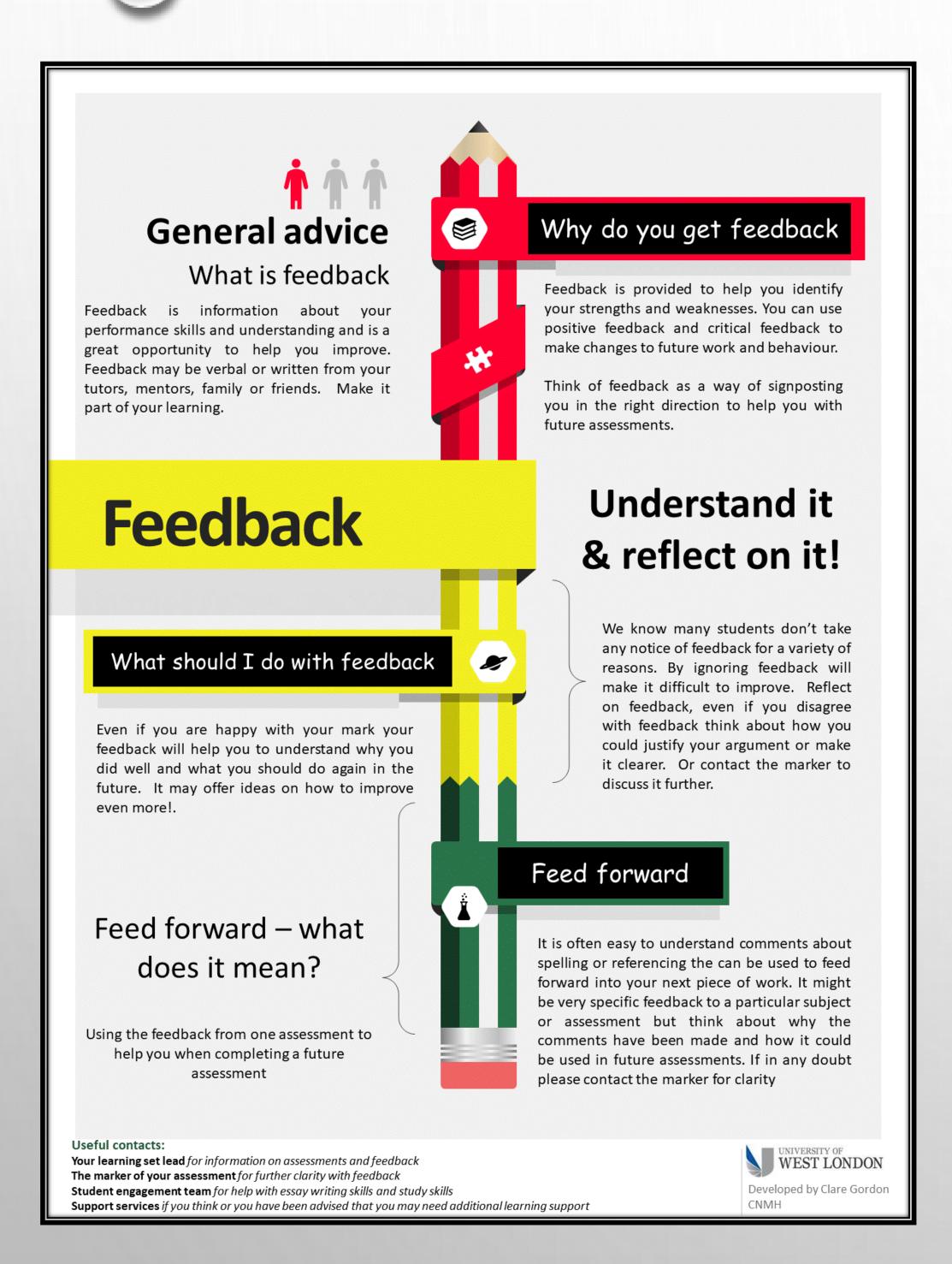
## FEED FORWARD — INFORMATION FOR STUDENTS



Most feedback on assignments is focused on what has been done rather than on what improvements can be made for future pieces of work (Vardi, 2013). There have been many studies that report on how students find feedback difficult to understand and therefore find it problematic to make use of them in subsequent assessments (Lea and Street, 2000, Beaumont, O'Doherty and Shannon, 2011, Price et al, 2010)

Price et al (2010) recognised that students report that they do not know what to do with feedback. This is reflected in what has been reported by students from the midwifery courses at UWL.

Hine and Northeast (2016) recognised that using feed-forward strategies would improve student performance and satisfaction with feedback. Two handouts (shown here) have been designed and trialed with a group of Level 4 student midwives in Berkshire. This has given the students an explanation about what feed-forward is and how it can be used to inform their future work. This has also benefitted them by being better able understand some of the key terms used in written feedback. An improvement has been observed between assessments. The information sheets have been recently been introduced across the midwifery year groups and subsequently shared with colleagues in the College of Nursing, Midwifery and Healthcare.

