

Stakeholder Perspectives of Feedback in Higher Education

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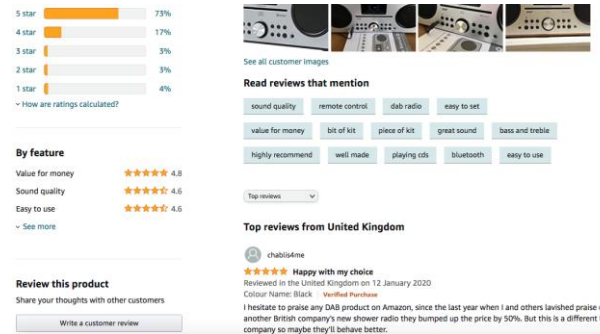


In this presentation I will...

- Identify what feedback is.
- Identify a piece of research that I have conducted into feedback involving a case study and two key groups of participants, higher education students and higher education staff.
- Assess what is considered most effective in terms of the feedback process.
- Highlight the difficult realities and shortcomings of feedback.
- Triangulate and conclude key points from three pieces of research overall.
- Discuss ways forward for future research into feedback.

Feedback

- A reaction to a product or performance.
- To express satisfaction or dissatisfaction.
- To share an opinion about an observation or experience.
 - Strengths and weaknesses
- To suggest future changes or different courses of action for improvement.
 - Opportunities
- Aimed towards those with a stakeholder interest.



MissT9LDN wrote a review 8 Jan
London, United Kingdom • 63 contributions • 17 helpful votes

★★★★★

Excellent Customer Service from Mr Samir

“We were supposed to stay here this weekend because of a family funeral, but unfortunately had to cancel as my husband injured his leg very badly so we had to go to the hospital for that. I just wanted to say thanks to Mr Samir who was SUPERB when dealing with us. I was extremely upset due to staff member at the reception being very rude on the phone so I wrote a first review based on that (now deleted). Mr Samir went above and beyond to make sure we would be comfortable on our arrival and responded with sincere apologies. Because of how kind he was, we have decided to book Leonardo later this month/early next month rather than another hotel as we will be moving and will need a base for a night or two.”

[Read less](#) ▲

Feedback on the BA (Hons) Music Industries Management

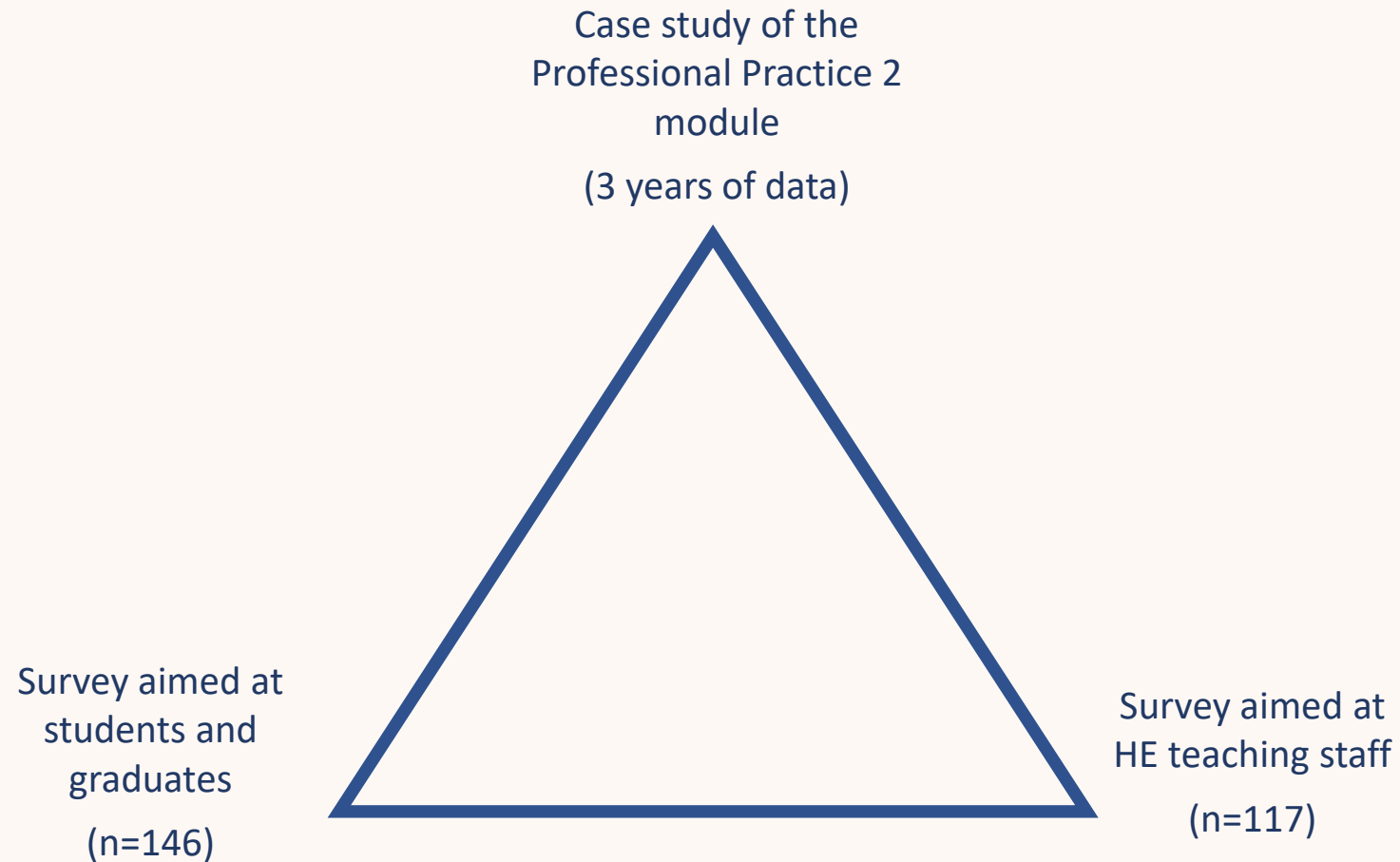
From staff to students

- Formative feedforward based upon the feedback of previous students undertaking the same assignment.
- Formative on an ongoing basis in class, in 1-2-1s and through email / zoom meetings.
- Summative both individually and to the whole class after assessments.

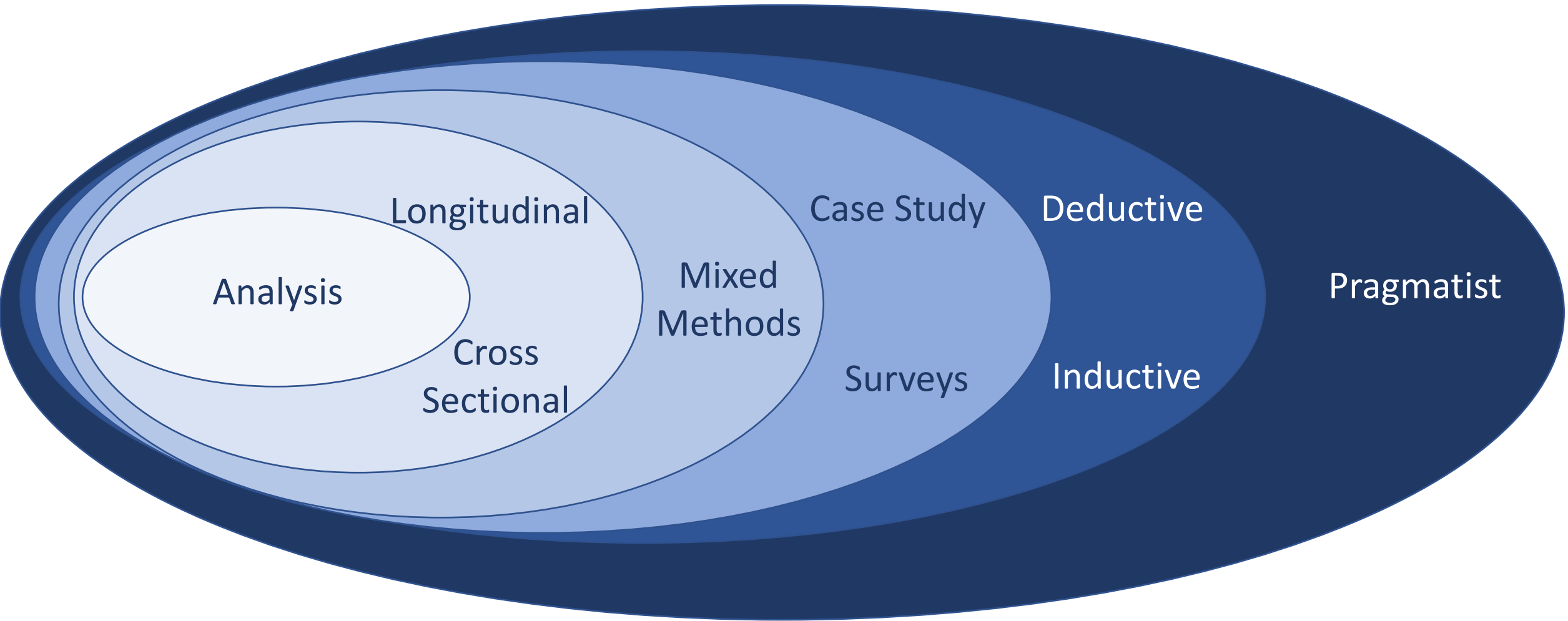
From students

- Informally on an ongoing basis in class, in 1-2-1s and through email.
- Mid-module evaluations.
- End of module evaluations.
- Via student representatives at committee meetings.
- Formal complaints procedure.
- End of year student survey.
- End of degree National Student Survey.

