



'Is your feedback what you need back?' Feedback Campaign General Outcomes

'Is your feedback what you need back?' was the title of the feedback campaign which began in December with a pilot in the School of Psychology, and a roll out to the rest of campus in January. Our strategic aim to work with the university to improve our institutional feedback score within the NSS to 4.1 from the current score of 3.9.

Additionally we are aware that the University have a focus on Assessment and Feedback due to the quick action on the turnaround time returning from 20 days to 15 in the summer of 2014. This campaign came from reps asking our VPAA, Nyasha Takawira, to look into quality of feedback and identifying they would find it useful if this was by school/course. Using a postcard for GOATing (Going Out And Talking) and for use within lectures, students were prompted with the campaign title question and two others; 'How was the feedback given and is that what you need?' and 'What do you think about the quality of your feedback?' to think critically of what they received and constructively about how this could be developed.

The response rate for this campaign was 993, with students across campus taking part.

College	School	Number of responses
College of Arts	Architecture and Design	49
	English and Journalism	95
	Film and Media	27
	Fine and Performing Arts	19
	History and Heritage	8*
College of Science	Computer Science	26
	Chemistry	42
	Engineering	26
	Life Sciences	17
	Pharmacy	33
College of Social Science	Business	180
	Health and Social Care	10*
	Law	87
	Psychology	356
	Social and Political Science	8*
	Sports and Exercise Science	3*

As you can see from the table above there was a low turnout for certain schools and for that reason the schools of History and Heritage, Social and Political Science and Sports and Exercise Science, Health and Social Care will not receive the data that was collected unless requested.

Over the month of February, time was used to look into the data and remove any names or anomalies not relevant to the campaign e.g. "we want printers". During this time, positive areas and potential developments were identified for every school. This information along with the anonymised data for each school has been sent to each Head of School, Student Engagement Champion and School Reps. The hope is that going forward staff and students can discuss these findings together in their Subject Committee Meetings, within staff teams and feed into school NSS Action Plans. For the two schools with a larger response rate, Business (180 responses) and Psychology (365 responses), a bespoke breakdown was provided to help structure discussion.

The information has also been sent to the Director of the Educational Development and Enhancement Unit to inform within their team and with our VPAA in the near future.

General Feedback Findings

We believe respondents from most courses had positive views of their feedback. The most common thoughts mentioned were that the feedback received was good at pointing out what was done well and positive aspects of the piece of assessment. It is also a positive that respondents in several schools stated that the feedback had improved on last year, including within school such as Law and Psychology where there has been significant work done on the feedback forms.

Themes of development from the responses include:

- Feed forward
- Inconsistencies
- Feedback Time

Most commonly mentioned was the need for more focus on how to improve, and more constructive feedback in order to attain higher grades. Also, a high number of respondents wrote about inconsistent feedback. There were perceived inconsistencies against the marking criteria and assessment guidelines. Additionally variations depending on tutor and module with regards to how much feedback is provided, whether that's different key words or a lengthy explanation was referred to negatively within the comments. The third and final theme from a range of schools was the delay between submitting and receiving the grades. Respondents noted that they were unable to improve before the next assignment as they weren't aware of what needed developing in their last assessments. The data for this campaign was collected after only the first set of feedback had been distributed since the reintroduction of 15 days turnaround. As schools have different plans and timeframes for fully implementing this, we believe that this would see improvement in the future.

College of Social Science

Breaking into Colleges, we can see different areas of strength. Within the College of Social Science positive areas were:

- Respondents within College like that they can discuss issues with their tutors.

- Praise for the consistency within feedback across courses.

Within the College the themes of development were:

- Written feedback and the difficulties of reading this.
- Feedback from exams to be provided
- Wider awareness of grade appeals system

College of Arts

The College of Arts respondents generally felt that feedback is of a good quality. Other positive areas were:

- Specific modules where personalised feedback is provided such as Journalism Skills,
- Typed Feedback
- One to One sessions with tutors.

On the themes of development, the College of Arts had more specific issues raised about the type of feedback received:

- A provisional grade indication be provided throughout the timeline of ongoing projects.
- Inconsistencies between feedback given up to assessment deadline and grades and feedback given after marking.
- More communication with students if their assessments are due to change.

College of Science

Within the College of Science respondents stated that they enjoyed their feedback, and the following positive areas can be identified:

- Use of typed feedback, through Turnitin,
- Feedback was of a high quality when linked to the marking scheme, with the schemes used as a reference point.

There were two themes of development recognised within the responses for the College of Science:

- Lack of detail within feedback
- More one to one sessions to discuss feedback with tutors.