



# **Feedback - Guidance to Producing Good Feedback**

## Documentation Management

### Document Record

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### Version Control

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# GUIDANCE TO PRODUCING GOOD FEEDBACK

## Purpose

This Guidance supplements the University's [5 Core Principles to Good Practice in Giving and Receiving Assessment Feedback](#)

Feedback should provide:

- a clear rationale for the grade awarded
- advice on generic areas of improvements (feed-forward)

## Useful resources

Higher Education Academy	<a href="#">Feedback toolkit: 10 Resources for your students 2012</a>
Higher Education Academy	<a href="#">Feedback toolkit: 10 Strategies to Engage Students Feedback 2012</a>
Higher Education Academy	<a href="#">Feedback toolkit: 10 Ideas for Enhancing Feedback Technology 2012</a>
Higher Education Academy	<a href="#">Feedback change programme 2012</a>
Higher Education Academy	<a href="#">Feedback toolkit 2013</a>
Higher Education Academy	<a href="#">Student Views on feedback 2014</a>
Higher Education Academy	<a href="#">Assessment and feedback 2014</a>
JISC	<a href="#">Feedback and feed forward</a>
JISC	<a href="#">Assessment and feedback with technology-enhanced solutions</a>
Enhancement Themes	<a href="#">Feedback toolkits</a>
Enhancement Themes	<a href="#">5 Principles of Student friendly Feedback</a>
SRHE	<a href="#">Reconnecting assessment feedback and learning</a>
University of Sydney	<a href="#">Giving assessment feedback</a>
University of Derby	<a href="#">Press: Live Recipe page – Top Tips for Providing Rich Feedback</a>
University of Reading	<a href="#">Web-based support for assessment</a>
Robert Gordon University	<a href="#">Effective feedback/feed forward</a>
University of the Highlands & Islands	<a href="#">Assessment, Feedback and Feedforward guidance</a>
University of Winchester	<a href="#">Nine ideas for feedback – evidence base guide</a>
Glasgow Caledonian University	<a href="#">Feedback for Future Learning</a>
Sheffield University	<a href="#">Toolkit Feedback and Assessment</a>
Sheffield Hallam University	<a href="#">Technology, Feedback, Action! Student Engagement</a>
Edge Hill University	<a href="#">Feedback to Feed Forward: student response to tutors' comments</a>

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- Beaumont, C et al (2011) Reconceptualising assessment feedback: A key to improving student learning? *Studies in Higher Education*, Vol 36, No 6, pp671-687
- Merry, S and Osmond, P (2008) Students' Attitudes to and Usage of Academic Feedback Provided Via Audio Files. [online]. Bioscience Education E-Journal. Available from: [https://www.reading.ac.uk/web/FILES/EngageinFeedback/Students\\_attitudes\\_to\\_podcasts.pdf](https://www.reading.ac.uk/web/FILES/EngageinFeedback/Students_attitudes_to_podcasts.pdf)
- Smith, R. 2010. Feed Forward [Online] <http://jiscdesignstudio.pbworks.com/w/page/52947129/Feed%20forward>
- Royce Saddler, D. 2010. Beyond Feedback: developing student capacity in complex appraisal. *Assessment and Evaluation in Higher Education*. 35(5):535-550  
<http://www.tandfonline.com/doi/abs/10.1080/02602930903541015>
- Weaver, MR (2006) Do students value feedback? Student perceptions of tutors' written responses. *Assessment & Evaluation in Higher Education*, Vol 31, No 3, pp379-394
- Boud, D., & Molloy, E. (2013). Rethinking models of feedback for learning: the challenge of design. *Assessment & Evaluation in Higher Education*, 38(6), 698-712.

## What matters to students

“Shared  
understanding of  
Purpose”

“Specific, relevant,  
structured, and clear”

“Constructive and  
positive when things  
are good”

“Feedback  
in different  
ways”

“Feedback is timely,  
personalised and informs  
future assignments”