Research into Feedback: Methods



Philosophical stance



Case Study: Professional Practice 2



BA (Hons) Music Industries Management

Professional Practice 2: Research and Responsibility

- Level 5 (2nd year undergraduate) module, runs 'long-thin' (2 hours per week for 24 weeks).
- In class content includes:
 - Research philosophy; research design; research planning; research methods; quantitative research skills; qualitative research skills; online survey design; data analysis; presenting data and information; report writing; giving and receiving feedback; reflection; reflective writing; experiential learning; negotiation; conflict resolution; responsible leadership; health and safety; wellbeing; motivation; managing volunteers, and; dissertation planning.
- Work experience at 'responsible' level of 80 hours, which can be taken over the entire academic year:
 - Paid or voluntary placements.
 - Recorded in a log.
 - Students write a contractual 'learning agreement' for their tutor.

Professional Practice 2: Assessments

Assessment 1

Research Strategy Report

- Professionalism: 20%
- Introduction: 20%
- Methodology: 40%
- Health & Safety: 10%
- Harvard Referencing: 10%

Assessment 2

Work Based Learning Reflective Report

- Professionalism: 10%
- Introduction: 10%
- 3 x Reflections: 60%
- Conclusion: 10%
- Harvard Referencing: 10%

4.1.5 Assessment 1 Marking Criteria

Course Title:		BA (Hons) Entertainment Management / BA (Hons) Music Industries Management				
Module Title:		Professional Practice 2		Level	5	
Assessment Title:		Research Strategy Report		Weighted:	50%	
Criteria and Weighting	70+	69-60	59-50	49-40	39 - 20	19-0
Professionalism of appearance and report structure / layout.	Very professional appearance, with no spelling or grammatical errors. The report completely adheres to the Leeds Beckett standard for academic reports with no errors.	Professional appearance, with very few spelling or grammatical errors. The report mostly adheres to the Leeds Beckett standard for academic reports with few errors.	Reasonable appearance, but with some spelling or grammatical errors. The report partially adheres to the Leeds Beckett standard for academic reports, and there are numerous errors.	A poor appearance that lacks professionalism, numerous spelling and grammatical errors. The report doesn't really adhere to the Leeds Beckett standard for academic reports, and there are numerous errors.	A very poor appearance that is completely unprofessional and barely follows a Leeds Beckett report template.	Submitted work is of a completely unacceptable appearance that does not resemble a report.
Mark Range 20%	20-14	13-12	11-10	9-8	7-4	3-0
Introduction, research aims, research objectives, rationale	Excellent and professional introduction, that gives very clear and concise details of the subject with excellently researched and referenced facts, which demonstrate the worthiness of the research. Excellent and extremely clear research aims and objectives, very well considered and extremely logical.	Very good and mostly professional introduction, that gives very clear and concise details of the subject with very well researched and referenced facts, which demonstrate the worthiness of the research. Very good and clear research aims and objectives, very well considered and very logical.	Good and mostly well-considered introduction, that gives mostly clear details of the subject with mostly well researched and referenced facts, which demonstrate the worthiness of the research. Good and mostly clear research aims and objectives, mostly well considered and mostly logical.	Slightly muddled or unclear introduction, that gives some details of the subject with some researched and referenced facts, which partially demonstrates the worthiness of the research. Slightly muddled or unclear research aims and objectives, not well considered enough and somewhat lacking logic.	Very muddled or unclear introduction, that gives insufficient details of the subject with few researched and referenced facts, which does not demonstrate the worthiness of the research. Very muddled or unclear research aims and objectives, not well considered enough and lacking logic.	Submitted work barely or does not fulfil this criterion whatsoever.
Mark Range 20%	20-14	13-12	11-10	9-8	7-4	3-0

Methodology and Ethics	Excellent methodology, that is extremely logical, with the correct choice of research methods chosen, with an extremely appropriate and justified rationale for your research method choices. Excellent and clearly completed appendices. Excellent consideration of ethics and excellent proposed solutions to any ethical dilemmas that could arise due to this research.	Very good methodology, that is very logical, with the correct choice of research methods chosen, with an appropriate and justified rationale for your research method choices. Very good and clearly completed appendices. Very good consideration of ethics and very good proposed solutions to any ethical dilemmas that could arise due to this research.	Reasonable methodology, that is mostly logical, with mostly the correct choice of research methods chosen, with a mostly appropriate and justified rationale for your research method choices. Fairly well completed appendices. Good consideration of ethics and good proposed solutions to most ethical dilemmas that could arise due to this research.	Poor methodology, that lacks logic, with little rationale for your choice of research methods, with a not particularly appropriate or justified rationale for your research method choices. Poorly completed appendices. Reasonable consideration of ethics and reasonable proposed solutions to some of the ethical dilemmas that could arise due to this research.	Very poor methodology, which completely lacks logic, with no real rationale for your choice of research methods, with no appropriate or justified rationale for your research method choices. Very poorly completed or missing appendices. Poor consideration of ethics and poor proposed solutions to some of the ethical dilemmas that could arise due to this research.	Submitted work barely or does not fulfil this criterion whatsoever.
Mark Range 40%	40-28	26-24	22-20	18-16	14-8	7-0
Health and Safety	Excellent consideration of health and safety implications and excellent proposed solutions to address these. Excellent risk assessment, which clearly identifies all of these areas.	Very good consideration of health and safety implications and very good proposed solutions to address these. Very good risk assessment, which clearly identifies all of these areas.	Good consideration of health and safety implications and good proposed solutions to address these. Good risk assessment, which clearly identifies most all of these areas.	Reasonable consideration of health and safety implications and reasonable proposed solutions to address these. Reasonable risk assessment, which identifies some of these areas.	Poor consideration of health and safety implications and poor or no proposed solutions to address these. Poor risk assessment, which identifies few of these areas.	Submitted work barely or does not fulfil this criterion whatsoever.
Mark Range 10%	10-7	6	5	4	3-2	1-0

Bibliography and Harvard referencing	The work is superbly and professionally referenced. The writer has read extensively and provided an excellent bibliography, which is completely in the Harvard style.	The work is well referenced. The writer has read fairly extensively and provided a very good bibliography, which is mostly in the Harvard style.	The work is reasonably referenced. The writer has read from some sources (although more would have been better) and provided a reasonable bibliography, which is mostly in the Harvard style.	The work is poorly referenced. The writer has read from very few sources and provided a poor bibliography, which is not all in the Harvard style.	The work is very poorly referenced. The writer has read from hardly any sources and provided an unsatisfactory bibliography, which is mostly not all in the Harvard style.	Submitted work barely or does not fulfil this criteria whatsoever.
Mark Range 10%	10-7	6	5	4	3-2	1-0

Assessment 1: Example Feedback Sheet

Criteria and Weighting	Feedback Comments
Professionalism of appearance and report structure / layout.	<ul style="list-style-type: none"> You have mis-spelled Practice as Practise on the cover page (the noun is practice and the verb is practise). Contents page looks good but you haven't named your appendices. Your text should be 1.5 times line spaced and justified rather than left-aligned. Some grammar errors, e.g. the first two sentences in your objectives. When you use bullet points you need to begin with an introductory sentence ending in a colon, each bullet point that follows should then end with a semi-colon, apart from the last, which should end with a full-stop. There are errors with your structure here, what you have put in the literature review should have gone into the introduction. Each appendices should begin on a new page.
Introduction, research aims, research objectives, rationale	<ul style="list-style-type: none"> Your proposal title would have been better as 'A study of gender equality within music management'. You state: "Studies have shown that women earn less royalties in the music industry" – what studies? You need to provide concrete evidence not just anecdotes on a university report. Your introduction is a little too brief. This is muddled, your rationale is a jumble of aims and objectives and not rationale. Your rationale should explain what the point is in you completing this study, you need to consider who would be interested in your research and why (stakeholders), this will allow you to make recommendations later on. Much of what you have written in your aims should have gone above in the introduction, you haven't followed the examples on MyBeckett. Your aims should simply be one or two statements of intent as to what you want your research to achieve. You haven't considered literature in your objectives. Your objectives largely map against your aims, but more specificity would have made them better. Good information in your literature review, which should have gone into your introduction.
Methodology and ethics	<ul style="list-style-type: none"> This section is far too brief. You haven't attempted any research philosophy. I'm not convinced that observing people in the workplace would be an effective research method, I'm also not sure how many employers would want you to do this. I need a lot more information about your interviews and survey, who, what, where, when, why and how are not sufficiently covered? These would be useful methods for this research, I think if you interviewed two different types of people (e.g. artists and managers) then that along with the survey would be sufficient. No references in your ethics and you don't mention data protection here. Your questionnaire questions are ok overall, but you have some questions that are open to interpretation and therefore could illicit erroneous responses, e.g. "Does gender affect the type of music you listen to?"

	<ul style="list-style-type: none"> Consent form is fine. Participant information sheet is a careless copy and paste from MPIMEO, you even got the module name wrong on it. You then go on to say you are doing a Major independent Study, which you are not. "My aim is to critique a manager, within the music and entertainment industry, on their style of management" This is self plagiarism and is completely unacceptable, you really need to take more care of your work and not take these short-cuts. Where are your interview questions?
Health and safety	<ul style="list-style-type: none"> Reasonable discussion of risk. Your risk assessment is unrealistic, your scoring would mean that you would not be allowed to do this research. 4 x 5 = 20, not 25.
Bibliography and Harvard referencing	<ul style="list-style-type: none"> Your in-text citations are incorrect all the way through this and you need to urgently address this, it should be (author surname, year), see here: https://libguides.leeds.beckett.ac.uk/subject_support/harvard_referencing/quote_unquote_online%26%20wrapper-17769302 There are not enough references in your work, I should expect to see a new reference every 4-5 lines of text, follow a general cycle of make a statement, reference it, make a point. Your bibliography should start on a new page. You are missing full-stops after author names in your bibliography. The formatting of your bibliography is mostly correct, but avoid using the word 'on' in the date accessed part. Why is there a gap in-between Prior and Rhexa? Whilst you have an extensive bibliography, all of your sources are web based plus one journal article, which isn't acceptable in a second year university assignment, you really need to use books, in this assessment the lack of research methods books is most evident. Remember you are reading for a degree in Music Industries Management.

What I say to the students and make them do next...

