

**ANGLIA RUSKIN UNIVERSITY**

**FACULTY OF ARTS, HUMANITIES, EDUCATION AND SOCIAL  
SCIENCES**

**DOCTOR OF EDUCATION**

**USING FEEDBACK DIALOGUE IN PERSONAL TUTORIALS TO  
SUPPORT INTERNATIONAL STUDENT ATTAINMENT**

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*This thesis is dedicated to my husband Anthony who encouraged me to find a new hobby so that he could play more golf. Whilst I'm not sure this is quite what he had in mind, I couldn't have done it without his support and the encouragement of my three wonderful children, Tom, Will and Ellie.*



## ABSTRACT

This three-year pedagogical action research (PedAR) project sought a novel approach to addressing the Home/ International attainment gap on a diverse undergraduate business course in a UK Arts University.

Using mixed methods this project investigated student and tutor conceptions of feedback and determined how a personal tutoring scheme could be used to support students' use of feedback to enhance their attainment. An initial reconnaissance phase preceded the implementation of an intervention named Personal Academic Tutorials (PATs). The first cycle involved one course with subsequent cycles widening the scope across the business school to 8 undergraduate and 11 postgraduate courses seeking validation for the intervention.

Through an iterative design of PedAR, the largely qualitative datasets evidenced that both curriculum and personal relationships are important in motivating student use of feedback. Large cohort sizes and their impact on time were found to present a barrier to relationship development between students and tutors which was seen to particularly impact international students and hinder the development of their academic cultural competences including their feedback literacy. In the context of a modularised business course where subject relationships are fragmented this provides an additional relational challenge.

This study confirms the reported endurance of student and tutor conceptualisations of feedback as product and the reported challenges of feedback uptake. It also supports the understanding of feedback as an interaction between practices, context and individuals. This study demonstrates that the personal tutor can play an important role in the feedback ecosystem. Recommendations are made for the crafting of SMART feedback ecosystem processes that are adapted to discipline, prior educational experience and year of study.

**Keywords: assessment feedback; international students; attainment; personal tutor.**

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## LIST OF ABBREVIATIONS

|      |  |
|------|--|
| CABS | Chartered Association of Business Schools                |
| DiPS | Diploma in Professional Studies                          |
| FBS  | Fashion Business School                                  |
| HE   | Higher Education   |
| HEI  | Higher Education Institution                             |
| HPL  | Hourly Paid Lecturer                                     |
| IISF | Introduction to International Study of Fashion (Level 3) |
| IPF  | International Preparation for Fashion (Level 4)          |
| LCF  | London College of Fashion                                |
| NSS  | National Student Survey                                  |
| OfS  | Office for Students                                      |
| PAT  | Personal Academic Tutor                                  |
| PTES | Postgraduate Taught Experience Survey                    |
| SSR  | Student: Staff Ratio                                     |
| TEF  | Teaching Excellence Framework                            |
| UAL  | University of the Arts London                            |

# Chapter 1 Introduction and contextualisation

## 1.1 Introduction

My EdD journey began as a newly appointed Associate Dean and ends five years later, after two pandemic years, as Dean of School in a unique context tackling a specific ethical issue. My thesis began from observations that the large and growing international student community in my school, on average, consistently achieve significantly lower degree classifications from the home students. This 'international attainment gap', was not prioritised by my institution which chose to focus on home students' access and success in response to UK Government policy.

Free-text comments in our National Student Survey (NSS) revealed international students, disappointed their tutors did not know them at the end of their degree. I theorised that this lack of relationship could be linked to the attainment gap which endured despite many years of resource investment in additional language and academic support classes, from a deficit perspective. Therefore, my thesis broadly addresses the influence of relationships on student attainment. I conceived an international students' decision to study an undergraduate degree at a UK Higher Education Institution (HEI) as a financial investment that should, in return provide a holistic educational and relational experience. In my specific context the connection with peers, tutors and industry is as important in this transaction as the specific knowledge and skills gained for success in this global industry.

I believe that education is a social process where relationships are important. Students tell me that relationships are important, yet they fail to engage in a personal tutor system that exists for that purpose. The expansion of UK Higher Education (HE) particularly in the business disciplines has led to expanding cohort sizes through international student recruitment, alongside increasing student expectations, to the detriment of tutor workloads. Under such pressures students and tutors see personal tutorials solely as a mechanism for solving personal problems that impact study progress. I conceived personal tutorials as an under-utilised resource, a considerable time investment that neither students nor tutors viewed as opportunity for developing a supportive relationship.

I proposed that enhancing personal tutorial relationships could contribute to closing the international attainment gap. However, international students face many competing demands for their time and effort and will only engage in tutorial meetings they perceive as valuable. In addition, tutors with increasing workloads, and pressure to provide valuable



written feedback following summative assessments would rather use this time to craft feedback advice that their students use, rather than arrange personal tutorials, that students neither attend nor value.

This thesis is about bringing these two problems together to devise, test and refine a new approach to personal tutorials. Through engaging personal tutors to support students use of feedback, I believed this would not only help students move their learning forward but also develop the personal relationship they crave. This is a novel perspective as the personal tutor relationship has largely been conceived in research and practice as an emotional support tool rather than a support for making academic connections. Feedback research, a highly active research area has seen a welcome shift away from a focus on the content of the feedback product towards feedback as a process. However, this shift may overemphasise the student role in seeking and acting on feedback when feedback could be conceived as a partnership. This thesis proposes the personal tutor relationship as a new lens through which to view feedback processes as a partnership, supporting students to develop their skills of seeking and acting on feedback.

The remainder of this chapter outlines the unique context of this research study, then defines and evidences the problem. A synopsis of the thesis structure demonstrates the originality of the approach taken.

## **1.2 UK Higher Education: a transaction of transformation?**

The Covid-19 pandemic shaped current student attitudes to their HE experience, but even before then, The Economist (2017) portrayed HEIs as “under fire”. The introduction and scaling of tuition fees for undergraduates in England led to increased marketization (Guilbault, 2016) with evidence as Molesworth, Nixon and Scullion (2009) suggested, that UK undergraduates behave as transactional consumers motivated to gain a commodified degree rather than engage in a potentially transformational experience. Annually, HEPI’s (2017a) student experience survey demonstrates changing student concepts of value over time; first and second year students value amount of contact time, tutor ‘quality’, feedback quantity and speed, whereas final years value careers support and progression.

Notwithstanding Covid-19, student value concepts have remained constant over time (HEPI, 2018, 2019, 2020, 2021). Easily quantifiable metrics such as contact time, ‘student satisfaction’, measured by the National Student Survey (NSS) and graduate employment outcomes data have become proxies for quality and value in the Teaching Excellence

Framework (TEF) further encouraging student passive acceptance of their education product.

The millennial student consumer has been characterized as seeking an instantly gratifying and personalized learning experience accessed at their own convenience (Reay, 2015). In 2017, students started to place greater importance on community and belongingness (HEPI, 2017b), heightened by the Covid-19 pandemic (HEPI, 2021). This provides a particular challenge for London HEIs witnessing the rise of the “commuter student” due to the increasingly high cost of living. With UK creative arts education in crisis (Last, 2017), resulting from decreasing investment at secondary level and subsequent loss of European students post-Brexit, increasing international recruitment has led to culturally diverse classrooms.

In addition to this complexity, business students report perceptions of their courses offering poor value for money (Neves and Hillman, 2017), due to large class sizes, low contact time and non-specialist equipment. Whilst this perception often changes as their careers progress with high graduate earnings premiums (Britton, et al., 2016), during their course business students, particularly in London, demonstrate enduring low levels of satisfaction in the NSS (CABS, 2017, 2022).

### **1.3 Fashion Business School: defining the problem**

This study is set in the unique context of the only global business school dedicated to the fashion and lifestyle industries. Fashion Business School (FBS) is one of three schools of London College of Fashion (LCF), a constituent college of University of the Arts, London (UAL), ranked 2<sup>nd</sup> in the world for art and design education (QS, 2022) and holding a silver TEF ranking. FBS exemplifies the successful internationalisation of UK HEIs (Altbach, Reisberg and Rumbley, 2009) with a large and diverse international student community, many of whom from Asia as illustrated in Figure 1.1 below. In 2021/22 c.46% of the total FBS student population was classified ‘international’ with proportions consistent throughout the study.

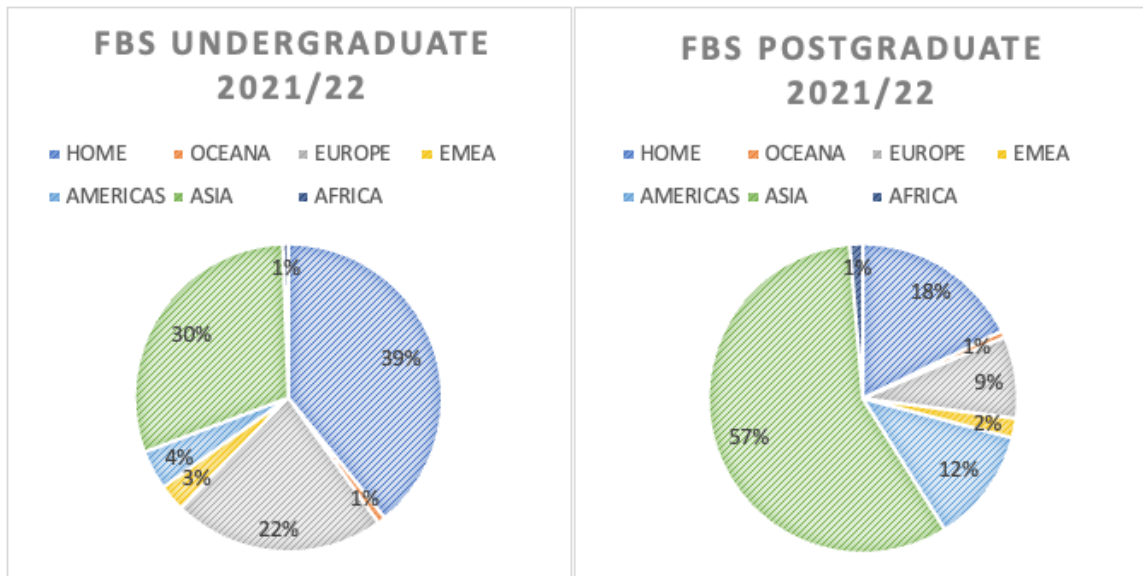


Figure 1.1: FBS students by region of domicile and level of study (UAL Dashboards, 2022)

Figure 1.1 reveals a complex intersectional student community, with diverse aspirations, expectations and prior experiences, varied beliefs, values, and attitudes. As Killick (2018) proposes, such diversity should offer a rich educational experience for all, but instead an ethical problem ensues. Attainment metrics show that FBS international undergraduates (“international”) are not awarded as many “good” degree outcomes, as their home counterparts (“home”) thus illustrating the ‘attainment gap’ in Figure 1.2. Advance HE (2021) defines this gap as, “the difference in ‘top degrees’- a first or upper second classification – awarded to different groups of students”. UK work on attainment gap reduction, driven by the Office for Students (OfS) has largely focussed on the home student ethnicity attainment gap which has persisted despite increasing overall attainment rates (Advance HE, 2021).

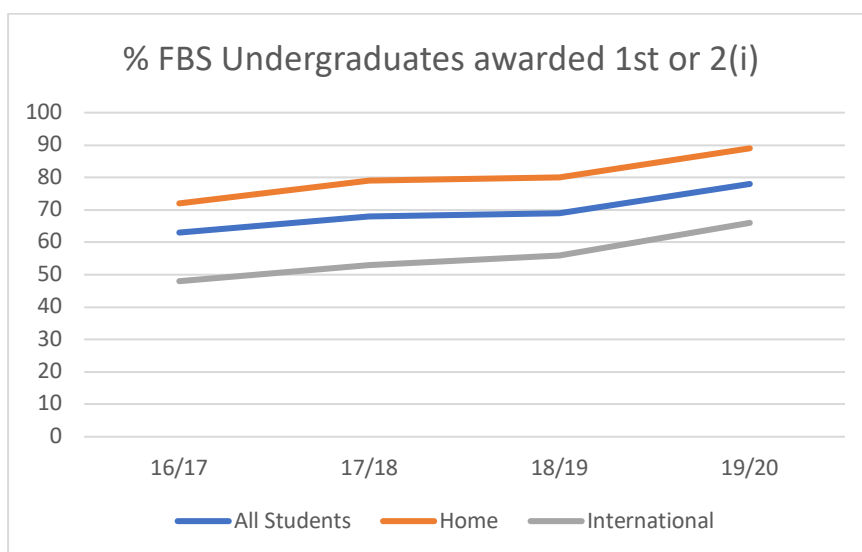


Figure 1.2: FBS ‘Home’ and ‘International’ undergraduates awarded ‘good’ degrees (UAL Dashboards, 2022)

FBS attracts very few home students of ethnic diversity, so the international attainment gap is a greater issue. Given that all students are admitted to FBS courses following the attainment of similar entry criteria regardless of their domicile or ethnicity, then notwithstanding language competence, this gap emerges over the course of their degree. Hence the term ‘*awarding*’ gap is used forthwith, to characterise this phenomenon as coined by Singh (2020) avoiding a deficit approach and instead firmly placing responsibility on the institution to seek solutions. This gap is observed at many similar UK HEIs reliant on international student fee income (UUK, 2017). With FBS part of UAL as the ninth largest recruiter of international HE students in the UK (HESA, 2021) and with global reputation and student choice increasingly informed by league tables, there is a risk that reduced international student recruitment could result, should this gap endure, notwithstanding the ethical perspective.

This study focuses on undergraduate students as the largest group in FBS demonstrated in Table 1.1 below. However, postgraduate students, the fastest growing community, raise similar concerns through their Postgraduate Taught Experience Survey (PTES).

|               | UG 20/21     | UG 21/22     | % growth | PG 20/21   | PG 21/22   | % growth |
|---------------|--------------|--------------|----------|------------|------------|----------|
| Home          | 553          | 610          | +10%     | 69         | 52         | -25%     |
| International | 928          | 945          | +2%      | 204        | 240        | +18%     |
| <b>TOTAL</b>  | <b>1,481</b> | <b>1,555</b> |          | <b>273</b> | <b>292</b> |          |

*Table 1.1 Composition of FBS student body (UAL Dashboards, 2022)*

Student satisfaction measured by the overall satisfaction question in the NSS has remained low on FBS courses across the duration of this study as shown in Figure 1.3 compared to a benchmark of business school peers defined by Chartered Association of Business Schools (CABS) which cannot be disaggregated by fee status. NSS consistently reports all graduates but particularly those of business schools to be less satisfied with assessment and feedback than any other feature of their course (CABS, 2017, 2018, 2019, 2020, 2022). NSS scores in FBS reflect this dissatisfaction with feedback processes as shown in Figure 1.4. FBS students also display dissatisfaction with course organisation and management, largely due to ineffective timetabling and issues outside of the control of academic teams hence excluded from the scope of the current study. Dissatisfaction with learning community is observed in the large courses where student free text comments reveal that they do not feel known as individuals by their tutors. This study therefore considers improving learning community alongside assessment and feedback as potential mechanisms for closing the international awarding gap.

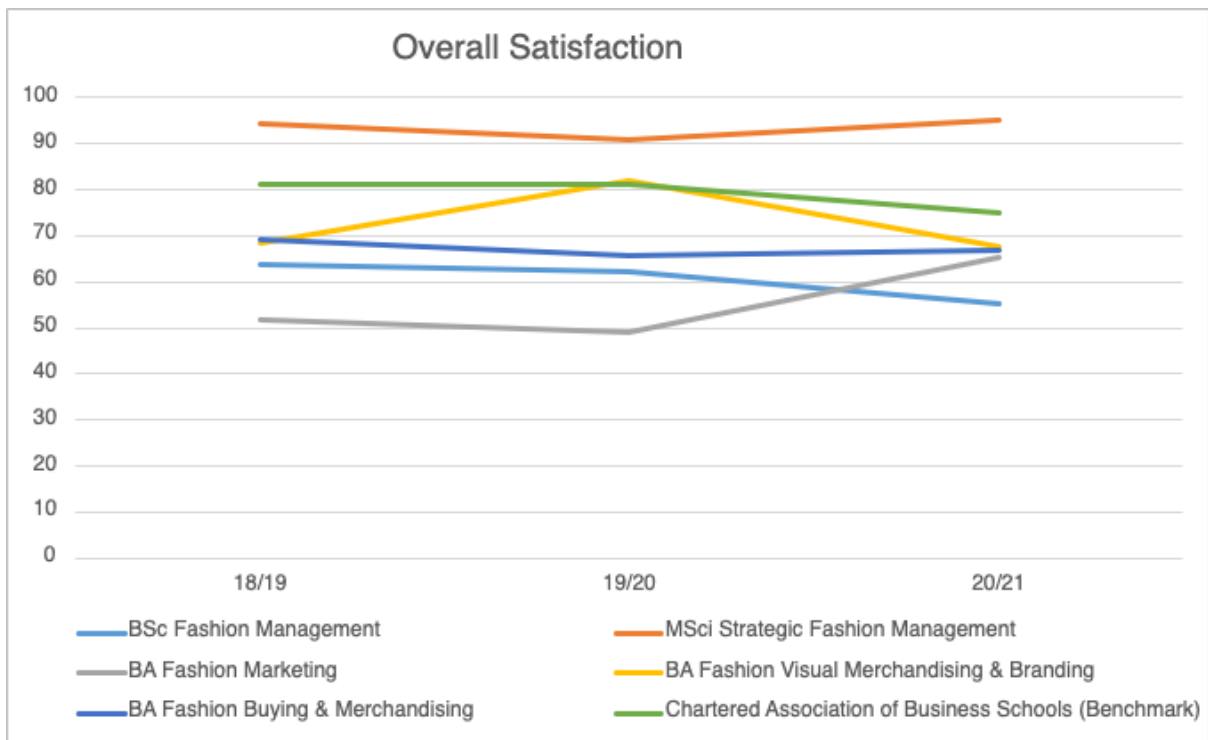


Figure 1.3: Three-year analysis of selected FBS undergraduate course NSS overall satisfaction scores compared to benchmarks (CABS, 2022)

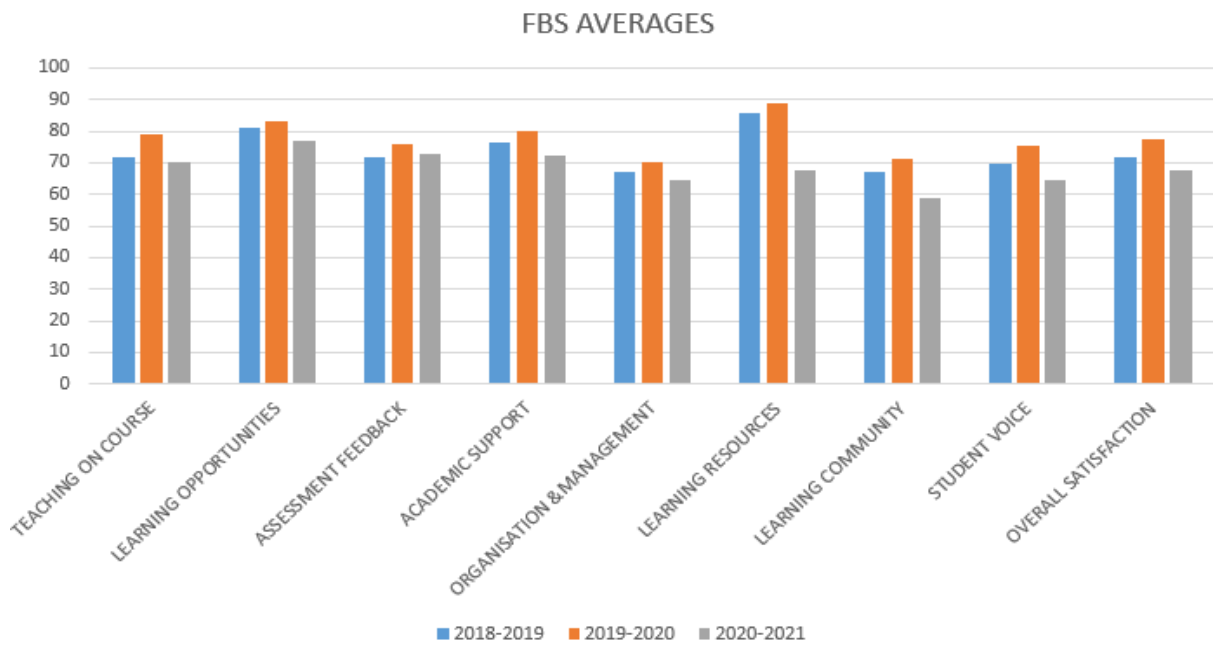


Figure 1.4: Three-year analysis of NSS category average scores for FBS undergraduate courses (UAL Dashboards, 2022)

The unique features of business education offered in FBS are rooted in its context within an arts monotechnic. If, as Bakshi, et al. (2017) observed creativity is the future of employability skills, then FBS is uniquely placed to leverage signature creative arts pedagogy into business disciplines. However, art school students, largely resident in a studio, can build peer and tutor relationships and receive ongoing, personal and timely formative feedback on their developing work, in a signature pedagogic practice known as the 'crit'. Large business school classes are challenged to implement such good practice at scale, instead seeking to promote feedback timeliness using formative presentations to a tutor panel who give immediate oral feedback. However, the increasing popularity of business disciplines has led to growing class sizes thus eroding conditions required to support good feedback practice as Hounsell (2007) observed. In addition, over the last 10 years, student number growth has challenged the development of relationships between staff and students, with student personal and pastoral support of secondary importance to curriculum delivery where staff are over-stretched.

Notwithstanding the challenges of Covid-19, studying in London can be financially and emotionally challenging. The rise in student mental health issues in London is often attributed to the need to balance assessment workloads with a need to work to afford the high cost of living (Carr, 2022) which is currently rising to crisis point (Jack, 2022). The motivations and financial pressures of home and international students are increasingly divergent; thus, a large class with different prior learning experiences, different motivations for study and different financial pressures provides a complex educational context. During the period of study undergraduate Tier 4 Visa holders were unlikely to find UK post-study work sponsorship so employability outcomes were anecdotally less motivating for these students than for home students. In addition, cultural differences such as the lack of classifications awarded in Chinese undergraduate education, may lead these students to be less concerned about the class of degree achieved and focus more on experiencing life in London. For many international students, gaining a place at a UK university is a great achievement and they are often financially comfortable, not needing to work to support their lifestyle as home students often do. It is in this complex context that the problem of closing the international awarding gap forms the impetus for this study.

## **1.4 Thesis organisation**

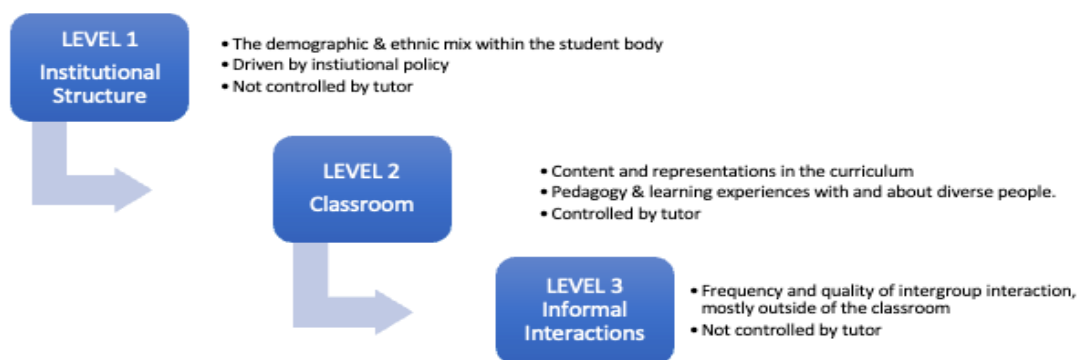
Chapter 2 considers some of the research perspectives on the international student experience, drawing parallels to home ethnicity awarding gap research in search of transferable approaches. The potential role of the personal tutor for international students is also considered. This leads to Chapter 3's exploration of the considerable recent literature on the role of feedback in learning, focussing on active seeking and using of feedback to move learning forwards. In Chapter 4 these strands of literature are drawn together to articulate the research gap and expose the research questions. A new approach to the role of the personal tutor is proposed, rooted in encouraging all students to take control of their own learning and ensure their optimal individual outcomes. After articulating the aims and objectives of this research study, potential approaches are considered, and the chosen approach rationalised. Chapters 5 – 8 expose the research design and findings in detail. The findings are drawn together and related back to the literature in Chapter 9 with a concluding Chapter 10 exposing limitations and articulating both implications and the original contribution of this study.

## Chapter 2 Perspectives on the international student experience

### 2.1 Introduction

The international student experience literature points to complex factors contributing to the international awarding gap. This chapter explores some of these factors and considers how research into closing BAME awarding gaps could suggest transferable best practice, leading to a focus on the potential role of the personal tutor.

This study focuses on teaching and learning perspectives of the international student experience rather than social assimilation or institutional policy perspectives. This responds to Caruana and Ploner's (2010) suggested three levels of international diversity, shown in Figure 2.1 below, each contributing to the learning experience and potentially to the awarding gap. The FBS learning community is structurally diverse at Level 1, in terms of race and ethnicity of both international and home students. This structural diversity results from institutional policy which tutors are unable to influence. At Level 3, informal interactional diversity happens outside of the classroom, also outside of tutor control. The focus of this study is therefore at Level 2 where, as Caplan and Ford (2014) highlight, tutors can enact conscious practical changes in their curriculum design and delivery to impact diversity dynamics within their influence.



*Figure 2.1: Three levels of international diversity (adapted from Caruana and Ploner, 2010)*

If as Dunne (2011) suggested, a tutor believes their role to be one of facilitating the student's construction of knowledge, such a tutor could be more student centred and understanding of diverse students learning in different ways influenced by their culture and prior experiences. From this viewpoint learning is seen as a continuous and active process of change in cognition, behaviour and affect where any experience can lead to a changed understanding.



Prosser and Trigwell (2014) conceived learning and teaching as a continuum from information accumulation through conceptual acquisition, development and change. Their model related a learner's motivation to perceptions of what teaching is, with the greatest transformation occurring where learning is conceived as conceptual change in response to internal motivation. This fits with Mezirow's (2000) theory of transformative learning, developed from his earlier work on critical reflection with Brookfield (1995) and fits well with Biggs' (1991) ideas of deep and surface learning. It also highlights that cultural differences in approaches to learning may lead to a mismatch in student and tutor understanding of their roles in the teaching and learning process may lead to frustrations. Large class teaching often deploys lectures which can be associated with lower-quality learning (Cuseo, 2007) and presenting particular language processing challenges for international students (Bell and Kipar, 2016).

Learning with and in a different culture can be transformative for both students and tutors, if there is a shift to more open, inclusive and reflective perspectives, accompanied by changes behaviours and attitudes (Clifford and Montgomery, 2015). This transformation is supported by the understanding that intercultural educational experiences are shaped by prior learning experiences whilst immersed in the specific institutional and national educational culture.

## **2.2 The primacy of language competence**

Much of the empirical research into the international attainment gap has determined language competence to be the primary contributory factor. Morrison, et al. (2005) initially linked the lower attainment outcomes of international compared to home students to English language proficiency. Trenkic and Warmington (2018) proposed raising minimum English language entry requirements as a potential solution to this attainment gap. Their small-scale study comparing Chinese and Home students at one university revealed that setting language proficiency admission levels too low limited student attainment. They found international, as compared to home students not only had an average English vocabulary of half the size but read and processed English at half the speed and understood significantly less of what they read; displaying greater challenges than those faced by dyslexic home students where accommodation is made. Despite these findings, the financial risk arising from potentially reducing international student recruitment has led universities to retain lower language admission criteria and invest in supporting language enhancement once enrolled. Bell and Kipar (2016) revealed language-related challenges to encompass not only the content of complex structured sentences, but also the use of idioms, speed of speech, turn taking conventions, use of eye contact, body language and facial expressions. Adopting a

language deficit approach 'others' students with lower English proficiency (Welikala, 2013) removing their agency and but alienating them so their reticence to attend language 'support' classes (Killick, 2018) is not surprising.

### **2.3 Academic cultures**

UK academic culture, a rich and complex intersection of tutors and students of different cultures, reveals generalisation and stereotyping. The work of Hofstede (1991, 2011) and Holliday (1999) exploring dimensions of cultural difference is relevant here as is the literature that exposes the differences between Western and Asian academic cultures and practices. Barron, Gourlay and Gannon-Leary's (2010) review revealed studies characterising Chinese students positively; as hard-working, high achieving, well-disciplined and diligent. Other studies however have revealed negative perceptions; depicting Chinese students as passive, shy, lacking in critical thinking ability, reluctant to work in groups, reticent in asking questions and slow to contribute to class discussions. Barron, Gourlay and Gannon-Leary (2010) suggested many commonly observed differences in classroom behaviours are often misattributed to language deficits rather than to academic culture and prior educational experience. Ryan (2012) identified that Chinese traditions value knowledge, respect, consensus, and reflective learning whereas UK traditions value critical thinking, independent learning, and challenging tutors to construct meaning. Therefore, cultural differences in prior educational experiences lead to different classroom behaviours which can be misattributed by tutors and other students as illustrated in Table 2.1. Applying Bordieu's (1990) ideas of cultural capital, this can be framed as tutors expecting international students to conform to the UK habitus and acquire behaviours valued in a UK context. This transition from one educational culture where students may not have acquired skills valued in UK HE (Robson and Turner, 2007) therefore requires tutors to support student acquisition of new classroom behaviours. Zepke and Leach (2007), observed that tutors prefer to support learners to assimilate into their existing pedagogic practice rather than adapt their practice whereas Bell and Kipar (2016) noted that tutors and students may not be aware of the tacit assumptions they hold about the 'right' way to study or even that experience of education in other cultures may be different.

| Tutor observes student                             | Tutor thinks student is                                       | Student is used to   | Student thinks  |
|--|---|--|---|
| Does not speak in class unless directly questioned | Lazy and unprepared for class                                 | Being asked in turn, not volunteering randomly                                       | Tutor does not give students a fair turn                                  |
| Does not offer critical challenge of ideas         | Not capable of critical thought and should not be in my class | Ensuring they have a sound understanding of an idea before challenging it            | Tutor is not an expert on this topic                                      |
| Is a team player who does not take a leader role   | A poor team worker  | Working cooperatively in groups  | Tutor does not like me  |
| Does not ask questions in class                    | Disinterested in learning                                     | Ensuring they understand everything that happened in class through independent study | Tutor is not interested in my learning as they let everyone ask questions |
| Cites only sources from the reading list           | Lazy and incapable of reading around a topic                  | Following the authority of the tutor   | I don't understand!   |
| Addresses them formally                            | Unfriendly  | Showing their tutor respect  | Tutor is arrogant   |

**Table 2.1: Potential misattributions arising from differences in academic culture (adapted from Killick, 2018)**

Fallon and Brown's (1999) business school tutors found working with international students 'stressful' due to language and cultural differences necessitating adaptation of communication and classroom practices. Robson and Turner's (2007) tutors and students similarly perceived international students as a 'burden'. Barron, Gourlay and Gannon-Leary (2010) observed that despite many studies since the early 2000s on the barriers to integration faced by international students in the UK, notwithstanding language, there was little consideration of the tutor experience and the increased workload of an intercultural classroom. Robson and Turner (2007) revealed home student hostility towards international students when working in intercultural groups, with other researchers also reporting their impatience, frustration and a belief that working with international students reduced their grades (Mak, Brown and Wadey, 2014; Strauss, U-Mackey and Crothers, 2014). Nonetheless, Rientes, Alcott and Jindal-Snape (2014) determined that whilst students preferred to work with their own culture, better learning outcomes resulted from working in intercultural groups.

Chinese students are of great economic importance to UK universities such as UAL, but Gill (2019) exposed this is not often matched by integration support. Culture shock, not just language differences can result in isolation. Chao (2019) explained that the examination-led Chinese education system means that creativity, problem-solving and critical thinking are alien assessment modes for them. Crawford and Wang (2014) showed Chinese students performed well in first year subjects where assessments require reproduction of knowledge, but their attainment falls in later years when assessment methods demand deeper approaches to learning. Chinese parents often make decisions for their children, so independence is unfamiliar, which as Yu (2019) explained can lead to further isolation and disappointment. Having made significant investment of money and emotion in their UK HE

experience, they expect tutors to support their development of self-confidence, motivation and requisite academic skills for success.

## **2.4 The intercultural curriculum**

The once dominant assimilation perspective is now balanced by research encouraging a more inclusive learning and teaching approach to ensure all our diverse students leave us “better prepared to make their way in the multicultural and globalising world of their future” (Killick, 2017, p14). Effective intercultural educators recognise students as individuals with diverse values, beliefs and attitudes (Killick, 2018). Through adapting their academic practice, they harness the diverse social capital in their classroom for the transformative benefit of all (Jones and Killick, 2013). In addition, using globally relevant case studies (Jones and Killick, 2007) and taking global perspectives helps ensure all students have meaningful learning experiences with and about diverse people (Caplan and Ford, 2012).

Jackson (2014) highlighted how UK business schools use authentic pedagogies such as problem-solving projects that encourage the development of confident learners willing to embrace risk. Chinese students who are culturally less comfortable with ambiguity (Scudamore, 2013) may find such approaches challenging. In addition, these projects often require democratic team-work and self-directed learning alongside reflection, itself a particularly tricky concept for Chinese students who are taught unquestioning imitation of their master. Montgomery (2010, 2013) devised practical steps to ensure all students regardless of culture are well supported in transitioning into the UK HE environment and several authors have reported practical implementation of internationalisation of the curriculum (Carroll and Ryan, 2005; Leask, 2005; Leask and Carroll, 2011; Jones, 2010; Ryan, 2012). Amongst, Blasco’s (2015) five recommendations for intercultural curricula was the important engagement with formative assessment, recognising the reluctance of certain cultures to devote time and effort to non-assessed tasks.

## **2.5 Culture and affect**

International students are purposefully exploring a new culture, learning new ways of thinking and behaving (McClure, 2007), improving their cross-cultural knowledge and skills, increasing their self-confidence and maturity. However they can often feel disappointed, even exploited (Sherry, Thomas and Chui, 2010) with Bowman (2010) questioning why they would want to study in such a hostile environment of language problems, social

exclusion, cultural barriers, homesickness, financial challenges and a lack of a supportive structures.

Whilst language may be the single greatest barrier, the ensuing bias and alienation can indirectly impact student attainment. Eisenclas and Trevaskes (2007) highlighted how experiences of bias can erode emotional well-being, challenging their confidence and willingness to participate in class. Volet and Ang (1998) and Crossman and Bordia (2011) firmly placed responsibility for supporting social assimilation with the institution. Sherry, Thomas and Chui (2010) observed the important contribution of emotional and social adjustment of international students to their academic achievement supporting Steventon, Cureton and Clouder (2016) emphasis on belongingness supporting attainment for all. If as Vygotsky (1978) proposed, learning is socially constructed, then undergraduates studying in an unfamiliar culture are particularly emotionally vulnerable whilst socially constructing their self-identity (Ting-Toomey, 1999), and support through this transition is vital. Over ten years, Montgomery (2010) found an increasingly positive social atmosphere of intercultural working. In business schools, Eisenclas and Trevaskes (2007), and Killick (2017, 2018) determined the impact of affect on cognition. Affective factors such as openness, flexibility and emotional intelligence led to good intercultural adjustment (Matsumoto, 2004) as did openness to ambiguity and reflection on social interactions which helped develop self-awareness and self-efficacy (Gudykunst, 1995).

Mak, Brown and Wadey (2014) demonstrated the psychological and educational benefit to all students from positive intercultural interactions and Bowman (2010) determined that working with culturally diverse peers enhanced critical thinking, creativity and problem-solving skills. CMI (2018) identified the ability to work collaboratively across borders, manage complex relationships with sensitivity to diverse cultural values and behaviours as important graduate capabilities.

## **2.6 Growth mindset as an intercultural competence**

The growth mindset approach initially gained popularity in US schools, and has now been widely adopted in UK schools, HE, and industry (Dweck 2014, 2016). The premise is simple; student A has a growth mindset and believes their talents and intellect can be developed incrementally through hard work, appropriate strategies and input from others. Student A is more likely to recognise their potential to develop new skills, so be motivated to put energy and enjoyment into their learning. Conversely, Student B with a fixed mindset believes personal characteristics are unchangeable therefore are more likely to avoid challenges and

not attain their potential (Dweck and Yeager, 2019). Growth mindset research has prompted rigorous debate with critics challenging claims of causality and validity of the concept, questioning correlation between mindset and student outcomes. Yeager and Dweck's (2020) recent review of the field determined the theoretical foundation to be sound, evidencing promising intervention effects and suggesting these effects may be moderated by educational context, which is relevant here.

Yeager and Dweck (2020) outlined how mindset theory emerged from two approaches to motivation. Attribution theory proposed an individual difference is seen where students seeing failure due to their lack of ability tended to show less persistence in the face of setback than those who attributed failure to lack of effort. Taking this alongside achievement goal theory, where students who have the goal of developing their learning rather than a performance goal are less likely to react with helplessness in the face of failure. Thus, mindset theory is about student effort in response to challenges and could be relevant to the international student learning in a new cultural context. Yeager and Dweck (2012) showed students with a growth mindset tended to show greater resilience and achievement across challenging school transitions.

Much of the International student experience literature takes a passive and deficit perspective to cultural assimilation, removing agency from these students to solve this problem themselves. It cannot be assumed that all international students have a growth mindset simply because they are seeking the challenge of studying abroad. To have a true growth mindset according to Dweck (2017) they need to be open to different ways of doing things, willing to embrace risk and learn from failure, willing to accept help and attempt to assimilate into the new culture. Applying growth mindset ideas could result in a move away from the view of students as passive customers receiving a service and instead encourage them to take control of their learning experiences. With a growth mindset, the international student experience becomes exciting with all students and tutors learning from each other. Dweck (2017) proposed that a growth mindset can be cultivated through inclusive curriculum design; where content, activities and assessments suitable for diverse students unlock intercultural competence. Yeager and Dweck (2020) suggested mindset interventions have most effect in the face of challenge, for example a difficult transition or low achievement, and when opportunity to act on developing their mindset is provided rather than simply being taught about the concept. They also suggested tentative evidence of the influence of classroom culture, international context and teacher mindset on the efficacy of mindset interventions.

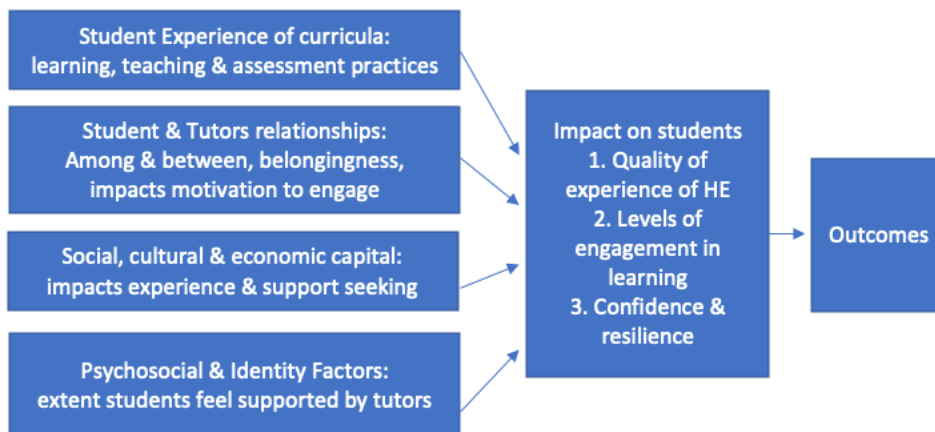
## 2.7 Pedagogies of internationalisation

Lomer and Mittelmeier's (2021) systematic literature review of pedagogies of internationalisation in the UK HE curriculum, found only 49 journal articles written between 2013-2019 providing empirical evidence of approaches to learning deliberately designed for and with international students. Many studies were poor quality, single site case studies of postgraduate students in business disciplines. Little evidence of practical facilitation of intercultural learning was found and evidence of marginalisation rather than inclusion was reported. Lomer and Mittelmeier (2021) found that studies portrayed international students as homogeneous, interventions acted on them rather than encouraged their agency and framed barriers, challenges and problems more often than positive descriptions of capabilities. They revealed Chinese students often considered as deficient in academic skills and language seen to limit their success and are even termed 'cash cows' (Lomer, et al., 2021), characterising their importance to the economics of UK HE. They believe the deficit view has influenced UK HE pedagogies with enduring expectations that international students will 'assimilate' (Ploner, 2018). Misunderstandings of Chinese students' passivity (Karram, 2013), silence and lack of participation (Song and McCarthy, 2018) and their apparent lack of participation in group work (Straker, 2016) were highlighted. Lomer and Mittelmeier (2021) concluded that the assimilation model still prevails in UK HE and international students are still expected to adapt to the UK model of learning and teaching which is perceived as superior. They were unable to find any empirical evidence of pedagogic changes made in response to increased international student recruitment and called for more research in this area. Yang, et al. (2020) agreed the UK needs to demonstrate the value of its teaching approaches to remain internationally competitive, particularly to Chinese students.

Looking beyond the deficit model requires rethinking teaching practices (Jenkins and Wingate, 2015) and conceptualising teaching as relational, equitable, and inclusive, with students seen as pedagogic partners (Madge, Raghuram and Noxolo, 2015) and recognising that differences are not necessarily deficiencies (Heng, 2018) so that all students and tutors may benefit from an appreciation of the complexity and diversity of international students' prior experiences (Wu, Garza and Guzman, 2015).

## 2.8 Approaches to awarding differentials

The 2016 introduction of the TEF led a focus on metrics such as teaching quality, student satisfaction and the graduate outcomes underpinning institutional success. Simultaneously, the need to meet government targets enshrined in Access and Participation plans increased research focus on awarding gaps. Mountford-Zimdars, et al. (2015) focussed on the BAME awarding gap and identified four categories of factors impacting student retention, attainment and progression, summarised in figure 2.2 below. Their work refined the findings of the Disparities in Student Attainment (DiSA) project (Cousin and Cureton, 2012) and suggested that an understanding of the wider application of these four factors could be gained through action research. Their study highlighted the importance of relationships and belongingness alongside curriculum experience, personal factors of identity and cultural capital.



*Figure 2.2 Addressing awarding differentials (adapted from Mountford-Zimdars, et al., 2015)*

The importance of meaningful tutor-student relationships had been highlighted by Thomas (2012) in the findings of the “What Works?” project which encouraged an inclusive curriculum to encompass personal tutoring. The DiSA project also noted that ‘quality relationships are central to alleviating the attainment gap’ (Cousin and Cureton, 2012, p.14) and emphasised the need to communicate high expectations to positively influence aspiration and engagement (Cousin and Cureton, 2012) and also noted the need to build self-belief as an important part of the psychological contract. Thus, personal tutoring is brought into focus as a potential mechanism for supporting international student attainment.



## 2.9 The role of the personal tutor for international students

There is little research into the role of the personal tutor in actively enabling learning and no studies have been found which consider this role from the perspective of enabling attainment specifically for international students. Research has focussed on the pastoral role often from a deficit perspective with only clinical nurse education researching the supportive role of developing emotional resilience (Braine and Parnell, 2011).

Defining the role of the personal tutor, Earwaker (1992) proposed three models of tutorials; the third as a solution to the shortcomings of the first two. The *Pastoral Model* where tutors offer holistic support in parallel to academic issues encourages a deficit approach as students only access their tutor in times of need. The *Professional Model* where students refer to central trained specialists for personal issues results in boundary issues when personal issues impact academic studies. The *Curriculum Model*, provided a credit-bearing integrated developmental programme. McIntosh (2018) developed the integration of these three models, aligning academic tutoring with the curriculum alongside specialist professional support services working with an identified departmental tutor co-ordinator to support 'at risk' students.

Laycock (2009) concluded that UK HE's once excellent reputation for personal tutoring supporting retention and achievement, has recently suffered from under-investment, in agreement with Stephen, O'Connell and Hall (2008) that growth in student numbers and diversity alongside an increasing complexity of support needs has negatively impacted the personal tutor relationship. More recently, researchers have identified that a lack of attention to the personal tutor role has resulted in a lack of role clarity and training leading to confusion for both tutors and students (Walker, 2018) and a blurring of boundaries (Macfarlane, 2016). There is great variability in the student and tutor experience of personal tutoring and the significant time invested, may be a potentially costly missed opportunity (Walker, 2020).

The personal tutor can be a coach, guide and signpost; for most students their first stop for any enquiry. Stork and Walker's (2015, p.9) definition surfaces the diversity and supportive nature of the role as, "*one who improves the intellectual and academic ability, and nurtures the emotional wellbeing, of learners through individualised, holistic support*". This definition has merit but serves to remove student agency and personal responsibility as research into the personal tutor role has largely explored the personal tutor perspective rather than considering this as part of a learning partnership.

Lochtie, et al. (2018) proposed that a personal tutor provides three areas of support, the focus of which changes over time as student needs change and relationships develop. They saw the primary role as supporting academic development, motivating students to maximise their learning achievement by encouraging the use of feedback, promoting effective study skills, employability skills and progress monitoring. Lochtie, et al. (2018) defined the secondary role of ensuring student well-being and resilience by providing pastoral support, signposting and referral to university professional services. This pastoral role encompasses helping students navigate HE processes and expectations, alongside developing relationships with peers and tutors to ensure their belonging to their learning community. Personal tutor values and skills identified by Lochtie, et al. (2018) to support core activities are illustrated in figure 2.3 below. They observed that for an effective personal tutor to motivate and support achievement, they should be open and approachable, honest, non-judgemental, authentic and compassionate with time to build a relationship with each student as an individual. Core skills therefore include rapport-building, role modelling problem-solving and inspiring the development of independence. These ideas intersect with the development of self-efficacy, self-reliance and resilience as observed by Walker, Gleaves and Grey (2006) and with Nicol and MacFarlane-Dick's (2006) concepts of self-regulation, also largely supported by Calcagno, Walker and Grey (2017).



**Figure 2.3 Personal tutor values and core skills support their activities (adapted from Lochtie, et al., 2018)**

Thomas, et al. (2017) demonstrated that high quality personal tutoring supports student transition into university study and positively impacts retention, progression, attainment, and development of graduate attributes. A meaningful personal tutor relationship appears key to nurturing student belonging and supporting interaction with their peers, developing confidence and identities as successful learners (Thomas, 2012). There is evidence that focus of the tutor role should change across the student journey; from supporting induction

and transition to monitoring progression then supporting exit decision making and resilience (Thomas, et al., 2017; McIntosh and Shaw, 2017).

Findings of empirical studies into personal tutorials have been mixed and impact is hard to measure. McChlery and Wilkie (2009) used action research to investigate supporting undergraduates by providing a specific named tutor throughout their academic journey. Despite significant resource investment, little impact on student progression and retention was evidenced. Few studies have considered the role of personal tutorials in supporting feedback use. Bassett, Gallagher and Price (2014) reframed personal tutorials as a Personal Development Plans (PDP), emphasising student reflection and structured activities to build trust over time leading to disclosure of academic weaknesses and personal issues. Tutors in this study indicated feedback focussed personal tutorials could support student feedback action and encourage tutorial engagement. However, this study was of limited value as only motivated students engaged with the optional scheme and the student perspective was not evaluated. Calcagno, Walker and Grey (2017) evaluated a structured tutorial framework which aimed to support transition and academic development by providing every student a named tutor with which they would develop a meaningful academic support relationship over time. Personal tutors provided two individual and two group meetings every semester with structured activities to help students interpret and use assessment feedback to improve their academic performance. These activities changed over time; from a first-year focus on developing belongingness and academic skills to later years prioritising employability skills. This tutorial policy was not rigorously evaluated, despite the significant investment, and students reported little benefit. Only Year 1 students in one discipline were surveyed with the authors calling for a similar approach to be trialled with other year groups and disciplines.

Gravett and Winstone (2020) observed the potential of learning support professionals in student motivation and feedback recipience which indicates potential for the personal tutor role. Winstone and Carless (2019) suggested that a well-designed personal tutor system could support feedback uptake, calling for further research in this area. Gabi and Sharpe (2021) determined that whilst student persistence to complete their studies is driven by personal qualities of optimism and academic engagement, positive relationships are also key. Grey and Osborne (2018) and Walker (2020) called for enhanced training so personal tutors can better support the personal growth, persistence, and success of their students to ensure value from the significant time and cost invested in personal tutor systems.

## **2.10 Conclusion**

This chapter has demonstrated that research into the international student experience exposes complex factors, not just language skills that directly and indirectly contribute to the awarding gap. By drawing parallels to ethnicity awarding gap research, the importance of supportive personal relationships between tutors and students is surfaced alongside a need to promote student agency, aspiration, and engagement. Thus, all students could be encouraged to take control of their own learning, through developing a growth mindset and ensure their best personal outcomes from their degree study. Two mechanisms exist within UK HE which could be used to support the development of relationships between tutors and students. The scarce literature on the personal tutor relationship has been explored above which leads to the following chapter's exploration of the relational potential of feedback.

## **Chapter 3 A relational perspective on feedback**

### **3.1 Introduction**

Assessment and feedback processes are central to the UK HE system hence have attracted significant research interest. This chapter focuses on areas of greatest relevance to the current study, particularly the development of requisite skills to use feedback to enhance student attainment. Specific evidence is sought of the challenges international students face when understanding and acting on feedback. This chapter draws on feedback research published from the late 1990's to early 2022, taking a relational perspective and specifically excluding from its scope the large body of literature on assessment design.

The chapter is structured following Advance HE's 2015 Transforming Assessment in Higher Education Framework and a similar approach by Pitt and Quinlan (2022) in their systematic review of 201 empirical research articles on feedback published between 2016 and 2021. Their review was highly relevant, covering 43% European and 34% business discipline studies. Pitt and Quinlan (2022) observed difficulties measuring student engagement with feedback so sought evidence of student satisfaction with feedback processes, changes in student learning behaviours and improvement in student performance arising from feedback as measures of success. Their wide view of the student role in feedback processes considered feedback expectations, the influence of grades, the building of relationships through feedback and students' emotional reactions to feedback all of which are relevant to this current study. This thesis was initiated pre-Covid, with an intended focus on the potential role of largely written feedback as a mediator of tutor-student relationships. Since the accelerated acceptance of digital learning tools by both tutors and students through necessity during Covid-19, research has shown promising developments in technology enhanced and audio feedback from relational perspectives (Henderson et al, 2019c). This area is however, specifically excluded from this review as is the role of peer feedback.

### **3.2 Changing conceptualisations of feedback**

The extensive research literature on the role of assessment in the learning process can be traced back to Ramsden (1992) but remains out of scope here save for the acknowledgement that assessment generates feedback. Following Black and Wiliam's (1998) observation of feedback's potential as the most powerful part of the assessment cycle for influencing future learning and achievement, Evans (2013) qualified this by observing the

powerful influence of feedback is realized only if it helps students relate their current performance to their learning goals.

In 2002, Higgins, Hartley and Skelton observed feedback to be an under-researched area, but this is no longer the case with a notable growth in research attention since the inception of this study in 2017. The last decade has witnessed a directional change, away from thinking about feedback as a product, towards promoting the student role in feedback processes. This paradigm shift is clearly seen in the literature amongst multiple perspectives and definitions which have changed over time. Notwithstanding notable literature reviews (Evans, 2013; Li and De Luca, 2014) this research area is characterized by small scale empirical research studies and conceptual papers where clusters of researchers adopted specific cultural positions as exposed in the following sections.

### **3.3 The old paradigm: feedback as product**

Prior to 2010, cognitivist approaches dominated, with feedback viewed largely as a written information product, a one-way transmission from the expert tutor following evaluation of a novice student's work. As Sadler (1989) noted, this cognitivist perspective assumes the student as information receiver not only understands the standard of expected performance against which they are evaluated, but also actively engages with the feedback and knows the required actions to close the gap between actual and expected performance.

Studies from this era focussed on efforts to improve the volume, quality and timeliness of the feedback product to help students use it with the aim of enhancing student satisfaction. Hattie and Timperley's (2007) widely cited review elicited the features of an effective feedback product. Views of students and tutors often conflicted (MacLellan, 2001) with students reporting they received insufficient feedback that is not useful enough whilst tutors believed they spend too long crafting feedback comments that are not appreciated by students (Weaver, 2006). Other studies found students appreciated receiving good feedback but often found it to be vague and unhelpful (MacLellan, 2001), lacking specific improvement advice (Higgins, Hartley and Skelton, 2002) and too late to be relevant (Price et al., 2010; Carless, 2006). Thus researchers found students often failed to read (Hounsell, 2007), understand (Lea and Street, 1998) or correctly interpret feedback comments (Carless, 2006).

Price et al. (2010) characterized the feedback product as having three roles: either backward-looking grade justification and performance benchmarking, or formative advice correcting and diagnosing problems on a current task, or as feed-forward reinforcement and

advice for improving future tasks. Boud and Molloy's (2013) systems perspective conceived feedback as error correction. However, as Evans (2013) observed, this assumes that the message is clear and is received in the way the sender intended which is questionable. Sadler (2010) found students challenged to understand the academic language used by tutors and Chanock (2000) found the common tutor feedback comment '*too much description, not enough analysis*' was not received by students in the way their tutors intended.

The cognitivist approach generated many research studies seeking to characterize the optimum tutor-generated feedback product. Thus tutors produced more detailed feedback ever faster, clearly unsustainable in an era of mass HE with constrained resources. Price, Handley and Millar (2011, p.879) called for action to address "*the wasted effort of staff preparing feedback that is not read, let alone reflected upon*". Rand (2017) observed that student dissatisfaction coupled with staff frustration had led to a 'collective disillusionment' with feedback.

Conceiving feedback as a product ignores what students do with it, whether it is received in time to be useful and whether it can be linked across their learning journey. As Evans (2013) observed, this removes student agency, encouraging their passive receipt of the information rather than motivating them to seek, generate and co-construct feedback from multiple sources, let alone encouraging them to understand and act on it. Boud and Molloy (2013) observed this conceptualisation of feedback serves only to increase student reliance on tutors. So, despite much research attention, as Carless, et al. (2011) noted there was little evidence of any practical impact of the focus on enhancing the feedback product on student learning thus prompting the shift to consider student engagement with feedback.

### **3.4 Towards feedback engagement**

Price, et al. (2011) observed that even when the feedback product is detailed, copious and timely it has little impact on a student's learning unless it is acted upon to change understanding or behaviour. They proposed four stages of engagement with feedback all of which require students to perceive their effort potentially be rewarded if they are to access, attend to, understand, and use feedback information. Students, therefore, need to understand the language used to be able to process its meaning and act, and will do this only if they perceive the advice could improve their future learning rather than merely justify the awarded grade. Handley and Williams (2011) conceived engagement along a continuum from surface skim-reading to deeper reflection and active sense-making. Mulliner and

Tucker (2017) observed a mismatch between tutor and student opinion with tutors often frustrated by a perceived lack of student engagement with feedback but as Dawson, et al. (2019) suggest this could highlight different understandings of what engagement means.

Studies have uncovered perceived cognitive, affective and behavioural barriers to feedback engagement. Orsmond and Merry (2013) found higher achieving students more readily engaging with feedback in discussions with peers. Jonsson (2013) exposed that feedback language may be not easily understood, it may be received too late to be useful, comments may not be sufficiently specific nor individualized, and the tone of feedback may trigger a negative emotional response. Winstone, et al. (2017b) reported that students may not understand the language used but they also fail to understand the purpose of feedback and practical strategies for using it. This lack of agency and empowerment can be seen as resulting from either a lack of transferability across assessments or a lack of willingness to put in the hard work needed.

Several interventions to enhance engagement with feedback have been studied. Quinton and Smallbone (2010) devised a structured reflection activity with business students to help them process feedback. These students documented their emotional reactions and rational action planning to refer to over time and share with markers, helping to develop relationships and understanding of the impact of their comments. However, this study failed to follow up to determine if the students had subsequently actioned the feedback comments. Winstone and Nash (2016) devised the Developing Engagement Feedback Toolkit (DEFT) which provided structured workshop activities. Students self-reported gains in their skills of feedback use following engagement with these activities (Winstone, Mathlin and Nash, 2019).

Research in the business school at Oxford Brookes University, led by Rust, O'Donovan and Price (2005) and Price, et al. (2010) revealed that focusing on feedback as product rather than on the agency and activity of students in feedback processes, failed to engage students with feedback. Like Sadler (1989) they acknowledged a need to support skills development for feedback engagement. O'Donovan, Rust and Price (2016) focused on practical suggestions, agreeing with Carless, et al. (2011) that students must see feedback as relevant, useful, and fit for purpose and have motive, opportunity and means to use it in a timely manner if they are to expend effort to engage with it. Through successful interventions focused on enhancing understanding through dialogue their research supported the development of self-regulation.



Thus, a shift from feedback as product towards feedback as a process was seen. Winstone and Carless (2019) termed the pre-2010 concepts as 'old' and post-2010 as 'new' feedback paradigms, whereas Boud and Molloy's (2013) systems approach used 'Feedback Mark I' and 'Feedback Mark II' respectively. Regardless of name, this new socio-constructivist perspective of which Carless (2015) was a main supporter, proposed effective feedback as a dialogic, active process that supports development of monitoring, evaluating, and self-regulating skills. Carless (2015) defined the feedback process as '*a dialogic process in which learners make sense of information from varied sources and use it to enhance the quality of their work or learning strategies.*' (p.192). The roots of this idea are seen in Nicol's (2010) work that viewed students as active agents in a process of gathering their own feedback information from various sources to generate internal comparisons. This new feedback paradigm thus emphasised the student role in generating, processing, and using feedback (Carless, 2015; Winstone and Boud, 2019; Nicol, 2020) with Henderson, et al. (2019c) developing a learner-centric definition of feedback as the process whereby "*students make sense of information about their performance and use it to enhance the quality of their work or learning strategies*" (p.1402).

Boud and Molloy (2013) and Winstone et al. (2017a, 2017b) focused on student's actions in response to feedback information. Carless (2015) and Henderson et al. (2019c) considered the impact of dialogue and relationships in helping students make sense of and use feedback to enhance their attainment following Jonsson's (2013) finding that the relationship between student's use of feedback and the impact on their assessment performance to be poorly understood.

### **3.5 The new paradigm: feedback as process**

Conceptualisations of feedback developed away from one-way information transmission to the student and towards a more sustainable student-centric model. This required a shift away from the idea that tutors control feedback towards an ongoing dialogic and partnership approach that sees more meaningful engagement (Merry, et al., 2013; Nicol, 2010; Price, et al., 2011), and developing self-regulation (Carless, 2013). New paradigm feedback research therefore spotlights the role of the student in the feedback process exploring variously; feedback delivery (Ryan, Henderson, and Phillips, 2019; Mahoney, Macfarlane and Ajjawi, 2018), action on receipt, its impacts on their future learning (Henderson, Ryan and Phillips, 2019) and the sociocultural dynamics of feedback interactions (Esterhazy and Damşa, 2017).

Carless (2006) conceived feedback as communication, a socially constructed phenomenon with the student at the centre, seeking and processing different sources of feedback leading to their changed understanding. When students share responsibility for their learning in an active learning partnership with their tutors then transmitted feedback comments can only be one part of the story. Students are proactive agents who negotiate meaning in a two-way process (Carless 2015) making *'sense of information from various sources and use it to enhance their work or learning strategies'* (Carless and Boud 2018, p.1315). They also self-generate internal feedback by making comparisons with other pieces of work (Nicol, 2020). Therefore, their capacity and willingness to proactively engage with feedback is important (Boud and Molloy 2013; Winstone, et al., 2017b; Carless 2019), as is their development of feedback literacy, explored below.

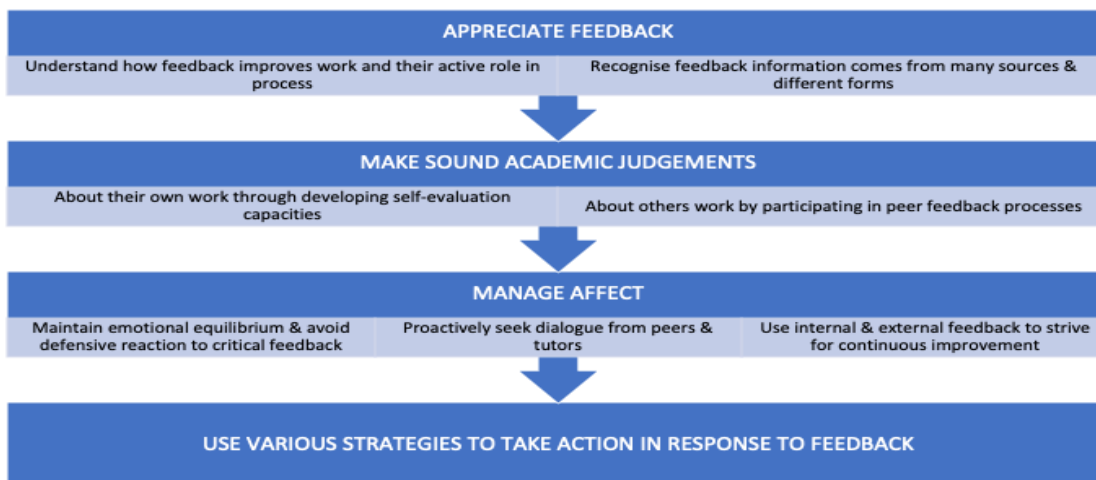
For feedback information to impact learning, students need to be motivated to use it, have opportunities to make sense and put it into practice. Sadler (1989, p.121) characterized feedback comments as 'dangling data' when they are not used to change student understanding, emotion, or behaviour. Student action on feedback information has thus attracted significant research to determine the impact of feedback comments on changing learning strategies or motivation (Boud and Molloy 2013; Carless and Boud 2018; Sadler 2010; Winstone, et al., 2017b).

Winstone and Carless' (2019) new paradigm of feedback as a social practice is aligned with a conception of learning as socially constructed (Palincsar, 1998). Their holistic view of feedback requires cognitive, behavioural, and emotional engagement. Students need to recognize the value of feedback and appreciate their active role in its processes; they need to learn to make sound academic judgements about their own work and that of others and manage their emotional responses. New paradigm research has generated studies exploring the personal skills and qualities of the student, the emotions and motivational perspectives and the relationships and dialogic process. Central to this perspective is the concept of feedback literacy.

### **3.6 Student feedback literacy**

Nash and Winstone's (2017) observation that feedback conceived as a tutor transmitted product removes student agency aligns with Bunce, Baird and Jones (2017). Where students are framed as feedback consumers they expect passive receipt of feedback and are less motivated to take responsibility to actively seek feedback, thus developing their feedback literacy. The learning-centred paradigm of feedback attempted to emphasise the

importance of students actively seeking, processing, and acting on feedback information. Carless and Boud (2018, p.1315) defined student feedback literacy as a set of capabilities that can be developed over time, as “*understandings, capacities and dispositions needed to make sense of information and use it to enhance work or learning strategies*”. Their framework, shown in figure 3.1 below, built on Sutton’s concept of feedback literacy as “*the ability to read, interpret and use written feedback*” (Sutton, 2012, p.31). Sutton (2012) also viewed feedback literacy as skills that can be developed over time and conceived it as comprising three dimensions of capabilities, epistemological (‘knowing’; understanding and making evaluative judgements), ontological (‘being’; confidence, identity, and emotions), and practical (‘acting’). The three different dimensions may be acquired over time at different rates in different students rendering acquiring feedback literacy a particular challenge. Carless and Boud (2018) developed these ideas into a model which characterised students with well-developed feedback literacy as possessing cognitive, affective, and social capabilities which combine to maximise their potential for acting on feedback as shown in figure 3.1. Whilst this model does not indicate that the development of feedback literacy is incremental, it does help educators design interventions to support students striving towards well-developed feedback literacy.



**Figure 3.1 Features of feedback literate students (adapted from Carless and Boud, 2018)**

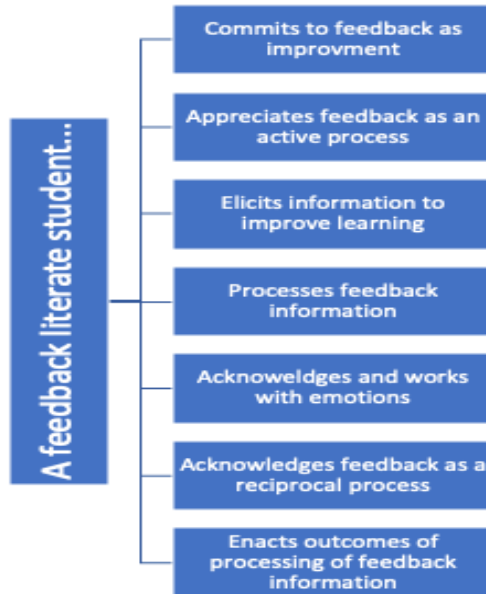
From a cognitive perspective, if highly feedback literate students appreciate their own active role in feedback processes to improve their work, then over time, they need to acquire appropriate academic language to understand, interpret, and think with complex ideas (Sutton, 2012). If highly feedback literate students recognise the value of written comments and feedback from different sources (Price, et al., 2011) then they will proactively seek feedback from different sources and engage in dialogue with tutors to understand what tutors are looking for in assignments. Through dialogue students develop their evaluative

capabilities to judge the quality of their own work (Yang and Carless, 2013), an important contributor to developing feedback literacy. Student ability to judge the quality of their own work through internal comparisons (Butler and Winnie, 1995) has been found to be supported through the use of external comparisons using exemplars and peer feedback (Tai et al., 2017). Boud and Molloy (2013) observed that lower achieving students are often frustrated when investing effort does not lead to higher grades. This conflation of effort and quality could be rooted in under-developed self-evaluative skills.

Considering affect, Carless and Boud (2018) conceived highly feedback literate students as able to positively manage their emotional response to critical feedback and avoid defensive reactions. Pitt and Norton (2017) also observed the motivational impact of critical feedback depended on the student's ability to manage their emotions. Sutton (2012) noted that tutors can signal trust and care through the language they use which leads students to be more likely to engage with feedback and reveal what they do not understand (Carless, 2013). Esterhazy and Damşa (2017) also found students reporting a good relationship with their tutor were more likely to respond positively to critical feedback.

Aside from developing skills of judgement, affect management and feedback appreciation, several authors have highlighted that motivation to act on received feedback information increases when there are timely opportunities to do so (Shute, 2008). Carless, et al. (2011) highlighted end of module summative assessments to be problematic as often no timely opportunity is presented to put feedback into action. The conception of feedback literacy as a developmental continuum underlines the importance of the tutor ensuring effective curriculum design, a current area of research. Recent studies have explored socio-cultural perspectives of feedback (Gravett, 2020), cultural and discipline-specific interventions (Han and Xu, 2019; Noble et al., 2020) and curriculum design (Malecka, Boud and Carless, 2020). Notably, Molloy, Boud and Henderson (2020) have further developed the Carless and Boud (2018) model into a learner-centred feedback literacy framework shown in figure 3.2 which groups 31 traits into 7 features displayed by a student with well-developed feedback literacy.

The concept of the ideal student with well-developed feedback literacy puts students at the heart of feedback effectiveness (Carless and Boud, 2018; Molloy, Ajjawi and Noble, 2019). However, the tutor appears to have an important role in supporting student development of these skills through effective curriculum design to enhance attainment and leads to the need to consider developing skills of feedback literacy in tutors as explored in 3.13.



*Figure 3.2 Student feedback literacy framework (adapted from Molloy, Boud and Henderson, 2020)*

### **3.7 Feedback literacy as an academic cultural competence**

There has however been little research into the comparative feedback literacy of different student groups and a danger that the over-simplification of feedback literacy as a set of capabilities could lead to a deficit approach, avoided possibly by conceiving feedback literacy as an academic cultural competence. Sutton (2012) saw part of the challenge of acquiring academic literacy due to the need to develop new technical skills, adapt to new cultures of learning and teaching and acquire a new educational identity through new ways of knowing, being and acting in their new academic context. This perspective views academic and feedback literacies as situated practices, culturally bound, and based on prior experience so that international students transitioning into UK HE are challenged to acquire these complex new competences in a second language. Lea and Street applied (1998, 2006) an academic literacies approach to explain contrasting expectations of tutors and students of written assignment feedback. They saw assessment and feedback norms, such as the tutor expectation that students use their feedback, as one element of academic culture. From this perspective, the failure to use feedback signifies a lack of assimilation to the dominant academic culture. UK HE culture demands students take a ‘deep’ approach to learning so tutors can support the academic acculturation process. To date there have been no specific empirical studies exploring differential feedback experiences of international students. If students must understand comments to be able to act on them, for international students, often ambiguous feedback comments, could as Sadler (2010) argues frustrate the intended impact of feedback on their learning.

### **3.8 Student and tutor perceptions of effective feedback**

Despite new paradigm efforts, students continue to expect tutors to give them a high-quality feedback product and remain less aware of their own role in the feedback process (van der Kleij, Adie and Cumming, 2019, Winstone and Carless, 2019). The few empirical studies that have compared tutor and student experiences of feedback demonstrate a misalignment of perceptions, and highlight the stubborn endurance of 'feedback as product' concepts.

Carless's (2006) tutors perceived their feedback to be more detailed and more useful than did their students. Tutors believed students to be interested primarily in their grades rather than how to improve their learning. His students admitted to looking at grades first, but they demonstrated a desire to improve, recounting revisiting feedback and using good work as a future template but noting difficulties generalising assignment specific comments to future work. Tutor's formative comments on drafts were seen as more useful as there was immediate opportunity to act on the advice. Whilst both tutors and students demonstrated awareness of power relations and emotional aspects of assessment, students perceived tutor bias whereas tutors did not, and this power imbalance led to students' reticence to seek clarification. Use of exemplars and dialogue improved understanding of assessment criteria and development of self-monitoring skills.

Ten years later, Mulliner and Tucker (2017) contrasted student and tutor perceptions of effective feedback practice to find a similar mismatch. They found significant differences between staff and student opinions of student engagement with feedback, preferences for different types of feedback, and satisfaction with current practices. They found students interested in, reading and acting on feedback. Tutors and students shared similar perceptions of good feedback as timely, constructive, and encouraging, providing detailed advice for future improvement and being linked to criteria. This study echoed Orsmond, Merry and Reiling (2005) whose students wanted individual verbal feedback, despite not feeling encouraged to discuss their feedback. Both studies observed the challenges of individual dialogue in large cohorts and proposed the use of tutorials. They also observed differences in student and tutor concepts of timeliness, suggesting two weeks as optimal even in large cohorts. Tutors believed their feedback was more useful, fair, understandable, constructive, and encouraging and detailed than did the students who were however, more optimistic than tutors when it came to the feed forward impact of feedback.

Dawson, et al. (2019) also contrasted views of tutors and students on effective feedback. Their large-scale quantitative study identified four main purposes of feedback as justifying grades; identifying strengths and weaknesses of work; improvement; and affective purposes.

Their tutors and students agreed the primary purpose of feedback was to improve learning strategies. This study did not surface self-regulation enhancement nor development of evaluative judgement as main roles of feedback. Few tutors or students observed the affective purposes of feedback as encouragement or motivation. Instead, students focussed on characterising a high-quality feedback product as usable, detailed, considerate and personalised whereas tutors focussed on feedback design and timing. Previous studies have shown students to demand more timely feedback (Li and De Luca, 2014), which led many institutions to require feedback comments be promptly provided within a set time. Dawson, et al. (2019) did not find timeliness important to either students or tutors, nor were action on feedback or ideas of iteration and connectivity, prominent in their study. Perhaps all these elements are now taken for granted features of effective feedback by tutors and students. Whilst less focus of tutors, the most common student theme in this study was the need for useful feedback comments to be detailed and specific, clearly communicating improvements required. This aligns with Li and De Luca's (2014, p.390) observations that students wanted feedback comments that are '*personal, explicable, criteria-referenced, objective, and applicable to further improvement*'. Students believed personalised feedback to be more effective than generic as it demonstrated the tutor had read their work. Some students noted affective and relational characteristics such as motivational comments as important. Overall, students and tutors here evidenced their beliefs that the main purpose of feedback is for tutors to 'provide' comments that lead to student improvement.

Many studies have demonstrated problems with feedback. Shafi et al (2017) observed students reporting feedback comments as more important than grades as they help them understand how to improve in future assessments. However, only one third of these students revisited their feedback when preparing their next assignment and only a quarter sought further dialogue with their lecturer, few engaged in active processing of the comments, and for most, feedback did not lead to change in their learning behaviours. Recent studies have emphasised the passivity of students describing feedback as something tutors 'do to' them (MacKay, et al., 2019) and disclosing frustration when tutors do not display care or appreciate the importance of relationships in the feedback process. Francis, Millington and Cederlof's (2019) students revealed their motivation to receive feedback as primarily driven by a desire to improve their grade. Hence, they observed dissatisfaction when feedback comments were perceived as incongruent with the grade awarded or where no opportunities for further dialogue were offered. They also agreed with commonly reported features of effective feedback as specific, understandable, and actionable, and proposed formative feedback as timely and agentic of given a related summative opportunity to operationalise it.

Shafi, et al's. (2017) student feedback expectations varied by year of study with frustration increasing as they progress. Wei, Sun and Xu (2021) reported the expectations of first year undergraduates in a Chinese university to be strongly influenced by their prior educational experiences leading them to value personalised, specific and constructive feedback dialogue. However, final year students expected more self-evaluative feedback to support their autonomy, alongside opportunities to enact it. Molloy, Boud and Henderson (2020) also highlighted the need for tutors to support students transitioning towards greater independence and agency as part of developing feedback literacy.

### **3.9 The role of grades in feedback**

Dawson, et al. (2019) found agreement between students and tutors that feedback's primary purpose is to facilitate improvement, not justify awarded grades. Many other studies have however portrayed students as primarily grade focussed which frustrates tutors who believe valuable feedback comments are being ignored (Rand, 2017). Studies have shown that standard feedback templates and formal 'quality' language of grading criteria both reduce the clarity and usefulness of feedback comments and supports student perceptions that feedback comments serve to justify the awarded grade. A quarter of Orsmond, Merry and Reiling's (2005) students admitted to engaging with comments only if they received an unexpected grade. Sutton's (2012) epistemological dimension of feedback literacy proposed students more likely to respond to feedback when they understand that grades benchmark current performance against intended goals. Pitt and Norton (2017) considered that grades and feedback comments serve two different purposes hence should not be co-located to avoid students ignoring advice. Grading looks backwards, evaluating summative work against pre-determined benchmarks to determine if students have achieved the learning outcomes whereas feedback comments offer forward-looking improvement advice. Pitt and Norton (2017) found students' grade expectations influenced their processing of feedback comments and students only sought follow-up dialogue with tutors when grades mismatched their expectations and largely ignored comments when they achieved higher than expected grades. Thus, feedback comments appear to have affective and motivational power.



### 3.10 Affective dimensions of feedback

The assessment process is deeply emotional (Boud, 1995) and stressful (Lynam and Cachia, 2017). Students invest significant time, effort and emotion in assessment production (Carless, 2006), reasonably expecting grading and feedback in return (Higgins, Hartley and Skelton, 2001). Studies report how students are demotivated by negative feedback experiences which discourage their future engagement with feedback processes (Handley and Williams, 2011). Receiving a low grade has been found to reduce student engagement with feedback (Butler, 1988) by negatively impacting confidence and self-worth (Orsmond, Merry and Reiling, 2005). Carless (2006) proposed that power imbalances in assessment processes present a barrier to learning from feedback. His students reported feelings of depression and unhappiness when reading negative feedback and were so afraid of failure that they were scared to hand in their work. His students were also sensitive to emotional impacts on their peers by not disclosing grades to others. He considered higher achieving students more receptive to feedback due to their greater confidence and better concept of good performance hence, weaker students more likely to misunderstand or be discouraged by feedback. Molloy, Ajjawi and Noble (2019) also reported student expectations of the feedback process, alongside their grade expectations, moderated their affective response. Ryan and Henderson's (2018) students also demonstrated the importance of their grade expectations; with those whose received grade was lower than expected more likely to feel sad and angry in response to feedback than those received a higher grade than expected.

There is a possible cultural dimension to this affective response with some student groups reporting greater vulnerability to experiencing negative emotions in response to feedback than others. Ryan and Henderson's (2018) Australian study reported twice the number of international students finding feedback more critical and upsetting than domestic students. In the UK, Rovagnati, Pitt and Winstone (2022) suggested an increased awareness of intercultural competencies may help understand postgraduate students' emotional reactions to feedback situations. Li and Curdt-Christiansen (2020) demonstrated Chinese students' adaptation to the UK feedback culture. Initially their students found feedback comments harsher than they were used to, which provoked negative emotional reactions that had to be overcome through multiple iterations before they were able enact feedback.

Emotions elicited by grades also supports suggestions that grades and feedback should be disassociated (Black and Wiliam, 1998, Pitt and Norton, 2017). Rand's (2017) students admitted viewing grades before feedback comments and ignoring the comments when the grade is low. They sought to avoid the emotional discomfort triggered on viewing a

disappointing grade. However, students who received a high grade also ignored feedback comments perceiving them as unnecessary. Thus, the co-location of feedback comments and grades appears to reinforce student perceptions that comments serve to justify grades.

Students have also expressed limited motivation to put in the hard work needed to act on feedback to realise performance improvements (Carless, 2015). Winstone, et al. (2017a) proposed their lack of motivation to result from a perceived lack of agency, either because of poor assessment design or more often because previous use of feedback did not result in improved grades. Other studies have linked the emotions triggered by negative comments and motivation for example Rowe (2017) observed negative comments reducing self-esteem and perceived self-efficacy resulting in negative emotions which in turn reduce motivation to use feedback comments. Pitt and Norton (2017) found this true for most students but for some, negative comments could motivate increased effort. Adams, et al. (2020) found it was the students with high self-efficacy who were more likely to accept challenging feedback as an improvement opportunity. This links findings of students reporting greater self-efficacy also reporting greater likelihood of reflection on feedback, positive interpretations and action (Winstone, et al, 2017a). So, feedback clearly elicits an emotional reaction which impacts the ability to process and use it. Negative reactions may be more likely from negatively worded comments when students are unused to receiving challenging feedback. Therefore, students who are more used to the dominant feedback culture, with greater self-efficacy may be more emotionally able to respond constructively to feedback. Hence formative tasks which help students interpret feedback comments and manage their emotions may support the development of feedback literacy.

Developing students' capacity to learn from feedback and self-evaluate is a vital graduate attribute, which aligns well with concepts of agency, the seven feedback principles for self-regulated learning proposed by Nicol and Macfarlane-Dick (2006) and with a growth mindset approach. However, a balanced perspective considering tutors and students as partners in effective feedback processes may be more helpful.

### **3.11 Dialogue and personal relationships in feedback**

Carless, et al. (2011) repositioned sustainable feedback for learning away from the unilateral act of single tutor towards a student act which views the tutor as one of many feedback sources, thus feedback to a feedback perception as a co-constructed dialogue. They viewed the tutor's role to encompass designing an appropriate learning environment that gives student's agency and develops their self-regulation capacities. Nicol's (2010, p.503) view

that *'mass higher education is squeezing out dialogue with the result that written feedback, which is essentially a monologue, is...having to carry much of the burden of teacher–student interaction'* emphasised the important role of feedback dialogue in building relationships between tutors and students as partners.

Carless, et al. (2011) widely conceived feedback, as all forms of formal and informal dialogue that support learning, thus shifting the concept of feedback from “tell then use” to “seek then judge then use”. This highlighted the importance of students’ understanding what constitutes high-quality performance and tutors supporting their development of skills to monitor and evaluate their own learning through staged assessment tasks engaging with multiple feedback sources. Several studies have suggested the importance of tutors and students engaging in an ongoing dialogue to support action on feedback (Carless and Boud, 2018; Dawson, et al., 2019; Pitt and Carless, 2022) but in the UK, Mulliner and Tucker (2017) reported more staff believed individual face-to-face feedback to be effective than their students.

