Feedback Audit Tool

An 'audit' is a good way to initiate discussion, development and reflection. Undertaking a feedback audit can help target efforts to improve your feedback to students by highlighting both strengths and weaknesses in what you're currently doing.

The feedback audit tool aims to:-
- Systematically catalogue current feedback activities.
- Encourage reflection on current feedback practices.
- Facilitate the development of an action plan showing how feedback practices can be further enhanced.

The purpose of the audit tool is **developmental.** It is designed to help lecturers **consider** the content and design of feedback and to evaluate where improvements to feedback provision could potentially be made. It is designed so that it is relatively quick (20 minutes) to use.

How to use the Feedback Audit Tool

The audit should be carried out with respect to the totality of provision within a course / module. The numeric scoring system allows for the situation where an issue might be addressed but only superficially or at an inappropriate time. The audit tool requires you to score each question on a scale of 0-4.
Score 0 if the audit point has not been serious considered at all.
Score 1-4 if the audit point has been considered but reflection indicates that it is poorly (1), partially (2), adequately (3) or optimally (4) satisfied.

It is most useful if you consider the questions from the students' perspective, as well as your own.

Having completed the feedback audit you should analyse each of the audit questions with a score of 2 or less:

i) What possible options could be envisaged which would satisfy the audit question?
ii) Do resource or other constraints make any of these options unrealistic?
iii) At what point in the module course could appropriate changes be made?
v) Can a realistic action plan be formulated to introduce these changes into the course/module before the next academic year?

Are there potential **quick wins**? There may be something that you or your colleagues could do very easily that would not cost a lot in terms of resources or time but which would improve feedback provision to students.

Are there changes that require **longer term planning**? Does the change require agreement of others/resource allocation/time to implement?

Collate all your action points into the **action plan** at the end of the audit.

Having instituted changes as a result of the audit it may be useful to repeat the audit in 12-24 months.

Before the course / module starts - do you:

	Score
Explain the assessment regime and the feedback students can expect during the module?	
Explain to the students' what feedback is for and how to use it?	
Provide a copy of the marking scheme and explain it – if possible using examples of work?	
Talk to students about commonly made mistakes?	
Introduce students to generic guidance on academic writing, essays, oral presentations, and where appropriate undertaking final year projects / dissertations?	
Suggest how long students should expect to spend on the module assignments?	

Quality of feedback

	Score
Do you provide formative feedback before setting summative assessment?	
Do you provide a brief summary of your view on the completed assignment?	
Do you balance positive and negative comments?	
Do you provide constructive criticism to provide positive suggestions for improvement?	
Do you pose questions that encourage reflection?	
Do you explain all your comments?	
Do you suggest follow-up work?	
Do you provide specific ways to improve the assignment?	
Do you explain the mark or grade and why it is not higher or lower?	
Do you offer students' an opportunity to discuss the assignment and your feedback?	
Is feedback based on written and agreed assessment criteria?	
Is feedback provided for all assessments?	
Is feedback provided for the end of module assessment?	
Is feedback provided to all students within the module?	
Does the feedback cover omissions as well as errors?	
Is feedback motivational?	
Does feedback highlight strengths of the work?	

Timeliness

	Score
Do you always inform students of the date when they can expect feedback on an assignment?	
Do you provide generic feedback well within the time suggested by the school / university policy or guide of best practice?	
Do students receive more detailed individual based feedback on their assignments within the school / university policy or guide of best practice?	
Is the size and frequency of assignments within the module reasonable in relation to your ability to provide timely feedback?	
Do you use technology to support feedback provision?	
Do you use feedback templates to speed up (and standardize) feedback provision?	
Do you make the use of other people, such as postgraduates, to enable timely feedback provision?	
Have you considered alternative methods of assessment to help provide timely feedback?	
Do you use peer and self assessment and feedback within the module?	

Engagement

	Score
Do you separate the mark or grade from the feedback comments, for example providing comments with no marks and then asking students to work their mark out based on the feedback and marking criteria?	
Do you provide feedback in different formats (eg verbal group, one-to-one, written, self and peer based feedback)?	
Have you asked students what aspects of the feedback within the module have helped them understand things that they had not yet grasped?	
Have you asked students what feedback they value most / least?	
Have you talked to students about their prior feedback experiences before attending university, and have you considered how this might affect their ability to engage with feedback?	
Do you know that all students within the module access the feedback provided?	
Are students performing poorly counseled on a one-one basis?	
Do you ensure that students know that you are providing feedback (i.e. their and your perceptions of what feedback is may differ)?	
Do you ask students to comment on feedback provision in the end of module evaluation?	
Do you use specific techniques to ensure students engage with their feedback?	

The following aspect is calculated but not scored

What proportion of your total teaching time do you allocate to marking and feedback? Use estimated average values.

Hours
a). How many students are enrolled on this module? What is the average time you or others spend on marking and providing feedback to one students work? How many assignments do the students complete? (from the answers you can calculate the approximate number of hours spent by lecturers (including demonstrators, PG tutors etc) on providing feedback in this module.
b). Of the time calculated, how much time is spent of providing generic feedback to the class and how much time is spent on providing detailed feedback to individual students?
c). What proportion of time do you or other course / module lecturers spend on different varieties of feedback? Is the time spent on some of these areas more productive than others?

Action Plan
Make a note of the resources you will need and whose help will be required. **1**.
2.
3.

This document is based on the assessment audit, which was developed by the HEA UK Centre for Bioscience (see www.bioscience.heacademy.ac.uk/resources/audit.aspx).