

Napier Students' Association

Feedback Survey Summary/Discussion 4th August 2014

In your opinion what could staff do to make sure feedback is regular, timely and constructive?

Best Suggestions:

10821 MSc Business Management

Most of the time it was impossible to read **handwriting, therefore not possible to understand feedback - printed version would be so much better**. In some cases the feedback would say for example "good conclusions" and marked as P4 or P4 and no any comments on how to improve or what was missing to achieve higher grade - **more detailed feedback please! Probably 50% of feedback was received passed the deadline - its difficult to start second assessment if you did not receive feedback for your first one.**

10823 Executive Master of Business Administration

Provide all students with the Service Level detailed above - it appears to be reasonable endeavours, I had no knowledge of the agreed timelines nor for the feedback opportunity.

10828 MSc Conservation & Management of Protected Areas

Layout minimum standards of feedback to be provided since there is huge variation between lecturers on the extent and quality of feedback provided. Ensure they allow themselves enough time to provide feedback within 3 weeks of coursework submission. If there are **unforeseen circumstances which prevent provision of feedback within 3 weeks, staff should communicate this as early as possible to students** with an outlook for providing it.

10831 Product Design

Some tutors place more importance in giving feedback, than making sure the feedback is of any use, feedback on many of our minor projects was late, useless and un-constructive, this is widely felt by the majority of the class, and we are in the process of writing an open letter of complaint from our year group.

10834 MSc International HRM

It seems to me that the staff is overworked and under a lot of pressure to meet deadlines. It would be easy for staff and students if the load is eased out.

10846 Psychology

Better organize their schedules. The same rule should be applicable to both students and staff regarding deadlines. I don't understand why they don't make an effort to provide feedback in time. As students we are asked to hand in coursework until a certain deadline, therefore teachers should be required to do the same. They are paid for this. Why can we organize our schedule to hand in stuff in time and they can't? Also, when we fail to attend the deadline we get penalized, they don't.

9330 BA Accounting

I like that there is a three week deadline however all lectures push the deadline to the limit giving it on the very last day. Also I find that hand written feedback is also unlegable and therefor useless.

10880 Civil Engineering

Most staff do not offer feedback unless prompted strongly and even then it is seen as a major inconvenience, some plain ignore your requests. It should be

mandatory that a feedback sheet be completed by the lecturer and emailed to the student for every piece of coursework/exam, whether it is asked for or not.

10883 Business Management

Feedback is usually given within the time allowed if compulsory, but I have found it very rare to get feedback I can use or find constructive - most lecturers seem to put as little effort as possible into helping us improve for future - we are expected to put in hundreds of hours of reading and revision over our time at uni but they don't seem to care about putting the same level of commitment!! I understand they have hundreds of students but if some excellent lecturers can manage why can't they all?!

10929 Msc Wildlife Biology & Conservation

Students get little leeway for submitted assignments on time, it's quite hypocritical for instructors not to. Constructive feedback is very important for improving next time around. *One particular instructor had a really good method called 'feed forward' whereby drafts of work was reviewed by peers/instructor prior to submission, and suggestions/feedback were given at this time so the student could take these into account while preparing the final draft and using feedback at the time so they learn from it more directly. I think this is an excellent strategy because in most cases, by the time the next assignment comes around, you may recall some main points but it doesn't have the same effect several weeks/months/years later. If you put the feedback into practice at the time and receive a good grade as a result, it acts as positive reinforcement and you're more likely to carry these things with you in the future*.

11174 Product Design Engineering

Use online resources to allow lecturers to get feedback to students. Moodle or e-mail. Facebook (or other social networks) could also be utilised - students already use this for module group discussions - lecturers could get involved also. Also, having a walk in feedback session on a specific day

during the summer. Lecturers dedicate a day after the exam period for students to come and get one-to-one (or group) feedback. Can notify students through e-mail etc.