Research into the importance of feedback relationships can be traced back to Price, Handley and Millar’s (2011) three-year investigation of perceptions of feedback barriers in business school students and staff where they determined the feedback process to be *“strongly influenced by relationships between students and teachers’* (p.881). They considered the process of engagement with feedback to be more important than the feedback product itself and proposed the lack of dialogue between tutor and student as the reason many students fail to act on feedback. Their students saw the role of feedback as grade justification more than did staff. Students and staff agreed that feedback is only useful when it can be applied to future work, raising the importance of timely and clearly understandable feedback and highlighting the specific transferability issues of modular degree structures. Without a tutor relationship, students found engagement with feedback difficult, and staff could not gauge the effectiveness of their feedback. Hence, without relational dialogue both students and staff are frustrated and disengaged with feedback processes.

Bye and Fallon’s (2015) action research study used thematic analysis to determine staff and student support for relational and dialogic feedback in business disciplines. Their students valued personal connection with their feedback tutor, finding verbal feedback more engaging, more easily understood and more motivating. This study proposed that feedback engagement is influenced by a student’s trust in and perception of the tutor’s credibility. The effort invested and care demonstrated by tutors prioritising feedback also influenced student engagement. This supports Price, Handley and Millar’s (2011) study which conceived

feedback as relational even without a close relationship between tutor and student. They also observed a student's judgement of feedback quality to be influenced by their perceptions of tutor credibility, trust, and psychological safety. Carless, et al. (2011) also identified trust as an important dimension believing learners will only act on information they trust to be in their best interests. Trust is influenced by the asymmetric power dynamics in the tutor-student relationship (Ajjawi and Boud, 2018) which feedback dialogue can help rebalance (Johnson, 2016; Jorgensen, 2019).

The quality templates and formal language used in written feedback processes reduces its personal and relational potential (Winstone, et al., 2017b) which is further damaged by anonymous assessment policies which endure despite little evidence of their intended aim of protecting students from unconscious bias (Pitt and Winstone, 2018). Students perceive feedback on named work as more individual and useful for learning as it can reference prior work, progression made and discuss relevant contextual information, (Pitt and Winstone, 2018) supporting Price, Handley and Millar's (2011) assertion that anonymity challenges the development of dialogic relationships between staff and students. Interventions such as assignment cover sheets (Bloxham and Campbell, 2010) have demonstrated the benefits of dialogic interactions between students and markers by giving students agency to request specific feedback and additional clarity which they are then more likely to act upon in future work (O'Donovan, Price and Rust, 2008). Exemplars have been seen in many studies to help students understand assessment standards and develop their evaluative judgement (Nicol, 2021; To, Pandero and Carless, 2021). Hawe and Dixon (2016) found first year business students developed self-efficacy and self-regulation following use of exemplars and Carless and Chan (2017) found exemplar use to help students establish dialogue with tutors and peers.

Most feedback research focuses on the roles, responsibilities, and communication between academic tutors and students. Lea and Street (1998) suggested a role for 'learning support' staff but only Gravett and Winstone (2020) emphasised the importance of study support staff in feedback relationships. As intermediaries with multiple roles of listener, interpreter, and coach, these staff witness the struggles to understand feedback language and the emotional and motivational impact of feedback. Carless (2006) observed students preferring not to seek feedback clarification from their academic tutor possibly to save face. Study support staff can be seen as more approachable, more concerned with well-being and with more time to motivate students to seek further clarity and use their feedback.

Evans (2013) encouraged HE feedback researchers to draw on relevant workplace research where the term 'feedback seeking behaviour' coined by Ashford and Cummings (1983) describes how employees actively seek informal feedback to improve their work outside of formal performance appraisals. There is extensive organisational studies literature relevant here which characterises this behaviour as timely and agentic, holistically recognising the influence of relationships, context, and personal skills on the complex processes of receiving, processing, and responding to feedback (Anseel, et al., 2015). Molloy, Boud and Henderson (2020) acknowledged this research in the inclusion of 'feedback elicitation' as one of their characteristics of well-developed feedback literacy. Joughin, et al. (2021) enhanced the characteristics of feedback literacy using concepts of feedback elicitation in the workplace, such as how feedback seeking intentions change over time and in context and how students weigh the potential performance improvement benefit of feedback against the cost of embarrassment or being judged as incompetent. This calculation is proposed to be influenced by the feedback seeker's perception of the feedback source's sensitivity, credibility, and expertise (VandeWalle, et al., 2000). A good relationship between them increases the likelihood of sensitive and constructive feedback and reduces the chances of a negative emotional reaction (Anseel, et al., 2015). This research also highlighted the importance of self-esteem, self-efficacy, locus of control and resilience in mediating feedback seeking behaviours. Feedback in the workplace is characterised as more relational both in terms of task immediacy and in terms of the relationship with the direct line manager. Regardless of the setting, feedback appears to be a highly emotive and affective process mediated by personal relationships but there is also a need to consider the relational content of the feedback product which brings the role of formative feedback into focus.

### **3.12 Curriculum and content relationships in feedback**

O'Donovan, Price and Rust (2001, 2008) observed the complexity of relational elements in feedback; including the need to relate assignments to each other and to learning outcomes to ensure student engagement. Boud and Molloy (2013) also highlighted that it is not just the tutor-student relationship that it is important for effective feedback but the relational aspects of the curriculum as feedback opportunities should be carefully designed, sequenced and integrated into the curriculum to support development of quality judgements and self-evaluation to support feedback seeking and engagement which Carless (2019) conceived as an iterative spiral. This supports ideas of sustainable feedback whereby students are equipped with skills to ensure life-long learning continues long after graduation.

Many studies report timeliness of feedback as a major barrier to its use. Thus, designing formative tasks into assessment processes allows students to receive feedback that can be put into action and demonstrate performance improvements. Esterhazy and Damşa (2017) crafted a feedback culture where students had multiple opportunities to engage actively with their peers and tutors throughout a module to enact feedback, self-evaluate and improve future work. Positive effects ensued as these students took a deeper approach to learning by taking responsibility to find their own solutions, leading them to appreciate the value of acting on feedback. However, Winstone, Pitt and Nash (2021) remind that whilst tutors can provide effective feedback-rich learning environments, ultimately students must take responsibility for their role in actively seeking feedback opportunities.

Studies on formative tasks show their value supporting learning within the specific unit but that the transference of that learning across different units over the longer term is challenged specifically in modular degree courses (Hughes, Smith and Creese, 2015). Here the disconnected nature of discrete subject modules challenges the timeliness and relevance of feedback and the ability to use feedback comments to improve subsequent work (Jönsson, 2013). Winstone et al. (2016) observed that modularity may lead students to value feedback relating to general skills development more than specifics of the current task as this is more easily transferred across discrete subjects.

### **3.13 Tutor feedback literacy**

Recent studies respond to a need to focus on the development of skills and strategies that tutors themselves need to enable their support of student feedback literacy development. Xu and Carless (2017) identified the need for students and tutors to develop a feedback partnership through a shared understanding of the purpose of feedback as improvement. Carless and Winstone (2020) proposed three dimensions of tutor feedback literacy. They conceived a tutor with well-developed feedback literacy as focused on the importance of curriculum design in enabling feedback processes. Well-designed feedback processes support students making evaluative judgements and using provided feedback whilst being sensitive to relational and affective factors (Carless and Winstone, 2020). Dawson and Boud (2021) conceived a tutor with well-developed feedback literacy to be operating at the macro, meso and micro level (see Figure 3.3). This model further develops the three competence dimensions suggested by Carless and Winstone (2020) in a more operational manner. Theorists have yet to combine models of student feedback literacy with tutor feedback literacy. Boud and Dawson's (2021) model indicates that feedback literate tutors provide individual student support and points to a need for further research.

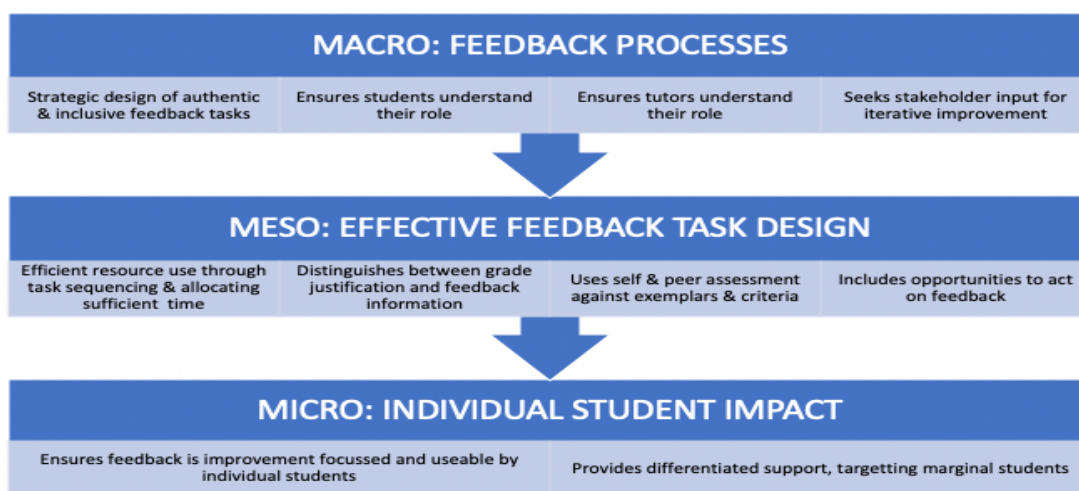


Figure 3.3 Tutor feedback literacy framework (adapted from Boud and Dawson, 2021)

### 3.14 Conclusion

This chapter has surveyed relevant areas of the highly active feedback research field. Whilst authors have identified the continuing challenge of shifting concepts of feedback, Barton, et al. (2016) and Van der Kleij, et al. (2019) have observed the stubborn endurance of the concept of feedback as a transmitted information product. The SRHE Feedback cultures project (Winstone, et al., 2018) revealed 47% of tutors viewed feedback as a product, grade justification or quality assurance process and highlighted the resistance to new concepts of feedback driven mainly by workload and student numbers. Winstone et al., (2021) linguistic analysis of journal articles revealed the prevalence of the passive language of ‘giving feedback’ emphasises the product perspective rather than an active engagement process.

Feedback has the potential to powerfully impact learning if students use it (Nash and Winstone, 2017) and studies have demonstrated barriers to its use. More recent focus has turned towards tutors supporting students actively seeking, generating, understanding, and acting on feedback to support their learning in “*a learning-focused model characterised by student engagement and action*” (Winstone and Carless, 2019, p.184). Feedback appears to be more effective when it is part of an ongoing relationship and the feedback process itself offers opportunities for promoting dialogue (Esterhazy and Damşa, 2017). Over time, feedback has been reframed from a focus on what the tutor does to then view it wholly from the learner’s perspective. Current approaches envisage the feedback process as a holistic and balanced partnership of shared responsibility between tutor and student where relational, emotional, motivational and skills development are recognized as shaped by contextual factors of subject discipline, prior student experience and expectations.

## **CHAPTER 4 Methodology**

### **4.1 Introduction**

This chapter firstly synthesises the relevant areas of literature to articulate the research gap addressed by this study. Interventions in the feedback process are identified that could build skills that may help international students put their feedback into action to enhance their attainment. Following articulation of the research questions consideration turns to how best to address these in the light of the positionality of the researcher and characteristics of the research setting, thus justifying the methodological decisions made.

### **4.2 Synthesizing the literature**

Lomer and Mittelmeier (2021) observed few studies of specific pedagogic designs for international students. Mountford-Zimdars, et al. (2015) demonstrated the importance of relationships in student success. To date there are no studies exploring a potential link between the international attainment gap and relational perspectives. Studies suggest a well-designed personal tutor system can support student retention and success (Thomas, et al., 2017) and that personal tutors can support student transition into a new academic culture (Lochtie, et al., 2018). McChlery and Wilkie's (2009) action research study used feedback to focus the personal tutor conversation and develop tutor-student relationships to improve student attainment. However, their study did not seek the views of students on the intervention nor consider differential success with Home or International students. Student engagement with personal tutoring is often viewed from a deficit perspective promoting concerns around wasted tutor resources (Walker, 2020). Engaging students with their personal tutor in feedback dialogue could be a route to enhancing both relationships and academic skills, hence supporting attainment (Winstone and Carless, 2019). The successful role of academic support professionals in feedback support identified by Gravett and Winstone (2020) supports the potential of the personal tutor in feedback processes as they hold a similar intermediary role.

Of the thirty interventions to promote feedback uptake proposed by Winstone and Carless (2019), several are considered here; specifically, their observation that lower achieving students require engagement with supportive feedback which in the current context relates to international students. This study therefore investigates whether the personal tutor can help students engage with and make sense of feedback. Winstone and Carless (2019) also



observed the need for feedback processes to support students' appreciation of and action on the advice given, whilst managing affective factors. The current study also considers whether through this feedback relationship the personal tutor can promote student ownership of their own learning and development of their quality judgements and self-regulation as also suggested by Molloy, Boud and Henderson (2020). The micro level of the feedback literate tutor as suggested by Dawson and Boud (2021) suggests the need for individual support in using feedback. In this large cohort, highly international business discipline context this study considers whether the personal tutor can support individual students relating their learning across their fragmented curriculum. In addition, as Hughes, Smith and Creese (2015) suggested, if ipsative feedback is the most useful form of feedback to receive on modular courses, then the Personal Tutor may be best placed to support the student in evaluating their progress against their own prior performance.

The concept of feedback literacy is central to this thesis, in line with Carless and Boud (2018) it is conceptualised not from a deficit perspective but rather as a set of cognitive, affective and social skills and competences that a student can incrementally develop over time. Feedback literacy is understood to be a subset of assessment literacy, as an appreciation of the rules of the assessment 'game', to maximise success. With feedback and assessment literacies as situated and culturally bound practices (Gravett, 2020), it is proposed that students start their journey towards an understanding of UK HE assessment practice at different cultural entry points and with tutors developing their own feedback literacy to provide appropriate learning opportunities. In this way, all students can develop the appropriate skills to maximise their attainment potential.

The premise of this study is driven by an appreciation of the significant time, hence cost invested in a personal tutoring system that is not widely engaged with by students in this context, anecdotally due to the lack of immediate benefit from attending such tutorials, in the face of competing priorities for their time. The personal tutor is an under researched intervention and often disassociated from the pedagogic design of learning hence an under-utilised resource. It is proposed here that the personal tutor can help students develop their skills of feedback literacy, so gaining more benefit from their assessment feedback leading to improvements in attainment, with a particular focus on international students. It is proposed that focussing the personal tutor dialogue on supporting feedback action will entice students to attend tutorials, so developing personal relationships with academics whilst developing their feedback literacy as a global lifelong learning skill. In addition, through realising their potential and enhancing their attainment, international students will have a better experience of UK HE thus securing this important future income stream.

### 4.3 The research question

A clear gap in the literature has been defined which is matched by a practical imperative in this specific context of a business school located in an arts university with a large proportion of international students. The aim of the study is articulated as the overall research question:

**Is there evidence that a personal tutor model designed around developing feedback literacy through dialogue engages students and builds relationships which support the development of self-regulation leading to improved attainment, and is this intervention of differential benefit to international students?**

This overall research question is broken down into three sub-questions (SQ1, SQ2, SQ3) which must be answered to address the overall question:

**SQ1: What evidence is found of differences in feedback conceptions between students from different prior educational cultures and their tutors?**

**SQ2: What evidence is found of the importance of relational elements of feedback and the role of the personal tutor in relationship development?**

**SQ3: What evidence is found of feedback literacy?**

The large body of feedback research reviewed in Chapter 3 highlights that many of the studies are conceptual. Whilst some small-scale empirical case studies are found, very few AR studies are seen where the iterative design allows for reflection and refinement of an intervention. Some studies have compared staff and student conceptions of feedback, but none have explored potential differences in feedback conceptions between home and international students, hence this is articulated in SQ1. Several studies indicate the potentially important influence of relationships in feedback. The existing mechanism for developing student-tutor relationships, the personal tutorial is established in Chapter 2 as an under-researched area, particularly in the business school context which establishes SQ2. The idea of developing feedback literacy over time highlights the skills students need to use feedback effectively. More recent research has noted the most productive feedback relationships occur when students and tutors both display skills of feedback literacy. SQ3 therefore seeks quantitative or qualitative evidence of feedback literacy development in students and/or tutors in this study. By contrasting student year groups and prior educational cultures evidence is sought for developing feedback literacy enhancing international attainment.

#### **4.4 Reflections on positionality**

The approach to the literature, research questions and study design are influenced by my positionality and educational philosophy. My original interest in this topic stemmed from my experience as a lecturer and course leader in this unique context. The international student experience literature as discussed in Chapter 2 demonstrated empirical evidence linking language proficiency to attainment but anecdotal evidence from my teaching practice led me to question language primacy relative to student engagement, skills, and dimensions of prior educational experience.

I acknowledge my UK centric attitudes and understand that international students come to the London College of Fashion for excellent employability outcomes but also because of the experience of studying abroad in London. These students have experienced very different prior educational cultures so more inclusive pedagogies and diverse curriculum content is needed (Killick, 2018) to secure their success. Within FBS various interventions have been adopted over several years to secure the experience of international students including comprehensive induction programmes, embedded language development curricula, and the use of globally relevant case studies for learning and assessment, yet the international awarding gap persists. To date these interventions have taken the deficit perspective of the HEI providing assimilation and support mechanisms with less emphasis on the personal responsibility for learning that I believe is incumbent on every student regardless of nationality. My background and experience underpin my belief in the transformative power of education and that all students want to assume personal responsibility to fully engage with the many valuable experiences such a culturally diverse HE context offers. I believe HE should be a kind and individualized experience that allows every student to fulfil their potential by supporting their development of intrinsic motivation, resilience, and a commitment to lifelong learning.

My prior educational experience taught me the importance of seeking, reflecting, and acting on feedback to close the learning cycle (Kolb, 1984; Gibbs, 1998). I believe that development of productive student-tutor relationships supports the affective and motivational dimensions of learning. Bakshi, et al. (2017) proposed that twenty years hence, our students will be employed in jobs that do not yet exist therefore their future success is best equipped through the development of resilience, tenacity, and a passion for lifelong learning. Students can be encouraged to engage with the many types of feedback opportunities available to them recognising their personal resilience is influenced by their culturally bound prior educational experiences. This leads me to want to understand more about how students

differentially use their feedback, to learn if interventions that I put in place result in deeper engagement with feedback, closing the learning cycle and leading to attainment improvements.

I am aware, as Eraut (1994) discusses, that my positionality and the increasing seniority of my academic leadership roles throughout the course of this study, has shaped my choice of research problem, approach, and interpretations of the data. My positionality reflects my identity as a female, white, middle-aged, industry experienced academic. As the first of my family to study at university and an upbringing that gave me a strong work ethic, perseverance, agency and resilience have become some of my core beliefs. In contrast to Dreyfus and Dreyfus (1986) the achievement of qualifications and designated professional status have not been a destination on my personal learning journey but the start of the next (Atkins, 2013), admitting me to a Community of Practice (Lave and Wenger, 1991) driving my own commitment to lifelong learning.

My professional development as a reflective practitioner (Schon, 1983) led me to recognise how my educational values and axiology potentially bias the design and execution of this study, which as Rooney (2005) counsels is particularly relevant to qualitative research. Trowler (2011) also encourages my acknowledgment of potentially sub-conscious distortions in my data interpretations. Reflection as core practice for teaching excellence (Brockbank and McGill, 1998; Brookfield, 1995), led to the identification of the problem addressed by this study. Intentional and purposeful reflection leading to action and change can be transformative (Biggs, 1991) hence underpins my choice of research approach. As a practicing educator within my research context, I am positioned in my research as a 'practitioner researcher' (Robson, 2002 p.382) alert to the challenges of insider research, particularly the power dynamics (Lee, 1993) arising from my role as senior academic leader and policy maker. I am aware of the potential ethical dilemmas arising from my access to privileged information and senior management which may compromise my objectivity (Rooney, 2005). Since assuming leadership of the school, I have increased emphasis on pedagogy and student voice as I have encouraged, supported, and inspired colleagues to improve learning and teaching through modelling and sharing my research and scholarship knowledge.

## 4.5 Methodological Framework

Figure 4.1 below uses an adapted 'research onion' (Saunders, Lewis and Thornhill. 2012, p.128) as a framework to explore methodological considerations in the commentary that follows, peeling each layer of the onion in turn to expose the study design.



*Figure 4.1 The research onion (adapted from Saunders, Lewis and Thornhill, 2012)*

### 4.5.1 Philosophical Stance: Pragmatism

This study is an opportunity to conduct practically oriented research into a challenging problem of improving student experience and attainment in a specific context. This problem-solving focus arises from my axiology and positionality (see 4.4) as a product of my personal values, educational background, and leadership role. Analysing positionality helped me appreciate the intertwining of my epistemology and ontology as observed by Cherryholmes (1992). A scientific first degree and accountancy training shaped my appreciation of the power of quantitative data. At the start of this study, I labelled myself as a positivist, believing my research could uncover an absolute truth held externally. Through my engagement with the literature and my reflection on the importance of prior experience and context on personal interpretations of reality in the process of education, I found myself moving towards interpretivism, understanding that learning is a personal and socially constructed experience and therefore not testable in the absolute. Thus, I located myself between the two classic research paradigms, with a desire to solve a real problem and a belief that the appropriate research approach should be led by the question, I was encouraged to find a community of researchers sharing this paradigmatic middle ground, labelled 'pragmatism' which according to Creswell (2013), understands truth as something that can be practically applied in the real world.

John Dewey (2008) outlined the emergence of Pragmatism from the 1930's, understanding the scientific experimental method as an important model for human problem solving and knowledge acquisition. He reported Peirce's naming of this philosophy in 1955 using Kant's term "pragmatic" to represent the intimate connection between knowledge and action. Dewey's Pragmatism was seen as a new epistemology for educational research; proposing the transaction between humans and their environment as adaptive, active, and dynamic, a balance that Biesta and Burbules (2003) named "transactional realism" where knowledge is neither purely objective nor subjective but is both, constructed through active experimentation they termed 'practical fallibilism' (p.85). They proposed that actors in the world construct their own knowledge through their experiences. Similar connections are seen in the social-constructivist perspectives of education such as Vygotsky (1978) who theorised language and culture as the frameworks through which humans experience, communicate, and understand reality.

#### **4.5.2 Research Approach: Inductive**

Taking a positive view of the scientific method does not mean a researcher is a positivist but rather as Dewey (2008) saw himself to be, a believer in common sense experimentation who wanted to restore a rational belief in agency and responsibility. This fits well with my positionality (see 4.4) and the conception of this study; the importance of personal action and reflection on feedback in making sense of experience and moving knowledge forwards. With my pragmatic worldview leading to the research question, this study therefore takes an inductive approach, seeking to understand the lived experience of the actors in this specific context, and generate theory from the data rather than to deductively test a held theoretical position.

#### **4.5.3 Research Strategy: Action Research**

Action Research (AR), founded by Kurt Lewin in the 1940s, developed in two distinct directions in the 1970s. Elliott's (1991) perspective followed the traditional view of research believing the action researcher should stand outside and offer detached interpretations of observed actions whereas McNiff and Whitehead's (2003) alternative approach encouraged action researchers to reflect, interrogate and explain their own practice, to generate their own living educational theory of practice from within. Between updating editions of their seminal guide to AR, McNiff and Whitehead (2003, 2010) observed growing international acceptance of AR as a legitimate methodology. They noted fewer researchers arguing AR to

be merely professional development where practitioners seek continual practice improvement. Instead, they observed greater perceived validity of practitioners purposefully studying their own practice and taking responsibility to explain their observations, so generating theory and creating new knowledge.

McNiff and Whitehead (2010) proposed that a pragmatic worldview lends itself well to an AR strategy, hence it is often performed by educators who want to improve their own educational practice and their learning about it. Traditionally, AR methods foreground researcher reflections on how their learning from acting has influenced their own learning and that of others. This study's AR strategy is a novel perspective for an insider researcher in an educational leadership position but taken purposefully to ensure that iterations of the intervention and reflections through policy implementation impact the learning of FBS colleagues.

AR differs from other research as its primary purpose is to improve learning to improve practice. The 'action' was the interventions to improve practice and the 'research' was the data about that intervention to explain the action, the impact on practice and the knowledge created about the practice. To assure the validity of such claims to new knowledge the study was designed following an accepted research process. The detailed analysis in Appendix I applies McNiff and Whitehead's (2010) characteristics of AR to demonstrate its appropriateness as research strategy for this study.

My experience has led me to value research and teaching equally and to believe that both align where good teachers are interested in a practical understanding of pedagogy. An AR strategy allowed the gathering of data which illustrated the lived experience of students and staff in my school, ensuring iterative actions were firmly grounded in bottom-up evidence, and protected against the imposition of any top-down management perspectives. AR allowed me to step outside of the constraints of my leadership position (Norton, 2019), intentionally seeking incremental improvements rather than wholesale resolution of the problem, being informed by the research to ask further questions and make iterative improvements.

Choosing AR as a research strategy signaled my intent to take action to improve my learning to improve my own practice and influence the learning of others which aligned well with my value of leading by example. AR demanded that I put myself at the centre of the research, describing and explaining my choices and what I have learned about our practice and how we as tutors therefore influence the learning of our students. I acknowledged my responsibility to

act to investigate and improve my own work for my own and others benefits. I made myself vulnerable by being open to alternative perspectives that challenged my views. My action was informed, committed and intentional, not driven by institutional targets arising from my leadership position but underpinned by a personal desire to improve the student experience. AR has allowed me to articulate the tension between my dual personas of educational leader and researcher.

#### **4.5.4 Research Strategy 2: Pedagogical Action Research (PedAR)**

Several types of AR have emerged over time with Norton's (2019) Pedagogical Action Research (PedAR) the most appropriate for this study as it takes a more practical approach than Whitehead and McNiff's (2010) focus on living theories. Norton (2019, p.1) defined PedAR as "*using a reflective lens to look at a pedagogical issue; a systematic investigation conducted by devising a series of steps to take action to deal with the issue so modifying practice and contributing to theoretical knowledge*". In line with Norton's (2015) conception of PedAR as research and teaching intertwined, this study started with a real professional issue in HE teaching practice that was investigated through a systematic process of research. Theoretical understandings of the implications of the research findings generated knowledge which underpinned further learning and teaching actions to improve the student experience. This PedAR study therefore had "*the dual aim of investigating practice whilst contributing to theoretical knowledge in pedagogy*" (Norton, 2019, p.192). This project was therefore about my actions to improve my practice in collaboration with my colleagues, and about my research; how I learned about and explained my actions to create new knowledge about my practice and its implications.

#### **4.5.5 Research Strategy 3: Justification of PedAR**

Alternative research approaches were considered and discounted. The value of narrow and deep investigation and an opportunity to work with 'thick descriptions' (Geertz, 1973) of interpretivist approaches was initially enticing as were the tight methodological boundaries offered by Grounded Theory approaches. On review, the inductive approach pioneered by Glaser and Strauss (2000) was discounted in preference for Charmaz's (2014) more structured process, but this too was discounted as it did not fit well with the perspective I held on the problem under investigation. I recognised that my knowledge and position would influence my interpretation of the data rendering it almost impossible to allow the data to fully lead the investigation. Of greatest concern was the requirement to use in-depth interviewing



techniques to collect qualitative data which would be susceptible to bias arising from my position. Student disclosures in interview with me may have been biased by their perception of my influence over their attainment. I considered using a research assistant to safeguard against this risk to the validity of the data. However, this would have lost some benefit of the richness of the interview as the assistant may not follow up interesting lines of enquiry, not having the same level of knowledge as me. Thus, Grounded Theory was discounted as a potential research approach and positionality issues led me to reject all phenomenological approaches.

I was conscious throughout the study from design through execution and analysis, of potential power imbalances arising from my position and ensured this concern was addressed in the study design where possible. There was a risk that I could impose my interpretations on others, so I ensured that actions taken were firmly led by stakeholder evidence. The reflective elements of the design, important in AR were purposefully targeted towards design decisions. In the analysis phase the methods adopted attempted to ensure the lived experiences of the students and staff were foregrounded. I recognised my engagement with the literature shaped my interpretations of the data, so I ensured the thematic analysis was securely grounded in the data by the extensive use of participant voice.

Participatory Action Research (PAR), with its critical theory underpinnings proposed by theorists such as Carr and Kemmis (1986), Zuber-Skerritt (1996) and Kemmis, McTaggart and Nixon (2014) was not felt to be appropriate. I did not believe my leadership position would allow students and staff to participate with me as an equal. An element of participation of students and staff was appropriate in this study, but this was of secondary consideration. Cyclical design decisions were led by researcher reflections on the data rather than by the participants themselves. Stakeholder views were canvassed to explore the phenomenon and seek indications of the efficacy of the actions taken to reveal improvements for subsequent cycles rather than designing the interventions themselves. Choosing PedAR allowed the initial action to develop from the reflections of the researcher on the pedagogic literature and its application in the current context. Researcher reflection on the data as informed by the literature also led to the modification of the actions in further cycles.

This research study sits on a continuum between Scholarship of Teaching and Learning (SoTL), Action Research and Case Study approaches and could also be considered as a multi-stage case study. However, the action element and the cyclical nature of learning from the evidence is strong as are the rigorous data collection and analysis methods adopted that

ensured this study, had more characteristics of AR rather than SoTL following the guidance of Ryan (2013). This study shares many characteristics of Design Based Research (DBR). However, Anderson and Shattuck (2012) defined DBR as performed by separate educators and researchers in partnership whereas I fulfil both these roles in combination in this study. DBR was also not appropriate as the actions arose from stakeholder evidence, tempered by the pragmatic reflections of the researcher and knowledge of the context rather than pursuing DBR's attempts to introduce distance to enhance validity.

The action was designed and implemented following reflections on the relevant literature. Data was collected to seek evidence of the utility or otherwise of the action, from student and staff perspectives. Decisions on modification and the subsequent actions were therefore led by the data, that is the evidence from stakeholders, at each cycle stage which supports the research being designated as a form of AR. The actions therefore arose from my interpretations of the data which were informed by my positionality and engagement with the pedagogical literature; therefore, supporting the research being designated as PedAR. This research was deliberately positioned as PedAR specifically in recognition that I was seeking to improve my personal educational practice and not able to be wholly detached and objectively observe tutors and students. I deliberately located myself inside the research alongside my colleagues as an "insider action researcher", defined by Coghlan and Brannick (2010 p.18) as "*an actor in the setting of the organization...not neutral but an active intervener making and helping things happen*". This was a deliberate choice to mitigate potential bias in stakeholder responses arising from power imbalances and potential conflicts of interest arising from my position as an academic leader as characterised by Mercer (2007). If, as Rooney (2005) suggests, research participants perceive a power imbalance then they may feel pressured to participate or offer less truthful responses. Conversely, participants may believe that their role in a research project with an educational leader may provide an opportunity to influence their grades or career progression. To address such potential power issues, this PedAR study was designed to be as objective as possible with actions led by the voices and lived experience of the student and staff participants rather than solely by the reflections of the researcher lending a novel element to this research approach.

Norton and Arnold (2021) argued that PedAR is gaining momentum as an approach to research in HE as it involves different stakeholders in enhancing the student experience. Shani and Coghlan's (2021) review revealed the established use of AR strategies in business and organisational management research. AR comprised 10% of strategies in Lomer and Mittelmeier's (2021) systematic review of the literature on pedagogies of

internationalisation. In the feedback literature only Burns and Foo (2013) were found to use AR to investigate feedback interventions with international business undergraduates. Recent research into personal tutoring has seen use of AR strategies including Wakelin (2021) and Stuart, Willocks and Browning (2021) but these were not in a business school context, nor did they explicitly use PedAR.

PedAR has its critics with Gibbs, et al. (2017) concerned that the emphasis on reflection in this 'messy and ill-defined' approach could result in reduced criticality and rigour. Whilst my leadership position introduced potential bias due to power imbalances, it also enabled me to remove myself from the student focus group data collection. I was able to request a staff member the students knew well, facilitated the student focus groups for me, thus introducing objectivity into the data collection method. So whilst I had to make this decision to guard against power imbalances arising from my position, it was exactly because of my position that I was able to do this. My position in the research was therefore not participative nor collaborative. My leadership position allowed me to implement the intervention across my school, so prioritising practice-based change (Kember, et al., 2019).

Jones and Stanley (2010) criticised PedAR for being used to politically serve the needs to respond to organisational priorities. In a leadership position, organisational priorities are undoubtedly top of mind so the alignment of my interests with these was made transparent from the outset of the study and adopting a PedAR approach enabled me to critically challenge my beliefs and values about higher education pedagogy. As encouraged by Coghlan and Brannick (2010) this research strategy was designed to bring as much rigour as possible to insider AR by making the research process transparent and explicit and seeking to build on existing literature. Thus, the design sought to address the concerns of Gibbs, et al. (2017) by reducing the focus on reflection, and instead providing a detailed critical evaluation and justification of the intervention and methodology design decisions. The adoption of mixed methods, replicability of analysis methods across datasets and the presentation of an auditable evidence trail were further deliberate decisions taken to enhance the objectivity and rigour of the research design, made possible only through my prior experience as an auditor.

#### **4.5.6 Mixed Methods Research**

Mixed Methods Research (MMR) emerged to reconcile the philosophical polarisation of the two traditional research paradigms (Teddlie and Tashakkori, 2009, Alise and Teddlie, 2010) and remains "*relatively unknown and confusing to many researchers... [it] represents*

*research that involves collecting, analysing, and interpreting quantitative and qualitative data in a single study*" (Leech and Onwuegbuzie, 2009, p.265). New paradigms, such as pragmatism, were seen to offer "*an attractive philosophical partner*" (Burke Johnson and Onwuegbuzie, 2004 p.14) for MMR. Feilzer (2010, p.6.) proposed pragmatism as a research paradigm which "*supports the use of a mix of different research methods, modes of analysis ... guided primarily by the researcher's desire to produce useful knowledge*" which in turn aligns with AR approaches. As Greene (2008) indicates, the mixing includes more than just data collection and analysis methods. Biesta (2012) questions whether it is possible to blend two very different paradigms which hold differing views of reality (ontology), ways of knowing (epistemology), purposes of research (causality versus interpretation), orientation (practical solutions versus critical understanding) notwithstanding the challenges of combining data types, research designs and methods. Some researchers believe that quantitative and qualitative methods should be kept separate as they come from different paradigms. The scientific positivist paradigm believes that behaviour can be objectively measured with biases minimised collecting quantitative data for statistical analysis. The interpretivist social science paradigm believes in a socially constructed subjective reality influenced by culture and history and yielding rich qualitative data.

Pragmatism as a research approach supports the choice of research methods that will best address the research question as it is not aligned to one philosophical approach or concept of reality. There is therefore an argument for mixing methods to combine the collection of quantitative and qualitative data to understand complex educational contexts (Creswell and Plano Clark, 2017) and it fits well with the flexible nature of PedAR. Collecting only quantitative data to test relationships between variables would not be sufficient to understand cultural dimensions which may underpin the problem. With complex relationships between the variables the research question therefore demands qualitative data to uncover the best understanding of the lived student and tutor experience, thereby rationalizing the mixing of methods.

Denscombe (2008) highlighted that using mixed methods is demanding, as it requires skill in the design and analysis of both quantitative and qualitative data collection instruments. In addition, Bryman (2007) observed that multiple rounds of data collection extend study timescales and provide a challenge to integrate the data analysis. However, Patton (1990) encouraged purposeful mixing of methods to secure a deeper understanding.

AR methodologies generally use qualitative methods, but Fee (2012) supported the selective use of quantitative methods as part of a mixed methods design when appropriate to the

research question. Norton (2019) highlighted that whilst quantitative methods are marginal to the mainstream AR discourse, they can suggest the effectiveness of a teaching intervention in PedAR. Mindful of the research question leading towards an interpretivist stance, there methods needed to be largely phenomenographic to understand the student and tutor experience. However, quantitative methods could enhance the evidence base to evaluate success of the intervention and plan further iterations. Therefore, the use of mixed methods was appropriate.

#### **4.5.7 Time horizon**

PedAR has a longitudinal element by the nature of its iterative cycles of refining interventions and data collection. The same student year group were followed through the PedAR cycles to seek evidence of change in the phenomena over time.

#### **4.6 Conclusion**

This chapter has demonstrated the research approach and strategy used, showing how alternative approaches were considered and justifying the decision to use PedAR. Evans, et al. (2021) defined quality research in HE as authentically located in a specific context with the explicit articulation of methods which are exposed in detail in the following chapter.

## **CHAPTER 5 Detailed PedAR design**

### **5.1 Introduction**

Chapter 4 justified the choice of Pedagogical Action Research (PedAR) in this study. The cyclical nature of PedAR acknowledges that the resolution of one aspect yields further critical questions to be investigated systematically through further action and reflection. This chapter presents the research design in overview then exposes the cycles in detail, reviewing ethical considerations and justifying the choices made given context and timeframe constraints.

### **5.2 PedAR design overview**

Using a sequential mixed methods design, data was collected over three PedAR cycles lending a longitudinal nature to this study. An initial survey instrument was designed, piloted and used to collect baseline quantitative data from a purposive sample in Cycle I to establish baseline levels of feedback literacy amongst the selected cohort before the deployment of a specific workshop and tutorial intervention. The survey instrument was modified and used again in Cycle II to elicit the effectiveness of the interventions employed. In recognition that the research question demanded a largely qualitative approach, most data was qualitative, collected through focus groups of students and tutors. Evidence from this data was used to modify the design of the revised intervention, the efficacy of which was explored through a further tutor focus group to close Cycle III. By obtaining student, tutor and literature perspectives triangulation was facilitated (Creswell and Creswell, 2018) to strengthen the reliability and validity of the findings. Norton (2019, p.70.) developed Lewin's (1946) AR cycle of Plan, Act, Observe, Reflect into a staged process used in Figure 5.1 below to provide an overview of the study design. Lewin's (1946) initial conception of the AR process as cycles recognizes that closing one cycle opens the next. Whilst Elliott (1991) depicted the process as a linear flowchart, Kemmis and McTaggart's (1988) conception as a spiral, better reflects the dynamic nature of the process and therefore is used in Figure 5.2 below. Termed 'reconnaissance' by Kemmis and McTaggart (1988), the initial 'Identify' phase articulated the observed practical problem of international student attainment (see 1.3). The identification of the personal tutorial combined with feedback processes as a potential mechanism to address the problem as detailed in sections 4.2 and 4.3 comprised the 'Think' phase following the literature reviewed in Chapters 2 and 3 and in the context of personal values and positionality exposed in section 4.4. The 'Do', 'Evaluate' and 'Modify' stages proceeded in three cycles detailed in section 5.3 and visualized in Figure 5.2 below.

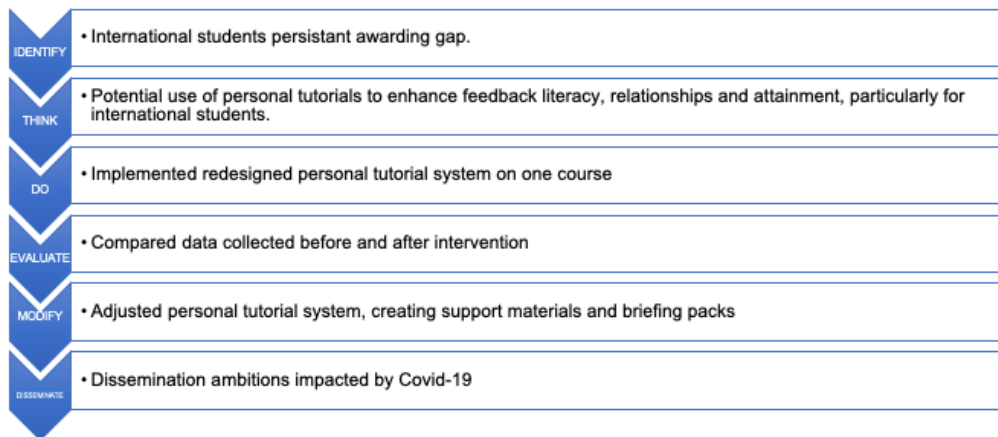


Figure 5.1 PedAR design summary (adapted from Norton 2019)

## 5.3 PedAR cycles

### 5.3.1 CYCLE I (April 2019 to July 2019)

PedAR Cycle I commenced with a timetabled session (23 April 2019) where all attending students of the 90 strong BSc (Hons) Fashion Management Year 3 cohort were invited to:

1. Complete an anonymous online questionnaire (Appendix II) to collect initial quantitative data on their feedback actions (STUDENT SURVEY I).
2. Engage with WORKSHOP I (Appendix III), a series of activities designed to increase feedback literacy (Carless and Boud, 2018), promote a growth mindset (Dweck, 2017) and support development of resilience and self-regulation of learning (Nicol and Macfarlane-Dick, 2006).
3. Book an optional individual PROGRESS COACHING tutorial over the following two-week period, with their choice of tutor, to support their reflection on feedback using the structured tutorial preparation sheet (Appendix IV) and
4. Participate in the focus groups of Cycle II after being informed of the research project and the time commitment involved.

To ensure inclusivity, WORKSHOP I and the optional individual PROGRESS COACHING tutorial were part of planned teaching for all students regardless of their participation in the research project.

TUTOR FOCUS GROUP I (Appendix V) was held for one hour on 9 July 2019, following completion of PROGRESS COACHING tutorials to capture tutor experiences of personal tutorials and supporting student attainment.

### **5.3.2 CYCLE II (September 2019 to March 2020)**

Following evaluation and reflection on TUTOR FOCUS GROUP I comments on the existing personal tutorial system and the impact of the Cycle I intervention in tandem with the data from STUDENT SURVEY I, the Cycle II intervention was designed. A new personal tutorial approach was introduced to the whole cohort as part of Induction to Year 3 as WORKSHOP II on 23 September 2019 (Appendix VI). This induction included a reminder of WORKSHOP I materials. The new personal tutorial approach included the option to book a one-hour feedback and attainment focussed tutorial with their named personal tutor at two specific points; October 2019, to support planning for the year and January 2020 after first unit grades were released.

Following the release of semester one grades on 18 February 2020 the cohort was asked to complete a modified version of the survey, STUDENT SURVEY II (Appendix VII). This took place on 3 March 2020 as part of a taught session where live research examples were shared. The purpose of the survey was to capture any longitudinal change in their reported feedback actions following experience of the intervention. Comparative analysis of STUDENT SURVEY I & II was performed and reflection on indications determined the focus of the qualitative data collection; to explore the student lived experience of feedback in richer detail.

STUDENT FOCUS GROUPS (Appendix VIII) see Table 5.3, were held with home and international groups from all three years of the course separately to capture their opinions on feedback actions and explore the efficacy of the intervention.

### **5.3.3 CYCLE III: Dissemination and Validation (September 2020 – July 2021)**

Following evaluation of the evidence gathered to this point, further refinements were made to the personal tutorials. These were relaunched as Personal Academic Tutorials (see Appendix IX) and introduced across all courses and all levels in FBS for Academic Year 20/21. After a year of working with this new tutorial approach a selected group of tutors representing different courses and levels was convened as TUTOR FOCUS GROUP II on 9 June 2021 to gather their views on the efficacy of these tutorials and further enhancements required for the 21/22 Academic Year. A summary of study findings to date was shared with this tutor group in advance of the focus group discussion to act as stimulus material (Appendix X). Thus, findings were disseminated across the school rather than to the wider



academic community due to Covid-19 limitations (see section 5.7). This tutor group acted as a validation group in the absence of intended wider sector engagement.

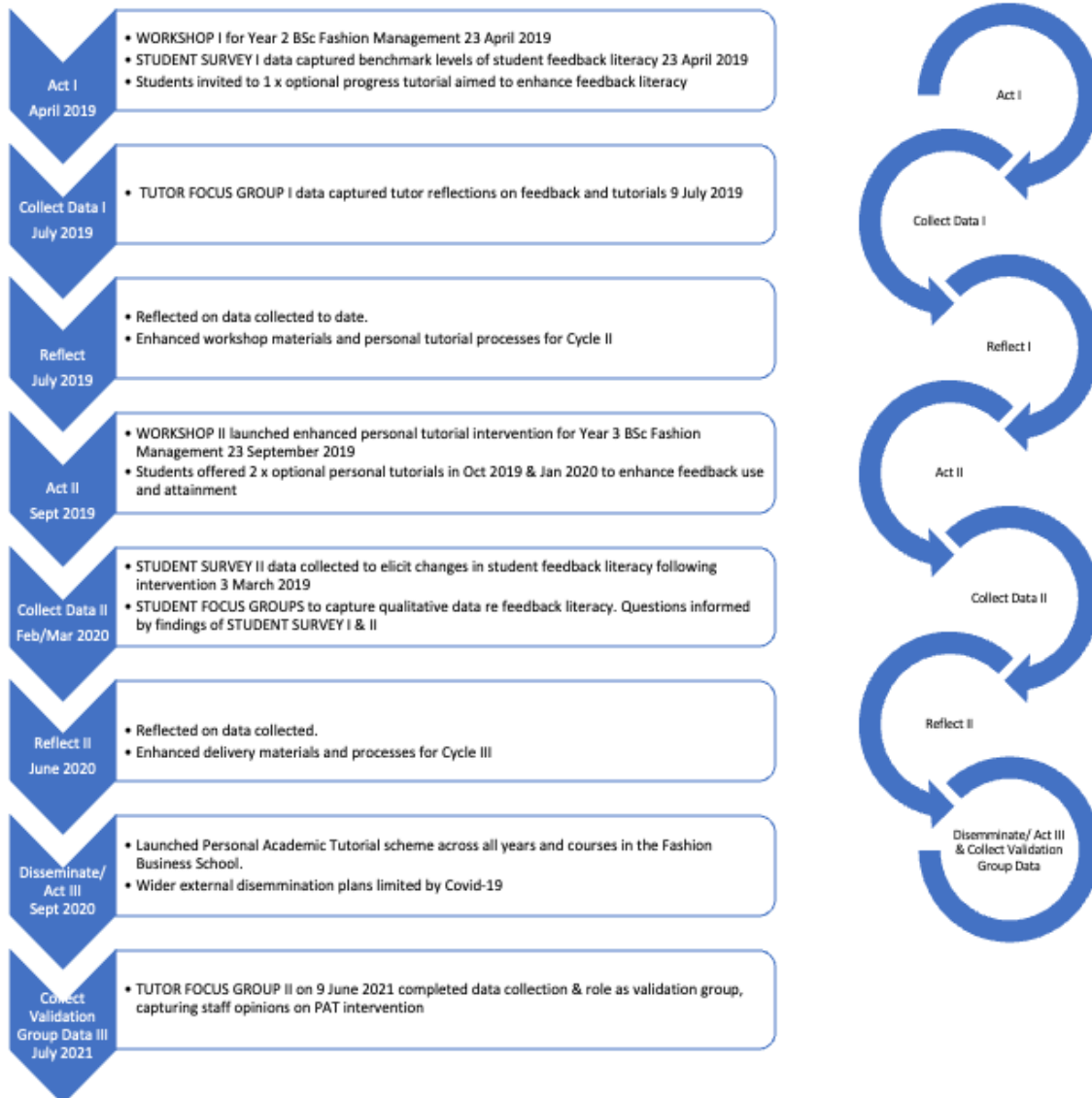


Figure 5.2 PedAR cycles and timeframe

## **5.4 Research instrument 1: STUDENT SURVEY I & II**

A structured survey instrument was designed, used initially then modified.

### **5.4.1 Questionnaire Design**

The survey intended to gather initial data on student feedback actions to provide a proxy measurement of feedback literacy (STUDENT SURVEY I, Appendix I) in the absence of a valid pre-existing instrument. Completion of the questionnaire took place mainly on 23 April 2019 and was both voluntary and anonymous to facilitate honest responses and minimise fear of impact on student attainment arising from the researcher's position.

Table 5.1 below demonstrates the questions used, their origins in the literature, their purpose and response options. Closed questions were used to facilitate quantitative analysis and measurement of student self-reported behaviours. Open questions were used in the subsequent focus groups as a more appropriate method by which to explore student attitudes, behaviours and experiences of feedback and tutorials. Following piloting the survey questions with the research assistant, minor changes to wording were made for clarity. No measurement of attitudes was attempted using attitudinal scales instead, ordinal data was captured to measure the importance between feedback behaviours over time and culture thereby capturing important variables such as age, year of study and country of secondary education.

Following reflection on the use of STUDENT SURVEY I, the instrument was modified minimally to expand Q10 to capture engagement with the personal tutor intervention and facilitate analysis of changes over time in the cohort's feedback actions, seeking indications of developing feedback literacy. STUDENT SURVEY II, March 2020 (Appendix VI) as also noted in Table 5.1 below.

| Q  | Purpose  | Literature Source   | Question  | Response Options  |
|----|--|---|---|---|
| 1  | Speed of response to feedback release                                    | Price et al., 2011.   | You were sent a Moodle email to tell you that grades and feedback had been released for [unit name]. When did you look at MyFeedback?   | 0 – not looked<br>1 – another day<br>2 – later same day<br>3 – immediately on notification  |
| 2  | Feedback Literacy. Accuracy/ability to benchmark; willingness to predict | Boud and Molloy, 2013; Carless and Boud, 2018; Pitt and Norton, 2019. | Before you looked at your feedback sheet did you have an idea in your head of approximately what you thought your grade for this work would be?   | 0 – I did not submit work for this unit<br>1 – No. I really had no idea<br>2 – Yes. I thought I had failed<br>3 – Yes. I thought my work was of Grade D standard<br>4 – Yes. I thought my work was of Grade C standard<br>5 – Yes. I thought my work was of Grade B standard<br>6 – Yes. I thought my work was of Grade A standard  |
| 3  | Grade primacy; usefulness of feedback                                    | Rand, 2017; Price et al., 2011; Mulliner and Tucker, 2017.            | What did you look at first?   | 0 – neither. I have not looked yet<br>1 – Feedback comments<br>2 - Grade  |
| 4  | Feedback Literacy. Accuracy/ability to benchmark; willingness to predict | Boud and Molloy, 2013; Carless and Boud, 2018; Pitt and Norton, 2019. | What was your actual grade?   | 0 – I can't remember<br>1 – I didn't submit<br>2 – IP/ TBC/ F-<br>3 – E/ F<br>4 – D+/D/D-<br>5 – C+/C/C-<br>6 – B+/B/B-<br>7 – A+/A/A-  |
| 5  | Active internal feedback processing                                      | Boud and Molloy, 2013; Winstone et al., 2017a;                        | How many times did you read the feedback comments?  | 0 – I didn't read them<br>1 – Three times or more<br>2 – Twice<br>3 - Once  |
| 6  | Active internal feedback processing                                      | Nicol and Macfarlane-Dick, 2006.                                      | Did you look back at your submitted work when you read the feedback comments to help you see what the marker was telling you?   | 0 - No. I didn't read the feedback<br>1 – No. I didn't look at my work when I read the feedback<br>2 – Yes, when I read the feedback 2 <sup>nd</sup> / later time<br>3 – Yes, the first time I read the feedback  |
| 7  | Grade primacy; Grade emotions  | Rand, 2017; Carless, 2006.  | Did you discuss your grade with your classmates or friends?   | 0 – No<br>1 - Yes   |
| 8  | Feedback dialogue, with peers  | Carless, 2015; Henderson, et al., 2019c.                              | Did you discuss your feedback comments with your classmates or friends?   | 0 – No<br>1 – Yes   |
| 9  | Feedback dialogue, with staff  |   | Did you contact a staff member to help you understand your grade and/or feedback comments?  | 0 – No<br>1 – Yes. Other. Please specify.<br>2 – Yes. I went to see the Unit Leader in a drop-in session<br>3 – Yes. I went to see the Course Leader in Open Office Hours<br>4 – Yes. I emailed the Course Leader<br>5 – Yes. I emailed the Unit Leader   |
| 10 | Feedback relevance; Feedback use.  | Carless, et al., 2011; Price, et al., 2011; Carless, 2015.            | You are now working towards your summative assessment in your next units. How have you used this previous feedback?<br><br><b>Modified for Student Survey II:</b><br>How have you used previous feedback in recent summative assessment submissions?<br><br>10a Have you discussed your previous feedback with your personal tutor? | 0 – I intend to look back at the feedback just before submission to make sure I don't make the same mistakes again<br>1 - The previous feedback is irrelevant to current units<br>2 – I have already looked back at the feedback to make sure I don't make the same mistakes again<br><br>1 – Previous feedback was irrelevant to recent submissions<br>2 – I looked back at previous feedback to make sure I didn't make the same mistakes again<br>3 – I took specific action based on previous feedback e.g. accessed language or study support<br><br>1 – Yes; 0 - No |
| 11 | Relevance of preparation courses   | N/A   | Did you study on one of the London College of Fashion's preparation courses for international students?   | 0 – No<br>1 – Yes. I studied Level 4 (IPF)<br>2 – Yes. I studied Level 3 (IISF)   |
| 12 | Country of prior study   | N/A   | Please select the country/region where you completed the majority of your secondary (high school) education prior to joining London College of Fashion  | 0 – Other (please specify)<br>1 – Australasia; 2 – Middle East; 3 – Africa; 4 – South America; 5 – USA; 6 – Japan; 7 – Korea; 8 – Pakistan; 9 – India; 10 – China; 11 – Russia; 12 – Scandinavia; 13 – Europe; 14 – United Kingdom  |

Table 5.1 Student Survey I design and modification for Student Survey II

### 5.4.2 Sampling

These samples were not intended to be representative of the whole FBS undergraduate population. A purposive sample was chosen to focus on one large course, BSc (Hons) Fashion Management, due to its significant international attainment gap and the course comprising over 50% international students. The timing ensured WORKSHOP I and STUDENT SURVEY I reached the student cohort when in Year 2, and then progressing into Year 3 at the time of STUDENT SURVEY II. This timing was designed to ensure Year 2 students had time to implement feedback strategies to impact their attainment as measured at the end of Year 3. Covid-19 limited this measurement as discussed in section 10.5. Additionally, this cohort were an appropriate sample as they were the first year group to benefit from the introduction of a dual awarding algorithm and despite several briefings had not understood that their Year 2 grades could influence their final degree classification.

The samples used in STUDENT SURVEY I and STUDENT SURVEY II whilst from the same cohort have different constituents as they were both sampled in teaching sessions where different students would have chosen to take part. In addition, for STUDENT SURVEY II the Year 3 cohort was increased in size by students returning from their year in industry, their Diploma in Professional Studies (DiPS).

Note that all students in the cohort at the time would receive the content of both WORKSHOP I and WORKSHOP II if they chose to attend the timetabled sessions both of which were presented as preparation for Year 3 study and induction respectively. All students were offered the opportunity of two individual progress tutorials. Only the participation in the research data collection, survey completion or focus group participation was by self-selection.

Survey completion was encouraged in the sessions and by leaving the surveys open for completion encouraged by follow up emails. Gender balance in the sample was not sought given the low numbers of male students on the course. Limitations are discussed in 10.4.

## 5.5 Research instrument 2: TUTOR FOCUS GROUPS

The two tutor focus groups are compared in Table 5.2. Both groups were recorded and transcribed then sent to the participants for verification. All identifiers were removed, and the anonymised transcripts were coded using Reflexive Thematic Analysis, presented in Chapters 6 and 8.

|                                      | TUTOR FOCUS GROUP I   | TUTOR FOCUS GROUP II  |
|--------------------------------------|---|---|
| <b>Purpose</b>                       | To elicit tutor opinions and attitudes on the role of the personal tutor and whether this could be used to enhance students focus on feedback to improve attainment on BSc (Hons) Fashion Management, especially for international students.  | Validation group to determine if there has been any change in tutor opinions and attitudes on the role of the personal tutor and whether this could be used to enhance students focus on feedback to improve attainment, especially for international students. |
| <b>When held</b>                     | 9 July 2019 following student optional tutorials with a feedback action focus.  | 9 June 2021 following one year of new Personal Academic Tutorial scheme in use across all UG and PG courses in FBS.   |
| <b>Participants</b>                  | 4   | 5   |
| <b>Sampling</b>                      | Purposive<br>Tutors from BSc Fashion Management only.<br>All year groups represented.<br>Diverse gender, nationalities, and experience.   | Purposive<br>Tutors from range of FBS UG and PG courses.<br>All year groups represented.<br>Diverse gender, nationalities, and experience.  |
| <b>Ethics</b>                        | Voluntary participation, informed consent, aware that contributions may be identifiable.  | Voluntary participation, informed consent, aware that contributions may be identifiable.  |
| <b>Stimulus material</b>             | None  | Summary of Student Focus Group findings   |
| <b>Facilitation</b>                  | Free-flowing discussion, minimal prompts by researcher to ensure relevance and all voices heard.  | Free-flowing discussion, minimal prompts by researcher to ensure relevance and all voices heard.  |
| <b>Sources of discussion prompts</b> | Role of tutorials (Lochtie, et al., 2018; Walker, et al., 2006)<br>Importance of relationships (Boud and Molloy, 2013)<br>Tutor perceptions of feedback (Mulliner and Tucker, 2017; Dawson, et al., 2019)<br>Can personal tutorial intervention be used to increase feedback literacy? (McChery and Wilkie, 2009) |   |
| <b>Further Details</b>               | Consent forms, protocol and questions in Appendix V<br>Coded transcript in Appendix XIX   | Consent forms, protocol, stimulus material and questions in Appendix X<br>Coded transcript in Appendix XXI  |

Table 5.2 Comparison of tutor focus group designs

## 5.6 Research instrument 3: STUDENT FOCUS GROUPS

### 5.6.1 Student focus group design

The student focus group series is summarized in Table 5.3 below. All groups adhered to the same protocol and questions which can be found along with consent forms in Appendix VIII. The purpose of the student focus group series was to elicit student lived experience of feedback processes on BSc (Hons) Fashion Management. The discussion was designed to follow up findings of the STUDENT SURVEY I (see Table 5.4), and explore student experience further, particularly how students use assessment feedback and how students interact with their tutors. All focus groups were recorded and transcribed then sent to the participants for verification. All identifiers were removed, and the anonymised transcripts were coded and analysed (see Chapter 7).

|                           | YEAR 1 HOME  | YEAR 1 INTERNATIONAL | YEAR 2 HOME | YEAR 2 INTERNATIONAL | YEAR 3 HOME | YEAR 3 INTERNATIONAL |
|---------------------------|--|----------------------|-------------|----------------------|-------------|----------------------|
| Date Held                 | 9/3/20   | 13/3/20              | 13/3/20     | 10/3/20              | 3/3/20      | 18/2/20              |
| Participants              | 8  | 1                    | 2           | 4                    | 5           | 5                    |
| Further Details           | Focus group protocol, questions and consent forms in Appendix VIII |                      |             |                      |             |                      |
| Coded Transcript Appendix | XV   | N/A                  | XVI         | XVII                 | XVIII       | XIX                  |

**Table 5.3 Student focus group design**

| Part | Focus area for stimulus question  | Relevant section of literature review | Relevant responses from Student Survey I & II                                 |
|------|---|---------------------------------------|---|
| I    | What is feedback? Where do you get it from? Who do you get it from? How do you get it?                              | 3.2, 3.3, 3.9, 3.12                   | N/A   |
| II   | What do you do with your feedback? How do you use it? Why don't you use it?   | 3.4, 3.5, 3.6, 3.7                    | Explore how put it into action & relevance                                    |
| III  | How does feedback make you feel? Who do you discuss it with? How useful are personal tutor discussions of feedback? | 3.8, 3.10, 3.11, 3.13                 | Explore success of Personal Tutor intervention to support feedback processing |

**Table 5.4 Student focus group question origins**

## 5.6.2 Sampling

All students on BSc (Hons) Fashion Management were initially invited to volunteer to take part in the research via email, moodle and in class invitations. Following low response rates, specific students were invited by the Student Liaison Assistant (SLA) to participate as recommended by Year Tutors who identified those students who would be comfortable offering their opinions on this subject. The purposive sample was stratified by year group to allow for comparison of opinions across year groups. The sample was separated into Home/Overseas to seek differences between the student groups. Across all groups a gender balance was sought as was a cross-section of achievement levels. Covid-19 limited the size and composition of these groups (see 5.7).

## 5.6.3 Facilitation

Unlike the tutor focus groups which I was comfortable to facilitate due to my open relationship with my tutor team and my position in the research as a PAT, on reflection I was concerned that the comments of student focus group participants could be influenced by my management position. I was keen to remove myself from the role of focus group facilitator to ensure students could hold an open and honest discussion of feedback without fear of their comments or participation in the research impacting their grades. The Student Liaison Assistant (SLA) was chosen as a facilitator for the student focus groups. The SLA was a student-facing administrator supporting student experience on the course, as a first point of

contact for student queries and student voice. The SLA therefore had a close relationship with students, seen as approachable and effective in helping them solve problems. The SLA had minimal experience of focus group facilitation, so the researcher gave a full briefing and devised a protocol and set of standardised open questions for consistent use in all focus groups. The SLA allowed the discussion to flow freely, with minimal prompting or management of less relevant discussion points and there was no follow up of interesting points as the protocol shaped the discussion structure.

## **5.7 Validity**

McNiff and Whitehead (2010) observed the importance of ensuring validity in AR. Rigorous coding processes (see 5.10) ensured that conclusions were developed from the evidence captured and reflected on during the research process. Covid-19 compromised the original research design to test validity using external validation groups (see 10.5). Internal validation was sought therefore through TUTOR FOCUS GROUP II.

## **5.8 Ethical considerations**

Elliot (1991) and McNiff and Whitehead (2010) agreed ethics to be central to AR so adherence to rigorous ethical procedures and adopting an ethical mindset throughout the study was of great importance. The ARU ethics process was followed to obtain ethical clearance confirming the appropriate consideration of relevant ethical issues.

Drawing on BERA (2018) principles and following ARU procedures, three areas of ethics were assured: protection from harm, privacy and confidentiality and voluntary informed consent. Potential psychological stress from participation in the study was recognised as minimal but nonetheless students were referred to UAL Student Services for support should it be required. Participants were assured that every step to protect their confidentiality would be taken but that it could not be guaranteed therefore they were able to withdraw from the study until the cut-off point. Awareness of power imbalances (see 4.4) and noted by Costley, Elliott and Gibbs (2010), ensured voluntary participation and informed consent was a particular focus. Participants needed sufficient information to be assured that issues of trust and disclosure had been considered and for them to judge whether to take part in the research without coercion. Whilst survey completion took place in a taught session to encourage participation, students were assured that they could refuse and there was no obligation nor peer pressure to complete (Trowler, 2011). In the taught session and on the documentation, the research aims, duration and process were explained, along with possible

psychological risks of participation. Also explained were the information retention policies and the steps taken to protect confidentiality. Tutor and student focus group briefings and documentation also addressed these considerations along with ensuring the transparency of processes of audio recording, transcription and verification. Focus group protocols also outlined aim of the research project to put participants at ease and explained that refreshments were provided as an incentive to participate. Examples of Participant information forms (PIFs) and Participant consent forms (PCFs) (Appendices V, VIII) demonstrate that informed consent was sought from all participants. Gatekeeper consent to access the student and tutor participants and use UAL contextual data was provided by the then Dean of FBS (Appendix XI).

## **5.9 Quantitative data analysis**

Analysis of STUDENT SURVEY I & II was undertaken using descriptive statistics, presented in Chapter 6. Whilst no inferential statistics tests were appropriate, the descriptive analysis supports the narrative. The mixed methods element of this study initially planned to analyse attainment data to seek potential support, not causal links, for the PedAR interventions. The 'no detriment' policies applied to graduating cohorts' grades throughout Covid-19 reduced the comparability of grades as discussed in 10.5, therefore no analysis of quantitative attainment data is presented in this thesis.

## **5.10 Qualitative data analysis**

### **5.10.1 Choosing a qualitative analysis approach**

The audio-recorded focus group data was transcribed manually, during which participants were assigned unique identifiers to assure their anonymity. The extensive transcripts did not include discourse markers such as pauses, laughter etc as a semantic focus was chosen rather than the interpersonal group dynamics. The focus group data was reduced and categorised by 'coding' (Miles, Huberman and Saldana, 2014) to determine the important content. Pre-determined a priori codes were generated from the questions which explored issues raised in the questionnaire. Additional themes were constructed from the focus group discussion data which also required coding. Coding is an active and reflexive process that Clarke and Braun (2013) acknowledge is positively influenced by the researcher. Such analysis therefore cannot be objective, but through mindfulness of my power and reflection on my coding processes I sought to recognise that my interpretations are influenced by my



positionality and experience, values and beliefs and my reading of the related literature. As coding is a highly subjective process, influenced by my pre-existing theoretical understandings and concepts, decisions on inclusion and exclusion of categories needed transparent justification.

### **5.10.2 Reflexive Thematic Analysis (RTA)**

The process of securing the choice of analysis method was iterative. Initially in line with my research approach and my desire for ordered processes, thematic analysis and its extension to content analysis were both considered as potential approaches. Whilst similarities in both methods are evident, the quantitative counting of code instances in content analysis would have resulted in low frequency observations being discounted. On reflection, as I wanted to attend to low frequency observations, a version of thematic analysis was more appropriate.

Initially I determined that a code-book approach best fit my quantitative followed by qualitative mixed methods design. Such an approach allowed me to craft my focus group questions from the questionnaire findings which in turn had been crafted from the literature. My focus group questions were therefore designed around a theoretical framework from the literature which gave me a priori themes to analyse against. As analysis proceeded it became clear there were other features of the focus group data that I wanted to highlight as important; the language used, my interpretations of what the students meant by their phrases and what the students were not saying. Following my initial planned analysis approach did not allow me to explore any of this detail in my data which I believed to be important to the understanding of the student experience, so I adapted my analysis approach to allow this greater degree of flexibility.

Thematic Analysis (TA) is a popular method for analysing qualitative data and several versions of the method have been developed. Braun and Clarke (2006, p.79), working in the psychology subject domain, originally defined TA as “*a method for identifying, analyzing and reporting patterns within data.*” Their attractively simple and theoretically flexible method of analysis is characterised by its emphasis on the importance of researcher subjectivity. As their thinking developed and they observed how researchers misused their intended process (Braun, Clarke and Hayfield, 2019) they distinguished their approach from other versions by renaming it Reflexive Thematic Analysis (RTA) (Braun and Clarke, 2019). RTA differs from most other approaches to TA in terms of both underlying philosophy and methods for developing themes and is widely used across the social sciences including education as it yields rich, detailed and complex description of data and patterns of meaning to answer research questions.

The dominant approaches in this study were deductive, latent and constructionist approaches with some elements of induction and focus on semantics. Braun and Clarke (2021) allow this mixed approach when the analysis is theoretically coherent and consistent. My theoretical framework gave me a strong idea of the kind of themes I expected to find so my analysis was initially largely deductive. Given that my focus group questions were derived from the findings of my questionnaire, I had a framework for analysis. I approached the data with pre-conceived topics I expected to find reflected there based on existing knowledge but I remained open to ensure all themes present were analysed.

Following initial review of the data I determined that the language used by the students to be important. The flexibility of RTA facilitated this addition. Hence the semantics and explicit content of what is said by participants was analysed. However, in line with my initial plans I acknowledged that most of the analysis was latent with my interpretation and assumptions underlying the data. This is a further example of how the flexibility of RTA supported the use of this approach.

### **5.10.3 Limitations of RTA and considerations of alternative approaches**

Whilst the flexibility of RTA appealed there was however a danger that the detail of the data may not be preserved in the process of theme creation. RTA allowed me to remain alert to my subjective interpretations and attend closely to the data to elements I highlighted were present and not my creation and equally that I did not ignore key themes. Braun and Clarke (2021) underlined the importance of using the approach that best fits the project and recognised that all analysis is influenced by the researcher. This philosophy fits well with a pragmatic action researcher and using a set method gave structure which fit well with my positionality, rather than using open coding techniques (Miles, Huberman and Saldana, 2014).

Braun, Clarke and Hayfield, (2019) criticised researchers for conflating different versions of TA, or who claim to be following RTA but instead create their own method. To avoid these pitfalls a rigorous, transparent process addressed each of their challenges in turn:

1. My understanding of RTA and consideration of alternative approaches is documented in section 5.10.3. RTA was chosen to fully embrace qualitative research values led by the research question. I recognised the subjective skill and position I bring to the interpretation of the data through a reflexive process where interpretations and meaning is contextual and enhanced by my knowledge. I ensured coding was open and organic with themes as the outcome and iterative theme development evidenced. I developed my coding methodology following the

guidelines, to ensure I adopted the same approach for all datasets. I did not use any other coders.

2. My understanding of the literature and assurance that my approach followed the recommended analysis methods is articulated in section 5.10.4.
3. I embraced the creativity and flexibility of RTA but tried to avoid 'methodological mash-ups' for example by avoiding line-by-line coding.
4. I recognised the theoretical flexibility and absence of *inbuilt* guiding theory, sets TA apart from other qualitative analytic approaches like grounded theory but as this does not mean TA is atheoretical, I specified the theoretical assumptions informing my engagement with TA.
5. I used RTA from a realist perspective to explore participants lived experience, assuming their expressed views represent their experience.
6. I recognised my skill of data interpretation in describing and reducing the data which strengthens the analysis so no other enhancement techniques are required.
7. I understood that RTA distinguishes between codes and themes with coding as the process of allocating data to themes. Codes as my units of analysis were combined into more complex multidimensional themes. Some nesting of themes into 'overarching' themes was observed.
8. I reflected on my understanding of themes as patterns of shared meaning, united by a central concept idea (Clarke and Braun, 2013) telling the complex story of my data e.g., Importance of emotions in feedback. I recognised that data topics, introduced by questions e.g., feedback sources are not themes but discussion topics that prompted wide-ranging responses.
9. I demonstrated my understanding that themes do not pre-exist in the dataset waiting for me to discover them. Through my effort, judgement and knowledge I actively created and developed my themes through my interpretation of the data which I acknowledge could be perceived differently by another researcher.
10. I attempted to be a critical, thoughtful researcher, reflecting on my use of RTA as a flexible starting point for sensitive and creative research, making it my own by justifying my choices aligned with my philosophical commitments and the purpose of my research.

I addressed Braun and Clarke's (2020) twenty questions for assessing TA research quality. I articulated, explained and justified my choice of RTA and demonstrated its consistency with my research questions. (Q1-3). I demonstrated the fit between RTA and the theoretical and conceptual underpinnings of the research and the methods of data collection and consistently applied this (Q4-6), attempting to avoid problematic assumptions and practices around TA. I

used RTA rigorously as a sole method of analysis, clearly specifying the guiding theoretical framework (Q8 & 9) and owned my own perspectives by recognising the influence of my knowledge and positionality on my data analysis (Q10). I described in detail the analysis processes used in Section 5.10.4 (Q11), ensuring they were true to RTA (Q12 & 13). I provided a thematic map in Chapter 9 to clearly locate themes as patterns of shared meaning (Q14 – 16) and focussed the discussion on the further actions and cycles that can be taken to ensure actionable outcomes (Q17). I attempted to avoid conceptual confusion and instead provide a strong analysis with the right balance of themes and theme levels, thus avoiding confusion between codes and themes, overlap between themes and ensuring a good balance of data extracts that match claims well (Q19), and avoid problematising the lack of generalisability of the findings (Q20).

Braun and Clarke (2019) proposed that RTA is well-suited where analysis is required across different sets of qualitative focus group data as there is no conception of data saturation as the collection of sufficient data to answer the research question is the prime objective. There should be no use of a structured codebook, where themes are determined in advance of analysis as this would limit the depth of engagement with the data. (Braun and Clarke, 2013). This seems at odds with the flexibility of their method as where a deductive approach is taken, the hypothesis informs the codes and even the question design.

Braun and Clarke (2021) do not conceive themes as passively emerging from the data once discovered by the researcher. Instead they conceive the researcher as actively constructing themes from the data in a purposeful attempt to answer their research question. This active construction of meaning for a specific purpose acknowledges that the interpretation will be biased as the researcher is effectively telling the story of their data through the unique lens of their positionality and assumptions.

RTA was designed to be versatile and flexible so it is not surprising that there are disagreements about when and how it should be used. Alternative approaches lie on a continuum with Coding Reliability approaches at the more quantitative end. These attempt to eliminate researchers' biases by developing hypotheses for checking against the data and they emphasize replicability which was not appropriate for this study as I wanted to recognise my reflexive interpretation of the data in this specific context rather than seek to control bias to ensure replicability.

Next on the continuum are codebook approaches, which suit describing and summarizing qualitative data, and are common in business research (King and Brooks, 2017). Whilst this structured approach was appealing it was discounted as it did not allow for any inductive

elements, where interesting data could be analysed if it emerged. So, my chosen approach needed some interpretive elements but not the free form of Interpretive Phenomenological Analysis (IPA). My personal preference and practicalities of the time I was able to devote to the analysis led me to an approach with some pre-defined structured approach, a framework to guide the rigour of the process rather than an entirely inductive approach where the design develops in response to the data and its analysis. The principles of the framework approach provide a systematic approach to qualitative data analysis allowing me to explore data in depth while simultaneously maintaining an effective and transparent audit trail, enhancing the rigour of my analysis (Smith and Firth, 2011). Ensuring data analysis is explicitly described enhances the credibility of the findings. Whilst elements of RTA share similarities with both IPA and Grounded Theory (Charmaz, 2014) I had already discounted this approach in research design (see section 4.5). My research question and my desire to construct an understanding of the student experience from their perspective, however messy and uncomfortable for me, led my need to adopt a more interpretive stance. My analysis method selection was driven by my pragmatic nature to want to follow some form of framework but a loose one with some element of induction so I could recognise interesting themes I found in my data. My choice of analysis method was strongly influenced by my desire to actively and positively recognise the insider bias that I introduced to my interpretations of the data through my management position and my prior experience. This method also allowed me to demonstrate how well I know my data as I believed it was important to transcribe it myself even though I removed myself from the focus groups to facilitate student honest sharing of opinions.

Initially my preference lent towards a more rigorous codebook approach, but as new findings emerged from my data that I had not anticipated in my codebook and the recognition that my position and understanding was biasing interpretations of the data I moved away from this planned approach. This is a strength as one single student comment or its absence became a theme which may not have been picked up as important if were counting instances for example in content analysis. My analysis was guided by my approach that the participants language was a transparent reflection of their experience.

#### **5.10.4 Using RTA**

The RTA method used followed Braun and Clarke's (2013) guidelines of a 6-step sequential analysis where each step built on the previous and where there was toggling back and forth between the steps. This section outlines the application of RTA, how the data was actively processed, and its meaning interpreted. As RTA is a flexible and organic method and allows

codes to evolve and shift during the process it is a personal process with no requirement for multiple coders nor need to achieve inter-coder reliability. As encouraged by Braun, Clarke and Hayfield (2019) this account demonstrates what happened along the way, how themes were combined and removed to demonstrate the rigour of the approach adopted. The phases were followed for each focus group discretely before any cross-group comparisons were undertaken. By following the same methodology for coding and theme identification for each group in turn, the aim was to ensure there were no omissions. The following account of the stages of analysis uses the Year 1 Home group (Appendix XV) as an example displayed in figure 5.3 below.

### **Phase 1 Data familiarisation**

Each focus group was manually transcribed from the audio files to ensure full immersion in the data. Notes were made whilst transcribing, facilitating reflection on the semantics used and the tone of comment although no attention was paid to pauses. Transcription and re-reading helped to ensure complete familiarity with the content of each dataset. Notes were then made in the margin of the transcript to signpost areas of interest, termed 'noticings' by Braun and Clarke (2006).

### **Phase 2 Generating initial codes**

Codes were used as shorthand labels assigned to identify words and phrases in the dataset that may be relevant to answering the research question. These can be seen in figure 5.3 as coloured highlighted text phrases in the margin. Coding was done manually, rather than using software, to ensure immersion in and constant reflection on the data. Codes were initially led by the question topics generated from the theoretical framework. Figure 5.3 shows the facilitator directly asked students to comment on where they found feedback (line 63) so "Feedback Source" was an a priori code. Additional codes were added as they became apparent in my interpretation of the data. For example, the indication that students would like more feedback was coded "Dissatisfaction" (line 67) despite no direct question being asked. Attention was paid to what the data was not saying as informed by the literature as much as what it was saying, also the language students used and the extent of agreement in the group. In this extract there was a recognition that feedback could be given verbally (line 71) coded "Feedback Source" and hinted that this was a constructive opportunity for "Feedback Dialogue" but later in that same sentence the choice of words pointed to the reason that the dialogue was appreciated was that it allowed their grade defence hence this section was also coded "Feedback justifies the grade" demonstrating active interpretation when assigning codes.

### Phase 3 Generating themes

The created codes were reviewed, and patterns of shared meaning identified as potential themes. Codes were combined into main themes or sub-themes; some codes were kept as outliers. In this extract the codes “Dissatisfied” (line 67) and “Feedback justifies the grade” (line 72) were combined under a theme “Consumer Attitude” along with other codes appearing later such as “Feedback Responsibility”, “Cost of Study” and “Job of Marking”. The decisions made to rationalise the codes into initial themes were influenced by my knowledge of the literature, my positionality and the purpose of interpretation despite every effort to remain open-minded. For example, the code “Agency” was retained as important (line 78) as this was evident in other datasets.

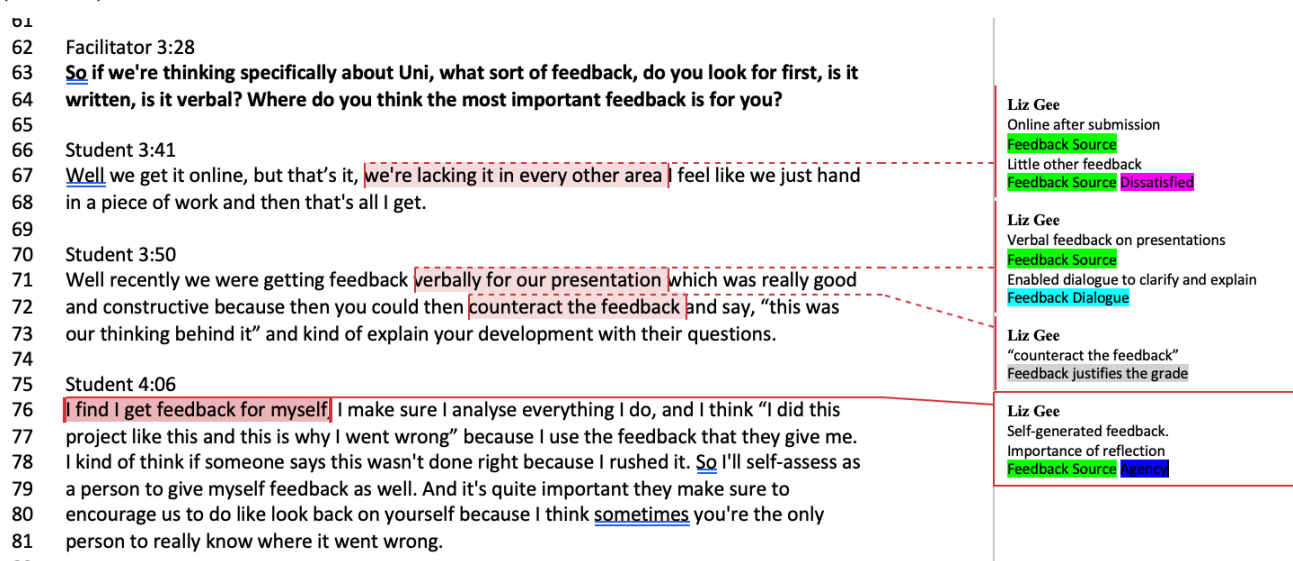


Figure 5.3 Data extract demonstrating code generation

### Phase 4 Reviewing potential themes

Themes were then checked back against the dataset to ensure they were present, accurately reflected and relevant to the research question. This phase ensured there were no omissions. Themes were then refined by splitting, combining and discarding to ensure they were useful and accurate stories of the data. For example, the theme of “Trust” appeared less important and was combined into the “Consistency” theme where the data extracts appeared to fit better. Themes were also re-labelled to be more informative. For example, the theme “Consumer Attitude” referred to above was expanded to encompass “Feedback Quality” as the latter was very much driven by the former. This wider theme was titled “Feedback Quality and the Education Transaction”. In considering each theme relevant to the whole dataset it was apparent that the theme “Consistency” could also have been subsumed into this wider theme, but it was decided to retain the separation.

Phases 3 and 4 for each dataset are visualised in thematic maps which highlight where some codes fitted two themes the subjective allocation of primary and secondary themes helped decisions of further combinations. A colour was allocated to the final theme then the subsumed codes revisited to colour in the allocated theme's colour. As each dataset was treated discreetly it was useful to produce staged maps and a summary comparative map to compare the datasets at the end of the discrete analysis rather than at stage 4 as suggested by Braun and Clarke (2006).

