academic session. Recent consultation with staff and students alike has produced a comprehensive new *Code of Feedback* which can be found in the Staff Handbook. By adopting the following key recommendations, we can all help to improve the learning and teaching experience for our students.

* **Provide a clear set of aims/objectives for each assessment**

Students say they feel far more confident dealing with assessment, and are also more likely to engage with feedback, when explicit assessment aims and objectives are provided. Encourage them to ask if they do not understand the task.

* **Provide concise marking criteria for each assessment**

A major complaint brought up by students is the lack of clear and concise marking criteria in the feedback they receive. Confidence in feedback derives primarily from feeling assured of consistency in marking and how it relates to the assessment aims and objectives.

* **Create feedback sheets that are tailored to the assessment**

Students prefer written comments on their work. However, when this is not possible, their favoured mechanism of feedback is when staff create a marking pro-forma or feedback sheet which is **tailored to the assessment** aims and objectives and clearly indicates their performance relative to marking criteria. Such a sheet should also contain a box for additional written comments when required, and should always attempt to include at least one feed-forward comment.

.....and remember, feedback needs to be timely and useful!

If staff would like to know more about how to improve feedback practice or would like access to supporting literature and material, please contact Graham McLeod (g.w.mcleod@leeds.ac.uk).



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