- Create a SWOT analysis of your work based upon the feedback comments (there is a form at the end of your feedback):
 - Strengths – what did you do well?
 - Weaknesses – what did you not do so well?
 - Opportunities – in your next assignment what differences do you need to make in order to improve upon your weaknesses? What can you personally do to develop your skills and techniques?
 - Threats – what are the reasons for your weaknesses in this assessment (why did it happen)? What might prevent you from improving upon your weaknesses?
- Based upon my feedback, what mark do you think you have received per criterion and overall?
- Once you have completed all of the above, email me your feedback sheet and SWOT analysis and I will send you your actual mark. If I do not think that you have put enough effort into this, I will return it to you to complete properly.
- We will then discuss the feedback in a 1-2-1 meeting.

PP2: Results (over 3 years)

- From assessment 1 to assessment 2:
 - 50% of students achieved a higher grade
 - 10% of students achieved the same grade
 - 40% of students achieved a lower grade

- Largest increase +12%
- Lowest increase +2%
- Mean increase +7%
- Median increase +10%

- Largest decrease -14%
- Lowest decrease -6%
- Mean decrease -10%
- Median decrease -11%



PP2: Results (over 3 years)

- Professionalism
 - 45% higher grade (mean +12%, median +10%, minimum +2%, maximum +35%)
 - 10% no change
 - 45% lower grade (mean -8%, median -8%, minimum -2%, maximum -20%)
- Introduction
 - 45% higher grade (mean +12%, median +12%, minimum +3%, maximum +30%)
 - 15% no change
 - 40% lower grade (mean -11%, median -10%, minimum -5%, maximum -20%)
- Harvard referencing
 - 58% higher grade (mean +16%, median +10%, minimum +5%, maximum +45%)
 - 12% no change
 - 40% lower grade (mean -10%, median -10%, minimum -5%, maximum -25%)

PP2 case study conclusions so far...

- A lot of staff effort goes into the feedback process.
- Half of students show improvement across the two assessments in the module and will increase by a grade boundary.
- Half of students do not show improvement across the two assessments in the module, with 40% of students actually doing worse and decreasing by a grade boundary.
- Two of three criteria (professionalism and introduction) that were common across both assessments were fairly evenly balanced between improvement and decreasing of grades, the third criteria (Harvard referencing) showed a greater degree of improvement.
- This is work in progress and more research needs to be done.

The student survey

- Contained 26 open (qualitative) and closed (quantitative) questions about summative and formative feedback.
- Distributed online in targeted student and academic forums and via social media over a two-week period in October 2023.
- Completed by 146 current students and recent graduates.
 - Undergraduate level 6 (3rd year): 27%
 - Postgraduate level 7 (master's): 24%
 - Undergraduate level 5 (2nd year): 15%
 - Recent graduates: 12%
 - PhD / doctoral students: 11.5%
 - Other: 10.5%



Student and Graduate Perceptions of Feedback in Higher Education

This survey has been created in order to gather student perceptions of both summative and formative feedback in higher education. The survey consists of a few short questions and is designed to gauge the value that feedback has to students alongside the perceived effectiveness of that feedback on academic progress. According to the Britannica Dictionary, feedback is "information or criticism that is given to someone to say what can be done to improve a performance" ([Source](#))

All responses to this survey are completely anonymous, a summary of the survey results will be shared with academic staff from a range of European universities via a conference presentation in November 2023. Should you have any questions or queries regarding this survey, please contact me (Stuart Moss) on s.moss@leedsbeckett.ac.uk. Thank you for taking the time to read this and for your responses.

s.moss@leedsbeckett.ac.uk [Switch accounts](#)

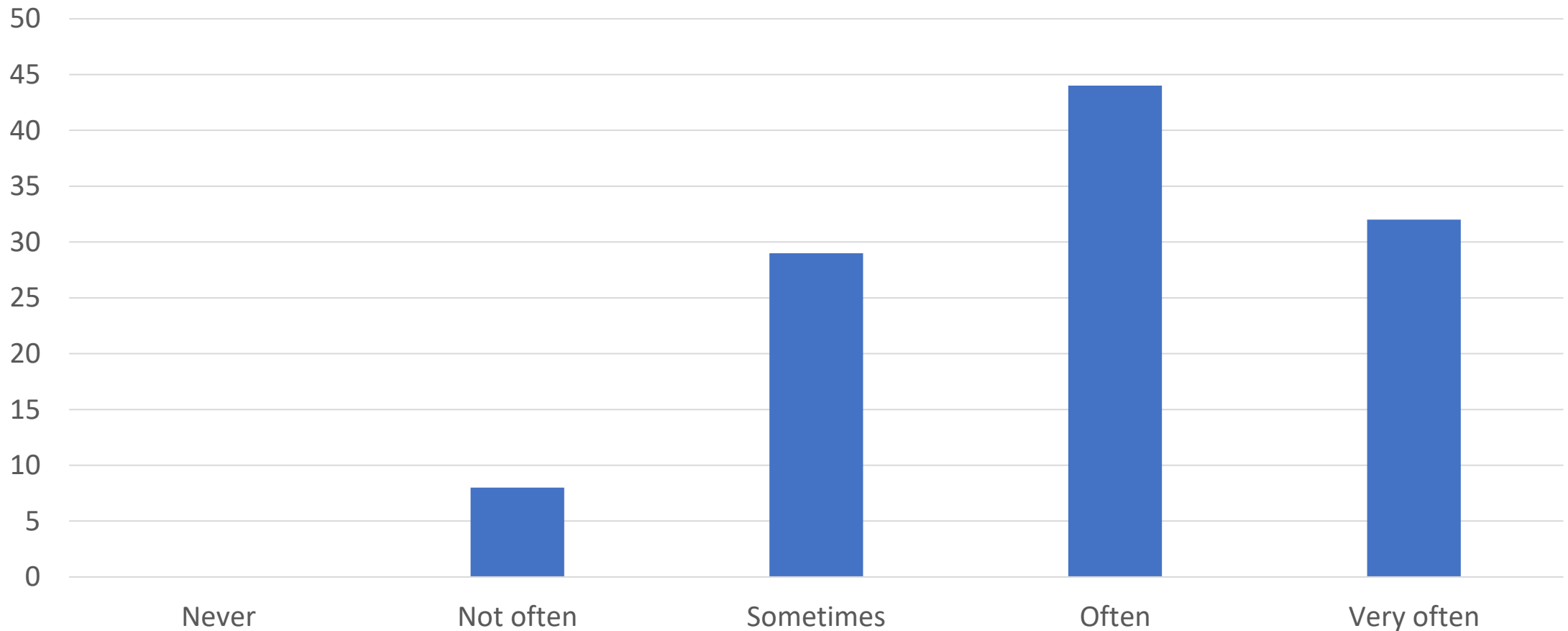
 Not shared



89% had received summative feedback on their assessments

11% had not received summative feedback on their assessments

How often have you received summative feedback on your assignments or assessments?

