Feedback is provided to help you identify your strengths and weaknesses. You can use positive feedback and critical feedback to make changes to future work and behaviour. Think of feedback as a way of signposting you in the right direction to help you with future assignments.

We know many students don't take any notice of feedback for a variety of reasons. By ignoring feedback, it will make it difficult to improve. Reflect on feedback, even if you disagree with feedback think about how you could justify your argument or make it clearer. Or contact the marker to discuss it further.

It is often easy to understand comments about spelling or referencing the can be used to feed forward into your next piece of work. It might be very specific feedback to a particular subject or assessment but think about why the comments have been made and how it could be used in future assessments. If in any doubt please contact the marker for clarity.

Most feedback on assignments is focused on what has been done rather than on what improvements can be made for future pieces of work (Vardi, 2013). There have been many studies that report on how students find feedback difficult to understand and therefore find it problematic to make use of them in subsequent assessments (Lea and Street, 2000, Beaumont, O'Daherty and Shannon, 2011, Price et al, 2010).

Price et al (2010) recognised that students report that they do not know what to do with feedback. This is reflected in what has been reported by students from the midwifery courses at UWL.

Hine and Northeast (2016) recognised that using feed-forward strategies would improve student performance and satisfaction with feedback. Two handouts (shown here) have been designed and trialled with a group of Level 4 student midwives in Berkshire. This has given the students an explanation about what feed-forward is and how it can be used to inform their future work. This has also beneficially them by being better able understand some of the key terms used in written feedback. An improvement has been observed between assessments. The information sheets have been recently been introduced across the midwifery year groups and subsequently shared with colleagues in the College of Nursing, Midwifery and Healthcare.

References:

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