### **Phase 5 Defining and naming themes**

A detailed analysis of each theme was developed to capture its scope and focus and demonstrate how it helps understand the data. Each theme was given a concise, easily understandable and informative name. Each individual theme narrative builds into the overall story of the data. Continuing the above example, the themes of 'Consumer Attitude' and 'Feedback Quality' were combined into a re-named theme of 'High quality feedback as a value driver in HE'.

### **Phase 6 Producing the report**

Each focus group RTA is presented in turn as an analytic narrative using data extracts as evidence to bring each theme to life. Stage 3 and 4 of the process are presented with each theme narrative using line numbers to direct the reader to the relevant discussion in the transcript appendix. Verbatim quotes are provided to illustrate points with numbers in brackets denoting line numbers in the transcript appendix. As each focus group was analysed independently to preserve the integrity of each, codes are found to reappear in different themes in different groups due to the holistic context of the discussion thus validating the RTA approach using the interpretive skill of the researcher rather than a code-book approach.

At this stage it was decided to leave the initial codes rather than go back and recode to clean up the data. This decision was deliberate to ensure no pertinent differences in codes were lost, and one of the reasons that manual coding was felt to be better to preserve the nuances of meaning. This decision demonstrates the reflexivity and rigour in the RTA approach. Analysis of codes which appeared in more than one theme indicated areas of theme overlap. There are also examples of single codes reported.

In reducing the codes to themes a further pass of the data ensured that there was preservation of particularly powerful codes in the analysis which were reported on separately. Finally, comparative analysis of year groups and student status was performed



to combine and refine the stories which were then presented with reference to the literature. Themes were arrived at through holistic combination and influenced by the researcher's knowledge hence validation was sought via the tutor focus group reported in 8.2.

### **5.11 Conclusion**

By detailing the PedAR research design adopted for this study this chapter has shown how RTA fits well with a pragmatic researcher concerned about positionality when attempting to solve a pedagogic problem. The flexibility of RTA allowed elements of inductive and deductive approaches to co-exist in the analysis and allowed the semantics of the data, what the participants said, to be preserved in a largely latent approach reporting meaning. Above all, using RTA allowed me to recognise my active and creative influence on my interpretations of the data as the most compelling reason for its use. Dawson, et al. (2019) also used RTA in studying feedback. I believe students and tutors experience feedback as a reality and can have different experiences of that same feedback reality. I acknowledge that I bring my knowledge of feedback research to my analysis and active construction of themes. The following chapters present the findings, analysis and interpretation of each PedAR cycle in turn.

## CHAPTER 6: Cycle I findings, analysis and discussion

### 6.1 Introduction

Cycle I commenced with the collection of STUDENT SURVEY I (SSI) data at WORKSHOP I on 23 April 2019. The results of this survey are presented in 6.2. Over the following weeks, students in the group were invited to engage with their personal tutor in a PROGRESS COACHING tutorial to support their engagement with feedback. TUTOR FOCUS GROUP I was held to capture staff views on tutorials and the intervention with the aim of further modifying it for Cycle II. Cycle I findings comprise the analysis of STUDENT SURVEY I (SSI), TUTOR FOCUS GROUP I and STUDENT SURVEY II (SSII). Note that SSII data collection occurred as part of Cycle II, but it is presented here for ease of discussion in comparison with the pre-intervention SSI. Following analysis of the data collected using each method collected a discussion is provided which relates the findings to the literature. The final part of this chapter exposes the reflection on this analysis and the intervention modifications made for Cycle II.

### 6.2 Student survey I & II

#### 6.2.1 Sample Characteristics

|   | Student Survey I            | Student Survey II           |
|---|-----------------------------|-----------------------------|
| Cohort Size                               | 90                          | 117                         |
| Valid Responses                           | 36                          | 46                          |
| Response Rate                             | 40%                         | 39%                         |
| % of sample internal progression students | 17%                         | 17%                         |
| % of sample returning after DiPs year     | N/A                         | 33%                         |
| Cohort composition                        | 49% home, 51% international | 49% home, 51% international |
| Sample composition                        | 42% home, 58% international | 35% home, 65% international |

*Table 6.1. Survey sample characteristics*

Sample compositions, shown in Table 6.1 above and Figure 6.1 below, were largely reflective of the cohort (UAL dashboards, 2022) but with a higher response rate from international students. The cohort size for SSII increased as students returned to join Year 3 following their industry year termed Diplomas in Professional Studies (DiPs); this comprised 33% of the sample. The analysis below is organised into the three question themes.

## 6.2.2 Active feedback processing

SSI responses were given relative to the Year 2 unit Business Analytics, where the mode of assessment was an individual report. SSII responses were given relative to the Year 3 unit Strategic Fashion Management Part 1 also an individual report with direct curriculum links to an examination as part two of the unit assessment. Table 6.2 summarises the responses to questions designed to elicit an understanding of how students act on their feedback.

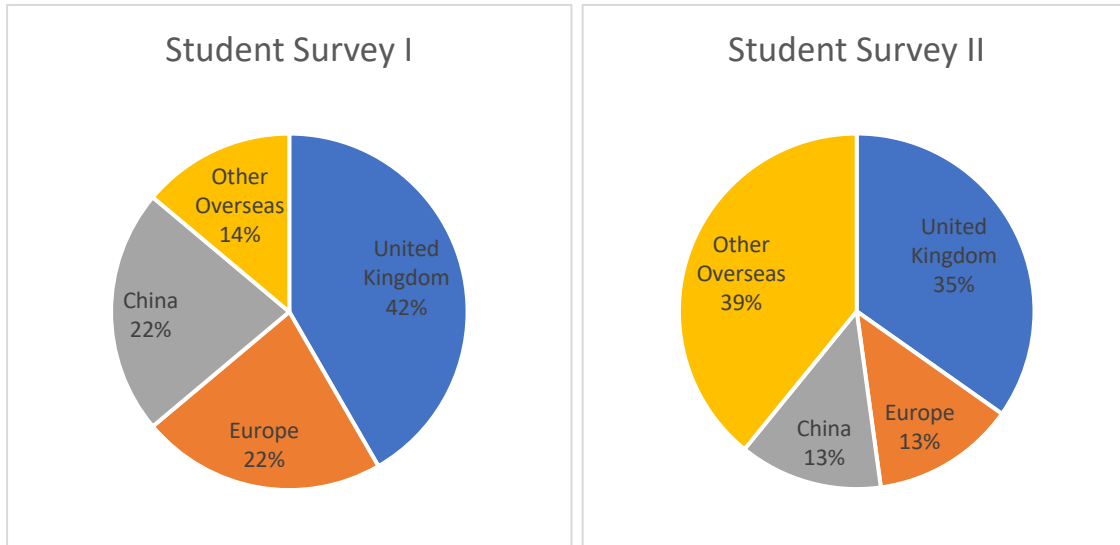


Figure 6.1. Sample composition: % students by country of majority of secondary education

|   | Student Survey I | Student Survey II | Change |
|---|------------------|-------------------|--------|
| Viewed feedback sheet immediately on publication                            | 89%              | 87%               | -2%    |
| Viewed grade before feedback comments                                       | 86%              | 98%               | +12%   |
| Viewed feedback comments twice or more                                      | 80%              | 74%               | -6%    |
| Looked at submission when viewing feedback comments                         | 50%              | 37%               | -13%   |
| Intended to act on feedback comments  | 69%              | 93%               | +24%   |
| Discussed grade with classmates   | 92%              | 80%               | -12%   |
| Discussed feedback with classmates  | 83%              | 67%               | -16%   |
| Discussed either grade or feedback with unit tutors                         | 35%              | 22%               | -13%   |
| Accessed Academic Support or Language Support following prior unit feedback | N/A              | 15%               | N/A    |
| Engaged with Personal Tutor to discuss feedback                             | N/A              | 30%               | N/A    |
| Engaged with Supervisor to discuss feedback                                 | N/A              | 41%               | N/A    |

Table 6.2. Active feedback processing responses

The students in both surveys show evidence of the grade being more important than feedback to them. This is more pronounced in SSII where the grade was understood to contribute towards their degree classification. The overt linkage to grade classification could explain the reduced numbers of students in SSII willing to discuss grades and feedback with their peers, although this remains high and both samples appear happier to discuss their

grade and feedback with their peers but less ready to engage with unit tutors. The reduced engagement with peers could also be explained by increased maturity, confidence in their ability to self-regulate and understand benchmarks which is explored in questions presented in 6.2.3.

There is evidence that students in both samples read and actively processed feedback comments although in SSI 31% of students questioned the relevance and transferability of the feedback to different units. In SSII an explicit link between this Part 1 assessment and Part 2 ensured greater relevance was perceived with only 7% not intending to act on the feedback given. This intention is questioned as 80% of SSII (vs 74% SSI) reported reviewing feedback comments twice or more and only 37% of SSII (vs 50% SSI) engaged with their original work when reviewing their feedback comments. 15% of the SSII sample reported actively engaging with non-FBS services such as language or academic support in response to feedback.

SSII provides some indication that the discussion of feedback with Personal Tutors was valued with 30% of the sample taking this opportunity. However, 41% of the sample preferred to discuss their feedback with their Final Major Project supervisor which could indicate this to be a closer academic relationship.

### 6.2.3 Feedback Literacy

The willingness and ability of students to accurately predict their grades was used as a proxy for feedback literacy and is summarised in Table 6.3 below. There is a change over time evident where slightly more students are willing to predict but their accuracy fell with more pessimism evidenced, possibly due to this being final year.

|                          | Student Survey I | Student Survey II | Change |
|--------------------------|------------------|-------------------|--------|
| Willing to predict       | 78%              | 80%               | +2%    |
| Made accurate prediction | 54%              | 43%               | -11%   |
| Over-predicted           | 32%              | 30%               | -2%    |
| Under-predicted          | 14%              | 27%               | +13%   |

**Table 6.3. Feedback literacy indicators**

Table 6.4 investigates the prediction accuracy further with the red zone indicating over-confidence and the green zone indicating under-confidence, the latter has increased over time and could be explained by the change in sample composition. In both surveys, inaccurate predictions were largely only one grade out.

| SSI         | Actual A | Actual B | Actual C | Actual D | Actual E/F | Total |
|-------------|----------|----------|----------|----------|------------|-------|
| Predict A   | 11%      | 8%       |          |          |            | 19%   |
| Predict B   | 5%       | 25%      | 5%       | 3%       |            | 38%   |
| Predict C   |          | 3%       | 3%       | 5%       | 3%         | 14%   |
| Predict D   |          | 3%       |          |          |            | 3%    |
| Predict E/F |          |          |          |          | 3%         | 3%    |
| No Predict  | 5%       | 3%       | 3%       | 8%       | 3%         | 22%   |
| Total       | 21%      | 42%      | 11%      | 16%      | 9%         |       |

| SSII        | Actual A | Actual B | Actual C | Actual D | Total |
|-------------|----------|----------|----------|----------|-------|
| Predict A   | 11%      | 6%       |          | 2%       | 19%   |
| Predict B   | 13%      | 17%      | 15%      |          | 45%   |
| Predict C   |          | 6%       | 6%       | 2%       | 14%   |
| Predict D   |          |          |          |          |       |
| Predict E/F |          |          |          |          |       |
| No Predict  | 9%       | 6%       | 2%       | 2%       | 19%   |
| Total       | 33%      | 35%      | 23%      | 9%       |       |

Table 6.4 Comparative predicted and actual grade distributions

Of the students who were unable to predict, 43% achieving A/B grades in SSI and 78% in SSII. In both surveys Grade B was the most frequently predicted and actual grade. Figure 6.2 below shows that whilst there is an indication of pessimism in a few, there is a generally good level of understanding.

|                          | SSI  |               |            | SSII |               |            |
|--------------------------|------|---------------|------------|------|---------------|------------|
|                          | Home | International | Difference | Home | International | Difference |
| Willing to predict       | 80%  | 80%           | 0%         | 69%  | 87%           | +18%       |
| Made accurate prediction | 46%  | 40%           | -6%        | 38%  | 33%           | -5%        |
| Over-predicted           | 27%  | 25%           | -2%        | 12%  | 30%           | +18%       |
| Under-predicted          | 7%   | 15%           | +8%        | 19%  | 23%           | +4%        |

Table 6.5 Comparative prediction willingness and accuracy by student status

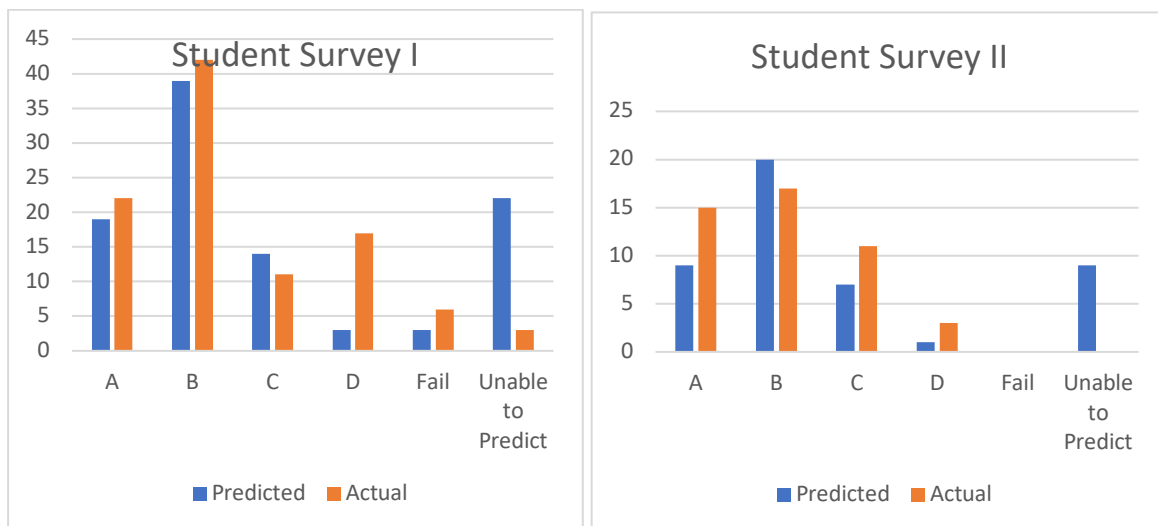


Figure 6.2. Comparative predicted and actual grade distributions.

On investigation of those unable to predict their grade, the prediction confidence of international students fell over time. 50% of SSI unable to predict were international students rising to 67% in SSII. Prediction confidence was higher in students who had completed DiPs year as 66% of those unable to predict had not completed this year. There were no

observable country of education patterns relating to this proxy for feedback literacy nor any pattern relating to DiPs year.

Table 6.5 shows that in SSII international students were 18% more willing to predict but less accurate in their predictions, more often over-predicting showing that there could be some difference in their understanding of Level 6 benchmarks. This could also be due to the different type of assessment as SSI is a more numerical report than SSII.

### 6.2.4 Sample bias and limitations

An element of self-selection bias is evident in both samples and the validity of the analysis is limited by this and the small sample sizes. SSI was collected in an optional timetabled session that higher performing students may be more pre-disposed to choose to or be able to attend. This can be demonstrated by comparing the grade profile of SSI to the overall cohort as demonstrated in Table 6.6 below.

| Grade | Cohort | Sample | Difference |
|-------|--------|--------|------------|
| A     | 8%     | 22%    | +14%       |
| B     | 31%    | 42%    | +11%       |
| C     | 18%    | 11%    | -7%        |
| D     | 38%    | 17%    | -21%       |
| E/F   | 5%     | 6%     | +1%        |

*Table 6.6 Comparative grade distribution of sample and overall cohort*

The sample size changed in composition as 33% of SSII comprised of DiPs returners who are known as high-achieving, well-motivated students who are more likely to attend taught sessions in person.

### 6.2.5 Discussion

These findings tend to support views that grade is the primary focus of the students, and that feedback is considered more as justification of the grade rather than helpful feedforward comments (Pitt and Norton, 2017). By not looking back at the work submitted when reading the feedback suggests that they are unsure how to use the feedback (Dawson, et al., 2019). There are indications that students cannot easily relate feedback from one unit to the next unless this is designed into the assessment of the unit. There are suggestions that students prefer to talk to each other about their grades and feedback and that this decreases into their final year but they are not willing to reach out to unit staff (Price, et al., 2011). There is some indication that the intervention where personal tutors have offered to discuss their feedback with them is well received and has potential benefits although some students indicate a

closer relationship with their Final Major Project Supervisor than their Personal Tutor and prefer to engage in dialogue with them. In terms of assuming willingness to predict demonstrates feedback literacy (Carless and Boud, 2018), this assumption can measure confidence and may indicate that international students are less confident about the standards of their work in their final year. The findings of these surveys provided indications that needed further investigation in the focus groups designed as part of Cycle II.

## **6.3 Tutor focus group I**

### **6.3.1 Analysis**

This focus group consisted of four tutors (3 female, 1 male) who work on the course in various subject disciplines and who each have a personal tutor group comprising up to 40 students. The group comprised representation from each year group and various nationalities (2 UK, 2 international). The tutors knew each other well and held a well-balanced, free-flowing conversation where little facilitation was required, and the voices of all participants were encouraged.

The analysis followed the RTA methodology presented in 5.10 with Figure 6.3 visualising the coding (Phase 3) and theme formation (Phase 4) processes. The four refined Tutor themes (TT) (Phase 5) are discussed in turn below with numbers in brackets referring to line numbers in the coded transcript found in Appendix XIV.

| Code                           | Primary Theme             | Secondary theme    | Refined theme   |                    |                    |  |
|--------------------------------|---------------------------|--------------------|---|--------------------|--------------------|--|
| Compulsory & Registered        | Wellbeing checkpoint      | Tutorial Processes | TT1. Pastoral Role: Single point of personal contact to signpost and reduce confusion |                    |                    |  |
| Timetabled                     |                           |                    |   |                    |                    |  |
| Wellbeing early warning system |                           |                    |   |                    |                    |  |
| One point of contact           | Single reference point    | Build relationship |   |                    |                    |  |
| Confusion                      |                           |                    |   |                    |                    |  |
| Lost                           |                           |                    |   |                    |                    |  |
| Large cohort                   | Support academic progress | Encourage agency   | TT2. Academic Role: to encourage agency and support progress                          |                    |                    |  |
| Structured preparation         |                           |                    |   |                    |                    |  |
| Reflection                     |                           |                    |   |                    |                    |  |
| Improve grades                 |                           |                    |   |                    |                    |  |
| Action plan                    |                           |                    |   |                    |                    |  |
| Timing                         |                           |                    |   |                    |                    |  |
| Understand & use feedback      |                           |                    |   |                    |                    |  |
| Academic support               |                           |                    |   |                    |                    |  |
| Understand curriculum          |                           |                    |   |                    |                    |  |
| Signposting                    |                           |                    |   |                    |                    |  |
| Poor attendance                |                           |                    |   |                    |                    |  |
| Digital Progress Passport      |                           |                    |   |                    |                    |  |
| Grade Primacy                  |                           |                    |   | Build relationship | Tutorial Processes | TT3. Build a personal relationship which supports student well-being and academic progress |
| More time                      |                           |                    |   |                    |                    |  |
| Personalisation                |                           |                    |   |                    |                    |  |
| Consistency                    |                           |                    |   |                    |                    |  |
| Nervous if don't know you      |                           |                    |   |                    |                    |  |
| Support decision making        |                           |                    |   |                    |                    |  |
| Build Relationship             |                           |                    |   |                    |                    |  |
| Family groups                  |                           |                    |   |                    |                    |  |
| Social events                  |                           |                    |   |                    |                    |  |
| Student background             |                           |                    |   |                    |                    |  |
| Tutor empathy                  | Tutor empathy             | Build relationship |   |                    |                    |  |
| Tutor strength                 |                           |                    |   |                    |                    |  |
| Cultural appreciation          |                           |                    |   |                    |                    |  |
| Rewarding                      |                           |                    |   |                    |                    |  |
| Counsellor                     |                           |                    |   |                    |                    |  |
| Living & studying abroad       |                           |                    |   |                    |                    |  |
| Second language                |                           |                    |   |                    |                    |  |
| Encouragement                  |                           |                    |   |                    |                    |  |
| Tutor training                 |                           |                    |   | Tutorial Processes | Consistency        | TT4. Clear tutorial processes and communication to ensure consistency                      |
| Coaching                       |                           |                    |   |                    |                    |  |
| Mentoring                      |                           |                    |   |                    |                    |  |
| Clear Purpose                  |                           |                    |   |                    |                    |  |
| Not unit specific              |                           |                    |   |                    |                    |  |
| Communication                  |                           |                    |   |                    |                    |  |
| Seminar sizes                  |                           |                    |   |                    |                    |  |
| Systems solutions              |                           |                    |   |                    |                    |  |
| Induction                      |                           |                    |   |                    |                    |  |
| Peer dialogue                  |                           |                    |   |                    |                    |  |
| Feedback seminar               |                           |                    |   |                    |                    |  |
| Pass/ Fail                     |                           |                    |   |                    |                    |  |

Figure 6.3 Tutor focus group I thematic map

### TT1: Pastoral role: single point of personal content to signpost and reduce confusion

The tutors made several references to the size of the large international cohort (178, 356) and how seminar sizes are too big (295). Several comments pointed to their belief that their primary role was to provide kindness and care to students especially in Year 1 summarised in the following quote:

“So many students say they just feel lost, for the first time in a strange country, many don't know who to turn to, there's no regular face, they're in massive lecture theatres and different groups” (433-5).

The tutors desired time to get to know each student as an individual so they become a reference point (47), reducing confusion (62) for the students. The importance of consistency (57) and relationship building was seen in an example where tutor swapped sessions with another and students who attended were nervous to find an unexpected and unknown tutor (54). Several tutors observed an increase in mental health issues (29, 36, 51) so they saw



individual personal tutorials as a “*necessity*” (20) to provide regular, timetabled (28, 213, 269) and registered (19, 212) checkpoints throughout the year. Tutors reported this well-being check as an early warning system (35) of potential issues. Tutors observed that personal tutorials cannot be optional as those who are struggling may not be able to come into college (31). They believed that consistent meetings support relationship building (89) and allow tutors to support student decision making (67) as students “*like having a regular face that they can contact and come to and ask questions*” (91).

### **TT2: Academic role: to encourage agency and support academic progress**

These tutors saw the academic role as secondary to the pastoral role. They reported that some students used personal tutor sessions as additional coaching opportunities to improve their grades especially when aiming to progress to master’s study (122). Others want to obtain advice on specific academic matters e.g., writing (127). Tutors noted wanting to support their students’ academic progress for example by encouraging and supporting them to reflect, read, use their feedback (34, 97) and take responsibility for their learning summarized by one tutor:

*“it’s important to have a way of getting them to think about their strengths and weaknesses and how perhaps they could improve their grades going forward, what they have learned from recent feedback etc”.* (21-23)

Tutors observed structured reflection could help students focus less on grades (339) by helping them to understand assessment levels and feedback comments, but this could happen in a seminar (373). They agreed that ungraded units shift student attention towards feedback comments, but students need help understanding how to use feedback (403).

### **TT3: Build a personal relationship which supports wellbeing and academic progress**

Tutors want time to invest (49) in getting to know each student as an individual (96) not in a group (220) and understanding their background, so they feel able to support all stages of their academic decision making (68) rather than just resolve crises. They want to stay with their students on their academic journey (77) building a relationship over time and in a social environment (440). Tutors believed the pastoral role can be rewarding for both tutor and student but not all tutors would want to do it (145). Tutors observed the importance of empathy (146) and that shared experience and perspectives were important. One tutor suggested that international students may be more comfortable with an international tutor who understands what it is like to live and study abroad, learn a new language and culture, and possibly some skill in their native language (163).

#### **TT4 Clear tutorial processes and communication to ensure consistency**

Tutors supported the use of a tutorial preparation sheet (20, 135) to be completed by students in advance of the tutorial to facilitate reflection. They believed this would direct the tutorial conversation, through exploring and helping students to understand their feedback through to creating an action plan (334) to improve their future work and attainment. Those who had used this preparation sheet saw the most benefit gained from a focused discussion (330). Consistency was mentioned several times (409, 414) in terms of briefing out the process clearly and consistently applying it (263), so students understand their role in the process and develop good habits (326).

In terms of clarity, the importance of the timing of these tutorials (202) was discussed along with the need to distinguish these tutorials from subject specific tutorials. Personal tutors were seen to be subject experts in their own area (184) and whilst they should understand the curriculum structure, they cannot be expected to answer questions on other subject specialisms. Students need to be clearly briefed to address subject questions in tutorial with the unit leader (194) as they want to ask all questions of one tutor (194).

Tutors observed that training was needed on the purpose and process of personal tutorials for staff (103) and in student inductions (341). Tutors believed the name of these tutorials to be important to signal their purpose and avoid confusion (106). Tutors also wanted good training in university services to aid their signposting role and called for a proper student record system (349).

#### **6.3.2 Discussion**

These tutors described two elements to the personal tutor role; an academic and pastoral function, both of which being underpinned by developing a personal relationship with the student (Lochtie, et al., 2018). Their discussion suggested that through building a relationship they could encourage students to take responsibility for their own learning (Walker, et al., 2006). They believed that students needed to be clear about the benefits of these sessions or else they would not attend, and time would be wasted. They agreed there is some benefits in using a tutorial preparation sheet to focus the discussion as offered in the intervention, although few of their students had engaged with this.

Tutors acknowledged that the poor NSS scores disclosed that students want to be known as individuals and that personalization of their education could be enhanced through an

effective personal tutorial system. Their discussion revealed that this is only part of the solution and smaller class sizes could also help make the big courses feel smaller.

Tutors also discussed the need for more consistency in summative feedback practice and good feedback guidelines, in terms of the teaching and marking teams on units and the importance of team briefings (409). Tutors wanted guidance on the quantity and content of summative feedback comments, the time allocation per piece, the use of pre-marking parity/moderation meetings to ensure a shared understanding of the marking criteria (402). There was no mention of formative assessment. It was suggested that a general feedback seminar after grades released would allow discussion with peers before personal tutorials (375).

## **6.4 Conclusion and reflection on Cycle I findings**

As discussed above the student survey findings prompted further questions that needed to be investigated through the student focus groups devised as part of Cycle II

Reflection on the tutor focus group led to the modification of the Progress Coaching intervention for Cycle II. Progress coaching was rolled out to all students on the course and renamed as Personal Academic Tutors to emphasise the academic support nature of the relationship.

1. Every BSc (Hons) Fashion Management student was allocated a named Personal Academic Tutor.
2. A tutorial curriculum was devised that addressed areas of focus relevant to each year group with compulsory tutor meetings scheduled for appropriate times in the academic year to build a relationship around a defined purpose.
3. Induction included an outline of the learning contract (student role) and a manifesto (staff commitment) plus an overview of the Personal Academic Tutor system.
4. Tutorial preparation sheet to be completed by all students and brought to their personal tutorial to focus the discussion.

These materials and details of the Personal Academic Tutor curriculum are found in Appendix XXII.

## Chapter 7 Cycle II findings, analysis, and discussion

### 7.1 Introduction

This chapter presents the findings from each of the five qualitative student focus groups of PedAR Cycle II. The analysis followed the RTA methodology presented in 5.10. The coding (Phase 3) and theme formation (Phase 4) processes are presented in thematic maps. Verbatim quotes, colour coding of themes and line numbers in brackets provide an audit trail to the transcript. Each focus group was coded and thematically analysed independently to preserve the integrity of each dataset. Combination of themes into refined themes (Phase 5) are then presented in turn with numbering conventions used to denote their origin e.g., H2.1 is the first theme of the Year 2 home group.

### 7.2 Year One

#### 7.2.1 Year One Home

This focus group comprised 5 female and 3 male students. Themes displayed in Figure 7.1 below were refined from the coded transcript in Appendix XV.

| Code                      | Primary theme    | Secondary theme | Refined theme  |
|---------------------------|------------------|-----------------|--|
| What is feedback?         | Feedback quality | Agency          | H1.1 High quality feedback is a value driver in HE               |
| Feedback sources          |                  |                 |  |
| High quality feedback     |                  |                 |  |
| Feedback in industry      |                  |                 |  |
| Feedback specifics        |                  |                 |  |
| Dissatisfied              | Cohort size      | Consistency     |  |
| Grade primacy             |                  |                 |  |
| Feedback justifies grade  |                  |                 |  |
| Feedback as a transaction |                  |                 |  |
| Convenience               |                  |                 |  |
| Cohort size               |                  |                 |  |
| Judgemental tutor         |                  |                 |  |
| Fairness                  | Agency           |                 | H1.3 Students need both motivation and agency to act on feedback |
| Lecturer's job            |                  |                 |  |
| Personal responsibility   |                  |                 |  |
| Desire to improve         |                  |                 |  |
| Acting on feedback        |                  |                 |  |
| Feedback as motivation    |                  |                 |  |
| Student engagement        |                  |                 |  |
| Self-assessment           | Consistency      | Cohort size     | H1.4 Actionable feedback is consistent                           |
| Shared responsibility     |                  |                 |  |
| Amount of feedback        |                  |                 |  |
| Unit structure            |                  |                 |  |
| Manage expectations       |                  |                 |  |
| Conflicting advice        |                  |                 |  |
| Personal relationship     |                  |                 |  |
| Trust                     |                  |                 |  |
| Unknown tutor             |                  |                 |  |
| Feedback dialogue         |                  |                 |  |

Figure 7.1 Year 1 home student focus group thematic map

### **H1.1: High quality feedback is a value driver in HE**

This dominant theme is echoed in the other themes of this group. These students viewed feedback as a constituent of their £9.5k annual fee transaction (260) and the resultant £60k+ debt (1027). This view was demonstrated in comments emphasizing the importance of receiving the feedback they “*have paid for*” (535). Grade was seen as prime with feedback comments seen as justification of the grade awarded (488) leading to their expectations of high-quality feedback describing exactly “*what went wrong*” with specific examples (216, 228) preferably annotated on their work (898). Platitudes, stock phrases (660) and vague (663) comments were seen as unhelpful; “*saying “well done”, do you want to give me a scratch ‘n sniff sticker as well, like I’m not in primary school!”* (620)

They strongly agreed there should be an opportunity to discuss feedback with the tutor who marked the work (314) so they could seek justification for the grade awarded, question the tutor’s judgement, and ensure the tutor has done their job properly (893). There was an expectation that tutors are “*accountable for the grade they give*” (280) as “*it’s not just students that are responsible for their grades, it’s the lecturers as well. If [you ask] for justification, they have to be able to give that to you*” (295). They discussed a positive experience of receiving feedback verbally following a presentation as this allowed them to defend themselves and to “*counteract*” (72) the feedback comments but, they acknowledge, “*there is only so much you can fight against what they are giving you as a grade*” (479).

This group acknowledged that feedback could come from other sources, but they focused on feedback comments provided after summative assessment submission. There was dissatisfaction that this is “*all we get*” (68, 268) and because of the delay and infrequency they expected every page of an assignment to be read and commented on in detail (555, 251). This theme is illustrated by the comment.

*“I do not think this is fair marking, you give me three months and I’ve got a page. Does this count towards the money that I’m putting in? And you’re sitting there going “well the grade’s not going to change” well where’s the feedback then? Where’s your justification? Sitting there telling me another teacher marked it!”* (350).

### **H1.2: Effective feedback is relational**

This group observed that peers, friends, and colleagues (48, 58) who know them well are valuable sources of feedback, but tutors are most important (44). Sources included ad-hoc feedback from seminar tutors and lecturers (794, 864) and self-assessment tests (800) but providing feedback was seen as a core role of the marking tutor, “*it’s what they are paid to*

do" (845). They believed that the large cohort size limited their individual time with tutors (229, 105) and because the course is so big (848) "*we are just names on a register*" (105) which pointed to a lack of relationships with staff (995).

Consumer expectations surfaced in their desire for teaching schedules to be organized to suit them (705) and to meet individually with the "*tutor responsible for their feedback*" (720), raising tutor accountability again (983). They recognized that, "*feedback is a lot more valuable when you speak to someone face to face... it connects to you more*" (110). They believed there is little benefit meeting with someone who has not marked your work as they will not have "*devoted time and attention to it*" (739, 843) and will not be able to clarify feedback comments (839, 878, 964, 972). They urged "*let us meet the marker, if you have questions, they should be able to provide answers...and give you all the feedback you need*" (885). They acknowledged the potential benefit of reviewing feedback with a personal tutor who gets to know their work over time (764).

### **H1.3 Students need motivation and agency to act on feedback**

They believed meeting with the marking tutor would help them understand exactly what the feedback comments meant so they could use them to move forward (985) and not repeat the same mistakes. Comments such as "*we care and we want to improve, we want to do our best*" (684) demonstrated their intrinsic motivation. They expected their hard work on an assignment (590) to be matched by tutors' hard work on their feedback (600) to show tutors care. They believed their tutors think that first year students do not care about their feedback (671). They admitted that they do not put in effort or care about their work if they are not going to get detailed feedback, "*if they're not going to care about my work then I only need to do enough to pass*" (601). They acknowledged that one poor feedback experience could be demotivating, and that feedback needs a balance of positive and negative comment to ensure it is not demotivating (171).

Feedback was valued by this group for its potential to help their learning and improve their work (8, 23) but their improvement interest centered on achieving a better grade (36); "*you're the only one responsible for the work, it's your criticism so if you don't do anything about it then don't moan about the grade*" (128). They disliked vague or generic feedback that does not help them move forwards (224). They recognized their responsibility for effort and practice and different student motivations exemplified in a discussion about referencing; "*so many have a defeatist attitude, they told me I can't do it so I can't do it. Everyone can do it you just have to try*" (149).

They recognized internal feedback, from being honest with themselves through reflection and self-assessment (76) as only they can understand why a piece of work went wrong, for example if it was rushed. They admitted that they may not read feedback if they anticipated it to be critical when they did the work at the last minute (190). They declared they were more curious to hear what the tutors say about their work when they have worked hard on it (194). Many admitted to looking only at the grade (159), whilst some discussed reading (159) and processing what went well and not so well (166). Different strategies adopted to process feedback were discussed including comparing comments to the original submission (116, 179), summarizing key comments (183) in a visual form or a table (208) and comparing feedback with friends (488, 528). They acknowledged it was their own responsibility to process and act on feedback (888) but noted some potential benefit of reviewing their overall progress, setting targets (930) and dissecting feedback comments further (934, 952) with their personal tutor.

#### **H1.4: Actionable feedback is consistent**

Consistency cut across the other themes from several perspectives. Specific and positive comments were seen as important to ensure they can build on their strengths (28, 354) facilitating consistent progress in their work. Consistency between tutors was an issue identified (802) particularly when multiple tutors work on a unit due to the course size (420, 555). Conflicting interpretations of feedback comments (464, 473) led their desire to talk to the marker. Consistency in the engagement of tutors with their work, noting that some really care (403, 453) and others care less which is exemplified in the amount of feedback they give as *“Feedback can be quite telling, whether a member of staff has done their job properly.”* (893). They also believed, *“ultimately feedback isn’t just a reflection of the student it’s a reflection of the teacher”* (1017). They wanted each student to receive a consistent volume of feedback as if one student gets significantly more feedback than another then students become concerned that there is favouritism (527) or the work has not been marked correctly (241, 344, 488).

#### **7.2.2 Year One International**

Due to the timing of the focus group as the Covid 19 pandemic was worsening, many international students had already returned home, summoned by their concerned parents. This focus group therefore had only one female participant. As responses could be attributed to the sole participant this data was removed from the analysis and thus no comparisons of home and international student attitudes in Year One could be drawn.

## 7.3 Year Two

### 7.3.1 Year Two Home

This group comprised two male students in a courteous discussion with turn-taking evident (150). Themes displayed in Figure 7.2 below were refined from the coded transcript in Appendix XVI.

| Code                    | Primary theme          | Secondary theme    | Refined theme                                    |
|-------------------------|------------------------|--------------------|--|
| Feedback sources        | Acting on feedback     |                    | H2.2 Specific feedback is actionable             |
| Feedback specifics      |                        |                    |  |
| Feedback timing         |                        |                    |  |
| Discrete units          | Cohort size            | Desire to improve  | H2.1 Impact of course size on feedback processes |
| Consistency             |                        |                    |  |
| Consumer attitude       |                        |                    |  |
| Disappointed            |                        |                    |  |
| Cohort size             |                        |                    |  |
| Grade primacy           |                        |                    |  |
| Assessment effort       |                        |                    |  |
| Formative feedback      | Formative feedback     | Acting on feedback |  |
| Unknown tutor           | Personal relationships | Cohort Size        |  |
| Feedback dialogue       |                        |                    |  |
| Personal relationships  |                        |                    |  |
| Personal responsibility | Desire to improve      | Acting on feedback | H2.3 Motivation to use feedback to improve       |
| Feedback emotions       |                        |                    |  |
| Feedback literacy       |                        |                    |  |
| Desire to improve       |                        |                    |  |

Figure 7.2 Year 2 home student focus group thematic map

#### H2.1: Impact of course size on feedback processes

This group focused on feedback received on summative assessments. They believed feedback to be given online and not in person due to the size of the course revealing an underlying assumption that more constructive and personal feedback would be received if the course were smaller. They noted previous experiences of constructive feedback being in person (153) and being co-constructed together with friends at a similar level, learning from each other's questions and "*coming together and creating more feedback*" (159). They noted that the large class meant students find it hard to make friends and are not comfortable in class (165, 564) as "*no-one speaks or asks questions*" (567) and there is an "*awkward vibe*" (583) which they believed limited informal feedback opportunities. They believed the large class meant tutors do not know students personally (170, 263, 266).

They discussed in-unit tutorials and proposed several ways in which these timetabled tutorials could be more effective. They noted these tutorials focused "*on the work that's being done instead of the way in which you're doing it*" (72) rather than "*building on what you've already done to make it better... they push you towards what you have to do next*" (79). They viewed these tutorials as a chance to ask questions (276) and problem solve to



complete an assignment (275, 279, 288) rather than an opportunity for individual formative feedback. They suggested staging these tutorials throughout the development of the assignment to be timely (298), with a formative feedback tutorial early on to shape the assignment's direction (310, 546). They wanted to submit work in advance so the tutor had time to read it thoroughly to give helpful comment in tutorial (315) noting *"often you can't see the real problems if you only look at it for 10 seconds"* (319).

## **H2.2: Specific feedback is actionable**

This group wanted feedback to include specific constructive criticism and praise (36), so they know what they are doing well as well as what needs to improve (37). Motivational and emotional aspects of feedback were implied as they admitted to ignoring vague, unhelpful, and negative feedback (187, 663) commenting, *"There's only so many times I'm going to read this thing if it's critical and not helpful. I'm not going to listen to you telling me what I've done wrong without telling me how to improve it"* (660). They observed that markers rarely gave examples (189) agreeing annotations to be helpful (194, 208, 618). They believed bland comments are *"not specific enough to be helpful"* (620); such as *"needs more analysis"* (48), or *"develop your research more"* (196) commenting, *"they would say what you are doing right and what you are doing wrong but not how do to more things right"* (51). This desired development of the negatives (41) implied motivation to improve; *"I would rather it be harsh, instead of dancing around it"* (349). They want to be told how to get a better grade (44, 678) and note *"feedback is definitely secondary to the grade"* (333, 736) wanting more feedback when awarded a lower grade *"If I'm doing well, I don't really mind what you say"* (334). They were puzzled by the balance of positive and negative feedback comments, recognizing tutors attempts at motivation, *"when I get a good grade it will say what's wrong with it then when I get a bad grade, I get almost only positive stuff"* (338). They noted the opportunity to talk through feedback in person would be beneficial (396, 414) particularly *"if I got a bad grade, I would really appreciate talking through with someone face to face why"* (420). This would help understand errors (501) and clarify *"how to improve, what I did wrong, what I did right, how I could develop things further"* (428, 536) as they believed the meaning of feedback can get lost in written communication.

This group discussed briefly seeking feedback from other sources and their discussions of feedback with friends on the course (65, 356) who they do not see can advise how to get a better grade (672). They mainly discussed feedback relative to summative assessment and noted the anonymity of markers limited opportunities to clarify feedback comments (188). They agreed an opportunity to discuss feedback and progress with their personal tutor would be helpful (387, 393). They considered working with their personal tutor to make an action

plan (493) could help make *“the specific stuff more general”* (508). They wanted help relating the discrete subject units as they observed *“our course is a bit of a mash up”* (520, 523) and it is hard to *“apply feedback from one thing to another”* (526) so they saw less relevance in tracking and monitoring their grades.

Discussions about workplace feedback illustrated their understanding of high-quality feedback when it is delivered by someone with whom they have a personal relationship (251) that is both specific and immediate, hence more readily actionable (255).

### **H2.3: Motivation to use feedback to improve**

These students displayed clear motivation to use feedback to improve: *“I always try to take it on board”* (111) and a degree of feedback literacy *“half the time I know what the feedback’s going to say and kind of expect it”* (134). They observed their agency is challenged by the time delay between submission and feedback: *“you get the feedback...I don’t really remember ... have to re-read your project”* (191). Those who do not use their feedback admitted this is a personal weakness: *“I read it once and I don’t go back to it which is stupid”* (223). Their emotional response to feedback is evidenced in the observation *“you’re glad you’ve got it done and you might have thought you did well, and then you get that [feedback] and it just ruins your day”* (657).

Comments revealed their lack of agency; unsure how to request more feedback (85) and being willing to wait for formal tutorial opportunities (88) rather than actively seeking additional feedback. They acknowledged not using available tools such as unit handbooks, marking criteria (635, 650) and being unsure how to get a better grade other than by starting earlier and spending more time on their assignment (678, 682).

They admitted that receiving a poor grade leads them to take improvement actions such as more closely reviewing the unit handbook and mark scheme for the next unit. They noted feedback to not be easily transferable across unit subjects (736) which are discrete (122). Even if feedback comments were useful for the current unit, they believed they are too late post-submission and less useful given their limited applicability to the next unit (114). This group valued general feedback such as on their writing style (209), as more transferable across different units. An example was given where general feedback on the layout of a business report was used to improve a subsequent report submission when combined with class examples (231).

They revealed disappointment in not being able to recall memorable feedback (602). Impersonal and general course feedback was unfavourably compared to other feedback they have received; “I’ve had feedback in the past where it has actually made an impact and it’s changed something” (606). “I’m completely aware of everything I’ve done wrong and how to improve it, outside of Uni, but I don’t necessarily feel that way in Uni” (624).

### 7.3.2 Year Two International Student Focus Group

This group comprised four female students of various nationalities including India and China. This group were relaxed and happy to debate and challenge each other’s opinions. Themes displayed in Figure 7.3 below were refined from the coded transcript in Appendix XVII.

| Code                    | Primary theme          | Secondary theme   | Refined theme   |
|-------------------------|------------------------|-------------------|---|
| Feedback specifics      | Useful Feedback        | Relational        | I2.2 Actionable feedback is timely and specific           |
| Feedback sources        |                        |                   |   |
| Balanced                |                        |                   |   |
| Feedback dialogue       |                        |                   |   |
| Timely                  |                        |                   |   |
| Consistency             | Consistency            | Relational        | I2.1 Actionable feedback is relational and consistent     |
| Subject specialists     |                        |                   |   |
| Bias                    |                        |                   |   |
| Personal relationship   | Relational             | Useful Feedback   | I2.1 Actionable feedback is relational and consistent     |
| Unknown Tutor           |                        |                   |   |
| Anonymous Marking       |                        |                   |   |
| Trust                   |                        |                   |   |
| Personal Tutor          |                        |                   |   |
| Signposting             | Achievement Focus      | Agency            | I2.4 Active feedback processing as a route to achievement |
| Desire to improve       |                        |                   |   |
| Track Progress          |                        |                   |   |
| Assignment Planning     |                        |                   |   |
| Feedback Processing     |                        |                   |   |
| Acting on Feedback      | Acting on Feedback     | Agency            | I2.4 Active feedback processing as a route to achievement |
| Feedback Literacy       |                        |                   |   |
| Feedback Emotions       | Feedback Emotions      | Achievement Focus | I2.3 Feedback processing is emotional work                |
| Grade Justification     | Grade Primacy          |                   |   |
| Grade Primacy           |                        |                   |   |
| Intended communication  | Contextual Differences | Achievement Focus | I2.5 Contextual differences impact feedback agency        |
| Language                |                        |                   |   |
| Tutor Workload          |                        |                   |   |
| Making a Fuss           |                        |                   |   |
| Personal responsibility |                        |                   |   |
| University Experience   | Agency                 | Achievement Focus | I2.5 Contextual differences impact feedback agency        |

Figure 7.3 Year 2 international student focus group thematic map

#### I2.1: Actionable feedback is relational and consistent

The theme of consistency recurred. They recalled feedback on summative assessment foremost (58) where they conceived it as a tool to improve their work (21), as “comment on the way you did your work and the quality of it just to know how to improve it” (9). It was important to them that feedback was private “only for us to see, it is also quite important that it’s personal” (14) and balanced, with positive and negative comments highlighting “what you can improve and what you did well” (25). They acknowledged that peers could be a source of feedback when they work together in groups (54).

This group discussed how the marker may not have taught them in the unit (36) which is a problem as they recognized differing tutor expectations so if the student knows the tutor, they can appreciate the feedback perspective (41) and ask for more feedback or clarification (45). They would prefer a personal meeting with their marking tutor (70) but recognized this was not current practice where the marking tutor is anonymous (84) to avoid bias (112). A personal meeting would help them to better understand “*why I got that grade and what I did wrong*” (72). They observed that they approached feedback differently when it is from someone who has not taught them in seminars who does not know how they work (81).

They suggested that the same tutor should grade a student’s work throughout the year for consistency (99) so at the end of the year there is “*feedback on how you developed academically throughout the year*” (96). They debated the difficulty of operating this in practice as tutors are subject specialists (121) but observed that some marking tutors teach so little of the unit students are “*not sure if they actually know what they are grading*” (128). They expected every marking tutor to know the teaching on the unit and be familiar with the assignment (156). For this group consistency appeared to be closely linked to relationships. They reported discussing feedback with parents and close friends (558) but see these discussions as of limited use because of the specialist nature of the unit content, teaching methods and assessment (586).

Some confusion and misunderstanding about the role of the personal tutor was revealed, who they are and how often they should meet with them, to the extent that they did not feel they had a personal relationship with them. They discussed their academic progress only briefly in personal tutorials (646) and agreed “*...it would be great to have a meeting after we get our feedback*” (840). They suggested working with a personal tutor to highlight mistakes and discuss how to improve (657) could be beneficial.

## **12.2: Actionable feedback is timely and specific**

This group perceived workplace feedback as very different to university feedback, with its immediate focus on practical task execution and personal skills. They noted the verbal, one-to-one relational and timeliness of workplace feedback enabled swift action and change (531) and they observed that the delay in university feedback breaks the momentum as they have moved on to a different subject (403). They expressed disappointment as the one time they requested more feedback, the delay in response meant they gave up:

*“I really wanted to find out why I got this grade and what I can do to improve and sit down and really have discussion about it, but it didn’t happen, so I felt a bit let down”* (638)

They perceived that anonymous marking allowed marking tutors to escape taking responsibility, deferring to the Unit Leader so students are passed around and give up trying to get more feedback on how to do better (325). They suggested tenacity is required to pursue tutors over a long period and many students will not bother. The idea of being reconciled with the grade (338) suggested their grade primacy and raised the emotions interweaved with the summative feedback process. They believed seeking additional feedback to not be worthwhile as *“it’s not like you can resubmit it and maybe get a better grade, that’s your grade and it’s just tough”* (342)

These students compared the immediacy of workplace feedback and the verbal discussion, to ad-hoc University opportunities e.g., after lectures, in open office hours (540) when they can get specific and timely feedback. They acknowledged that they must actively seek these opportunities but when they do, it is timely and useful in shaping their submission than the written post-submission feedback. They liked the immediacy of verbal feedback given following a presentation, although they noted this was strongly linked to an emotional response and a sense of relief.

### **12.3: Feedback processing is emotional work**

This group discussed the emotions elicited by feedback. One reason they liked verbal post-presentation feedback was the immediate confirmation that the tutor understood what they intended to communicate:

*“...the tutor is recapping whatever you said and whatever you did and then I think in your head you’re just like ok yeah like they felt the same way I did or yeah they grasped the same things I was trying to say so they understood so you feel a bit relieved when you get your feedback.”* (452)

Some students reported the feedback experience as highly anxiety-inducing and their relief to receive it, even if it is ‘bad’ so they can move on. One student reported being so anxious that they were unable to open feedback for two days (476). They reported grades affecting their mood; a low grade leaving them feeling upset and sad, a good grade leading to feeling relieved, empowered, and satisfied. They reported *“annoyance”* (484) with useless general feedback comments. They described *“frustration and upset”* (995) when they perceived

feedback comments to be inconsistent with the grade; where suggested further improvements, perceived as negative comments accompanied an A grade or where a D grade is awarded but feedback comments are positive and motivational. They described annoyance when boundary grades are awarded (B+ instead of A-) but no justification given of why the lower grade was appropriate.

These students observed their memory of feedback as clearly linked to the emotions elicited. They only remembered feedback that was very negative or something they cared about (437) relating this to achieving a higher grade *“I remember something I really need to improve to get a good grade... the specific feedback”* (440). Memorable feedback is given against each criterion with a specific explanation of how to reach a higher grade (1038).

This group discussed the emotions elicited on receiving feedback in the workplace; how hard it is to hear negative and personal feedback. They acknowledged how important it is to recognize and correct faults demonstrating their desire to use feedback to improve (421).

#### **12.4: Active feedback processing as a route to achievement**

This group recognised using feedback helps improve (508), but they are frustrated by general comments which *“state what you’ve done ...most of the time I do agree with the feedback but agreeing with the feedback is different from using it”* (525). These students have learned to disregard unhelpful feedback leading to their fixation on grades:

*“Last year I was always focused on the feedback but now I know that they’re not very useful so now I just look at the grade and yes read the feedback, but I don’t give them the right importance because I know at the end, they’re not useful”* (499)

This group evidenced active processing of their feedback. Some described how they look at the grades against each of the individual marking criteria first before looking at the overall grade and only then the feedback (171). Others described processing that shows a degree of feedback literacy such as assessing the strengths and weakness of their work against the criteria and then reading the feedback (177):

*“I first look at the overall grade and then I look at each grade for each part ... if I don’t agree with a specific grade then I go back to the unit handbook to see what the teacher expected me to do, and I go back to my assignment just to actually understand if I did something wrong”* (183)

Some students looked back at their submission to help understand the feedback comments (189) but often only in response to negative comments. They reported ignoring comments they do not agree with (193) especially if told in class to not focus on a particular aspect that then comes back in a negative feedback comment (207) which they relate to markers not having taught them in class. They reported comparing their work and feedback with selected peers but think *“this is not a good thing to do”* (225) as they are looking to see *“where theirs is better and what they did that I didn’t do”* (226). Then the comment *“If I still feel I’m not being justified then I take it to the tutor and ask them”* shows some grade primacy (228) and a belief that if they do not agree with the grade, they can contest it (184). They note a willingness to share their work and feedback with close friends and others who ask (231).

This group observed *“they don’t really tell you what you actually did wrong so you don’t understand what you can do with it”* (260) or *“how we can improve how we can do better”* (518) implying that they recognize actionable feedback needs to be specific. They noted reviewing their own grades to see their progress since the first year (245) with a specific example of using feedback comments about writing style (247). They noted that feedback often highlights the negatives (993) which does not help them continue doing the good things well (268). Similarly, a low grade with feedback listing all the positives does not help them understand what went wrong or how to improve (282, 999) as *“It should offer a solution with a bit of positive reinforcement, so you know what to do differently next time and you remember it”* (296). Feedback comments are seen often as a *“summary of your submission”* (277), *“we maybe get a low grade but don’t really know why we got that grade”* (518), at best comments justify the grade awarded but may not detail *“what you expect of me in order to get a higher grade”* (987).

This group described various approaches to workload planning (662) and agreed a specific action plan based on assignment feedback would be useful. They observed a lack of opportunity to put feedback into action until the next assignment which could be very different in content and format (705). They appreciated that their personal tutor cannot help with everything but could signpost help with specific issues for example, to the Language Centre for help with academic writing or to the library for help referencing (723). They observed that without specific guidance they repeat the same mistakes (731).

Some students reported relying on Moodle and keeping no separate record of their feedback (446, 857). One student described active feedback processing by taking screenshots of feedback sheets and filing by grade then reviewing them before a submission to ensure the good points are continued in the next assignment (870). They recognised that their units are

different (898) so transferring the learning is hard. Nonetheless, one student reported searching for similarities in assignments and opportunities to take their learning forwards by listing their grades, reviewing and reusing successful strategies from previous assignments (883).

### **I2.5: Contextual differences impact feedback agency**

Some of these students reported not wanting to “*make a fuss*” or create additional work for busy tutors by requesting additional feedback (602) although they agreed they were more likely to contact tutors if they received a low grade. This group observed an important role of the personal tutor in signposting and suggesting additional resources. They did not report actively seeking additional help as their personal responsibility (745, 753). They recognized the importance of extra-curricular opportunities such as industry lectures for their learning but expected to be directed to these (776).

These students reported no problems understanding the language used in feedback comments (345). They preferred to meet with the marking tutor believing feedback received in dialogue to be more easily clarified and comprehended than written feedback where the meaning can be lost. They observed finding grading criteria difficult to understand (362, 919) as definitions of some terms differ from dictionary definitions. They admitted knowing “*kind of*” but not “*exactly*” what to do to get a good grade (932) and used submission checklists to help (956), often waiting for these to be released before writing their assignment hence believing these come too late.

## **7.4 Year Three**

### **7.4.1 Year Three Home Students Focus Group**

This group consisted of five female students who knew each other well and held a well-balanced, free-flowing conversation where little facilitation was required. Three of the five students had taken an optional intercalated industry year referred to as Diploma in Professional Studies (DiPS). Themes displayed in Figure 7.4 below were refined from the coded transcript in Appendix XVIII.



| Code                   | Primary theme        | Secondary theme       | Refined theme   |                       |                     |  |
|------------------------|----------------------|-----------------------|---|-----------------------|---------------------|--|
| Feedback sources       | Feedback Useability  | Transferable Feedback | H3.1. Students as consumers of feedback               |                       |                     |  |
| Feedback specifics     |                      |                       |   |                       |                     |  |
| Feedback Format        |                      |                       |   |                       |                     |  |
| Feedback volume        |                      |                       |   |                       |                     |  |
| Feedback timing        |                      |                       |   |                       |                     |  |
| Balance                |                      |                       |   |                       |                     |  |
| Discrete units         | Grade Primacy        | Motivational source   | H3.2. Parity of experience is a concern               |                       |                     |  |
| Grade Primacy          |                      |                       |   |                       |                     |  |
| Grade Justification    | Parity of Experience |                       |   |                       |                     |  |
| Contact time           |                      |                       |   |                       |                     |  |
| Cohort size            |                      |                       |   |                       |                     |  |
| Consumer Attitude      |                      |                       |   |                       |                     |  |
| Parity of experience   | Relational Dialogue  | Motivational source   | H3.4. Feedback as a relational dialogue is motivating |                       |                     |  |
| Consistency            |                      |                       |   |                       |                     |  |
| Tutor Relationship     |                      |                       |   |                       |                     |  |
| Feedback dialogue      |                      |                       |   |                       |                     |  |
| Peer Feedback          |                      |                       |   |                       |                     |  |
| Comparison             |                      |                       |   |                       |                     |  |
| Known Personally       |                      |                       |   |                       |                     |  |
| Problem Solving        |                      |                       |   |                       |                     |  |
| Care                   |                      |                       |   |                       |                     |  |
| Career guidance        |                      |                       |   |                       |                     |  |
| Share with peers       |                      |                       |   |                       |                     |  |
| Transferable Feedback  |                      |                       |   | Transferable Feedback | Feedback Useability | H3.3. Receiving feedback is emotional work that impacts motivation |
| Formative Feedback     |                      |                       |   |                       |                     |  |
| Anonymous Marking      |                      |                       |   |                       |                     |  |
| Feedback Processing    |                      |                       |   |                       |                     |  |
| Feedback literacy      | Motivational source  | Parity of Experience  | H3.5. Learning as a social experience is motivating   |                       |                     |  |
| Desire to improve      |                      |                       |   |                       |                     |  |
| Motivation             |                      |                       |   |                       |                     |  |
| Feedback emotions      |                      |                       |   |                       |                     |  |
| Tracking Progress      |                      |                       |   |                       |                     |  |
| Valuing Uni Experience | Student Engagement   |                       |   |                       |                     |  |
| Choice                 |                      |                       |   |                       |                     |  |
| Student engagement     |                      |                       |   |                       |                     |  |

Figure 7.4 Year 3 home student focus group thematic map

### H3.1: Students as consumers of feedback

This group observed the importance of volume and format of feedback comments (34,67,70) in addition to their content which pointed to their self-identification as consumers of feedback. They discussed how feedback forms an important part of the value tutors provide in their learning contract which was linked to a desire for more contact time (165, 313).

They admitted checking the grade first (323) demonstrating it to be more important to them (10) than the feedback comments. They observed they may only read the feedback comments if the grade is not as expected (230, 324) and expected feedback to explain any mismatch between the grade awarded and that they believe their work deserves. Feedback comments are seen as grade justification (340) illustrated by, “*you do all this work to then get a mark, but you don’t know where that came from or why*” (133).

They wanted specific feedback comments that can be taken forward (332) and believed constructive feedback to be motivating (895). They used emotive words such as

*“disheartening”* (909) when they discussed not knowing if they are on the right track. They observed that asking for feedback clarification can be seen by tutors as *“complaining”* (175), perceiving tutors as defensive and responding to requests for help in understanding as if they were challenging their grade (186).

They acknowledged the unique third year personal relationship of working with their dissertation supervisor but did not conceive this as an ongoing process of formative feedback. They felt supervisor allocation unfair and wanted to choose as tutors have different specialisations (784). They observed inconsistency in the way tutors set milestones (857, 867, 885, 894), the amount, type, and frequency of formative feedback (807) with annotations being preferred as specific detail (843). They wanted tutors to structure tutorial meetings to keep them motivated (890) and on track to meet the deadline (870) rather than taking personal responsibility. They noted the importance of personal formative feedback in the final year (756) instead of group formative feedback sessions.

They wanted balanced motivational feedback, *“critical about how you can improve”* but also *“praise so you know what you do well”* (976). One student discussed how being told her approach to data collection was good motivated her to take this same approach to improve her research philosophy (979). They observed practical and emotional dimensions of good feedback that *“gives you the resources to help and make us feel good about our work”* (986). Their discussion focused on summative assessment feedback with no mention of actively seeking feedback themselves. They recognised that feedback could come from varied sources such as peers or academic support tutors, a necessity due to insufficient tutor contact time in the large cohort.

### **H3.2: Parity of experience is a concern**

Parity of experience is expected in any feedback situation (438). They discussed a Q&A session that followed a formative presentation, comparing the unequal volume and depth of questioning to other students in their group. They emotionally described this as being *“ripped to pieces”* (452) with a motivational impact as they *“came out feeling really rubbish”* (476). They perceived Q&A as feedback with one student noting that being asked few questions equated to receiving little feedback. This session was seen as a missed opportunity to ask tutors questions (530) with the time constraints of the large cohort preventing feedback dialogue (537). Another example of a poorly managed peer feedback experience where a lack of discipline and consistency left students disinterested and demotivated (570).

This group observed that formative feedback differs due to variable unit practices resulting in many frustrating missed opportunities with tutorials too close to hand-in dates to be useful in improving the submission (271, 725). Formative feedback received in group discussion following exam practice was not viewed as valuable; they expected individual comments on their mock papers (748).

Assessed presentations were discussed as providing a specific feedback environment. Some recognized that watching others present provides an opportunity to benchmark their own work (99) and obtain valuable peer comment on their work (74) whereas others valued only tutor comment. A panel of tutors discussing their work was not perceived as useful feedback dialogue. They expected tutor consensus on constructive, specific actions to take forward (423, 617) and did not appreciate this opportunity to hear different academic perspectives as they seek "*right answers*" (431, 610). They understood that cohort size meant multiple tutors taught on one unit making ensuring a consistent experience difficult.

They saw potential value in discussing feedback with personal tutors but were concerned about different interpretations by tutors who had not marked the work (993, 1006). Parity of experience with their dissertation supervisor was also expected (1093) and they strongly believed Course Leaders should address tutor parity to preserve course quality (1138). One student discussed a willingness to seek feedback from Academic Support, motivated to seek feedback from other sources when their course tutors were not meeting expectations (1113).

### **H3.3: Receiving feedback is emotional work that impacts motivation**

Students referred to the emotional dimensions of receiving feedback, reporting feelings of panic when grades are released (22, 322). Some described the power of feedback to motivate them to work hard (595) but only when it is specific enough for them to be able to put it into action (913). They reported sharing by asking their friends "*how do you feel about your feedback*" (419).

They recognized acting on feedback to be hard work so needed it to be easy to use, in bullet point format (34), related to marking criteria (59) and not standard "copy and paste" phrases (129). Comments should give specific examples of how to improve their work, even if it is excellent (44, 55, 147, 381, 588) they need to understand why so they can build on this strength (945). They reported a willingness to invest effort in feedback processing such as re-watching video feedback to help them understand how to improve (478). They noted how feedback helps them to "*pick apart their own work*" (70) and welcomed criticism when it is constructive (468) with clear direction on how to resolve an issue (946). They noted the

delay in receiving feedback as a barrier to their motivation to use it (16, 1001). They looked back at prior work (25), and some tried to relate feedback to other pieces of work (26, 332) but noted this as hard to do where the subjects are discrete (171, 274) and learning is not cumulative. A good practice example was given where feedback on the first part of a unit supported attainment on the second part (357).

#### **H3.4: Feedback as a relational dialogue is motivating**

Several students wanted a planned individual feedback discussion to aid clarification, understanding and action (151, 157, 194, 532). They reported reticence in asking tutors for clarification, for fear of appearing to be complaining about their grade (175, 182, 186). They observed anonymous marking (12, 202, 399) as frustrating their efforts to develop their understanding despite increasing fairness. They appreciated seminar time to discuss feedback with tutors and peers (253) but reflected that their course structure was not conducive to feedback conversations (274) as after hand in, “...*you move on to new tutor, new subject and there was never that opportunity to talk about what went wrong and what we need to work on*” (274).

This group wanted individually tailored and personalized feedback so, “*I know people care*” (332, 338) but observed that large class sizes limited individual feedback opportunities (539). They valued video feedback as personal and can be revisited to extract meaning (480) and observed a dislike of standardised “*cut and paste*” phrases (129) and feedback “*comments feel rushed, not in depth*” (144).

These students had experienced several different personal tutor initiatives; from being part of a ‘tutor family’ in their first year where the experience varied depending on the tutor, to an unpopular optional personal tutor system in their second year (281, 285, 292, 1406). They wanted one tutor to act as an academic advisor across their whole university journey with whom they could develop an open relationship of supportive ongoing progress monitoring and holistic development (281, 301, 1371, 1389, 1428). They articulated value in personal tutors working with them to support feedback interpretation (961, 991, 1023, 1414) and action (1321). They recalled examples from the current trial as motivating where they had discussed feedback (1024) and analysed their achievements in terms of predicted degree classification (1027, 1058). They perceived tutor contact time as minimal (1396) and questioned “...*how can they give us more feedback if they don’t see us*” (311) An example of good personal tutor practice was described as “*rare*” (1053) when the tutor looked at the feedback from the first part of the unit assessment and suggested how to take forward good practice in the rest of the unit (1052).

They observed developing a personal relationship (1404) to help them feel comfortable discussing career aspirations (1413) and preferred separate personal and dissertation tutors in Year 3 as career uncertainties can hamper dissertation progress (1426). The dissertation relationship is seen as prime in year 3, these students reported seeing the benefit of having a personal tutor work with them setting actions and goals to help them track their progress and move forward even if they already do this on their own (1357). Notably some said they needed the *“pressure of a deadline to make me do the work”* (1366) and this need for extrinsic motivation could add to their expectations. They disagreed with personal tutor meetings being optional but suggested the choice of personal tutor could be optional so they can meet with the tutor they feel is most relevant to them or they are most comfortable with (1446). They observed that optional tutor meetings are poorly attended as *“a lot of people just don’t bother signing up to it because they don’t have a connection with this tutor”* (1445). One student considered their personal tutor is not for giving feedback but for helping with personal problems. They noted a shift as Year 3 progresses with the personal tutor needing to give career guidance and share personal contacts rather than just focus on feedback (1466).

### **H3.5: Learning as a social experience is motivating**

This group described their learning as a social experience; working with like-minded friends, motivating each other to meet in the library to discuss their work, helping each other edit drafts (108, 939, 1271) and being *“spurred on by the people around you”* (1297). They described supporting each other and sharing feedback (404, 419, 422, 928) but viewed this replacing a contact hours deficit rather than an informal feedback opportunity that is integral to the HE experience: *“since we don’t have enough contact hours, we have to make our own”* (1314). Dissertation peer group meetings sharing initial ideas were noted as helpful and they wanted to keep these discussion groups going; again, linking back to a lack of contact time and inconsistency of experience (1180) and they also noted the differential engagement of students in the group impacted the quality of the peer feedback (1223).

Returning DiPS students particularly noted their closeness and need to discuss their feedback, *“We look to each other for a lot of feedback”* (1324) share ideas, compare and collaborate (926). They dismissed in-class peer feedback opportunities citing the varying engagement of their cohort impacting the quality of peer feedback (551, 582, 1190). They criticised the work ethic of many of their non-DiPS peers, *“I didn’t know how many hours in the day until I did DiPS”* (1291), *“if I hadn’t done DiPS, I would be completely different”* (1293).

## 7.4.2 Year Three International

This group consisted of five female students of varying nationalities: one US, one Chinese, two Indian and one Taiwanese. Two of the five students had taken the DiPS year. Themes displayed in Figure 7.5 below were refined from the coded transcript in Appendix XIX.

| Code                    | Primary theme          | Secondary theme      | Refined theme  |
|-------------------------|------------------------|----------------------|--|
| Feedback sources        | Actionable feedback    | Parity of experience | I3.1. Receiving or seeking feedback?   |
| Feedback format         |                        |                      |  |
| Critical awareness      |                        |                      |  |
| Balance                 |                        |                      |  |
| Generalisability        |                        |                      |  |
| Discrete Units          |                        |                      |  |
| Feedback Timing         |                        |                      |  |
| Tutor inconsistency     | Parity of experience   |                      | I3.2. Consistency as a barrier to feedback uptake                            |
| Tutor accessibility     |                        |                      |  |
| Consumer attitude       |                        |                      |  |
| Parity of experience    |                        |                      |  |
| Assessment effort       |                        |                      |  |
| Cohort size             |                        |                      |  |
| Grade Primacy           |                        |                      |  |
| Marking practices       | Feedback processing    | Actionable feedback  | I3.3. Processing feedback to move learning forwards                          |
| Feed forwards           |                        |                      |  |
| Choice                  |                        |                      |  |
| Motivation              |                        |                      |  |
| What went well          |                        |                      |  |
| Assessment Literacy     |                        |                      |  |
| Desire to improve       |                        |                      |  |
| Acting on feedback      |                        |                      |  |
| Active seeking          |                        |                      |  |
| Feedback processing     |                        |                      |  |
| Reflection              |                        |                      |  |
| Feedback as guidance    |                        |                      |  |
| Feedback emotions       |                        |                      |  |
| Tracking feedback       |                        |                      |  |
| Personal responsibility | Feedback Relationships |                      | I3.4. Feedback dialogue builds relationships which underpin academic success |
| Formative Feedback      |                        |                      |  |
| Feedback Dialogue       |                        |                      |  |
| Personal relationship   |                        |                      |  |
| Care                    |                        |                      |  |
| Peer Sharing            |                        |                      |  |
| Building Community      |                        |                      |  |

Figure 7.5 Year 3 international student focus group thematic map

### I3.1: Receiving or seeking feedback?

This group reported being open to a wide range of feedback sources, viewing feedback as “anything that comes from somebody else, that helps your development and to move you forward” (5). Feedback concepts ranged from informal in-task comments in conversation with peers (47), through to discussions in seminars and lectures (40) and formally structured post summative assessment (8). This group recognised that useful feedback highlights strengths in what went well in addition to weaknesses and improvement points (13, 18). They noted that valuable feedback can be sourced from the different perspectives of peers and family in addition to tutors as subject experts (21, 53) and they valued their diverse peer group as cultural experts (55). One student noted valuing the input of others as they find it hard to judge the quality of their own work (30) which suggested their use of feedback to develop skills of self-evaluation. Another acknowledged that being open to others’ ideas

even in informal conversation encouraged different approaches (44). One student cautioned feedback was another's opinion which may be mistaken (34).

This group considered their main feedback opportunities to be summative but welcomed more formative opportunities. They appreciated assignment Q&As and the availability of tutors but wanted more opportunity to book individual tutor time to discuss progress and receive feedback on improving assignment drafts (123, 136). They observed it is more useful to get feedback while doing an assignment rather than at the end (143) especially when it is hard to apply feedback to the next very different discrete unit (152). Students with English as a second language noted it is easier to get their point across and understand tutor feedback in conversation than via email (130). They noted a staged approach to submitting draft dissertation chapters for formative feedback as helpful (160). They noted the difficulty in sourcing feedback from external sources who may not understand the marking system (173).

### **I3.2: Consistency as a barrier to feedback uptake**

Inconsistency between tutors is reported as a cause for confusion rather than an opportunity to appreciate different academic viewpoints (213). One student noted an opportunity to play to what they know the marker likes to get a higher grade (240). The discussion revealed their lack of understanding of moderation and marking practices (270). They recognised that inconsistencies arise from many different markers used on the large course which also limits markers giving detailed individual feedback. They observed the use of cut and paste standard general statements (516) as discouraging as gives the message that nobody cares about their work (551). The issue of tutor inconsistency and miscommunication was raised several times (863, 876) including an instance of the wrong feedback being given by mistake (471).

This group become more dissatisfied as the conversation continued with comments about feedback such as "*That's what we're paying the university for right*" (451). They perceived that tutors are seeking to downgrade them saying "*I'm pretty sure I've hit all of your four key points, so why are you fighting it*" (585). International tuition fees are noted (582) pointing to some consumer attitude and grade primacy. A discussion about tutor inconsistency in assignment format revealed their primary use of feedback as grade justification (588-646). They disclosed that when they receive few negative feedback comments then they feel a relatively low grade is unjustified as it does not fit with their perception. In addition, where tutor advice is contradictory or the brief is unclear, they see a low grade as penalising them unfairly (567, 573, 606). For these students to use feedback it needs to be specific, they

need to understand why and how to act on it (524), especially when the brief is open-ended, struggling when there is no right answer and many ways to approach assignments (540).

### **I3.3: Processing feedback to move learning forwards**

As assignment content and subject differs on each unit, they noted how hard it is to generalise and extract similarities from their feedback (87). They reflected on specific examples where they saw learning building across the curriculum; in presentation and research skills (96, 104). One student acknowledged an interest in revisiting prior feedback to see improvements over time (103) or recurring mistakes. They discussed examples of transferring learning across units (111) and how they have acted on feedback to improve their work going forwards (189). They observed the importance of feedback highlighting specifically what went well so this can be continued as well as points for improvement (206, 297, 313) and noted the motivational importance of balanced feedback comments (319, 450). General positive comments are frustrating and unhelpful unless there is an understanding of what went well (484). Unhelpful and discouraging comments were viewed as easily ignored as there is “*no come-back*” (270). They noted actively choosing to disregard feedback where they do not respect the authority of or like the tutor giving the feedback (64, 74, 279). With hindsight this group advised every first year to re-read old feedback to take improvement points forward (212, 311). One student noted an intention to review all past feedback at the end of their university journey to see their progression over the years (215).

This group gave specific examples of processing and acting on feedback (199), describing reading it several times and looking back at their submission (340). They emphasised the need for specific examples and annotations to support general comments (332, 463) but believed this would take longer to do and that there are not enough tutors in the large course to facilitate this (332, 390). They noted frustration at the three week wait for feedback but agreed they would wait longer if more valuable specific feedback (369) was provided. They disliked that their exam papers are not returned (386) and compared to the faster turnaround of annotated papers in US universities. They noted annotations as particularly helpful in Year 1 where feedback about writing style and structure supports understanding of level standards during transition (430).

This group did not use highly emotive language when discussing feedback but observed unbalanced feedback that focuses only on negatives as being ‘*discouraging*’ (325) in the context of motivation as they said it puts a “*dampener on your mindset*” (485). Specific



feedback was observed as motivating as it shows “*you think I know what I’m talking about*” (505).

#### **I3.4: Feedback dialogue builds relationships which underpins academic success**

One student recounted an instance of being dissatisfied with their feedback and feeling entitled to ask the tutor to “*re-check and re-justify*” (462) but the tutor reacted defensively as if it were an attempt to get the grade changed (433). Another student recounted receiving feedback on another student’s work in error and even then, found challenging their tutor to be uncomfortable and confusing (442).

They wanted an optional individual feedback tutorial so that specific clarification can be sought but recognised not everyone would seize this opportunity (555). They reported discussing and sharing feedback with their friends (664, 667) and those on other courses (668) motivated by a desire to discover alternative strategies for academic tasks (672). One student booked individual tutorials to discuss grades and feedback with Academic Support tutors to aid their understanding (682) and translation of feedback into action. One student revealed some parental pressure in “*I usually tell my parents if it’s a good grade.*” (714).

The language these students used to describe their disagreement with grades showed that grades are top of mind and evoked a strong emotional reaction. One student observed “*I don’t know how to fight it*” (721) when they received a grade, they felt was unjust. Frustration with generic marking criteria was revealed (811) and the need for grade level exemplars to help them and the tutors understand the difference between grades (816) was identified “*there is so much miscommunication... costing us our grades*” (870)

These students asked tutors for clarification, to understand where they “*went wrong*” (736), especially where the wrong feedback was received (723) or where the grade is perceived as unfair for the effort expended e.g. “*I wrote 15 pages in the exam and got a C+*” (730) “*I study with my friend from the same notes, and she got an A+*” (733). They found an individual tutorial with the unit tutor helpful when the tutor used the student’s exam paper to demonstrate improvements. They wanted to get their exam papers back so they can compare to each other (747) as they do with reports. They compared so they can see “*if they get a higher grade than you, what they’ve done differently*” (748). They reported confidence in knowing what their grades should be and wanted to challenge and seek justification where tutor opinion differs from their own, “*to get a C when I thought it was B worthy at least*” (776). They wanted to work with peers’ feedback to understand why grades were awarded and where they went wrong (755), demonstrating a desire to use feedback to improve.

Their preference for dialogue emerged in their suggestion that an individual unit tutorial before summative submission “*would make a huge difference to the way our work turns out*” (827). They also suggested that short unit feedback tutorials would have more impact than extensive written feedback (830) in helping them make an action plan and take the learning forwards. They reported bookable individual tutorials as more valuable than open office hours where there is a stream of students (916) waiting with questions as:

*“Actually, going and showing someone your work or even where you got to, even being able to ask questions in a timely manner just makes all the difference in the world; especially in first year because, that’s when you’re the most lost”* (934)

These students supported the personal tutor trial expecting that a consistent relationship across the three years (838) would help improve their grades. They want more frequent individual personal tutorials as (925) and suggested reviewing feedback together (82) from the first submission of the first year as “*probably really helpful to help you move forward*” (841) even if your tutor does not know the assignment specifics but they can “*push you forward*” and “*if that continuous loop stays with you to the final year you will always be progressing*” (845) as “*it helps if somebody is there to keep you accountable*” (846, 908). They suggested the tutor could help you set up an action plan and revisit it together, looking at new feedback in the light of the actions (847). They conceived these meetings as reflective checkpoints after each semester to ensure their writing depth is developing (879). They believed “*the more support you get the better grades you’d get*” (893) and saw this evidenced when they had persisted in tracking down support (895) or where they have “*a really good relationship with a tutor who was willing to help*” (895) as they feel unit tutors are not readily accessible and often contradict each other (899).

These students perceived themselves to be well motivated demonstrated by “*there are those students who do not care and wouldn’t even bother meeting their personal tutor*” (911). They recognised different personal tutor systems in operation throughout their time on the course. In Year 1 their compulsory small group family tutorials supported the development of a personal relationship with their tutor. In the second year the tutor system changed, and one student reported “*I was actually lost because that was somebody I would go to for questions or to help guide me in certain areas of work or even just somebody who would smile at me and be ‘so proud of you, keep going’*” (979). This student explained how they have since found their own relationship and connection to get that tutor support. They were pleased that personal tutors have been reintroduced despite being too late for them, having established their own relationships (899). They discussed the importance of this relationship in Year 1 for

emotional support, to stay with them as personal, academic and career support. They noted this scheme as beneficial to tutors and students as time would not be wasted because students would attend meetings (914). In these meetings there could be practical help in showing good examples of work (988), helping them to analyse the “*confusing*” assessment criteria (942). They noted the importance of “...*having somebody smile at you and know your name goes quite a long way*” (984) and giving them, “*just a bit more love*” (953).

## 7.5 Refining Student Themes

In Phase 5 of the RTA process similarities across the student focus group themes were identified and each allocated to a combined Student Theme (ST) as summarised in Figure 7.6 below. The coding overlap analysis (Appendix XX) demonstrates the subjectivity of this interpretation process. Cross-theme relationships are highlighted in the following discussion.

| YEAR 1 HOME  | YEAR 2 HOME                                      | YEAR 2 INTERNATIONAL   | YEAR 3 HOME  | YEAR 3 INTERNATIONAL   | STUDENT THEME                               |
|--|--|--|--|--|---|
| H1.1 High quality feedback is a value driver in HE               | H2.1 Impact of course size on feedback processes |  | H3.1 Students as consumers of feedback   |  | ST1 Cohort size impacts feedback processes  |
| H1.4 Actionable feedback is consistent                           |  | I2.1 Actionable feedback is relational and consistent  | H3.2 Parity of experience is a concern   | I3.2 Consistency as a barrier to feedback uptake                             | ST2 Inconsistency inhibits feedback uptake  |
| H1.2 Students need both motivation and agency to act on feedback | H2.3 Motivation to use feedback to improve       | I2.5 Contextual differences impact feedback agency   |  | I3.3 Processing feedback to move learning forwards                           | ST3 Motivation is needed to action feedback |
| H1.4 Effective feedback is relational                            |  |  | H3.4 Feedback as a relational dialogue is motivating<br>H3.5 Learning as a social experience is motivating | I3.4 Feedback dialogue builds relationships which underpins academic success | ST6 Relationships underpin academic success |
|  |  | I2.3 Feedback processing is emotional work   | H3.3 Receiving feedback is emotional work that impacts motivation  |  | ST4 Emotions are important in feedback      |
|  | H2.2 Specific feedback is actionable             | I2.2 Actionable feedback is timely and specific<br>I2.4 Active feedback processing as a route to achievement |  | I3.1 Receiving or seeking feedback?  | ST5 Agency supports feedback use            |

Figure 7.6 Summary map of student themes

### ST1: Cohort size impacts feedback processes

Home students across all year groups expected high quality, easily useable tutor feedback as part of the HE transaction. They understood cohort size as a driver of the insufficient amount and poor quality of feedback they received which they believed impacts their agency (ST5) to act on it. They assumed tutors did not have sufficient time to craft specific, useful comments nor engage in timely formative feedback or assessment dialogue which in turn

reduced their ability to build relationships (ST6), another important component of a valuable HE experience for them. Large classes also reduced their ability to form peer relationships, limiting this source of feedback. The younger groups particularly revealed class size to be reinforcing their conception of feedback as grade justification rather than as a useful tool for learning which in turn leads them to focus on the grade. Students saw tutors with high workloads, unable to spend time with individuals as responding defensively to student feedback questions. They also saw the large cohort led to the involvement of several tutors in each unit compromising consistency (ST2).