## References:

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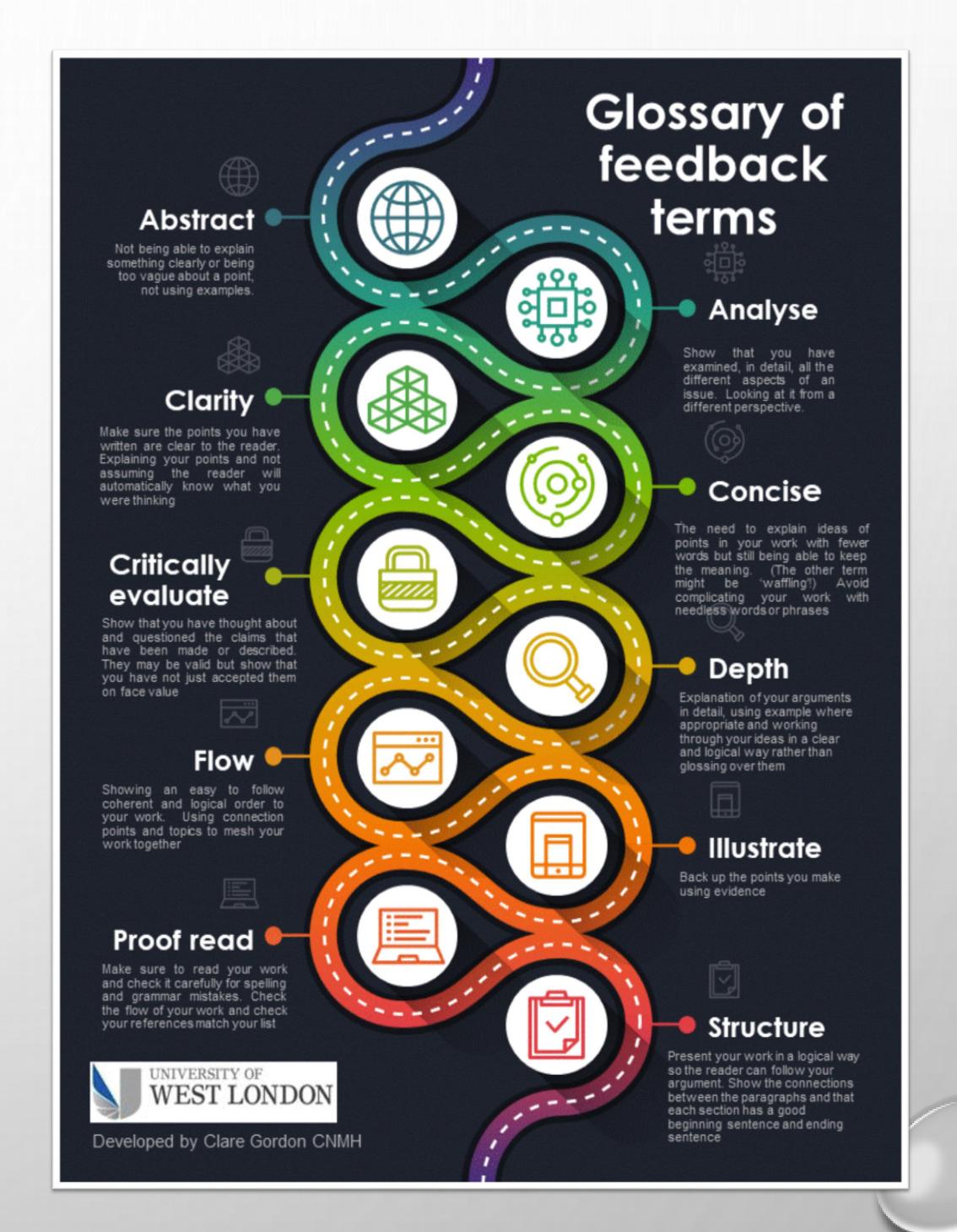
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Hine, B. and Northeast, T. (2016) Using feed-forward strategies in Higher Education. New Vistas, 2(1) pp.28-33

Lea, M. R. and Street, B. V. (1998) 'Student writing in higher education: An academic literacies approach', Studies in Higher Education, 23(2), pp. 157–172. doi: 10.1080/03075079812331380364.

Price, M. et al. (2010) 'Feedback: all that effort, but what is the effect?', Assessment & Evaluation in Higher Education, 35(3), pp. 277–289. doi: 10.1080/02602930903541007.

Vardi, I. (2013) 'Effectively feeding forward from one written assessment task to the next', Assessment & Evaluation in Higher Education, 38(5), pp. 599–610. doi: 10.1080/02602938.2012.670197.



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