What do Student-Led Teaching Awards tell us about student views on what ‘good’ feedback is?

**Nature of feedback**

- "His feedback comments motivated me to learn and move forward."

**Personal qualities of the teacher**

- "She has a very relaxed manner and I feel comfortable asking questions about feedback on my assignment."

**Support**

- "She has been with me every step of the way during my dissertation and her assistance and advice are greatly valued."

**What’s important?**

- Forward-oriented feedback that helps develop future work
- Feedback that helps them understand their performance
- A variety of different approaches to feedback
- Timeliness more than turnaround
- Detail, fairness and personalisation in the feedback they receive
- Consistency in feedback practice across their educational experience

**Students value...**

- Feedback that gives them academic expertise and guidance in their subject
- Time invested in providing feedback
- Teacher availability
- Feedback that comes from staff who provide an open and welcoming learning environment
- Feedback from teachers who actively promote their subject and current research to students
- Dialogue and interaction around feedback
- Feedback that gives them forward-oriented feedback that helps develop future work
- Feedback that helps them understand their performance
- A variety of different approaches to feedback
- Timeliness more than turnaround
- Detail, fairness and personalisation in the feedback they receive
- Consistency in feedback practice across their educational experience

For advice and guidance on how to improve your feedback practice, please read the project summary and full report:

*What does Student-led Teaching Award Nomination data tell us about student perceptions of ‘good’ feedback? An exploration of Student-led Teaching Award nomination data from Scottish Students’ Associations*

Available at: [www.qaa.ac.uk/scotland/en/focus-on/feedback-from-assessment](http://www.qaa.ac.uk/scotland/en/focus-on/feedback-from-assessment)