### **ST2: Inconsistency inhibits feedback uptake**

The theme of consistency and parity of experience was voiced by all year groups and home and international students alike. Inconsistency was demonstrated to exist between students, markers and across subjects. This theme is closely linked to cohort size (ST1) as a consistent experience is hard to ensure when large cohorts are split into multiple seminar groups with different tutors delivering the same material. This leads to student dissatisfaction and value for money concerns further influenced by the reduced opportunities to develop relationships with tutors (ST6), exacerbating the inconsistency. Students cited the lack of consistency as a barrier to acting on the feedback they receive as it reduces their agency (ST5), although there is no evidence that it impacts their motivation (ST3). Consistent approaches to formative feedback were valued and summative feedback enhancements included demonstration of what went well in addition to improvement points, all with specific examples. Large cohort efforts to ensure consistency by using standard phrase banks were disliked as impersonal (ST6).

### **ST3: Motivation is needed to action feedback**

All student groups suggested their motivation to use feedback is intrinsic, evidencing a personal desire to achieve though their reported emotional reaction to receiving feedback (ST4) and in observations that poor grades motivate them to expend greater future effort. Their grade focus may have resulted from conditioning throughout school as a means of benchmarking their achievement against themselves and others. They evidenced an expectation that high grades should be awarded where great effort has been expended, thus motivation to use feedback is reinforced when its use results in grade improvement. This positive feedback loop leads to recognition of their agency (ST5) in the feedback process and seeking more feedback from other sources. When feedback does not result in improved grades, students quickly learn to not exert effort, attend to, or use their feedback. Where unit subjects are discrete and learning is not seen as iterative or connected then feedback is reportedly ignored, demonstrating the importance of curriculum relationships (ST6). Extrinsic

motivation is also demonstrated where students referred to their need for tutors' feedback effort to match their own assignment effort and it being the tutors' role to keep the student motivated and meeting dissertation milestones. Contextual differences in student willingness to take responsibility for seeking, understanding, and using feedback are evidenced which may be rooted in cultural norms in schooling systems. This was highlighted by the Year 2 international students, one of whom respectfully does not want to bother the tutor seeking clarity around their work compared to the UK student who demands time with the tutor to explore their feedback because they have paid for it. This consumer centric attitude also demonstrated in ST1 serves to reduce student willingness to take personal responsibility, to actively seek feedback and value different academic opinions. Older groups recognised differential motivation levels and work ethic between students.

#### **ST4: Emotions are important in feedback**

The theme of emotions touches all themes with strong links to motivation (ST3) and agency (ST5). Receiving feedback is described by all student groups as emotional work, inducing anxiety which impacts their motivation and willingness to process feedback. Their emotional response to feedback is reportedly a complex manifestation of their extrinsic and intrinsic motivation; their drive to improve their work for themselves but also please their parents, compete with peers, and save face. Avoidance of a negative emotional response motivates them to use their feedback, track their progress and seek to improve their grades. Grade primacy is ingrained in their emotional response so that if the grade is congruent with the student's beliefs there is no emotional dissonance hence no need to explore the feedback. Only where there is a mismatch between a student's expected grade and the awarded grade will the student be motivated to attend to the feedback, seeking explanation and justification for the mismatch. Inconsistency (ST2) also generates a significant emotional response, both in amount of feedback received matching peers but also the content needing a balance of positive comments to support their self-esteem alongside the improvement points. Whilst admitting a low grade affects their mood, they preferred honest tutor comments.

#### **ST5: Agency supports feedback use**

Students largely see themselves as passive recipients and consumers of feedback rather than active agents in the feedback process. Students' achievement focus provides the intrinsic motivation (ST3) to actively seek and use feedback. To be useful, that is to result in grade improvements, students' welcome feedback they can easily act on; that is high quality, specific, timely and relevant. If any of these characteristics are missing or inconsistent (ST2) the utility of the feedback is reduced and its likely impact on grade improvement also reduced. This impact on feedback literacy will mean that students will not see a causal link

and may reduce or halt efforts to use their feedback. Quality of feedback may be linked to the size of the cohort (ST1) as there may be less feedback opportunities perceived. There is also a noted reduction in ability to use feedback where units are seen as discrete (ST6). International students perceived verbal feedback after a 'crit'-style presentation as increasing their agency as it immediately confirms that the tutor understood what the student intended to communicate and allows immediate questioning to ensure clarity. Students evidenced their development of self-regulation and feedback literacy through references to their internal benchmarking, grade anticipation and personal responsibility to put feedback into action,

### **ST6 Relationships underpin academic success**

Relationships are reportedly a source of extrinsic motivation (ST3) as students may want to achieve well to please parents or compete with peers. Students recognised learning as a social experience; they want to be known personally by their tutors and build a relationship with them that supports their attainment. Students perceived relational dialogue with tutors as engaging, motivating, and supporting consistency (ST2). High quality feedback is reportedly relational; students need to understand the relationships between their learning across units on one dimension, but it is also relational in terms of sources of feedback; feedback literate students recognise that tutors, peers, parents, managers, and wider interactions can all provide personalised sources of useful feedback. These relational elements of feedback processes appear to be compromised in large cohorts (ST1). Coupled with a business degree made up of discrete units where there is difficulty relating one assessment content or format to the next, there are many opportunities for feedback to be wasted by all but the most feedback literate students.

## **7.6 Cross group comparisons**

### **7.6.1 Year Group**

A notable maturing of attitude with the benefit of three years study was observed where students increasingly appreciated the role of feedback from varied sources and their own role in seeking and acting on it. Thus, a development of feedback literacy over time was demonstrated.

### **7.6.2 Student Status**

Cultural differences in attitudes to feedback and agency were evident. Home students in all year groups expected quality feedback as part of their fees despite international fee levels more than three times greater. Home students voiced more concerns around cohort size than did international students. International students reported a more personal, anxious,

and emotional response to feedback than the home students. The opportunity to develop an academic relationship with tutors was important to both groups but international students appeared to be more willing to share with peers. International students wanted to make more use of feedback but are challenged by the language used in feedback comments and the UAL assessment criteria in addition to the difficulties applying comments across discrete curriculum units. Their desire for dialogue was focused around ensuring their understanding of the feedback comments and how to use them. This emerged in their appreciation of immediate oral feedback on their 'crit'-style presentations which reassured them that they had communicated to their tutors as they intended. The language used by the international students demonstrated that feedback to them is a personal value judgement whereas the home student's language challenged and criticized the 'service' received from tutors demonstrated their more external focus. Overall, home students could be characterized as disappointed and international students as anxious, but all were striving to realise their potential in a feedback system that could be more impactful were barriers removed and their expectations managed.

## **7.7 Intervention efficacy**

Third year students had all been invited to discuss their feedback with their personal tutor as part of the Cycle II intervention. One focus group question directly asked for their experience of this meeting. The international group discussed at length the different models of personal tutor they had experienced over their journey and how poor experiences of tutorials led some students to disengage with the system. They valued the compulsory small group tutorials of their first year which led to the development of a relationship with a tutor who could support, guide and motivate them from a personal, academic and career perspective, noting their focussed changed over the years. They noted these meetings needed clear purpose to ensure students attended and time is not wasted. They preferred having one personal tutor as an academic advisor across their journey, developing a relationship through more frequent and purposeful meetings. They saw that feedback discussions could help develop that relationship but not replace the unit tutor availability for subject specific discussions. Parity of experience was cited as a concern. They conceived their personal tutor as a source of motivation, pushing them to progress and remain accountable from Year 1. They saw the benefits of setting up an action plan, reviewing each semester as a reflective checkpoint to ensure their progress. Benefits cited included supporting the development of self-regulation and agency, ensuring their engagement with other agencies and opportunities to ensure they get the most out of their university experience and helping them make connections across their curriculum.

First and second year students would not have been invited to discuss feedback with their personal tutor as part of the trial so instead were asked if they thought this could be useful to them. Year one acknowledged the potential benefit of reviewing feedback with a personal tutor who gets to know their work over time and help them set targets. However, they would prefer this time were invested in individual meetings with specialist unit marking tutors. Year two agreed a high-level progress discussion with their personal tutor would be helpful to action plan and help them generalise feedback and links across the curriculum. Confusion about the role of the personal tutor was revealed in year two who do not feel they have a relationship with them.

## **7.8 Conclusion and reflection on Cycle II findings**

The student focus groups identified cohort size as a key institutional barrier to feedback use that can be mitigated by institutional interventions designed to promote consistency of experience and building both personal and curriculum relationships. Student agency to use feedback to enhance their attainment appears to decrease in large cohorts and is mitigated by motivational and emotional factors. In summary these student focus groups provide evidence for the following statements:

1. Increasing cohort size (ST1) decreases student agency to use feedback (ST5). Increasing consistency (ST2) and increasing personal and curriculum relationships (ST6) can partly mitigate against this.
2. Personal qualities of emotional control (ST4) and intrinsic motivation (ST3) enhance student agency to use feedback (ST5) which in turn may support academic progress (ST5).

There is evidence that student feedback literacy develops over time and that international students particularly would benefit from increased feedback dialogue opportunities. These themes are explored in relation to the literature in Chapter 9. Chapter 8 explores how these themes and feedback on the efficacy of the trial noted in 7.7 above led to modification of the intervention and its roll-out across the school in Cycle III. Staff focus group II is used to validate these findings in Cycle III.



## **CHAPTER 8: Cycle III findings, analysis and discussion**

### **8.1 Introduction**

Following reflection on student feedback on the Personal Academic Tutor (PAT) as reported in STUDENT FOCUS GROUPS in Chapter 7, the scheme was modified and rolled out across all year groups, levels, and courses in the school in PedAR Cycle III. Thus, every student in the school in Academic Year 20/21 was allocated a PAT and followed a schedule of meetings with defined purposes and timescales. The revised PAT scheme guidelines and curriculum can be found in Appendix VIII. At the end of the year of implementation TUTOR FOCUS GROUP II, was conducted at the end of Cycle III to seek evidence for the intervention's efficacy and to validate the STUDENT FOCUS GROUP findings.

### **8.2 Tutor Focus Group II thematic analysis**

This group had two intended functions, primarily to evaluate the success of the PAT scheme from the tutor perspective, but also in response to Covid-19 limitations as a validation group to consider the extent of tutor agreement with Cycle II STUDENT FOCUS GROUP findings. The analysis followed the RTA methodology presented in 5.10 with Figure 8.1 visualising the coding (Phase 3) and theme formation (Phase 4) processes. Line numbers in brackets refer to the coded transcript (Appendix XXI) with colour coding and verbatim quotes for emphasis. The refined themes (Stage 5) are then presented in comparison to TUTOR FOCUS GROUP I findings.

This purposive sample consisted of six tutors (4 female, 2 male) representing different subject disciplines, cohort sizes and levels of study. The voices of tutors working on large cohort undergraduate courses (T3 & T4) were more prominent, but the facilitator tried to ensure a balanced discussion by encouraging contributions from tutors working on small cohort postgraduate courses (T5 & T6) and integrated masters courses (T1 & T2). Tutors represented a mix of nationalities (Chinese, British, Portuguese, Israeli, Danish, and Turkish) and knew each other, so a free-flowing conversation with little facilitation ensued. A summary of the STUDENT FOCUS GROUP findings was provided as stimulus material one week in advance and was referenced at the start to shape the discussion (Appendix X).

| Code  | Primary Theme                    | Secondary Theme  | Refined Theme   |   |                        |                                    |
|---|----------------------------------|------------------|---|---|------------------------|------------------------------------|
| Personal academic tutorial terms confusing  | Role of personal tutor           | Consistency      | TT5: The changing personal tutor role in times of complex needs                                     |   |                        |                                    |
| Differentiate pastoral and academic role  |                                  |                  |   |   |                        |                                    |
| Defining academic support   |                                  |                  |   |   |                        |                                    |
| Tutor listens, empathises, and signposts central services                                 |                                  |                  |   |   |                        |                                    |
| Personal tutor literacy   |                                  |                  |   |   |                        |                                    |
| Train tutors in cross cultural communication to develop relationships                     |                                  |                  |   |   |                        |                                    |
| Different tutor skills & training leads to different experience                           |                                  |                  |   |   |                        |                                    |
| Tutor pressures service to help if urgent   |                                  |                  |   |   |                        |                                    |
| Not all attend personal tutorials   |                                  |                  |   |   |                        |                                    |
| Chasing can be appreciated or alarming  |                                  |                  |   |   |                        |                                    |
| Need for school based qualified pastoral support  |                                  |                  |   |   |                        |                                    |
| Mental Health issues  |                                  |                  |   | Complex needs                           | Covid Impact           |                                    |
| Provide supportive confidence building from a distance                                    |                                  |                  |   |   |                        |                                    |
| Students do not access central services   |                                  |                  |   |   |                        |                                    |
| Students burden academics with all health, life problems etc. as impacts studies          |                                  |                  |   |   |                        |                                    |
| Tutors are affected by disclosures  |                                  |                  |   |   |                        |                                    |
| Why so many tutorials   |                                  |                  |   |   |                        |                                    |
| Use of personal tutorials for assessment support  |                                  |                  |   |   |                        |                                    |
| Covid impact  |                                  |                  |   |   |                        |                                    |
| More individual time with tutor needed  |                                  |                  |   |   |                        |                                    |
| Group not bonded  |                                  |                  |   |   |                        |                                    |
| Importance of triage role (SLA/CSA) to navigate UAL complexity                            | Accessible triage                | Covid impact     |   |   |                        |                                    |
| Feedback language matching grade  | Consistency                      | Useable feedback | TT6: Consistency within cohorts is important but one size does not fit all levels and course sizes. |   |                        |                                    |
| Unit leader train and moderate language of marking team                                   |                                  |                  |   |   |                        |                                    |
| Efficient large group assessment debrief/ general feedback                                |                                  |                  |   |   |                        |                                    |
| Peer Sharing  |                                  |                  |   |   |                        |                                    |
| Extract value from tutor  |                                  |                  |   |   |                        |                                    |
| Seminars to unpack brief using rubric   |                                  |                  |   |   |                        |                                    |
| Timing of general feedback sessions to maximise attendance                                |                                  |                  |   |   |                        |                                    |
| Timing of tutorials   |                                  |                  |   |   |                        |                                    |
| Use of rubrics  |                                  |                  |   |   |                        |                                    |
| Levels/ Year groups different support & feedback needs                                    |                                  |                  |   | Course Level & size appropriate support |                        |                                    |
| Ability to make good use of feedback  |                                  |                  |   |   |                        |                                    |
| Strength in varied feedback voices  |                                  |                  |   |   |                        |                                    |
| Email/ meet for further clarification   |                                  |                  |   |   |                        |                                    |
| Cohort size different needs   |                                  |                  |   |   |                        |                                    |
| Assessment type & marking load  |                                  |                  |   |   |                        |                                    |
| Accessible tutors   | Making connections               | Consistency      |   |   |                        |                                    |
| Standard report template for all years  |                                  |                  |   |   |                        |                                    |
| Year group induction days signpost areas to focus on                                      |                                  |                  |   |   |                        |                                    |
| Useful feedback comments follow report structure  |                                  |                  |   |   |                        |                                    |
| Struggle to use UAL Marking criteria hinders feedback clarity                             |                                  |                  |   |   |                        |                                    |
| Use of Formative assessment   |                                  |                  |   |   |                        |                                    |
| Complex assessment briefs not aligned with Learning Outcomes                              |                                  |                  |   |   |                        |                                    |
| Vague UAL Marking criteria  |                                  |                  |   |   |                        |                                    |
| Learning Outcomes aligned with marking criteria   |                                  |                  |   |   |                        |                                    |
| Same tutor for formative and summative feedback   |                                  |                  |   | Useable feedback                        | International Students | TT7: Useful feedback is relational |
| Curriculum design for frameworks/ unit progression  |                                  |                  |   |   |                        |                                    |
| Feedback on strengths, understand what went well  |                                  |                  |   |   |                        |                                    |
| Want more guidance if grade lower than they expected                                      |                                  |                  |   |   |                        |                                    |
| Use of Turnitin grademark annotations for specific examples                               |                                  |                  |   |   |                        |                                    |
| Turnitin grademark takes longer   |                                  |                  |   |   |                        |                                    |
| Use of grade examples   |                                  |                  |   |   |                        |                                    |
| Focus comments on feedforward   |                                  |                  |   |   |                        |                                    |
| Clear, specific direction, understand how to improve                                      |                                  |                  |   |   |                        |                                    |
| Language and complex use of words hard for foreign students                               | Grades as signals and motivators |                  |   |   |                        |                                    |
| Annotate feedback comments with page numbers  |                                  |                  |   |   |                        |                                    |
| Pass/Fail disliked by students and staff  |                                  |                  |   |   |                        |                                    |
| Pass/Fail valued as transition/ academic toolbox unit                                     |                                  |                  |   |   |                        |                                    |
| Pass/fail curiosity motivates unpacking feedback language and meaning, seeking grade cues |                                  |                  |   |   |                        |                                    |
| Grades as benchmarks  |                                  |                  |   |   |                        |                                    |
| Grades as motivation  | Emotional impact of feedback     | Motivation       |   |   |                        |                                    |
| Emotional impact of feedback  |                                  |                  |   |   |                        |                                    |
| Feedback taken very personally  |                                  |                  |   |   |                        |                                    |
| Balanced message important  |                                  |                  |   |   |                        |                                    |
| Challenging to process verbal feedback  |                                  |                  |   |   |                        |                                    |
| Disheartening   |                                  |                  |   |   |                        |                                    |
| Follow up with tutorial after feedback to unpack and guide back on track if required      |                                  |                  |   |   |                        |                                    |

Figure 8.1 Tutor focus group II thematic map

### **TT5: The changing personal tutor role in times of complex needs**

One tutor disclosed that the Personal Academic Tutor (PAT) scheme had proved confusing to some staff. The use of the term PAT had not supported understanding of the dual pastoral and academic role of the personal tutor (13, 418) which tutors are keen to keep separate (17, 594). They questioned the volume and purpose of different tutorials (294). They observed a need to ensure student understanding of the roles of the personal tutor versus central UAL services e.g., Academic Support (453) and they observed that personal tutors are often accessed as an additional opportunity for assessment support (486).

These personal tutors believed their role was to listen empathetically to student personal and health problems which may be impacting their ability to engage with their studies (454). Tutors believed they should refer tutees to central UAL services (455, 463, 572) as the trained professionals, and follow up when there is urgent need (464). Personal tutors appreciated their different levels of skills and so wanted training (205) to support them in consistently developing relationships with students of different backgrounds, termed by one tutor as “*personal tutor literacy*” (611). Tutors disclosed difficulty in maintaining detachment from students’ “*heartbreaking*” (570) disclosures so needed training to safeguard their own well-being (561). They observed that because “*we are human*” (554) such disclosures can distract them from their academic role functions.

Students’ needs were observed to be increasingly complex, especially during Covid (195, 428, 542) where more individual tutor time was demanded (194, 425) because student groups had not bonded (193). It was observed that all students are different and expect tutors to understand their individual needs. Some students expected “*supportive confidence building from a distance*” (481) so are alarmed when chased for non-attendance at personal tutorials (74) whilst others may appreciate this chasing demonstrates care (75).

One tutor described the lack of training in pastoral issues as resulting in poor tutorial experiences leading to students “*creating antibodies against personal tutorials*” (597). They observed that students soon learn engaging with personal tutorials is not worthwhile when their tutor cannot help with their specific issue and refers them to central services. The increasing complexity of needs led tutors to suggest the need for a school-based specialist pastoral support staff member to act as first triage point of contact for student questions (440, 493, 514, 521, 541, 561, 565, 581, 608), preferably trained in supporting mental health (421).

### **TT6: Consistency within cohorts is important but one size does not fit all levels and course sizes.**

Tutors found merit in the pilot Personal Academic Tutorial framework but emphasised the importance of adapting it to suit the changing support and feedback needs of different levels of study and size of cohorts (213, 310, 322, 337, 548). PG tutors observed their students demand for personal relationships with both their personal and unit tutors. This was seen as a key difference between UG and PG study and an important factor influencing student's choice of PG course. These tutors were confident their PG students were skilled at using the detailed feedback they demand (338). PG tutors saw their students appreciate the strength of offering varied feedback voices (329) rather than constantly pursuing consistency. UG tutors supported general feedback sessions to the whole cohort (68, 78, 391, 501) to ensure consistency of message and facilitate peer learning (70) from those who are willing to share. In such a debrief the use of grade standard examples (80) were suggested to efficiently support dialogic exchange (97). The importance of timing these feedback sessions to maximise attendance was observed (84, 183) and they were likened to the seminars held to unpack the assessment brief (132). Smaller cohorts can offer individual meetings for feedback clarification (339) or drop-ins to accessible tutors (505). Their discussion of Pass/Fail units highlighted the differential needs arising from large cohorts (171, 548) and the ensuing marking load which tutors admitted drives the choice of assessment type (57, 65) Tutors recognized some students find it challenging to process verbal feedback (358). Large cohort consistency was also discussed in TT7 below.

### **TT7: Useful feedback is relational**

Tutors evidenced that forcing personal tutorials to play an academic role with feedback review may confuse tutors and students who prefer clearly differentiated pastoral tutorials and academic tutorials. However, tutors recognised the relational benefits of a feedback discussion. Tutors explored the use of pass/fail units in UG Year One in depth. While some expressed dislike (24) there was general agreement that an ungraded unit is useful as a transition unit into UG study (134, 168, 229, 410). Tutors observed how students use their grade to benchmark their work both against the work of their peers and against required standards (31, 393). They noted how students interrogated their tutors and feedback comments searching for grade cues in the language used to determine how "good" the pass is. One example was cited where students came to tutorial "*curious*" (174) to unpack the language and meaning of feedback when no grade was given. One tutor observed the motivational impact of pass/fail through one student who commented "*I decided just to pass. So, I don't want to know if I have a D because that is actually not very good.*" (50)

One tutor observed how difficult it is for foreign students to understand the language of feedback and complexity of words used as students often ask, “*What does that mean exactly*” (347). Their attendance at individual tutorials is motivated to help them understand. The importance of balanced comments surfaced “*My grade is pretty good, why is my feedback so focussed on what I can improve?*” (349). They observed how students seek more feedback when the grade is lower than they expected (264). They discussed how the language used in feedback comments is a strong indicator of grade (35, 99). Examples of using standard report templates (239, 241, 369), consistent vocabulary and complex moderation processes (157) were given of processes devised to avoid student complaints about feedback not matching grades (52). They observed that this may result in the strengths of work (265) not being highlighted, so students do not know what to continue.

Relational elements were discussed through considerations of consistency and connectivity. Students want consistency in the whole assessment process (101). The use of rubrics (94, 237, 256, 342) was discussed in depth to allow tutors to focus on achievement by section of work and avoid misinterpretation arising from use of generic marking criteria (112, 120). Tutors could then focus on highlighting improvements (100, 337) giving clear direction (105, 265, 371) so students see “*this is how I can improve*” (111). Tutors clearly wanted to provide useful and useable feedback demonstrated in their discussion of using page numbers to refer to examples in the work (298) or using Turnitin Grademark despite it taking longer (271, 286).

Tutors also discussed wordy, complicated assessment briefs that lacked clarity and do not match learning outcomes (387, 106) nor align with vague UAL marking criteria (109, 381), which further hinders feedback uptake (242). Also raised were issues of curriculum design, where disconnected units and frameworks made learning progression unclear (118) summarized by:

*“...to know exactly what was already delivered in the previous unit and refer to those contents in their feedback and it's going to help them make connections. Show students this is not a stand-alone unit; this is part of the big chain, and you need to pay attention to every single one of the units” (127)*

A year group induction day (233) was suggested to help large cohorts make connections. Tutors briefly discussed the importance of formative assessment (257) when having the same tutor give feedback in formative and summative assessment can help make connections (314). Tutors also demonstrated an awareness of the emotional impact of

feedback (352, 550) and how personally it is taken by students (356), hence they strive to ensure they give a balanced message (357). Small cohort courses offered a follow-up tutorial (361, 398) to help unpack feedback and ensure students remain motivated (359).

### **8.3 Conclusion and reflection on Cycle III findings**

Several observations made by tutors in this group agreed with the student perspectives presented in Chapter 7. Thus, some validation of these findings is provided, and the alignment of tutor and student feedback conceptions is demonstrated. There was also congruence of opinion on the personal tutor role and how it could support feedback literacy. Both tutor and student groups provided suggestions for further modifications to the PAT trial and pointed towards other areas of feedback process improvements that could be made in the school which are discussed in Chapter 10 following a discussion of findings relative to the literature presented in Chapter 9.

## **Chapter 9 Discussion**

### **9.1 Introduction**

This PedAR study originated as an innovative perspective on addressing an enduring international awarding gap. The intervention intended to develop a personal tutorial relationship through feedback dialogue which would enhance attainment. This chapter synthesises evidence from students relative to the literature first and then considers tutor perspectives, relating them together before revisiting the research question.

### **9.2 Student perspectives**

Student focus group themes in the following discussion, are referred to by number, for example, Student Theme 4 as ST4. Student voice evidence is used to support this discussion, linked to the analysis presented in Chapter 7, using the identifiers of status, year group and theme; I3.3 denotes theme three in the Year 3 international focus group analysis.

Six inter-related student themes were identified, as illustrated in figure 9.1. Cohort size (ST1) is shown as an influencing factor as it was repeatedly cited by home and international students of all year groups as a barrier to consistency of feedback processes (ST2). Students observed inconsistency as directly impacting their agency (ST4) and motivation (ST5) to use feedback. Students also reported the impact of cohort size on their ability to form relationships (ST6), with tutors, peers and between curriculum elements, also influenced by consistency factors. Students reported a relationship with a personal academic tutor as supportive and a potentially mitigating factor. Students observed the emotional impacts (ST3) of feedback on their agency (ST5) and motivation (ST4) which were also viewed as affected by difficulties in relating curriculum elements.

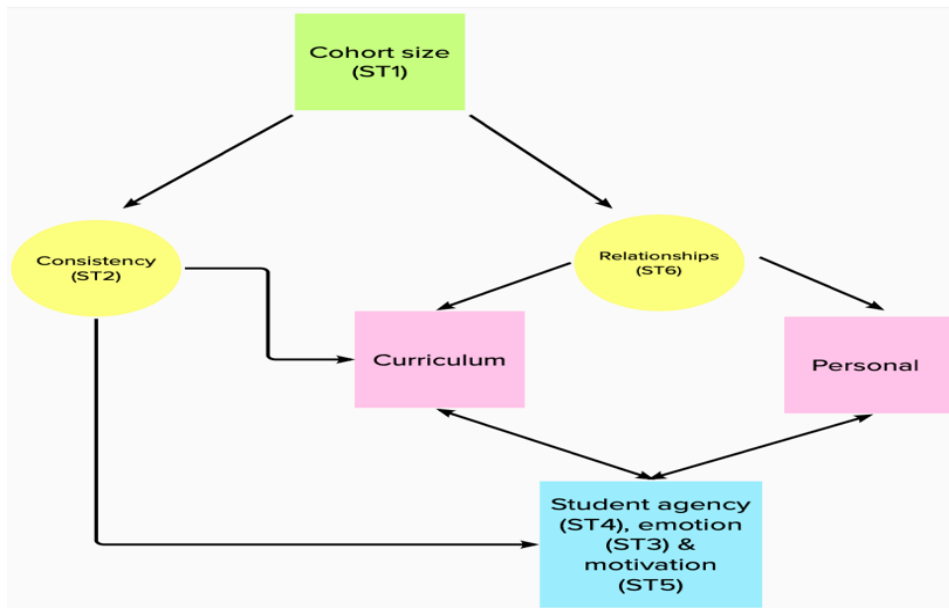


Figure 9.1 Model depicting the interplay between student themes

### ST1 Cohort size impacts feedback processes

Both Cohort size (ST1) and Consistency (ST2) effects observed by students largely arise from school mechanisms of planning and staffing curriculum delivery, thus are highly specific to the context but indicate potential best practice relevant to other business schools. The practice of employing HPLs solely as markers to relieve the burden of large cohort assessment on the permanent staff, often means HPLs have little understanding of how the unit links to the holistic curriculum nor the individual student's progress. There is often inadequate communication between tutors, and insufficient time paid in the HPL contract to allow for the provision of in-depth feedback comments which students observed "*feel rushed, not in depth*" (H3.4). This leads to student mistrust of the feedback process evident in questioning whether tutors had "*done their job properly*" (H1.1) and "*actually know what they are grading*" (I2.1) which partly explains their desire for feedback dialogue to "*meet the marker*" (H1.2) to justify the awarded grade. The impact of cohort size on student agency (ST5) and motivation (ST4) on feedback action surfaced further in observations of reticence to proactively seek clarification of their feedback comments to avoid being seen to "*make a fuss*" (I2.5) or be "*complaining*" (H3.1) by tutors who were perceived as 'defensive' due to their high workload.

Students observed that the large cohort size limits their individual tutor contact time and hampers their attempts to build relationships with staff resulting in their feeling like "*names on a register*" (H1.2). International diversity, resulting from cohort growth, was observed by some students to engender an "*awkward vibe*" (H2.1) in class, impeding efforts to build peer relationships thus impacting agency to co-construct feedback or learn from each other.



The impact of resource management in this large cohort revealed in the focus groups is consistent with students' expressed dissatisfaction with course management revealed in the NSS (see figure 1.4). This demonstrates how this course environment with its large cohort and excessive workload reinforces both tutor and student conceptions of feedback as a product rather than a process. This supports Winstone, et al. (2017a) who suggested course environment factors act as a barrier to shifting tutor conceptions towards feedback as process. Whilst there is no specific comment in the literature on the impact of large cohorts on student alignment with feedback as a process, Henderson, et al. (2019c) recognised the impact of contextual factors and institutional culture on conditions that enable effective feedback practices. They specifically mention the deployment of resources and the value placed on feedback within the course culture as specific impacts which findings here tend to support and extend. The findings also support Dawson, et al. (2019) who observed that the allocation of greater time and resources emphasises the value of feedback processes.

### **ST2: Inconsistency inhibits feedback uptake**

The theme of Inconsistency appeared from two different perspectives. Firstly, students observed inconsistency *within* units arising from resource management processes adopted in the large cohort (ST1). Inconsistencies in communication, expectation management and unit co-ordination led to students questioning tutor competence and a desire to talk directly to the marker to seek justification for their awarded grade. Inconsistent volumes of feedback (H1.4) from different markers further led students to question the effectiveness and objectivity of the marker as they revealed an expectation that tutor feedback effort should match student assessment effort (H1.3). The introduction of 'anonymous marking' at UAL in 2018 intended to mitigate against unconscious bias in assessment. This policy has been operationalised as anonymous student submissions assessed by anonymous markers. Students reported a dislike of marker anonymity, expecting tutors to be "*accountable for the grade they give*" (H1.1). They perceived marker anonymity as a barrier to their efforts to understand feedback (H3.3) and build relationships, in turn impacting their agency (ST5, ST6). This evidence supports Pitt and Winstone (2018) who proposed that student mistrust arising from anonymous and inconsistent marking processes emphasises the grade justification function of feedback and inhibits their appreciation of feed-forward advice.

Secondly, the modular-like nature of this course leads to inconsistency of feedback *between* different units and impacts the ability to forge curriculum relationships (ST6). Despite clear school feedback processes, inconsistency in volume, content and presentation of feedback comments in different units hinders student attempts to connect their learning and apply their feedback incrementally across the curriculum. Students characterised their course as a

“*mash up*” of discrete subjects (H3.3, H2.2) in agreement with Hughes, et al. (2015) who noted the standalone nature of discipline specific units to be a particular feature of business degrees. The difficulty in generalising feedback comments across units leads students to not appreciate their value. Students reported rare examples of making connections and acting on feedback which led to improvements in their work (I3.3). This may partly explain the student perception that tutors believe students do not appreciate the value of feedforward comments (H1.3). The PAT supports students making linkages between units (I2.1) although the large cohort poses operational challenges to ensure consistency of experience.

### **ST 3: Motivation is needed to action feedback**

As Boud and Molloy (2013) observed, students need to be motivated to act on feedback to close the learning loop. Home and international students in all year groups articulated their desire to improve (H1.3, H2.2, H3.1) demonstrating intrinsic motivation. They reported an intense emotional response (ST4) including feelings of anxiety and panic (I2.3, H3.3) prior to feedback release which could reduce motivation to access feedback as a protection mechanism. Students reported their belief in the potential usefulness of the feedback helped them to overcome these emotional barriers and increased the likelihood of reading their feedback. If poor past experiences resulting from inconsistent processes or difficulties in relating unit content together (ST2), lead them to question its usefulness (H1.3), then the anticipatory emotional response may prevent them accessing their feedback. Thus, students evidenced a form of learned helplessness as identified by Winstone, et al. (2017a) where students had acted on feedback but not seen a resulting grade improvement failed to use future feedback. Handley and Williams (2011) also observed the demotivating effect of poor prior feedback experiences acting as a barrier to student action on subsequent feedback.

Students also revealed the time delay between summative assessment submission and feedback receipt as reducing the motivation to use it (H2.3) which echoes Shute’s (2008) observations of time delays reducing opportunities to implement impactful changes. The modular nature of this course (ST2) provides further barriers to timely implementation of feedback, as students noted they have moved on to study a different subject when the feedback is released (I2.1). This may explain why these students found ‘general’ feedback comments more useful, as comments about language, style, or format are more easily transferrable across subjects. Students also reported that the lack of resubmission opportunities to achieve a higher grade reinforces their belief that attending to feedback is pointless (I2.2), indicating the importance of carefully designed formative feedback opportunities within a modular curriculum (H2.1, H3.2).

Students observed the demotivating effect of not understanding *how* to act on feedback (H2.2), highlighting the link to agency (ST5). This lack of agency may arise partly from not being able to access tutors to clarify feedback comments due to the large cohort (ST1) which results in them needing to expend greater effort. Older year groups reported greater resilience, turning to academic support tutors or their peers to fill the perceived gap arising from lack of tutor availability (H3.2). These students demonstrated increasing agency over time as their appreciation of the value of feedback developed alongside their confidence to access different sources. Their increasing motivations (H3.3) fits well with the development of feedback literacy over time described by Carless, et al. (2018). Students reported being able to predict their feedback comments (H2.3) which demonstrates a degree of feedback literacy but noted this is challenged by the time delay between submission and feedback receipt as they forget the contents of their work. However, they demonstrated insufficient motivation to revisit work alongside the feedback comments despite recognising this would be helpful (H2.3, H3.3). Thus, there is some support for Carless' (2015) observation that students are unwilling to put in the hard work required to put their feedback into action.

Students' grade primacy was observed through their reported demotivation on receiving a poor grade (H2.2, H2.3). They desired balanced feedback that is both motivational and positive whilst guiding improvement (H1.3), recognising their responsibility to use feedback to improve their work to achieve a better grade. They observed differences in agency, attitude, and motivation amongst their peers (H3.5, H1.3), recognising that useful feedback also comes from within, through being honest with themselves, reflection, and self-assessment. This demonstrated that some students possess self-regulatory capacities proposed by Nicol and Macfarlane-Dick (2006), recognising their own responsibility to seek, process and act on feedback. These capacities were glimpsed across the sampled age and domicile groups so no evidence is seen here that these capacities develop over time nor are culturally bound, but instead are individual capabilities.

Students reported greater motivation to engage with feedback when they had worked hard, demonstrating their 'product' concept of feedback received in exchange for effort (H1.3). Some were more likely to engage with feedback when the grade does not match their expectations, as observed by Orsmond, et al. (2005). Students admitted to not reading feedback if the grade is poor and not accessing it at all if they anticipated a low grade (H1.3). This agrees with Butler's (1988) finding that students achieving poor grades tend to have lower engagement with feedback comments and supports Pitt, Bearman and Esterhazy (2020) who advocated specific feedback strategies for low achieving students. Some international students conflated quality and quantity (I3.4) which could indicate a lack of

understanding of level expectations, common in lower performing students. A cultural dimension was evidenced in one international student who revealed their desire to please their parents (I3.4) which links to Chen's (2012) finding of perceived parental pressure increasing Chinese high school student's test anxiety.

Evidence here supports the strongly motivational effects of feedback exhibited by staff and students in Dawson, et al. (2019). Whilst they agreed that the primary purpose of feedback is to promote learning, they described a secondary affective purpose of feedback to encourage, motivate and acknowledge effort. Students agreed that the PAT relationship could support their motivation for enacting feedback (H1.3, H3.4) to close the gap between current and target performance (Nicol and Macfarlane-Dick, 2006)

#### **ST4: Emotions are important in feedback**

Boud (1995) observed feedback as an intensely emotional experience which is evidenced here by student use of highly emotive language such as "*defend*", "*counteract*" and "*fight*" (H1.1) when discussing using feedback comments as grade justification. Students revealed their emotional response in anticipation of receiving feedback (H3.3) in a similar way to Higgins, et al. (2001) who conceived student perceptions of grade and feedback as return on their investment of effort and emotion in production of their summative assessment. Students revealed their anticipation of critical feedback leading to protective avoidance behaviours (H1.3) and their language used when discussing poor feedback (H2.3, H3.2) echoed Carless's (2006) students who revealed feelings of depression and unhappiness leading to hand in anxiety or inability to access feedback. Here, as in Carless (2006) students exhibited sensitivity to the emotional effect of feedback on peers. Carless (2006) also proposed 'better' students to be more receptive to feedback, and 'weaker' students more likely to be discouraged by their feedback comments. No supporting evidence for this assertion was found as focus group participant performance was not identified and self-selection bias may have occurred, where higher achievers were more motivated to participate.

Sutton (2012) observed the potential of feedback to shape student confidence, identity, and emotions. This is supported here, as are notions that poor grades reduce confidence, motivation and self-worth (James, 2000; Orsmond, et al., 2005). Studies have shown feedback-seeking behaviour in the workplace is reduced by a desire to save face and not appear incompetent (Joughin, et al., 2020). Unconscious preservation of self-image and avoidance of emotional responses could explain student reticence to access feedback (I2.2) if they fear the grade may be poor, in line with Jones, et al. (2012) and Rand (2017) who

observed that negative emotions triggered on viewing a poor grade reduced attention to feedback comments as it was too emotionally uncomfortable to engage with them. Students reported “*frustration and upset*” at poor grades and feeling “*a bit relieved*” if the grade is good (I2.2) which supports a potential cultural influence as Ryan and Henderson (2017) observed that international students find critical feedback more upsetting than home students.

Grade expectations were revealed as important as students whose grade is lower than expected were more likely to feel sad and angry in response to feedback than those whose grade was higher than expected as also found by Ryan and Henderson (2017). This could also explain why students perceived feedback comments as unnecessary when they obtained a high grade (H2.2). Evidence of the emotional response prompted by grades partially supports calls to ‘decouple’ feedback comments and grades (Winstone et al., 2020). However, some students suggested their memory of feedback is linked to the emotions elicited (I2.2) which suggests co-location of grades and feedback may have memory benefits.

#### **ST5: Agency supports feedback use**

Agency is strongly linked to motivation (ST3) and to the importance of grade and curriculum relationships (ST6). Student comments revealed their agency; they actively chose to ignore the comments if they do not agree with them (I2.4). They accepted personal responsibility (H1.3) but observed their need to see results from using feedback in the form of improved grades, or else they would not be motivated to use the comments again. They recognised that feedback could help them “*pick apart their own work*” (H3.3) so welcomed learning from constructive criticism with clear and actionable advice. Students revealed frustration when feedback is not easily actionable (H2.1) preferring timely personal comments with specific examples that can be generalised to current tasks (H2.3).

A lack of agency and pro-activity was evidenced in student conceptions of the tutor’s role to direct them to resources for improvement (I2.5). Despite some students recognising the value of wide sources of feedback such as peers, colleagues, and friends (H1.2) ultimately the provision of high-quality feedback (I2.5) and keeping them on track (H3.1) was seen as a key tutor role, included in their fees.

Some international students observed difficulties in understanding the language used in feedback comments (I2.5). This barrier to implementation, also found by Jonsson (2013) may explain why in person dialogic feedback is preferred (H1.2) as it facilitates checking of

comprehension. Students believed their agency to be challenged by the large cohort (ST1) reducing contact opportunities with tutors to explore feedback, echoing Dawson et al's (2019) call for sufficient time to be allocated to support feedback action. Students also observed that marker anonymity limits their agentic search for feedback clarity. Easterhazy and Damşa (2019) observed tutor dialogue to support student feedback actioning through a questioning and sense-making process, also reported by Henderson, et al. (2019b). Some students reported using sense-making processes (I2.4) whereas others admitted to only viewing their grade, not using the available tools to help them improve and not knowing how to get a better grade (H2.3) but wanting to be guided by more memorable tutor comments (I2.4). Molloy, Ajjawi and Noble. (2019) proposed that only feedback literate students actively seek feedback from tutors. Students here clearly desired additional dialogue with tutors demonstrating feedback literacy but felt this unavailable due to the cohort size hence sought from other sources (I2.5). In contrast to their course, students reported workplace feedback was more easily actionable as it was specific, immediate, and more easily accessed given their personal relationship (ST6) with their line manager (I2.3, H2.5).

These student groups evidence some 'proactive recipience' skills of self-appraisal, assessment literacy, goal setting and engagement, defined by Winstone, et al. (2017a) as an extension of Nicol and Macfarlane-Dick's (2006) ideas of self-regulation. Feedback literacy was indicated in student suggestions of improvements in assessment design and feedback processes (H2.1) and by students who reported accurately anticipating their feedback content (H2.3). Students reporting interrogating their feedback comments to justify the awarded grade or explain the mismatch between the awarded grade and their expectations (H3.1) also displayed some degree of feedback literacy. International students observed difficulty judging the quality of their own work (I3.1) which could be linked to the language barriers (I2.5) where the complex language used in UAL marking criteria and standards of assessment lead students to over rely on external sources such as tutors, rather than being able to develop internal skills of self-regulation which in turn reduces agency without tutor support (ST3). This difficulty in developing feedback literacy may also lead to their narrow concept of what constitutes feedback, for example where a tutor panel discussion about their work was not recognised as valid feedback (I3.1).

#### **ST6: Relationships underpin academic success**

Evidence revealed that three types of relationship underpin academic success; personal relationships between students and their tutors, personal relationships between students and their peers and curriculum relationships between the subject units comprising the discipline.

Several instances of support were found for the assertion that feedback processes are strongly influenced by relationships between students and tutors (Price, et al., 2011) and seen in ST1 to be limited by cohort size (H1.2). Students wanted their work to be marked by a known tutor with whom they could develop a relationship and seek clarification (H1.2) or emotional support when receiving a poor grade (H2.2). Students recognised that relational dialogue with a tutor could help them better use their feedback as suggested by Price et al. (2011). Thus, some support for the PAT was found as it provided relational feedback dialogue opportunities. These students saw the potential benefit of reviewing feedback with a tutor who develops a relational understanding of their work over time in an ipsative process that helps them understand, clarify and act on their feedback. Students who had experienced such a meeting reported positive benefits and those who had not, appreciated the potential benefits of reviewing against targets and understanding feedback comments.

Student attitudes to tutor feedback relationships appeared to mature over time as they developed a greater appreciation of their own role in the feedback process. First year students perceived tutors as experts who provided a feedback product whereas third years conceived a working relationship with their tutor as a learning partnership, reflecting the views of Xu and Carless (2017). Third years observed the role of the tutor in designing a learning environment that provides opportunities to put their feedback into action, as suggested by Hughes, et al. (2015).

Students acknowledged that feedback content signals relational elements. In agreement with Sutton (2012) they suggested that in-depth comments written in a supportive tone signal care for the student. As reported by Bye and Fallon (2015) these students valued being treated as individuals and having a personal connection with their tutor, valuing feedback that demonstrates tutor care and investment of effort (ST1) and explains students reported dislike of standardised feedback phrases. In agreement with Pitt and Winstone (2018) these students disclosed a dislike of anonymous marking as it frustrates their attempts to build a relationship with their tutor (I2.1). When the marker is known students admitted to taking more notice of feedback from a tutor they 'like'. Price, et al. (2011) and Carless (2009) both observed that student trust and perception of tutor credibility led to greater likelihood of feedback use. Students reported valuing verbal feedback received after a presentation where the tutor appeared more approachable and could be immediately questioned to clarify and evidence their comments (I2.2). This supports Bye and Fallon's (2015) observations that verbal feedback is more engaging, easily understood and motivating thereby challenging the policy of anonymous tutor feedback (ST2, ST5) and evidencing that the tutor-student relationship supports the development of feedback literacy (Sutton, 2012).

Students also disclosed the importance of peer relationships and their expectations that tutors will create opportunities for dialogue in the classroom both with tutors and between students as found by Easterhazy, et al. (2019). Students observed a lack of cultural assimilation and language barriers to hinder the development of a classroom atmosphere conducive to trust, and open debate resulting in poorly developed peer relationships (H2.1). As Nicol (2010) explained, a class where no one speaks reduces opportunities for informal discussion and learning from peer feedback to develop self-evaluative capacities. In this study there was little evidence of students developing skills of monitoring, evaluating, and regulating their own learning which in turn leads them to rely on tutor-generated feedback. Third years provided more evidence of such skills, when students observed their sharing of feedback, albeit perceived as necessary due to their low tutor contact rather than deliberate skill enhancement (H3.5).

Curriculum relationships were also disclosed by these students to be important as they observed difficulties relating feedback comments to subsequent assignments because their subjects are discrete (H2.3, H3.3). As Boud and Molloy (2013) observed this difficulty in relating elements of the curriculum together is a particular problem of modular courses that hinders students use of feedback. Price, et al. (2011) also revealed student and tutor agreement that the different tasks, subjects, and tutors used in modularised degrees made applying feed-forward advice difficult. The current study supports the idea that feedback needs to be related across the curriculum, so overt linkages and course diagrams are needed to ensure transferability of feedback as proposed by students (H2.3) (Winstone, et al., 2017b) and to ensure feedback is perceived as relevant and actionable (Carless, et al., 2011; O'Donovan, et al., 2016). Students suggested that working with their PAT could help them make connections between the discrete units of their course and interpret specific feedback comments to be more generally applicable across units (H3.4, I3.3) given the lack of resubmission opportunities (I2.2). Students suggested that a structured feedback reflection activity with their PAT could be useful which supports Quinton and Smallbone (2010) and Winstone, et al. (2019) who reported success with similar interventions.

A further curriculum relationship issue was revealed due to the co-location of grades and feedback, as explored by Black and William (1998) and Winstone and Boud (2020). They proposed co-location emphasises the role of feedback as grade justification and prevents students attending to the feed-forward advice. Whilst students in the current study agree that they do not always attend to feedforward comments when they are located on the same sheet, they also suggested they would be unlikely to access feed-forward comments should they be separated from grades.



## **9.3 Tutor perspectives**

### **9.3.1 Introduction**

This section combines and contrasts the themes from both tutor focus groups which were held for different purposes. TUTOR FOCUS GROUP I, held after piloting the PAT intervention in PedAR cycle I, aimed to gather tutor opinion of the intervention and propose adaptations needed for cycle II and yielded themes TT1 to TT4 inclusive. TUTOR FOCUS GROUP II held following cycle II, the wider implementation of the PAT intervention across the school, yielded themes TT5 to TT7 inclusive. The first group sample comprised tutors from the initial target undergraduate course whereas the second group purposefully comprised a wider sample of tutors across different courses and levels to act as a validation group. Three over-arching themes arose on combining the views of the two tutor focus groups which are discussed in turn below displaying congruence with student themes.

### **9.3.2 Personalising the personal tutor**

**TT1: Pastoral role of personal tutor as single point of contact to signpost and reduce confusion**

**TT2: Academic role of personal tutor to encourage agency and support progress**

**TT5: The changing personal tutor role in times of complex needs**

Both tutor focus groups recognized the dual pastoral and academic functions of the personal tutor role and in agreement with Lochtie, et al, (2018) saw the pastoral function as prime (TT1). Tutors on the large cohort undergraduate course were acutely aware of the impact of large class sizes, the international nature of their cohort and an increase in mental health issues leading to the pastoral necessity of kindness and care (TT1) as the primary function of this role. They envisaged the ideal tutor as a consistent single reference point (TT1) with whom the student could meet regularly as a well-being and progress checkpoint, so developing an individual relationship. This aligns with Calcagno, et al. (2017) who reported success from providing every student with a single tutor to develop a relationship of meaningful academic support. The personal tutor as a single contact was particularly important in Year 1 for international students to support their navigation of the UK, HE system and embed good study habits required for success despite McChlery and Wilkie (2009) finding little impact of such an approach on student progression and retention. A regular, compulsory tutorial was seen as an essential triage opportunity so that when

complex issues impacted engagement with academic studies, students could be referred to the relevant university service for professional support. There was recognition that Covid had increased support demands with increasingly complex student personal issues (TT5).

Tutors saw their academic support function (TT2) as secondary to their pastoral role with some keen to retain role separation (TT5). Tutors described their ability to support of students' academic progress by encouraging and supporting them to reflect, read, use their feedback, and take responsibility for their learning (TT2). Tutors reported very few students seeking additional academic skills coaching, following the intervention, except for high achievers (TT5). Basset, et al. (2014) had similarly attempted to use feedback dialogue as a reason for students to attend tutorials also found this attracted the motivated and conscientious students rather than those who needed academic support, limiting its value.

Superficially, these findings tend to support calls for retaining separation between the pastoral and academic elements of the personal tutor role (Lochtie, et al., 2018). However, tutor discussions (TT5) revealed a change in the role emphasis over time alongside student needs and developing relationships; from supporting induction and transition to monitoring progression then supporting exit decision making and resilience, supporting the findings of Thomas (2012). The attempted integration of pastoral and academic tutor roles in the PAT did cause confusion for some students and staff as suggested by Lochtie, et al. (2018) pointing to a need for enhanced tutor training, clearer role definition and communication of the role to both students and tutors.

### **9.3.3 The importance of relationships**

**TT3: Building a personal relationship supports student well-being and academic progress**

**TT5: The changing personal tutor role in times of complex needs**

**TT7: Useful feedback is relational**

Tutors wanted time to get to know each student as an individual (TT3) so they could support their progress and decision making across all stages of their academic journey (TT2). Tutors acknowledged that personal issues could impact academic progress (TT5), so a contextual awareness is helpful. This agrees with Thomas, et al. (2017) who proposed the personal tutor relationship has an important role to play in securing retention, achievement, and success. Tutors agreed that a feedback discussion provided a useful purpose for tutorial meetings but that this should be additional to rather than a replacement for feedback

dialogue with the marker (TT7). Tutors conceived the PAT to usefully support student reflection on strengths and weaknesses, on interrogating and acting on feedback, on motivating feedback seeking and on moving their learning through benchmarking against expected standards. This supports perspectives that a supportive personal tutor relationship can encourage students to take responsibility for their own learning (Walker, et al., 2006). PATs were seen as being able to support an ipsative and holistic view of student progress supplementary to subject specialist tutors and to help students connect their subjects across the curriculum. In addition, PATs can promote student engagement with other university services and extra-curricular opportunities to ensure the student embraces the full potential of their university experience and achieves their potential.

Tutors believed the pastoral role to be rewarding for both tutor and student but that not all tutors suited to the role (TT3, TT5). They suggested that international students may benefit from an international personal tutor with empathy for the experience of living and studying abroad, learning a new language and culture. Covid-19 has increased personal challenges requiring individual support and exacerbated the problem of boundaries, as identified by Macfarlane (2016). Tutors recognized their role to empathize and signpost students to expert support services, identifying a need for training to support their development of relationships across cultures termed "*personal tutor literacy*" (TT5) to safeguard from students' disclosures which can impact tutor well-being. Tutors observed that when they are ill-equipped to support, students learn to avoid engaging with them resulting in poorly attended tutorials, supporting Walker's (2018, 2021) calls for investment in tutor training. Tutors reported that their role could support the development of resilience in students (McIntosh and Shaw, 2017) (TT5) but did not directly evidence a role in enhancing student confidence or identity as a successful learner as observed by Thomas (2012) nor a role in nurturing emotional wellbeing (Stalk and Walker, 2015).

Relational characteristics were highlighted through considerations of consistency and connectivity across assessment processes and tutor suggestions echoed student needs. Tutors disclosed a desire to use clear and simple assessment briefs matched to rubrics that ensure marking criteria are made specific so they can give useful feedforward comments. They envisaged their role to support students' progression by making curriculum relationships overt. Tutors also supported the enhancement of curriculum connections through year group inductions and the continuity of feedback facilitated when the same tutor gives both formative and summative feedback on an assignment. They also clearly recognized the emotional and motivational impact of feedback. Overall, tutors referred to the impact of large cohorts on the personal tutor relationship as observed by Stephen, et al.

(2008). Along with greater student diversity and increasing complexity of student support needs, as Laycock (2009) also notes these tutors called for greater investment in tutorial systems.

### **9.3.4 Consistency**

**TT4: Clear tutorial processes and communication ensure consistency**

**TT6: Consistency in cohorts is important but one size does not fit all levels and course sizes**

Tutors valued the introduction of a tutorial preparation protocol as part of the intervention to facilitate student reflection (TT4) on their feedback and direct the tutorial conversation. Tutors identified the importance of consistency in briefing and adopting tutorial processes to ensure students developed good habits. Consistent timing and communication of the role of these tutorials were also identified as important to ensure maximum benefit along with training for staff and induction for students. This supported Walker's (2018, 2021) observations that without clear understanding of the tutorial purpose and good training then confusion about the role of the tutor is common amongst both staff and students.

Tutors agreed the PAT approach had merit (TT6) but that it needed to be flexible to allow adaptation to the support needs of students at different stages of study and in cohort sizes. This suggests the need for consistency within cohorts and adaptability between cohorts in support of Thomas' (2012) observation of the changing tutorial role over time. Cohort specificity was noted by postgraduate tutors (TT6) who observed their small cohort of students expected a personal relationship with one tutor but also valued varied academic viewpoints. Where small undergraduate cohorts allowed, tutors preferred to ensure feedback consistency through a whole cohort debrief session followed by individual meetings (TT6). Freedom to adapt the PAT role within a framework appeared important.

Calls were made for tutorial processes (TT4) to be more formalized and consistent within cohorts as appropriate to the level and size of the course (TT6). Thus there was support for the PAT scheme trial as a guiding framework where Course Leaders could adapt timelines and tutorial meeting purpose to recognise that student needs change over their journey. Tutors and students need clear communication to ensure understanding of the system, its timelines and purpose. Tutors identified training needs to support discharging their pastoral responsibilities with confidence, safeguarding their own well-being and developing productive relationships with their tutees. They suggested training in '*personal tutor literacy*'

to include an appreciation of different educational and cultural backgrounds and individual motivations and preferences, how to engage and empathise and a good awareness of university central services echoing suggestions in the literature. Tutors proposed holding year group inductions, to communicate the benefits and purpose of the meetings, and student responsibilities to prepare for the tutorial and follow up actions discussed. With these improvements tutors were confident the PAT scheme was a good investment of tutor time that should positively impact student engagement, satisfaction, and attainment.

### **9.3.5 Tutor Themes Summary**

Tutor conceptions of feedback notably differed according to the size of their course but views of feedback as a product endured. There was little evidence of tutors conceiving feedback as a social, relational, dialogic, active process nor seeing it as developing student self-regulation of learning (Nicol, 2010). Tutors demonstrated little appetite for feedback dialogue and although happy to provide additional clarity, viewed published feedback comments as final. A power imbalance was evidenced with tutors more focussed on the product they give to the student rather than the resulting student action as seen by Henderson, et al. (2019c), Barton, et al. (2016) and Van der Kleij, et al. (2019) who all observed the stubborn endurance of the idea of feedback as a transmitted product. Tutor attitudes in this sample agreed with the sample surveyed by Dawson, et al. (2018) where less than a quarter were aligned with new concepts of feedback. Explanations could include large cohort sizes increasing workloads and a lack of tutor feedback literacy. Some tutors evidenced frustration with the lack of student engagement with feedback as found by Mulliner and Tucker (2017). These tutors believed that they spend too long crafting feedback comments that students do not appreciate and agree with Price, et al. (2011) that feedback is not always read, reflected on nor acted upon by their students. The enduring focus of tutors on feedback as a product supports the current direction of research in this field to focus on tutor feedback literacy (Boud and Dawson, 2021).

Overall tutors were positive that personal tutorials could play an academic role if well designed and well communicated to students and staff. With a framework that could be nuanced by level, they were supportive that the PAT intervention could support the development of a personal academic relationship that supports student attainment and success by motivating them to take responsibility for their own learning. Therefore, as proposed by Winstone and Carless (2019) there is support in this study that a well-designed personal tutorial system has the potential to support feedback uptake. The second tutor focus group had therefore acted as a validation group for the intervention.

#### **9.4 Revisiting the research question**

This section discusses the main findings of this study in relation to other studies showing how this study corroborates, contradicts, and complements them to answer the overall research question, taking each sub-question in turn.

##### **SQ1: What evidence is found of differences in feedback conceptions between students from different prior educational cultures and their tutors?**

This study evidenced alignment between tutor and student conceptions of feedback with notable overlaps on the themes of relationships and consistency. Students and tutors still largely see written feedback after summative assessment as a product that serves to justify the awarded grade (Boud and Molloy, 2013). The stubborn endurance of this concept was revealed in the language used by both students and tutors when describing students 'receiving' feedback rather than actively seeking or applying it as found by Winstone et al (2021). Their conceptions of the features of useful feedback are aligned, and they believe the tutor's role to provide expert feedback on work. Common dissatisfaction with feedback processes was evidenced, believing more time should be devoted to developing relationships and crafting useful feedback. A dislike of UAL feedback policies on anonymous marking and ungraded units was also evidenced.

There was greater congruence in the views of students and tutors in this study than suggested by Dawson, et al. (2019) and Mulliner and Tucker (2017) but some differences in perceptions emerged. Students believed their tutors think they do not use their feedback. This indicates a difference in understanding of what constitutes using feedback to the two groups. Students view the feedback product as an important part of their learning contract with whom the tutor is the service provider. Tutors are concerned that students are fixated on grades and should take a more active role in the feedback process (Winstone and Carless, 2019).

There were indications of different perceptions held by international students who appeared more sensitive to the emotional challenges of critical feedback, perhaps a greater challenge to their identity when they are in a different culture. They evidenced considering feedback to confirm that their intended communication was successful rather than being focussed on its grade justification role. International students generally held a less 'consumer' outlook, more appreciative of their feedback despite needing help understanding the complex language used, UK HE expectations and putting feedback into practice.

**SQ2: What evidence is found of the importance of relational elements of feedback and the role of the personal tutor in relationship development?**

This study determined curriculum relationships to be as important as personal tutor relationships. PATs were proposed to be of support to students in relating discrete subjects together and putting feedback into action. Students unfavorably compared academic feedback with workplace feedback which was seen as best practice by nature of being informal, specific, practical, immediate, actionable, verbal, personal and relational.

International students appeared to value the potential of the tutor relationship more than home students, possibly as dialogic opportunities are more important to them. They need to be able to question the marker's intention and may be less willing to ask or attend optional sessions, so need a formal opportunity to clarify their understanding. This therefore supports Henderson, et al. (2019c), who evidenced the importance of dialogue and relationships in helping students make sense of and use feedback to support their attainment. However, students viewed feedback as a one-way communication process rather than a dialogue, specifically as they believed tutors perceived their attempts to take responsibility for their learning (Carless, 2006) and engage tutors in dialogue as an attempt to challenge their grade. This defensive reaction is possibly driven by high workloads and the lack of formal dialogic opportunities built into the curriculum. Individual contact time is craved by students of all years and culture but impractical in large cohorts illustrating Nicol's (2010, p503) observation that "mass HE is squeezing out dialogue" with the result that written feedback, is perceived by students as the key touchpoint with their tutors. Tutors on smaller courses know their students as individuals and are more readily accessible to their students allowing dialogic relationships to form more easily. It is noted that the smaller courses in the school are science, not business disciplines and also benefit from a less fragmented curriculum.

Students want to be known as an individual but in large classes this lack of personal relationship reinforces their belief that HE is transactional and feedback a product of that transaction. Their observation of large classes leading to defensive tutor behaviours supports Dawson, et al. (2019) who observed time pressures leading to tutors perceiving student demands for dialogic feedback as unrealistic. Feedback could therefore be a relational partnership if expectations are managed, and sufficient time allocated. Students evidenced a belief that their personal tutor could help them put their feedback into action through supporting their reflection and holistic overview of their progress.

Some tutors voiced opinions that the personal tutor should have an entirely pastoral role and that attempting to use this role for academic purposes was confusing for both tutors and students. Some tutors even dismissed the importance of the pastoral role, frustrated by the time wasted waiting for 'no-shows', further revealing workload pressures. High workload also challenged the ease of changing practice and explains the limited adoption of the PAT intervention. Other elements of teaching practice were clearly prioritised, and the PAT scheme was not reinforced by line management resulting in some confusion. Some tutors suggested trained mental health professionals should provide pastoral support and academic support should support unpacking feedback as they believed their subject specialist role was more important. Other tutors held a rounded view concerned that nurturing holistic well-being led to academic success, possibly revealing cultural or level-related differences.

Students believed their personal tutor should help them feel connected with their course and academic team, and be available to support them pastorally or with academic issues whenever needed. Students recognized difficulties making connections across their disjointed curriculum units. They observed that the personal tutor could help them do this but saw this complementing time spent with subject specialist unit tutors understanding assignment grading and feedforward comments. Gravett and Winstone (2020) proposed academic support staff to have a role as feedback interpreter, coach, and motivational partner to deal with the emotional impact of feedback comments. There is evidence that students here do seek support from academic support staff, but often not until the later years as it is not discipline specific. Students therefore see greater benefit in seeking academic support for feedback processing from their personal tutor who can better support the discipline- specific understanding than can generalist staff.

### **SQ3: What evidence is found of feedback literacy?**

There is evidence of student outlook maturing and priorities changing as they progress through their course. Any structured approach to a personal tutor curriculum must therefore reflect their changing needs over time. Feedback literacy is evidenced at all levels indicating this is a personal skill but the maturing of attitude suggests personal agency is developed over time, perhaps through necessity if tutor support is perceived to be lacking, but nonetheless the feedback relationship appears to develop into more of a partnership over time. Much of the research into feedback literacy, such as Boud and Molloy (2013) focussed on identifying the understandings, capacities, and dispositions that students need to make



sense of and act on feedback. The four features of Carless and Boud's (2018) feedback literate students finds some support in the current study as discussed next.

Firstly, feedback literate students are proposed to appreciate feedback processes. Students here strongly articulated their concepts of a valuable feedback 'product', including its varied sources (Price, et al., 2011). However, there was less recognition of their own active role in feedback processes. Whilst they did not overtly disclose efforts to proactively engage in dialogue with their tutors as suggested by Yang and Carless (2013) most probably frustrated by the large cohort size.

Secondly, feedback literate students are proposed to develop an ability to self-evaluate and judge the quality of their own work. The quantitative survey provided some indications of well-developed abilities to predict grades. Students provided some evidence supporting Boud and Molloy's (2013) findings that lower achieving students often struggle with self-evaluation and conflate effort with quality, although here this was observed in less mature learners rather than lower achievers necessarily as achievement was not measured. Students agreed with Carless (2015) that peer dialogue and engagement with exemplars helps develop their quality judgement. The development of evaluative capacities is hampered by the large cohort where detailed exploration of peer work is not easily facilitated as also found by Tai, et al. (2017) which could instead be supported in the PAT curriculum design.

Thirdly, feedback literate students are proposed to positively manage affect. Students here evidenced a clear link between feedback, emotions, and motivation, particularly in lower year groups and international students. The PAT could mediate the emotional impact of feedback as suggested by Easterhazy and Damşa (2017), a less defensive reaction to critical feedback may ensue when the student has a relationship with the tutor. The anonymity of large cohorts may therefore challenge the management of affect. The emotional reaction to feedback appears to be influenced by student achievement orientation as in some instances, disappointment with performance motivated defensive behaviours to protect self-identity but in other instances demotivated action completely. These findings also disclosed that a poor feedback experience can have a profoundly demotivating effect. Therefore, these findings develop Pitt and Norton's (2017) assertion that feedback literate students need to manage affect. It is suggested here that feedback literate students actively harness affect to manage their motivation and resilience to act on the feedback provided and engage with subsequent assessment and feedback opportunities without presupposing their usefulness or otherwise.

The fourth characteristic of feedback literate students being their propensity to act on feedback information (Boud and Molloy, 2013) is seen here. Students disclosed a motivation to act but revealed a lack the agency to know how to act, as proposed by Shute (2008), partly due to the modular nature of the course which is surfaced in comments about relating curriculum elements. This supports Carless, et al. (2011) observations that assessment strategies focus on end of unit summative feedback limits student opportunities for action. The need for sustained effort over time as observed by Price, et al. (2011) and the difficulty in generalising feedback comments to subsequent tasks as noted by Hattie and Timperley (2007) were evidenced in student comments. Student agency to act on comments was also challenged by a lack of understanding of the complex language used in feedback comments, especially by international students with English as a second language. More mature students saw themselves as agents of change, developing their identities as pro-active learners realising the benefits from acting on feedback (Boud and Molloy, 2013). Whilst not evident in younger students it was more evident in DiPS students who had experienced the immediate impact of feedback implementation in the workplace.

In summary, the features of feedback literacy were more evident in the more mature student groups lending weight to the proposal that feedback literacy is a skill that can be developed over time thus specific actions can be taken to support the development of this skill. There were some disclosures of regret in the more mature students that they had not attended to feedback in the earlier years of their degree. In addition, there is tentative evidence that the development of feedback literacy could require additional language support to decode the complex language of feedback enabling application to improve their work. Students of all types and levels would welcome additional support to aid their feedback understanding, a role that can be provided by the personal tutor or academic support tutors as proposed by Gravett and Winstone (2020).

Student comments revealed rich aspects of feedback literacy. One student noted adjusting their work to ensure it fitted the preference of the marker. Another student disclosed making a value judgement of their work, accepting a grade when they did better than they thought but not seeking to understand why. There were more feedback literate disclosures made by international students. Some students acknowledged that dialogic opportunities to process and debate feedback supports their development of internal benchmarks. In challenging their awarded grade they may be testing their own conceptions of the standard of their work.

There are few differences evident across the year groups. Whilst the consumer attitude appears across all three years of home students, it is less evident as students' progress. In

later years, particularly the international students evidenced a greater appreciation of personal responsibility in learning through ascribing greater value to formative in-task feedback more than summative post-task feedback particularly as given their disjointed curriculum. These instances may illustrate a maturing of attitude, a development of feedback literacy, or both.

There is evidence of individual differences in student feedback literacy that could be contextually influenced. International students recognise the need to understand the expectations and pedagogies of the UK HE system which may be very different from their own educational background. The PAT can support the development of this understanding and also encourage the underlying development of skills of self-regulation and feedback literacy in all students, but this enhanced appreciation of UK standards may specifically improve attainment of international students.

There is little evidence here to support a consideration of feedback as an academic cultural competence (Lea and Street 2006). There is no evidence of prior learning influencing a student's approach to processing feedback as an academic literacy perspective would suggest. Feedback literacy does not appear to be either more or less developed in home or international students rather it can be developed by all students over time, mediated by their achievement motivation. It is a challenge to acquire feedback literacy in the early years of undergraduate study, hampered by the complex language used and the failure to provide specific examples to demonstrate how improvements in work can be made. Therefore, ESL students, studying in large cohorts where there is little opportunity to discuss feedback and relate it to their work have difficulty using their feedback as a learning tool and will need further support to realise this. Feedback literacy appears to be less of a socio-cultural phenomenon but more a set of technical skills that are learned over time albeit in a specific academic context mediated by cohort size.

Just as with students there are individual differences evidenced in tutor feedback literacy. This can be enhanced through a structured training programme running alongside the tutorial curriculum. It is noted that personal tutor literacy also differs between colleagues which can also be developed through training. Discussion of the role of personal tutorials to support feedback dialogue also revealed tutor feedback literacy particularly in Tutor Focus Group 2 who had been primed through sharing student themes in advance of their discussion. Tutors observed how the use of ungraded units as a transition to HE led to students increased attendance at tutorial as in the absence of a grade the students were not able to motivate themselves by benchmarking their work against grades or their peers, so

they attended tutorials “*curious*” (174) to unpack feedback language in a search for grade cues to find out how “good” the pass was. Conversely, it was also observed that a student satisfied with “just passing” would not seek to understand the additional cues. Tutors observed international students motivated to attend tutorials to support their understanding of complex feedback language which is acknowledged as a strong signal of grade. They observed increased tutorial attendance when a student received a lower than expected grade or when there was a “mismatch” between the feedback language used and the grade awarded. Tutors observed that comments often focus on the negative, due to extensive moderation processes and tend towards grade justification rather than highlighting the good things to continue.

Students indicate there may be a lack of feedback literacy in some tutors. Students do not feel encouraged to seek clarification of feedback as they believe this is seen as complaining. They cite the defensive reaction of tutors assuming students are seeking to change their grade, perpetuates the student belief that the feedback is of little value and is purely for grade justification purposes. Students feel that tutors just want to get the feedback phase over and move on to the next unit rather than valuing it as an important part of the learning process, possibly due to the large cohort workload pressures.

Agreement is found here for the new paradigm of feedback proposed by Winstone and Carless (2019) as a learning-focussed model characterised by student engagement and action. However, responsibility for acting on feedback should be shared; the tutor’s role as an enabler is doubly challenged by the relational constraints of a modular curriculum and a large cohort (ST1). This study finds evidence, as does Van de Klijj (2019), that the concept of feedback as a transmitted product endures with both students and tutors despite efforts towards more student-centred conceptualisations. It is hard to shift overstretched tutors to view feedback as an ongoing process rather than the end of one unit as the workload of the next unit looms. The disconnection of units is exacerbated by inconsistency (ST2) when marking tutors have not been involved with unit delivery.

There are some perceptive insights pointing to the reasons why students ignore feedback and whilst not overtly articulated, the meaning is clear: students cannot see the connections between vague assessments not aligned to learning outcomes, and vague UAL criteria nor connections to their pieces of work. Individual attention to this by unpicking feedback in a personal tutorial may solve one part of the problem but it will not address the root cause.

Carless and Winstone (2020) define feedback literate tutors as designing processes to facilitate uptake, but this is clearly challenged by large cohorts. Tutors here are sensitive to affect and relational dimensions but at times reveal a lack of agency themselves, not confident to challenge school practices. Some lack of feedback literacy is revealed by tutors who believed that some assessment methods such as presentations require less feedback so give them a reduced marking load and others miss the point of ungraded units increasing a focus on feedback. Their discussion of feedback reveals a lack of feedback literacy; there is little focus on helping the students enact the feedback and much more focus on the product that is transmitted; clearly the old paradigm view is hard to shift.

Tension is evident as tutors see providing summative feedback as too late in the learning process rather than a pivotal part as they recognise both they and students have moved on to the next unit. Therefore, rebalancing the focus from summative to formative feedback would benefit both students and tutors.

There is some support for Carless and Winstone's (2020) identification of the inter-play of student and tutor feedback literacy and the need to develop their complementary roles in the feedback process to ensure sustainability especially in large cohorts. Where concepts are misaligned, there could be a barrier to partnership development and co-construction of feedback literacies. There is evidence in this study of differential feedback literacy with some tutors more aware than others of the need to design curriculum and assessment sequencing to allow timely student generation and uptake of feedback. Consistency comments reveal some supportive tutors who spend time writing detailed comments and offering explanations. It is clear however that the opportunity for tutors to enact their feedback literacy is compromised by the workload of large cohorts whilst less feedback literate tutors can hide behind anonymity.

Within the feedback research there are indications of the importance of relationships in feedback. The existing mechanism for developing student-tutor relations, the personal tutorial is established in Chapter 2 as an under-researched area, particularly in the business school context.

The concept of feedback literacy has been used to highlight the skills needed to use feedback effectively. More recent research has noted the most productive feedback relationships occur when students and tutors display skills of feedback literacy. This study therefore seeks evidence that the students and tutors in this context display feedback literacy, also seeking to contrast student year groups and types. It is proposed that the

development of self-regulation as a particular facet of feedback literacy and the associated development of a growth mindset could support the narrowing of the international attainment gap.

## 9.5 Conclusion

This study provides evidence to support the research question.

**Is there evidence that a personal tutor model designed around developing feedback literacy through dialogue engages students and builds relationships which support the development of self-regulation leading to improved attainment, and is this intervention of differential benefit to international students?**

Students and tutors in this study demonstrated enduring perceptions of feedback comments as grade justification. The feedback area has continued to be highly active throughout the timeline of the current study. Research that was undertaken at the same time as this study highlights the complexity of feedback processes and how they are embedded in institutional cultures. Current findings support that feedback is a complex process.

The recent articulation of feedback as a social practice requiring cognitive, behavioural, and emotional engagement as proposed by Winstone and Carless (2019) finds considerable support in the student themes of the current study. The theme of relationships (ST6) supports the idea that feedback is a social process. The observed interplay of emotions (ST4) with motivation (ST3) and the ensuing agency (ST5) to act on feedback strongly supports some of the elements of the concept of feedback literacy. The importance of consistency (ST2) in supporting agency (ST5) is exposed and it is strongly suggested that cohort size (ST1) has a mediating effect on the development of feedback literacy and needs to be considered relative to the tutor perspective as students in H1.3 proposed that *“ultimately feedback isn’t just a reflection of the student, it’s a reflection of the teacher too”*.

Implementing best practice is challenged by time constraints of feedback processes in large cohorts. Students in the current study almost exclusively conceived feedback as a tutor provided product, as seen by O’Donovan, et al (2001), which in turn reduced their agency to actively seek, generate or co-construct feedback from multiple sources, serving as Boud and Molloy (2013) observed, to further increase their reliance on tutors in an unsustainable manner. Students recognised that discussing their feedback helps ensure their understanding and actioning of the comments (Lea and Street, 1998; Carless, 2006) lending

support to the intervention. Students also agreed with other studies that two significant barriers to feedback use exist; feedback timing (Price, et al., 2011) and a lack of transferability of feedback across the curriculum (Winstone, et al., 2017b) which in turn support the need to invest time in more easily actionable formative feedback (Jonsson, 2013).

Students revealed the emotional nature of feedback (ST4) with poor feedback experiences impacting their motivation (ST3) to use feedback to '*close the gap between current and desired performance*' (Nicol and Macfarlane-Dick 2006, p205). The motivational effects revealed here echo Hounsell's (2007) observation of student's ignoring their feedback as a purposeful defence strategy. Some support was found for Orsmond and Merry's (2013) finding that higher achieving students more readily engage with feedback. Evidence was found that students analyse the emotional and temporal costs and benefits before engaging with any type of learning activity. There is therefore support for the four stages of feedback engagement (Price, et al., 2011) of collection, attention, processing and action; influencing further feedback engagement in its own feedback loop.

## Chapter 10 Conclusions

### 10.1 Introduction

This chapter presents a summary of the thesis and the implications of the main findings from a theoretical and practical perspective. Limitations of the study are exposed alongside suggestions for future research directions. The chapter concludes the thesis with researcher reflections.

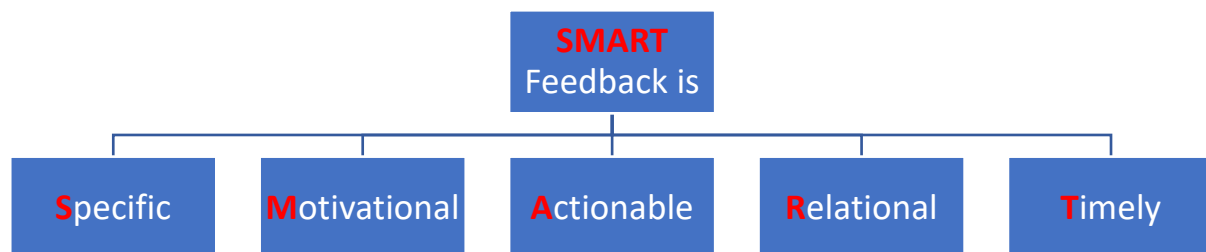
The study aimed to seek evidence for whether a personal tutor curriculum focussed on developing feedback literacy can enhance student engagement with personal tutorials and support relationship building that in turn supports self-regulation, ultimately improving attainment especially for international students. The study found that a personal tutor curriculum can be designed that supports the dual functions of the personal tutor as provider of pastoral support and academic progress coaching. This curriculum must be both level and discipline appropriate and contribute as one component of a well-designed school-wide feedback process that is supported by appropriate University feedback policies.

There is some evidence that student and tutor ability to conceive feedback as a social and dialogic process is challenged in a large and culturally diverse cohort studying a disconnected curriculum. There is evidence that the Personal Academic Tutor (PAT) can help with international students' academic acculturation and making connections in the curriculum. Thus, the key findings of this study relate to the influence of cohort size, via its impact on time on the social learning experience. In a business discipline, the use of feedback can support attainment, with a potentially greater impact on students from non-UK educational cultures requiring tutors to support their individual academic needs. The detrimental impact of large cohorts can be mitigated by interventions that enhance the relational elements of learning. Curriculum relationships and consistency were revealed to be just as important as personal relationships in supporting student agency, motivation and development of emotional control to allow them to attain to the best of their ability.



## 10.2 Theoretical implications

This study has demonstrated the difficulties in changing student and tutor conceptions of feedback. Most student and staff participants reported concepts of feedback as a product rather than a process. However, shared similar conceptions of the constituents of a high-quality useable feedback product emerged clearly which is demonstrated in figure 10.1 below using an adaptation of the well-known acronym SMART. This acronym is used to support goal setting and hence when closing the learning loop by using feedback is the goal, these features can be applied. This study shows that the omission of any of these features presents a barrier to feedback uptake and use. Feedback that contains all these features is easy for students to use when part of a well-designed feedback environment which includes the focussed personal tutorial curriculum, it increases the potential to result in improved attainment encouraging a virtual cycle reinforcing its continuous use. Where one of these features is missing then the student may use the feedback but may not see an attainment improvement and so be discouraged from its future use.



*Figure 10.1 SMART feedback features*

O'Donovan, et al. (2016) observed that students need to be willing to expend effort to access, attend to, process, and use their feedback. Students in the current study evidenced sub-consciously performing a cost/benefit analysis. When they believed that acting on feedback would result in the benefit of improved grades then they would expend the effort of engaging with and acting on feedback (their cost). Their cost analysis is increased by the perceived risk of emotional challenge from accessing potentially demotivating comments. So, perception of feedback relevance is key, as is the need for a support mechanism to dampen its emotional impacts. Therefore, feedback avoidance appears heightened for international students on a course where units are disconnected unless specific supporting mechanisms are in place. There also appears to be potential for feedback avoidance to increase over time in a downward attainment spiral as the anticipation of poor grades

increases the likelihood of feedback avoidance. There are therefore clear links to the potential of growth mindset interventions.

Students will act on feedforward advice only if they understand it, see potential reward from its implementation and are presented with a timely opportunity to put it into action, facilitated through good pedagogic design. As Winstone, et al. (2017b) observed, students will only exert effort to act on feedback advice if it is perceived as transferable and helpful for future assignments. Students noted their perception of tutor care also influences their likelihood of putting the advice into action.

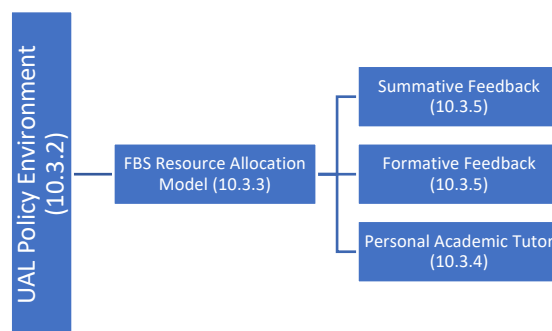
There are therefore some indications that further refinement of this PAT model enhances feedback processes in the school. Large, diverse cohorts and the resulting time pressures add a further level of complexity to assuring these SMART features. Often specific large cohort practices compromise these SMART features for example the use of standardised phrase banks to speed marking and ensure consistency result in depersonalised and non-specific comments that are hard to action thus reinforcing a message of a lack of tutor care. The institutional policy of anonymous marking practices introduced to eliminate bias unfortunately precludes any relational dialogue with the marking tutor. Students see tutors hiding behind this veil of anonymity and an excuse for poor quality feedback. The disjointed business studies curriculum adds further challenges. Rather than investing significant effort trying to make summative comments more relevant, tutor time is more valuably directed towards formative feedback that provides timely opportunities to put feedback into action and realise the benefits of so doing.

