

Supporting Students with Constructive Feedback

Key principles

1. Feedback



Suggest practical actions to enhance future performance

2. Students



Know your students and adopt an unbiased approach to student feedback

3. Conversation



Structure a meaningful feedback conversation with emotional support

PRIOR

1. Preparatory work

2. Environment check

DURING

3. Setting the scene

6. Student performance

5. Student preparation

4. How it felt ...

7. Teacher's perspective

8. Student's response

CLOSURE

9. Feeding forward

11. Closure

10. Signpost

	AIM(S)	SAMPLE PHRASES AND/OR ACTIONS
PRIOR	1. Preparatory work	<ul style="list-style-type: none"> Refresh understanding of learning outcomes, assessment standards and process Review the student's assessment performance Highlight areas of strength Identify areas for improvement and suggest actions to move forward Be clear on the available options for students (e.g. resit, progression, appeal) Be aware of the relevant student resources (e.g. wellbeing)
	2. Environment check	<ul style="list-style-type: none"> Face-to-face: Minimise distractions; ensure privacy; provisions; seating; reasonable adjustments Online: Minimise distractions; ensure privacy; camera on; optimise background, light and sound; position of eye gaze

	AIM(S)	SAMPLE PHRASES AND/OR ACTIONS
DURING	3. Setting the scene	<p>Create a supportive 'tone'</p> <p>"You are very welcome to this meeting. My name is [NAME] and my role here today is to provide you with feedback and support following your recent assessment – and how we can improve your performance in future assessments"</p> <p>"This is a safe space for open discussion – where you can feel comfortable discussing"</p> <p>"I have set aside [**] minutes for this meeting. If we need more time, this certainly can be arranged"</p>
	4. How it felt ...	<p>Develop rapport</p> <p>"How are you?"</p> <p>"I'm sure this has been a difficult time for you"</p> <p>"Can you share your feelings and how you have been since your assessment?"</p>
	5. Student preparation	<p>Understanding of the student's approach</p> <p>"Before we talk about your assessment, I would like to understand how you prepared for your assessment. Could you describe this for me?"</p> <p>"What worked well for you in your assessment preparation? Tell me more about this?"</p> <p>"Were there any barriers you had in preparing for your assessment? Can you tell me more about this?"</p>
	6. Student performance	<p>Student's perspective on the assessment performance</p> <p>"Overall, can you describe and summarise your performance in the assessment?"</p> <p>"What areas did you feel comfortable with?"</p> <p>"What areas did you feel less comfortable with?"</p>
	7. Teacher's perspective	<p>Areas for improvement in student's performance and/or approach</p> <p>"On reviewing your performance, I have some suggestions to offer that may help in your future performance. They include [***]"</p> <p>"In preparing for assessment, learning is very much a social activity. Working with others in small study groups can be beneficial"</p> <p>"Deliberate practice is shown to transform students' skills i.e. repeated practice, and gaining feedback from others (including peers) is helpful. You can implement these changes into your practice"</p>
	8. Student's response	<p>Empower student to change their assessment preparation/ performance</p> <p>"What aspects of your assessment preparation and/or performance would you like to change? Why and how?"</p>

	AIM(S)	SAMPLE PHRASES AND/OR ACTIONS
CLOSURE	9. Feeding forward Develop a shared understanding of key areas of change for the student	<p>“As we begin to close off this meeting, I would like to ensure we have a shared understanding of key changes that you would like to make”</p> <p>“What are some of your key take aways for your future learning and assessment performance? How will you implement them?”</p> <p>“May I add to this - some additional areas that you may consider [***]”</p>
	10. Signpost Signpost to resources	<ul style="list-style-type: none"> • Signpost student to relevant resources (e.g. study skills and student wellbeing) <p>“I would like to signpost you to some important resources that you may find beneficial”</p>
	11. Closure Shared understanding about key learning points and follow up	<p>“This draws our meeting to a close. Are there any key areas that you feel we have not covered/addressed?”</p> <p>“What is the one key take away from this meeting?”</p> <p>“Would you like to have a follow up meeting? This is how you can contact me”</p> <p>“Thank you for meeting me today. I know this was not easy for you, but you showed great character and a will to learn from this experience. I have met many students like yourself, they have benefited from such meetings and moved on in their studies ... there is no reason why this shouldn't happen to you”</p>



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