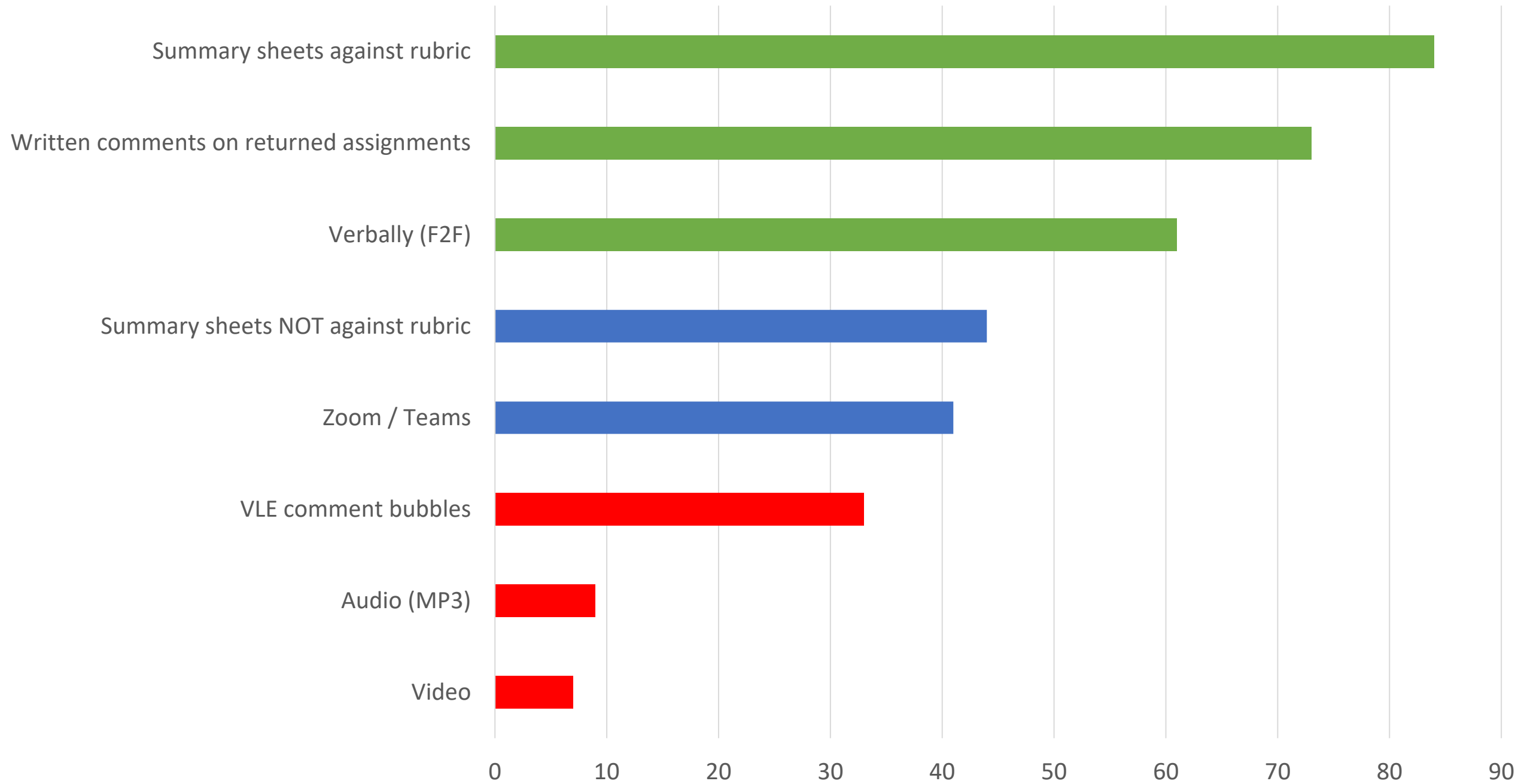


Hypothesis:
Students at
higher levels
will appreciate
summative
feedback more

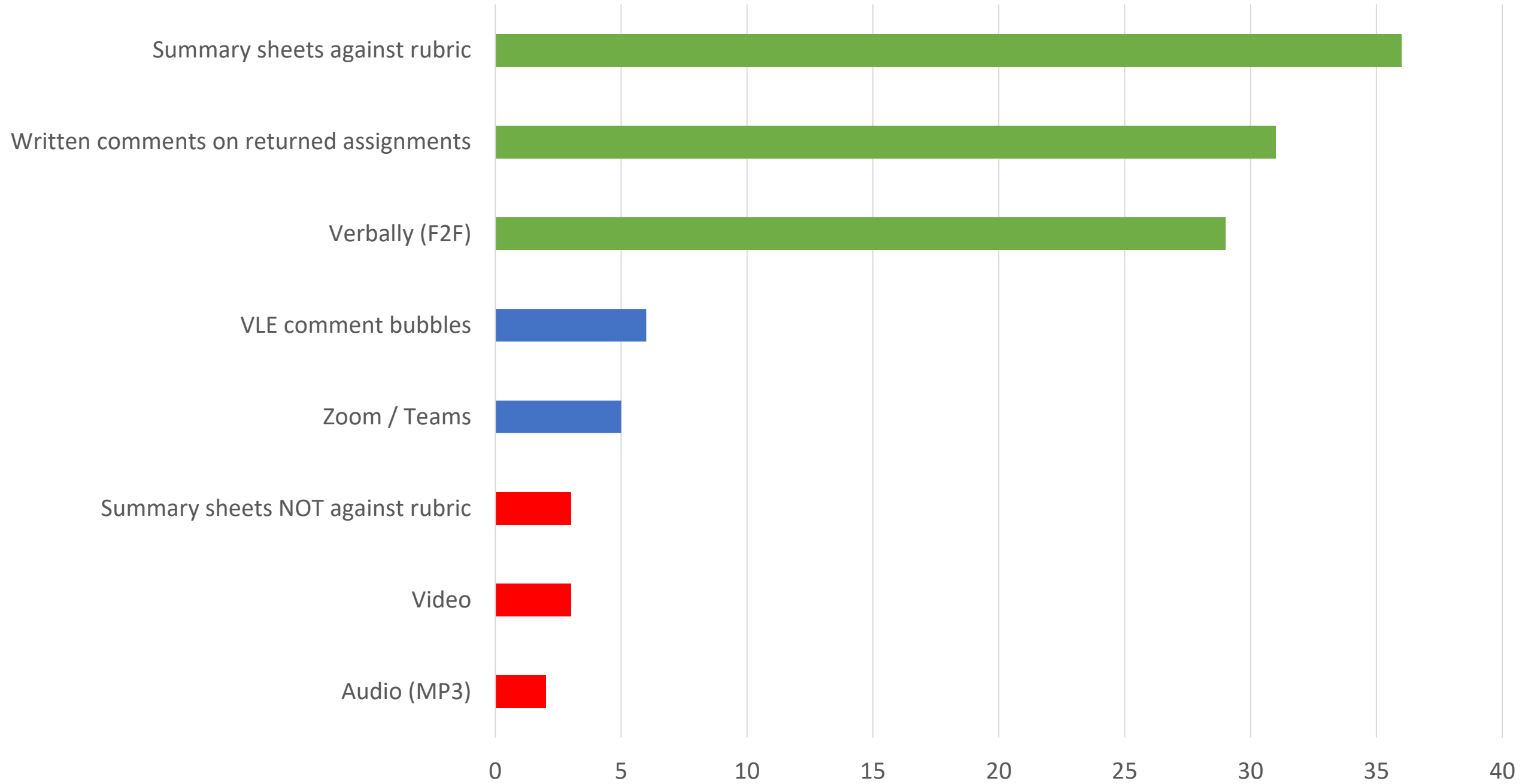
- This turned out to be completely untrue, students at all levels had similar perceptions of summative feedback.
- Correlations between student level and:
 - How often received feedback: 0.092
 - Quality of feedback: 0.058
 - Engagement with feedback: 0.28
 - Changed academic practice in relation to feedback: 0.051
 - Effectiveness of feedback: 0.122



In what formats do you receive summative feedback?



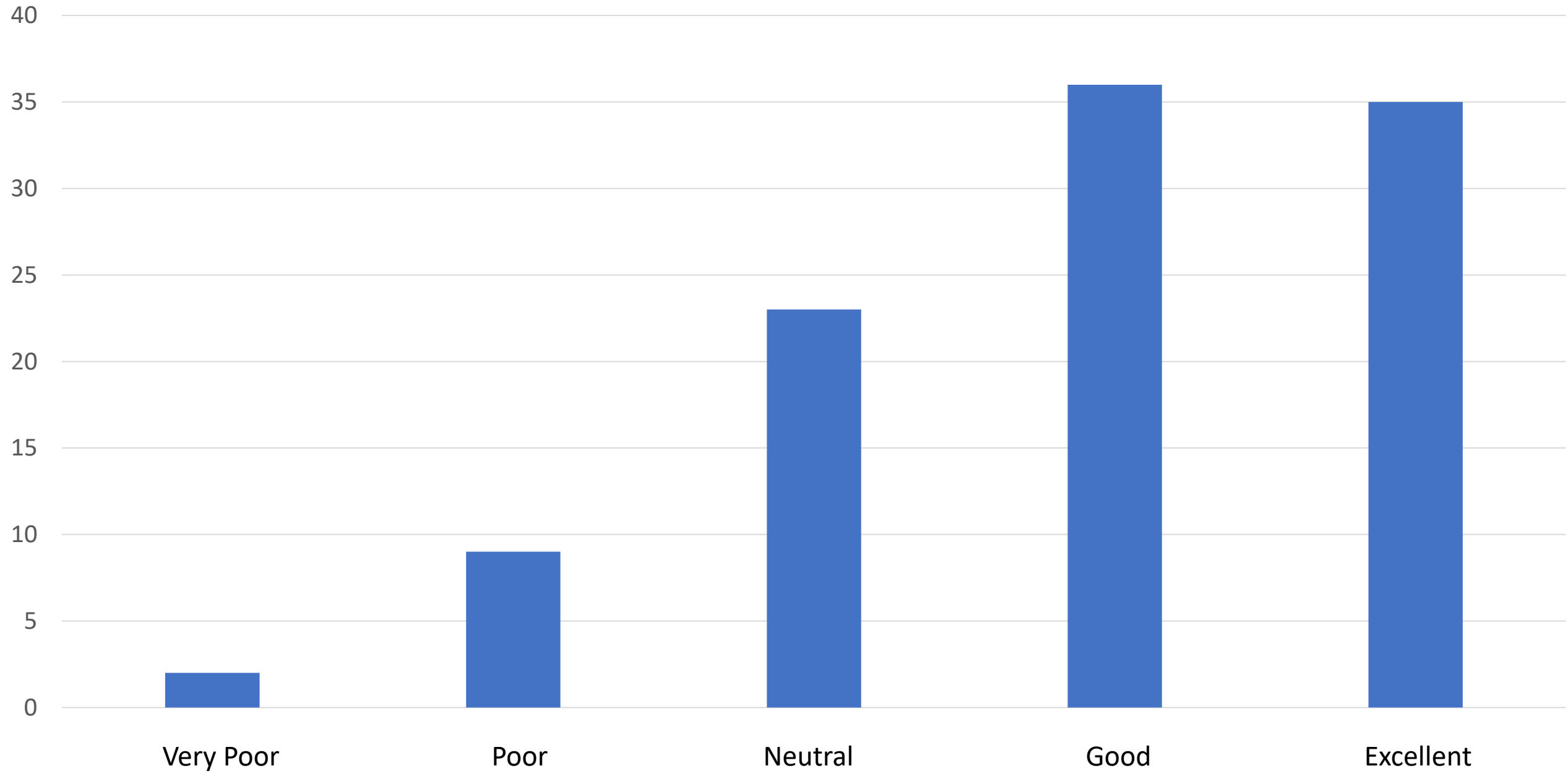
In what format do you most prefer to receive summative feedback?