Therefore, a structured personal academic tutoring curriculum, as tested in this study, provides a new model for enhancing personal and curriculum relationships in large cohort business courses. When integrated as part of a SMART discipline-specific feedback ecosystem, this may provide the route to supporting student attainment through increasing feedback engagement. Tutors have an important role in the purposeful design of staged curricula in this ecosystem that incorporate timely formative assessment tasks and opportunities to discuss feedback with a personal tutor in time to act on the feedback in the context of the current module so attainment improvements can be seen. In turn this should lead to development of skills of feedback literacy mediated by enhanced agency, growth mindset and improved motivation.

## 10.3 Practical implications

### 10.3.1. Introduction

As a PedAR study, the research continues through annual refinements of the PAT curriculum at school level. The research has demonstrated contextual implications both for school processes and university policies to maximise the benefit of feedback. Interaction between institutional culture, discipline and student personal characteristics are recognised hence implications are considered at different levels as summarised in figure 10.2.



*Figure 10.2 Levels of local implications*

### 10.3.2 Implications for the UAL Policy Environment

Three areas of the UAL policy environment have been challenged by the evidence of this study as follows:

1. **Discipline specific pedagogy.** As UAL grows and expands its subject disciplines to embrace humanities and STEM subjects, inclusive policies must facilitate the local adoption of discipline specific pedagogies. This study has demonstrated that the policy of anonymous marking of written work may reduce bias on one hand but also prevents the development of a feedback relationship with the tutor. Large, diverse business classes do not have the daily access to tutors and technicians afforded by the studio residence of the art school model. In large anonymous classes, feedback is seen by students as one of the key mechanisms for relationship development with their tutors and thus anonymous marking is perceived as unhelpful.
2. **Discipline specific curriculum design.** The current UAL undergraduate credit framework prohibits units of less than 20 credits, encouraging large, complex, multi-disciplinary units. In the business discipline where subjects are discrete, subject specialists need to be able to take responsibility for the student attainment and engagement on their units with time planned accordingly. Thus, smaller credit units

in a modular framework support by the PAT curriculum would better scaffold the student experience particularly through levels 4 and 5.

3. **Investment in supporting student well-being.** The PAT scheme ensures that each student is known by one tutor and provides a first contact when there is a personal issue impacting their studies. These academic tutors require the support of trained pastoral specialists with a clear division of responsibilities both to support students with their increasingly complex personal problems and to secure the PAT's well-being.

### 10.3.3 Implications for FBS resource allocation

The constraints of the FBS resource allocation model have been recognised in this study. With no additional resources available it was clear that better value from the current package of time could be extracted through process realignment. Linking to the study themes of Cohort size (ST1) and Consistency (ST2), changes were implemented at school level to better support resource allocation in Academic Year 22-23 in two specific areas:

1. **Core teaching teams** were planned on each unit with no rotation of seminar groups to encourage tutor ownership and development of tutor-student relationships. All assessments were planned to be marked by the core tutor team, emphasising the centrality of feedback to the learning process. Outsourcing of marking and feedback to non-core tutors has been discouraged in all but exceptional circumstances.
2. **Formative assessment submissions** were included in each unit. The redesign ensured detailed feedback was provided that could be enacted in the summative submission. This also supports sustained student engagement across the unit and discourages focus on terminal summative assessment which can be detrimental to student wellbeing.

These local implications can also be applied as general principles for resourcing the feedback ecosystem on large undergraduate business courses in other institutions. Thus, the benefits of the feedback process are realised and unintended reinforcement of the 'feedback as product' concept which can detract from the usefulness of feedback as a learning tool, is minimised. As Nash and Winstone (2017) proposed, reinforcing the concept of feedback as a product absolves students from responsibility from seeking, engaging with, and utilising feedback.

The development of the PAT scheme should also support the formative feedback strategy. Students will over time learn to appreciate that their feedback implementation efforts are rewarded. At the outset, it is expected that few students who appreciate incremental staged learning and opportunities to action feedback will engage with formative assessment. International students, coming from an educational culture that values rote-learning and exam-based terminal summative assessment may not engage with optional formative tasks which do not count towards unit grades. The supporting role of the PAT in explaining the feedback strategy is therefore key. It is also expected that where formative tasks are tutor-led, students will continue to rely on tutor generated feedback, adding further to unsustainable tutor workloads in large cohorts hence future developments should emphasise student generated formative feedback opportunities through peer and exemplar engagement. As Carless noted (2009) students need to be led to appreciate the value of wider feedback opportunities and the process of seeking and using feedback. The use of scaffolded formative assessment 'little and often' where the discrete subjects of the business study discipline are regularly and frequently engaged with could help build curriculum connectivity in addition to securing knowledge foundations.

#### **10.3.4 Development of the PAT scheme**

Through the iterations of this study the PAT has been shown to support feedback use when tutorial meetings are structured around a specific purpose and preparation, as guided by the PAT curriculum. The development of the PAT relationship does have potential to better support the student learning journey, securing the motivational and relational features SMART feedback. Further investment in PAT training is required as is additional time allocation to ensure clearer alignment with the curriculum for maximum benefit. Therefore, the next stage of this work, whilst outside this research project is to continue to refine the PAT curriculum.

Through themes of Relationships (ST6), Emotional (ST4) and Motivational support (ST5), this study has demonstrated specific features of the PAT role which can support student attainment, including:

1. **Supporting the emotional impact of feedback.** This study supports Jonsson's (2013) observation that feedback may be avoided if there is expectation of it triggering a negative emotional response.
2. **Helping students understand the complex academic language used in feedback** as suggested by Winstone, et al (2017b). The need for help in processing feedback meaning was demonstrated in a student preference for immediate post-

presentation feedback dialogue and is relevant to supporting international student attainment.

3. **Helping students to make links across their curriculum.** Findings evidence an apparent contradiction in student desire for specific feedback comments. Students wanted feedback to highlight specific examples of good work and where improvement was needed (as in Weaver, 2006) so that action could be taken. They did not want general 'good work' motivational comments but they did disclose wanting feedback on generalisable skills such as report structuring and essay-writing as they found these more easily transferred across discrete subject units. This therefore highlights the PAT role in helping students transfer learning.
4. **Helping students understand level expectations.** Whilst supporting understanding of level expectations can be perceived as grade justification, it was evidenced that students accessed feedback seeking to understand an awarded grade that does not match their own expectations. Students disclosed exhibiting agency to protect their mental health and were less likely to access feedback where they perceived a high likelihood of a poor grade due to their acknowledged lack of engagement with the assessment task. Contrary to Price, et al. (2011) who found students only collected feedback where they perceived it would improve their future learning, here there was evidence that students were more likely to access feedback when they did not agree with the grade awarded as seen by Orsmond, et al. (2005) in their active search for grade justification. With enhanced understanding of attainment requirements facilitated by the PAT, such focus on grade justification may reduce allowing the feed-forward benefits to emerge, particularly for International students where level expectations from their prior educational cultures may be very different.
5. **Supporting student reflection** on repeated challenges and encouraging resilience and development of self-regulation strategies so building their growth mindset.
6. **Signposting to other university services** e.g., language support or academic support to help students address specific challenges.

Findings from this study in this highly specific context highlighted the utility of feedback dialogue with their PAT, particularly supporting the acculturation of international students which may be relevant in other contexts. Detailed guidelines and an example of the PAT handbook can be found in Appendix XXI.

Implementation in Semester 1, Academic Year 22-23 saw each undergraduate first-year seminar group on all courses allocated a tutor to support their induction unit over the first five weeks. These groups were capped at a maximum of 25 mixed home and international

students with the intention that this tutor will stay with these students as their PAT throughout their undergraduate journey. Whilst the PAT role is intended to change over time, the initial focus was on socialisation and induction. First individual tutorials provided formative feedback on their initial submissions to initiate an academic relationship. On the timely enaction of this feedback the clear link was made to both the benefit of using feedback and attending tutorial. The PAT relationship will remain focussed as an academic advisor on supporting feedback application, identifying strengths and learning strategies, ensuring these meetings have a relevant purpose and are valued by students throughout their journey. The PAT curriculum is therefore integral to the subject curriculum supporting student attainment. Postgraduate Course Leaders adapted the PAT curriculum to best fit their students. At all levels clear communication of the objectives of PAT meetings at induction was key to ensuring students and staff appreciate their purpose and benefits.

### 10.3.5 Implementing SMART Feedback

As explored in 10.3.3 above the central enhancement of mandating formative feedback in Academic Year 22-23 has also facilitated a focus on best practice in feedback processes and content to develop feedback literacy in FBS students. Simple best practice guidelines shown in figure 10.1 below have been issued to all Unit Leaders for implementation. They have been empowered to be fully accountable for attainment and student feedback on their unit through regular review with their tutor team.

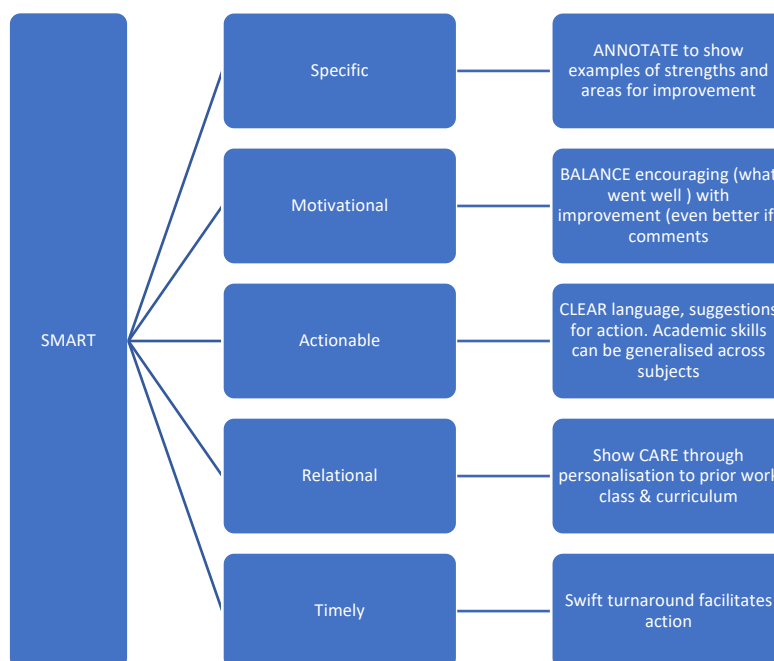


Figure 10.3 SMART feedback guidelines

Following the Semester 1 introduction of formative tasks demonstrating feedback can be related to subsequent tasks, the next task is to widen student awareness to different sources of feedback. In Semester 2, formative tasks will use exemplars and peer evaluation to pivot students away from the expectation of solely consuming written tutor feedback comment. In Semester 2, 2023 a new initiative will be implemented, co-designed with student representatives to develop student understanding of level expectations. Students will submit an cover sheet alongside their summative assessment (Appendix XXIII), as used by Bloxham and Campbell (2010). Students will be asked to predict the grade they believe their submission deserves and provide three reflective comments to support that grade; what they thought went well and what would have improved the submission. They will also be asked to request up to three areas on which they would like specific feedback. This cover sheet will initiate feedback dialogue which is followed up in written comments by the marker and in their subsequent PAT meeting. It is expected that this more focussed feedback may reduce student need to meet with tutors to clarify comments.

At course level to enhance curriculum and personal relationships (ST6) several interventions have been implemented. Each Course Leader holds an annual year induction or re-induction briefing for each group. The focus of this session is to remind students of curriculum links both within and across years using course diagrams. Inductions also include reminders of growth mindset, self-regulation and feedback literacy. Further linking to the theme of Consistency (ST2) Unit Assessment Briefs clearly demonstrate links between units and map transferable skills across units. Each large course now has three Year Leaders who support the Course Leader and monitor the PAT scheme, student engagement and attainment. These Year Leaders have also been able to work with their student representatives to build integrated learning communities in these large, globally diverse cohorts.

This section has demonstrated the wide-ranging best practice that has emerged as a result of this action research project and pointed to continued improvements to be made in the near future.



## **10.4 Limitations and methodological critique**

Several elements of the research design and data collection were impacted by Covid-19. This section outlines the challenges, resulting decisions and how the flexibility of the PedAR design enabled some mitigation of the potential effects on the validity of the research.

### **10.4.1 Survey design**

With no existing instrument and no appropriate scales in the literature that could be used to measure feedback literacy at the time of conducting this study, devising a fully valid survey instrument was not intended. The voluntary nature of attending taught sessions and completing optional surveys may have biased the samples towards more engaged students. To minimise this risk, moodle emails invited the whole cohort to participate in both surveys. These surveys asked students to self-report behaviour and grades which may have been unintentionally or intentionally misrepresented in their responses. The timing of STUDENT SURVEY II on 3 March 2020 coincided with the increased global awareness of Covid-19 and led to students leaving London for their home countries ahead of the end of term reducing the available sample.

### **10.4.2 Quantitative Analysis**

The original research design had planned a significant element of quantitative analysis to facilitate triangulation. It was intended to analyse grade profiles of students to seek evidence of attainment enhancement that could suggest the efficacy or otherwise of the PAT interventions. This grade profile analysis was conducted but excluded from the thesis. Cohen, Manion and Morrison (2018) observed the importance of demonstrating causality but the application of 'no detriment' policies in response to Covid-19 meant that any improvement in the attainment of this cohort could not be causally linked to these interventions as attainment inflation was evidenced across all courses and student groups in UAL. Given the complex factors leading to degree attainment it is unlikely that a causal relationship could have been validly drawn from this one intervention, at best it could only have provided a tentative indication of a potential effect.

### **10.4.3 Focus groups**

The potential limitations of using focus groups such as bias and manipulation, false consensus, the difficulty in distinguishing between an individual view and a group view, as

well as generalisations (Litosseliti, 2003) were considered. Self-selection bias may have been evident as students who tend to participate in these groups are often highly motivated and high achievers so despite best efforts this method may not have accessed those students who choose not to attend voluntary tutorials and who are hard to reach.

The timing of the student focus groups influenced the availability of international students to participate as many had returned home before the end of term due to the impact of the Covid-19 pandemic on global travel and parental concerns. This is evidenced as the Year one international student focus group had only one participant. This data was excluded from the analysis as the responses would have been attributable. As first year students would not have experienced the PAT intervention, omission of this data does not compromise the validity of the research. It is also recognised that the Covid-19 pandemic may have heightened the emotions of all focus group participants and influenced the views expressed.

#### **10.4.4 Validation and Dissemination**

The original study design included two external validation and dissemination opportunities to share and test the intervention design and its potential benefits with other business school academics. Both planned opportunities designed into the study timeframe were cancelled due to Covid-19. One session was planned for Chartered Association of Business Schools (CABS) workshop on 1<sup>st</sup> April 2020 with thirty business school leaders of learning and teaching as participants. This was intended to share the results of the student focus groups, seek validation, and explore efficacy perspectives from other business schools. The second session was planned for the CABS Learning, Teaching and Student Experience Conference on 18<sup>th</sup> September 2020 with the promised access of up to two hundred business school educators. Due to Covid-19 the conference was moved online, but challenges of the chosen technology platform meant that the planned discussion group on “the role of the personal tutor in developing feedback literacy to support attainment” was not able to proceed.

Despite the lack of opportunity for external validation within the study timeframe, the chosen research approach allowed the study design to be actively modified to secure alternative validation of the findings. Internal validation of the intervention’s efficacy was sought by adding PedAR Cycle III and the roll-out of the revised Personal Academic Tutorial programme to all undergraduate and postgraduate courses in FBS in academic year 20/21. At the end of the first year of implementation a TUTOR FOCUS GROUP II was convened. This group was provided with stimulus materials comprising a summary of findings from the STUDENT FOCUS GROUPS to form the basis for capturing tutor views on the intervention.

#### **10.4.5 Positionality limitations**

Throughout the study I was alert to potential ethical issues arising from my management position. Many of my research method choices were made purposefully to guard against such concerns (as discussed in sections 4 and 5.3). One such decision was to use the SLA as a focus group facilitator so that I would be distanced from the study. The SLA was well trusted by the students hence I believed they were more likely to express their views truthfully. However, she had little experience in focus group facilitation which I attempted to mitigate through training, nonetheless her lack of experience is evident in the focus group proceedings. For example, in the Year One home student group, one male student tended to dominate the discussion which influenced the group dynamic. A more experienced facilitator would have ensured more balanced contribution and moved the discussion on. Her lack of experience was also demonstrated in her inconsistent phrasing of the stimulus questions, despite being given a protocol to follow, which could have influenced the discussion. In addition, the facilitator was not well acquainted with the feedback literature therefore did not explore some of the interesting points raised in more depth as a more knowledgeable facilitator would have done. Therefore, in responding to ethical concerns there is a danger that some potentially rich data was not realized in the student focus groups but on balance, the decision to use the facilitator was vindicated by the open and honest disclosures of the groups.

The composition of the student focus groups was influenced by self-selection bias so may not have presented a balanced view and may not have accessed the views of the international students likely to experience the attainment gap themselves. Whilst attempts were made to encourage a range of students to attend by through personal tutor and facilitator contact, the timing of the groups linked to the Covid-19 pandemic influenced the willingness of students to participate. Evidence in the focus group discussions point to the groups being largely comprised of high achieving students as they discuss 'other' students with less motivation or work ethic than they. Several of the participants of both Year three groups had spent an intercalated (DiPS) year working in industry which they observed had impacted their achievement orientation; the higher attainment of these students is also locally proven. Self-selection bias is also evidenced in the samples of the two student questionnaires in the comparison of cohort attainment to sample attainment in the units surveyed.

Following reflection on the use of the facilitator in the student focus groups a facilitator was not used in the tutor focus groups to enable the probing of interesting answers. Positionality concerns realized a positive effect here as their good relationship with me facilitated their honest and candid answers.

The specific use of PedAR was adapted for use in this study due to positionality concerns as explained to remove the researcher from elements of the data collection. This therefore resulted in a reduced focus on researcher reflection than is usual in more pure forms of Action Research. Therefore, this study design resulted in greater objectivity than conceived in the original PedAR approach.

Overall, the study has limited generalizability to other settings as it is effectively a single-site case of a practitioner reflecting on a highly specific institutional context. The binary use of home and international student classifications, whilst aligned with fee status and university sector data collection, does not reflect the rich complexity of cultures and individual differences in either group. I also recognize that my personal values and experiences have influenced the thematic narrative presented and conclusions drawn from my data.

## **10.5 Further research**

Additional efforts could be made to include the voices of the harder to reach and potentially lower attaining or disengaged students in the focus group data. As all students experience the PAT scheme only their reported experience can evidence how this may have supported their attainment. Notwithstanding Covid-compromised attainment data there could only be indications of efficacy in attainment data given the many other variables impacting individual student attainment. It is intended that future refinements of this scheme will be co-created with students.

Extension of this research across other business schools in the UK would be useful as it is theorised that this intervention is of specific benefit for large cohort, fragmented general undergraduate business courses. It is not expected that specialist courses with a more defined course community will gain as great a benefit, but this could be tested. With the focus on relationships, it is important to gather qualitative data, evidencing the student and tutor experience of tutorials. This research has indicated the importance of developing tutor feedback literacy and the role of purposeful, staged design of timely feedback in modular contexts which further studies could investigate.

This study could be enhanced through quantitatively measuring feedback literacy using a questionnaire such as that developed by Nicola-Richmond, Tai and Dawson (2021) rather than the proxy measure used in Cycle I. It is noted that such measurement instruments were not available when this study was designed.

This study could be extended in response to changes in practice that have been accelerated due to Covid-19. The pandemic necessitated the building of relationships using technology to the extent that hybrid tutorials are common practice in our post-Covid reality. The ease with which tutors and students use technology to support their feedback use and development of feedback literacy could be explored further as technology has facilitated more timely availability of tutors in practice. As acknowledged on p.22, studies such as Henderson et al (2019c) have demonstrated audio recording of feedback to be perceived as more personalised, timely and relational. The impact of technology on the development of feedback literacy could be further explored.

## **10.6 Generalisations and significance**

The original and substantive contribution of this thesis is to recognise that a personal academic tutor curriculum can be devised to run in parallel to the academic curriculum. This supports students in developing personal and academic relationships which enhance their feedback literacy and skills of self-regulation to ensure they attain to the best of their ability and extract the maximum benefit from their undergraduate business degree. For international students this relationship has particular significance in supporting their navigation of an unfamiliar educational culture which in turn provides a foundation to secure their achievement.

As a form of Action Research, impact has been demonstrated on my own learning, which through my management position has been implemented as school policy, thus impacting the learning of my colleagues. Through sharing these findings and the resulting best practice guidelines across the institution and more widely across other business schools the impact is clear.

This study provides evidence that the personal academic tutor can help with academic acculturation for international students and benefit all students in making connections in their curriculum. Winstone and Carless (2019) called for practitioners to take small steps to enhance feedback processes in their institution. Through cycles of PedAR this study documents that initial step and the subsequent learning and iteration of feedback enhancement processes in my institution.

The initial focus on feedback dialogue in tutorial has seen some slow success as a process of culture change. There is always a cost and benefit trade off and relational pedagogies are expensive. Nonetheless the qualitative data of lived student experience resoundingly tells us that relationships underpin the value of higher education. The 'students as consumers' narrative is exposed here to be wholly unhelpful and indeed a barrier to enhanced feedback processes which demand the active participation of students. The co-creation and partnership approaches to feedback literacy development of both tutors and students therefore offer an encouraging way forward as do links to the emerging research area of relational pedagogies.

Whilst the context of this research is highly specific the questions addressed are widespread. The importance of curriculum relationships could indicate why business and management disciplines score poorly on assessment and feedback satisfaction in the NSS as undergraduates need to be supported to appreciate the transferability of feedback. This research has elevated the academic function of the personal tutor and demonstrated an adapted personal tutor curriculum could support students make reflective and conceptual curriculum connections. Importantly the tutor supports the development of a personal relationship through which students are motivated to develop skills and extract the greatest possible value from their UK HE experience.

## **10.7 Concluding reflections**

### **10.7.1. The conceptual framework**

I chose this topic for my doctorate after observing this issue of social justice in my practice. UK HE sells the high quality of its education internationally, yet awards many more higher class degrees to home students. Whilst international students receive far more than a degree in exchange for their substantial fee investment, including wide-ranging skills that will support their employability and global economic contribution for life, nonetheless, many leave us disappointed. In turn they may discourage other aspirational international students to choose to study elsewhere impacting the educational ecosystem in my school.

There is a workload crisis for tutors who are expected to give more feedback and more support to more students with changing and complex needs in a context of a limited funding envelope and metrics driven government policy. The arts context is particularly challenging, so the globally relevant business discipline offers an arts institution a route to diversification. However, business pedagogy is challenged by policies and processes designed from an art

school perspective. The discrete subject composition of the business curriculum is fundamentally different to the incremental skills development of artistic practice.

I recognised a possible gap in knowledge through my familiarity with practice and through investigating the relevant literature. I conceived my study at the intersection of three areas of pedagogic research as shown in figure 10.4 below which provided my guiding conceptual framework and led to the framing of my research question, so bridging theory and practice. Whilst research has continued in these areas over the timeframe of this study, the identified gap has remained. Research into the international student experience has largely taken a language deficit perspective and has not explicitly problematised the international attainment gap. There has been little research interest in the academic role of the personal tutor and no explicit link made to how this role could support the use of feedback or development of feedback literacy skills, nor any specific interest in the role of the personal tutor for international students. Whilst feedback has been a highly active research theme throughout the timeframe of this study, feedback has not been researched specifically from the international student perspective. Nor has the potential use of feedback dialogue to develop personal tutor relationships been explicitly considered.

I sought a practical solution to one problem through better use of existing resources. Tutors were spending valuable time waiting for students to attend personal tutorials. Students did not attend as they did not see the benefit of these tutorials despite wanting to be known as individuals. Tutors were spending many hours crafting written feedback on summative assignments for it to be largely ignored by students concerned only with their grade. At a simple level I theorised that if students attended to and put into practice the suggestions of this feedback then their attainment would improve. This is fine if students know how to act on their feedback, if indeed their feedback is actionable. These were questions I needed to answer before I could determine whether the personal tutor could support the use of feedback. I was keen to remain detached and led by the research evidence.

Explicitly, I assumed all students desire good attainment and want to gain the most from their educational experience. I assumed that student largely hold a growth mindset perspective and believe they can develop their skills and capabilities with effort over time. I also assumed all students and tutors are rewarded by developing relationships as learning is a social experience.



*Figure 10.4 Conceptual framework with red triangle denoting thesis area*

Research into the international student experience had long focussed on the impact of language deficit on attainment differentials. I acknowledged that language proficiency is undeniably a factor impacting the international student experience and attainment, but I believed the picture to be more complex. I theorised that international students need help understanding and navigating the systems and processes of UK HE and I believed that developing a good personal tutor relationship could be the key to supporting their academic attainment. I envisaged a well-trained empathetic personal tutor as an important resource for these students; helping their assimilation into UK HE cultures, understanding what was required of them in terms of the amount of time and study skills required and the standards they need to meet. The tutor could also help them understand how the dispersed university services can help them with language, study skills development, and help them appreciate that their involvement in extra-curricular opportunities could build their language confidence, social networks and belongingness.

I saw the personal tutorial system as an underutilised resource with great potential to be more beneficial for students and more rewarding for tutors. The problem lay in engaging students with personal tutorials, to realise the relational benefits. The lack of student engagement and wasted time frustrated tutors as personal tutorials which were seen by both tutors and students to have no academic function other than to check on wellbeing factors that could be affecting their study progress. Tutors seemed to see their personal tutor role as totally distinct from their academic role against a spiralling workload as students demand more feedback on their work. I therefore wanted to find out if these could be brought together; could the personal tutor have a more academic focus and use feedback to generate dialogue that leads to a relationship development. Students are provided with copious written feedback that is at most, read once, alongside the grade and then largely



ignored as they moved onto their next unit. I expected that students were frustrated by attempts to act on this feedback when grade improvements were not realised, fuelling their dissatisfaction.

This research found that developing a culture of 'feedback as process' at scale is undoubtedly a challenge. Increasingly HEIs need to ensure pedagogic processes are effective and efficient in response to contextual challenges. This research demonstrates that reconceptualising the personal tutorial offers a degree of personalisation at scale. Meeting with a personal tutor for a discussion focussed on feedback, not only develops skills of feedback literacy but also entices students to attend tutorials, so developing a relationship with a known academic. Good relationships with tutors appear to increase student satisfaction with assessment by enhancing their trust in the process. With greater trust in the process, students are more likely to act on the feedback, leading to improved attainment and a virtuous cycle developing skills of feedback literacy incrementally. This benefit appears more pronounced for international students, indicating that skills of feedback literacy are culturally bound. There is indication of specific benefit also for those studying modular degrees. On such degrees the feedback literacy of tutors and their role in curriculum design is key and needs greater research attention. The intuitive nature of growth mindset perspectives used in tutor training may help support a shift in this 'stubborn' concept.

'Feedback as process' may appear an untenable ideal in the large classes of a business school. Nonetheless, by striving towards such an ideal, a feedback literate culture is developed which drives good practice in curriculum design and pedagogy. Conceiving feedback as an iterative spiral and as supportive dialogue leads to greater focus on the learning process rather than the assessment artefact. The era of Artificial Intelligence requires curricula specifically designed to facilitate incremental skill acquisition, rather than knowledge itself, that is transferable into the changing workplace thus enhancing employability and motivating lifelong learning for continued relevance.

This research was uniquely enhanced by my management position. Educational leaders rarely seize the opportunity to learn about and reflect deeply on their context through pedagogical research as I have done here, making explicit research decisions based on my leadership perspective. As an educational researcher, I have been able to use this research process to enhance pedagogic practice and student experience in my school and university.

The impact of this study is articulated in my school vision and realised directly through the performance objectives of every staff member and indirectly through inspiring other research

projects. The practical application of the intervention and the focus of academic staff on addressing this problem has impacted over 80 academic staff and more than 3,000 students over the duration of the project.

My personal and professional development has been inextricably bound into this research journey. Through directly engaging with writing journal articles, funding bids and conference dissemination I have experienced the daily challenges of the research community. I have gained an appreciation of the personal sacrifices experienced to contribute to academic debate in the disciplines, leading me to manage these staff and support the development of my Research Centre with greater empathy.

### **10.7.2 Research design**

My leadership position allowed me to put into practice changes to school policies revealed as potentially impactful by my research. As I learned about the efficacy of the changes I was making I could reflect this learning in an impactful school policy. I did this on a small scale at first until finding evidence of positive impact and then I modified the intervention for roll it out to the whole school iteratively. Thus, a pragmatic form of action research was proven appropriate.

PedAR offered a flexible approach that allowed me to pivot the research design in response to Covid-19 challenges (see 10.4.4). I was able to discard my initially intended quantitative analysis once it was invalidated by Covid-19 and instead replace it with an enhanced qualitative focus. Changing the research design was also made easier by my leadership position. For example, I was able to convene an internal validation panel in the absence of external opportunities.

### **10.7.3 Conceptual conclusions**

Through using RTA, I developed themes arising from student and staff focus groups in parallel. I acted on these themes to listen to what the students were telling me and iteratively modify the design of the intervention. Student evidence supported the belief that the personal tutor role could have more of an academic focus if it is well designed and that it could lead to a personal relationship developed that supports student engagement, motivates their development of employability skills, specifically those of self-regulation and leads to attainment increases notwithstanding improved satisfaction with their experience.

I had expected to find that personal relationships were important as student feedback in the NSS tells me that. The surprising finding revealed in this research was the importance of curriculum relationships. I had not appreciated the disparate nature of curriculum units in a business degree challenged the ability to put feedback into action. Nor, had I appreciated that one of the main conceptual differences that operating business degrees under a policy environment designed to support incremental development of artistic practice gave me, leading the business school of an arts university a particular contextual challenge. Whilst the generalisable learning from this thesis rests on the importance of making curriculum connections in a fragmented business degree, it also reinforces the unique position of an arts-based business school who can adapt pedagogic approaches designed to support the incremental development of art practice into our own best practice. For example, being mindful of the emotional impact of feedback, particularly on international students, the use of a modified art-school 'crit' provides well-balanced, immediate oral feedback to students presenting their work to a tutor panel.

This research has shown that a structured tutorial curriculum can be designed to run alongside the formal curriculum. This can engage students in harnessing a growth mindset perspective, acting and reflecting on the content of their feedback to develop behaviours and skills that enhance their feedback literacy. Discussion of feedback and academic content with their personal tutor can help students to piece together their fragmented curriculum and make feedback generalisations of knowledge and skills across units, thus enhancing their attainment. Students were shown to value dialogic feedback opportunities that are both integrated into the formal curriculum and run alongside in a parallel tutorial curriculum.

This research also indicated that tutor awareness of their own development of feedback literacy and the benefits of taking a growth mindset perspective can be enhanced through training. Through greater understanding of feedback literacy development, both in themselves and their students and its application to curriculum design, an optimal, iterative, and holistic feedback culture should develop. Further research is needed in this area.

This study brought together the three areas outlined in Figure 10.4 demonstrating their interconnectedness. It showed that International student attainment can be supported by engaging them in a structured tutorial dialogue that develops a personal relationship that in turn helps them connect their fragmented curriculum and put their feedback comments into action. Thus, supporting and enhancing the International student experience.

### **10.7.5 Looking forwards**

Many of the original intentions of the PAT are challenged by underinvestment in the student experience on large business courses. However, UAL has now recognised that NSS scores may improve following investment in staffing to improve the ratio of staff to students. Thus, between 2021 and 2022 there has been 15% increase in FBS academic staff against an increase of less than 10% of students. This investment against the Covid-19 backdrop appears to be stabilising our NSS scores, compared to a 10% fall across the sector as shown in Figure 1.3. The increased investment in staff has facilitated the interventions described in this study; more time is now available to spend with each student, exploring their feedback, and developing a relationship with the personal tutorial system thus re-setting the fundamentals of the student experience. Figure 1.4 shows that FBS student satisfaction with assessment and feedback has increased over the duration of this research project, which must be at least partly due to the increased focus on this area.

In the spirit of action research, this study lives on. Whilst for thesis write up purposes data collection was finalised; in practice the PAT continues to be refined and used in my school alongside other feedback interventions such as trials of audio-recorded feedback and reflective cover-sheets. I continue to develop my own skills of feedback literacy, I have shared my learning about feedback and the role of the personal tutor with my colleagues and I am also developing a pedagogic research stream in my school which will inform wider policy and practice. I have also employed a pedagogic feature of curriculum linkages in the design of the second edition of my co-authored text on Strategic Fashion Management.

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## Appendix I

### Characteristics of Action Research applied to this study (after McNiff and Whitehead, 2010)

|    | Characteristics of Action Research (AR)   | Application to this study   |
|----|---|---|
| 1  | AR is practice based where practice is understood as action and research  | As a reflective practitioner and an 'insider researcher' I identified a specific need to take purposeful action with the intention of improving educational practice. I wanted to investigate this action, to understand if/ how/ why it contributed to improvement in educational practice, offering explanation and generating new theory.  |
| 2  | AR is about improving practice, creating knowledge, and generating living theories of practice                            |   |
| 3  | AR focusses on improving learning not improving behaviours  | AR fits well with my leadership role as I wanted to learn about my own practice which is inter-related with the practice of others and share my learning through policy setting to influence their learning too.  |
| 4  | AR emphasizes the values base of practice   | <p>I acknowledged that my educational and personal values influenced the identification of the research question, methodological and analytical choices. These values include:</p> <ol style="list-style-type: none"> <li>1. Fair treatment for all students admitted into our educational system; ensuring all reach their potential.</li> <li>2. Students' motivation to achieve is fundamentally intrinsic but influenced by extrinsic factors including cultural and prior educational experiences; and</li> <li>3. Personal relationships are important to both students and tutors in HE.</li> </ol> <p>I recognized the power dynamics of my management position influences both student and tutor attitudes to me as a researcher. AR allowed me to surface and acknowledge these tensions.</p> |
| 5  | AR is about research and knowledge creation and is more than professional practice  | I have always sought to pursue good professional practice i.e., to act, reflect and change the action by learning through reflection. I have put reflection into action at many levels, but this study is different as it seeks to generate evidence to support claims of improved practice. This is also about praxis; informed committed action that enhances my knowledge.   |
| 6  | AR is collaborative and focuses on the co-creation of knowledge of practices  | AR is collegiate and fits well with my belief in a team of educators working together to secure the student experience. In exploring ways to improve my practice, the opinion of my colleagues as critical friends was the important starting point for this study and a fitting endpoint to validate the findings.   |
| 7  | AR involves interrogation, deconstruction, and de-centering   | AR demands critical reflexivity and has increased my awareness of the social and cultural influences on how I think resulting in my adoption of alternative logic leading to my learning and more informed action.  |
| 8  | AR demands higher-order questioning   | By questioning the assumptions that underpin my practice I problematized the international awarding gap and asked why it is, what it is, what could be done to change it and why it should be changed whilst balancing the student experience with institutional income drivers.  |
| 9  | AR is intentionally political   | In questioning the injustice of this awarding gap, I made a political statement. This is aligned with UAL's social justice strategy (UAL, 2022).  |
| 10 | AR requires people to hold themselves accountable for what they are doing and accept responsibility for their own actions | I accepted the challenge of AR. My values led to my identification of a problem in my practice that I wanted to address alongside my team. My values of fairness and care for my students that have driven my action, not institutional strategy.   |
| 11 | AR can contribute to social and cultural transformation   | Driven by the possibility that my purposeful action may influence the future student experience for the better in my own context and through sharing may have wider impact.   |

## Appendix II

### Student Survey I

- URN Unique Response Number  
You were sent a Moodle email notification to your UAL email account to tell you that the grades and feedback had been released on MyFeedback (Moodle).
- Q1 When did you look at MyFeedback?  
3 Immediately. As soon as the grades were released  
2 Later on the day that the grades were released  
1 Another day  
0 I still haven't looked at MyFeedback
- Q2 Before you looked at your feedback sheet. Did you have an idea in your head of approximately what you thought your grade for this work would be?  
6 Yes I thought my work was of Grade A standard  
5 Yes I thought my work was of Grade B standard  
4 Yes I thought my work was of Grade C standard  
3 Yes I thought my work would just pass at Grade D standard  
2 Yes but I thought I had failed  
1 No I really had no idea  
0 I did not submit work for this unit
- Q3 What did you look at first?  
2 The grade  
1 The feedback comments  
0 Neither. I haven't looked yet
- Q4 What was your actual grade?  
7 A+/A/A-  
6 B+/B/B-  
5 C+/C/C-  
4 D+/D/D-  
3 Fail (E/F)  
2 Investigation Pending/ TBC/ F-  
1 Non-Submit  
0 I can't remember
- Q5 How many times did you read the feedback comments (the first time you looked at them)  
3 Once  
2 Twice  
1 Three times or more  
0 I didn't read them
- Q6 Did you look back at your submitted work while you were reading the feedback comments to help you understand what the marker was telling you?  
3 Yes the first time I read the feedback  
2 Yes when I read the feedback a second or later time  
1 No I didn't look at my work when I read the feedback  
0 No. I didn't read the feedback
- Q7 Did you discuss your grade with your classmates or friends  
1 Yes  
0 No

- Q8 Did you discuss your feedback comments with your classmates or friends
- 1 Yes
  - 0 No
- Q9 Did you contact a staff member to help you understand your grade and/or feedback comments?
- 5 Yes I emailed the Unit Leader
  - 4 Yes I emailed the Course Leader
  - 3 Yes I went to see the Course Leader in Open office Hours
  - 2 Yes I went to see the Unit Leader in a drop in session
  - 1 Yes Other
  - 0 No
- Q9\_a If you selected Other, please specify:
- Q10 You are now working towards your summative assessment on your current units (Consumer Insights/ Consultancy Project). How have you used the feedback from your last unit to help you in your current units?
- 2 I have already looked back at the feedback to make sure I don't make the same mistakes again
  - 1 The previous feedback is irrelevant to the current units I intend to look back at the feedback just before submission to make sure I don't make the same mistakes again
  - 0 same mistakes again
- Q11 Did you study on either of the London College of Fashion's preparation courses for International Students?
- 2 Yes I studied on International Introduction to Study of Fashion (IISF)
  - 1 Yes I studied on International Preparation for Fashion (IPF)
  - 0 No
- Q12 Please select the country where you completed the majority of your secondary/high school education before joining London College of Fashion
- 14 United Kingdom
  - 13 Europe
  - 12 Scandinavia
  - 11 Russia
  - 10 China
  - 9 India
  - 8 Pakistan
  - 7 Korea
  - 6 Japan
  - 5 USA
  - 4 South America
  - 3 Africa
  - 2 Middle East
  - 1 Australasia
  - 0 Other
- Q12\_a If you selected Other, please specify:

## Appendix III Workshop I

ual • london college of fashion **B**usiness School

# BSc (Hons) Fashion Management

23<sup>rd</sup> April 2019  
Year 2

1

### Session Aims

1. A questionnaire
2. Research context
3. Feeding back to feed-forward
4. Growth mindsets
5. Resilience & Personal Agency
6. Strategies to prepare for year 3
7. An invitation

2

### A questionnaire

- Why am I here today?
- As part of my research project I would like you to answer a very short questionnaire for me now.
- Follow this link  
<https://bit.ly/2GC4Z6z>
- You will see the Participant Information Form:
  - Answers are wholly anonymous
  - Clicking through gives your consent
  - If you don't want to do it spend the next 10 mins on Netflix!
- Thank you

3

### Reflections on the Questions

- Any questions in there strike you as strange/ make you laugh/ concerned?
- I will share the results of the questionnaire with you on Moodle.
- You can see I am interested in what you do with feedback.
- What could be the hypotheses I am testing?
- A couple more questions to think about

4

### How do you cope with failure?

Which of the following describes you (honestly)

- A. I take risks, fail and that is the end of the world
- B. I take risks, fail and that is an exciting new opportunity for me to learn from
- C. I don't take risks therefore I don't fail
- D. I don't fail because I'm perfect

5

### What do you think about your intelligence?

- A. You can learn new things but you can't really change your basic intelligence
- B. You have a certain amount of intelligence and you can't do much about it

6

### Workshop aims

To understand the difference between growth and fixed mindsets, and to understand the impact that these different mindsets have.

1 →

2

← 3

To think critically about talent and intelligence.

To consider personal learning orientations and mindsets.


7

We all have different implicit theories of intelligence (mindsets)

**FIXED MINDSET (Entity Theory)**

Believe intelligence is something you are born with and that you can't do much to change it.


Human qualities are relatively static.



**GROWTH MINDSET (Incremental Theory)**

Believe intelligence is malleable and can be developed through hard work and persistence.

Human qualities can be cultivated.



**Classification Exercise....**

---

Prof. Carol Dweck [TED Talks: The Power of Believing You can Improve](#)

8

**Fixed Mindset**

D. Believe intelligence is something you're born with, or not

M. Desire to look smart, to avoid looking unintelligent

C. Tend to see challenges as threatening

H. Tend to give up when things get hard

L. Ignore criticism

K. Feel threatened when others are successful

G. See the path to success as something out of your control

**Growth Mindset**

A. Believe intelligence is the result of effort and continued work

I. Desire to learn, even if it takes effort

F. Tend to embrace challenges as fun and exciting

N. Tend to persist in the face of setbacks

B. Learn from criticism

J. Find inspiration and lessons in others' successes

E. See your own effort as the path to success

9

**2 MIND-SETS**

**FIXED** mind-sets intelligence is static. This leads to a desire to look smart and the belief a tendency to...

- CHALLENGES** ...avoid challenges
- GOALS** ...give up easily
- SUPPORT** ...use of help only to show competence
- CRITICISM** ...ignore useful feedback
- SUCCESS OF OTHERS** ...not threatened by the success of others

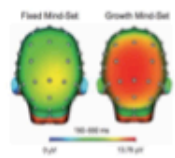
As a result, they may perform less well than their full potential. All this reflects a deterministic view of the world.

**GROWTH** mind-sets intelligence can be developed. This leads to a desire to learn and therefore a tendency to...

- ...seek out challenges
- ...persist in the face of setbacks
- ...use effort as the path to mastery
- ...learn from criticism
- ...find inspirations and lessons in the success of others

As a result, they reach ever higher levels of achievement. All this reflects a growthy sense of how the world works.

10





Studies have shown that students with a growth mindset:

- Are more motivated and engaged, even when work is challenging
- Are more likely to review or revise their work
- Achieve better on maths and English tests
- Are more likely to persist at college


11

**Plasticity**


Our brain networks are not permanently fixed: they are flexible and are in a constant state of change.


Courtesy of: David S. Warshaw, Brain Model, 2005




A brain that is learning adds more neurons and creates more connections in order to store and communicate new information.



The more we keep our brains active through learning and practicing, the more neurons and connections are made.



Our brains process information more efficiently which makes us better at learning.



Things become easier the more we practice because of physical changes in the brain.


12

Write down:

- One thing you've always been good at
- One thing you think you'll never be good at
- One thing you weren't good at but you have improved over time

13

### Growth Mindset & Feedback Language



**The Power of 'Yet'**

Praise for being 'smart' suggests that innate talent is the reason for success.

Focusing on the process helps us to see how effort leads to success.

Feedback language to encourage a growth mindset


14

### Growth mindset means?

- Perseverance & effort is important
- Feedback/ Feedforward not grades
- The power of YET
- Ask for help
- Take a risk
- Seize every opportunity
- Embrace every new experience & new perspective

15

### UAL Creative Attributes



**Resilience**  
The willingness to adapt and remain motivated, overcome obstacles, and deal with ambiguity, uncertainty, and rejection

<http://www.arts.ac.uk/about-ual/teaching-and-learning/careers-and-employability/creative-attributes-framework/>

16

### Feeding back to feed-forward

- Degree algorithms
- Preparation for Year 3
- Attainment is personal not absolute

Located in the literature:

- Kolb's (1984) Learning Cycle
- Schon's (1983) Reflection in action and on action
- Feedback Literacy (Carless & Boud 2018)

17

### Strategies

- Meta awareness through reflection
- Adopt a growth mindset :
  - Seizing opportunities, taking a risk and giving yourself the space for failure as a chance to learn.
  - Keep trying – harder and smarter, focus on effort
  - Recognise, seek and use feedback to help you grow
  - Embrace new perspectives and value difference.
  - SET YOURSELF A SMART IMPROVEMENT GOAL NOW.
- Using Pastoral Tutorials

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## Appendix IV Tutorial Preparation Sheet

|              |  |   |  |
|--------------|--|---|--|
| Student Name |  | <b>BSc (Hons) Fashion Management Year 2:<br/>PROGRESS COACHING PLANNING SHEET</b> |  |
| Tutor Name   |  | Meeting Date  |  |

**BEFORE you meet with your tutor complete this table with your ASSESSMENT PROFILE and note your brief answers to questions 1-4:**

| YEAR ONE BLOCK 1                          |       | YEAR ONE BLOCK 2                                      |                        | YEAR TWO BLOCK 3          |       | YEAR TWO BLOCK 4           |       |
|---|-------|---|------------------------|---------------------------|-------|----------------------------|-------|
| UNIT                                      | GRADE | UNIT  | GRADE                  | UNIT                      | GRADE | UNIT                       | GRADE |
| <i>Introduction To Fashion Management</i> |       | <i>Finance &amp; Management Control</i>               |                        | <i>People Management</i>  |       | <i>Consumer Insights</i>   |       |
| <i>Fashion Business Environment</i>       |       | <i>Fashion Operations &amp; Enterprise Management</i> |                        | <i>Business Analytics</i> |       | <i>Consultancy Project</i> |       |
| <i>Fashion Marketing Management</i>       |       |   | <i>Fashion Futures</i> |                           |       |                            |       |

|   |   |  |
|---|---|--|
| 1 | <u>Review your feedback to date:</u><br>what areas do you need to work on?  |  |
| 2 | <u>Are you satisfied with your academic performance to date:</u><br>how can you develop your skills further?        |  |
| 3 | <u>What are your aspirations</u> for the rest of this year, and for next year?<br>How to you plan to achieve these? |  |
| 4 | <u>Are there any factors outside the College</u> which are affecting your academic performance?                     |  |

**SMART ACTION PLAN (to complete during meeting):**

|   | What | By when |
|---|------|---------|
| 1 |      |         |
| 2 |      |         |
| 3 |      |         |
| 4 |      |         |

## Appendix V Tutor Focus Group I Questions & Consent Form Example

### Tutor Focus Group 1 Question Guide

Thinking about the recent set of Progress Coaching tutorials you have undertaken with the BSc Year 2 students as optional [sign up](#) sessions. Please provide some basic numerical data:

|   |  | Estimate |
|---|--|----------|
| 1 | How many total tutorial slots did you offer?   |          |
| 2 | How many students booked an optional tutorial with you?  |          |
| 3 | How many of these students attended their appointment with you?  |          |
| 4 | How many of the students you met in tutorial had you seen in a previous tutorial?  |          |
| 5 | How many of the students who attended a tutorial with you had used the tutorial preparation sheet?   |          |
| 6 | How many of the students who attended a tutorial with you referenced growth mindsets or feedback literacy? (This indicates they either attended the preparation session with me or accessed the material on <a href="#">moodle</a> ) |          |

### The tutorial preparation sheet

How useful do you think the students found the sheet?

Why do you think they found it useful? Had they not got a picture of their attainment/ progress before?

Did you as tutors find the sheet useful to focus the conversation?

Any suggestions for amendments to the sheet to make it more useful?

### Issues arising

Did you see a spread of attainment profiles or are only certain students attending these tutorials?

What issues did students identify as their main feedback points to work on?

Any themes identified in what we need to do to better support these students?

What sort of action plans/objectives they set themselves?

### Rebranding tutorials

What are your thoughts about changing the focus of these tutorials to be called "Progress Coaching" [sessions](#) ?

Did this change result in you approaching the sessions differently?

Did the students approach the sessions differently?

## Staff Focus Group Participant Information Sheet

### **“Supporting Effective Feed-forward Strategies for Undergraduates in the Fashion Business School”**

As part of my Professional Doctorate at Anglia Ruskin University I am conducting an Action Research study into how we can help students to get the most from feedback opportunities to support their learning. The study has received approval from the Education and Social Care School Research Ethics Panel in the Faculty of Health, Education, Medicine and Social Care at Anglia Ruskin University and has the approval of Heather Pickard, Dean of Fashion Business School, London College of Fashion.

#### *What is the purpose of the study?*

There are many different forms of feedback available to students, formal and informal, summative and formative. I am interested to find out whether a recent workshop has alerted students to the range and breadth of these opportunities and helped them to consider how they can use them to further their learning. I am particularly interested in the Progress Coach initiative and how useful the students have found the structured tutorials we have been running with them. Your reflections on your interactions with students in your coaching sessions are important to this understanding.

#### *Why have I been chosen?*

As a Level 5 pastoral tutor I am inviting you to take part in my research project as a co-researcher.

#### *Do I have to take part?*

No. It is entirely up to you to decide whether or not to take part. If you do decide to take part you will be asked to contribute your opinions in a one hour focus group. Your decision to take part in this or not will not affect your career progression in any way.

#### *What will happen to me if I decide to take part?*

If you would like to take part you will be asked to attend a focus group lasting one hour. In this group the topic of feedback and our pastoral tutorial approach will be discussed and your reflections and opinions will be sought.

#### *What are the possible benefits of taking part?*

I hope that by taking part in this study you will reflect on our pastoral tutorial approach. This may help you consider how to support effective feedback for students going forward.

#### *What are the possible risks of taking part?*

Taking part in this research will take an hour of your time in June 2019 and January 2020. It is not envisaged that there are any other risks from taking part. Should the discussion cause you any discomfort you are advised to seek assistance from your line manager or the Employee Assistance Programme ([well-online.co.uk](http://well-online.co.uk))

#### *Will my taking part in this study be kept confidential?*

The results of this study will be presented publicly in a thesis, at a conference and in a journal publication. Every effort will be made to ensure that you are never identified although quotes from you may be used they will never be attributed to you. My supervisor will have access to the study data but this will be

anonymised. The focus group will be recorded and transcribed. Data will be held securely and destroyed within 12 months of successful completion of the doctorate.

*Your Right to withdraw*

You do not have to answer any question in the focus group you do not wish to. You may withdraw from the study at any time prior to 31 January 2020 without giving any reason, by emailing me on the address below. You may leave the focus group at any time, but your contribution up to that point will remain as part of the data.

*What happens next?*

You will be contacted shortly to invite you to a one hour focus group held in teaching rooms on the High Holborn or John Princes Street site. Note that agreeing to participate does not affect your legal rights. You will be sent a copy of the focus group proceedings via email within 6 weeks of the focus group taking place. This is so that you can check that your comments have been accurately represented. You will also receive a summary of the research findings via email on successful completion of the doctorate.

Thank you for your time.

For further information please contact:

Researcher: **Liz Gee** [LG677@student.anglia.ac.uk](mailto:LG677@student.anglia.ac.uk) or 07761178937

Supervisor: **Philip Howlett** [Philip.Howlett@anglia.ac.uk](mailto:Philip.Howlett@anglia.ac.uk)

In the event of complaints about the study please contact me or my Supervisor on the contact details above in the first instance. Please note also Anglia Ruskin University's complaints procedure:

Email address: [complaints@anglia.ac.uk](mailto:complaints@anglia.ac.uk)

Postal address: Office of the Secretary and Clerk, Anglia Ruskin University, Bishop Hall Lane, Chelmsford, Essex, CM1 1SQ.

**Staff Focus Group Consent Form**

**NAME OF PARTICIPANT:**

**“Supporting Effective Feed-forward Strategies for Undergraduates in the Fashion Business School”**

Researcher contact details: Liz Gee [LG677@student.anglia.ac.uk](mailto:LG677@student.anglia.ac.uk)

1. I agree to take part in the above research. I have read the Participant Information Sheet for the study. I understand what my role will be in this research, and all my questions have been answered to my satisfaction.
2. I understand that I am free to withdraw from the research at any time, without giving a reason. My contribution up to the point of my withdrawal will remain as part of the data.
3. I am free to ask any questions at any time before and during the study.
4. I understand what will happen to the data collected from me for the research.
5. I have been provided with a copy of this form and the Participant Information Sheet.
6. I understand that quotes from me will be used in the dissemination of the research
7. I understand that the focus group will be recorded

Data Protection: I agree to the University processing personal data which I have supplied. I agree to the processing of such data for any purposes connected with the Research Project as outlined to me

Name of participant (print)..... Signed.....          Date.....

Name of person  
witnessing consent (print)..... Signed..... Date.....

---

**I WISH TO WITHDRAW FROM THIS STUDY.**

If you wish to withdraw from the research, please speak to the researcher or email them at [LG677@student.anglia.ac.uk](mailto:LG677@student.anglia.ac.uk) stating the title of the research.


You do not have to give a reason for why you would like to withdraw.

|

## Appendix VI Workshop II

**ual:** london college of fashion
**Your Tutorial Support**

- For each level, a permanent member of staff is assigned to the cohort as **Year Tutor** who will be available throughout the year.
- In addition, you have been assigned a **Personal Tutor** who will support you throughout your final year. Please refer to the handout for a list of these.
- Your **Personal Tutor** is the person your should meet with to discuss any issues / concerns which are (or could be) affecting your performances at University.
- **The Student Liaison Assistant (SLA)** operates a preliminary "triage" by filtering students' enquiries. Tutors are then able to spend more time with students needing support. Students are encouraged to contact the SLA as first response who will then direct them to the Year Tutor or the Course Leader as appropriate.



**Georgia Poncia**  
Student Liaison  
Assistant Fashion  
Management  
[g.poncia@fashion.arts.ac.uk](mailto:g.poncia@fashion.arts.ac.uk)

1

**ual:** london college of fashion
**Your Tutorial Support**

- Using your feedback is a new focus for Personal Tutors this year
- Your Personal Tutor will be contacting you to arrange two specific tutorials one in October and one in February
- These tutorials are timed for after release of unit feedback to help you put it into action
- You should complete the Tutorial Preparation Sheet on Moodle in advance of your meeting
- You are responsible for planning and actions – make sure you get the most out of your tutor meetings.


|  |                                      |               |               |               |               |                |
|--|--------------------------------------|---------------|---------------|---------------|---------------|----------------|
| Student Name   | BSc (Hons) Fashion Management Year 3 |               |               |               |               |                |
| Tutor Name   | PROGRESS LEARNING PLANNING SHEET     |               |               |               |               |                |
|  | Meeting Date                         |               |               |               |               |                |
| <small>BEFORE you meet with your tutor complete this table with your GRADE PROFILE and note your brief answers to questions 1-4.</small> |                                      |               |               |               |               |                |
| <b>1</b>   | <b>UNIT 1</b>                        | <b>UNIT 2</b> | <b>UNIT 3</b> | <b>UNIT 4</b> | <b>UNIT 5</b> | <b>UNIT 6</b>  |
| Module   | Management                           | Management    | Management    | Management    | Management    | Management     |
| Assessment   | Portfolio                            | Portfolio     | Portfolio     | Portfolio     | Portfolio     | Portfolio      |
| Current  | Pass                                 | Pass          | Pass          | Pass          | Pass          | Pass           |
| Previous   | Pass                                 | Pass          | Pass          | Pass          | Pass          | Pass           |
| Overall  | Pass                                 | Pass          | Pass          | Pass          | Pass          | Pass           |
| Remarks  |                                      |               |               |               |               |                |
| <b>1</b> Review your feedback in detail what areas do you need to work on?   |                                      |               |               |               |               |                |
| <b>2</b> Are you satisfied with your academic performance to date how will you develop your skills further?                              |                                      |               |               |               |               |                |
| <b>3</b> What are your aspirations for the rest of this year? How do you plan to achieve these?  |                                      |               |               |               |               |                |
| <b>4</b> Are there any factors outside the College which are affecting your academic performance?  |                                      |               |               |               |               |                |
| <b>DEVELOP ACTION PLAN (to complete during meetings)</b>   |                                      |               |               |               |               |                |
|  | <b>What</b>                          |               |               |               |               | <b>By when</b> |
| 1  |                                      |               |               |               |               |                |
| 2  |                                      |               |               |               |               |                |
| 3  |                                      |               |               |               |               |                |
| 4  |                                      |               |               |               |               |                |

2

## Appendix VII


### Student Survey II

**ual:** london college of fashion**B** fashion business schoolAction Research Study

First take the survey  <https://angliaruskin.onlinesurveys.ac.uk/using-your-summative-feedback-again>

Now let's discuss:

- What were are my Research Questions?
- Will the survey achieve them?
- Critique the design
  - What was your experience like?
  - Any questions you didn't understand or were ambiguous?



---

1 You were sent a Moodle email notification to your UAL email account to tell you that the grades and feedback had been released on MyFeedback (Moodle).

When did you look at MyFeedback?

Another day

Immediately. As soon as the grades were released

Later on the day that the grades were released

2 What did you look at first?

The grade

The feedback comments

3 Before you looked at your feedback sheet. What did you think your grade for this work would be?

Yes I thought my work was of Grade A standard

Yes I thought my work was of Grade B standard

Yes I thought my work was of Grade C standard

Yes I thought my work would just pass at Grade D standard

Yes I thought I would fail

No I really had no idea

4 What was your actual grade?

A+/A/A-

B+/B/B-

C+/C/C-

D+/D/D-

Fail

I can't remember

5 How many times did you read the feedback comments?

I didn't read them

Once

Twice

Three times or more

6 Did you look back at your submitted work while you were reading the feedback comments to help you understand what the marker was telling you?

Yes the first time I read the feedback

Yes when I read the feedback a second or later time

No I didn't look at my work when I read the feedback

No. I didn't read the feedback

7 Did you discuss your grade with your classmates or friends

Yes

No

8 Did you discuss your feedback comments with your classmates or friends

Yes

No

9 Did you contact a staff member to help you understand your grade and/or feedback comments?

Yes I discussed it with my Personal Tutor in a Personal Tutorial

Yes I went to see the Course Leader in Open office Hours

Yes I emailed the Course Leader

Yes I went to see the Unit Leader in a drop in session

Yes I emailed the Unit Leader

No

other took two or more actions

2 actions taken:

10 Have you taken specific action based on feedback received on previous units?

I have used Academic Support

I have used Language Support

No



- 11 How have you used the feedback from previous units to help you in your current unit?
- I have already looked back at feedback from previous units to make sure I don't make the same mistakes again
  - I intend to look back at the feedback from previous units just before submission to make sure I don't make the same mistakes again
  - Previous feedback is irrelevant to the current unit
- 12 Did you know you can contact your Personal Tutor for a tutorial to discuss action planning on feedback?
- Yes. I have already discussed feedback with my Personal Tutor
  - Yes. I intend to discuss feedback with my Personal Tutor
  - No. I have already discussed feedback with my Final Major Project Supervisor
  - No. I intend to discuss my feedback with my Final Major Project Supervisor
  - No. I don't intend to discuss my feedback with any tutor
  - Other
- 13 Did you study on either of the London College of Fashion's preparation courses for International Students?
- Yes I studied on International Preparation for Fashion (IPF)
  - Yes I studied on International Introduction to Study of Fashion (IISF)
  - No
- 14 Please select the country where you completed the majority of your secondary/high school education before joining London College of Fashion
- China
  - Europe
  - India
  - Korea
  - Other
  - Scandinavia
  - United Kingdom
  - USA
- 15 What is your current Year of study
- Year 3
  - Year 4 (I did DiPS)

## Appendix VIII Student Focus Groups Questions & Consent Form Example

### Student Focus Group: One Hour to Explore Feedback – Research Assistant Script

INTRODUCTION. You say...

Thank you for taking the time to be involved in our research.

You have in front of you an Information Form and a Consent Form.

Please read both now and complete.

To remind you that the session will be recorded and transcribed.

The transcript will be anonymized and your comments will not be attributed to you.

You are free to leave at any time.

[COLLECT FORMS BEFORE PROCEEDING]

This discussion will take an hour. We have a series of questions for you to discuss. I will not join in the discussion but I will prompt you with questions.

*We are interested in your perceptions about using feedback to improve your academic work.*



| PROMPT QUESTIONS. You say...   | Some more information <b>not</b> to be shared   |
|--|---|
| PART I (10 mins)   |   |
| <ul style="list-style-type: none"> <li>• <i>What</i> is feedback?</li> <li>• <i>Where</i> do you get it from?</li> <li>• <i>Who</i> do you get it from?</li> <li>• <i>How</i> do you get it?</li> </ul>  | <p>APPRECIATING FEEDBACK</p> <p>Do they focus on tutor provided OAT comments or do they appreciate the wider forms of feedback from peers, informal tutor conversations etc? Do they talk about it in a job context or just assessments? What do they think their role is in actively <i>seeking</i> feedback.</p>                    |
| PART II (20 mins)  |   |
| <p>When you get feedback on your work:</p> <ul style="list-style-type: none"> <li>• <i>What</i> do you <b>do</b> with it?</li> <li>• <i>How</i> do you use it?</li> <li>• <i>Why don't</i> you use it?</li> </ul> <p>If you have a job/ have done DiPS Year – how does feedback delivery and reception differ to University?</p>   | <p>MAKING JUDGEMENTS<br/>TAKING ACTION</p> <p>Interested in exploring their active understanding, reflecting on and putting advice into action. Or do they think the comments are not useful, not relevant, don't remember them, don't understand them? Do they have the chance to put them into practice in the next assignment?</p> |
| PART III (20 mins)   |   |
| <ul style="list-style-type: none"> <li>• How does feedback make you feel?</li> <li>• Who do you discuss it with?</li> <li>• Have you discussed feedback with your personal tutor?</li> <li>• Do you think that (would) help you use it?</li> <li>• Would you like your personal tutor to help you make an action plan?</li> <li>• Do you think making and monitoring an action plan would improve your grades?</li> <li>• How can we make personal tutorials most useful for you?</li> </ul> | <p>MANAGING AFFECT<br/>TAKING ACTION</p> <p>Interested to see if they think there is benefit in discussing feedback with their personal tutor or if they think it needs to be subject specific.</p> <p>Want to understand how we can make personal tutorials more useful.</p>   |



## Student Focus Group Participant Information Sheet

### "Supporting Effective Feed-forward Strategies in the Fashion Business School"

As part of my Professional Doctorate at Anglia Ruskin University I am conducting an Action Research study into how we can help students to get the most from feedback opportunities to support their learning. The study has received approval from the School Research Ethics Panel of the Faculty of Health, Education and Medical Science at Anglia Ruskin University and has the approval of Heather Pickard, Dean of Fashion Business School, London College of Fashion.

#### What is the purpose of the study?

There are many different forms of feedback available to you, formal and informal, summative and formative. I am interested in your perceptions of feedback and in particular how we can use the personal tutorial to support their development of feedback literacy and self-regulated learning.

#### Why have I been chosen?

As a student involved in receiving feedback I am inviting you to take part in my research project.

#### Do I have to take part?

No. It is entirely up to you to decide whether or not to take part. If you do decide to take part you will be asked to contribute your opinions in a one hour focus group. Your decision to take part in this or not will not affect your academic progression in any way.

#### What will happen to me if I decide to take part?

If you would like to take part you will be asked to attend a focus group lasting one hour. In this group the topic of feedback will be discussed and your reflections and opinions will be sought.

#### What are the possible benefits of taking part?

I hope that by taking part in this study you will reflect on how you can support effective feedback for students going forward.

#### What are the possible risks of taking part?

Taking part in this research will take an hour of your time. It is not envisaged that there are any other risks from taking part. Should the discussion cause you any discomfort you are advised to seek assistance from your personal tutor or Student Services

#### Will my taking part in this study be kept confidential?

The results of this study will be presented publicly in a thesis, at a conference and in a journal publication. Every effort will be made to ensure that you are never identified although quotes from you may be used they will never be attributed to you. My supervisor will have access to the study data but this will be anonymised. The focus group will be facilitated by my Research Assistant to preserve your anonymity. It will be recorded and transcribed. Data will be held securely and destroyed on successful completion of the doctorate.

#### Your Right to withdraw

You do not have to answer any question in the focus group you do not wish to. You may withdraw from the study and request to have your data removed at any time within one week of your focus group taking place without giving any reason, by emailing me on the address below.

#### What happens next?

You will be invited to participate in a focus group discussion. You will be sent a copy of the focus group proceedings to check for veracity via email within 6 weeks of the focus group taking place. You will also be invited to receive a summary of the research findings via email on successful completion of the research.

Thank you for your time.

For further information please contact:

Researcher: Liz Gee [LG677@student.anglia.ac.uk](mailto:LG677@student.anglia.ac.uk) or 07761178937

Supervisor: Phillip Howlett [Phillip.Howlett@anglia.ac.uk](mailto:Phillip.Howlett@anglia.ac.uk)

In the event of complaints about the study please contact me or my Supervisor on the contact details above in the first instance. Please note also Anglia Ruskin Universities complaints procedure:

Email address: [complaints@anglia.ac.uk](mailto:complaints@anglia.ac.uk)

Postal address: Office of the Secretary and Clerk, Anglia Ruskin University, Bishop Hall Lane, Chelmsford, Essex, CMI 1SQ.

Student Focus Group Consent Form

NAME OF PARTICIPANT:

"Supporting Effective Feed-forward Strategies in the Fashion Business School"

Researcher contact details: Liz Gee [LG677@student.anglia.ac.uk](mailto:LG677@student.anglia.ac.uk)

1. I agree to take part in the above research. I have read the Participant Information Sheet for the study. I understand what my role will be in this research, and all my questions have been answered to my satisfaction.
2. I understand that I am free to withdraw from the research at any time within one week of my fo group date (noted below)without giving a reason.
3. I am free to ask any questions at any time before and during the study.
4. I understand what will happen to the data collected from me for the research.
5. I have been provided with a copy of this form and the Participant Information Sheet.
6. I understand that quotes from me will be used in the dissemination of the research
7. I understand that the focus group will be recorded

Data Protection: I agree to the University processing personal data which I have supplied. I agree to the processing of such data for any purposes connected with the Research Project as outlined to me

Name of participant (sign & print)

Date

Name of person witnessing consent (sign & print)

Date

---

**I WISH TO WITHDRAW FROM THIS STUDY.**

If you wish to withdraw from the research, please speak to the researcher or email them at [LG677@student.anglia.ac.uk](mailto:LG677@student.anglia.ac.uk) stating the title of the research.

You do not have to give a reason for why you would like to withdraw.

Please let the researcher know whether you are/are not happy for them to use any data from you collected to date in the write up and dissemination of the research.

# Appendix IX

## Personal Academic Tutorials Guidance

### FBS Personal Academic Tutoring

Regardless of level of study, our students tell us they want to develop a relationship with an academic tutor over their time with us. They tell us how much they value ongoing support to enable them to navigate university life and work life balance to ensure they get the most from the holistic experience and attain to the best of their abilities and personal circumstances. Our students may currently be more at risk of not completing their studies perhaps for academic issues, feelings of isolation or concern about achieving future aspirations.

#### Personal Academic Tutoring is...

...a structured process of ongoing support for students focused around their personal, [professional](#) and academic development which:

- Develops student responsibility for their own [learning](#);
- Promotes their self-efficacy and [reflection](#);
- Provides students with a clear idea of their strengths and areas for [development](#);
- Encourages students to consider future plans and career [development](#);
- Helps students to stay on track during their studies and
- Works alongside specialist support services to get students the support that they require.

Personal Academic Tutoring is therefore distinct from subject content tutoring that occurs routinely as part of teaching, learning and assessment of units.

#### What does this mean for our students?

Every student has a named Personal Academic Tutor they can go to throughout their journey for support. That tutor will support their progression and success, provide general advice and signpost them to other UAL resources to support them with their studies and their well-being.

#### What do you do in a Personal Academic Tutorial?

The conversation will be different depending on the student's stage of study and timing in the year. Suggested discussion points:

##### Level 4

- Introduce yourself, your role, [background](#) and area of expertise etc.
- Explain the role of Personal Academic Tutor role, how often meetings will be scheduled and how to contact you (your email), what to call you etc.
- If in a group session ask them to introduce themselves (name, where from, why they chose LCF etc.) and encourage peer support.
- Check the basic hygiene factors:
  - Any problems with student finance, accommodation, safety, GP registration etc?
  - Know how to access their student email account,  [Moodle](#) etc?
  - Know where to go if they are struggling with writing/ reading etc.?
  - Any worries about university level study?
  - What other plans [e.g.](#) hobbies, jobs, community involvement?

##### Level 5/6

- Check the basic hygiene factors; ask how their summer was, accommodation is etc
- Ask what they would like to work on (specifically) since last year (this can form an action plan based on reviewing prior year feedback)
- Their work/ university balance and actions they are taking to boost their employability/ further study options

##### Level 7

- Check the basic hygiene factors
- Explore their motivation for studying at LCF and specific programme
- Determine a specific action plan to achieve their desired academic outcomes, employability and/or further study options.

#### Good practice

- Keep a spreadsheet of student attendance at your tutorials, key issues raised, follow ups etc
- Always follow up the no-shows
- Students should document the tutorial discussion and action plans
- Students are encouraged to prepare in advance for the discussion
- The tutorial is a [conversation](#) so the open reflective questioning technique of the coaching approach is helpful

#### Support for Personal Academic Tutors

- A guidebook of resources is [available](#); as you are not expected to be the expert in everything.
- There are also templates for a Tutorial Record Form and Feedback Summary for your students to use.
- Course Leaders will set guides to the weeks in which tutorials should be scheduled
- A termly Personal Academic Tutor Forum where you can request training and share issues in a community of practice|
- You should also be invited to meet with your course team to raise issues, [concerns](#) and feedback.



## Appendix X Tutor Focus Group II Stimulus Materials

### Staff Focus Group – Validation of Findings and Moving Forwards

#### Summary of findings – themes arising from student focus groups on feedback

##### **THEME 1: COHORT SIZE: Feedback as a value driver in Higher Education**

- Feedback is central to the HE transaction and a key part of the tutor's value.
- Cohort size is central to the quality of feedback, hence its ease of use and transferability
- Large group sizes reduce their opportunities for tutor contact time, in formative feedback and assessment dialogue that allows building relationships.
- Younger groups see feedback as justification of grades rather than a useful tool for learning.
- Large cohorts lead to defensive tutors who are time poor so consider students desire for high quality feedback to be consumer demands that cannot be met.

##### **THEME 2 CONSISTENCY: Inconsistency inhibits feedback uptake**

- Closely linked to cohort size as multiple seminar groups with different tutors delivering the same material results in an inconsistent experience.
- Value for money concerns as all paying for the same experience so expect parity.
- Lack of consistency is barrier to acting on the feedback they receive

##### **THEME 3 MOTIVATION: Feedback processing requires motivation**

- Motivation to use feedback comes from a personal desire to achieve, intrinsic motivation, displayed by their emotional reaction to receiving feedback.
- Over focus on grade has been conditioned throughout school to measure their achievement against themselves and others.
- Motivation to use feedback is reinforced when they use it and see grade improvements – also helps them recognise their agency in the feedback process and seeking more feedback from other sources (Virtuous spiral)
- If they use feedback and see no results, they will not exert effort. Problem when units are discrete and learning is not seen as connected.
- Cultural differences in willingness to take responsibility for seeking and using feedback
- Not wanting to bother the tutor vs demanding more time because they have paid for it!

##### **THEME 4 EMOTIONS: Feedback processing elicits emotions**

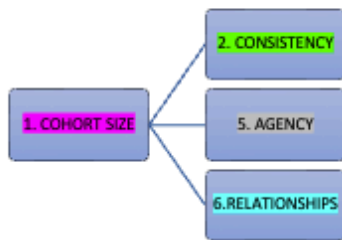
- Receiving feedback is emotional work; impacts motivation and agency
- Mixture of motivation to improve their work for themselves, please parents, compete with peers and save face.
- Avoidance of a negative emotional response motivates them to use their feedback, track their progress and seek to improve their grades.
- Students invariably look to the grade first. If the grade matches their expectations they may not read the feedback; exploring only to explain and justify a mismatch.

##### **THEME 5 AGENCY: Understanding feedback agency supports its use**

- Students see themselves as passive recipients and consumers of feedback rather than active agents in the feedback process.
- To be easy to use and result in grade improvements so motivate them to use it again, feedback needs to be **SPECIFIC and TIMELY**

##### **THEME 6 RELATIONSHIPS: Relationships underpin academic success**

- Learning is a social experience. Students want to be known personally by their tutors and build a relationship with them that supports their attainment.
- High quality feedback is also **RELATIONAL**; it is about understanding the relationship between their learning. Where assessment types and unit content differs, this can be lost



**ST”A”R MODEL OF HIGH-QUALITY FEEDBACK**

## RECOMMENDATIONS

1. Use Turnitin Grademark comments to annotate feedback comments (SPECIFIC)
2. Every unit to have one formative assignment submission point (TIMELY) Individual feedback to be provided in tutorial after grading tim (RELATIONAL).
3. Tutor continuity where tutor who marks formative piece also marks summative and holds bookable assignment feedback tutorials. (RELATIONAL)
4. Tutors to add their name to summative grading so that they can be approached by students seeking clarity. (RELATIONAL)
5. More overt links to be made across units, learning outcomes and assessments using year diagrams (RELATIONAL)
6. **Personal Academic Tutor system to be continued and refined with clearer communication of the purpose related to feedback (RELATIONAL)**
7. Induction to cover the development of feedback literacy to harness their motivation. Explain that not awarding grades in Year 1 Semester 1 units is to focus them on using feedback
8. Feedback comments to focus on transferability between assessments eg writing style, critical thinking skills and not just subject content (RELATIONAL)
9. Feedback comments to be balanced to be useful – what went well and what could be improved to ensure there is feed forward.(SPECIFIC)

## QUESTIONS

1. **Anything you are surprised to read/ would contest/ find is missing?**
2. **What changes would you make to our Personal Academic Tutor scheme?**

# Appendix XI

## Gatekeeper Consent



### Gatekeeper Consent

25<sup>th</sup> March 2019

Dear Liz

**Re: "Supporting Effective Feed-forward Strategies for Undergraduates in the Fashion Business School"**

Thank you for explaining your proposed research project for your professional doctorate at Anglia Ruskin University to me.

After discussion with you and reading your ethics approval forms I am pleased to grant you access to the following for the conduct of this study from 1 April 2019 to 31 March 2020:

1. The student cohort studying BSc (Hons) Fashion Management at Level 5 in 2018/9
2. Relevant Fashion Business School Permanent, Fractional and Hourly Paid Staff
3. Contextual high level management data from UAL Dashboards under the condition that no individual students are identifiable.

I look forward to hearing about the progress of the project and supporting dissemination of the findings at conferences.

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'Heather Pickard'.

