**TOP 10 TIPS FOR PROVIDING EFFECTIVE FEEDBACK**

1. **Be timely: give students enough time to act on the feedback**
   The primary purpose of feedback is to provide guidance for improvement. Students must have sufficient time to think about and incorporate feedback into their next piece of assessed work, for such improvements to be possible.

2. **Cover what was done well (feedback) and how the student can improve (feed forward)**
   It is important to tell students what they have done well and why (they may have done well by accident!). When providing feedback for future improvements, ensure that in addition to what needs improvement, guidance is given as to how this can be achieved.

3. **Be specific with your comments**
   Vague, universal comments are not useful. Be specific about what your comments relate to: which word, which idea, which equation. Be specific with both positive and constructive comments, so that students can usefully apply them to their future work.

4. **Use clear, precise, student focused language**
   Use clear, unambiguous language that the student will be able to understand and engage with.

5. **Use appropriate language: be respectful and sensitive**
   Be mindful of the language that you use. "The conclusion is missing links to the content ..." is far kinder (and more useful) than "Poor conclusion".

6. **Be honest: don’t praise for praise’s sake**
   Ensure feedback is related to the task, not the person (separate the task from your feelings)
   Ensure the feedback that you provide relates solely to the work the student has produced, and does not reflect any personal view you may have of that student as a person or learner. One way to help you do this is to avoid looking to see whose work you are marking until after you have marked it.

7. **Ensure the feedback is pitched to the right level**
   Ask yourself what is optimal for this student to hear, at this point in their development (e.g. first year). Don’t overload your feedback with issues beyond their grasp.

8. **Provide a group feedback sheet to cover common themes and misunderstandings**
   Note areas that were handled well by most students, common misunderstandings, and how they could be improved and collate this into one feedback sheet. Group feedback sheets consolidate the individual feedback provided, and may also save individual marking time.

9. **Recognise that students may feel disappointed and may not act on the feedback**
   Recognise that students may not always react well to your feedback and don’t let these affect the relationship. Recognise also, that the feedback you provide will not always be read or used by students. This can be minimised in part by teaching in ways that help students know how to act on any feedback given.