11298 MA Journalism

I think there just needs to be a higher priority given to the efficient execution of feedback. At the start of the course, a lot of emphasis was laid on the importance of feedback sessions, and how these sessions, along with personal tutorials, would be essential to our success on the course, both academically and practically. It was communicated to us that these meetings would be held on a regular basis. This did not occur. Instead of feeding us empty promises, and throwing us the occasional, sporadic feedback session, tutors should prioritise these sessions, right at the start of the academic year. If our hand-in dates are decided (or even estimated) so far off, then their feedback sessions should also be scheduled with the same significance. If we've completed our work and handed it in on time, then as (essentially) paying customers, we should be granted far more than waiting months on end for a potential email or piece of paper with a mark and oblique set of comments. The system doesn't require an entire over-haul, it just requires that tutors are honest, communicative and dedicated to the improvement of their student's studies and future employability. If students are committed enough to attend classes and hand assessments in on time, there's absolutely no reason why the same efficiency shouldn't be reciprocated from our tutors.

If you would like to make any further comments on this subject please do so below?

Best Comments:

10813 Biomedical Science

A lot of my feedback have simply been marks, with ticks or crosses, with no feedback sheet attached. I have requested specific feedback for areas I wasn't sure of, and have not received this.

10844 Journalism

I never actually received feedback for most modules so actually providing it would be grand, yeah.

4997 Product Design

We need a universal online system that is easy to check, update and staff to use.

10821 MSc Business Management

Sometimes assessment tasks were not very clearly defined, it was difficult to understand what is wanted from the student. After almost completing course i still don't understand marking system as every lecture seems to have their own understanding of what is acceptable and what is not, it would be good to get some guidelines at the start of the course which would apply to all lecturers also - as for example from the very beginning we were told do not use Wikipedia for assessments, as its not credible source. However it seems ok for lecturers use it as source for their lecture slides! Awkward!

10865 Law

Withholding feedback for more than the period prescribed should be made

punishable for lecturers as late submission is for students.

10868 Communication, Advertising and Public Relations

As long as the communication between staff and students is kept clear then any issues or delays with feedback can be resolved.

10913 Flexible Managed MSc

I was an international student, only here for 1 trimester and I must say that the feedback that I got here at Napier is great, it is way more comprehensive and constructive than any feedback I have received in any German university. The possibility to talk to lecturers and tutors before as well as after submission, was way more than I was used to.

11316 Law

In our department (which is smaller than others) some of our lecturers hand feedback in a few days while others have been over three weeks. I feel there should be more consistency, in that either every lecturer hands back a week, or three weeks. There should be more consistency also in how feedback is received-either in class or by email etc. There should be one method that everyone uses!

11298 MA Journalism

As a full-time Masters student, my year-long course is almost over. Any changes that might be made to the system of delivering feedback will not effect me. Given that I quit my job, left my family, my friends, my home and spent thousands of pounds to be here, at this University, I think the delivery of prompt, scheduled feedback sessions wasn't too much to ask for. Currently, I am writing my dissertation, with no real idea of the mistakes I've made this year, and with no real guidance from a dissertation tutor who has absolutely of

my abilities, who I am, how I work and who has no made attempts to even check what I'm up to. Instead, against written advice, I have prospered to write my dissertation with no more guidance than the Dissertation Handbook – a tactic, that I suspect would horrify my tutors. Why would I come to a tutor, though? Every time a tutorial is requested, it is met with reluctance and belligerence. There are exceptions, though. Some tutors were always eager to help students and get to know them. Within one class out tutor knew all our names and where we were from. Almost a year later, I'd bet that half the tutors wouldn't recall my name, and certainly wouldn't have any idea of where I was from, or most importantly, my academic interests, career hopes, and strengths and weaknesses. Both these particular tutors gave us feedback not only for assignments, but within each class. Another was always supportive, fair and realistic with us, and worked alongside students with great passion and energy for the product that we were creating. They got to know their students, recognising and supporting those who fell off-radar, just as much as those who were consistently in class and/or those who put in the extra effort, after hours. Their feedback in class was constant, and we were given official post-assignment feedback promptly. These tutors were undeniably committed to getting the best out of their students.