**Heather Pickard**  
Dean, Fashion Business School

London College of Fashion  
University of the Arts London  
20 John Princes Street,  
London WC1G 0BJ  
United Kingdom  
Tel: 020 514 7601



## Appendix XII Student Survey I Results Summary

|    | Count | %  | Question  |
|----|-------|----|---|
| Q1 |       |    | You were sent a Moodle email notification to your UAL email account to tell you that the grades and feedback had been released on MyFeedback (Moodle). When did you look at MyFeedback? |
|    | 3     | 31 | 89% Immediately. As soon as the grades were released  |
|    | 2     | 3  | 9% Later on the day that the grades were released   |
|    | 1     | 1  | 3% Another day  |
|    | 0     | 0  | 0% I still haven't looked at MyFeedback   |
| Q2 |       |    | Before you looked at your feedback sheet. Did you have an idea in your head of approximately what you thought your grade for this work would be?  |
|    | 6     | 7  | 19% Yes I thought my work was of Grade A standard   |
|    | 5     | 14 | 39% Yes I thought my work was of Grade B standard   |
|    | 4     | 5  | 14% Yes I thought my work was of Grade C standard   |
|    | 3     | 1  | 3% Yes I thought my work would just pass at Grade D standard  |
|    | 2     | 1  | 3% Yes but I thought I had failed   |
|    | 1     | 8  | 22% No I really had no idea   |
|    | 0     | 0  | 0% I did not submit work for this unit  |
| Q3 |       |    | What did you look at first?   |
|    | 2     | 31 | 86% The grade   |
|    | 1     | 5  | 14% The feedback comments   |
|    | 0     | 0% | Neither. I haven't looked yet   |
| Q4 |       |    | What was your actual grade?   |
|    | 7     | 8  | 22% A+/A/A-   |
|    | 6     | 15 | 42% B+/B/B-   |
|    | 5     | 4  | 11% C+/C/C-   |
|    | 4     | 6  | 17% D+/D/D-   |
|    | 3     | 2  | 6% Fail (E/F)   |
|    | 2     | 0  | 0% Investigation Pending/ TBC/ F-   |
|    | 1     | 0  | 0% Non-Submit   |
| 0  | 1     | 3% | I can't remember  |
| Q5 |       |    | How many times did you read the feedback comments (the first time you looked at them)   |
|    | 3     | 7  | 19% Once  |
|    | 2     | 13 | 36% Twice   |
|    | 1     | 16 | 44% Three times or more   |
|    | 0     | 0% | I didn't read them  |
| Q6 |       |    | Did you look back at your submitted work while you were reading the feedback comments to help you understand what the marker was telling you?   |
|    | 3     | 8  | 22% Yes the first time I read the feedback  |
|    | 2     | 10 | 28% Yes when I read the feedback a second or later time   |
|    | 1     | 18 | 50% No I didn't look at my work when I read the feedback  |

|      |   |    |     |  |
|------|---|----|-----|--|
| Q7   | 0   | 0  | 0%  | No. I didn't read the feedback   |
|      | 1   | 33 | 92% | Yes  |
|      | 0   | 3  | 8%  | No   |
| Q8   | Did you discuss your grade with your classmates or friends  |    |     |  |
|      | 1   | 30 | 83% | Yes  |
|      | 0   | 6  | 17% | No   |
| Q9   | Did you contact a staff member to help you understand your grade and/or feedback comments?  |    |     |  |
|      | 5   | 6  | 15% | Yes I emailed the Unit Leader  |
|      | 4   | 3  | 8%  | Yes I emailed the Course Leader  |
|      | 3   | 2  | 5%  | Yes I went to see the Course Leader in Open office Hours   |
|      | 2   | 3  | 8%  | Yes I went to see the Unit Leader in a drop in session   |
|      | 1   | 7  | 18% | Yes Other  |
|      | 0   | 19 | 48% | No   |
| Q9_a | If you selected Other, please specify:<br>You are now working towards your summative assessment on your current units (Consumer Insights/ Consultancy Project). |    |     |  |
| Q10  | How have you used the feedback from your last unit to help you in your current units?   |    |     |  |
|      | 2   | 14 | 40% | I have already looked back at the feedback to make sure I don't make the same mistakes again                   |
|      | 1   | 11 | 31% | The previous feedback is irrelevant to the current units   |
|      | 0   | 10 | 29% | I intend to look back at the feedback just before submission to make sure I don't make the same mistakes again |
| Q11  | Did you study on either of the London College of Fashion's preparation courses for International Students?  |    |     |  |
|      | 2   | 2  | 6%  | Yes I studied on International Introduction to Study of Fashion (IISF)   |
|      | 1   | 4  | 11% | Yes I studied on International Preparation for Fashion (IPF)   |
|      | 0   | 29 | 83% | No   |

Please select the country where you completed the majority of your secondary/high school education before joining London College of Fashion

|                |    |    |     |  |
|----------------|----|----|-----|--|
| Q12            | 14 | 15 | 42% | United Kingdom                         |
|                | 13 | 5  | 14% | Europe                                 |
|                | 12 | 3  | 8%  | Scandinavia                            |
|                | 11 | 0  | 0%  | Russia                                 |
|                | 10 | 8  | 22% | China                                  |
|                | 9  | 1  | 3%  | India                                  |
|                | 8  | 0  | 0%  | Pakistan                               |
|                | 7  | 0  | 0%  | Korea                                  |
|                | 6  | 0  | 0%  | Japan                                  |
|                | 5  | 1  | 3%  | USA                                    |
|                | 4  | 0  | 0%  | South America                          |
|                | 3  | 0  | 0%  | Africa                                 |
|                | 2  | 0  | 0%  | Middle East                            |
|                | 1  | 0  | 0%  | Australasia                            |
|                | 0  | 3  | 8%  | Other                                  |
| Q12_a          |    |    |     | If you selected Other, please specify: |
| CompletionDate |    |    |     | Submission date                        |

NB Q 9 1 student did 5 & 4 one other student did all 4. Comments for other included "I did not know I could talk to someone about this"

## Appendix XIII Student Survey II Results Summary

|  |  |    |     |
|--|--|----|-----|
| 1 You were sent a Moodle email notification to your UAL email account to tell you that the grades and feedback had been released on MyFeedback (Moodle). |  |    |     |
| When did you look at MyFeedback?   |  |    |     |
|  | Another day  | 2  | 4%  |
|  | Immediately. As soon as the grades were released   | 40 | 87% |
|  | Later on the day that the grades were released   | 4  | 9%  |
| 2 What did you look at first?  |  |    |     |
|  | The grade  | 45 | 98% |
|  | The feedback comments  | 1  | 2%  |
| 3 Before you looked at your feedback sheet. What did you think your grade for this work would be?  |  |    |     |
|  | Yes I thought my work was of Grade A standard  | 9  | 20% |
|  | Yes I thought my work was of Grade B standard  | 20 | 43% |
|  | Yes I thought my work was of Grade C standard  | 7  | 15% |
|  | Yes I thought my work would just pass at Grade D standard  | 1  | 2%  |
|  | Yes I thought I would fail   | 0  | 0%  |
|  | No I really had no idea  | 9  | 20% |
| 4 What was your actual grade?  |  |    |     |
|  | A+/A/A-  | 15 | 33% |
|  | B+/B/B-  | 17 | 37% |
|  | C+/C/C-  | 11 | 24% |
|  | D+/D/D-  | 3  | 7%  |
|  | Fail   | 0  | 0%  |
|  | I can't remember   | 0  | 0%  |
| 5 How many times did you read the feedback comments?   |  |    |     |
|  | I didn't read them   | 1  | 2%  |
|  | Once   | 11 | 24% |
|  | Twice  | 19 | 41% |
|  | Three times or more  | 15 | 33% |
| 6 Did you look back at your submitted work while you were reading the feedback comments to help you understand what the marker was telling you?          |  |    |     |
|  | Yes the first time I read the feedback   | 5  | 11% |
|  | Yes when I read the feedback a second or later time  | 12 | 26% |
|  | No I didn't look at my work when I read the feedback   | 28 | 61% |
|  | No. I didn't read the feedback   | 1  | 2%  |
| 7 Did you discuss your grade with your classmates or friends   |  |    |     |
|  | Yes  | 37 | 80% |
|  | No   | 9  | 20% |
| 8 Did you discuss your feedback comments with your classmates or friends   |  |    |     |
|  | Yes  | 31 | 67% |
|  | No   | 15 | 33% |
| 9 Did you contact a staff member to help you understand your grade and/or feedback comments?   |  |    |     |
|  | Yes I discussed it with my Personal Tutor in a Personal Tutorial   | 4  | 9%  |
|  | Yes I went to see the Course Leader in Open office Hours   | 0  | 0%  |
|  | Yes I emailed the Course Leader  | 2  | 4%  |
|  | Yes I went to see the Unit Leader in a drop in session   | 1  | 2%  |
|  | Yes I emailed the Unit Leader  | 0  | 0%  |
|  | No   | 36 | 78% |
|  | other took two or more actions   |    |     |
|  | 2 actions taken:   |    |     |
|  | Yes I emailed the Unit Leader, Yes I discussed it with my Personal Tutor in a Personal Tutorial                            | 1  | 2%  |
|  | Yes I emailed the Unit Leader, Yes I emailed the Course Leader   | 1  | 2%  |
|  | Yes I went to see the Course Leader in Open office Hours, Yes I discussed it with my Personal Tutor in a Personal Tutorial | 1  | 2%  |

|    |   |  |  |    |     |
|----|---|--|--|----|-----|
| 10 | Have you taken specific action based on feedback received on previous units?  |  |  |    |     |
|    | I have used Academic Support  |  |  | 6  | 13% |
|    | I have used Language Support  |  |  | 1  | 2%  |
|    | No  |  |  | 39 | 85% |
| 11 | How have you used the feedback from previous units to help you in your current unit?  |  |  |    |     |
|    | I have already looked back at feedback from previous units to make sure I don't make the same mistakes again                                |  |  | 21 | 46% |
|    | I intend to look back at the feedback from previous units just before submission to make sure I don't make the same mistakes again          |  |  | 22 | 48% |
|    | Previous feedback is irrelevant to the current unit   |  |  | 3  | 7%  |
| 12 | Did you know you can contact your Personal Tutor for a tutorial to discuss action planning on feedback?                                     |  |  |    |     |
|    | Yes. I have already discussed feedback with my Personal Tutor   |  |  | 8  | 17% |
|    | Yes. I intend to discuss feedback with my Personal Tutor  |  |  | 6  | 13% |
|    | No. I have already discussed feedback with my Final Major Project Supervisor  |  |  | 8  | 17% |
|    | No. I intend to discuss my feedback with my Final Major Project Supervisor  |  |  | 11 | 24% |
|    | No. I don't intend to discuss my feedback with any tutor  |  |  | 12 | 26% |
|    | Other   |  |  | 1  | 2%  |
| 13 | Did you study on either of the London College of Fashion's preparation courses for International Students?                                  |  |  |    |     |
|    | Yes I studied on International Preparation for Fashion (IPF)  |  |  | 6  | 13% |
|    | Yes I studied on International Introduction to Study of Fashion (IISF)  |  |  | 2  | 4%  |
|    | No  |  |  | 38 | 83% |
| 14 | Please select the country where you completed the majority of your secondary/high school education before joining London College of Fashion |  |  |    |     |
|    | China   |  |  | 6  | 13% |
|    | Europe  |  |  | 6  | 13% |
|    | India   |  |  | 2  | 4%  |
|    | Korea   |  |  | 2  | 4%  |
|    | Other   |  |  | 8  | 17% |
|    | Scandinavia   |  |  | 3  | 7%  |
|    | United Kingdom  |  |  | 16 | 35% |
|    | USA   |  |  | 3  | 7%  |
| 15 | What is your current Year of study  |  |  |    |     |
|    | Year 3  |  |  | 31 | 67% |
|    | Year 4 (I did DiPS)   |  |  | 15 | 33% |

## Appendix XIV Tutor Focus Group I Coded Transcript

1 Tutor Online Focus Group I | Transcript 9/7/19

2  
3 LG Okay, thank you so much for doing this for me. So this is part of my EdD research but it's  
4 also something we need to do as a school; we need to do something with tutorials. I would like to  
5 understand more about how you guys do tutorials, and discuss what we could do with tutorials as  
6 a whole school. I'm trying to get to the point where we have a model for tutorials that we can roll  
7 out.

8  
9 And I sort of started it by coming up with this tutorial preparation sheet. I wanted to start this today  
10 to see if anybody used it and what you thought of it. Do you think that sort of structure is a good  
11 idea for tutorials? We need to make a difference to our NSS results and clearly start to think how  
12 we make our tutorials just a bit more personal so we get to know the students a bit more. Whether  
13 that means going back to "Family Tutors", what that looks like, I don't know at this stage, but I do  
14 think structure around the tutorial is a start.

15  
16 And some of you might know I did a session to try and increase the amount of feedback literacy  
17 for the year two's. They didn't take up the opportunities to have tutorials with you as offered. So it's  
18 just a discussion about what do we do with tutorials? Over to you.

19  
20 T1 I think tutorials are a necessity. I think your idea of a structure is really good. I use a  
21 similar structure when I do tutorials anyway. It's important to have a way of getting them to think  
22 about their strengths and weaknesses and how perhaps they could improve their grades going  
23 forward, what have they learned from recent feedback etc?

24  
25 LG So we used to use something similar, quite a while ago when we did family tutorials, but  
26 then it sort of dropped off the radar a bit. So you've carried on using it have you?

27  
28 T1 Well as a pastoral tutor yes and no. I really miss the progress, individual tutorials as  
29 pastoral tutor. My worry is, you know, mental health issues are on the increase and it's all very  
30 well saying "Okay, come to my drop in tutorial if you're having difficulties" but if you're having  
31 difficulties, you probably can't even make it in school, and you're definitely not going to come and  
32 see someone voluntarily. So, how do we even know that it's possible. I think if we have regular  
33 tutorials, once a term, probably at the beginning of term or when they've just had some feedback.  
34 The end of term wouldn't work as many would have left but maybe its week 2 or 3 just after an  
35 assessment; have you looked at the feedback, what have you learned from it and you going to use  
36 that in the block ahead? But then it also allows us to figure out if that particular individual has got  
37 other issues, concerns, mental health issues or just life that potentially might result in mental  
38 health issues. And just generally, well-being.

39  
40 LG [T2] what do you think?

41  
42 T2 I think they need more time. And I think they need more investment in them as people I  
43 think I kind of echo what [T1] is saying. I quite enjoy the family tutorials with them. But I feel like I  
44 don't have enough time to give all the students that need help, the help that they need. So, I feel  
45 quite strongly that they need more opportunity for time, more frequently so that they know that  
46 there's someone available I think at the moment they get a bit lost, and they don't know who to go  
47 to they know they've got a drop in tutorial for this and they've got Course Leader Open Office  
48 Hours, and they've got the pastoral tutorials which are kind of happening and they're not  
49 happening and I think it's really confusing for them. And I think if they have one point of contact  
50 that they knew that they could see frequently I wonder if that would change. But I think in terms of  
51 the time that tutors would have to invest in that I think it's quite a lot. I think it's a lot more than we  
52 think it is and that's kind of what [T1] is saying. There's so much support needed and you know  
53 that there is increase in terms of mental health and stuff like that and I think they need us to be  
54 around more frequently for them.



Liz Gee ...

- Compulsory
- Structured preparation
- Reflection
- Improve grades
- Use feedback

@mention or reply



Liz Gee ...

- Regular scheduled meetings
- Mental Health
- Voluntary
- Timing
- Use feedback
- Action plan forward
- Early warning system

@mention or reply



Liz Gee ...

- Time investment
- Personalisation
- One point of contact
- Lost
- Confusion
- Mental Health

@mention or reply

55 T1 Can I just also say what I liked about the family tutorials we used to do was the fact that  
56 there was consistency and you kept the same tutor. Now, I do know lately [T4] and I swapped  
57 tutorial sessions and [T4] had some of the students turn up to see him thinking they were going to  
58 see me. He emailed me to let me know that some were a bit nervous because they didn't know  
59 him. So I think they appreciate it if we can try and have consistency where we can.

60 LG Does everybody like being a pastoral tutor? [T3, T4] what do you two think?

62 T3 So I have been a Year tutor for the past two years for year one and I think as I said to you I  
64 only had one student turning up for progress coaching. I think as [T2] was saying there is quite a  
65 lot of confusion. Perhaps better so that the students have one reference point, even as the years  
66 go by so they don't change that person. So I only had students coming to see me as Year tutor  
67 when they were struggling. A couple of students coming to me saying they were not sure about  
68 the course, maybe they want to take a year out. So, like perhaps if they had a point of touch  
69 before then, to help them as I was seeing them at the point at which they had decided almost to  
70 change course or change Uni then that would be more of a follow through. Because otherwise I  
71 get students coming to me saying "Oh T3 I've made this decision, how do I go about it", rather  
72 than the whole process behind this.

73 LG So it's a bit late otherwise?

74 LG [T4] what do you think?

75 T4 Yes I like these tutorials but I think it's important that we should have the same people  
79 always because I didn't teach Year two. They were more comfortable if I should have come up  
80 with them from Year One so I think that's important as what [T1] was saying.

81 LG But it wouldn't matter I suppose if they had you all along, even if you don't teach Year 2's  
83 they'd have known you from last year? OK so I am getting that the relationships are important.

84 T4, T1 Yes

85 LG Do you think that all members of staff should do pastoral tutorials or do you think it should  
88 be optional?

89 T2 I think I struggle with the family tutorials, because I used to sit in whatever room I was in for  
91 hours and nobody would ever show up. So for the ones that did show up, I saw them frequently  
92 and built relationships with them, but I would say at least 50% it didn't bother. So yeah it's quite a  
93 sticky problem to work out what is the ideal, what do they actually want. What I get from them is  
94 that they like having a regular face that they can contact and come to and ask questions.

95 T1 Can I just say with the family tutorials you remain within the same family so they can be  
97 progress tutorials. Being part of a family I think got a bit lost because I think if you sit in a room and  
98 wait for them, they don't turn up. I think if you make it every term you need to turn up for a  
99 progress tutorial in the same family then they know they have to turn up, they know they will see  
100 the same person, build a relationship with them and that person will help them look at previous  
101 feedback and give them pointers for the term ahead, academic or personal.

102 T2 I think that was also the difficulty when I, when I was doing family pastoral tutorials that I  
104 was doing right back when I first joined. I didn't really have any visibility of the purpose of them  
105 and then the background of the students. It was difficult to really engage with the students and  
106 understand them fully because we weren't properly briefed on exactly what to follow up on. And  
107 also I had no background in terms of the students so I didn't really understand them.

108

Liz Gee ...  
Consistency  
Relationship  
Nervous if don't know you  
@mention or reply

Liz Gee ...  
Confusion  
One point of contact  
Consistency  
Support decision making  
@mention or reply

Liz Gee ...  
Consistency  
One point of contact  
Relationship  
@mention or reply

Liz Gee ...  
Relationship  
@mention or reply

Liz Gee ...  
Time wasting  
Relationship  
Consistency  
One point of contact  
@mention or reply

Liz Gee ...  
Relationship  
Use feedback  
Family groups



109 LG Okay. So we need some sort of tutor meetings. Okay so what do you think about  
 110 terminology then, what do we call these things, "families"? "pastoral"? "coaching sessions"?

111  
 112 T3 I think coaching is a good terminology. Takes away from the academic pathway and is  
 113 more like life coaching is a great way of calling it almost like calling it mentoring.]

114  
 115 T1 I think coaching and mentoring, mentoring is quite good.]

116  
 117 LG I suppose with Coaching I'm worried this transfers more onus back on us? So we don't like  
 118 "family"?

119  
 120 T1 I like the idea of the family, keeping the same tutor but not the title family, it's a bit naff.]

121  
 122 LG Ok so something about coaching. So for those that were seen, what sort of things were  
 123 they talking to you about?

124  
 125 T4 Some of them want to do a Masters so they really want a good grade them. |

126  
 127 LG Ok so they came to see you, because they do want coaching into how to get a good grade.

128  
 129 T4 Yes but I think some of them said but most of them were international to they were saying  
 130 that they have issues with writing like academic writing we really want to improve on that.]

131  
 132 T2 Mine had no real idea why they were seeing me to be honest they've been told to sign up  
 133 for a tutorial and they signed up. And that was pretty much where it ended. Then they started  
 134 talking about unit specific stuff. And I had to steer them more towards you know, what do you see  
 135 as the challenges, what are the highlights of your year that you've had. I don't think we as tutors  
 136 had enough structure, about what we were supposed to be covering in it if I'm honest.]

137  
 138 T2 I think the form that I've now seen is really valuable for them to, you know, fill in their grades  
 139 and, you know, make some action points etc etc. I don't think there was as much visibility of that  
 140 as there could have been.]

141  
 142 T1 You did ask if everyone should do tutorials. I think it depends on the personality of the  
 143 individual.

144  
 145 LG Yes if I gave you the choice I'm sure you guys would say yes because you're talking to me  
 146 know about this! But presumably there are tutors out there who would rather not do it

147  
 148 T1 I think this needs to be something that you are wanting to do. If you don't then neither you  
 149 nor the student are going to get much out of it]

150  
 151 T2 I think there needs to be a certain degree of empathy as well

152  
 153 LG So if there is a tutor who doesn't want to do it then how would you guys feel about that?

154  
 155 T1 They'd have to use the hours doing something else!

156  
 157 LG Is that OK?

158  
 159 T3 Yes. I think we should also try to find what are the strengths of tutors. Like in terms of how  
 160 to split, in a way, the students. I was thinking about this for my PRA because I only had one  
 161 student turning up for the coaching tutorials. Well you know who it is but she came to me because  
 162 she knows I've lived in China before and I speak a bit of Chinese and I really appreciate that kind  
 163 of culture. So I think when we focus more on international students if they can have an

Liz Gee Coaching

@mention or reply

Liz Gee Mentoring

@mention or reply

Liz Gee Family

@mention or reply

Liz Gee Academic coaching Improve grades

@mention or reply

Liz Gee Academic support e.g. writing

@mention or reply

Liz Gee Tutorial structure Purpose Not unit specific Reflection

@mention or reply

Liz Gee Tutorial Preparation form Action plan Valuable Visibility



164 international tutor, in a way as I was an international student inclined to people who went through  
 165 a similar process in terms of learning a new language and culture. Maybe you can find a stronger  
 166 link, whereas, for instance, I don't know, British students might, I'm just saying, I don't want to  
 167 generalise but it could be a way to even work in a way of working on their language, because  
 168 maybe another native speaker, could put them more in a comfortable position in a way that's how I  
 169 would feel.]  
 170  
 171 LG Do you know how many tutees you could end up with [T3]?  
 172  
 173 T3 I'm not the only non-British one!  
 174  
 175 T1 I know a bit about living abroad. You'd just become a counsellor.]  
 176  
 177 LG So, how much do you think a tutor needs to know about the units that they're involved in.  
 178 So do you think that the students should be able to come to you about absolutely everything. So  
 179 academic questions about their feedback, their progress in the unit, where do you think the line is?  
 180  
 181 T1 I think as a tutor you need to swot up on what units they have completed and understand  
 182 what the learning outcomes are and what the assessment is. I think in the sessions you can read  
 183 through their feedback with them. Ultimately it's about signposting. Because, you know, we're a  
 184 big old cohort, it's a maze for us so it must be a maze for them.]  
 185  
 186 LG So [T3] What would you think about having to go through feedback about accounting?  
 187 Where would the line be? At what point would you be "just go to see T4"  
 188  
 189 T3 Yeah honestly I wouldn't feel too comfortable dealing with a unit that is not my subject area  
 190 unless at a macro level, not in the wrong way, but it wouldn't be as particular as it could be. So  
 191 perhaps being able to then bring the struggling student to the unit tutor.]  
 192  
 193 LG So we still need to have drop in subject level tutorials as well.  
 194  
 195 T2 And I think that's when it starts getting complicated, because I think they struggle with this  
 196 system of who do I go to for what. I don't think they understand the difference between a pastoral  
 197 tutorial and a subject tutorial. And whilst I don't feel equipped to answer questions, for instance  
 198 about financial management or whatever is, I don't think the students understand why they can't  
 199 do that. They want to go somewhere to have all their questions answered]  
 200  
 201 LG A one stop shop?  
 202  
 203 T2 Yes  
 204  
 205 LG So how do we get to something like that?  
 206  
 207 T1 So I see it slightly differently, so I see the coaching tutorials as a once a block event, at the  
 208 beginning of the block so they can reflect on the previous block and prepare for the new one and  
 209 then I see each unit leader doing the regular unit level drop ins to give students an opportunity to  
 210 come and ask questions about the unit, the assessment, from an academic perspective.]  
 211  
 212 LG So all of you currently do unit tutorials. Do you have good attendance?  
 213  
 214 T1 No. Awful. In fact it depends on the time of term |  
 215  
 216 LG So should those tutorials be compulsory rather than drop in?  
 217

The screenshot shows a chat interface with five messages from a user named Liz Gee. Each message is displayed in a card format with a profile picture, name, and title. Below each message is a reply button labeled '@mention or reply'.

- Message 1: Liz Gee, Living abroad Counsellor
- Message 2: Liz Gee, Understand curriculum Signposting Using feedback Large cohort
- Message 3: Liz Gee, Not unit specific Signposting
- Message 4: Liz Gee, Not unit specific One point of contact
- Message 5: Liz Gee, Timing Reflection Action plan Not unit specific

218 T2 No. I think they need regular registered tutorials. We get better attendance in Intro To for  
 219 instance as we register them in tutorial twice during the block and the attendance there is actually  
 220 fairly good. I wouldn't say it's exemplary but it's better than some of the other tutorials that have.  
 221  
 222 LG And they are in small groups?  
 223  
 224 T2 Yes. Yeah, and that I think is another issue because I think if they are pastoral tutorials then  
 225 I don't think they should be in small groups nor do I think they want to be  
 226  
 227 T1 No you're not going to talk about some major trauma in a group  
 228  
 229 T2 No. Exactly.  
 230  
 231 LG OK so pastoral tutorials need to stay one on one, probably three a year. So a settling one  
 232 before the end of October and then one after the end of block one and one before the end of block  
 233 two. Ok so three pastoral tutorials a year, or coaching sessions or progress coaching. So that's  
 234 really focussed on their individual progression. Okay. And then on top of that small group  
 235 registered tutorials for units.  
 236  
 237 T2 Yeah.  
 238  
 239 LG What do you think?  
 240  
 241 T1 I kind of saw the mentoring as two a year, unless we do one at the end of the whole year  
 242 ahead of the summer  
 243  
 244 LG I suppose three for the first years so you get that, settling one really early. So its probably  
 245 three in the first year and two in the second?  
 246  
 247 T1 I suppose Unit Leader drop ins, maybe this is where there needs to be clarity, I just see  
 248 those drop ins as where a student perhaps has fallen behind, or hasn't got the confidence to ask  
 249 questions in the sessions, them coming to you to get clarity on what we expect from them. And  
 250 therefore I never really attendance in those sessions to be high anyway as I'm hoping that what  
 251 has been covered in the sessions is enough for them not to have to come to those tutorials. We  
 252 offer those tutorials so there is that small opportunity should they need it.  
 253  
 254 LG Okay so maybe that's renamed as Open Office hours. So it's just a case of they can come  
 255 and see you. If they need something clarifying, or if it gets rid of the, I think the word tutorial there  
 256 is probably what's confusing them. Do you think that would help?  
 257  
 258 T2 I do understand as well them wanting to use those sessions and maybe not getting from the  
 259 lecture everything they need to some of them because I think some people learn in different ways  
 260 and I think some people like or want to talk through it to understand it fully, whereas some  
 261 students don't necessarily need that. I mean I'm rubbish when I'm just given information I to talk  
 262 through it. So I do understand where they are coming from with that and you know, for the two  
 263 units I ran this year it was the Open Office hours were really busy, because they just wanted to  
 264 come and talk through the points that they had and stuff like that.  
 265  
 266 LG Okay, that's good. That was a first year unit?  
 267  
 268 T2 Yeah two first year units.  
 269  
 270 LG OK so they are in good habits for the second year  
 271

Liz Gee  
Compulsory  
Registered

@mention or reply

Liz Gee  
Individual  
Small groups

@mention or reply

Liz Gee  
Timing

@mention or reply

Liz Gee  
Timing

@mention or reply

Liz Gee  
Timing

@mention or reply

Liz Gee  
Unit Specific tutorials  
Q&A  
Drop-in

@mention or reply

Liz Gee  
Rename Open Office hours  
Value in clarifying concepts

@mention or reply

272 T2 I think the other thing is as teaching staff you need to keep shouting about the Open Office  
 273 hours because I think that was also the problem is that I think lots of the units didn't have them. So  
 274 it wasn't consistent across everything. And I think, you always need to keep shouting about the  
 275 fact that I will be in Blueprint here, so please make sure you come, I know it's on their Celcat but I  
 276 think sometimes they just need more encouragement.

277

278 T1 I think in Year 2 attendance could be quite bad as they didn't come to the lessons anyway!  
 279 They seem completely unaware that is going on.

280

281 LG Okay, so it sounds we have got Year 1 cracked. Year 2 is a nightmare so  
 282

283 T2 We'll see when they get into year 2!

284

285 LG We can be hopeful next years year 2 will be better. So how do we change the year two  
 286 approach? Do we carry on doing what we did in year one in year two to make sure it consistent?  
 287 Then what do we do with year three?

288

289 T2 They are going to be awful.

290

291 T1 Maybe they might have a bit of a wake up call in their final year.

292

293 T2 Actually we were imagining that they were going to be terrible at the two units they did in  
 294 block two but actually, in terms of attainment, they were much better than we expected. So  
 295 Consumer Insights the Unit Leader was expecting a complete disaster but they attained quite well.  
 296 Encouraging

297

298 LG So if you look at the free text for the NSS, it's all about how do we make the big course feel  
 299 small, they want to be known as individuals. So do you think tutorials are the key to this, or  
 300 anything else we are missing?

301

302 T1 I do think seminars are too big. If you think about where they've come from. UK class sizes  
 303 of 30 in year 7&8 when they get to 10 & 11 they are smaller and at A Level even smaller again and  
 304 we put them in seminar groups of 40

305

306 LG OK so do we reduce the size of the course all together?

307

308 T2 I don't think we're allowed to?

309

310 LG That is something I can do, if that's the right answer. We need to do something about the  
 311 NSS.  
 312 Will that make a difference? What do you think the optimal size of those seminars is?

313

314 T1 Shouldn't be more than 30 when there's enough staff.

315

316 LG T4 when you do Excel classes. You are working with 25- 30? Getting consistency? What  
 317 about really small group, teaching, reducing seminar to 10's or 15's

318

319 T1 Short courses are between 10-20 which is very different. There is research that says the  
 320 perfect learning group size is no more than 24. That may cause difficulties from a social  
 321 perspective. 18 to 24 is optimum.

322

323 LG Okay, can we just go back to that progress coaching planning sheet. If we start to roll out  
 324 something like this do you think it works across all years? Do you think they will engage with it in  
 325 terms of doing it in advance. What do you think?  
 326

Liz Gee  
 Consistency  
 Communication  
 Encouragement  
 Timetabled

@mention or reply

Liz Gee  
 Poor attendance

@mention or reply

Liz Gee  
 Seminar sizes

@mention or reply

Liz Gee  
 Seminar sizes

@mention or reply

327 T2 I think, I think they need to. But I think that could be something that is done with them within  
 328 the tutorial. Because I speak to some of them now at the end of Year one and they can't even  
 329 remember what their grades are  
 330  
 331 T1 So when they used to do the feedback forms that they had to complete before attending the  
 332 tutorial, back in the day, I reckon about 75-80% completed it before the session. They quickly  
 333 learned that if they hadn't completed it then that was the session not as worthwhile. If they get into  
 334 the habit in year one then yes they will do it.  
 335  
 336 LG Do the questions help direct the conversation?  
 337  
 338 T2 Yes  
 339  
 340 LG What else needs to be on those sheets?  
 341  
 342 T3 One student was struggling with the action plan, the what by when and how to achieve.  
 343 Break it down into steps  
 344  
 345 LG What else anything else in terms of the questions?  
 346  
 347 T2 They are really hung up on grades. I think the sheet could be really helpful it needs to be a  
 348 big focus at the start of the year. This is what you are going to do, repeated throughout, all tutors  
 349 aware and on board, regular touch points. Something in induction |  
 350  
 351 LG What they do in womenswear is give them a booklet that looks a bit like this, they mark their  
 352 progress in as they go. And they seem to quite like that, having a thing that's like a passport that  
 353 they fill in with their feedback as they go. What do you think to that? I quite like the idea of giving  
 354 them something.  
 355  
 356 T2 Yes I like that  
 357  
 358 T1 I just know I'm a nightmare with paper. Could it also be digital? One student has lived in 9  
 359 different flats she'd never be able to find it!  
 360  
 361 LG It will be good when all student records are kept on line for all tutors to access. SITS will do  
 362 that but it is at least a year away  
 363  
 364 T2 It will make a big difference to tutors to be able to get the information you need to fully  
 365 understand the student. They are such a big group. Hard enough knowing names. |  
 366  
 367 LG OK so how much do you think they take on board their feedback comments then? Talk to  
 368 me about feedback literacy.  
 369  
 370 T1 The grade is their focus. Panic after high grades at school and they don't understand the  
 371 letters  
 372  
 373 LG So what can we do to help them understand our levels of grades?  
 374  
 375 T2 A seminar around it, we give them their feedback but don't help them understand it. |  
 376  
 377 LG Okay, so in other schools, intro to doesn't have a grade for exactly that reason. To get them  
 378 to focus on the feedback and not on the grade thing. Pass/ fail just like better lives so a unit in  
 379 each of their year 1 blocks which is ungraded.  
 380

The screenshot shows a vertical list of six cards, each representing a different topic or document. Each card features a profile picture of Liz Gee, her name, a title, and a button labeled '@mention or reply' with a right-pointing arrow. The cards are as follows:

- Card 1: Title "Preparation"
- Card 2: Title "Action plan"
- Card 3: Title "Grade primacy Tutor briefing Induction"
- Card 4: Title "Digital progress passport"
- Card 5: Title "Systems solution Large cohort"
- Card 6: Title "Grade primacy Feedback seminar Understand/use feedback"



381 T2 Pass/ Fail is all very well but if there is still no sessions to go through their feedback and  
 382 they don't understand the reason they failed its not worth it. So in Intro to there is no reason why  
 383 they couldn't have a feedback seminar after the grades are released. Do the other schools thing  
 384 their attainment on the other units has improved because they are looking at their feedback not  
 385 their grade? If not made a difference then why do it. Could talk to peers about feedback in family  
 386 tutorials. We would need a briefing session on Intro to for all tutors to be able to do that. Sets up  
 387 expectations we can do this for every year? Is it micro-managing them too much?  
 388  
 389 LG How much do you think they actually take on board of what we write  
 390  
 391 T1 I think this goes back to a point T2 made earlier about small group feedback seminars.  
 392 They need to be taught to read feedback and encouraged to use it then they'll use it more but I  
 393 think some of them literally are just looking at the grade. Not all of them.  
 394  
 395 LG I have done a questionnaire, not looked at the results yet, about how many times you look  
 396 at your feedback, do you go back to it when you do the next assignment etc? I'll share that with  
 397 you when I do.  
 398  
 399 T1 Go on OAT to see if students have actually looked at their feedback. Some don't even look  
 400  
 401 LG We spend so long crafting that feedback into feedforward and if they are not going to read it  
 402 then how else could we better spend that time?  
 403  
 404 T1 I think we need more time to craft our feedback. I somethings think these students have  
 405 spent a whole block doing this and I am literally dedicating 20 minutes of my time to reading it and  
 406 writing feedback. I time myself. |  
 407  
 408 LG Some people don't even do this 20 minutes I mean this is a huge variation in practice.  
 409  
 410 T2 I think that is a bigger conversation. How long do people spend on feedback, how is  
 411 feedback constructed. There's no guidelines about how much, getting teaching teams together,  
 412 reviewing a shared understanding of the learning outcomes that we need to get together  
 413 beforehand to make sure we are in the same field when we are marking. I don't think that's  
 414 consistent. In terms of the students getting an understanding of the marking criteria maybe it could  
 415 be a big help to them following an understanding. |  
 416  
 417 LG So with the new marking criteria we have a chance to reset that practice. we need we need  
 418 to invest the time to get back consistency so they can then see that that its useful before they start  
 419 to use it. Because every unit is slightly different how does it work on yours T3?  
 420  
 421 T3 It seems to make much more sense for consistency if the people teaching on the unit are  
 422 also marking on the unit. I did a detailed briefing and overview of the unit, what to expect.  
 423  
 424 LG Anything else we need to think about. Feedback wise, what can we do anything burning to  
 425 share.  
 426  
 427 T2 Lots of new starters need briefing. Just inconsistency is the biggest thing and I think, you  
 428 know, they all talk to each other, big year Whats App group you can only imagine the  
 429 conversations, Recipe for disaster and there's nothing we can do about it. Some students  
 430 understand it gets a bit crazy, but then the negativity that it fuels.  
 431  
 432 T4 I think it's not an issue when it comes, multiple choice questions or financial questions as its  
 433 simply right or wrong. That doesn't mean all assessments need to be by exam as they need to  
 434 learn to write  
 435

Liz Gee  
 Pass/fail  
 Understand/use feedback  
 Peer dialogue  
 Family groups  
 Feedback seminar  
 Briefings  
 Micro-managing

@mention or reply

Liz Gee  
 Feedback seminar  
 Understand/use feedback  
 Grade primacy

@mention or reply

Liz Gee  
 Understand/ use feedback

@mention or reply

Liz Gee  
 Time

@mention or reply

Liz Gee  
 Feedback practice  
 Consistency

@mention or reply

Liz Gee  
 Consistency

@mention or reply

Liz Gee  
 Consistency  
 Student dissatisfaction

436 LG So there are going to be differences in feedback they get it, because of the type of  
437 assessments we use. Okay. So, in summary, we need to brief new staff starters, we need to  
438 ensure that some sort of seminar for students to understand what feedback is and how to use it  
439 probably in intro to.

440  
441 T2 We have got marking criteria lectures setup for the students, so that they're clear on the  
442 changes. We should set up a seminar once intro to feedback has been published, then go  
443 through.

444  
445 LG I can further adapt the form and introduce that as a standard. We will call them progress  
446 coaching sessions. We'll run them in groups for consistency, so tutors will be allocated a group to  
447 progress coach, through the course. Back to how we used to do it, because it used to work

448  
449 T1 I think it's important. So many students say they arrive at LCF and they just feel lost, for the  
450 first time many in a country that they don't know who to turn to, there's no regular face. They're in  
451 different groups, in massive lecture theatres, you know

452  
453 LG We just need to look after them a bit more.

454  
455 T4 Maybe we could have a tutor night or something? All tutors, general social, casual way,  
456 one evening after lectures.

457  
458 T2 Students have asked for social events as well, which is difficult with such a large cohort and  
459 budget and all that stuff to find something that is appropriate, because it's all very well saying lets  
460 go and do this, we can't do that because there's so many of them. So, for induction we have set up  
461 drinks in a nicer space with teaching staff as a social event together

462  
463 LG Okay, so thank you so much. If you got any more thoughts on this stuff, let me know. I will  
464 come back to you at various points, put some of this into action and then review to see if this  
465 actually makes a difference, as we go.

466  
467 T1 Yeah, like we need to have like a year of pilot. You sort of have a catch up with us and also  
468 with the students. This should work particularly well with year 2 who experienced year 1. It's a kind  
469 of a work in progress.

470  
471 LG Yeah, I think we should you know we can certainly start and try and make life better for  
472 them and us. Have you got any students that would be good ones to target to talk about this? Has  
473 anybody been particularly vocal? If you can think of anybody who might like to be involved please  
474 send me names. Thank you all.

475 END

476

Liz Gee Feedback seminar

@mention or reply

Liz Gee Large cohort International students Lost

@mention or reply

Liz Gee Social event

@mention or reply

Liz Gee Social event

@mention or reply



48 I'd say as well, the people that you work with, because they're able to analyse the way that  
49 you think when you have a conversation with them. They'll be able to point out where you  
50 might find your weaknesses are, but that's not always just from one person's perspective,  
51 you can get it from so many different people. Everyone might have a different opinion of  
52 what you might need to improve on.

53  
54 Facilitator 3:11

55 **When you say people you work with do you mean in a group, or at actually at work?**

56  
57 Student 3:14

58 Well it could be like your peer group from class or, if you're working in retail, it could be  
59 your manager. Because everyone's talking to you and they can kind of pick up certain  
60 patterns in your behaviour.

61  
62 Facilitator 3:28

63 **So if we're thinking specifically about Uni, what sort of feedback, do you look for first, is it  
64 written, is it verbal? Where do you think the most important feedback is for you?**

65  
66 Student 3:41

67 Well we get it online, but that's it, we're lacking it in every other area I feel like we just hand  
68 in a piece of work and then that's all I get.

69  
70 Student 3:50

71 Well recently we were getting feedback verbally for our presentation which was really good  
72 and constructive because then you could then counteract the feedback and say, "this was  
73 our thinking behind it" and kind of explain your development with their questions.

74  
75 Student 4:06

76 I find I get feedback for myself, I make sure I analyse everything I do, and I think "I did this  
77 project like this and this is why I went wrong" because I use the feedback that they give me.  
78 I kind of think if someone says this wasn't done right because I rushed it. So I'll self-assess as  
79 a person to give myself feedback as well. And it's quite important they make sure to  
80 encourage us to do like look back on yourself because I think sometimes you're the only  
81 person to really know where it went wrong.

82  
83 Student 4:35

84 Because it went wrong for a reason. Yeah, I get what you're saying.

85  
86 Student 4:36

87 Yeah, so need to think why is it rushed? why is that work not good enough? Sometimes you  
88 sit there and think yeah I didn't do enough research but sometimes if you're just going off  
89 what other people are saying you never actually sit down and find the core problem.

90  
91 Facilitator 4:52

92 **So then who is the person that gives you feedback Do you know them specifically?**

93  
94 Student 5:00



Liz Gee ...  
Peers at work  
Feedback from different  
people who know you  
Feedback Source  
Personal Relationship

@mention or reply



Liz Gee ...  
Class peers  
Feedback Source

@mention or reply



Liz Gee ...  
Online after submission  
Feedback Source  
Little other feedback  
Feedback Source Dissatisfied

@mention or reply



@mention or reply



Liz Gee ...  
Verbal feedback on  
presentations  
Feedback Source  
Enabled dialogue to clarify  
and explain  
Feedback Dialogue

@mention or reply

Liz Gee ...  
"counteract the feedback"  
Feedback justifies the grade

@mention or reply

Liz Gee ...  
Self-generated feedback.  
Importance of reflection  
Feedback Source  
Personal Relationship



Year 1 Home Transcript

95 Here it's just teachers isn't it.  
96  
97 Facilitator 5:02  
98 **And how do you get it? Is it just online, in person?**  
99  
100 Student 5:07  
101 I find unless you search for it in one of the one to ones, it's just online |  
102  
103 Student 5:10  
104 I think there's a massive lack of contact at Uni. I guess it's just words on a screen, contact is  
105 nicer. We are just names on a register.  
106  
107 Student 5:22  
108 Feedback's a lot more valuable when you speak to someone face to face whereas when you  
109 see it on a screen it's not as personal and you don't take it in as much, if you speak to them  
110 it connects to you more.  
111  
112 Facilitator 5:32  
113 **When you get your feedback, what is the first thing that you actively do with it?**  
114  
115 Student 5:41  
116 | compare it to my work. Personally, in our Introduction to Management our first Unit, I |  
117 thought the criticism was really good, the feedback sorry was really, really useful I could see  
118 where I could have done that wrong. I often make notes on my work so I do tend to do that  
119 because it's really good. I'm quite a visual person well I think some people benefit from the  
120 talk thing but for me I do like the way it's written down because in a few months time I'm  
121 not gonna really remember what someone said to me so I think it's better to have it actually  
122 written down on a piece of paper. Next year I think I didn't do that, and I can actually see  
123 that while I'm trying to think. They told me it was okay, it wasn't that good but that's not  
124 really beneficial. And it sounds nice to have both but it is really key to have the highlights  
125 definitely written down.  
126  
127 Student 6:29  
128 At the end of the day you're the only one responsible for the work that is produced. It's your  
129 criticism so if you don't do anything about it, don't moan about the grade. |  
130  
131 Student 6:35  
132 So true.  
133  
134 Student 6:39  
135 If you can't take on board what they say, you can't expect to go right next time, it just  
136 doesn't work like that.  
137  
138 Student 6:45  
139 Some people say "Oh I can't reference", well go and learn how to cos it's kind of key.  
140  
141 Student 6:52



Liz Gee Feedback Source

@mention or reply

Liz Gee Understand they can ask for 121 Feedback Source

@mention or reply

Liz Gee Lack of knowing them personally \*names on a register\* Dissatisfied

@mention or reply

Liz Gee Feedback more valuable in person, connects more Feedback Dialogue

@mention or reply

Liz Gee Comparing to work, making notes Acting on Feedback Personal Responsibility

@mention or reply

Liz Gee Implies you need to act on it or you won't get better and if you don't act on it don't expect to see an improvement. Especially in fundamentals. Acting on Feedback Personal Responsibility

142 I think it's also how they tell you for example like how to reference. You might need to go to  
143 two different people to understand it. You might not understand one person but then you  
144 might understand someone else's explanation. So you have to search for even you have to  
145 go through several people to find ways.  
146

147 Student 7:06

148 So many have a defeatist attitude when they say "they told me I can't do it, so I can't do it".  
149 Everyone can do it. You just have to try.

150

151 Facilitator 7:10

152 **So what's everyone else's first steps when you first get feedback?**

153 *[another student joins the group, signs consent form and settles]*

154 **We've just been talking about what feedback is and where we get it from. I've just asked**  
155 **everyone to explain that first step so if you've handed in an assessment, what is the first**  
156 **thing you do with all your feedback?**

157

158 Student 9:17

159 I feel like many people just look at the grade and leave it at that. Whereas I actually read  
160 through and see, like, where I went right and where I went wrong, and then I know why I  
161 went wrong.

162

163 Student 9:32

164 I look at the things where, not the things that I did wrong, but that I could definitely improve  
165 on, because then I can immediately think to the areas of my work that I need to target to  
166 improve. But then afterwards I look at the areas that I did well so I'm not too defeated by  
167 the size of like, oh you know I didn't get much of this right. It's not really about that, you  
168 know, its about understanding what they're telling you.

169

170 Student 10:00

171 It is actually really important to have a tiny bit of positives to have a balance of negative and  
172 positives is really important because it can become quite self-defeating if you have just a list  
173 of negatives but it is also quite self-defeating when you don't get feedback at all.

174

175 Facilitator 10:16

176 **Does anyone keep logs of their feedback?**

177

178 Student 10:20

179 I do an A4 page after, I always print off my work and have the feedback printed off and then  
180 have a final conclusion of key points for that and I just staple it all together so I know that  
181 next year, I can go back and quickly look through, and think "oh I didn't do appendices" so I  
182 make sure that's now focussed on. That core structure, visually and really easy to look at has  
183 really helped me and I used that in my second project.

184

185 Facilitator 10:55

186 **What other techniques do people use?**

187

188 Student 11:01



The screenshot shows a vertical list of five chat messages from a user named 'Liz Gee'. Each message includes a profile picture, a name, and a three-dot menu icon. The messages contain text with specific phrases highlighted in yellow and blue. Below each message is a grey input field with the placeholder text '@mention or reply' and a right-pointing arrow.

- Message 1: "Evidence of a growth mindset - just try" (highlighted), "Desire to improve" (highlighted), "Personal Responsibility" (tagged).
- Message 2: "Just look at the grade" (highlighted), "Grade Primacy" (tagged), "Read comments" (highlighted), "Acting on Feedback" (tagged).
- Message 3: "Look at improvement points and good areas" (highlighted), "Acting on Feedback" (tagged).
- Message 4: "Balance of positive and negative" (highlighted), "Feedback as motivation" (tagged), "No feedback is demotivating" (highlighted), "Feedback as motivation" (tagged).
- Message 5: "Evidence of processing feedback - visual structure" (highlighted), "Acting on Feedback" (tagged).

189 I just read it. Leave it at that. It depends, if I've worked really hard on it then I'm gonna read  
190 it but for the first Introduction unit I'll be honest with you, I did it last minute, so I knew it  
191 was gonna be terrible feedback so I thought let's not read that.  
192  
193 Student 11:14  
194 Depends how hard I've worked really, cos you know what the feedback is going to say if  
195 you've not worked hard. If you've really put your heart in it then you're like, well let's see  
196 what they said...  
197  
198 Student 11:28  
199 That's why its so important to recognise that you left it to the last minute.  
200  
201 Student 11:35  
202 That's true. I'm very real with myself.  
203  
204 Facilitator 11:40  
205 **Anyone else first steps when you get feedback?**  
206  
207 Student 11:53  
208 I write it in a table, so I can see what I got in every module and what I need to improve on.  
209  
210 Facilitator 11:57  
211 **Okay, so then what don't you use from it? Any bits that you just ignore?**  
212  
213 Student 12:02  
214 When it says you did very well in this area I think Ok. What if I know that, then I'm not going  
215 to really take that on board because that's not really giving me something to move on with, I  
216 look for the grade. I think you need to have justified comments with that grade and maybe  
217 an example. If they say "you might need to restructure" I don't know your thinking process  
218 in this area you at least can target that and can recognise that throughout the whole piece  
219 of work, because sometimes you might not understand what they're trying to specify.  
220  
221 Student 12:42  
222 Vague feedback is not useful. I know you're telling me I did well but it needs to be  
223 highlighted which bit specifically. Is it my appendices or is it my referencing? I think. Yeah,  
224 it's great to say well done but we need specifics, otherwise, don't bother. For me, don't  
225 bother if you're gonna say, you like my work, as thank you I liked writing it as well but I think  
226 it's really important to make sure you have that detail. If you didn't like a line I wrote then  
227 give me an example of how would I say that because I'm sitting there thinking that wasn't  
228 good but then where's the example what it should look like. I think that's important. I know  
229 it is really hard to spread time across such a huge number of us, I do appreciate that  
230 everyone's busy but I think there's definitely a couple misses on how vague they've been  
231 with a lot of our work.  
232  
233 Student 13:32  
234 Yeah on our marketing one I had "really good marketing campaign" so what do you mean?  
235 Not very specific, so what am I supposed to take away from that?



Liz Gee ...  
Evidence of self-assessment.  
If poor effort may not read it.  
More curious to know if you  
have put in effort  
Feedback as Motivation  
Self assessment

@mention or reply

Liz Gee ...  
Write it in a table  
Acting on Feedback

@mention or reply

Liz Gee ...  
Look for grade first  
Grade primacy  
Justified comments with  
grade  
Feedback Justifies Grade  
Examples  
Feedback Specifics

@mention or reply

Liz Gee ...  
Vague feedback is not useful.  
Feedback Specifics  
"Well done" is patronising.  
Dissatisfied  
Need detailed examples of  
what went wrong and what it  
should look like.  
Feedback Specifics  
Time and class size noted as  
impacts quality of feedback  
Cohort size

236  
237 Student 13:39  
238 That marketing one was actually like the worst. That feedback was so bad.  
239  
240 Student 13:45  
241 I know someone that didn't finish the work and didn't do the conclusion and wrote over the  
242 word-count and did it in a short space time but got a high grade. I appreciate everyone gets  
243 a grade and I appreciate the grade I got, but then I looked at someone's feedback and it was  
244 an A4 page I looked at mine and it was just three lines. I then brought this up with the  
245 teacher that marked it, she claims she didn't mark it and someone else did. I'm shocked to  
246 sit down and see three lines of feedback that grades me C. On communication, the actual  
247 feedback was "you've done really well really good level of detail" so how do I get a higher  
248 grade? She said "you could have been more visual, there wasn't a brand logo". I think this is  
249 a marketing report, I didn't sign up to a creative course. I compare my feedback with other  
250 people. If I see someone with an A4 page and I've got three lines and I've paid the same  
251 £9.5k that someone else has paid, and they've got whole page of feedback and they can  
252 really analyse and mines literally "could be a bit more formal" and "really good detailed  
253 work" and then you gave me a high C? When I sat down with her, she really had no  
254 justification and she said why are you so annoyed? I said it's because I take feedback and I  
255 use that in my next project. My Introduction to Management said I didn't do referencing  
256 right, said I didn't use appendices. I then took that and applied it to my next project, and  
257 actually got a lower grade. I'm not bitter about it but as I said to her, if you give me a grade  
258 give me some justification for that. I was absolutely shocked and appalled to see that  
259 someone got an A4 page and I got three lines. She said that she's got so many to mark but I  
260 still pay that money I still contribute I still got work hard. I think the feedback and some of  
261 these assessments especially the Marketing Management was really poor. I have no  
262 complaints apart from that, our Excel has been good, our Introduction to was good but  
263 Marketing Management was poor and honestly unusable feedback and I honestly praise this  
264 Uni but that was the one thing I was really really really knocked back with so far I don't  
265 know if you feel the same?  
266  
267 Student 15:57  
268 Yeah my Marketing was so brief and we're not getting it regularly and we have to wait for  
269 the last month once its all finished, and then you go, "well done" but then you don't know  
270 how to get better,  
271  
272 Student 16:05  
273 A department who basically throw us into a marketing report with limited guidance  
274 compared to Introduction to management.  
275  
276 Student 16:13  
277 oh my God when you say there was no structure,  
278  
279 Student 16:16  
280 If a student comes in, they have to be accountable for the grade they gave, and the  
281 feedback they gave because everything should be equal.  
282



The screenshot shows a vertical thread of four posts by a user named Liz Gee. Each post is contained within a white rounded rectangle with a grey border. The posts are as follows:

- Post 1:** Liz Gee, Consistency important between markers so students get the same amount of feedback. **Amount of feedback** (green), Don't move the goalposts during a unit. **Unit Structure** (green), **Fairness** (purple). Includes an '@mention or reply' field.
- Post 2:** Liz Gee, Acted on feedback expected higher grade. **Grade Primacy** (purple), **Acting on Feedback** (blue). Includes an '@mention or reply' field.
- Post 3:** Liz Gee, If no feedback only received 3 weeks after hand in of project then needs to be high quality. **Dissatisfied** (purple). Includes an '@mention or reply' field.
- Post 4:** Liz Gee, You don't know how to get better. **Desire to improve** (blue). Includes an '@mention or reply' field.

Each post has a small speech bubble icon to its left and a three-dot menu icon to its right.



283 Student 16:28  
 284 I would happily show my work and know my friend has worked so hard and so that she got  
 285 an A4 page and I was so happy that I could honestly draw three lines together from the  
 286 feedback I got them for me three lines that said "could be a little more formal" that is very  
 287 vague and "your communication was really good", "your referencing was really good". And  
 288 it was high C and I was "well, where's the other two grades"? I need to know that so  
 289 personally I can actually say right now I actually do not know what I would improve from  
 290 that project, to this day. From the Introduction to Management feedback, that was amazing  
 291 I picked up so many points from that, everything else I think is amazing apart from that  
 292 Marketing Management was a real drop.  
 293  
 294 Student 16:57  
 295 Because it's like not just students that are responsible for their grades, it's the lecturers as  
 296 well. If you're going in and asking for like justification, they have to be able to give that to  
 297 you. Say its second year and its contributing towards your final grade,  
 298  
 299 Student 17:18  
 300 It's no good someone telling me "I didn't mark that"  
 301  
 302 Student 17:22  
 303 Because then you're left helpless  
 304  
 305 Student 17:25  
 306 Saying you didn't mark it, you're skipping over the fact that I've highlighted, that you  
 307 haven't properly read it. The comments you have given like "be more formal" you could say  
 308 that about anyone's work. It's very bad. Did you really just have that little time? I submitted  
 309 one of them two months early. If I submit it early then mark it early, give me feedback – I've  
 310 given you time, that's my choice to submit it early. I was disappointed with Marketing  
 311 Management for sure.  
 312  
 313 Student 17:49  
 314 Well, I think it's important that if you get feedback if you ask questions about the feedback,  
 315 the tutor should be able to answer the questions, clearly so for example like, you know, I'm  
 316 saying about me, if you're asking "what do you mean", you know, formally, like, "can  
 317 someone explain that to me" I think all tutors should have like a log or a you know a log of  
 318 the student's work, even if it's just when they're marking through just writing notes on the  
 319 document, obviously for their own copy and sharing that amongst the tutors so if you, if  
 320 someone's saying, "Oh, I didn't mark this work", I can at least have some reference, even if  
 321 it's just reading a paragraph looking at the notes to it, and maybe using their interpretation  
 322 to give you something useful back.  
 323  
 324 Student 18:05  
 325 But at the same time they have to recognise that like we signed up for a theory based  
 326 degree. Yeah, and like we've got this Product Management one now which is also like quite  
 327 creative, there is a lack of explanation when you sign up for the degree about what you're  
 328 going in for. And it's not fair to throw us into the marketing report and be like, do this, and  
 329 then tell you it has to be visual having not prior done that.



**Liz Gee** ...

Amount of feedback  
 Fairness  
 Feedback Specifics

@mention or reply

**Liz Gee** ...

C perception as bad  
 Dissatisfied

@mention or reply

**Liz Gee** ...

Interesting perspective recurs about lecturers responsible for grades.  
 Shared Responsibility  
 Focus on justification of grades through feedback comments  
 Feedback Justifies Grade

@mention or reply

**Liz Gee** ...

Shared responsibility  
 Lecturers job

@mention or reply

**Liz Gee** ...

Feedback justifies grade  
 Feedback Specifics

@mention or reply

**Liz Gee** ...

Fairness

330

331 Student 19:01

332 That's why in one of the feedbacks she said "you could have done a brand image" and I  
333 remember sitting there and I'm very vocal and very honest with her, I know where I have  
334 made mistakes in my reports but to say, "where's your brand image" and I was almost  
335 saying "sorry, this is a marketing report" and then you've marked me down two grades and  
336 the justification is "where's the brand image". I honestly was, I suppose more disappointed  
337 because I honestly say that the feedback that I got from the Introduction I actually use, like  
338 all the stuff I've used, and I know I've worked in the industry, and I know what it's like to  
339 have good feedback and improve. I've made so many mistakes where people have asked,  
340 "what have you done that for?" and I learned the next time that from some of the feedback  
341 I honestly worry it's going to be unfair marking next year because if someone gets a lot  
342 more feedback than me it shows it hasn't been marked correctly, and if you were shut down  
343 and she said to me, she's like well "the grades not gonna change". If this happened next  
344 year when it matters, I would actually argue and dispute it and I would take it further  
345 because I was like, I do not think this is fair marking you give me three months and I've got a  
346 page. Does this count towards the money that I'm putting in, and you're, you're sitting there  
347 going "well the grades not going to change" well where's the feedback then, where's your  
348 justification, sitting there telling me another teacher marked it, it's not for me that doesn't  
349 cut it as a degree. I think some people want this degree and they don't care but for me I  
350 need this degree to get where I need to be and okay my hard work doesn't work and it  
351 doesn't equal, fair enough but all the staff need interest and justification.

352  
353 Student 20:05

354 I think the worst thing about this vague feedback is that it negates consistency. So when you  
355 get when you get a slight sort of "Yes man" feedback on the stuff you've done well, then  
356 you obviously move on, you don't think as much and you won't become as consistent at that  
357 part of what you've done well. If it contradicts it then how are you going to be consistent in  
358 all your work and keep moving forward improving each part of your learning?

359  
360 Facilitator 20:24

361 **Has anyone else had examples, they can think of where they've had either very useful or**  
362 **particularly unhelpful feedback?**

363

364 Student 20:35

365 You know our Excel, I submitted mine on time and I got an email the next morning saying  
366 there's something wrong with the system and it's not downloading properly so can you  
367 quickly upload it again. So I uploaded it again straight away so they would manage to open  
368 it. On my feedback I got downgraded a whole grade, because they couldn't open my work,  
369 and like that wasn't my fault. They said in the email "don't worry, as long as you get it to us  
370 by 12 it won't be a grade down". And then when I get my feedback back it was a grade  
371 down, and it says because it was handed in late but it was never handed in late it was  
372 because they couldn't open it.

373

374 Student 21:33



Liz Gee  
Manage expectations

@mention or reply

Liz Gee  
Desire to improve  
Feedback in industry

@mention or reply

Liz Gee  
Consumer attitude – change  
the grade -dispute if not  
justified  
Fairness  
Feedback Justifies Grade

@mention or reply

Liz Gee  
Consistency in student  
learning too. Vague "well  
done" on the good stuff –  
why is it good so can  
continue that moving  
forwards  
Feedback Specifics

@mention or reply

Liz Gee  
Irrelevant section. Relates to  
technical issue with  
submission not feedback

@mention or reply

375 Can I just ask you, if this happened next year, for example, would you just do something  
 376 extra because I think that's why I'm worried that like, I'm not being fairly marked for  
 377 something not in my control?  
 378  
 379 Facilitator 21:58  
 380 **Just a blanket policy for your thing I totally get that yes, you should really be upgraded. If**  
 381 **anything like that happens again do tell us but just for the purpose of this feedback group,**  
 382 **because that seems more like a technical error than actual feedback.**  
 383  
 384 Student 22:18  
 385 Yes it was really annoying because I was at work and I had to go home get my laptop and I  
 386 didn't have any internet in my house, so I had to go to a café, get the internet, took me two  
 387 hours out of work to go and do it all. I got it in on time and it still says marked down a grade  
 388 because handed in late. Then they could have written underneath like "hi x really sorry it  
 389 was marked down" just a little explanation why and why they couldn't open it because it's  
 390 not my fault.  
 391  
 392 Facilitator 23:02  
 393 **I totally get this is really frustrating and we can talk about it afterwards, what to do in that**  
 394 **circumstance**  
 395  
 396 Student 23:12  
 397 It is such a highly praised like Uni but like being here, that continuity from staff in both  
 398 accommodation, and academic, is shocking. I don't know what it is, where in the system it  
 399 goes awry,  
 400  
 401 Student 23:22  
 402 Consistency is interesting but like I say I have so many praises for this Uni you know the  
 403 Introduction unit was so good. Ronit she did such a good job of giving us so much feedback  
 404 on really positive notes and really good things to work on and I think that was so good. I  
 405 think to go from that to just the opposite, it's more annoying because we want to improve.  
 406 Personally, I want to improve as a student, I want to make sure that the work that I'm doing  
 407 next year I can really give my best.  
 408  
 409 Student 23:42  
 410 I feel like Ronit put it out so clearly. She's very organised and she put exactly what to put in,  
 411 unit handbook for our thing of what would get us certain grades and she's like "put a picture  
 412 on the front that'll help". And then the next one just kind of gives you a downer.  
 413  
 414 Student 23:58  
 415 I know we're not going to be spoon-fed but for just starting this degree it was a really good  
 416 introduction. They could have said "use the feedback that you got from your Introduction to  
 417 Fashion Management and use that towards this report."  
 418  
 419 Student 24:19  
 420 But it was nearly towards the end of submitting Marketing Management and "Oh, you can  
 421 throw a few designs in and that'll help your grade".



Liz Gee ...  
 Manage expectations

@mention or reply

Liz Gee ...  
 Feedback can be positive notes, things to work on.  
 High quality Feedback

@mention or reply

Liz Gee ...  
 Clarity is important  
 High quality feedback  
 Unit Structure  
 Manage Expectations


@mention or reply


Liz Gee ...  
 Moving forwards  
 Acting on Feedback  
 Lecturers job

Year 1 Home Transcript


422  
423 Student 24:27  
424 She was in the last lesson, "make sure you include all this stuff" and "I was like I've never  
425 heard of a prism".  
426  
427 Student 24:32  
428 Last minute she was "put in the designs, do the sketches of your designs, do this, do this"  
429  
430 Student 24:35  
431 It was very last minute.  
432  
433 Student 24:37  
434 Yeah, she showed the budgeting sheet for 15 minutes in a seminar and she was "right  
435 everyone's got it yeah okay great". And then you get people over Christmas saying, "how  
436 the hell do you do a budgeting sheet?"  
437  
438 Student 24:43  
439 In the tutorials, I would ask her questions and she would just say exactly what she said the  
440 previous time and I would then say, I didn't understand it the first time, could you try and  
441 explain it to me another way?  
442  
443 Student 25:08  
444 I felt judged for not understanding. |  
445  
446 Student 25:09  
447 Yes absolutely  
448  
449 Student 25:10  
450 Marketing Management was real, real, real bad. I just like I thought the project was going to  
451 be fun, I thought some of the stuff we did was cool, the project was actually interesting, the  
452 task was good. But I honestly think the feedback, the way it's structured was dropped  
453 drastically from the first one. Even Excel they really did teach us, Affan has been amazing  
454 teaching us, even the maths he explains all the calculations we've got all that information,  
455 but that Marketing Management started off an absolute mess, and then the feedback just  
456 represented how the course and the project was actually structured, and for me that's really  
457 my only complaint about this whole thing.  
458  
459 Facilitator 25:50  
460 **What about you four have you guys had any particular, that was good or bad feedback  
461 that sticks with you?**  
462  
463 Student 25:52  
464 I think that the inconsistency across the department, with language development, with  
465 referencing and everything. I had an issue about my feedback so I went back to academic  
466 support and asked them what is wrong but they said it's fine. So it's really inconsistent.  
467 What do I do? I don't know. |  
468





 Liz Gee ...  
**Judgemental tutor**

@mention or reply 

 Liz Gee ...  
**Unit Structure**

@mention or reply 

 Liz Gee ...  
**Different perspective  
Conflicting Advice**

@mention or reply 



469 Facilitator 26:14

470 **So if you don't understand something, who would you then go ask?**

471

472 Student 26:16

473 Sometimes I'll ask a lecture or have a personal tutorial. But then, it's just different to what  
474 someone else will tell me, so it confuses me again in the future

475

476 Student 26:19

477 I get what you're saying if someone's telling you that your referencing is wrong, and  
478 someone else saying it's right. Where do you stand as a student, because like you can  
479 contest it, but there is only so much you can fight against what they're giving you as a grade

480

481 Student 26:41

482 That's the harsh thing. I feel like you're trying to go against your teachers word. Your  
483 teacher is always gonna stand and say I'm the right person. I did the one to one after the  
484 marketing report because I chased that with three different people. And I sat down with the  
485 actual teacher that did the module, and she honestly gave me nothing, she just didn't even  
486 know, the feedback was "I didn't mark it". I was almost insulted. So, who did mark it? She  
487 was like "the grade's justified but I didn't mark it" So how do you know that with my three  
488 lines of feedback, how do you know that it's justifiable, and it makes me sick to the core, like  
489 is my work next year gonna be done properly? I will have to make sure that I'm comparing  
490 to all my friends next year to make sure that I feel like I'm getting an even help because if  
491 I'm seeing three comments in my feedback for my actual assessed project next year I will  
492 have definitely put my hand up and be like what is this?

493

494 Student 27:01

495 I think the emphasis is as you were saying is the consistency of it. So, you know, I  
496 understand that we might have to tailor our understanding to the tutors and you know what  
497 they're telling us to do and the structure. But I think if they were able to give similar  
498 feedback or at least make it more clear what you need to do to achieve even just at the very  
499 beginning. I know for Product Management, in our seminars, we were taken through what  
500 we need to do, but the negative side of taking us through it too early is that no one's really  
501 going to understand what that means until you're further into the project, towards the end  
502 and you know you might have to go back and forth. I think it's just really important that  
503 there's more consistency.

504

505 Student 28:02

506 I do think that even the Product Management could have done better as when you look at  
507 the way she structured her course if you if you note down, it actually tells you everything  
508 you need to have or tells you multiple times I think we're tired of that but it's still nice to  
509 have the lesson on the thing but honestly in Marketing Management, I just didn't know  
510 what was going on!

511

512 Student 28:43

513 She said there were guidelines for students so surely there are guidelines for lecturers  
514 marking! The feedback between the two modules was polar opposites.

515



The screenshot shows a vertical thread of five posts by a user named Liz Gee. Each post includes a profile picture, a name, a main text line, a highlighted key phrase, and a reply prompt. The posts are as follows:

- Post 1:** Liz Gee, "Inconsistency is confusing", highlighted "Conflicting advice".
- Post 2:** Liz Gee, "Fighting grades", highlighted "Grade primacy".
- Post 3:** Liz Gee, "Using feedback to justify grade and ensure it has been marked correctly when it counts towards the degree class", highlighted "Grade Primacy" and "Lecturers job".
- Post 4:** Liz Gee, "Manage Expectations", highlighted "Manage Expectations".
- Post 5:** Liz Gee, "Consistency", highlighted "Unit structure".

516 Student 29:00  
 517 One really good.  
 518  
 519 Student 29:02  
 520 Yeah, exactly. So either one department's not doing it properly, or one department's going  
 521 the extra mile. But that leaves us as students pretty helpless.  
 522  
 523 Student 29:13  
 524 It's hard as I did see a friends Marketing Management, the one that had a whole a full page  
 525 of feedback and I thought, "Wow, that's so good!" but then you think why, are they  
 526 favouriting that student? Has that student's work really gripped you then why hasn't mine?"  
 527 At the end of day we're students, we're going to talk we're going to see what each other  
 528 gets. We do compare as people to see how did my friend get a higher grade than me? Why  
 529 did my friend get a lower grade? I'm interested know what my close group gets to see how  
 530 they did it or what they've done that how we share what we do to improve. We need to see  
 531 stuff that's written down, we need to have justification for stuff. If you want us to do well as  
 532 students at Uni, to excel we need to have feedback we can take something from. I'd say 70%  
 533 of this course we have had that and I think we've been taught really well, I think there's a  
 534 30% drop where we have not got that feedback. We have not got the stuff that we need, we  
 535 haven't gotten what we paid for, to actually be able to improve next year for some of our  
 536 stuff. Yes, we have it in many aspects but in some we have really dropped it.  
 537  
 538 Student 30:09  
 539 Did you even do the budget thing for Marketing? Did they mention it in your feedback?  
 540  
 541 Student 30:18  
 542 Honestly, no, my three lines and my feedback was shocking.  
 543  
 544 Facilitator 30:21  
 545 **What was this budget thing you were saying?**  
 546  
 547 Student 30:40  
 548 It was on a spreadsheet and was "fill out 100 different things" and it wasn't even mentioned  
 549 when it was marked. So I don't know if I did it wrong.  
 550  
 551 Student 30:51  
 552 Yes I didn't know what I was doing but you had to submit it. I've got a friend who got  
 553 marked down because her budget was £50,000 and she had all these massive sales.  
 554  
 555 Student 31:25  
 556 I got no feedback on any of my appendices in that project.  
 557  
 558 Student 31:28  
 559 When someone's going "oh my budget is £50,000" and I know mine personally was like  
 560 £51.3 million, I did like 1% of like Nikes worldwide marketing spending, if they hadn't told  
 561 people how to do that, how do they expect them to produce the thing, then give them



**Liz Gee** ...

Helpless  
Desire to improve

@mention or reply ▶

**Liz Gee** ...

Inconsistency leads them to  
 consider favouritism  
Amount of feedback  
Fairness

@mention or reply ▶

**Liz Gee** ...

Students share comments  
 and support each other with  
 understanding feedback  
Feedback Sources  
Feedback justifies grade  
Desire to improve

@mention or reply ▶

**Liz Gee** ...

High quality Feedback

@mention or reply ▶

Year 1 Home Transcript

562 rubbish feedback so actually really, it's your teaching! Sometimes we're responsible for bad  
563 feedback, which is actually a reflection of the teaching.

564

565 Student 31: 45

566 I'd say in that project she threw so much in the last lecture from brand prisms and all this  
567 stuff but there was none of that in the checklist

568

569 Facilitator 31:49

570 **Can we try to steer away from the content of the unit just because...I totally get that it**  
571 **seems like this unit was a real sticking point. But if we try to like really focus on feedback**  
572 **in general. So how does it make you feel if you got feedback that's confusing?**

573

574 Student 32:26

575 The Excel, that the feedback was "well done". There's nothing about what I got wrong or I  
576 did right but I didn't know if that was because it was an exam but, "Well done", doesn't do  
577 anything for me.

578

579 Facilitator 32:40

580 **So what did you do?**

581

582 Student 32:45

583 I just left it because it was Excel anyway and I know I'm not great at that. If it was a proper  
584 project or exam that I had tried really hard for then that's a bit ridiculous.

585

586 Student 32:57

587 I think when you care, I reached out to the teacher who gave me that feedback. I think for  
588 some of us Excel doesn't matter and that's fair enough and different projects don't matter  
589 but like when you've worked so hard and we put hours into these projects, time and stress  
590 and then it makes you kind of like question. I know people that tell me they don't care  
591 about the last project, because of the feedback they honestly I know one person that's out  
592 there today and said to me he was I don't care what I'm going to do, because I know what  
593 the feedbacks gonna be already. |

594

595 Facilitator 33:14

596 **How does he know what the feedback will be?**

597

598 Student 33:16

599 He had the same issue as me and got zero feedback on that Marketing Management report.  
600 And unfortunately, his attitude has turned to if they're not gonna care about my work then I  
601 only need to pass. I think that unfortunately, is what you're going to create in people's ideas  
602 because when we do work really hard. we don't get that back you're gonna get people that  
603 just get de-motivated. You think what's the point? Personally, that's not me I'm gonna still  
604 try really hard but I know people have mentioned to me though their motivations has  
605 dropped off a little bit because of the feedback that they got I know some have said that  
606 specifically.

607

608 Student 33:28



Liz Gee ...

Clear expectation that detailed feedback comment on the whole project is expected including appendices

Amount of feedback  
High Quality Feedback

@mention or reply



Liz Gee ...

Motivational impact. Not going to bother as knows what feedback will be already

Feedback as Motivation

@mention or reply



Liz Gee ...

Demotivating. Poor feedback as signal that staff don't care

Feedback as Motivation  
Lecturers job  
Shared responsibility  
Desire to improve

@mention or reply

609 I think, for example with the Excel and just generally previously when I've gotten feedback  
 610 before, it's usually under certain headings. They'll give you areas to target. I know that this  
 611 split up into knowledge, communication, enquiry, all that. But there's so much under each  
 612 of those titles, if they specified what was perhaps mentioned in like the unit handbook and  
 613 using words that we recognise, such as appendices then you can target that word |  
 614

615 Student 34:45  
 616 More specifics. I understand that time is of course an issue but if it's a big thing that you are  
 617 going to mark someone down by might as well write it down for them to know!  
 618

619 Student 34:53  
 620 I feel like the level of academia should reflect the level of feedback, saying "well done", do  
 621 you want to give me a scratch n sniff sticker as well, like I'm not in primary school!  
 622

623 Student 35:11  
 624 I just would have liked the questions I got wrong pointed out so I knew. It could have been a  
 625 whole thing that I missed out  
 626

627 Student 35:19  
 628 Yeah, mine just said refer to Moodle model answer. That doesn't show me which bits I have  
 629 got wrong. With Excel it's an effort to go through every single bit on the thing to that see  
 630 what I've done wrong. They have to, so they should have written "you got a b c d e wrong,  
 631 refer to the Moodle answer". |  
 632

633 Student 35:43  
 634 If they don't specify the certain questions I know some exams, they won't tell you what you  
 635 got wrong. Yeah, if you're saying like look at the Moodle answer, maybe emphasise which  
 636 ones to look at.  
 637

638 Student 35:56  
 639 So, "work on your graph skills", needs to be more specific. I think that's very hard we stress  
 640 as students, we stress so much and it doesn't help when we get vague feedback. I feel  
 641 personally as someone who puts in so much effort, we all do and we all stress out about our  
 642 projects. I think "I've handed in thank God" and then you get "well done" |  
 643

644 Student 36:19  
 645 The feedback doesn't make it feel like the effort was worth it. |  
 646

647 Student 36:21  
 648 Peoples efforts are dropping, I've noticed. |  
 649

650 Facilitator 36:24  
 651 **Are there any phrases, specifically that you've received that you don't understand?**  
 652

653 Student 36:27  
 654 "Well done", "Good work", "Could be more formal". Its general phrases I think |  
 655



**Liz Gee** ...

Specific to be useful  
Feedback specifics  
Acting on Feedback

@mention or reply

**Liz Gee** ...

Quote re patronising  
Disatisfied  
Feedback specifics

@mention or reply

**Liz Gee** ...

Even exams need some  
 feedback – signal questions  
Feedback specifics

@mention or reply

**Liz Gee** ...

Feedback specifics  
Desire to improve

@mention or reply

**Liz Gee** ...

Economic exchange. Quote  
Feedback as motivation

@mention or reply

**Liz Gee** ...

Feedback as motivation

@mention or reply

656 Student 36:30  
657 When they said that you've done this well and then you get a C in that area  
658  
659 Student: 36:32  
660 When its general it feels like they've selected a phrase for you.  
661  
662 Student 36:38  
663 It feels like feedback is not tailored,  
664  
665 Student 36:40  
666 I love this course and I want to do it so much but Ronit's feedback was good, the way Affan  
667 taught lessons was really, really good. It's in all of his notes he actually provided us a  
668 workshop and worksheet, explaining all this stuff we need to revise so it's easy to do well.  
669 But I would say like there has been, I mean it's not me sitting here trying to be really whiney,  
670 I know in the industry, I know what we need to do to improve, and when it's very vague, I  
671 mean the tutors may think oh these students don't care it's first year they're not going to  
672 care what their feedback is but we do!  
673  
674 Student 37:03  
675 I just pulled up an example so she's gone through positive things, generally like well done.  
676 But then its been written down under enquiry in terms which I'm assuming will then be  
677 something I can improve on and it just says, in terms of the target segments. "these have  
678 been identified clearly with some strong rationale, in relation to the proposed  
679 collaboration". So I've had all of these comments but there's nothing there that I can use.  
680 They're just saying, generally, "good work".  
681  
682 Student 38:01  
683 We're not sitting here, having a rant, I hope this discussion shows that we care. We care and  
684 we want to improve, we want to make sure that we can achieve and do our best. I think it's  
685 not often explained what you actually need to do in the first place to get the highest grade.  
686 Nothing's really been explained.  
687  
688 Faciliator 38:33  
689 Do you understand things like academic rubrics, marking schemes? What do you use to  
690 help you understand, are there any tools you have and if there aren't then what would be  
691 useful?  
692  
693 Student 39:01  
694 I had a marking crib sheet that Zoe gave us last term but maybe 100 people turned up to  
695 that feedback session  
696  
697 Faciliator 39:15  
698 I mean to understand the feedback? What about your personal tutors?  
699  
700 Student 39:17  
701 Yes I went a one to one after, because I wanted to talk through feedback, and they should  
702 have read it before and it should be with the person who has marked it.



The screenshot shows a vertical list of five messages from a user named 'Liz Gee'. Each message is contained within a white card with a grey border and a three-dot menu icon in the top right corner. The messages are as follows:

- Message 1: Profile picture of Liz Gee, name 'Liz Gee', and text 'Feedback specifics'. Below the text is a search bar containing '@mention or reply' and a right-pointing arrow.
- Message 2: Profile picture of Liz Gee, name 'Liz Gee', and text 'Vague feedback Students think tutors think students don't care about first year'. Below the text is a search bar containing '@mention or reply' and a right-pointing arrow.
- Message 3: Profile picture of Liz Gee, name 'Liz Gee', and text 'Detailed comments that say little more than "good work" Feedback Specifics Desire to improve Acting on feedback'. Below the text is a search bar containing '@mention or reply' and a right-pointing arrow.
- Message 4: Profile picture of Liz Gee, name 'Liz Gee', and text 'We want to improve, we care, we want to achieve our best'. Below the text is a search bar containing '@mention or reply' and a right-pointing arrow.
- Message 5: Profile picture of Liz Gee, name 'Liz Gee', and text 'Feedback dialogue Must be with the person who marked it'.



703  
704 Student 39:22  
705 I understand we have open office hours but sometimes some people can't make them  
706 because we have outside commitments that we have to get to. Or they are inconvenient  
707 times where sometimes they overlap with something else that we have as everyone has a  
708 seminar at a different point. I think it could be structured a bit better and, of course, I  
709 understand that the tutors are busy but, if it is possible they could say right well we've  
710 selected these days in the week, where I can be available for one to one slots, just send me  
711 an email, and I know some tutors, Cherie's done that she said if you need to drop me an  
712 email and we can organise a time to talk about what you need help on which has been really  
713 useful,  
714  
715 Facilitator 40:42  
716 **So you'd like that after all assessment feedback?**  
717  
718 Student 40:45  
719 **Yes** it would be nice if they gave a block of a week where they allocated time just to  
720 assessment feedback  
721  
722 Student 40:55  
723 I did that, I chased up the Course Leader who then sent me to the person who so-called  
724 marked my thing to then sit down in a one-to-one. I probably wasted three hours travelling  
725 in and back to then sit down with someone who went "I didn't mark your work" but "I did  
726 look over it". You marked it but you're denying that you marked it so that doesn't make me  
727 feel very positive about her.  
728  
729 Student 41:44  
730 You need feedback with the person who is responsible for your feedback  
731  
732 Student 42:40  
733 My tutor offered. I went for the pastoral tutorial, because I thought I had to. I didn't really  
734 have anything to say so he said do you want to go over your mark, your feedback? I was like  
735 but you didn't mark it so that's just going to be your opinion. It's no use sitting down with  
736 someone who has never looked at it before. |  
737  
738 Student 43:23  
739 Even if they've read it they don't give it the same amount of time as the actual marker.  
740  
741 Facilitator 43:54  
742 **So** do you not trust them to know?  
743  
744 Student 44:01  
745 Everyone thinks differently. Only you can justify your thinking and your feedback. Especially  
746 as its mostly in note-ish form. Obviously, no-one is going to sit down and talk to you for an  
747 hour about what you did. If you can allocate that time then that's great but some people  
748 don't have that time. You need to point out you did the introduction well...  
749



Liz Gee ...  
Drop in open office hours are not enough.  
**Convenience**  
Needs to be bookable 121s with marker

@mention or reply

Liz Gee ...  
Quote – tutors responsible for feedback  
**Lecturers job**

@mention or reply

Liz Gee ...  
Question value of going through work with personal tutor as they haven't marked the work  
**Feedback Dialogue**  
**Feedback justifies grade**

@mention or reply

750 Student 45:07  
751 These projects probably require realistically a good 20-30 hours on them so you're telling  
752 me that someone can't spend 10 minutes of the actual markers time with them? It seems a  
753 little bit unfair because you spend so long on it.  
754  
755 Facilitator 45:43  
756 **So you would only value feedback from the one person who marked your work? Not from**  
757 **any other lecturer?**  
758  
759 Student 45:46  
760 I'd value it if they sat and re-marked it.  
761  
762 Student 45:47  
763 Or if they understood how we work as a person. If they understand our thinking. If they're  
764 just going to be saying the same things then we are not going to get anything out of that. Its  
765 just going to be a waste of time.  
766  
767 Facilitator 46:22  
768 **So going forward what kind of things would help?**  
769  
770 Student 46:24  
771 Sometimes when a teacher has written something that we need to do and I've not  
772 understood the way they have described it. I have emailed them "could you just give me a  
773 clear bullet point on this" or you ask them for a bit more information, quite a few times I  
774 had the response "ask the questions on the padlet page"  
775  
776 Student 47:22  
777 Yeah the padlet page is useless, people just write all sorts of random xx on it.  
778  
779 Student 47:24  
780 Or "I've put all the information on this part..." I'm like "Yeah, I know, I've read that and I'm  
781 telling you I don't understand it and you're telling me to go back and read it?"  
782  
783 Student 48:01  
784 I once asked for the questions at the end of the maths thing and I missed them, it could  
785 have been personal reasons, illness etc. I asked for them and she went "this is why you  
786 don't miss lessons, so you don't have to catch up. You should catch up from another friend".  
787 If I've missed one question sheet for personal reasons you should be "here it is" it doesn't  
788 take two minutes to just send me over the answers but I had to go and find it from a friend  
789 which was a bit disappointing.  
790  
791 Student 49:02  
792 It's not just feedback from official pieces of work its feedback from lectures and seminars as  
793 well that we rely on. If you need help, feedback from a lecture then that should be just as  
794 accessible.  
795  
796 Student 49:21



The screenshot shows a vertical thread of four posts by a user named Liz Gee. Each post is contained within a white rounded rectangle with a grey border. The posts are as follows:

- Post 1:** Liz Gee (profile picture, name, and three dots) says "Transactional. We spend 20-30 hours you can spend 10 mins talking to us about it". The phrase "Feedback as a transaction" is highlighted in purple. Below the text is a grey input field with the placeholder "@mention or reply" and a right-pointing arrow.
- Post 2:** Liz Gee says "Personal tutor could work over time as get to know them and how they work on a personal basis". The phrase "Personal relationship" is highlighted in blue. Below the text is a grey input field with the placeholder "@mention or reply" and a right-pointing arrow.
- Post 3:** Liz Gee says "Questioning". The phrase "Feedback Source" is highlighted in yellow. Below the text is a grey input field with the placeholder "@mention or reply" and a right-pointing arrow.
- Post 4:** Liz Gee says "Questions in class". The phrase "Feedback sources" is highlighted in yellow. Below the text is a grey input field with the placeholder "@mention or reply" and a right-pointing arrow.
- Post 5:** Liz Gee says "Seeking feedback in wider places - not just written comments but chances to ask questions in seminars, in bookable 121s etc". The phrase "Feedback sources" is highlighted in yellow. Below the text is a grey input field with the placeholder "@mention or reply" and a right-pointing arrow.