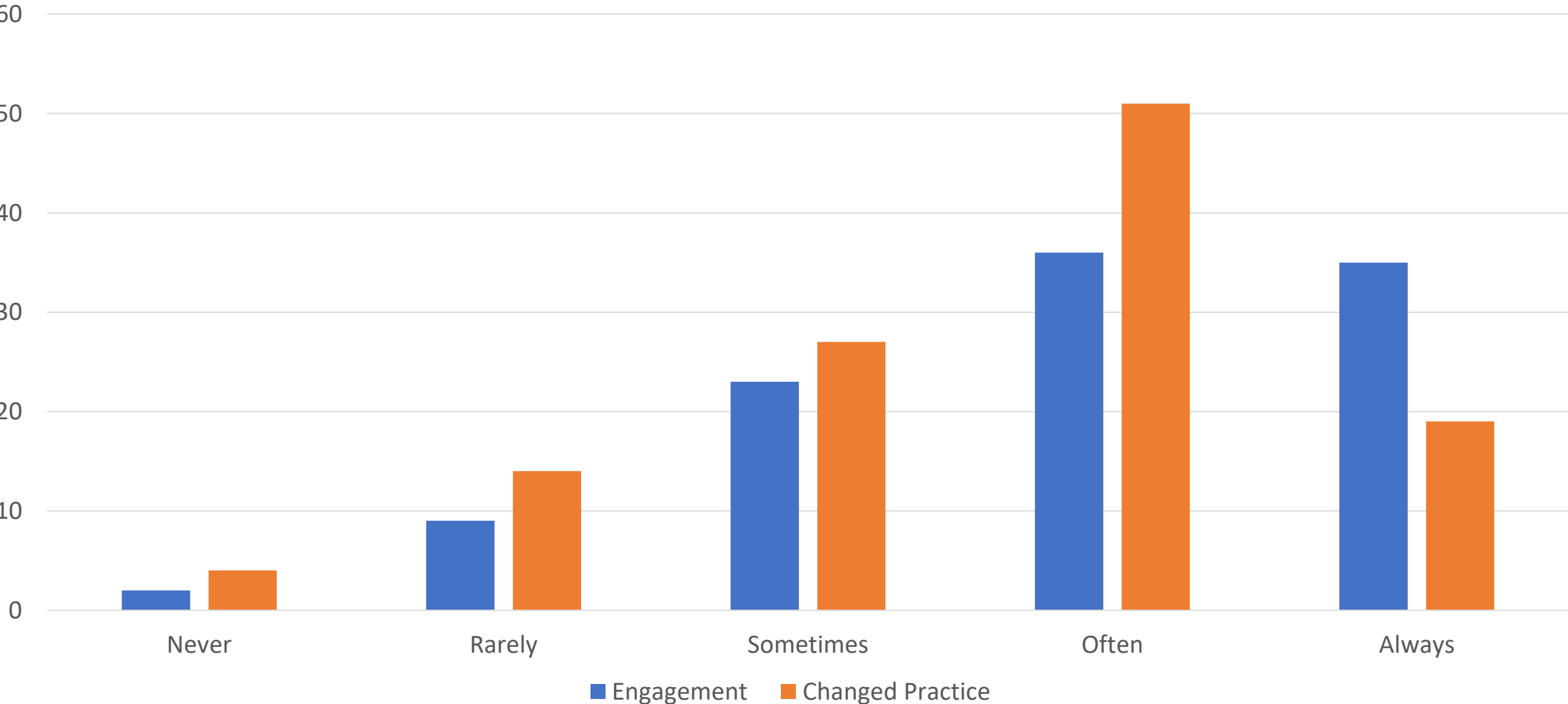
Why do you prefer those methods of summative feedback?

- **Summary sheet against rubric**
 - Easier to see where improvements can be made
 - The format is easy to follow
 - Constructive comments here are helpful
 - Easy to look back on for future assignments
 - This format is usually more detailed
 - More helpful for some neuro-divergent students
 - Gives a better justification of the final mark
- **Written comments on returned assignments**
 - Some students struggle digesting audio feedback
 - So that exact examples within assignments can be pinpointed
 - Prefer short comments rather than long paragraphs
 - Easier to reference where mistakes are made
- **Verbally face to face**
 - Questions can be asked of the tutor
 - More personal and allows students to explain themselves
 - Some students struggle digesting written feedback

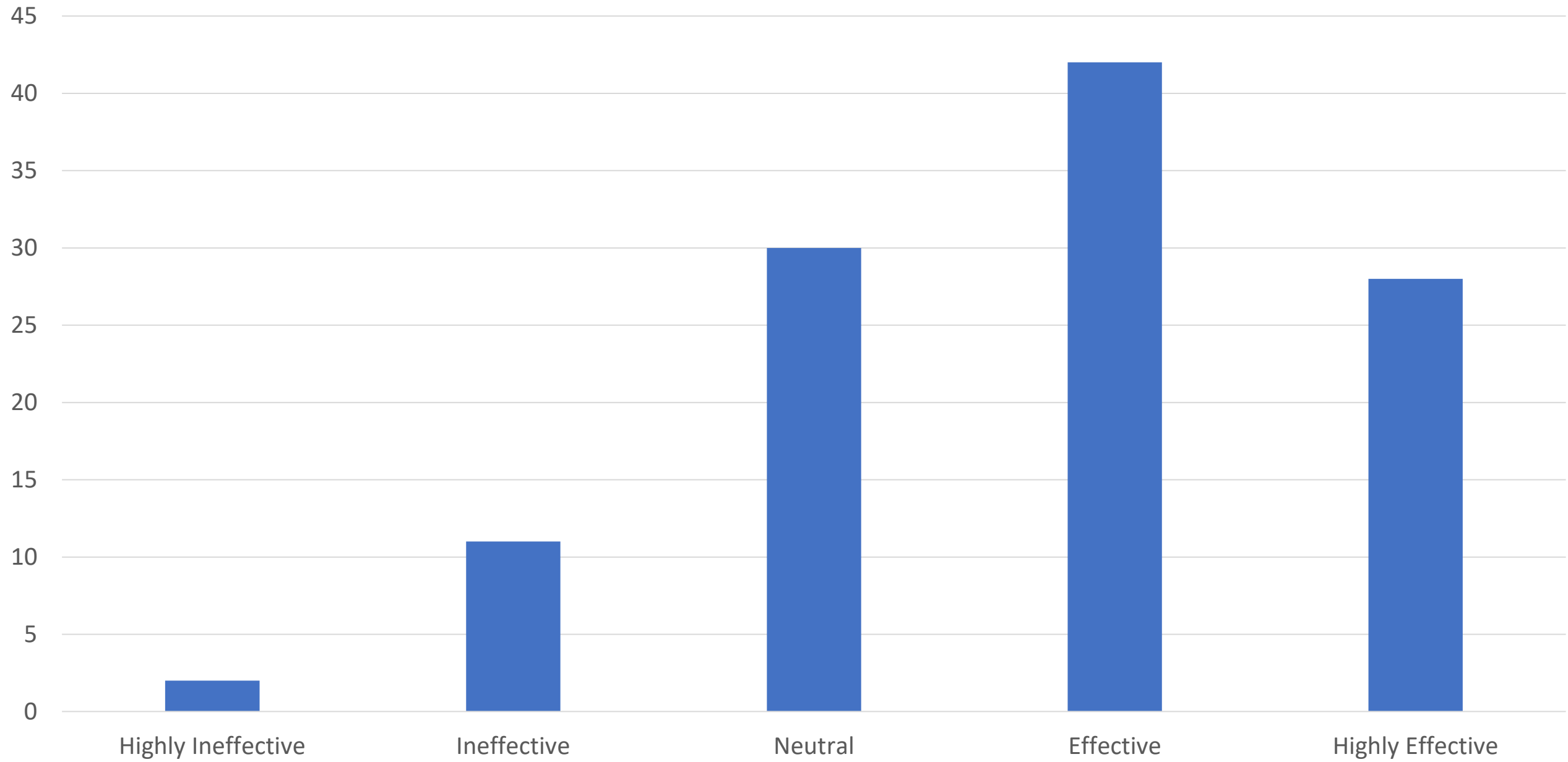
How do you rate the quality of summative feedback on your assignments and assessments?



How much have you engaged with the summative feedback that you received on assignments or assessments? / Have you ever changed your academic practice in relation to the summative feedback that you received on assignments or assessments?



How effective do you believe the quality of the summative feedback that you have received has been to your academic development?



Please could you write a few words in relation to your experiences of summative feedback?

- 55% (n=79) of respondents left further qualitative comments in relation to their experiences of receiving summative feedback.
- Within the qualitative statements 55% (n=64) contained positive elements and 45% (n=53) contained negative elements (some statements contained both positive and negative elements).

- It can be patchy depending on the tutor, sometimes very short and not a lot to say, sometimes very in-depth and too much to read. Overall it's ok though.
- The majority of my tutors throughout university have given me very thorough feedback however there is one module in my second year I still haven't received feedback from.
- For most of my assignments I have received summative feedback, however some of this has been unclear or not detailed.
- Feedback is usually prompt and fair.
- Summative feedback was always given however there sometimes was not enough feedback.
- Sometimes feedback can be more clear and definite, however I do believe the quality of feedback relies on a student's engagement with the course and feedback process.
- The feedback we received from essays, reports, presentations, and other assignments all provided really a really useful basis in order to improve our future work. All feedback detailed where something worked and what the particular highlights of an assignment were, as well as indicating what was lacking and where marks were not given.
- We usually got feedback on bigger projects during the weeks. It was often feedback that could be used, but in cases with more than one lecturer giving me feedback, I've had contradicting feedback.
- Sometimes very specific to the assignment, hard to relate to the wider module or similar assignments which is less useful but usually very detailed.
- At our school it was thought very early on that feedback is essential for growth and that it was also essential to learn how to handle feedback.
- Majority of the time I received feedback also majority of the time it was extensive and constructive which helped in my studies, often if the feedback was little, it wasn't constructive or helped with improving my work.
- I usually got feedback but sometimes failed to understand it.
- All the feedback had been broken down into categories which clearly outlined what was positive and negative.
- I've always received this feedback at the end of an assessment, but rarely at the end of a module. Some lecturers provide amazing summative feedback which enables me to meet the criteria better in future, whilst other lecturers have been quite brief in their summative feedback which I've not found to be as helpful.
- The extent to which objectives have been met are quantified in 5 or 10 levels in module handbook, and individual marks for each section, as well as further comments, are usually given to show this.
- Not every teacher provides feedback but those who do, give decent feedback.
- In my first year whenever I would get feedback on an assignment I would apply the feedback and then get back my grade and be disappointed even though I applied the feedback.
- It's always to a good standard.
- Always clear feedback with constructive nature.
- Generally decent feedback always received.
- Always been given good written feedback on assignments.
- Most of the time it is great feedback, rarely it can be brief.
- In my opinion, the quality of my work or assessment is the standard to measure my learning effect and the teaching results of the teachers, which can reflect my learning situation and the teaching level of the teachers.
- I have good tutors. So, the feedback I get is only when I have done something wrong. Other than that, I'm good with feedback and I understand it more often.
- They give great insights into how one can improve.
- Depending on the assignments and grades, tutors often give feedback for large assignments and areas where they think need improvement. Sometimes the feedback could be a little bit vague.
- Feedback seems generalized without individualistic focus.
- Some lecturers do give useful, constructive feedback but many just give a rushed, generalised, unclear feedback, and often elements of it, like a rubric, is entirely missing.
- Sometimes it's unclear what was required to meet a higher grade within the learning outcomes.


