



## Developing good feedback practices

### 6 key steps

Student satisfaction with feedback is an ongoing issue at UCL and is often reflected in low satisfaction scores in the National Student Survey and Postgraduate Taught Experience Survey.

This short guide suggests 6 ideas for addressing these issues and improving student satisfaction with feedback. The ideas help students to develop a better understanding of academic standards and assessment processes.

## Assessment & feedback quick guides

For further information or support, please contact:  
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# 6 key steps to developing good feedback practices in your programme

## 1. Ensure students understand feedback and assessment standards

- Organise a guided marking session at the beginning of your module:

[https://www.ucl.ac.uk/teaching-learning/sites/teaching-learning/files/guided\\_marking\\_quick\\_guide\\_0.pdf](https://www.ucl.ac.uk/teaching-learning/sites/teaching-learning/files/guided_marking_quick_guide_0.pdf)

- Explain to students the different forms that feedback can take on your programme (e.g. feedback on practice exercises in class, answers to queries about coursework on a forum or in live Q&A sessions, verbal feedback in tutorials, feedback from clients on placements etc.)

## 2. Ensure students get formative feedback early on in each module

- Set a formative task in every module and give feedback in the first 4 weeks
- Set practice exercises in class (similar to part of the eventual coursework/exam) and give verbal feedback on answers/solutions

## 3. Use a template to standardise marking across the programme team

- An example template:

[https://www.ucl.ac.uk/teaching-learning/sites/teaching-learning/files/using\\_proformas\\_for\\_feedback\\_quick\\_guide\\_0.pdf](https://www.ucl.ac.uk/teaching-learning/sites/teaching-learning/files/using_proformas_for_feedback_quick_guide_0.pdf)

## 4. Ensure marker feedback is of good quality

- Use the Peer Dialogue Scheme to peer review markers' feedback:

<https://www.ucl.ac.uk/srs/academic-manual/c6/pot>

- Form and share feedback rules with markers on modules/programmes
- Where there are multiple markers, organise for everyone to mark and provide feedback on a small selection of scripts independently and then meet to compare and agree a style of feedback before marking. Markers can contribute to a shared bank of comments

## 5. Remember the feedback loop. Provide guidance on how students can use feedback to improve their work

- When providing feedback, indicate how your suggestion will help students improve future work

## 6. Discuss student progress and use of feedback in tutorials

- Use My Feedback to track your tutees' feedback

<https://www.ucl.ac.uk/teaching-learning/case-studies/2016/may/trialling-my-feedback-report-ucl>