797 I think it's really good with Cherie, she does these structures with her lectures where she  
798 talks for a bit then she has end of class exercises. They're really useful as they are like a self-  
799 assessment, feedback on what you gathered from the whole thing and if there are bits of  
800 information that you didn't understand you can go back to it and use those questions to  
801 learn from them which is really good, more direct and then and there but longer term there  
802 just needs to be a bit more contact and more consistency.  
803  
804 Facilitator 50:04  
805 **What do you guys think?**  
806  
807 Student 50:06  
808 I think it is quite unrealistic for all of us on this course to get feedback from that one marker.  
809 There needs to be designated people who are a bit more clued up and have an  
810 understanding of how students work and how the course is structured so they can go  
811 through with you. You're not going to have the marker go through with every single one of  
812 us and say "you've done that wrong and that wrong" and actually break it down. They just  
813 haven't got the time for that. So if you have people that are more on hand that you can go  
814 and speak to like, drop an email to, go talk to them if you have a problem.  
815  
816 Facilitator 50:49  
817 **Do you not feel your course team are that?**  
818  
819 Student 50:51  
820 Not really no, not all of them. Ronit's great in Introduction to. Even Affan had spared time in  
821 the holidays to go through some of the maths, Excel, but some teachers just leave you kind  
822 of stranded. Again it's a lack of continuity  
823  
824 Facilitator 50:58  
825 **So is there something about trusting them and knowing who your marker is?**  
826  
827 Student 51:02  
828 I didn't trust my feedback on Marketing Management  
829  
830 Student 51:04  
831 I don't think it's about trusting the feedback more that you'd rather listen to the person  
832 who supposedly gave time to properly mark your work than to someone who claims they  
833 have read it. Which is probably a quick flick through. Its different. They are supposed to  
834 know your work.  
835  
836 Student 51:23  
837 I think if you do that then you are going to get answers that you want. If you meet with  
838 someone who has read your work then they are going to be able to provide the answers you  
839 need to have.  
840  
841 Student 51:34  
842 If I quickly flicked through something then I probably can't write feedback on it. If I'm  
843 marking someone's work then I'm supposed to devote attention to understand and know



The screenshot shows a vertical list of five chat messages from a user named 'Liz Gee'. Each message is contained within a white bubble with a grey header and footer. The messages are as follows:

- Message 1:** Header: 'Liz Gee' with a three-dot menu. Text: 'Self checking through quizzes' (blue link), 'Self-assessment' (blue link), 'More contact. More consistency' (green link), 'Manage Expectations' (green link), 'Dissatisfied' (purple link). Footer: '@mention or reply' with a right-pointing arrow.
- Message 2:** Header: 'Liz Gee' with a three-dot menu. Text: 'Seminar team may be useful. Implies that tighter unit team could be useful for more detailed feedback' (green link), 'Feedback sources' (yellow link), 'Cohort size' (purple link). Footer: '@mention or reply' with a right-pointing arrow.
- Message 3:** Header: 'Liz Gee' with a three-dot menu. Text: 'Continuity – some great staff others leave you stranded' (purple link), 'Lecturers job' (purple link). Footer: '@mention or reply' with a right-pointing arrow.
- Message 4:** Header: 'Liz Gee' with a three-dot menu. Text: 'Trust' (red link). Footer: '@mention or reply' with a right-pointing arrow.
- Message 5:** Header: 'Liz Gee' with a three-dot menu. Text: 'Lecturers job' (purple link), 'Manage Expectations' (green link). Footer: '@mention or reply' with a right-pointing arrow.



844 what they are saying to then produce feedback. That's why it has to be the person who is  
845 supposed to have done that. That's their job. That's what they get paid to do.]  
846  
847 Student 51:55  
848 It makes me think for future years maybe if this course is so big, don't have so many people  
849 on this course or split it up into two because there clearly doesn't seem to be enough time  
850 to spend with 180 students. It feels like that's what happened when we got here everyone is  
851 like "oh I didn't realise there were so many students" even teachers were like "God there's a  
852 lot of you". I remember thinking on my first day, we're not going to get enough time I feel  
853 we deserve or need  
854  
855 Facilitator 52:14  
856 **Sq who do you discuss it with currently?**  
857  
858 Student 52:16  
859 For my Marketing management I went straight to the Course Leader who sent me to the  
860 Unit Leader who sat down with me but was not able to give me the answers on the  
861 feedback I needed.  
862  
863 Student 52:30  
864 I think the people we also have seminars with. They're very good they can spare a couple of  
865 minutes at the end of the class or even in the middle, you can pull them to one side and ask  
866 a question. It's not necessarily that you trust them but more about if they display  
867 knowledge about the subject and your work, it's a combination of those things.  
868  
869 Facilitator 52:45  
870 **Would it be helpful if you had action plans? If you were to have a meeting with someone**  
871 **who you trusted, who knew your work, could they help? If you had some feedback and**  
872 **you were not sure what to do with it or I don't understand what I did well. Could they**  
873 **make you feel better, more confident?**  
874  
875 Student 52:51  
876 I feel like its self-explanatory, if you meet with someone who has marked your work and you  
877 have questions, they will be able to provide you the answers if they've read it and spent  
878 time on it. Obviously, they may need to have a quick flick through quickly to remind  
879 themselves, I'm not expecting anyone to sit down and remember exactly what I wrote! If  
880 you meet someone that's marked your work and you have a few questions... some of us  
881 might not have questions, some of us might not care, some might think "I've got my  
882 feedback, who cares now onto the next one" but for those of us that do want to sit down  
883 we want to meet the person who marked it! Let us meet the marker, if you have questions,  
884 they should be able to provide answers, to a reasonable extent they should be able to give  
885 you the feedback that you need.]  
886  
887 Student 54:02  
888 I think it's our job to make the action plan, through using this feedback and communication  
889 with the tutors  
890



Liz Gee  
Course too big to get quality time  
Cohort size  
@mention or reply

Liz Gee  
Seminar tutors have relevant knowledge  
Feedback sources  
@mention or reply

Liz Gee  
Clearly want to meet the marker so can discuss comments  
Feedback dialogue  
Feedback as a transaction  
@mention or reply

Liz Gee  
Students job to make an

Year 1 Home Transcript

891 Student 54:04

892 I think, feedback can be quite telling, whether a member of staff has done their job  
893 properly. We have to hand in at a deadline, so the least you can do is do your job]..

894

895 Student 54:07

896 Can they just allocate a little more time to personalise the feedback a little bit more that  
897 might be more useful. They have so many to do but even if it's taking just 5 minutes longer  
898 on each report, just to re-read it, even if its circling on the paper if they printed them out or  
899 noting on the computer just so that something is standing out so if someone has to go back  
900 to it they can look at that particular point and perhaps pull something out from that.

901

902 Sometimes the size of the course can affect it and it's a bit annoying sometimes like in  
903 Cherie's lectures maybe 20 people turn up then the other 160 are like "what's going on?"  
904 but I'm like "you're taking that time away from us" and they still get the same feedback at  
905 the end of the day. Someone could put in a couple of hours and get a better grade than  
906 someone who put in 30 hours. There has to be some justification. I've noticed registers  
907 have started floating round lectures now and that's a good thing.

908

909 Student 54:58

910 But if you can't attend, not all 160, they're not going to filter through all the emails of those  
911 who are sick or have a doctors appointment, things you have to do sometimes. I think it's  
912 good but maybe there could be on the lecture slides, I know some people don't put  
913 comments of what they are going to say in the lecture even if it's just notes so for the  
914 people who do miss out on those lectures they could still go back and even though it might  
915 not be as in depth knowledge as they would get sitting through the lecture at least they  
916 wouldn't have to keep asking the same questions every time they turn up. That just takes  
917 time away from everyone else.]

918

919 Student 55:14

920 I want them to record the lectures, like the Better Lives ones. Why can't they record all of  
921 them?

922

923 Facilitator 55:16

924 **Just coming to an end. If you were in a personal tutorial, what would be the one thing**  
925 **that would really improve them? In terms of understanding feedback and moving**  
926 **forward, doing better?**

927

928 Student 55:24

929 I'd probably say setting out the action plan, going through with you, together making a plan  
930 going forward, possibly setting targets to hit as well. By then you should have done this...  
931 going through it at a pace that fits you.

932

933 Student 55:35

934 Just dissecting it with a tutor would be good, make bullet points

935

936 Facilitator 55:37

937 **Even if you think you've done well would you still want that?**



Liz Gee  
And again the comments about the tutors doing their job  
Lecturers job  
@mention or reply

Liz Gee  
More personalised feedback seems more about giving specific examples  
Feedback specifics  
@mention or reply

Liz Gee  
Consumerist  
Cohort size  
Student Engagement  
@mention or reply

Liz Gee  
Feedback as a transaction  
@mention or reply

Liz Gee  
Cohort size  
Student Engagement  
@mention or reply

Liz Gee  
superseded by the pandemic  
@mention or reply

938  
939 Student 55:39  
940 Yes, there's always room for improvement  
941  
942 Student 55:41  
943 I think if your tutor has read through your essay, even if it's just a quick read through and  
944 looked at the feedback you received and general feedback about the work then they can  
945 tailor it to how you can improve in the future. As opposed to generally "work on your  
946 appendices" that's great but more specific targets  
947  
948 Facilitator 56:02  
949 **So you think monitoring your targets with you is helpful?**  
950  
951 Student 56:04  
952 Yes so sitting down with your tutor and action plans would be good. Targets would be good  
953 but I'd want it to be a target that you can apply to a future project, not so specific to this  
954 one. If I do this again next time then I will ensure a better grade, like having it done correctly  
955  
956 Facilitator 56:06  
957 **And you think you will understand if someone says "improve your structure" is that  
958 something you can translate or does it have to be really specific?**  
959  
960 Student 56:09  
961 I think it does. If I was doing a 121 then I definitely want to meet the person who has  
962 marked my work, I always have a lot of questions, probably too many questions but I would  
963 rather meet someone that can give me some answers. I can make my own objectives and  
964 aims if I wish to do that but as long as someone can answer the questions that I have on my  
965 feedback that's kind of important.  
966  
967 Student 56:56  
968 So instead of saying "improve your structure" if would be better for them to say "look over  
969 your structure to make sure its coherent"  
970  
971 Student 56:59  
972 All I want from this course is for someone to be able to answer my questions on my  
973 feedback  
974  
975 Facilitator 57:01  
976 **When you say you have questions, is it language they've used?**  
977  
978 Student 57:02  
979 So if I am graded C in something and they've gone "great communication" but C then my  
980 question is why? The rationale rather than the actual words  
981  
982 Student 57:04  
983 Personalisation and accountability for what they've said cos you need to know why its been  
984 said cos that is how you improve. If you can't look at feedback and then look at your work



Liz Gee  
Desire to improve

@mention or reply

Liz Gee  
Tailored with personal tutor  
Desire to improve  
Personal relationship

@mention or reply

Liz Gee  
Personal responsibility

@mention or reply

Liz Gee  
Feedback as transaction  
Feedback justifies grade

@mention or reply

Liz Gee  
accountability for what the  
tutors have said  
Lecturers job  
Feedback justifies grade  
Desire to improve

Year 1 Home Transcript

985 and realise why something has been said then how are you going to move forward? You  
986 could just be doing the same thing again.

987

988 Facilitator 57:29  
989 **In a personal tutorial what would you ideally want?**

990

991 Student 57:31  
992 More personalised, not just really generic.

993

994 Student 57:32  
995 I think definitely sitting down having that face-to-face interaction. All through our school life  
996 that's what we've had, I've never had it online. I've missed that coming to Uni, being able to  
997 see where I have gone wrong or done good. It's so "well done you've done this good" but  
998 how did I do it good? I need more information. I think face-to-face would be pretty helpful  
999

1000 Facilitator 57:48  
1001 **Face-to-Face just if you're struggling?**

1002

1003 Student 57:50  
1004 They have offered me that face-to-face 121 opportunity, that should be offered to all of us  
1005 and they should come with some knowledge of my work.

1006

1007 Facilitator 57:54  
1008 **Any final comments?**

1009

1010 Student 57:57  
1011 Some of the work has been really well marked, that first project. And some of the teaching  
1012 has been really excellent, really hit the mark on what I expected from this course and I'm  
1013 really pleased its just I think Marketing Management where there was a huge drop. For me  
1014 personally everything else I would have no complaints about.

1015

1016 Student 58:14  
1017 Ultimately feedback isn't just a reflection of the student it's a reflection of the teacher.

1018

1019 Student 58:16  
1020 Unfortunate that we've got a bit of a negative, disheartened view towards that project and  
1021 the people who so called marked our work for that. Everyone else I have praise for.

1022

1023 Student 58:18  
1024 I hope you do see we want to get something out of this course and we really do care.

1025

1026 Student 58:20  
1027 At the end of the day we're walking around with £60k of debt so we've got to have  
1028 something to show for it!

1029

1030 END



Liz Gee ...

desire to use feedback to  
move forwards  
**Desire to improve**

@mention or reply



Liz Gee ...

miss face to face interaction  
from school  
**Personal relationship**  
**Feedback specifics**

@mention or reply



Liz Gee ...

Quote  
**Shared responsibility**

@mention or reply



Liz Gee ...

Consumerist  
**Feedback as a transaction**

@mention or reply

# Appendix XVI

## Student Focus Group Year 2 Home Coded Transcript

### Year 2 Home Focus Group Transcript

1 **Facilitator**  
 2 **What do you think feedback is? Where you get it from? Who you get it from and**  
 3 **how do you get it? Focussing on feedback within university and on your course.**  
 4  
 5 Student A  
 6 Feedback to me tends to come mainly digitally. | don't tend to get a huge amount  
 7 because our course is quite big there's a lot of people on our course. I don't feel like  
 8 feedback I do get that I receive like that's helpful tends to be online rather than face to  
 9 face because there's like 120 people on my course and I think feedback in person is a  
 10 bit, not there. Or like or during assessment like I did a presentation yesterday and I got  
 11 feedback on my presentation and it was like good and like there was a smaller group of  
 12 us but yeah the feedback I tend to get regularly tends to be online, and its only on  
 13 assessments that I have done, I would say.  
 14  
 15 Student B  
 16 |Yeah, I think this is factual. I think probably if there was less people on the course you  
 17 would have more in person feedback|  
 18  
 19 Student C  
 20 Yeah  
 21  
 22 Student  
 23 |Then that would be a bit more constructive but because there's so many obviously not  
 24 everyone can get enough time.|  
 25  
 26 Student  
 27 | was surprised at how many people were on our course to be fair. A lot of my, people I  
 28 live with have much smaller classes and like, I have never spoken to some of the  
 29 lectures because there's so many people on our course and I think yeah feedback on a  
 30 personal level.|  
 31  
 32 **Facilitator**  
 33 **What do you look for when you get feedback? What does feedback mean to you?**  
 34  
 35 Student  
 36 |Constructive criticism and praise but I don't know I want to know what I'm doing well but I  
 37 also want to know what I'm doing not well,|which does get communicated  
 38  
 39 Student  
 40 | think sometimes in the feedback that we get they just try and pick out some of the  
 41 positive things and sometimes don't always develop on the negatives.|  
 42  
 43 Student  
 44 |Not telling you what to do to get a better grade is definitely a thing.|  
 45  
 46 Student  
 47 | think there's a lot of times where there would be statements like "needs more analysis"  
 48 and it's like it could be any number of things.|  
 49  
 50 Student

The screenshot shows a chat interface with five messages from Liz Gee. Each message has a profile picture, name, and a three-dot menu. The messages contain text with highlighted words in yellow and pink. To the right of each message is a speech bubble icon. Below each message is a text input field with a placeholder "@mention or reply" and a send button.

- Message 1:** Liz Gee. Online feedback due to course size. Cohort size. Feedback in person is lacking. Feedback dialogue. Good in small group on presentation. Only on assessments. Feedback sources.
- Message 2:** LG Liz Gee. Assumption smaller course then get more in person. Cohort Size. Feedback Dialogue.
- Message 3:** LG Liz Gee. Face to face perceived as more constructive. Feedback Dialogue. Not enough time for all on big course. Cohort Size.
- Message 4:** LG Liz Gee. Link between large course and no personal feedback. Cohort Size. Feedback Dialogue.
- Message 5:** Liz Gee. Want constructive criticism and praise. Want to know what doing well.

Year 2 Home Focus Group Transcript

51 | Yeah so it's like not specific it can be sometimes for sure, but they would say what you  
52 | are doing right and what you are doing wrong but not how do to more things right, if that  
53 | makes sense|

54 | Student  
55 | Yeah

57 | **Facilitator**  
58 | **So who do you get feedback from? Do you get it from tutors that you know? Do  
59 | you talk to your friends about it? Do you work in seminar situations? Where most  
60 | often do you get your feedback from?**

62 | Student  
63 | Assessments that I've submitted and whoever's marked the assessment, more it's like,  
64 | like a big page of feedback but I sometimes| I send to my friends on my course |  
65 | sometimes but obviously that's not actually that helpful because none of us know |what  
66 | the mark scheme is anyway|. But yeah mainly is just in, in assessments from people that  
67 | I know, some, like sometimes in tutorial, | I have some good tutorials but also have some  
68 | really unhelpful tutorials|, so it's a mixed bag really.

70 | Student  
71 | I think the tutorials they focus mainly on the work that's being done instead of the way  
72 | the way in which you're doing it so it's kind of more well next you've got to do this and  
73 | then...|

75 | Student  
76 | Yeah rather than building on what you've already done to make it better. It's like yeah  
77 | that's a good point they like yeah they push you towards what you have to do next and  
78 | you're like can you help me improve what you've already done|

80 | **Facilitator**  
81 | **And if you guys want more feedback what would you do?**

83 | Student  
84 | Don't know email I guess but I haven't thought to do that

86 | Student  
87 | I think probably just wait until the tutorial and kind of bring some, bring it up then |

89 | Student  
90 | Yeah

92 | **Facilitator**  
93 | **Ok so do you ever seek extra feedback? What do you do once you get your  
94 | feedback, do you just sort of read it, look at the grade and move on? Or what do  
95 | you, what's your process?**

97 | Student  
98 | I think, the thing is because we don't know, for the assessment feedback, we don't know  
99 | who it is, so it's not like we can go to that person and ask them about the feedback. So I  
100 | think that kind of limits, like you could go to another tutor but then they won't understand  
101 | your specific case.|



1. Liz Gee: Needs to be more specific  
Feedback specifics

2. Liz Gee: Page of feedback on summative assessments  
Amount of Feedback

3. Liz Gee: share with friends  
Feedback sources

4. Liz Gee: don't know mark scheme

5. Liz Gee: tutorials  
feedback sources

6. Liz Gee: tutorials focus on content of work being done  
formative feedback

Year 2 Home Focus Group Transcript

103 Student  
 104 Yeah  
 105  
 106 **Facilitator**  
 107 **Ok so when you get an assessment back, what's the immediate thing you do with**  
 108 **your feedback?**  
 109  
 110 Student  
 111 |Get annoyed at the stuff I didn't do. No, always try take it on board but it is difficult to  
 112 remember and apply it to other things, because a lot of the things, a lot of the feedback |  
 113 you are given is quite context specific anyway, so like you know, if I'm doing, for  
 114 example, if I'm doing like the enterprise unit that I'm doing now, the feedback that I get  
 115 from that won't apply to my consumer insights unit so it's even though the feedback after  
 116 you've got the grade is helpful it's like not like |not actually hugely helpful post|  
 117 submission because the like the damage is done isn't it and you've already submitted  
 118 and a lot of the stuff doesn't necessarily apply to other units, directly, so it's quite, can be  
 119 helpful can be just useless.  
 120  
 121 Student  
 122 |Yeah I agree, it's very, it's specific.|  
 123  
 124 Student  
 125 Yeah  
 126  
 127 **Facilitator**  
 128 **Do you keep a log of your feedback or do you just, do you remember it?**  
 129  
 130 Student  
 131 | try to but I've got a bad memory, I don't remember it.|  
 132  
 133 Student  
 134 | think half the time I kind of know what the feedback's going to say and kind of expect it |  
 135  
 136 Student  
 137 Yeah  
 138  
 139 Student  
 140 So then when you see it and you're like ok and then you understand it  
 141  
 142 Student  
 143 Yeah  
 144  
 145 **Facilitator**  
 146 **So what would be useful? Have you ever had feedback where you thought it was**  
 147 **really useful or ever got it when it was really not useful?**  
 148  
 149 Student  
 150 |Do you want to go first?|  
 151  
 152 Student  
 153 Well I think the most, the most constructive stuff I've had is in person, in like a smaller  
 154 |group| of people and yeah I think it was just different because you were in a class where



Chat log showing messages from Liz Gee:

- Liz Gee** ...  
 Difficult to remember feedback and apply to other units as context specific  
 [redacted]

@mention or reply
- Liz Gee** ...  
 not hugely helpful post submission damage is done  
 [redacted]

@mention or reply
- Liz Gee** ...  
 [redacted]

@mention or reply
- Liz Gee** ...  
 don't remember feedback

@mention or reply
- Liz Gee** ...  
 Expected: know what feedback is going to say  
 Personal responsibility

@mention or reply
- Liz Gee** ...  
 Courteous environment



## Year 2 Home Focus Group Transcript

155 similar you were well this is at secondary school so everyone was in a class and  
156 everyone was at a similar level to you so it felt, and everyone had similar questions so  
157 the feedback, everyone was learning from it, and then you could go to your friends and  
158 get feedback off them and it was kind of, it was all kind of coming together and creating  
159 more feedback

160 Student

161 I do think that it does sort of all boil down to the thing that our class is too big, like there's  
162 no way I should be in a lecture with 120 people that's ridiculous because the class is so  
163 big you don't make that many friends either because there's so many people there that  
164 no one really speaks to each other unless they already know each other. It's the same  
165 thing with the lecturers, there are 120 people there the lecturer has to sort of take care  
166 and mentor and stuff like that. If there was a smaller class there would be more  
167 opportunity to like really develop your ideas with the people who are supposed to be  
168 teaching you but because there's so many people it's really difficult to engage with, it's  
169 probably really difficult for them to engage with all of us, but like that, that does have a  
170 negative effect on our learning I would say, to be fair. |

171  
172  
173 **Facilitator**

174 **Have you ever had feedback where someone has written something and you were**  
175 **like I actually don't understand what they mean by this?**

176 Student

177 Yeh

178 Student

179 Yeh a couple of times

180  
181 **Facilitator**

182 **Like what sort of stuff?**

183 Student

184 There's sometimes where it's the most vague point, and it could be applied to absolutely  
185 anything. and the fact that you don't get to know who gave it to you so you can't ask  
186 them about it or you can't like develop it. I think if people gave examples that would help  
187 as well. It's kind of, you did the project 2 months ago, then you get the feedback and it's  
188 kind of oh yeh I don't really remember that and you would have to re-read your project.

189 Student

190 It would be super useful to get our things backs annotated like this is good this is shit  
191 sort of thing that would be sick because like a lot of the time, like you say, they'll be like  
192 you should have developed your research more and you just think like well I did develop  
193 my research how do I do that more like I don't know what?

194 Student

195 Yeah

196 Student

197 Like now I know I should have done everything more now that you've said that but  
198 obviously I've developed it as much as I had the power to so like saying that I should  
199 have done that more is like how?  
200  
201

202



Liz Gee ...  
Class too big so don't make friends  
**Cohort size** Personal Relationship  
@mention or reply

Liz Gee ...  
Hard to develop ideas with tutor in big class  
Negative effect on learning  
**Unknown Tutor**  
@mention or reply

LG Liz Gee ...  
Non-specific comment, Examples needed  
**Feedback specifics**  
Anonymous marker so can't ask them about it  
**Unknown Tutor**  
Too late  
**Feedback Timing**  
Would have to go back and re-read project (implied doesn't)  
**Personal Responsibility**  
@mention or reply

LG Liz Gee ...  
Annotations on work would give more direction and explain  
General comments "develop your research more" means when I thought I had, how do I



Year 2 Home Focus Group Transcript

207 Student  
208 I think also if it was annotated it would help, it would improve writing style as well  
209 because that, that doesn't really get commented on very much so I think, I think that  
210 would yeh it would help develop good feedback in more areas than just the content  
211  
212 Student  
213 And you would be able to specifically what you did well and what you didn't do well. It's  
214 all well and good reading like oh your hypothesis was great your research methods  
215 weren't but like if you could see specifically which bit weren't then so good that would be  
216 super useful.  
217  
218 **Facilitator**  
219 **Is there any feedback that you guys have received that you've used in other**  
220 **assessments or anything that has actually helped you?**  
221  
222 Student  
223 Not for me to be fair. but I think, I think that is more me than the feedback. I don't, I read  
224 it once then don't really go back to its which is stupid, and I'm saying that out loud but  
225 that's more of a me thing  
226  
227 Student  
228 I think there has been some where it was more about the layout. There were two similar  
229 kind of essay questions, both business reports and from the feedback as well as, for this  
230 one they gave example oh I think the combination of those two and using the feedback  
231 from the last one, I could lay it out much better.  
232  
233 **Facilitator**  
234 **Right ok so more practical?**  
235  
236 Student  
237 Yeh I think, I think everything other than the content can kind of be applied elsewhere,  
238 even if, even if you may not know it, there was probably some kind of aspect,  
239  
240 Student  
241 Yeh subconsciously  
242  
243 Student  
244 Yeh  
245  
246 **Facilitator**  
247 **When you get feedback at work, does it differ from your feedback at university?**  
248 **Which one do you find more helpful?**  
249  
250 Student  
251 Feedback at my second job for sure, because there's only 3 of us, so its super personal,  
252 so everything I do I instantly get like this is great, this is not so great this could be better  
253 this could be more me but like again it comes down to the fact that there's less people  
254 so you can't instantly be like this is cool I like what you've done or this sucks I don't like  
255 what you've done but it's like instant and its personal and he knows me really well and I  
256 know him really well and that would be really nice to have at Uni, I would say  
257  
258 **Facilitator**



**Liz Gee** ...  
Annotations would help  
Feedback specifics  
Writing style not commented on  
Want feedback on more than just the content  
Desire to improve

@mention or reply

**Liz Gee** ...  
Annotations help see specifics would be useful  
Feedback specifics

@mention or reply

**Liz Gee** ...  
"I read it once and I don't go back to it which is stupid"  
Acting on feedback

@mention or reply

**Liz Gee** ...  
Work through examples in class – layout of report, explain why one version better than other  
Feedback specifics

@mention or reply

**Liz Gee** ...  
Feedback at work is personal and instant, less people so they know me well  
Personal Relationship  
Feedback timing Feedback in industry

@mention or reply

Year 2 Home Focus Group Transcript

259 **Do you feel like you get that in tutorials at all?**

260  
261 Student  
262 Vaguely. Not as well at all, like you know even though the tutorial is one to one there  
263 120 people on our [course](#) so it is 1 2 1 out of 120, like you know

264  
265 Student  
266 There still way too many people, it does boil down to that for me, I think

267  
268 Facilitator  
269 **What about you? Do you get feedback anywhere else that you could sort of**  
270 **compare this to?**

271  
272 Student  
273 Not ~~not~~ really no, but about the tutorials, I think because of the way they are on the  
274 timetable, as in they are normally, just a summative assessment or a formative, you kind  
275 of go in with just so many questions that you're just getting the answers to your  
276 questions and then going, so it's not really a time for feedback I don't think

277  
278 Student  
279 I think it's used more as a tool to get your project done.

280  
281 Facilitator  
282 **Right ok, like problem solving your initial questions?**

283  
284 Student  
285 Yeah ~~yeah~~.

286  
287 Student  
288 Definitely more problem solving than feedback for sure

289  
290 **Facilitator**  
291 **Right**

292  
293 Student  
294 Also so we don't, have many tutorials either and like you can ask for more but you do  
295 your work and then you like a week or two from the deadline there will be tutorials and  
296 by that point and you're just trying to like iron out creases rather than, rather than  
297 drastically change everything you've done anyway so yeah there aren't a huge amount  
298 of tutorials, there, there are like 3 for our assessments sort of thing so

299  
300 Student  
301 Yeah

302  
303 **Facilitator**  
304 **So like more would probably be good**

305  
306 Student  
307 Maybe if one was like more for a feedback tutorial where you brought in what you've  
308 done so far I think that could probably be useful because there's a lot of time where you  
309 might not be doing the exact right thing during the first half of the project, and then if you  
310 had a feedback tutorial like that it would help shape the assessment more

The screenshot shows a chat interface with five messages from a user named Liz Gee. Each message includes a profile picture, name, and a three-dot menu icon. The messages are as follows:

- Message 1: "Lack of personal relationship", "Personal relationship".
- Message 2: "Too many people for 121 relationship", "Cohort size", "Personal relationship".
- Message 3: "Timetabled tutorials are just opportunities to ask questions about assessment not get feedback", "Formative Feedback".
- Message 4: "Tutorials as problem solving not feedback", "Formative Feedback".
- Message 5: "Not enough tutorials and not early enough in doing the assessment to shape direction", "Formative Feedback".
- Message 6 (partially visible): "One tutorial needs to be", "Feedback, another one from".

Each message has a reply prompt "@mention or reply" with a right-pointing arrow. There are also small speech bubble icons to the left of some messages.

Year 2 Home Focus Group Transcript

311  
312 Student  
313 And also obviously when you do a tutorial the first thing is the tutor sees your work there  
314 and then, so there's not really like, they don't get to like think about yeah like everything,  
315 all the all the advice they give you and questions they answer they've looked at it for like  
316 ten seconds and been like you should do this but like if they could like actually look at  
317 our work like before the tutorial and then be like I've studied it and this is what I think you  
318 need to do, that would be a bit more helpful as well because you know often you can't  
319 see the real problems if you're only looking at it for like 10 seconds, and then being like,  
320 giving like surface level solutions.  
321  
322 Facilitator  
323 Yeah. **So when you guys get feedback like how do you feel about it generally do**  
324 **you feel relief do you feel happy you've got it or is it a bad process for you?**  
325  
326 Student  
327 Depends on the grade doesn't it  
328  
329 Student  
330 Yeah I think that's what it boils down to.  
331  
332 Student  
333 Yeah the feedback is definitely secondary to the grade, if I've got a crap grade I want  
334 more feedback, if I'm doing well I don't really mind what you say |  
335  
336 Student  
337 For me it's been a bit weird as when I've got a good grade, I'll get feedback saying about  
338 what's wrong in it, and then when I get a bad grade I'll get like almost only positive stuff. |  
339  
340 Facilitator  
341 So do you mind giving some examples? You don't have to say your grade but  
342 what sort of comments would you have if it was like you needed more  
343 improvement? What were the comments that you got?  
344  
345 Student  
346 It would just be it would kind of it felt like they were just dancing around what was wrong,  
347 and kind of, they'd be, they would be like oh this, oh this was quite good, this was quite  
348 good. There would be like one comment saying oh I think this should change, but I feel  
349 like I would rather be like harsh with, instead of kind of like, yeah, dancing around it, |  
350  
351 Facilitator  
352 So not very helpful for you. Once you get feedback who do you generally discuss  
353 it with, friends, family, tutors, people on your course?  
354  
355 Student  
356 If I would do work, like a lot of the time, with people on my course if I've been doing that  
357 then I would speak to them about it but never very constructive criticism, only like oh I  
358 did this this my grade this is why I messed up, other than that no one really. I normally  
359 don't really speak about it with people |  
360  
361 Student  
362 I mean yeah, I would talk to a friend about it maybe but it's nothing in depth |



The screenshot shows a chat interface with four messages from a user named Liz Gee (LG). Each message is contained within a white bubble with a grey header and footer. The messages are as follows:

- Message 1:** Header: LG Liz Gee. Text: Tutors need time to read work in advance to give helpful feedback. **Formative Feedback** "often you cant see the real problems if you only look at it for 10 seconds" **Formative Feedback**. Footer: @mention or reply.
- Message 2:** Header: LG Liz Gee. Text: "Feedback is definitely secondary to the grade" **Grade Primacy** Get poor grade want more feedback "If I'm doing well I don't really mind what you say". Footer: @mention or reply.
- Message 3:** Header: Liz Gee. Text: Weird get good grade with negative points Get bad grade get only positive comments **Feedback Quality**. Footer: @mention or reply.
- Message 4:** Header: Liz Gee. Text: Too much "dancing around what was wrong" Would rather it were harsher saying what should change **Feedback Quality** **Desire to Improve**. Footer: @mention or reply.

Year 2 Home Focus Group Transcript

363  
364 Student  
365 Yeah  
366  
367 **Facilitator**  
368 **Have you ever discussed feedback with a personal tutor?**  
369  
370 Student  
371 Personal tutor yeah I have done  
372  
373 **Facilitator**  
374 **Was it helpful?**  
375  
376 Student  
377 No not really it's not like analysing it it's just like saying it because obviously like I don't  
378 know it's like the only times I've done it is when I've worked side|by side with someone a  
379 like a few months, and then handed something in and then refreshing that don't know if  
380 we passed or whatever its never like particularly, like building on anything I would say.  
381  
382 Student  
383 Nah I haven't. I can't really remember any tutorials that I've had after we've got our  
384 feedback  
385  
386 Student  
387 That would be helpful to be fair  
388  
389 Student  
390 The assessments are kind of like the end of term and stuff like that so it's kind of tricky  
391  
392 Student  
393 That would be good though that would definitely be useful like talking through your grade  
394 face to face with someone. it's very like impersonal when you just like read it of a screen  
395 and then being like this is my grade this is what I've done wrong, but I think speaking  
396 through it with someone after  
397  
398 **Facilitator**  
399 **Even if you did well?**  
400  
401 Student  
402 Yeah because, I'm not going to get full marks am I  
403  
404 **Facilitator**  
405 **You can hope and dream**  
406  
407 Student  
408 Hasn't happened yet!  
409  
410 **Facilitator**  
411 **Ok do you think that would be helpful**  
412  
413 Student  
414 Yeah I think, I think it probably would be



Liz Gee  
No evidence of helpful conversations with personal tutor about feedback  
Personal Relationships

@mention or reply

Liz Gee  
Admit it would be helpful  
Personal Relationships

@mention or reply

Liz Gee  
Timing tricky  
Feedback timing

@mention or reply

Liz Gee  
Useful to talk through grade face to face  
Impersonal reading off screen  
Personal Relationship  
Feedback Dialogue

@mention or reply

Liz Gee  
Useful even if did well as room for improvement

Year 2 Home Focus Group Transcript

415  
416 Student  
417 Probably more helpful obviously like I've messed it up you know like obviously if I'm  
418 doing [fine](#) it would still be useful but less so but like yeh if I got a bad grade I think I  
419 would really appreciate talking through with someone face to face why I got such a bad  
420 grade I reckon that would be useful.  
421  
422 **Facilitator**  
423 **And what sort of questions would you want to ask them just like how to improve**  
424 **or is it like the rationale behind their grading?**  
425  
426 Student  
427 All of that, how to improve, what I did wrong, what I did right, how it could develop things  
428 further, standard stuff but stuff that I would like to ask for sure  
429  
430 Student  
431 [Yeah](#) because there is always that stuff that because they are obviously not you, they  
432 haven't and you've spent all this whole time writing an essay and then they might not  
433 understand what you meant. [Yeah](#) I think, I think it would be useful |  
434  
435 Student  
436 [Yeah](#) things can get lost in communication isn't it, but that goes both ways as  
437 well maybe like I do remember getting a really bad grade on something that I worked  
438 really hard on. [Yeah](#) very annoyed about it, I got, like a D and I spent a fair few months  
439 on it and then the other thing I hardly touched and I got like a B on |  
440  
441 Student  
442 [Yeah](#) that happens that happens to me a lot  
443  
444 Student  
445 I know I'm like reading through the feedback and being like I don't even know what  
446 you're trying to tell me here and like what have I even done wrong so yeah but you can't  
447 say that because it's not in person |  
448  
449 **Facilitator**  
450 **Have you ever like had a grade where you're like I really don't think this matched**  
451 **up to my work?**  
452  
453 Student  
454 Yeah [yeah](#).  
455  
456 **Facilitator**  
457 **And have you have you questioned it**  
458  
459 Student  
460 Nope. [Well](#) I mean here, it's like who [could](#) you go tell?  
461  
462 Student  
463 [Yeah](#) exactly. They're just like why you [coming](#) crying to us about it we didn't mark it |  
464  
465 Student



Liz Gee  
"If I got a bad grade I'd really appreciate talking it through with someone face to face why"  
[Feedback dialogue](#)  
@mention or reply

LG Liz Gee  
In person you could ask them to clarify and exactly what they mean – what did right, wrong, how to develop things further  
[Personal Relationship](#)  
[Feedback Dialogue](#)  
@mention or reply

Liz Gee  
" you spend all this time writing an essay and they might not understand what you meant"  
[Assessment Effort](#)  
@mention or reply

Liz Gee  
Get lost in communication Works both ways Annoyed if spend long time and get low grade  
[Feedback Emotions](#)  
[Assessment Effort](#)  
@mention or reply

Liz Gee  
Read feedback, "I don't know what you're trying to tell me and what I have even done wrong"

Year 2 Home Focus Group Transcript

466 Yeah exactly. Also, this is a completely well its sort of relevant, I got an A and it got  
467 changed to a B, don't tell me my grade until it's been mediated because that sucked

468  
469 **Facilitator**  
470 **Oh no did the feedback change as well?**

471  
472 Student  
473 No, the feedback stayed the same but the grade changed. Pretty annoying to be fair

474  
475 **Facilitator**  
476 **Was that after exam boards?**

477  
478 |Yeah. Just wait. I don't need to know that quickly if it's going change|

479  
480 **Facilitator**  
481 **Sorry that does sound annoying**

482  
483 Student  
484 Yeah, it was really annoying, it's ok

485  
486 **Facilitator**  
487 **So like we were saying if you guys were going to have a personal tutorial as a  
488 feedback one, would you want to make an action plan with them? Would you want  
489 to create a document where you could log your feedback so you could move  
490 forward or would that not be helpful?**

491  
492 Student  
493 That would be helpful|

494  
495 Student  
496 Even just a list of pointers would be good but like I think the main thing would be being  
497 able to speak through things with people face to face, even like sometimes like I don't  
498 know about you, but when I'm reading the feedback sometimes it's like quite, it'll be like  
499 a specific thing that I'm not really too sure about in the first place or like or it will be  
500 really general which is really unhelpful so being able to ask questions about the  
501 feedback that would be super helpful. Like just like writing down answers to the  
502 questions but the main thing for me would be being able to question it in the first place,  
503 and like ask why this is sort of a major error?

504  
505 Student  
506 Yeah I think in the feedback there is more specific stuff and more general stuff and I  
507 think that that kind of tutorial would help make the specific stuff more general so you  
508 could apply it to other things and take the general stuff a bit more specific so you can  
509 understand it |

510  
511 **Facilitator**  
512 **Do you think like monitoring and tracking your grades would be a useful practice  
513 for you to do, or is it something that you like you were saying earlier, that the  
514 units are so different it wouldn't?**

515  
516 Student|



**Liz Gee** ...  
Wait for grade/ feedback so  
no change  
**Grade Primacy**

@mention or reply

**Liz Gee** ...  
Would like to make an action  
plan with a personal tutor  
Log feedback so move  
forward  
**Personal Responsibility**  
**Personal Relationships**

@mention or reply

**Liz Gee** ...  
List of pointers  
Talk through face to face if  
very general comment  
Want to ask questions - why  
is this a major error?  
**Feedback Dialogue**

@mention or reply

**Liz Gee** ...  
Tutorial help make specifics  
more general so can apply to  
others.  
Tutorial help make general  
stuff more specific so can



## Year 2 Home Focus Group Transcript

517 I think on other courses it would be useful but our course it's so like, like everything is  
518 different you know. I think probably, it probably would like, it would, it wouldn't be like  
519 useless I'm sure but I think it would be better applies on other courses where things are  
520 more consistent because our course is a bit of a mash up |

521 Student

522 Yeah like every, every project's a different kind- a video or a thingy |

523 Student

524 Yeah exactly, yeh sometimes applying feedback from one thing to another thing on our  
525 course I think is quite difficult but like on the more creative courses where it's like you  
526 are just building on ideas all the time that would probably be sick, not so much for us

527 Facilitator

528 **So do you guys like, if you were to have a personal tutorials, what would be like  
529 the best thing they could sort of provide for you? Like what as a university could  
530 we do to make them better for you?**

531 Student

532 I really think like just having a post submission, no not a post submission a post grade |  
533 tutorial would be really useful just so I can like why, like I said earlier, so I can  
534 understand why I got the grade, what I did wrong, what I did right, without having to just  
535 read like some wordy stuff because it is well, sometimes it is hard to like interpret that  
536 feedback into something else, for it to be useful, when it's not face to face because you  
537 can't question things, stuff like what so I think that would be good, yeah

538 Student

539 Yeah I think for me I think for me that would obviously be useful and something like a  
540 one on one tutorial, halfway through or maybe at the beginning, like not the very  
541 beginning but once you've thought to your idea so you can get that kind of checked,  
542 because there's probably a couple of times where you'll start a project and you'll come  
543 up with an idea and you think it's amazing but it's actually like, it's just not what they  
544 need

545 Facilitator

546 **And do you ever talk to people about that sort of thing in seminars or do you just  
547 like**

548 Student

549 Yeah I mean I'll bring it up in seminars and tutorials but sometimes, I'm not sure in the  
550 seminar if it's with someone who's not even like teaching the course kind of thing, who's  
551 not marking the course, |

552 Student

553 We had two people saying contrasting information in a seminar the other day and it was  
554 a bit like I'm paying like 9 grand to be here can you not even straighten out what you are  
555 teaching us to be the same and they were both teaching us you know and  
556 also, obviously I don't think this is something that really can be helped but, our course,  
557 well to be fair it's so bit its amusing, no one speaks ever, no one asks questions in it like,  
558 in the lectures everyone just sits there silent and someone be like what do you think of  
559 this and everyone just like, it's the same in the seminars because I would guess |



Liz Gee  
Discrete Units  
@mention or reply

Liz Gee  
Hard to apply feedback from  
one thing to another  
Discrete Units  
@mention or reply

Liz Gee  
Post feedback release tutorial  
useful  
Understand why grade, what  
did wrong, what did right  
Able to question  
Feedback Dialogue  
@mention or reply

Liz Gee  
Halfway through to check  
project ideas on track  
Formative Feedback  
@mention or reply

Liz Gee  
Don't discuss this in seminars  
as the seminar tutors are not  
even marking the course  
Unknown tutor  
@mention or reply

Liz Gee

## Year 2 Home Focus Group Transcript

568 because there's so many people there like people are shy or whatever but it does make  
569 it kind of difficult to have discussions about things when no one ever speaks.

570

571 Student

572 Yeah like I'll answer question sometimes but then I feel awkward because no one else  
573 does

574

575 Student

576 That's me as well I'll just wait a couple of second and no one answers so I just have to  
577 like, yeah |

578

579 Student

580 Yeah, we had to present the other day and like no one turned up and there was about  
581 ten second and I was like oh Jesus Christ I'll present then like. But yeah, but nobody  
582 ever does any stuff like that which makes it really hard to like bounce ideas off people  
583 and chat to people about anything, because its, it's just such an awkward vibe, which is  
584 not fun |

585

586 Facilitator

587 **So do you guys have any other things that you've thought about feedback and**  
588 **stuff that you've found that you think would be important to raise or any specific**  
589 **memorable issues that you've had or anything like that surrounding feedback**

590

591 Student

592 Off the top of my head not really, there is one thing that is sort of about feedback. I  
593 failed first year and I had to resit and they told me via post, after I'd moved out of the  
594 house I was in, and I found out when they didn't send me the enrolment email, and I  
595 rang them and they were like yeah you're resitting so that sort of feedback that sucked.  
596 Just email me something like that. That was so long that you have to do that, and yeah I  
597 found out like the Friday before the Monday that I thought I was going back to Uni, was  
598 extremely long, yeah it sucked got my house and everything, so yeah, it's not difficult is it  
599 just email me, would be my, the only thing I could think of, just let me know|

600

601 Student

602 No. |The fact that nothing really stands out kind of says it all, I mean |

603

604 Student

605 Yeah true. Like I've had feedback in the past where it has actually made an impact and  
606 it's changed something else, but it's kind of all just "this is great, this is fine", |

607

608 Student

609 Like yeah, there might be some comments that are saying oh that you could improve  
610 this, but it kind of, I don't know, it sometimes it just doesn't feel personal|

611

612 Student

613 Yeah I completely agree, I get I do quite a lot of other things like I've got 2 music things  
614 going on and 2 other jobs and when I get feedback about music or about any of the work  
615 I do at my jobs it's so specific so like work for example if I send someone a track and I'll  
616 get and like I ask for feedback I'll get like time stamps in like at this exact time this is a bit  
617 dodgy you could do something better here sort of thing, that could so easily be applied  
618 to this, with them annotations isn't it really that would be so helpful, but what with the |  
619 feedback we get there it feels so just like, like a brush over yeah like this is fine and this



Liz Gee ...  
I'll answer questions but  
awkward as no one else does  
Cohort size

@mention or reply

Liz Gee ...  
Present. No one turned up.  
Hard to bounce ideas off  
people as awkward vibe  
Cohort size

@mention or reply

Liz Gee ...  
Not relevant

@mention or reply

Liz Gee ...  
Nothing stands out in  
feedback received - says it all  
Disappointed

@mention or reply

Liz Gee ...  
Had feedback in the past  
where it has actually made an  
impact and it's changed  
something else  
It all "this is great, this is fine"

@mention or reply

Liz Gee ...  
Improvement comments



Year 2 Home Focus Group Transcript

520 |s a bit sloppy but it's not specific enough for it to be actually be particularly helpful.  
521 Otherwise every feedback I get from everywhere else I just like super specific and that is  
522 really useful to me and I literally get the feedback and I'm like completely aware of  
523 everything I've done wrong and how to improve it, outside of Uni, but I don't necessarily  
524 feel that way in Uni|  
525  
526 **Facilitator**  
527 **When you guys look at feedback do you like ever refer back to other documents**  
528 **like unit handbooks or like any sort of marking criteria, is that something you**  
529 **guys use?**  
530  
531 Student  
532 I haven't cross referenced it, I use them both independently|  
533  
534 **Student**|  
535 I don't cross reference them, maybe I should, that's a good idea, but I don't|  
536  
537 Student  
538 | mean I would look back at, if there was something specific about one of the projects I  
539 would probably look back at, if they were saying something about a certain area then I  
540 would look back at that|  
541  
542 **Facilitator**  
543 **I mean in terms of cross referencing with the marking criteria or just like tools for**  
544 **understanding your feedback**  
545  
546 Student  
547 Are there tools?  
548  
549 Student  
550 | don't|  
551  
552 Student  
553 No just reading unit handbooks?  
554  
555 Student  
556 |It's because it's all, it's all after the fact, you're glad you've got it done and you might  
557 have thought you did well, and then you get that and it just ruins your day |  
558  
559 Student  
560 Yeah that does happen and it's like, there's only so many times I'm going to read this  
561 thing if its critical and not helpful. It's just like well I'm not going to listen to you most  
562 definitely it's like telling me what I've done wrong without telling me how to improve it for  
563 an example, it's not helpful so I don't dwell on it too much if it's like unhelpful and  
564 negative|  
565  
566 **Facilitator**  
567 **So how do you guys like, if you get a grade you aren't happy with, how do you go**  
568 **about improving it? Say you've had a few Bs in a row, and you're like I really want**  
569 **to get to an A, who would you talk to get better?**  
570  
571 Student



Liz Gee  
Poor comparison  
Feedback Specifics  
@mention or reply

LG Liz Gee  
Use feedback and learning  
outcomes marking criteria  
separately don't relate them  
together  
Personal Responsibility  
@mention or reply

Liz Gee  
Personal Responsibility  
@mention or reply

Liz Gee  
If there was something  
specific would look back  
Feedback specifics  
@mention or reply

Liz Gee  
Not using tools  
Personal Responsibility  
@mention or reply

Liz Gee  
Feedback is all after the fact  
Feedback Timing  
Glad you've got it done  
Thought you did well  
Feedback literacy  
Ruins your day  
Feedback emotions

Year 2 Home Focus Group Transcript

572 |Not people on my course|  
573  
574 Student  
575 | don't know |  
576  
577 Student  
578 | think probably just spend more time on the project, just start earlier I think is quite a big |  
579 thing  
580  
581 Student  
582 |Yes, yeah that's definitely how I improve my grade isn't it, starting earlier. But like also I  
583 check the unit handbook as a separate thing, like I, I'll refer more to the unit handbook  
584 like if I get a crap grade for something I'll definitely like for the next project I will really  
585 check the unit handbook and the mark scheme, and stuff like that but again I don't think  
586 that necessarily stems from feedback it more stems from the grade I would say because  
587 it's not really like a lot of feedback is compatible with another unit |  
588  
589 **Facilitator**  
590 **Ok so anyone have any final comments? No thank you**  
591 **END**



Liz Gee ...  
Would not talk to peers on course to find out how to improve  
@mention or reply

Liz Gee ...  
Don't know how to get a better grade or who to talk to  
**Feedback literacy**  
@mention or reply

Liz Gee ...  
Just spend more time on the project  
**Personal responsibility**  
@mention or reply

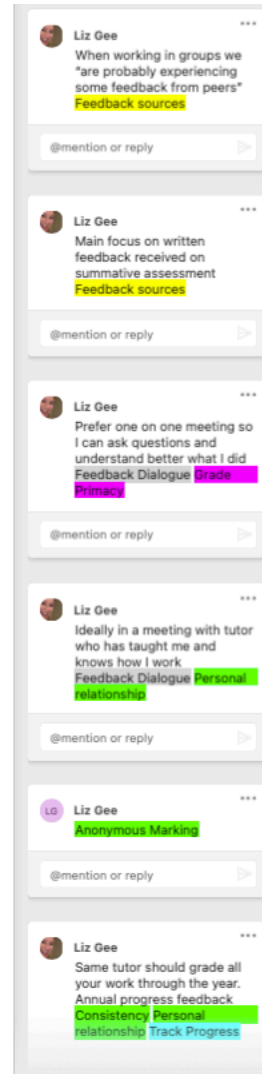
Liz Gee ...  
Start earlier to improve grade  
Check UHB and mark grade if get poor grade  
**Grade Primacy**  
Feedback not compatible with another unit  
**Discrete Units**  
@mention or reply

# Appendix XVII

## Student Focus Group Year 2 International Coded Transcript

|  |  |
|--|--|
| <p>Appendix Year 2 International Focus Group</p> <p>1 <b>Facilitator</b><br/> 2 <b>The first bit that we are going to talk about, is general questions on what you guys</b><br/> 3 <b>think feedback is. So if you just discuss among yourselves, what you think</b><br/> 4 <b>feedback is, where you get it from, who you get it from, and how do you get it, and</b><br/> 5 <b>specifically talking about university.</b></p> <p>6<br/> 7 <b>Student</b><br/> 8 <b>I think it's comment on the way you did your work and the quality of it just to know how to</b><br/> 9 <b>improve it, how you can do better, and in a university context we always we always</b><br/> 10 <b>receive feedback when we submit an <u>assignment</u> or we do a presentation.</b></p> <p>11<br/> 12 <b>Student</b><br/> 13 <b>So it's like either a verbal one when we do a presentation or the written one and that</b><br/> 14 <b>only for us to see, it is also quite important that it's personal. Yeah.</b></p> <p>15<br/> 16 <b>Student</b><br/> 17 <b>It could be like for example as well, like written exams and just tests and stuff so yeah</b><br/> 18 <b>feedback for that as well.</b></p> <p>19<br/> 20 <b>Student</b><br/> 21 <b>It's usually for like an assessment of how we did in our work and how we can improve in</b><br/> 22 <b>the future.</b></p> <p>23<br/> 24 <b>Student</b><br/> 25 <b>It should be focused <u>around</u> the positive sides as well as the negatives, about what you</b><br/> 26 <b>can improve on and what you did well, so it's not only negatives.</b></p> <p>27<br/> 28 <b>Facilitator</b><br/> 29 <b>So its constructive ok. And so where do you guys usually get feedback from? Is it</b><br/> 30 <b>personal tutors or is it out or is it like how do you, where do you go if you want</b><br/> 31 <b>feedback about a piece of work you've done?</b></p> <p>32<br/> 33 <b>Student</b><br/> 34 <b>I mean whenever we get feedback it's always from a tutor we know, sometimes the tutor</b><br/> 35 <b>doesn't necessarily have to teach us in order to get the feedback so there has been</b><br/> 36 <b>many times when you have submitted an assignment but the person who marks it is a</b><br/> 37 <b>tutor who you have heard of but hasn't necessary taught you for that module but I think</b><br/> 38 <b>we always like know the person who is grading us and yeah so that way you can kind of</b><br/> 39 <b>sometimes if you now the tutor well you can see where the feedback is coming from and</b><br/> 40 <b>see what they expect of you, so every tutor's expectation is different and you can like tell</b><br/> 41 <b>that in the feedback.</b></p> <p>42<br/> 43 <b>Student</b><br/> 44 <b>Also, if you want to go further with your feedback, you can, I know that you can email the</b><br/> 45 <b>tutors, requesting like a meeting maybe or additional feedback or conversation about</b><br/> 46 <b>your work.</b></p> <p>47<br/> 48 <b>Student</b><br/> 49 <b>It could be like from the course leader or anonymous because from the frame from like</b><br/> 50 <b>bias, so, it could be anyone who is like anyone who on, who knows like about the course</b><br/> 51 <b>you're doing.</b></p> <p>52</p> | <p>The screenshot shows a chat interface with four messages from a user named 'Liz Gee'. Each message contains text from the transcript with specific words or phrases highlighted in different colors, corresponding to feedback codes. The messages are as follows:</p> <ul style="list-style-type: none"> <li>Message 1: "Way you did work and quality" (grey), "How to improve" (blue), "Desire to improve" (green), "Summative" (grey), "Feedback specifics" (yellow).</li> <li>Message 2: "Verbal or written" (grey), "Important personal" (green), "Feedback specifics" (yellow), "Personal relationship" (green).</li> <li>Message 3: "summative" (grey).</li> <li>Message 4: "Summative" (grey), "How to improve" (blue), "Desire to improve" (green), "Feedback specifics" (yellow).</li> </ul> <p>Each message has a reply field with the placeholder text "@mention or reply".</p> |
|--|--|

53 Student  
 54 Also, it can be like when we are working in groups now for instance, we probably are  
 55 experiencing some feedback from our peers, so that would be also important.]  
 56  
 57 Student  
 58 But I think the main way we receive feedback is after we submit the assignment a few  
 59 weeks later, we always get an email saying to look like in Moodle, and then we always  
 60 get our written feedback from usually a unit leader or whoever teaches, whoever teacher  
 61 or graded our assignment.]  
 62  
 63 **Facilitator**  
 64 **OK so who do you like getting feedback from, what do you find the best way, like**  
 65 **if someone said to you how could you get your feedback in the future what would**  
 66 **be the best way for you guys?**  
 67  
 68 Student  
 69 I would prefer it have a one to one meeting with the teaching or the unit leader or  
 70 whoever because then if I have a question about the way she graded my paper I can  
 71 immediately ask them, and I can understand better, and maybe they can explain me  
 72 better why I got that grade and what I did wrong.]  
 73  
 74 Student  
 75 I think also it's important like for me when someone who I don't know grades my paper,  
 76 like someone that I know of but I haven't necessarily had a lecture or seminars with that  
 77 person, I approach this feedback differently, just because I feel like they don't know my  
 78 style of work maybe so I think my ideal way of receiving feedback would be exactly in a  
 79 meeting but with someone who has taught me throughout the unit not someone who is  
 80 additional, someone who definitely will worked with me during lectures or seminars,  
 81 because they know how I work for instance. ]  
 82  
 83 Student  
 84 Actually, I don't think that is how it works, because they grade it without knowing, you're  
 85 numbers and stuff, like they don't even know your name.]  
 86  
 87 Student  
 88 I don't mean only grades and feedback, I mean like in general  
 89  
 90 Student  
 91 Oh yeah  
 92  
 93 Student  
 94 I think that it should be like graded like the same tutor grades your work throughout the  
 95 year, obviously they don't know the number and stuff, but like at the end of the year you  
 96 would get feedback on how you developed academically like throughout the year, and  
 97 you can get that feedback given to you in submitted online through Moodle, where the  
 98 tutor can like examine your progress throughout the all the modules and they would  
 99 have graded you for all so the grading style stays the same.]  
 100  
 101 **Facilitator**  
 102 **So, do you not think that you get that?**  
 103  
 104 Student



105 | don't get consistency right now with the grading maybe I feel that way because like so  
106 many different tutors and, like she said before, some tutors know you, some don't, some  
107 are like new to the course, so if you had like the consistency of the same marker  
108 throughout the year, then that way you could like, they don't necessarily need to know  
109 who you are but they could compile the information and send it back to you.  
110  
111 Student  
112 Yeah but that creates a level of bias. It's no longer anonymous when the tutor knows  
113 that she is grading the same person throughout the whole year.  
114  
115 Student  
116 But I think that can't happen because we have different teacher for each subject and like  
117 of course each subject is different and you need to have like a specific teacher who is  
118 like able to teach that specific like topic and everything, so we can't really have one tutor  
119 grading us for all our assignment because they would be supposed to know all the topics  
120 and everything about all our assignments, that's not possible for them so of course we  
121 need to have like a different teacher for each of our assignments grading us.  
122  
123 Student  
124 But now we have different tutors grading us for every module  
125  
126 Student  
127 Like we have tutors grading us that like don't teach us all for the module so you're still  
128 not sure if they like actually know what they are grading as well,  
129  
130 Student  
131 No but I think like even, when we have, in the unit handbook it says who is teaching us  
132 on the unit and everyone one of them we at least met once for lectures or seminar.  
133  
134 Student  
135 Yes. And only those people grade our assignment for that specific unit.  
136  
137 Student  
138 I'm really sure that there have been tutors before where they haven't taught us but we  
139 know who they are like course leader or like at least like high position like teachers on  
140 the course but then they don't teach us anything but they will mark the work.  
141  
142 Student  
143 Personally it has never happened to me, but I don't know.  
144  
145 Student  
146 I've always had the feeling that it is someone who at least gave us a lecture.  
147  
148 Student  
149 | personally I mean, it's not like I don't care but I don't think it's that important that this  
150 person would teach us because they are grading  
151  
152 Student  
153 Yes but it is important that they know what they're teaching |  
154  
155 Student



Liz Gee  
Consistency unknown tutor  
Track Progress  
@mention or reply

Liz Gee  
Anonymous Marking Bias  
@mention or reply

Liz Gee  
Impractical suggestion  
Subject specialists  
@mention or reply

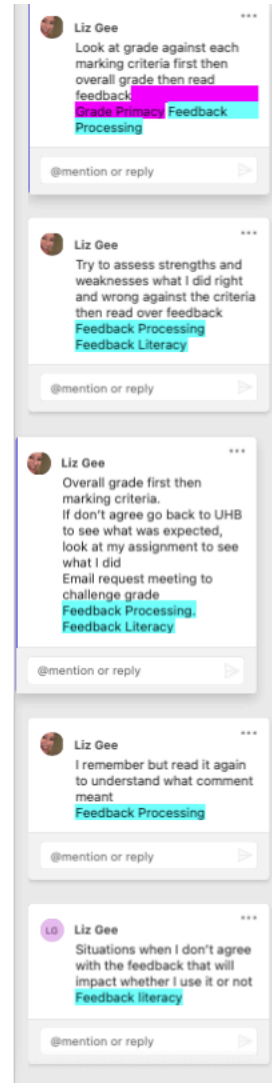
Liz Gee  
Different tutors  
Consistency  
@mention or reply

Liz Gee  
Question if tutors know what  
they are grading  
Trust  
@mention or reply

Liz Gee  
Teaching team  
Trust  
@mention or reply

Liz Gee  
Important they know what  
they are grading  
Trust  
@mention or reply

156 Yeah that they know what they are teaching and they know what the assignment is  
 157 about  
 158  
 159 Student  
 160 No they know that anyway if they wrote down within the unit handbook then they have to  
 161 know, I assume they know  
 162  
 163 Student  
 164 Then in that case the person, the teacher must have taught us in a seminar of lecture  
 165  
 166 Facilitator  
 167 Ok so then when you get feedback whether it's on OAT or whatever, what is the  
 168 first thing that you all do with it?  
 169  
 170 Student  
 171 I just look at the grades first like before the feedback so the actual what I got for each  
 172 section of the grading criteria so I check like the A to E or D scale first and then after that  
 173 I check the final grade and then I read the feedback, I  
 174  
 175 Student  
 176 I try to assess like the strengths like what I did right and the weakness like what I did  
 177 wrong and try to assess it against the criteria and yeah read over my feedback, I  
 178  
 179 Student  
 180 Personally I first look at the overall, like the final grade and then I look at each grade for  
 181 each part we are graded on and if I don't agree with a specific grade then I go back to  
 182 the unit handbook to see what the teacher expected me to do and I go back to my  
 183 assignment just to actually understand if I did something wrong and if I don't really agree  
 184 with the grade I can always email the teacher and ask for a meeting, I  
 185  
 186 Student  
 187 I read the feedback but then I definitely, if there is something, if it's either positive or  
 188 negative, I obviously remember how I structured my work and what I said in the work or  
 189 whatever submission it was, but I definitely read my report or submission again to maybe  
 190 understand what the negative might have been about and then I usually see it. I  
 191  
 192 Facilitator  
 193 Ok so then once you've looked at your feedback how do you use it going forward?  
 194 Do you leave it and think it's just for that assessment? So how do you use your  
 195 feedback once you've gone over it?  
 196  
 197 Student  
 198 Depends if I agree or not because there are situations where I do not agree with the  
 199 feedback I  
 200  
 201 Facilitator  
 202 Ok like what?  
 203  
 204 Student  
 205 Like it says that I didn't cover something or I didn't maybe focus on enough of something  
 206 but then I know, that for instance, that was said during the lectures or seminars to not  
 207 stress it that much or, so that might be also the thing that we've discussed before, so





208 that when someone who is grading our paper is not teaching may not know what was  
 209 covered during the lectures and seminars and then, you know, might say that we didn't  
 210 do when we were told not to do it for instance or not focus on it that much then it comes  
 211 as a negative within the feedback.]

212  
 213 **Facilitator**  
 214 **And you've had that?**

215  
 216 Student  
 217 It's not cohesive, and sometimes the feedback might not be cohesive.]

218  
 219 Student  
 220 Yeah it could happen like maybe they taught say like one lecture and one seminar and  
 221 we did not cover that in the project or in the essay or something so they could mention  
 222 like oh you didn't mention this or they didn't realise the importance of like what we  
 223 needed to include in the work so that could happen. But I think I usually just after I get  
 224 my feedback I always compare it with other people and then I think that might not be a  
 225 very good thing to do but like I still compare it with everyone and then I do honestly look  
 226 at other people's work and see where if theirs is better what did they do that I didn't get  
 227 and then if I still feel like I'm not being justified that when I take it on to the tutor and ask  
 228 them.]

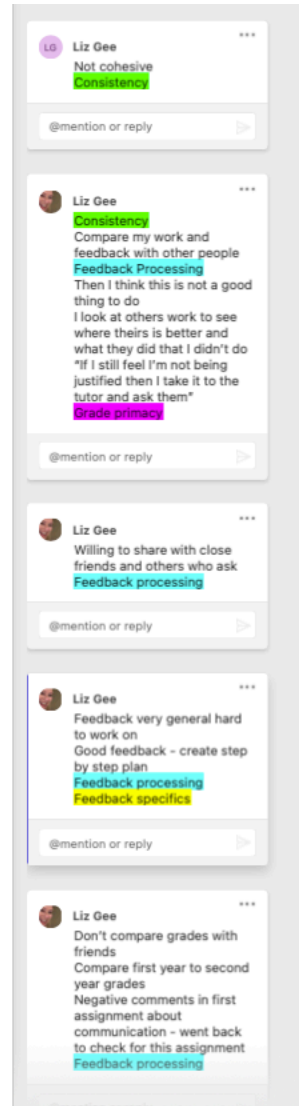
229  
 230 Student  
 231 Yeah I also compare with very close circle of friends but yeah I, if they are willing to  
 232 share, and also I have been asked to show my work to someone many times because I  
 233 might have been given a better grade so they want to compare with what they did wrong  
 234 and I will want to do that usually as well.]

235  
 236 Student  
 237 For me it really depends on how they give the feedback like some feedback from my  
 238 experience is very general so we can't really like improve on what you can work with but  
 239 if the feedback is good then maybe I would create a plan like step by step and like  
 240 maybe next time I should do more of the readings and yeah how I'll do better in the  
 241 future.]

242  
 243 Student  
 244 In my case I don't really like comparing my grades to my friend's grades but it happened  
 245 to compare my first year grades to my second year grades specific like for my first  
 246 assignment in my first year. I remember like I got a few negative feedback  
 247 about presentation communication just because it was my first time writing like paper at  
 248 university level and when I wrote my first assignment this year I went back to this  
 249 feedback to understand what I need to do better in terms of like communication but also  
 250 what I need to do better when I research the same topic.]

251  
 252 **Facilitator**  
 253 **Good. Ok so have you ever had feedback that you thought was particularly**  
 254 **useful? What makes good feedback for you guys that you could then possibly use**  
 255 **in the next assignment?**

256  
 257 Student



258 Personally I think that I have never had very useful feedback because most of the case  
 259 they are very general and they don't really tell you what you actually did wrong so you  
 260 get this negative feedback and you don't understand what you can do with it.]  
 261  
 262 Student  
 263 Yeah and I also think that for instance you get a good grade even like an A, but then  
 264 your feedback focuses only on the negatives and I think that's not how it's supposed to  
 265 be done because then you just feel about the negatives even though you got a good  
 266 grade eventually. So there must have been something good which is important to tell  
 267 you because you will take that step to another submission so if you know that you are  
 268 particularly good at something you will definitely follow this up but if your feedback is  
 269 only negative and doesn't tell you about the good stuff you don't know really if you did  
 270 that good or what was it and I think I agree with the girls when they say that the  
 271 feedback we usually get are very general.]  
 272  
 273 Student  
 274 Yeah they are just statements rather than like solutions to what you should do.  
 275  
 276 Student  
 277 Yeah it's just like a summary of your submission sometimes]  
 278  
 279 Student  
 280 Yeah exactly like sometime in my case like once I got like, like a bad grade but then the  
 281 feedback were like listing all the positive things that I did in my work so I can't really  
 282 improve and I asked myself like what did I do wrong so yeah it's really hard.]  
 283  
 284 **Facilitator**  
 285 **And so what do you do in that situation?**  
 286  
 287 Student  
 288 I think sometimes you try to reach out  
 289  
 290 Student  
 291 You try to email]  
 292  
 293 Student  
 294 But like most of the time you, I think you can put it together yourself and if they say like  
 295 you haven't done this but then there is no rather you should have done it this way so it  
 296 should be like a solution with a bit of positive reinforcement but I think just with the  
 297 statements you can, you just don't know how to include it in next time like what you did  
 298 wrong like maybe you did something wrong with referencing or you didn't use tables but  
 299 instead of referencing using you should have used tables but like after this section a  
 300 table would have come in useful so that you remember like next time you could have  
 301 done that but I think for now for me at least I just look at the feedback and put two and to  
 302 together and I make it, like I remember for the next submission. ]  
 303  
 304 **Facilitator**  
 305 **So is that the sort of situation when you guys wouldn't use your feedback or is**  
 306 **there any other time where you thought your feedback was unhelpful and you just**  
 307 **thought oh I don't need to use that?**  
 308  
 309 Student

The screenshot shows a vertical list of five chat messages from a user named Liz Gee. Each message is contained within a light gray rounded rectangle and includes a small profile picture icon, the name 'Liz Gee', and a three-dot menu icon. The messages are as follows:

- Message 1: "Feedback too general. Not useful. Don't tell you what you actually did wrong so don't understand what to do with it." with highlighted text "Feedback processing" and "Feedback specifics".
- Message 2: "Get a good grade and feedback focuses only on negatives. Makes you feel negative. Important to tell you what is good so you do it again." with highlighted text "Feedback Processing" and "Consistency".
- Message 3: "Summary of submission. Not solution." with highlighted text "Feedback Processing".
- Message 4: "Bad grade with feedback. Listing all positives so I don't know what I did wrong or how to improve." with highlighted text "Feedback processing" and "Feedback specifics".
- Message 5: "Try to reach out by email." with highlighted text "Feedback specifics".

Below each message is a white input field with the placeholder text "@mention or reply" and a right-pointing arrow icon.



310 | mean I think it depends on the criteria like for some criteria like communication  
 311 presentation or how you wrote your preparatory stuff and stuff like that you can use that  
 312 feedback to improve how you did that part in your next assignment but for other criteria  
 313 they're kind of like change from unit to unit because of the course it's like a completely  
 314 different topic and completely different assignment so you can't really base what you did  
 315 in your previous assignment in order to improve.]  
 316 Student  
 317 |Yeah I think it's like when you get a good grade, not the best grade, but a good grade,  
 318 and your feedback is really less, your sort of just like ok whatever well I don't really want  
 319 to pursue anything further I don't want to know more I'm happy but at the end of the day  
 320 you didn't get feedback on what could have made it probably an A plus and or you got  
 321 like a B plus and you don't really know what would have made it an A but like you're still  
 322 like well I'm happy so you don't ask.]  
 323  
 324 Student  
 325 |Yeah and also people tell you it's B+ come on just leave it which is you know but I also  
 326 know that my friend who has been in this situation when they were not particularly happy  
 327 with the grade and they didn't understand why so they email the tutor and the tutor  
 328 referred it to someone else and that was just like so who do I contact and the end and I  
 329 feel like when a tutor doesn't want to talk about it then it's a little bit weird because if  
 330 you're a unit leader you have to face that, you don't refer to someone even high because  
 331 here is no point because this person didn't teach you|  
 332  
 333 Student  
 334 |Sometimes there have been cases in some modules where you do write to the unit  
 335 leader and they are like ok we'll have to get back to you I have to refer to this or I have to  
 336 do that and then it just, it's a long process and you're just kind of reconciled with the  
 337 grade are you are just like its fine I guess.]  
 338 Student  
 339 |Also, because it's not like you can resubmit it and maybe get a better grade, that's your  
 340 grade and it's just tough|  
 341  
 342 Facilitator  
 343 |**Ok so when people give you feedback is there anything you sort of like, in terms  
 344 of terminology, that you don't like actually understand what it means? Have you  
 345 ever had that?**  
 346 Student  
 347 |Personally no|  
 348  
 349 Facilitator  
 350 |**The language is all fine it's just the actual content?**  
 351 Student  
 352 |Yeah and usually they use language that they have already used in the lectures so its  
 353 specific vocabulary that we already know already|  
 354 Student  
 355 |Sometimes there are like one of those criteria that you're just like oh I didn't know it was  
 356 there, like sometimes when you're just like looking at the grading and you're like oh I  
 357  
 358  
 359  
 360  
 361

The screenshot shows a vertical list of five chat messages from a user named 'Liz Gee'. Each message contains text with several words highlighted in different colors (blue, yellow, green, pink). To the right of each message is a speech bubble icon, and below each message is a grey input field with the placeholder text '@mention or reply' and a right-pointing arrow.

- Message 1:** "Completely different criteria on each assignment so hard to use previous feedback to help improve" with highlights: "Feedback processing" (blue), "Feedback specifics" (yellow).
- Message 2:** "When you get a good grade you don't get told how to make it the best but you are happy so you don't ask" with highlights: "Feedback processing" (blue), "Feedback specifics" (yellow), "Feedback Emotions" (pink).
- Message 3:** "Hard to know who to go to – get passed around – tutors don't take responsibility" with highlight: "Anonymous Marking" (green).
- Message 4:** "Long process so give up – reconciled to it" with highlight: "Grade primacy" (pink).
- Message 5:** "Can't resubmit and get better grade so tough" with highlights: "Feedback Emotions" (pink), "Desire to improve" (blue), "Grade primacy" (pink).

362 missed out on that entire criteria thing but then it's not about the terminology its more of  
363 like oh I missed out on this, sort of thing, yeah|

364 **Facilitator**  
365 **Do any of you have jobs?**

366 Student  
367 yes

370 Student  
371 yes

373 **Facilitator**  
374 **If you get feedback at work like is it very different to Uni? How is it when you**  
375 **compare?**

377 Student  
378 Well its different because you do something practical rather than academic so they more  
379 focus on your work how you, maybe, it depends where you work

381 Student  
382 And sometimes your personality in some cases

384 Student  
385 Yeah they might tell you to smile more or something like that were you definitely don't,  
386 you won't have that in an academic feedback

388 Student  
389 Well in my case is, at work I have always received like verbal feedback so in one to one  
390 meeting

391 Student  
392 One to one yeah exactly|

395 Student  
396 Apart from verbal feedback I also think it's like feedback that comes from work is like  
397 immediate so you make a change like almost overnight, the next day you start  
398 working you already change or you do something that you haven't been doing but like  
399 whereas with like university feedback it's like other than with presentations you have to  
400 wait like two, more than two weeks and by that time you sort of forget the work flow that  
401 you were doing so it could break that momentum if you're getting feedback after two  
402 week because you don't really remember what you are doing 2 weeks ago |

404 Student  
405 So if you are at work and you forgot to do something and then they tell you two weeks  
406 later you're just like I don't even remember that I did do that or something so like yeah |

408 **Facilitator**  
409 **Have you ever had feedback that you thought was useful, whether at work or at**  
410 **university?**

411 Student  
412  
413



Liz Gee  
Feedback at work is practical, verbal 121 meeting  
Feedback Dialogue  
@mention or reply



Liz Gee  
Feedback is immediate so can make change  
Uni wait more than two weeks so you forget  
Timing Feedback dialogue  
@mention or reply



Liz Gee  
Timing  
@mention or reply

414 I had one at work which was very negative for me, I mean I just felt very personal, but it  
 415 was because basically that I apparently, I mean I did have a tone when I talk to people  
 416 because I tend to manage people and when I do it at work when I'm not a manager it  
 417 comes, you know it creates problems so that was my feedback and I remember doing it  
 418 and it was definitely something hard to hear but then I was like I actually do that so I  
 419 tried to approach this topic and basically stop doing it, I mean obviously stop doing it is  
 420 not immediate but it does happen and you have to just realise because sometimes you  
 421 just don't see stuff. It might be with academic paper as well like you write in informal  
 422 style for instance or too formal, like maybe as we are international students maybe we  
 423 use dictionaries too much, it's never happened to me but it might be a possibility.]  
 424

425 **Facilitator**  
 426 **Do you generally remember your feedback at university? is it something that you**  
 427 **think about, the feedback you got from a few weeks ago, last semester even?**  
 428

429 Student  
 430 If it's very lasting,  
 431

432 Student  
 433 I think when its negative it stays in your mind but I personally don't.  
 434

435 Student  
 436 Personally yeah I would say don't really remember the feedback unless it is something  
 437 that I really care about again going back to my example about my assignment from last  
 438 year, I remember that there was something I really needed to improve if I actually  
 439 wanted to get a good grade at university so I remember the specific feedback but I don't  
 440 remember any of the other ones]  
 441

442 **Facilitator**  
 443 **Right and do you keep a record of it?**  
 444

445 Student  
 446 It's on Moodle]  
 447

448 **Facilitator**  
 449 **Ok so when you receive feedback how does it generally make you feel?**  
 450

451 Student  
 452 A bit relieved like when you look I mean with grades for sure, even after a presentation  
 453 when you get your feedback and then they tell you like they if the tutor is recapping  
 454 whatever you said and whatever you did and then I think in your head you're just like ok  
 455 yeah like they felt the same way I did or yeah they grasped the same things I was trying  
 456 to say so they understood so you feel a sense of, like you feel a bit relieved when you  
 457 get your feedback and stuff.]  
 458

459 Student  
 460 I completely agree because until I get my feedback or my grade I feel very anxious and I  
 461 just want to know how my paper was, how my assignment was, so yes I think that even  
 462 if it's not good.  
 463

464 Student  
 465 Even if is bad or good]



**Liz Gee** ...

Feedback that is hard to hear but tried to take action, outside sees it

Feedback emotions Feedback Dialogue Desire to improve

@mention or reply

**Liz Gee** ...

I remember it if its negative If its something I really care about

If I really need to improve to get a good grade – very specific

Feedback emotions Feedback Specifics Grade primacy

@mention or reply

**Liz Gee** ...

No separate record kept as all on Moodle

Feedback Processing

@mention or reply

**Liz Gee** ...

Relieved when get feedback. In presentation good when they recap as you hear they grasped what I was trying to say

Feedback Emotions Feedback Communication

@mention or reply

**Liz Gee** ...

Anxious so relieved when get feedback even if bad or good.

