# Guidance for Giving Better Feedback to Students

| | Feedback theme | Aligned to 7Cs | Essential feedback practice | Enhanced feedback practice | Exceptional feedback Practice |
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| 1 | When and what | | Students know what feedback they will get e.g. written summary and when they will get it. | Students specify the areas/aspects they would particularly like feedback on e.g. critical analysis, synthesis of ideas from published research | Students are empowered and able to specify the type of feedback that they would like to receive e.g. audio feedback |
| 2 | Timing | Current | Feedback is provided on time, at the end of 15 working days from the assignment submission date. | Feedback is on time and delivered at a point in the module/ programme which allows the student to use the feedback to feed forward to other tasks, either in the same module or other modules. | Feedback is on time and allows the students to use it to improve their work e.g. through revision of the piece of work as a researcher would do, to enable the feedback to be wholly acted upon.<br><br>There are opportunities in the curriculum for feedback to be used purposefully by students. |
| 3 | Explaining the mark | Criterion based<br><br>Contextualised | Feedback explains the mark awarded using language which is aligned to the mark awarded e.g. 2i grade uses very good rather than good or excellent. | The language used to explain the mark awarded using the words used in the assessment criteria/brief/rubric. It is clear to the student where they were awarded marks and why full marks were not awarded. | The feedback closes the gap between the work submitted and the required standard to achieve full marks. It is clear to the student which aspects they met the criteria for and which they didn't. |

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| 4 **What did well** | Constructive<br><br>Clear<br><br>Conversational | There's a clear explanation of the areas the student performed well in, a bullet point list might be provided, or a tick list of things done well. At least one positive should be noted at the start of the feedback. For less satisfactory work, this might relate to the effort that the student put in, even if they misunderstood the task. | The feedback is clear about where the student has performed well, linking this to the assessment criteria and making it clear where in the document good performance was demonstrated. | There's a clear validation of the effort the student has put in and its obvious to the student where they are hitting the criteria and need to sustain their efforts. |
| 5 **Where to improve** | Constructive<br><br>Clear<br><br>Conversational | The areas the student needs to develop/correct/focus on should be clearly explained. Key areas should be focused on rather than listing everything that was wrong with the document. It is clear to the student what to do next in terms of their personal development. | The areas the students to work on are explained clearly, using examples from the students work to illustrate where they went wrong. It is evident what skills the students needs to hone and/or the topics they should consider in greater depth. Constructive advice helps the student with their next assessment and/or when they next do a similar assignment.<br><br>Feedback prompts students to reflect on their work and the subject matter, through the use of questions. | The areas the students to work on are explained clearly, using examples and suggested corrections are offered.<br><br>Specific guidance on areas to develop and how to do so e.g. resources to use is provided.<br><br>Dialogic feedback is provided which engages the student in self-reflection, asking questions and doing further work. Discussions might continue in feedback seminars, other taught sessions or with their academic tutor. |

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| **6 Feedback volume** | Commensurate | The level of feedback provided is aligned with the size and nature of the task. Smaller tasks have shorter feedback which still encapsulates why the mark was awarded, what the student did well, what they need to improve. Longer tasks will still feature these three aspects but will have more detail. Tasks which provide students with substantial formative feedback, will have shorter summative feedback, this will be made clear to the students at the outset (see point 1).<br><br>Feedback is not overwhelming in terms of length | Consistent volume of feedback is used between modules whilst being proportionate to the task. Programmes agree on a set of principles governing how much feedback students might get. | |
| **7 Tone of feedback** | Constructive | The tone of the feedback is positive and encouraging, prompting the student to want to continue with their studies.<br><br>Care is taken not to make false assumptions e.g. that the student had rushed the piece of work. Feedback is never patronising, rude or condescending. | The emotional and personal nature of feedback is recognised, the writing is focused on the work not the student. The feedback is sensitive to the time and effort the student might have put in. | |

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| **8   Language** | Clear | Clear, student friendly, unambiguous, jargon free. Accessible for neurodiverse and those with English as an additional language. Avoidance of single words such as rushed, careless, lazy or irrelevant, instead, explanations of what was needed are provided. | | |
| **9   Formatting** | Clear | Feedback is clearly formatted and is accessible to all (both neurodiverse students and those with English as an additional language).  The layout of the feedback is clear, with the use of bullet points or numbered lists which can serve as future checklists. Bold headings add clarity on the purpose of each section of the feedback e.g. relating to a section of the task, an assessment criterion or a section of the feedback such as recommendations. | | |

Our ambition is that 'Enhanced' is normalised as the minimum standard for UoR. We recognise that 'Exceptional' may not be achievable in all contexts but that it, or something equivalent, should be worked towards.