- I have found the feedback I have received to be very subjective, mostly consisting of opinions instead of critiques on how I could have done better by referencing the rubric. The rubrics have been so vague to allow for professors to do this instead of actually being more specific about what they want. I have found feedback to be for the most part unhelpful towards what I could have done to improve, as they were either irrelevant to the rubric/assessment or as personal artistic preference/opinion I disagree with.
- When we receive our assessment results most if not all the time they have a feedback. As well as praising things that we had done well they point out things that didn't work and what to improve on, however they never tell us HOW to improve them though.
- Sometimes I do receive good feedback but it changes in the amount and quality of feedback.
- We rarely do essays or assignments which has affected my grades but I find the feedback very vague and I don't feel like we are told how we can correct our mistakes in the future.
- The feedback is commonly vague and un-detailed, not allowing for improvement in future endeavours.
- Sometimes feedback doesn't cover all assessments areas or is quite general.
- I've felt that I haven't had a lot of impactful feedback, over the previous two academic years and I'm still not sure of what I could do to improve. In this previous academic year I've received no feedback for one of my results at all and also received all positive feedback for my lowest grade, which was in a lower grade bracket that I usually receive and had to request for further feedback.
- Our professor judges our work and gives us constructive criticism to improve.
- Almost all of my assessments throughout university have had feedback attached, there have been instances where this hasn't happened however. If the majority where feedback was given, it was usually useful and provided me with a greater understanding of where the aims were achieved, and where I would improve.
- I often get paragraphs written on what I've done well but I don't often get told what I can do to improve. This isn't a matter of my work being good because there have been times where I haven't got as good of a grade I'd like but still have no real feedback.
- Feedback is normally good but there has been times where I haven't got full marks but the feedback doesn't indicate anything I can do to improve, it's all just praise.
- It is often unclear or unaided where to find the feedback.
- I always feel satisfied by the feedback given.
- I often have been more detailed and thorough feedback, others I have received no feedback, or told to "google it".
- I find any feedback quite difficult to deconstruct.
- Didn't receive any feedback for one of my projects. The feedback I have received has been brief and basic.
- Sometimes it's just criticism and nothing there to actually help for future assignments, also extremely late on receiving feedback.
- Feedback is usually given in a concise way and relates to a given brief.
- Sometimes the academic language used requires some translation into layman's terms to fully understand. Written feedback is best when combined with in person discussion, where lecturers and students can clear up any misunderstandings.
- Usually I get 3 positive and 3 negative points which is not always enough, but then I email and ask for more detailed feedback.
- Most of the feedback has been given in response to essays, rather than participation in lessons, quite in their role of the first aid. Extra feedback would be greatly appreciated, even if it doesn't contribute to the final mark.
- Some of the teachers are very good but others don't give any or don't give much feedback.
- Feedback is always provided as it is mandatory, however the clarity of the feedback on how I should improve or where extra marks could be earned tends to be insubstantial. More significantly, the speed in which the feedback is actually provided, in relation to when it is supposed to be given, is often ridiculously different.
- I don't know if I am understanding correctly, summative feedback is like a grade on a test? Or a written response by your professor telling you how well you have met the course expectations. I have received

- both. A written response is by far more helpful, and especially when paired with a grade, like A- with an explanation of what I could do to bring it up to an A.
- Sometimes it's helpful and other times it's evident whoever made those comments was not part of the evolution of the project and did not have enough time to digest the content of the work.
- Almost every assignment will receive feedback, but different professors give different levels of feedback.
- Some lecturers provide feedback more frequently and in more detail, others as others don't.
- Some module tutors provide more extensive feedback than others, assessments particularly in first year were moved on from as soon as submitted.
- I am open to feedback in order to achieve as close to perfect as possible.
- Feedback has always been given, however some lecturers don't provide feedback that is adequate and indicates specific areas for improvement, often, if you have achieved a first, there is not much guidance on how to achieve a higher mark.
- The feedback is usually pretty helpful, and tells me which areas I could have improved on.
- At doctorate level feedback on coursework is extremely detailed.
- I received feedback on all modules during my BA.
- I took psychology in first year, then dropped for Geography. I had a lot more summative feedback in psychology, especially with lab reports.
- I have received feedback after almost every assignment I have carried out in the different modules of my Master's degree. In this feedback I have received comments about strong points of my work and things to be improved. I consider this feedback as one important point of my development as student.
- Depending on who marks my work my summative feedback can be different but it is helpful and I can always ask questions about it.
- I feel as it's generated by AI and general and not edited or personalized for me in any way.
- For the most part, we receive summative feedback. This is not always given though as it depends on the marker. The feedback is generally useful, however sometimes has no relation to the work produced.
- I received pretty often, weekly.
- The feedback I received touched on mostly on how best to state my argument, how best to reference my work and how to develop my writing.
- Some feedback is very vague.
- Certain lecturers provide feedback for all their assignments. So far the feedback has helped me understand the module and the areas where my strengths lie.
- I feel like sometimes the feedback was very template feeling, sometimes it felt like they didn't read my work at all, just brushed over it.
- Usually very detailed feedback on what I did good and where to improve. However, in some instances the tutor would not give enough on where to improve.
- I always do do well throughout undergraduate and masters and got feedback, but not much and nothing meaningful, so I was never sure what parts of what I did were good vs just OK vs not read properly or how to improve.
- I am satisfied with both overall.
- The feedback is often very general and difficult to really work with.
- There have been instances where the assessor/marker has been lazy with the feedback. As a result, feedback has been insubstantial on occasions. When feedback is high quality, it can be useful in future assignments and some instances of future life/work.
- I often receive feedback, I sometimes consider this feedback not clear, this may be due to the limited format (written comments). In that case I prefer a face-to-face discussion.
- There are few teachers who actually give feedback on assignments. That's unfortunate because normally feedback is very helpful.



Positive themes that emerged

- Most students get regular feedback.
- Feedback is in-depth, thorough and detailed
- Feedback is helpful, constructive and useful for student improvement.
- Some tutors in-particular are noted for being particularly good at giving feedback.

A 3D rendering of a puzzle with one red piece standing out among white pieces. The red piece is in the foreground, and the white pieces are in the background, creating a sense of depth and focus on the red piece.

Negative themes that emerged

- Feedback is inconsistent between tutors.
- Feedback isn't clear enough / understandable.
- Feedback too often consists of generic comments.
- Feedback can be too brief or insufficient.
- Feedback is not in relation to a marking criteria or rubric.
- Feedback doesn't suggest ways forward for improvement.
- Feedback isn't timely / comes too late.
- Students remember the modules / tutors from where they didn't get feedback.



Conclusion to the student survey

-
- The experiences of students at all levels were consistent with regards to summative feedback:
 - students are overall very positive towards receiving feedback;
 - students recognise feedback as being constructive, and;
 - most students believe that they are reactive to feedback.
 - Students most prefer written feedback, particularly when it is set against a marking criteria / rubric.
 - Students do not appreciate generic feedback comments or summative feedback that is not in relation to a rubric.
 - Students remember the classes and tutors who do not give sufficient feedback.

The staff survey

- Contained 24 open (qualitative) and closed (quantitative) questions about summative and formative feedback.
- Distributed online in targeted academic forums as well as Basecamp and via social media over a three-week period in October 2023.
- Completed by 117 respondents who have been working in teaching:
 - 1-5 years 24%
 - 11-15 years 16%
 - 21-25 years 14%
 - 6-10 years 12%
 - 16-20 years 12%
 - 26-30 years 9%
 - Over 30 years 5%



Teaching Staff Approaches and Perceptions towards Feedback in Higher Education

This survey has been created in order to collate staff approaches to and perceptions of summative and formative feedback in higher education. According to the Britannica Dictionary, feedback is "information or criticism that is given to someone to say what can be done to improve a performance" ([Source](#))

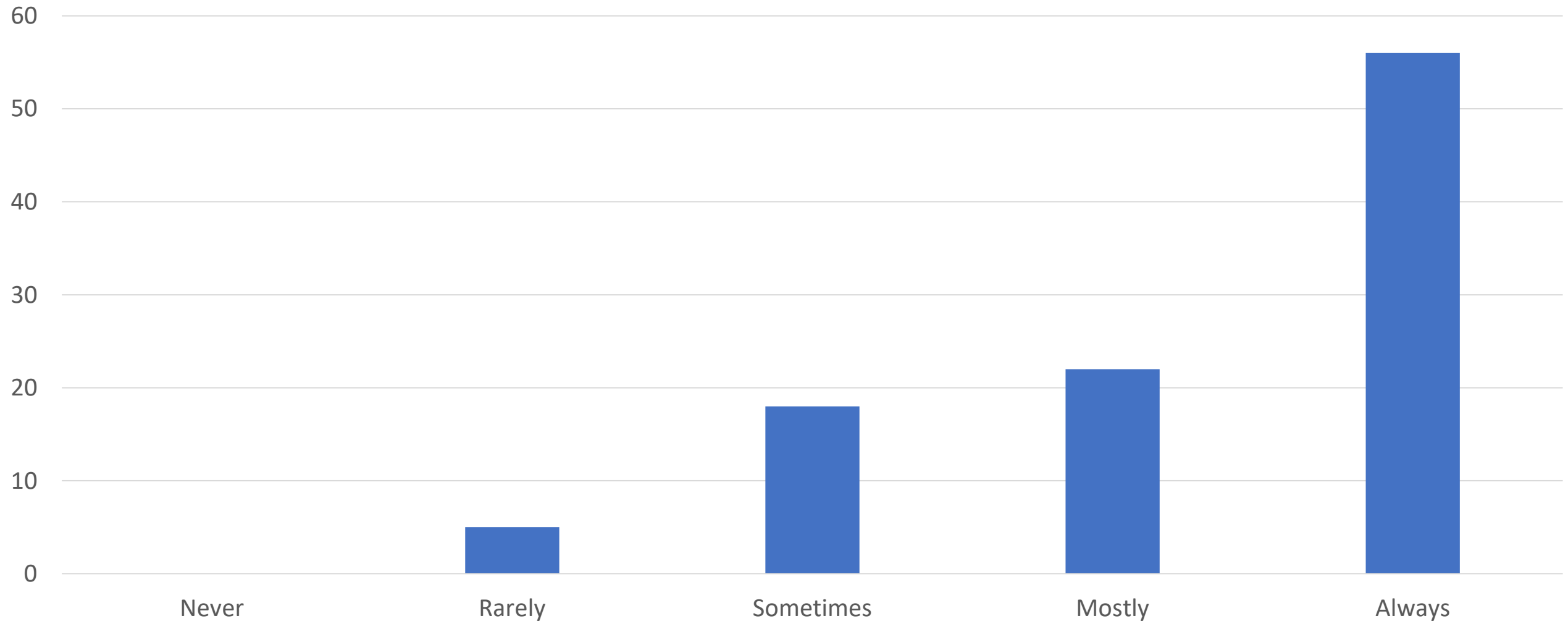
All responses to this survey are completely anonymous, a summary of the survey results will be shared with academic staff from a range of European universities via a conference presentation in November 2023. Should you have any questions or queries regarding this survey, please contact me (Stuart Moss) on s.moss@leedsbeckett.ac.uk . Thank you for taking the time to read this and for your responses.

