



## ***A Student Guide to Feedback & Feedforward***

### *What is feedback/feedforward?*

Feedback/feedforward is an integral part of your learning experience and guides you on how to improve your future work. Feedback/feedforward can come in many forms and from many different people, including your tutors, peers and even yourself. Feedback/feedforward should be constructive and supportive, identifying the strengths of the work, as well as areas for improvement. It should be clearly aligned to the final mark awarded and aligned to the assessment learning outcomes. However, feedback/feedforward is only useful if you read, reflect and act on it.

### *Why is feedback/feedforward important?*

Feedback/feedforward is an excellent mechanism for you to better understand where you are on your learning journey. Feedback/feedforward from tutors and others will help you identify the strengths and weaknesses in your work and help you see ways to make improvements. Feedback/feedforward should be used by you to think critically about your work and develop your ability to make professional judgements, offering alternative ideas and new-thinking, to improve performance on future assignments and encourage reflective learning.

### *Making feedback/feedforward work for you*

To get the most from feedback/feedforward, it is vital you understand the responsibilities you have as a student regarding feedback/feedforward:

1. **Find out where, how and when feedback/feedforward will be provided-** you should take active steps to ensure you have the relevant information and if not, ensure you ask in good time. Make sure you attend all lectures and seminars where assignment preparation is discussed.
2. **Read and engage with the assessment criteria-** it is vital you understand what is expected of you before beginning an assignment.
3. **Engage with the feedback/feedforward you are given-** this may seem obvious, but it is expected of you to collect (or download and save if electronic feedback) and carefully read/listen to any feedback/feedforward made available to you.



4. **Reflect upon feedback/feedforward** - always allow yourself time to really consider the feedback/feedforward you haven been given. Read it over a few times and refer back to the assignment brief and grading scheme to help understand it. Take time to identify any issues which need addressing, and think of activities and strategies which you can focus on to ensure improvements on future assignments. It is also important you celebrate the positive comments. Feedback/feedforward is about both.
5. **Enter into a dialogue-** if you do not understand the feedback/feedforward that has been given to you; promptly clarify any issues or queries around this by entering into a dialogue with the appropriate staff members. This will allow you to further discuss your comments and how you can improve
6. **Seek relevant support if required-** be aware of, and approach relevant support areas, should you require additional help, such as student learning service, student support or disability services.
7. **Use your peers-** discussing feedback with your peers offers many benefits. Ask your fellow students to discuss their feedback and any feedback related issues you all are having; you could even set up a study group for regular conversations around feedback. Feedback from peers should be appropriately constructive, and can give you fresh insight into your work, offering an opportunity to benefit from one another's strengths and helping everyone to learn and improve.

### Closing the loop

Be proactive in giving feedback on your experiences. Take the time to fill in module evaluation forms and be honest in acknowledging when you have been given good feedback/feedforward, and also when feedback/feedforward hasn't be as expected or advantageous. Improving the way feedback is given is dependent on knowing what the issues are to begin with. The ideal learning environment is one where you should feel confident to seek out feedback/feedforward proactively from others, rather than passively wait for it or actively avoid it.