s.moss@leedsbeckett.ac.uk [Switch accounts](#)

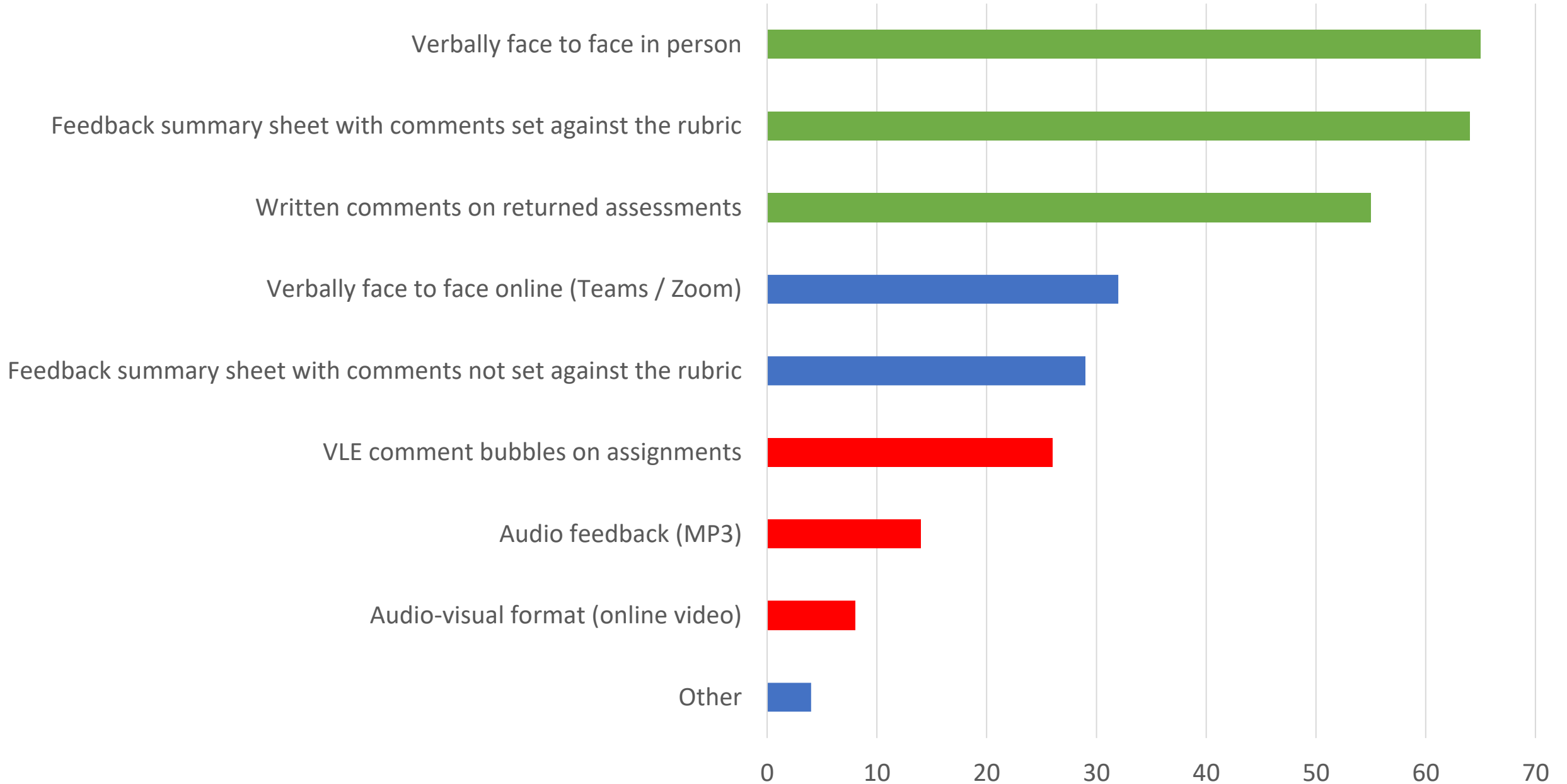


95% of respondents stated that they did give summative feedback

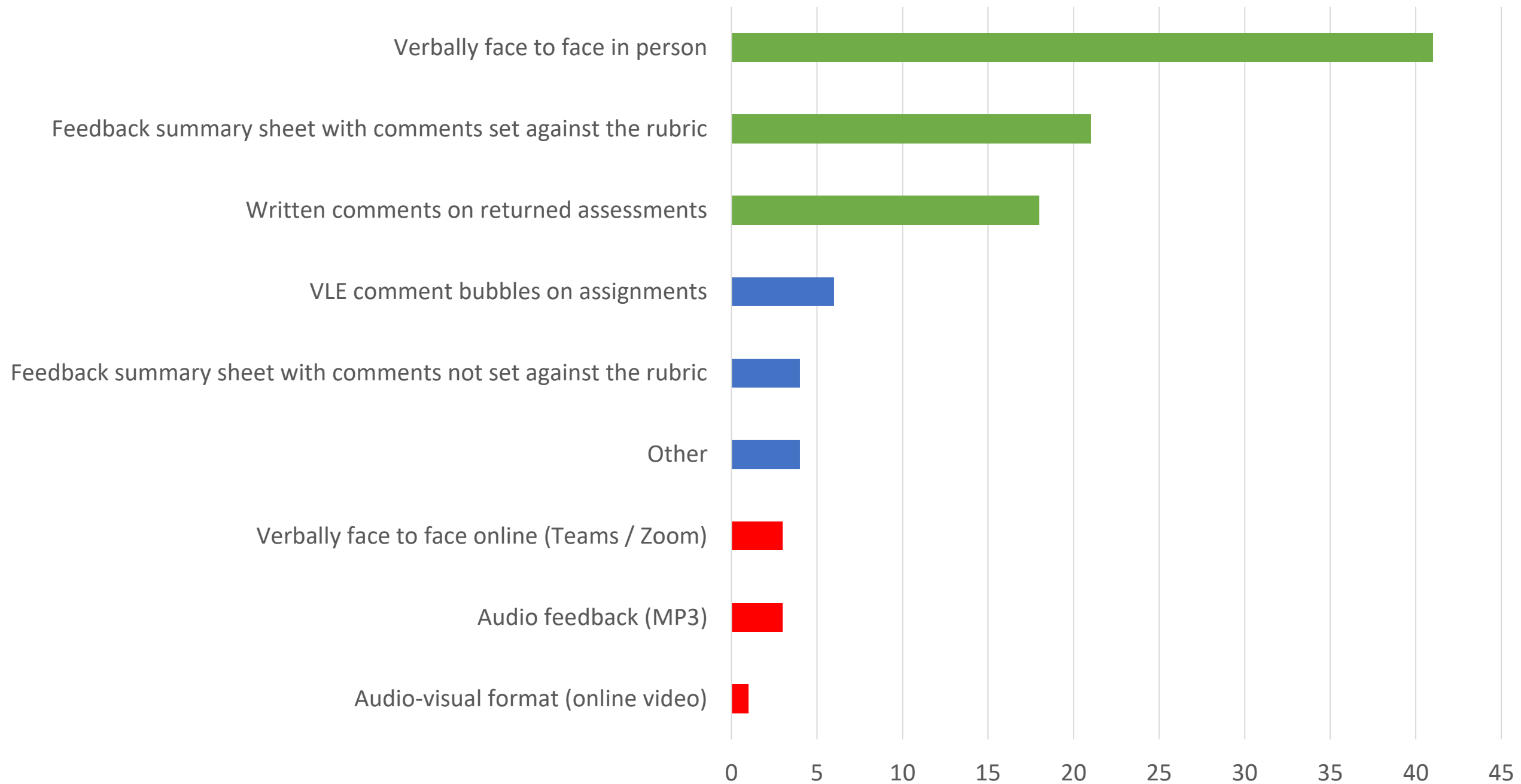
How often do you give summative feedback on the assignments or assessments that you grade?



How do you give summative feedback?



What is your most favourite way to give summative feedback?



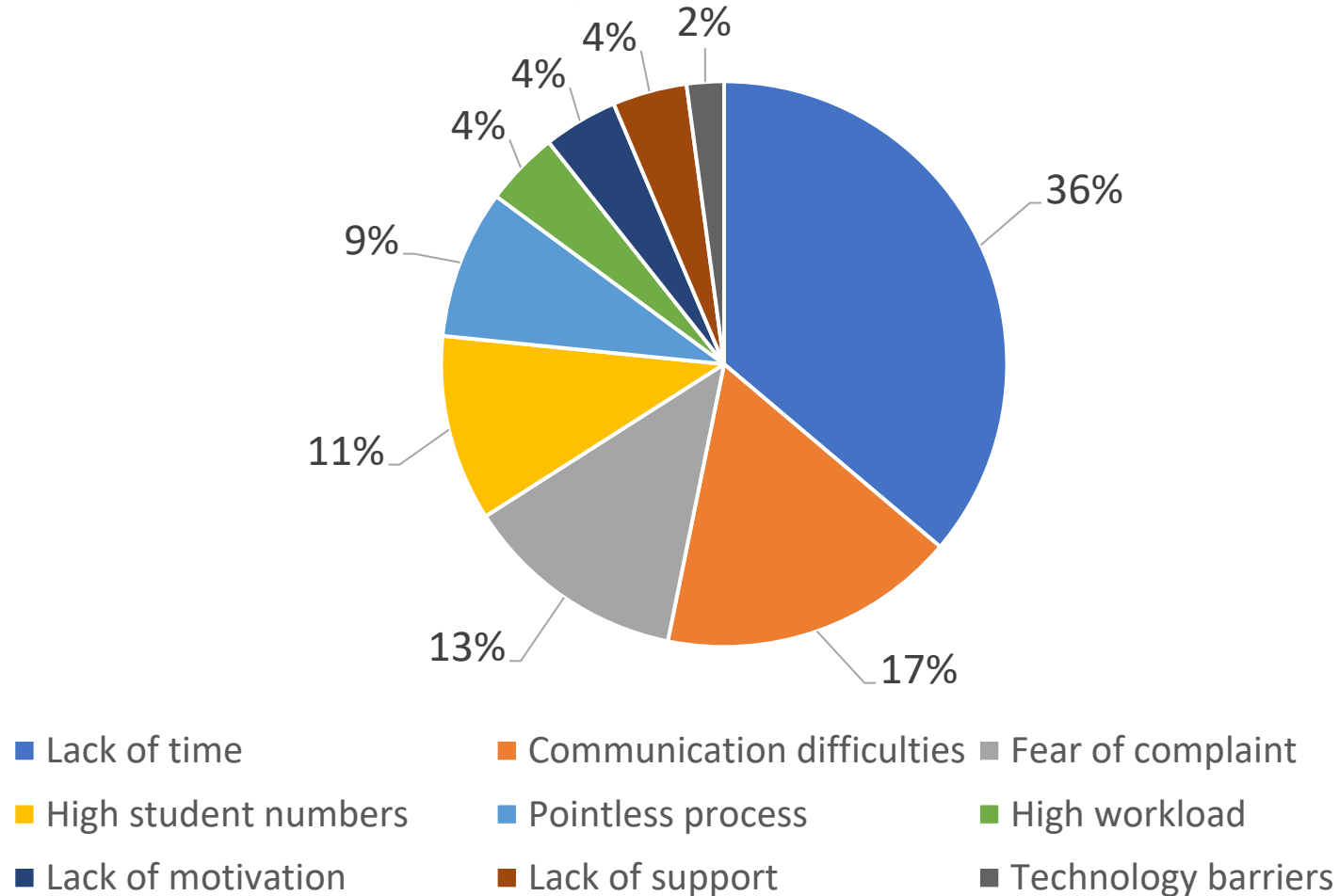
Why do you prefer those methods of summative feedback?

- **Verbally face to face**
 - Personal connection
 - Immediacy
 - Non-verbal cues can be given
 - Allows for question and discussion
 - Better student engagement
 - Better clarification
- **Feedback summary sheets against rubric**
 - Easier breakdown of performance (strengths and weaknesses)
 - Clearer, better structured and more digestible
 - It is the fairest / most transparent way
 - Evidence based
- **Written comments on returned assignments**
 - Specific points can easily be made
 - Convenience / minimises workload
 - Allows for better targeting of areas to improve
 - Allows for proof / reminders for the assessor

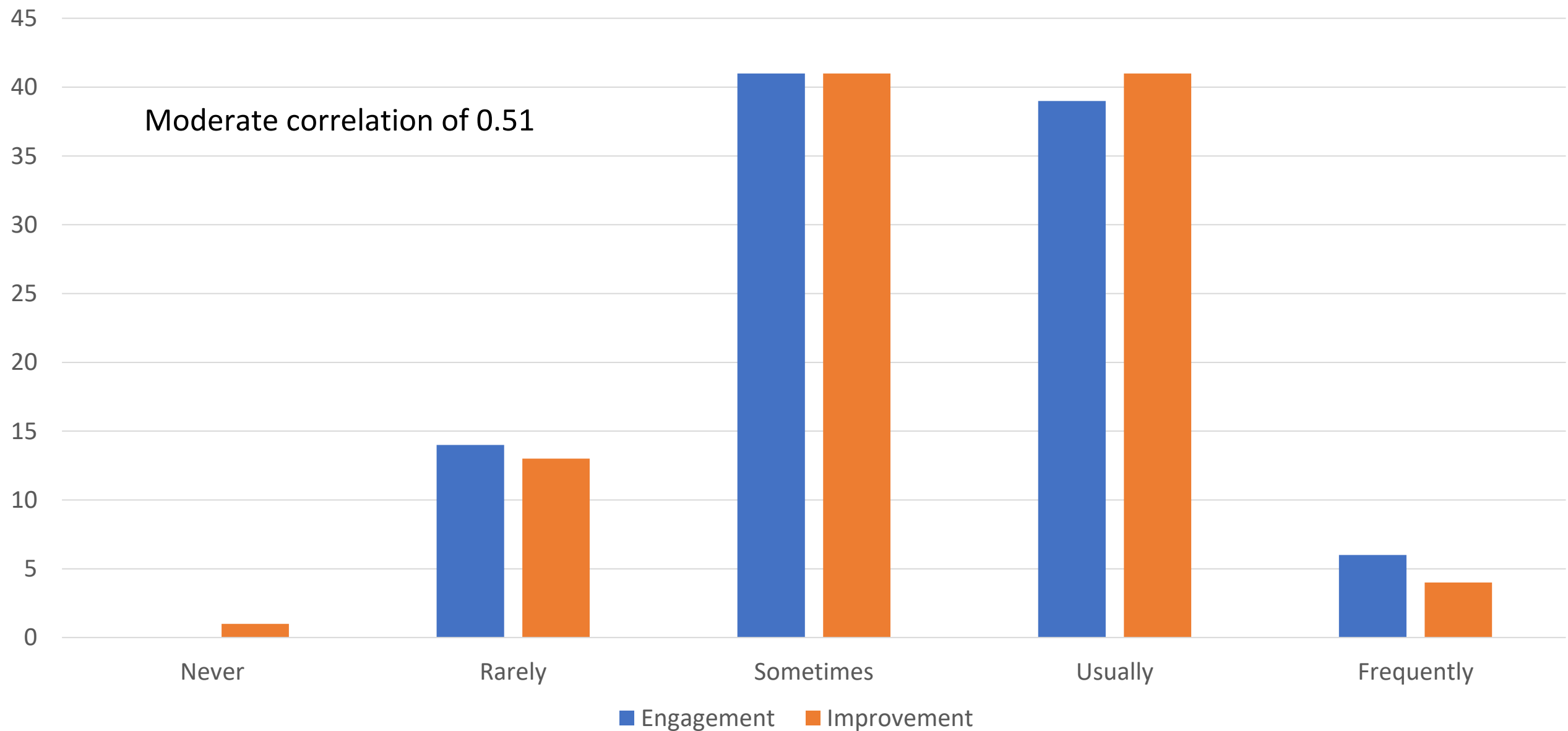
Do you ever feel that you experience barriers or difficulties when it comes to giving your students summative feedback?

- Yes 49%
- No 51%

Barriers to feedback qualitative comments summarised



How much do you believe that your students engage with the summative feedback that they receive? / How often do you note changes in the academic practice of students in relation to summative feedback?



Staff: ONE WORD to summarise your perceptions of feedback



Please could you write a few words in relation to your experiences of summative feedback? Positive and negatives of feedback?



- 90% (n=105) of respondents left further qualitative comments in relation to their experiences of giving feedback.
- Within the qualitative statements 62% (n=104) contained positive elements and 38% (n=63) contained negative elements (some statements contained both positive and negative elements).

Conclusion to staff survey

- Verbal face to face feedback is the most preferred method by staff and is considered the most effective by them.
- Technological modes of feedback are least preferred by staff.
- Staff are less convinced of the impacts of feedback on students but remain overwhelmingly positive towards the feedback process.
- Half of staff are time-poor, overworked, teaching too many students and insufficiently supported by their institutions, which presents a barrier to them giving feedback.

Limitations

- Time, this research was conducted at relatively short notice.
- Lack of methods, this research ideally needs complimenting with more qualitative research (focus groups particularly).
- Needs involvement of more powerful stakeholders as research participants.
- I asked mostly positively phrased questions only, I should have asked negatively phrased questions also to find out what respondents don't like.
- The research was conducted too early in the academic year to attract many responses from first year students who have not yet experienced feedback.
- I haven't had chance in the presentation to cover formative feedback in as much depth as what I would have liked to.

Overall Conclusion

- In terms of student improvement, the numerical evidence doesn't quite support the student sentiment with only half of PP2 students improving after feedback, but more students on the survey indicating that their practice had improved / developed.
- The percentage of students who left positive statements about summative feedback (55%) is reasonably similar to the percentage of PP2 students who showed improvement through feedback (50%).
- The number of students who left negative statements about summative feedback (45%) is reasonably similar to the percentage of PP2 students who showed improvement through feedback (40%).
- Staff are less convinced of the effectiveness of feedback than what students are.
- Overall, both staff and students are positive towards the feedback process.
- From reading the student and staff comments, a blended or combined approach (e.g. written comments followed by a meeting) may provide more effective feedback.
- The time taken to give quality feedback to students needs factoring into staff deployment, this will need support by senior managers.