Feedback Emotions

466  
 467 Student  
 468 [You just, it just feels like a weight off even if it's bad you're just relieved but you're like  
 469 upset but you're like ok now I got what I did  
 470  
 471 Student  
 472 Yeah you can just move on  
 473  
 474 Student  
 475 Well for me it's really different when I get like the email that I've got my assessment  
 476 feedback I get really really anxious and it'll takes me like 2 days to open it and yeah like  
 477 if I get like a bad grade like I would feel like just sad and it would like effect my mood but  
 478 again if its positive then I would be really relieved and satisfied with it.]  
 479  
 480 Student  
 481 Yeah I think, I agree with that it can empower me even more when it's positive and  
 482 but sometimes I'm annoyed as well when I see another general feedback and I'm just  
 483 like what does it mean like you just basically limited what I did, not saying if its good or  
 484 bad]  
 485  
 486 Facilitator  
 487 Do you mind giving an example?  
 488  
 489 Student  
 490 Well I don't remember exactly but I generally like I mainly just look at the grade. I read  
 491 the feedback but it's not usually something that would completely shock me basically, it's  
 492 never very specific it's usually general, like even you have followed the enquiry well or  
 493 your knowledge is good or your communication is well done or whatever something like  
 494 that and there are no specifics, maybe there are I don't know maybe there is no need to  
 495 be but obviously when you have something specific you are more likely to pay attention  
 496 to that later on.]  
 497  
 498 Student  
 499 I completely agree because last year I was always focused on the feedback but now I  
 500 know that they're not very useful so now I just look at the grade and yes read the  
 501 feedback but I don't give them the right importance because I know at the end they're  
 502 not useful so. ]  
 503  
 504 Facilitator  
 505 Does anyone else think feedback is useful or not useful?  
 506  
 507 Student  
 508 Generally yes, definitely useful because it's probably the only way you can improve  
 509  
 510 Student  
 511 You can improve yes |  
 512  
 513 Facilitator  
 514 But from your feedback that you receive do you know how to improve?  
 515 Student

Liz Gee  
 Upset if bad  
 Anxiety  
 Very sad  
 Relieved and Satisfied  
 Feedback Emotions

@mention or reply

Liz Gee  
 It can empower me even more  
 when its positive  
 Annoyed if another general  
 feedback - what does that  
 mean - limited what I did  
 Feedback Emotions

@mention or reply

Liz Gee  
 Mainly just look at the grade  
 I read the feedback  
 Not unexpected  
 Never very specific  
 More specific would pay  
 attention to that later on  
 Feedback specifics Grade  
 Primacy Feedback Literacy

@mention or reply

Liz Gee  
 Year 1 I always focussed on  
 feedback but now I know  
 they're not that useful. Now I  
 just look at the grade. Read it  
 but not enough focus as they  
 are not useful  
 Feedback specifics Grade  
 Primacy

@mention or reply

Liz Gee  
 Feedback is definitely useful  
 as it's the only way you can  
 improve  
 Desire to Improve

@mention or reply

516 No that is the thing they don't tell us how we can improve how we can do better or  
 517 sometimes they don't even specifically say what we did wrong so we maybe get a low  
 518 grade and we don't really know why we got that grade.  
 519  
 520 Student  
 521 Yeah or like your knowledge of literature review might have been better, what does it  
 522 mean?  
 523  
 524 Student  
 525 I think I agree with the same. So I think feedback at university is general it does state  
 526 what you've done and most of the time I do agree with the feedback but agreeing with  
 527 the feedback is different from like using it as, like wanting to improve your work next |  
 528 time.  
 529  
 530 Student  
 531 So comparing that to what happens at work even though sometimes you are being told  
 532 off or you are told ok what you're doing it wrong, it comes, like because it's verbal and  
 533 also because it's told to you right after you do something those two really change how  
 534 you approach it the next time but at but like for like written feedback at university it's like  
 535 they you agree with it but at the end you're like now I don't know what to do with this  
 536 information. |  
 537  
 538 Student  
 539 So I think it would be more useful feedback we get every day, like even after the lectures  
 540 sometimes they say something or you can go to open office hours and talk about a  
 541 specific matter so if you have like you know two ideas they might tell you which one  
 542 might be better or good thinking or good research, or that didn't cover that I think you  
 543 might get some feedback during the way up to creating the submission and I think that is  
 544 when it is useful because you're in the process of creating it so that for me is like  
 545 something that is extra vital when I hear something from someone who doesn't have to  
 546 give me feedback at this time |  
 547  
 548 **Facilitator**  
 549 **When you get feedback who do you generally discuss it with?**  
 550  
 551 Student  
 552 My close friends  
 553  
 554 Student  
 555 Yes only my close friends  
 556  
 557 Student  
 558 My mum. My mum only, she is well educated so that's why I always come to her and I  
 559 always ask her opinion but definitely a person who I am the closest with at university,  
 560 definitely not like my boyfriend who does not study here because he wouldn't understand  
 561 that, so it would definitely be someone close to me within the university. |  
 562  
 563 **Facilitator**  
 564 **Would you speak to personal tutors about it or is that something you would do or**  
 565 **is it just friends and family?**  
 566  
 567 Student



**Liz Gee** ...

Doesn't tell us how to improve.  
Doesn't specifically say what we did wrong  
Why we got a low grade  
**Grade Primacy** **Feedback specifics** **Desire to Improve**

@mention or reply

**Liz Gee** ...

Feedback is general  
States what you've done  
Agree with it -- but that is different to using it.  
**Feedback specifics** **Desire to Improve** **Feedback Literacy**

@mention or reply

**Liz Gee** ...

Compare that to what happens at work when you are told what you are doing wrong immediately and verbally. That changes how you approach it next time  
**Acting on Feedback** **Timing** **Feedback Dialogue**

@mention or reply

**Liz Gee** ...

Feedback we get every day after lectures, open office hours to discuss specific matter eg which idea to choose.  
You can get feedback in this way on the run up to the submission when it is useful  
**Feedback Sources** **Feedback Specifics** **Timing**

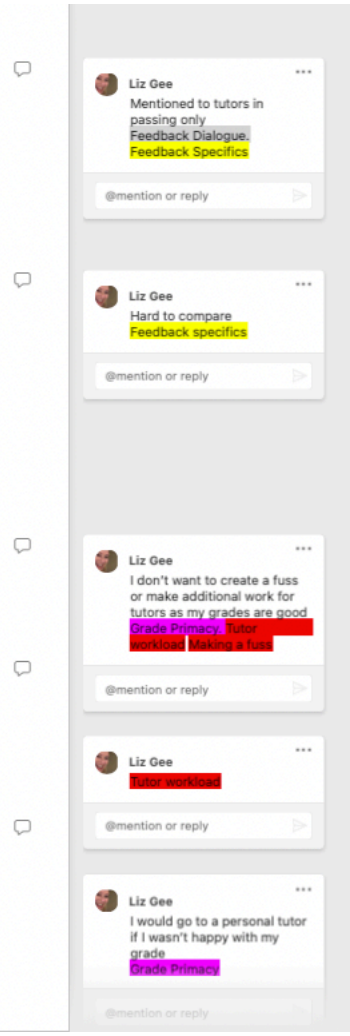
@mention or reply

**Liz Gee** ...

Discuss feedback with my close friends at the Uni  
My mum  
**Feedback Dialogue**



568 Just with friends  
 569  
 570 Student  
 571 I think I have mentioned it to some tutors like when we go out for like during tutorials like  
 572 if they ask oh how were these grades and I'll just mention I'm like oh I'm not too happy  
 573 about it but obviously because the tutor doesn't know how they graded which because  
 574 they don't know who they graded but I think as a passing comment but I usually only  
 575 discuss my grade with people in the course because they understand, they know the  
 576 module, they know what they got so, but I don't really talk about it with people, like other  
 577 people in the university.  
 578  
 579 **Facilitator**  
 580 **Right, ok, why not?**  
 581  
 582 Student  
 583 I don't understand your module and like even if you talk to someone in like another  
 584 course like marketing it's, their work is so different they don't even have exams so if you  
 585 tell them about exams it's just like, they just like, they sympathise but they don't really  
 586 know what to say more because they can't like, they can't give it back to you and be like  
 587 oh you should have studied harder or this is when you should have done this or yeah.  
 588  
 589 Student  
 590 I completely agree because having a close friend, she is doing fashion marketing here at  
 591 UAL, and we were comparing our grades last year and we got the same grade on  
 592 different subjects but the way that those subjects were graded were completely different  
 593 and our assignments were completely different as well so you can't really compare your  
 594 work with someone else who is studying something different because the two courses  
 595 are taught in a completely different way.  
 596  
 597 Student  
 598 Also well I have never really experienced a really bad grade here, if I probably will then I  
 599 probably would make a fuss about it and ask people around but I also saw it comes to  
 600 like I feel like I don't want to talk to the tutors about my feedback because it's usually ok  
 601 so I don't want to make a fuss about it or like I don't want to create an addition work for  
 602 them because it's satisfying.  
 603  
 604 Student  
 605 I think we also don't reach out to like our tutors because it's so hard to make time,  
 606 they're busy we're busy, and then if we email them it will take like three days for them  
 607 to reply, but with friends it easy because you guys are learning the same course and  
 608 then like you both like reflect on experience so it's really easy to talk to people learning  
 609 the same thing as you.  
 610  
 611 **Facilitator**  
 612 **Right so even if you're unhappy with your grade or you don't understand the**  
 613 **feedback you general wouldn't go to a personal tutor?**  
 614  
 615 Student  
 616 I would  
 617  
 618 Student  
 619 Yes, if I'm not happy then I would but it has never happened



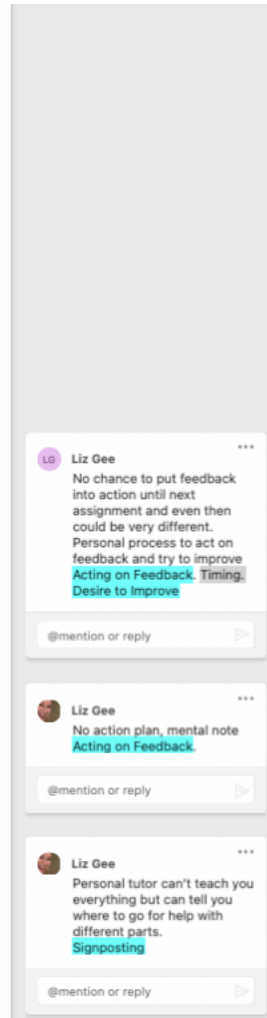
620  
 621 **Facilitator**  
 622 **Right ok. Ok so yes when, do you guys think that if you were in a bad situation**  
 623 **what sort of advice do you think they would like you, like do you think it would be**  
 624 **helpful for you to go see them or has anyone gone to see them when they got a**  
 625 **bad grade and was it helpful?**  
 626  
 627 Student  
 628 |Yeah like the last time I got feedback I did write to the tutor and then everyone was  
 629 experiencing like this was a collective thing so I know this happened to like other people  
 630 as well, so we all like emailed the course leader and, not the course leader, the unit  
 631 leader and the same response came to all of us but there was no development after that  
 632 and then it just so happened to be the end, like the start of the break, so there was like a  
 633 huge break in between then you just didn't come to university so then the interest in like  
 634 finding out about the grade went away so everyone was like I'm not going to pursue  
 635 trying to find out about the feedback anymore but I think that was the first time at uni, and  
 636 then I was like oh I really want to you know like I want to find out why I got this grade  
 637 what I can do to improve and sit down and really have discussion about it, but it didn't  
 638 happen so I felt a bit let down about it and it was the first time where I was like this is not  
 639 constructive. |  
 640  
 641 **Facilitator**  
 642 **Has anyone else been to see a personal tutor?**  
 643  
 644 Student  
 645 | did but not about feedback just because in the first semester we had the one to one  
 646 meetings with our tutor and I went to see her just talk all about university life in general. |  
 647  
 648 **Facilitator**  
 649 **Ok so do you make action plans or do you think it would be helpful if you and a**  
 650 **personal tutor made an action plan together something to sort of track your**  
 651 **grades and give you actions to do?**  
 652  
 653 Student  
 654 | think it would be really useful if like we could like, I don't know like print for example if  
 655 we had done a report give it to them and sit down together and the tutor can like  
 656 highlight key points like for example the mistakes I did and what I can improve and like  
 657 maybe put it in a journal or something. |  
 658  
 659 Student  
 660 I create action points for my submission so that I have to plan work but I don't think that  
 661 is the question I think it's more about the feedback if I sit down with a tutor and they give  
 662 me the action plan, no I don't because I usually do it myself. |  
 663  
 664 **Facilitator**  
 665 **What action plans do you make?**  
 666  
 667 Student  
 668 | definitely go through the unit handbook as soon as it is released on Moodle and then I  
 669 look at my calendar I know which days are work so I put that in and I have to plan which  
 670 days I'm going to study and which days I'm going to research, primary research if I have  
 671 to which date the survey has to be done for instance and then, so basically when it's, if I

The screenshot shows a chat interface with four messages from Liz Gee. Each message is displayed in a white bubble with a grey header containing the name 'Liz Gee' and a three-dot menu icon. The messages contain the following text:

- Message 1: Wrote to tutor requesting more feedback, Delay in response, Gave up, Disappointed as really wanted to find out why got a bad grade and what I can do to improve, Felt let down, First time, Not constructive, Feedback specific: Desire to improve.
- Message 2: Personal tutor, General chat.
- Message 3: Work with tutor, Highlight mistakes, Journal, Acting on Feedback Desire to improve.
- Message 4: Tutor doesn't give me action plan now I do it myself, Acting on Feedback Desire to improve.

Below each message is a grey button with the text '@mention or reply' and a right-pointing arrow.

572 I have 3 months I will usually plan what I will cover every week just like also sometimes  
 573 like the books are not available.  
 574  
 575 **Facilitator**  
 576 **And do you find that helpful?**  
 577  
 578 Student  
 579 Yes  
 580  
 581 **Facilitator**  
 582 **Have you always done it or is this something you started doing?**  
 583  
 584 Student  
 585 It depends how unit handbook is constructed because I think the first time that I'm using  
 586 unit handbook that much is this unit for our group project when we have the by this week  
 587 you should have covered yeah like bullet points  
 588  
 589 Student  
 590 Yeah  
 591  
 592 Student  
 593 Bullet points that useful  
 594  
 595 **Facilitator**  
 596 **What about you guys do you ever use action plans whether its planning or for**  
 597 **feedback or do you think it would be helpful?**  
 598  
 599 Student  
 600 I mean in our cases I think it's very useful to have an action plan based on the feedback  
 601 because you don't really have the chance to improve until your next assignment and  
 602 again your next assignment is probably completely different so it's more like a personal  
 603 process and personally I feel like I don't have the time to work, do the university work,  
 604 and at the same time like trying to improve. So I think the only chance to actually  
 605 improve is in the next assignment. |  
 606  
 607 Student  
 608 I don't make action plans no. I just keep like a mental note. |  
 609  
 610 **Facilitator**  
 611 **Do you think making an action plan with a personal tutor would help you improve**  
 612 **your grade? If you were going into a personal tutorial and you hadn't got the**  
 613 **grade you wanted, what could they do to help you improve?**  
 614  
 615 Student  
 616 Maybe like read over it and say we're holding academic communication classes. The way  
 617 you wrote it maybe it's not like in the style because maybe you had to submit a report  
 618 but then you wrote it like an essay which can happen to anyone so, you need to attend  
 619 academic communication classes, and like you need to talk to the leader for this and  
 620 then for referencing you need to go to like to the library and sit down with someone there  
 621 and like ask them and they then they can like tell you the difference between a journal  
 622 and a normal book, or whatever, or like a text book, and then that way you will know  
 623 where you need to go to get help to develop further because obviously it is difficult for





724 the one teacher to like teach you everything but rather if they tell you where to go and  
 725 find what you need to do next to develop yourself would really help. |

726

727 **Facilitator**  
 728 **And you feel like you're not really sure about that now?**

729

730 **Student**  
 731 Yeah like because the feedback is like, like we said, like the feedback is so general  
 732 sometimes you don't know they just say like you wrote it like an essay not a report or just  
 733 as an example, and then you're like ok but like maybe there are student there who don't  
 734 know that we have academic communication classes and they should attend them,  
 735 rather than they just do the whole thing again and like they copy someone else who is  
 736 wrong in their structure and then the cycle will just repeat itself so. |

737

738 **Student**  
 739 I also think that for instance last year when we were doing excel I found out later on that  
 740 there are excel classes like workshops that you can sign up for and I didn't know at the  
 741 time and I was really annoyed because I would have used them and they would  
 742 probably get a better grade and feel more comfortable but when it's like the unit's passed  
 743 I don't want to do it now because I just have other things to do but at the time it would  
 744 have been very useful and no one said that like literally our tutors who teach us excel,  
 745 they didn't tell us that there are some workshops.

746

747 **Student**  
 748 I absolutely agree I think that our tutors should tell us about extra classes or any extra  
 749 courses that the university offers specifically for our situation because yes we do get  
 750 emails from university about these courses but if you don't know if you actually need it or  
 751 not like if you're just scrolling like you don't pay attention to it but if you know that you  
 752 actually need that specific class and your tutor suggests it then you're more willing to  
 753 actually go and take the class but most of the time we are not aware of these courses. |

754

755 **Student**  
 756 Yeah maybe if it was written as oh there's Microsoft office like a whole course being  
 757 taught on it and this will come in handy for your next module then, then that way a lot of  
 758 students would sign up and really put in all their effort but at the moment it's sort of just  
 759 said to us oh you should go to adobe and Microsoft but like you don't really know the  
 760 reason why and then when you're doing your assignment you're just like I really wish I  
 761 knew in design or I really wish I knew like excel properly and stuff so that can happen.

762

763 **Student**  
 764 They usually say that you can go online to LinkedIn learning or Linda but not like  
 765 something that the university is doing and I think the university is doing pretty a lot of  
 766 stuff

767

768 **Student**  
 769 And we just don't know about it, or now like everyone reads their emails like that so you  
 770 can even sign up for additional lectures with like people who are actually in the field or  
 771 like workshops and stuff and I think they are like communicating via tutors and they  
 772 always read their emails and like last year I remember you were sending us emails like  
 773 about signing up for additional lectures, something about sustainability and stuff like that  
 774 and I did and they were really interesting and I finally felt like university is not only about  
 775 writing and submission it's also about how much you learn and learning about the



**Liz Gee** ...  
 Without specific guidance  
 and action cycle repeats itself  
 Desire to improve Feedback  
 specifics

@mention or reply

**Liz Gee** ...  
 Want signposting to extra  
 classes don't see it as their  
 responsibility to look for  
 additional support or take up  
 whats there  
 Personal responsibility

@mention or reply

**Liz Gee** ...  
 Communication of University  
 level talks and resources  
 Learning from industry.  
 Learn more from voluntary  
 sessions additional speakers  
 Under University Experience

@mention or reply

776 industry and from real industry speakers, it was just you know great and I feel like when  
777 you volunteer for something rather than you have to come to the lecture you also take  
778 more from it.]

779  
780 **Facilitator**  
781 **Ok what about you is there anything else is there anything else from tutorials that**  
782 **you think would be helpful?**

783  
784 Student  
785 Yeah, like I agree with all of them probably just like giving all of this information at the  
786 beginning of a module so we can give that clear [plan](#) or we can like pick out how we  
787 improve our work.

788  
789 **Facilitator**  
790 **Is there anything that person tutors could do that could help you improve your**  
791 **academic work, that they're not doing so far or help you understand?**

792  
793 Student  
794 Personal tutors, do we have personal tutors every term?

795  
796 Student  
797 We have. Is it like pastoral tutorials?

798  
799 **Facilitator**  
800 **So this is your personal tutor, you were supposed to have been assigned a**  
801 **personal tutor?**

802  
803 Student  
804 Yes, but we only had one meeting with them

805  
806 **Facilitator**  
807 **Ok In the first semester?**

808  
809 Student  
810 In the first semester yeah

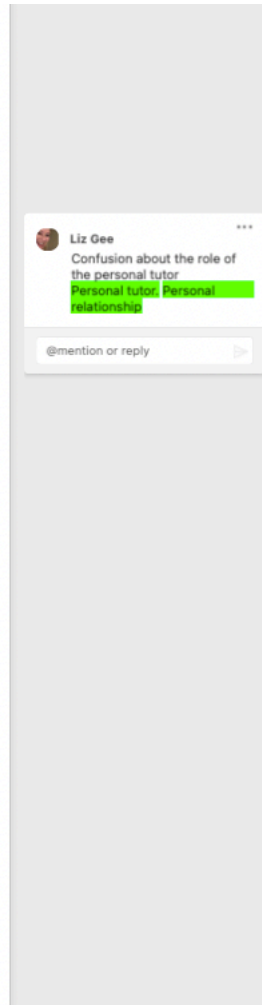
811  
812 Student  
813 That's a pastoral

814  
815 Student  
816 no, because we have a [pastoral tutorials](#) for each assignment and then each of us has  
817 like a personal tutor

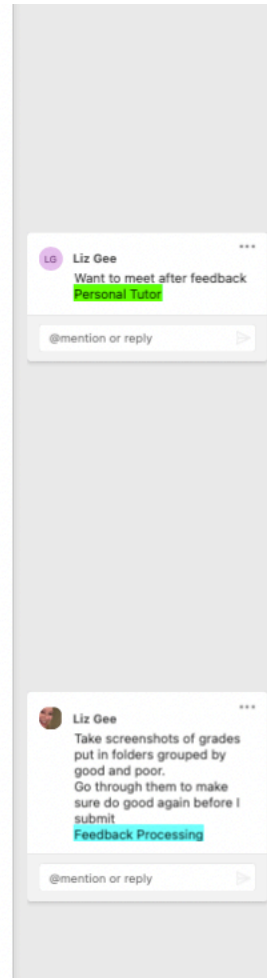
818  
819 Student  
820 I don't know mine

821  
822 Student  
823 It's on Moodle

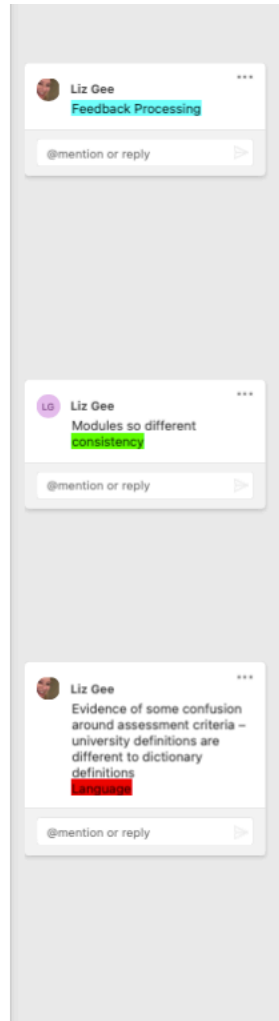
824  
825 Student  
826 [Yeah](#) and there in the first semester like this year first semester they schedule a meeting  
827 like with your personal tutor but it was just like once, it happened once]



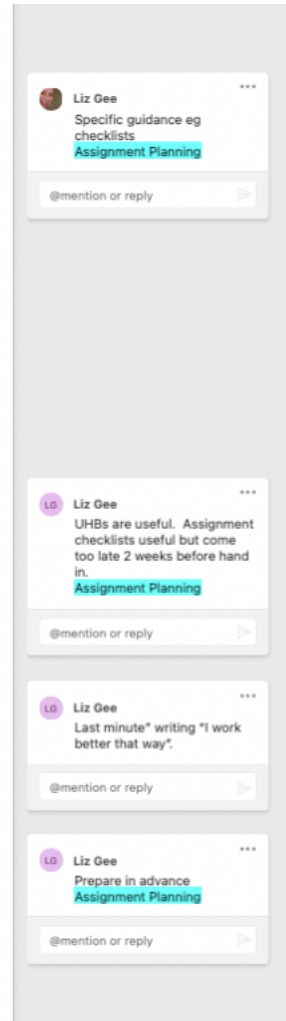
828  
829 **Facilitator**  
830 **Ok so you feel like you maybe don't know them that [well?](#)**  
831  
832 Student  
833 Yes  
834  
835  
836 **Facilitator**  
837 **Ok**  
838 |  
839 Student  
840 They should have it more often and I think it would be great to set like a meeting after  
841 we get our feedback so probably, we can like address some stuff. |  
842  
843 **Facilitator**  
844 **Even if you were happy with your feedback?**  
845  
846 Student  
847 Yeah  
848  
849 **Facilitator**  
850 **Ok cool ok great and do you guys do you have a record of all your grades or**  
851 **anything like do you monitor them?**  
852  
853 Student  
854 Yeah  
855  
856 Student  
857 [Yes](#) I mean only on Moodle  
858  
859 **Facilitator**  
860 **Just on Moodle ok and do you guys refer to previous assessments for anything**  
861 **else?**  
862  
863 Student  
864 [Yeah](#) like I take screenshots of them and I put them in a folder  
865  
866 Student  
867 And then, sounds weird but I have the best grades in one folder and then I have the,  
868 the average ones in one and I have like my worst grades in one folder, I just like  
869 segregated them just for like just for me like to look back on sometimes just before I  
870 submit something I go though the best ones and I see the feedback I got and a see the  
871 similarities sometimes and I make sure I do the same thing in the one I'm going to  
872 submit and I think that really helps me because sometimes if I'm going to submit  
873 something and I'm not sure if it's going to get a good grade and I then go and check and  
874 they say oh like you referenced really well here or I really like the way you did this then I  
875 just make sure I include it again in the next assignment. |  
876  
877 **Facilitator**  
878 **Ok does anyone else do anything with their previous assessments or grades?**  
879



880 Student  
 881 Yes so I do have a list with all my grades and I still keep all my assignments on my  
 882 computer especially because most of the time we have to do research and the way we  
 883 did the research it's like similar to another research that we have done last year or in a  
 884 different assignment so I always go back and see how I did it like I go back to the  
 885 method that I used because I know I can reuse in this assignment.  
 886  
 887 Student  
 888 The only thing that I do is that I definitely look at the references from the best works but I  
 889 don't have the variety of grades so it's really hard for me to, to do that.  
 890  
 891 Student  
 892 For me it's just a little, [un]convenient. |  
 893  
 894 **Facilitator**  
 895 **Do you ever look back over them?**  
 896  
 897 Student  
 898 Well not really cos it's like some of the modules we ago are completely different from  
 899 one another so sometimes it's just |  
 900  
 901 **Facilitator**  
 902 **Hard to compare?**  
 903  
 904 Student  
 905 Yeah hard to compare, and like you're scared what if like it's too, if you keep looking  
 906 back it's going to be too similar, it's going to show up in the Turnitin similarity.  
 907  
 908 Student  
 909 Yeah even though it's your work.  
 910  
 911 **Facilitator**  
 912 **So do you guys, when you look at your feedback do you have like, do you**  
 913 **understand like rubrics and assessment criteria, do you look at those ever?**  
 914 |  
 915 Student  
 916 I do but it's not clear.  
 917  
 918 Student  
 919 Like yeah I don't really know what "enquiry" means  
 920  
 921 Student  
 922 Yeah  
 923  
 924 Student  
 925 For instance if it's very complicated word so I put it in translate but then obviously the  
 926 dictionary, kind of, have the very general definition and this definition is, I feel, modified  
 927 for the university wise, like university definition, so I know we had a lot of classes about  
 928 what each one means and I usually feel confident with them. But I wouldn't be able to  
 929 tell you the meanings of each one of them. |  
 930  
 931 Student



932 Also they are very general so it's like you know kind of what you're supposed to do but  
 933 you don't know exactly what you need in order to get that grade so I usually focus on  
 934 what the teacher said during the seminar and if they give us a checklist or any other  
 935 information.]  
 936  
 937 **Facilitator**  
 938 **What about you do you use anything?**  
 939  
 940 Student  
 941 No  
 942  
 943 Student  
 944 No  
 945  
 946 **Facilitator**  
 947 **Do you guys find them easy to find and you sort of, how much do you feel you**  
 948 **know what you should put into an assessment? Like do you feel confident before**  
 949 **you start one?**  
 950  
 951 Student  
 952 Most of the cases no.  
 953  
 954 Student  
 955 No. We have to read the unit handbooks multiple times and ask around and definitely  
 956 checklist are very useful but they are usually coming like I ~~doing~~ two weeks.]  
 957  
 958 Student  
 959 Two weeks, two weeks for an important submission  
 960  
 961 Student  
 962 I mean I always start mine after the checklist comes out] I do my work like very late all  
 963 the time because I work best then. Because I have tried to do my work maybe one  
 964 month or one, or even two months before the actual due date but I know I'm just like not,  
 965 I'm just like floating around it. I'll maybe do like the primary and secondary research but  
 966 nothing more, but then when it comes to the actual thing I wait until the check list comes  
 967 out because I find that way more useful than the unit handbook.]  
 968  
 969 Student  
 970 Yeah that's when I start writing really, but everything else has to be prepare before  
 971 because if not I'm panicking. ]  
 972  
 973 Student  
 974 Yeah same  
 975  
 976 **Facilitator**  
 977 **Ok cool are there any other final bits that, where you've had things happen to you**  
 978 **with feedback that you want to share? Or a particularly, a tutor who has given you**  
 979 **really helpful feedback and you're like that was great, or anything else like that?**  
 980  
 981 Student  
 982 Well my business analytics exam, so I didn't get a very high grade but I'm happy with  
 983 the grade that I got, it's just that whoever graded my exam wrote oh yes you talked





984 about this and you answered to this question, this and this and I'm like I know what I did  
 985 in my exam just tell me maybe why I got that grade instead of an A because from what  
 986 they wrote it seems like I actually answered to each point but then I didn't get an A so I  
 987 would like to know what you expect of me in order to get a higher grade.]

988  
 989 **Facilitator**  
 990 **Ok. Anyone else?**

991 Student  
 992 I remember, I think for the business analytics exactly I got an A but everything in my  
 993 feedback was negative so that was the time when I was like it's not fine. It made me  
 994 upset and then I was like but I still get an A so, so I had to do something good basically]

997 Student  
 998 For me like my worst grade was in people management but then like the feedback was  
 999 oh you've done like oh you've done like amazingly, like this is a good piece of work and  
 1000 then I was like D plus and then I was like if this is a good piece of work why didn't I get  
 1001 an A like]

1003 Student  
 1004 It was just, it was just very confusing because there was nothing negative like you've  
 1005 done this, you've done that, overall it's a great solid piece of work keep up the good  
 1006 effort and then nothing and I was just like then it should be an A right? ]

1008 Student  
 1009 Criteria and the feedback lack consistency I think they should really ...

1011 Student  
 1012 Especially when it's like a B+ because it just gets you annoyed

1014 Student  
 1015 A plus can just become an A minus or like you just know that like, why is it not an A, why  
 1016 did it fall right under that bracket sometimes?

1017 Student  
 1018 I think also if they know it makes us upset why don't they just say it's not an A because  
 1019 of that.]

1021 Student  
 1022 Yeah, exactly. Like there should be some, they know that they have given you a B, or  
 1023 like a B, or even a C even, they know that they have given you that gave but then they  
 1024 are still praising it but then there should be a justification of why it is not the grade above  
 1025 it. Like that's never there.]

1027  
 1028 **Facilitator**  
 1029 **Like what's kept you down?**

1030 Student  
 1031 Yeah exactly.

1033 Student  
 1034

1035 On the other side, I really liked the feedback that I got for my fashion fujures  
 1036 assignment because like I got an A minus so all the feedback for each criteria was  
 1037 positive because of course like it was in the A boundary, and then the teacher like she  
 1038 clearly explained why they added that minus and not an A or a plus so I really liked that.]

1040 Student  
 1041 I think mine was solid as well with that feedback.

1042  
 1043 **Facilitator**  
 1044 **What was clear about it?**

1045 Student  
 1046 Because she specifically said what was good and what was not good, and she also said  
 1047 what I could have done better just to get an A instead of an A minus.

1049 Student  
 1050 It was longer, it was, it seen at the beginning seeing, it was just longer so that's going to  
 1051 be more information, and it was more information, more specific information. Even like, I  
 1052 put for instance, I had put my [barriers] of acceptance in my appendix and she said you  
 1053 should have done that in your video and remember thinking did I put it in the video or did  
 1054 I put it in the appendix? And well, apart, apart from I knew that it had to be in the video  
 1055 but I didn't have time so. But it was good that she, she also like saw that that I did that in  
 1056 the appendix because that was deliberately there, even though it was bad. ]

1058  
 1059 **Facilitator**  
 1060 **Anyone else? No? Ok fine cool. Thank you**  
 1061 **END**

# Appendix XVIII

## Student Focus Group Year 3 Home Coded Transcript

Year 3 Home Focus Group

1 **Facilitator 0:00**  
 2 **The first part is going to be about 10 minutes. During this time I'd like you to**  
 3 **talk about what feedback is, where you get it from? Who do you get it from and**  
 4 **how do you get it? So, a kind of overall discussion what feedback is and where**  
 5 **you get it from.**  
 6  
 7 Student 0:41  
 8 Well I think feedback is, is once you do something like for example university we  
 9 making a paper or a project or whatever, and then we submit it and then we get back  
 10 feedback on it. We get back information on how we did, how we could improve. And  
 11 essentially what I think a lot of us care about the grade. We get it from our tutors, or  
 12 whoever marks our paper, UAL does it anonymously most of the time so we don't  
 13 know exactly who is marking our papers, although I think some students say like,  
 14 Oh, I know who marked my paper I knew the marking.  
 15  
 16 Student 1:25  
 17 So, we usually get it back within what? Like three or four weeks  
 18  
 19 Student 1:32  
 20 And like, online usually on erm, whatsit that portal.  
 21  
 22 Student 1:42  
 23 Yeah. Yeah. As soon as you get the email everyone's like, Oh my gosh, click on it  
 24 right away. |  
 25  
 26 Student 1:48  
 27 But it's quite good as well because all your feedback is there from the past few  
 28 years, so you can kind of look back and see how you've done even like first year.  
 29  
 30 Student 1:57  
 31 Yeah or you can like relate that to another module or a different assessment that you  
 32 did. And then look at it that way, if there's anything that you can take from that to  
 33 help you with this one|  
 34  
 35 Student 2:10  
 36 I feel like it varies though, like some is like sentenced and then some is just dot,  
 37 point, and dot point is better than the sentences because it's easier to pull it out.  
 38  
 39 Student 2:19  
 40 To read.  
 41  
 42 Student 2:20  
 43 Yeah. |  
 44  
 45 Student 2:24  
 46 I think it's, I'm like a big person with like constructive feedback. I hate it when people  
 47 are like "you did this wrong, you did this wrong" but don't actually give any examples.  
 48 Like pointing to "you did this wrong, however you could have done this" or "this  
 49 would have made it like this, but you did this".  
 50 Student 2:46

The screenshot shows a chat window with five messages from a user named 'Liz Gee'. Each message contains text with several terms highlighted in yellow and blue. The messages are as follows:

- Message 1:** Summative feedback, Information about how we did, how we could improve, A lot of us care about the grade, Marker can be identified, Grade, Privacy, Anonymous, Marking, Feedback sources.
- Message 2:** 3-4 Weeks, Panic, Online delivery, Feedback Timing, Feedback sources, Feedback Emotions.
- Message 3:** Online stores history, Tracking progress, Transferring feedback forward, Transferring Feedback, Tracking Progress.
- Message 4:** Bullet points easier to use, Feedback format.
- Message 5:** Feedback comments pointless unless specific advice on how to improve, Constructive Feedback, Feedback specifics, Desire to improve, Feedback Literacy.

Each message has a reply prompt at the bottom: '@mention or reply' with a right-pointing arrow.

51 Well, it's sort of pointless otherwise isn't it?  
52  
53 Student 2:47  
54 Yeah.  
55  
56 Student 2:48  
57 Like you need to have something that you can work towards and improve for next  
58 time.  
59  
60 Student 2:50  
61 I know like marking criteria has changed recently, but you get like, normally within  
62 our feedback we get a grade for each point. The marker will like, leave a little  
63 comment on each one. Yeah, I can't remember exactly.  
64  
65 Student 3:03  
66 I think that's really helpful.  
67  
68 Student 3:07  
69 Yeah, definitely. Because I mean yeah you can kind of see where like how you've  
70 worked through the motions of the marking criteria and if you've hit them |  
71  
72 Student 3:13  
73 You can always like pick apart from your own work. Like where you've done well and  
74 where you haven't. |  
75  
76 Student 3:22  
77 I like the peer evaluation that we get in feedback.  
78  
79 Student 3:26  
80 Have we done that?  
81  
82 Student 3:27  
83 I don't think we've done that too often though.  
84  
85 Student 3:29  
86 We did formative though didn't we? We did that with our first chapter of dissertation.  
87  
88 Student 3:33  
89 There was a session that we had where that was like our formative.  
90  
91 Student 3:40  
92 I don't remember that.  
93  
94 Student 3:43  
95 It was the first step in B section.  
96  
97 Student 3:44  
98 Oh! Okay  
99  
100 Student 3:48



The screenshot shows a vertical list of four messages from a user named 'Liz Gee'. Each message is contained in a white rounded rectangle with a grey header containing the name and a three-dot menu icon. The messages are as follows:

- Message 1: "Use to improve" with "Desire to improve" highlighted in blue.
- Message 2: "Helpful comments related to marking criteria" with "Feedback specifics", "Feedback", "Format", and "Feedback Processing" highlighted in yellow.
- Message 3: "Help analyse own work" with "Feedback Literacy", "Feedback", and "Processing" highlighted in blue.
- Message 4: "Formative peer evaluation", "Benchmark against others", "Not much", "Dissertation teaching", "Formative Feedback", and "Peer Feedback" with "Formative Feedback" highlighted in green.

Below each message is a grey input field with the placeholder text "@mention or reply" and a right-pointing arrow icon. Small speech bubble icons are visible to the left of each message box.



101 But that's sometimes quite useful because it mainly like benchmarks us against other  
 102 people.  
 103  
 104 Student 3:53  
 105 Yeah, I don't think we've had many opportunities to do that though. I think, pure  
 106 feedback is something that we all value.  
 107  
 108 Student 4:01  
 109 Yeah, I think it's mainly done like just when you're writing your stuff or in the library or  
 110 whatever like with your others and you're like oh can you just take a look at this and  
 111 then they can like highlight this and you go back to it I know like we do that a lot. |  
 112  
 113 Student 4:14  
 114 I think it's difficult with writing things like writing it whereas in the past we've had  
 115 things like formatives, when we've had like presentations and stuff, where we've had  
 116 to do that in front of our class for formatives, that has been quite helpful.  
 117  
 118 Student 4:26  
 119 Yeah. Whereas when we're doing like a whole chapter for our dissertation, to then  
 120 go into a workshop and expect peer feedback like you don't have the time to read it  
 121 all. So, it's nearly not as useful.  
 122  
 123 Student 4:38  
 124 Yeah. Otherwise, I think feedback is just mostly from, the tutors.  
 125  
 126 Student 4:46  
 127 Although some people, if I remember there was like a thing about some people's  
 128 feedback all being the same. I don't know if anyone's heard about that?  
 129  
 130 Student 4:52  
 131 Yeah, I feel like sometimes it is definitely copied and pasted. |  
 132  
 133 Student 5:00  
 134 Yeah, which is not very helpful. And it's kind of like you do all this work to then get a  
 135 mark but you don't know where that came from or why. |  
 136  
 137 Student 5:10  
 138 And I think especially with the new marking criteria I've seen, erm, I can't remember  
 139 exactly what the statement was, but it was like excellent this and then you get it on  
 140 each marking criteria. It's like okay so you've obviously hit the marking criteria very  
 141 well, but you don't know, but you don't know what about it, it was that made you hit  
 142 that marking criteria.  
 143  
 144 Student 5:25  
 145 Yeah, it's not very in depth. Some of them, I find them quite rushed and just not  
 146 really, they don't really go into detail or yeah, the topics.  
 147  
 148 Student 5:35  
 149 Like it would be like excellent research, knowledge or whatever. But like you can't tell  
 150 which part of your work, it was that made it reach that excellence. |

The screenshot shows a vertical thread of six posts by a user named 'Liz Gee'. Each post has a profile picture, a name, and a three-dot menu icon. The posts contain text with several words highlighted in yellow and pink. Below each post is a grey bar with the text '@mention or reply' and a right-pointing arrow. Small speech bubble icons are visible to the left of each post.

- Post 1:** Informal peer group comment  
Feedback sources Formative Feedback Peer Feedback
- Post 2:** In class presentations helpful  
Less useful with dissertation when no time to read  
Feedback sources Formative Feedback
- Post 3:** Feedback sources
- Post 4:** Feedback all the same  
Copy and paste  
Feedback Format
- Post 5:** Copy paste comments not helpful  
Feedback Format Grade Primacy
- Post 6:** Need to understand why excellent  
Feedback Specifics

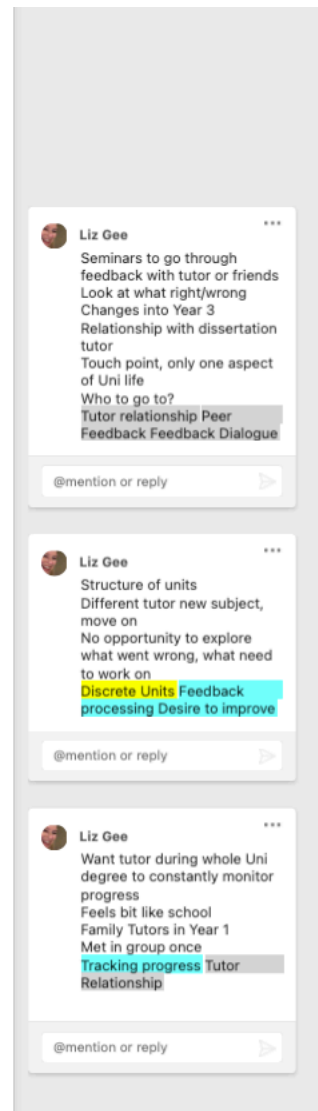


199 And going back to the point with it being copy and pasted, it's like well who actually  
 200 marked it then? If we're just saying that's final. Did you actually go in depth when you  
 201 marked it or did you just...  
 202  
 203 Student 7:11  
 204 Especially when it's anonymous you don't know who to reach out to.  
 205  
 206 Student 7:14  
 207 That's very true,  
 208  
 209 Student 7:16  
 210 Yeah because just reaching out to the unit leader there gonna then just get really  
 211 grumpy and be like what's going on?  
 212  
 213 Student 7:20  
 214 I think sometimes it can kind of just feel like you're hitting, I don't know, like going  
 215 through Uni hitting these assignments, like hitting the benchmarks. But you're not  
 216 really like, unless you like delve into okay I could do this, but I could do this. It  
 217 depends on like if you care to be honest, some people are just like yeah, I get the  
 218 mark like next one I'll do it like in four days. And it's just like but if you care about  
 219 what you're getting out of Uni it would be good to have like feedback sessions and  
 220 stuff like that. But yeah, I guess a lot of it is to do with what people want out it,  
 221 because some people really don't care.  
 222  
 223 Student 8:05  
 224 But the thing is, before this year it hadn't counted. You're a bit like okay I got this  
 225 grade, I'll move on from it whereas actually now trying to know that this is counting,  
 226 trying to look back at the feedback to see what I can do better, like it's gone, it's  
 227 done, like I can't now look back because it's not that detailed. I can't actually realise  
 228 what I need to improve on. Which I haven't realised before and I kind of was like oh I  
 229 don't really need to know more.  
 230 when I kind of well I don't really need to important I think as well like when you get  
 231 like a good grade or advice better than what you expected.  
 232  
 233 Student 8:29  
 234 I think as well like when you get like a good or like a grade better than what you  
 235 expected.  
 236 For me personally, like I wouldn't necessarily bother to read feedback as much  
 237 because I don't really, you know, I've got the grade and I'm happy with it, but maybe  
 238 that's a bad thing because you can, or if there's not enough detail there of why  
 239 you've got that grade, then you can't really take it in the future and use it again, like if  
 240 you just brush it aside. |  
 241  
 242 Student 8:55  
 243 Yeah, definitely.  
 244  
 245 Student 8:57  
 246 I still think I read the feedback.  
 247  
 248 Student 9:00

The screenshot shows a vertical list of three chat messages from a user named 'Liz Gee'. Each message is followed by a speech bubble icon and a text input field containing '@mention or reply'.

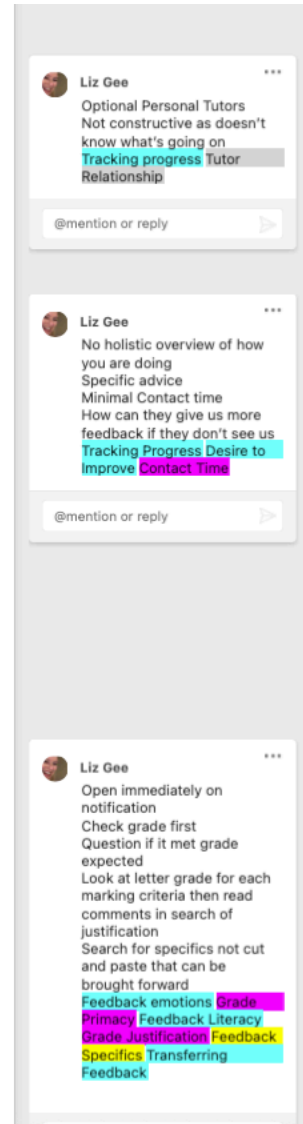
- Message 1:** Liz Gee ...  
Some people don't care Getting the most out of Uni Feedback Sessions  
**Valuing Uni Experience**  
Feedback dialogue
- Message 2:** Liz Gee ...  
Third year perspective Look back at previous assignments  
Not specific enough to be useful  
**Desire to improve.**  
**Transferring Feedback**  
**Feedback Specifics**
- Message 3:** Liz Gee ...  
Get good grade/ better than expected don't read feedback  
Not enough detail to use it  
**Transferring Feedback**  
**Feedback Specifics**
- Message 4:** Liz Gee ...  
Accept grade  
Don't look to improve further  
**Transferring Feedback**  
**Feedback Specifics**

249 I do read it but I don't necessarily like take it.  
250  
251 Student 9:04  
252 Especially if you did better than you thought you wouldn't be like, how can I make  
253 this even better you'd be like okay I'm happy with what I got.  
254  
255 Student 9:07  
256 Yeah, that's so true.  
257  
258 Student 9:10  
259 I also think when we had seminars, well we don't have seminars anymore. But say in  
260 year one and two when we had to have seminars you kind of could go through the  
261 feedback with your tutor or whatnot or with your friends. I think sometimes we did  
262 look at what we'd done right and what we'd done wrong. Whereas I guess now it's  
263 just like such self, what's the word, not self-taught like independent. Yeah, which is  
264 good because I get it like you write your dissertation yourself. But I think what's also  
265 hard is like, or interesting is that. Its about your dissertation tutor. I know they're just  
266 for your dissertation but like I spoke to mine the other day about my grade, for what  
267 did we just hand in?, SFM. Which is really good and I don't know it's just like you  
268 kind of see that they're involved in like your Uni life but actually they're only involved  
269 in like one aspect of it. Because she doesn't know anything about that aspect. Do  
270 you know what I mean? Like I've not explained this very well but like, I feel like  
271 they're kind of your touch point but then it's like they don't really know that much like  
272 beyond the dissertation. So you haven't really got like a touch point of who to go to.  
273  
274 Student 10:22  
275 But then that goes back to also one and two years. When we had seminars and then  
276 you'd work, work, work but then you'd have like the week like two weeks before you  
277 had like one on one tutorials begin. Then you would hand in and then that was it the  
278 door was shut and then you went on Easter break or Christmas break and then that  
279 was it you would have a new teacher, a new tutor, new subject. And there was never  
280 that opportunity to talk about, this is what went wrong and this is what we need to  
281 work on.  
282  
283 Student 10:48  
284 Yeah, that's very true.  
285  
286 Student 10:52  
287 It's almost like it would be useful having someone there throughout our whole uni  
288 degree to constantly monitor our progress, but that feels a bit like school actually.  
289  
290 Student 11:00  
291 We did have that because I mean we're, we had it in first year, our family tutors  
292 where we meet as a family group altogether I don't know if you guys had that?  
293  
294 Student 11:10  
295 I mean that was like sooo bad. I only met mine once  
296  
297 Student 11:12

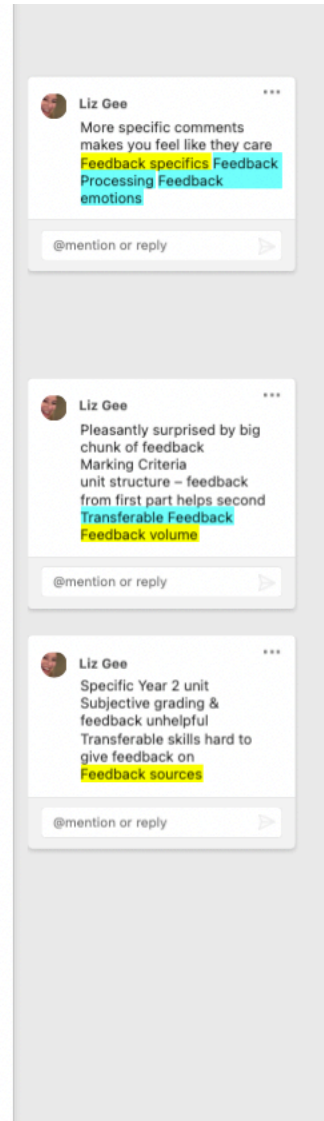




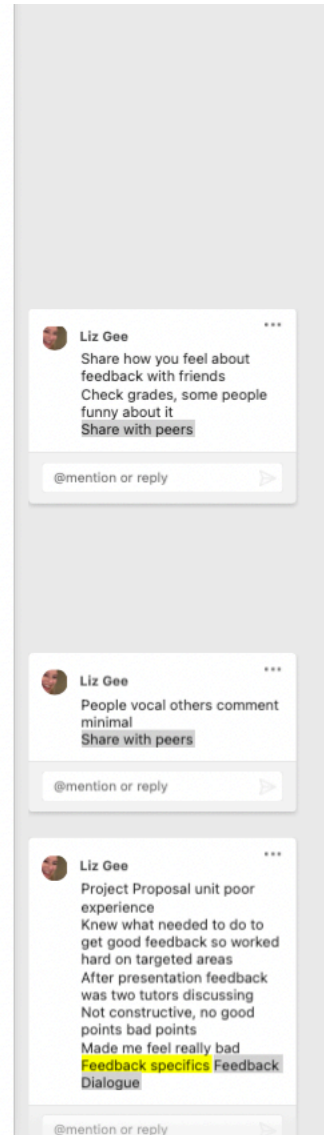
298 | We had them for the first like year and a half, I think. And then like they stopped it  
 299 | and then now they have the personal tutors that you meet if you want to, like they're  
 300 | optional.  
 301 |  
 302 | Student 11:25  
 303 | I go like once a term, but personally I'd have to like, the personal tutors I go to. It's  
 304 | always very much like. 'Are you okay?' like 'How are you doing?'. And I'm like yeah  
 305 | I'm like this result was good this result wasn't and she's like: 'Okay, do you have any  
 306 | other questions?'. It's not constructive because she doesn't really know what's going  
 307 | on.  
 308 |  
 309 | Student 11:43  
 310 | I think it's like there's no holistic overview of what you're doing. It's like very much,  
 311 | specific to the dissertation which I understand because that's what we're doing now.  
 312 | But like, there is no like holistic. Like: 'Okay, like this is going well but you could do  
 313 | this, okay you did that wrong and this, try and do this' but I don't know it's hard  
 314 | because obviously a lot of university is supposed to be about like independent  
 315 | learning.  
 316 |  
 317 | Student 12:05  
 318 | But I think at the same time, like, its, with the whole assessment it all goes like,  
 319 | assessment detail and feedback, it goes back to the amount of contact hours that we  
 320 | have. Yeah, so if we don't have enough contact hours, how can, how can we be  
 321 | expected to. I don't know it goes both ways I guess but how can they give us more  
 322 | feedback if they don't see us. If you think about other universities, I think UAL, we  
 323 | have really minimal contact time, like right now we're in class once every two weeks  
 324 | for two hours|  
 325 |  
 326 | Facilitator 12:40  
 327 | **I'm going to stop you there and just move on to the next set of questions. So**  
 328 | **when you get feedback on your work, what do you do with it? How do you use**  
 329 | **it? If you don't use it, why is that?**  
 330 |  
 331 | Student 13:05  
 332 | For me when we get feedback, like as soon as we get the email, I literally have on  
 333 | my phone like the notify thing so it's like as soon as I get it, I just open it immediately.  
 334 | And the first thing I'll check is the grade and just be like okay, was it what I was  
 335 | expecting. Am I happy with it? Am I not? And then, regardless I will still read the  
 336 | feedback and like, obviously, look at the letter grade first and be like okay for this  
 337 | section I got a B, why did I get that? Then for the second section I got an A. Why did  
 338 | I get that? And then, Yeah, read each section and then look at the overall. And I  
 339 | think I do, because now that like we're all kind of aware of, like, some people say  
 340 | like, oh my stuff was copy and pasted mine wasn't, I kind of look at it and be like, oh  
 341 | is the actually, did they point out something that was specifically like: 'Oh, good job  
 342 | on using this model'. Or 'this model, specifically that you used wasn't really relevant'.  
 343 | I kind of pinpoint and see like is Yeah. Was it actually tailored was it actually good  
 344 | feedback that I can bring forward into something else.|  
 345 |  
 346 | Student 14:10



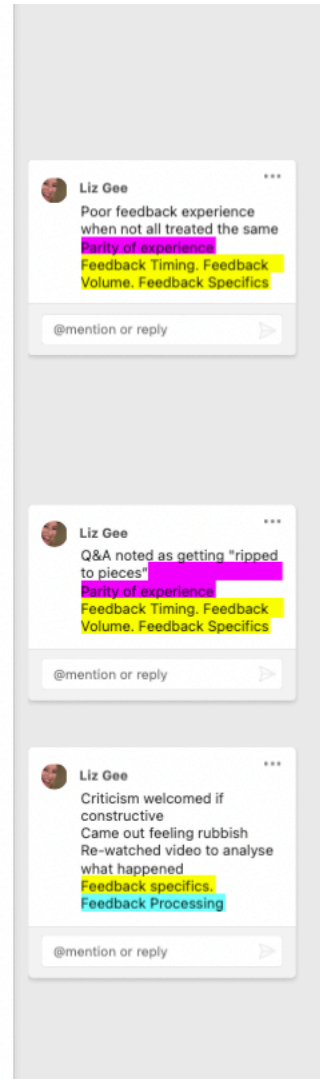
347 Yeah, I absolutely agree on the seeing how tailored it was like in the SFM exam it felt  
348 like it was because whoever marked it was like: 'good use of these examples' in the  
349 way they like noted on this and it makes you feel better because you're like, makes  
350 you feel like you're doing stuff yeah I know like people care. But. Yeah. And it's like,  
351 oh yeah, sometimes you're like oh I didn't think that was gonna be right but then like  
352 it was right. Or I thought that'd be right and it wasn't. But yeah, saying, I definitely  
353 look at the results first like the overall and like where it's like, is because you know  
354 how you can get different marks for different sections. Yeah, so to see like, Oh, I  
355 might have scored better than this but less than this. And sometimes the feedback  
356 page doesn't work because it takes a while for everyone to get on, have you noticed  
357 that?  
358  
359 Student 15:03  
360 Yeah.]  
361  
362 Student 15:06  
363 I remember being pleasantly surprised with SFM; I wasn't expecting to have such a  
364 big like chunk of feedback.  
365  
366 Student 15:16  
367 I think it was marked with the new marking criteria.  
368  
369 Student 15:19  
370 Yeah. And it was also like the first part of SFM where, which was really then kind of  
371 helpful to see, to know how you're getting on for the second part.]  
372  
373 Student 15:27  
374 I think with past ones, the only one that I've like made comment on the feedback  
375 was, we did it in second year, people management. Yeah, and we had to make a  
376 LinkedIn profile and stuff like that. Or you had to like do a LinkedIn profile, and I feel  
377 like that was very subjective because like there's people with different backgrounds  
378 and different connections and mine came back with like limited industry connections,  
379 yet it's because I work in a different industry, I work on property. So, all my  
380 connections where like that.  
381  
382 Student 15:55  
383 They were marking it on the connections that you had?  
384  
385 Student 15:31  
386 I thought we just had to like fill out, well when we did it, I don't know if it was different.  
387 We just literally had to fill it out like with all the details and it was marked as if you  
388 were marking your CV kind of thing. Yeah, that's weird.  
389  
390 Student 16:12  
391 Yeah so mine was like comments on my connections and stuff like that, because we  
392 had to like add up our LinkedIn URL. And I remember doing that, like that was really  
393 subjective, like I get we're studying fashion, so for me I guess it was a bit of an  
394 anomaly. But I just remember getting that feedback and being like, okay I don't know  
395 how to work on this.  
396



397 Student 16:30  
398 It's also really difficult to mark something like that, like you can't mark it anonymously  
399 either.  
400  
401 Student 16:36  
402 But it's also people. like it wasn't people in fashion, it was just people. And it's like  
403 well I know a lot of people that have come onto the course like a year, two year later.  
404 And don't want to do fashion but then and the end of the day it's management  
405 degree. Specifically specialising fashion but it will still take all the management  
406 aspects. Even though we're specialising I don't think it should matter, like if we're in  
407 contact with like property or something else because I know you might not want like  
408 come out and go into fashion so maybe actually that will be more helpful.  
409  
410 Student 17:07  
411 Yeah, and I think they were doing it as though we knew how to use LinkedIn and like  
412 the different ways to network and get in contact with people. So, with that it's like  
413 yeah it wasn't specific to fashion  
414  
415 Student 17:20  
416 But then I also know that part of that unit with people was also talking about like  
417 transferrable skills and stuff like that anyway. So that just doesn't make much sense.  
418  
419 Student 17:40  
420 Another thing I do after we get feedback is, I find it depends, I usually only do with  
421 my closest friends but obviously check in and be like, Hey yo, what did you get,  
422  
423 Student 17:48  
424 Yeah, it definitely goes in the group chat.,  
425  
426 Student 17:52  
427 I don't ask for grades normally because sometimes people are a bit funny about that.  
428  
429 Student 17:54  
430 Yeah  
431  
432 Student 17:55  
433 But I always ask like how do you feel about your feedback kind of thing.,  
434  
435 Unknown 18:00  
436 Yeah, you have some people that are more vocal they're like. Oh yeah mine was  
437 literally copied and pasted and then there's some that are just: 'yep, did good got a  
438 pass or yeah.  
439 Student 18:09  
440 Actually, what was that the project proposal that was annoying because I basically  
441 knew that my feedback wasn't going to be very good unless I like targeted these  
442 areas so I tried to do that before I made contact with my tutor. And like worked really  
443 hard on it. And then I went into the presentation thing. And it was just like I did it and  
444 then literally had like 12 minutes of like not even feedback, it was like, yeah, the two  
445 people arguing, not arguing but like discussing between each other. Then they just  
446 asked me questions, like they were just like, I don't know, it wasn't constructive at all,

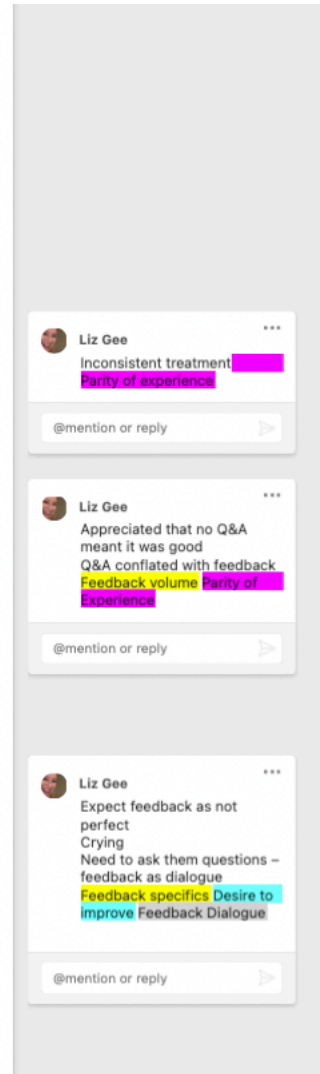


447 it just made me feel really bad. There was no like okay good you've done this, but  
448 you could be more specific here it was like, I don't get it. And it's like whatever and I  
449 think even to the point where some of the other people in the room are like well, I get  
450 it so I don't understand how you don't get it. |  
451  
452 Student 19:10  
453 Yeah, I think yours was actually our presentation was a really good example of, kind  
454 of, to be quite frank very poor feedback because it really wasn't. It really wasn't  
455 levelled between students like we were toward the end and I was in the same as  
456 hers. And we were towards the end of the presentation and the first three students  
457 that went. It was, it was supposed to be 8 to 10-minute presentation and then 3 to 5  
458 minute Q&A, so like a 15 minute total.  
459  
460 Student 19:40  
461 I think it was like maybe 7 minutes presenting, 3 minutes it's about 10 minutes each,  
462 I think.  
463  
464 Student 19:45  
465 Yeah, so we had, yeah, we were supposed to have that submitted presentation and  
466 then three minute Q&A, and each student was different. So the first student got  
467 asked probably two questions. |  
468  
469 Student 20:00  
470 That was the opposite to mine the first ones got, like absolutely ripped to pieces, like  
471 they got really like thorough questions and the last ones were like aw crap we've run  
472 out of time like so.  
473  
474 Student 20:12  
475 I think they just picked and choosed who they wanted to ask more questions for.  
476  
477 Student 20:14  
478 Yeah like the first person got yeah like two questions and then you got 12 minutes  
479 questioning. |  
480  
481 Student 20:32  
482 But like nothing progressive it was just like: 'Well, what is feminism', well it's really....  
483 Or like 'Why aren't you interviewing them'. I'm like well I've just gone through it and  
484 I'm like I don't know, I didn't, I don't, I'll take criticism, I don't mind criticism, I think as  
485 long as its constructive like.  
486  
487 Student 20:45  
488 Especially at that point in your dissertation that's the whole point, you want it.  
489  
490 Student 20:47  
491 Exactly, like I want it but like it got to the point where I was literally like other people  
492 in the room, I don't understand what you don't understand, and I came out of it just  
493 feeling like rubbish. Like really rubbish. I'd rather they just were like, harsh, but gave  
494 constructive criticism, but there was just like, a bit of. I don't know it was so weird  
495 and like everyone came out the room like that was really weird and I've watched the






496 video over like three times and broke down what came out of it so that I could like  
497 work on it.  
498  
499 Student 21:18  
500 Did you actually get videoed?  
501  
502 Student 21:20  
503 Yeah.  
504  
505 Student 21:21  
506 We didn't.  
507  
508 Student 21:23  
509 ~~Everyone's~~, getting different things, like.  
510  
511 Student 21:25  
512 Yeah, I think it has to be all the same or none at all. Yeah, like I went last. If you do  
513 five minutes Q&A do five minutes on each person and if that's not enough. I think  
514 they should be like okay well that's enough, we've got to discuss this another time  
515 because...  
516  
517 Student 21:43  
518 So I went last in mine and obviously there's gonna be like, different levels of grades  
519 in the room, so some people got like proper questions because they hadn't  
520 mentioned certain things that they needed to mention, which is understandable. And  
521 then I went last and obviously there's like one academic and one like more, there's  
522 like industry person was doing our presentation. So, I got to the end and they was  
523 like saying how my like methodology and stuff was really developed and blah blah.  
524 So, they had no questions about that whatsoever. And I almost sound like I'm being  
525 big headed but I'm not they said there's literally no, they didn't know what questions  
526 to ask me. So they literally just asked a question about what SPSS I thought I would  
527 use when I end up doing my quantitative and I was like I have no idea. Like, I literally  
528 do not know, but then when it came out of it like I didn't, I didn't have any feedback  
529 basically because I was like okay that went really well. |  
530  
531 Student 22:35  
532 That's what happened to me though. So, I was on like 3<sup>rd</sup>, 4<sup>th</sup> and everyone got really  
533 like in depth questions, and like one girl started crying. And then, yeah, and then  
534 they got to me they're like oh so can you just, like, draw more on to the framework  
535 you're using, so they just asked me to like mention it again I literally just read it out  
536 again and they were like: 'Perfect, thank you'. So, like, obviously, that's great if  
537 you're hitting on all the marks, but it's not going to be like perfect. Like now we're  
538 writing out our methodologies I'm like okay I've got this methodology that I said in the  
539 scripts like what I said. But it's obviously not beefed out enough to make what needs  
540 to go into a dissertation. So there could still have been a certain amount of feedback  
541 about you need to add this or you need to add this.  
542  
543 Student 23:20  
544 I suppose that comes hopefully from your tutor.  
545



546 Student 23:25  
547 But I gave them the scripts and everything, so like they had it all there. They could  
548 have seen, potentially where you'd add more to it to make it into a proper  
549 methodology.  
550  
551 Student 23:33  
552 I think there should be more of an opportunity for you to ask them questions as well. |  
553  
554 Student 23:36  
555 Yeah, that's a good point, yeah.  
556  
557 Student 23:37  
558 But I feel like with anything like that it's always very like rushed and it's all timings.  
559 It's all very like no, we can't be speak right now because it's the next person's go.  
560  
561 Student 23:50  
562 But then like speaking about continuity. Did you guys do the consulting project?  
563  
564 Student 23:56  
565 Yeah.]  
566  
567 Student 23:57  
568 So, when we had to do the presentation for that. Like, there was two rooms, and one  
569 room. They were really strict with them like no phones out, none of this, this is a  
570 proper assessment and then our room that we were in. People were just sitting on  
571 their laptops doing stuff and at the end we were supposed to like do peer feedback  
572 and Q&A sessions with the team that was up, and it just didn't happen. And we had  
573 like a three hour session and I think we finished in like an hour and a half.  
574  
575 Student 24:20  
576 Wow  
577  
578 Student 24:23  
579 Because they were literally just like, 'okay next, okay next'  
580  
581 Student 24:28  
582 I don't remember.  
583  
584 Student 24:29  
585 I don't think we really got clear feedback  
586  
587 Student 24:30  
588 We had like sheets that you had to fill out with like different like reviews of what out  
589 of five I think it was. But we never had anything come back from that so what was  
590 the point in filling it out. Yeah, it was very rushed and yeah like people were just like  
591 sitting there on their phones weren't they like while you're presenting and stuff.  
592  
593 Student 24:51  
594 We had that in our session, because we were right at the end of that project  
595 proposal, by the end like no one cared, you know what I mean?



 Liz Gee ...  
Rushed & limited timings due to size of class  
Feedback timing. Cohort size  
@mention or reply



 Liz Gee ...  
Peer feedback opportunity  
Badly managed  
No interest  
No discipline, no one cares  
No consistent experience  
Parity of experience Peer Feedback  
@mention or reply

596 Student 25:02  
597 I think, I was last wasn't I?  
598  
599 Student 25:04  
600 Yeah, I was literally like watching half the room on their phones.  
601  
602 Student 25:10  
603 I think it's just like, yeah those are difficult those ones but I think I was just coming  
604 out being like that didn't go well but I'm coming out with this, this and this, and now I  
605 can go and work on that. Whereas I feel like in that scenario I didn't come out with  
606 anything other than well that went really like bad.  
607  
608 Student 25:32  
609 And then you sort of feel demotivated. |  
610  
611 Student 25:34  
612 Yeah and I felt like so lost especially because we've been doing so much in the  
613 SFM, especially if you've worked hard on it. You're just like, yeahhh. I mean it did  
614 motivate me to do a lot over the holidays now actually I like, I think if I went and did it  
615 now it'd be like completely different and it wouldn't. I don't think that grade like  
616 reflects where I'm at now but.  
617  
618 Student 25:58  
619 I do feel like project proposal was like a pinnacle point for the start of our dissertation  
620 like we were about to go on break. And we got what like 10 minutes but like seven to  
621 present like three and to actually discuss with the tutors what was going on. So I feel  
622 like having no one else in the room might have been easier to then discuss.  
623  
624 Student 26:19  
625 Yeah I agree, I think there was too many people for like, what like in my group there  
626 was probably like 10 people, which isn't that many people but I feel like, it was just,  
627 there was just no, yeah like I don't feel like I had time to ask anyone anything,  
628 because it was like: 'oh who's next, like it was just like, let's just get this over and  
629 done with. |  
630  
631 Student 26:35  
632 And like also when you've got other people in the room you almost don't feel  
633 comfortable having that discussion about your feedback with someone.  
634  
635 Student 26:43  
636 I think it was also weird like we were getting told conflicting things of like, No, don't  
637 do a case study, like don't do a case study. That's what we're getting told and then in  
638 our group. We have three people not in our tutorial group, doing case studies and  
639 then being told, maybe you should do a case study. We're like we've been told, the  
640 we shouldn't do a case study. But like why are 3 people doing case studies and  
641 you're telling me that's your feedback.  
642  
643 Student 27:12

The screenshot shows a vertical list of three chat messages from a user named 'Liz Gee'. Each message is contained within a white bubble with a grey border and a three-dot menu icon in the top right corner. Below each message is a grey input field with the placeholder text '@mention or reply' and a right-pointing arrow. The messages contain the following text and highlights:

- Message 1:** "Would rather come out with action list to work on Demotivating if nothing to take forward" (grey highlight). "Desire to Improve, Motivation, Feedback specifics" (yellow highlight).
- Message 2:** "Motivation Parity of Experience Feedback Timing, Feedback Dialogue" (purple highlight).
- Message 3:** "Feedback Dialogue more comfortable 1 on 1 Conflicting information from different tutors Parity of Experience Feedback Dialogue" (purple highlight).

645 But I feel like it's been like that for so long, like you can ask someone one thing and  
646 they'll be like yeah that's fine you can do that and then you'll ask someone else and  
647 their like no definitely not.]

648  
649 Student 27:22  
650 See that's the hard thing about dissertation tutors, because obviously we have a unit  
651 leader but then they're the ones that are like guiding your dissertation and if you get  
652 conflicting information from them you're like, you don't know what to do.

653  
654 Student 27:31  
655 It's almost like maybe the tutors need to be briefed more often on what's expected,  
656 from the unit.

657  
658 Student 27:36  
659 Yeah definitely.

660  
661 Student 27:37  
662 Well that goes back to when you had ABCD like seminars and then they all had  
663 different teachers, they were all like giving such conflicting ideas on the unit. |

664  
665 Student 27:52  
666 I think, even in the F...What did we just do?

667  
668 Student 27:58  
669 FSM

670  
671 Student 27:59  
672 Yeah that's right, like I was in a stream that had a really, really good teacher who  
673 was like super knowledgeable and engaging and interesting and kept it like current  
674 and you actually felt like you were learning

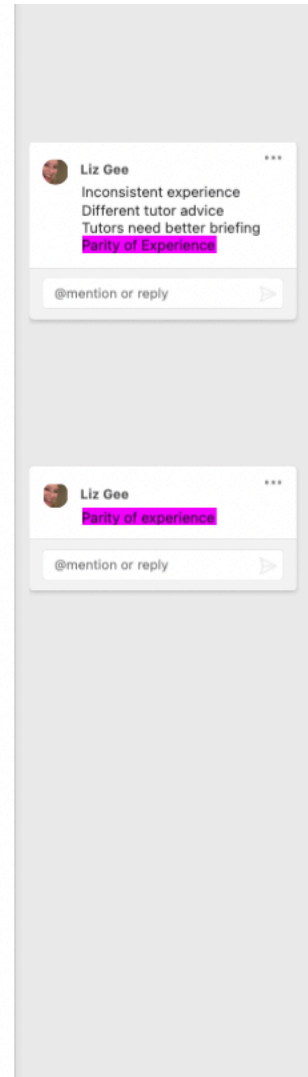
675  
676 Student 28:10  
677 Is that Ayshen?

678  
679 Student 28:17  
680 No this was Stine She's really good. We've had her before.

681  
682 Student 28:24  
683 Yeah, I did corporate governance and it was shocking.

684  
685 Student 27:58  
686 Yeah, that's the thing. And so we would come out with them being like, oh my gosh I  
687 learned so much like she's so good, and writing the report like you felt I don't know  
688 you felt that you weren't just covering old ground like you were learning something,  
689 and also not just for like the fashion industry but just life at the moment. I mean that's  
690 a different topic but then we would go and talk to people in like corporate  
691 governance, or whatever it was. And then they would just be like, well, we had just  
692 done something that we did in year one kind of thing. And I don't think you guys felt, I  
693 don't know, like you got as much out of it.

694



695 Student 29:05  
696 Like, it was like, it wasn't much new content, like the branding was kind of stuff, we'd  
697 already done which then made it really difficult to feel like this is a third year or fourth  
698 year, whatever we're in piece of work like I always felt like that could have been  
699 written two years ago, and I'd have written the same standard of work.  
700  
701 Student 29:28  
702 Yeah, I agree.  
703  
704 Student 29:31  
705 How was your feedback, for that?  
706  
707 Student 29:32  
708 Pretty like...this was the one where I was like...'yeah excellent this'. And it wasn't  
709 like constructive.  
710  
711 Student 29:39  
712 I don't even think our tutors were marking that.  
713  
714 Student 29:44  
715 Our tutor told us she was marking it.  
716  
717 Student 29:46  
718 Oh, really.  
719  
720 Student 29:47  
721 Yeah.  
722  
723 Student 29:48  
724 Because I don't think, my...person that led mine was marking it. To be honest |  
725  
726 Student 29:55  
727 With governance we had like three different aspects. And so like we started with,  
728 like, I think it was like financing and something which was Affan, and then it went to  
729 like human resources which was Adrian and then it went to, I can't remember, risk,  
730 something, so we go to industry conference we were like doing three different  
731 streams within there and in your report you had to do one topic, two weeks before  
732 the report was due, the last stream we got told about risk management and everyone  
733 was like: 'Oh, I want to do that', and it's like now you've got two weeks to write a  
734 report. And it was just like so all over the shop and all the other tutors didn't know  
735 what the other one was teaching because they were like: 'ah it's not my area'.  
736  
737 Student 30:37  
738 I think the deadline was way to close to the finish of the stream, like you just said,  
739 like there wasn't any time, obviously you're meant to be working, like working on it  
740 during it but for example if a topic came up at the end that you wanted to include it's  
741 like you could only include that, you could only learn about that, two weeks before.  
742  
743 Student 30:52


Liz Gee  
Poor unit management  
Parity of experience  
Feedback Timing  
@mention or reply

Liz Gee  
Learning new content too close to the exam  
@mention or reply



744 That happens so much though, like in the exams, it's like a week before and you're  
745 still learning new content. Or like two weeks before, you're like the exams literally like  
746 in a week.]  
747  
748 Student 31:03  
749 So, we do have formatives though which are like in the middle.  
750  
751 Student 31:08  
752 I don't think we did have one though, did we?  
753  
754 Student 31:10  
755 No, how bad was formative with SFM, the exam.  
756  
757 Student 31:12  
758 With an exam, like it was a question that was, we were all sat in a room chatting to  
759 each other.  
760  
761 Student 31:17  
762 Yeah and it was so hot in the room we were allowed to go sit out in the garden and  
763 do it.  
764 And everyone was sitting on their phone.  
765  
766 Student 31:23  
767 Yeah it wasn't a proper like formative thing that we could get proper feedback from.  
768 She then went through it didn't see how we would have to answer the question, but it  
769 wasn't like she's read our work, seen where each of us has done well or not so well.  
770 Like you don't get personal feedback from. |  
771  
772 Student 31:39  
773 But I think that goes back as well to depends how much effort you want to put it into.  
774  
775 Student 31:43  
776 Yeah. But then, either way even if you put maximum effort, you're not getting  
777 personal feedback on your formative, which is probably an important thing for a final  
778 year.  
779  
780 Student 31:55  
781 But there's like, there was a written exam that hadn't, like when you go back on last  
782 year's, they got open book exam, they got a select topic they had to write on  
783 whereas this is a completely new format that we were writing against and we had no  
784 feedback on how to write it, how to like present it.  
785  
786 Student 32:10  
787 It almost makes our exam blind.  
788  
789 Student 31:11  
790 Yeah we did because it was just like this is the content, you mix it together.  
791  
792 Student 32:15  
793 But then if you look at the exam board, all the results reflect that. It does not lie.]




 Liz Gee ...

Formative feedback not taken seriously when group exam  
Mock exam discussing approach to answering question  
Tutor didn't read work individually or give personal feedback  
Formative Feedback Cohort size

@mention or reply

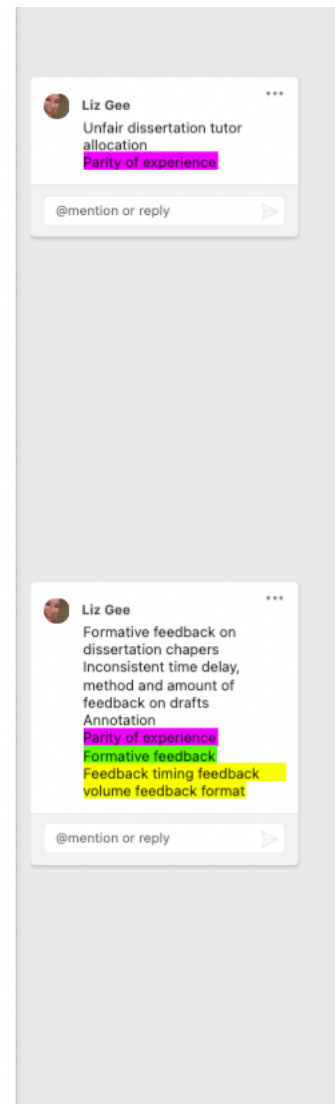


 Liz Gee ...

Depends on how much effort you want to put in  
Personal feedback on formative important in final year  
New format exam  
Motivation Consumer Attitude


@mention or reply

794  
795 Student 32:22  
796 I was just wanting to touch on like, just to vent frustration. Dissertation supervisors  
797 like how some of them are really academic and some of them are really like  
798 obviously have like backgrounds in industry. But like, personally I have one that's got  
799 a background in industry but, which is really helpful when you're doing like your  
800 rationale and all that stuff. But when it comes to academic questions, I feel like she's  
801 not very knowledgeable and will be like: 'oh I don't know I'll have to ask someone  
802 about that.' Whereas if you have someone like Angie as your dissertation supervisor  
803 which I'm obviously very envious if anyone does because she has like, she's the one  
804 who teaches us the content. She knows exactly what we need to do and she has  
805 that industry knowledge and I just find that so unfair, for someone to have such an  
806 advantage over someone else, just depending on what topic you do.  
807  
808 Student 33:14  
809 But like when she says like, oh, 'I'll get back to you on that', does she actually get  
810 back to you? Or do you have to chase it?  
811  
812 Student 33:19  
813 No. I then go to someone who's got Angie as a tutor and go what's the answer to this  
814 question.  
815  
816 Student 33:25  
817 And when you enrol and you the sort of have to then wait three days, four days time  
818 to get back to you, it's like okay what was the point of that.  
819  
820 Student 33:32  
821 I know. I definitely feel that.  
822  
823 Student 33:39  
824 Yeah. I've spoken to some people and they will send like paragraphs, like not  
825 paragraphs but like good chunks, to be like. So, I've done this what would you  
826 suggest is the next step here and get like three words back, and you know they  
827 brought it up to other people.  
828  
829 Student 33:55  
830 Mine then tell me that they don't work these days or we can only get feedback within  
831 our allotted times.  
832  
833 Student 34:00  
834 I had something with you the other day didn't I where, I said that my tutor had printed  
835 off my chapter two and written on it the feedback. You said, didn't you that has your  
836 tutor not done that before because mine has and I was like oh no this is the first time  
837 that she's actually gone through and annotated my work.  
838  
839 Student 34:18  
840 Oh really. Yeah, I get annotated everything.  
841  
842 Student 34:20  
843 Have you not had that at all?




844  
845 Student 34:21  
846 I haven't had that.  
847  
848 Student 34:26  
849 I get like, we get like even the other day I sent my review over on like Monday and  
850 got it back probably Monday night or Tuesday. Like annotated online so that you  
851 can...  
852  
853 Student 34:38  
854 Yeah but we have the same tutor and I don't get the same response for it.  
855  
856 Student 34:40  
857 Do you not? So weird. She's away at the moment.  
858  
859 Student 34:44  
860 Yeah, but like if I have to email. I email a few days before but I mean that's  
861 understandable.  
862  
863 Student 34:54  
864 Yeah, like, sorry for my first chapter, we had a meeting afterwards and she had  
865 obviously read it, but like she then went, I just think you need to add a bit more of  
866 this a bit more of this. But then for chapter two she had literally, physically gone and  
867 like circled words and be like reword this and, like, really in detail. So like, obviously,  
868 that feedback is not consistent because you've never had that, at all. |  
869  
870 Student 35:15  
871 Yeah I've not had that.  
872  
873 Student 35:16  
874 So, you don't know what you're actually getting wrong.  
875  
876 Student 35:18  
877 So, I don't actually know. I could have done this review instruction I could even be on  
878 completely the wrong page. And every time I see her it is literally like a pastoral  
879 meeting. She's just like how are you getting on? what's happening? Are you going  
880 away at Easter? and I'm just like?  
881  
882 Student 35:35  
883 Yeah, I feel like ours is like hitting targets so like okay, we're gonna have this  
884 meeting, well this is what happened to me last time so I'm gonna have this meeting.  
885 On this day, send it two days before. By then you need to send the research ethics,  
886 you need to send the interview topics and the methodology needs to be like it's very  
887 like structured, which is good because it's like, it is good definitely because we were  
888 just saying like, it's kind of like you use these sessions as like. By the end of this they  
889 were gonna go through the lit review it's done, methodology done. So by, so I'm  
890 going away for Easter for like 10 days, so I'm like okay by the 17<sup>th</sup> I will have done  
891 this, this and this.  
892  
893 Student 36:25



 Liz Gee ...

Tutor led structured tutorials,  
definite feedback keep on  
track with constructive  
feedback on drafts vs led by  
student & pastoral  
**Formative Feedback.**  
**Feedback specifics.**  
**Feedback timing**

@mention or reply 



894 It helps you like set your own rhythm. Because the tutors are helpful for that like,  
895 they'll get you to do it by certain times.  
896  
897 **Student 36:33**  
898 Which I think you need, I don't know about you guys, but for me like I'm very much  
899 the sort of person that like I don't work that well over time like I work better if I just  
900 like smash it out.  
901  
902 **Student 36:45**  
903 Which you can't do this year  
904  
905 **Student 36:47**  
906 Which I obviously can't do this year and I have like tried to be really good with myself  
907 but I feel like when, I feel like you need that support to then be like right I need this  
908 sent over by this date because as I said we don't actually have to put it in by like  
909 May, you just need that I think a little bit more, for me personally.  
910  
911 **Student 37:10**  
912 Well like, the way I kind of work is like every tutorial whatever we're talking about,  
913 like I want that to be done. So it's like March is the methodology month and it's like  
914 by the end of April I want to be able to write analysis, but having those, yeah touch  
915 points I guess and getting the feedback means we can stay on the right track and  
916 yeah I think that, when you do get constructive feedback, even if there is a few points  
917 about, you could do this, you could do this. It does make you feel better and more  
918 motivated. Like once, I got my chapter one feedback, which was a lot better than the  
919 project proposal and was like yes you're on the right track. You could do this and this  
920 but it was like okay I feel motivated now to go and like carry on. But if you're just  
921 getting like nothing back or crap feedback then you do just feel a bit like ooph, like  
922 it's like a slog  
923  
924 **Student 38:01**  
925 That's the thing  
926  
927 **Facilitator 38:12**  
928 **I think that's a good point to move to the next question sorry to interrupt you.**  
929 **So, how does feedback make you feel? And who do you discuss it with?**  
930  
931 **Student 38:25**  
932 I was literally just about to say. It's about knowing whether you're on the right track or  
933 not, like, if you get constructive feedback. It kind of makes you motivated, like you  
934 say, to do better. And you know how you can do better. Whereas if you don't get  
935 any feedback you just end up like hitting a wall, and being like, I don't know what to  
936 do now.  
937  
938 **Student 38:43**  
939 Yeah, it's just a bit disheartening. Because you're like okay I don't know where to go  
940 now.  
941  
942 **Student 38:50**



Liz Gee  
Formative feedback with clear actions is motivating  
**Motivation** **Formative feedback** **Feedback specifics**  
@mention or reply



Liz Gee  
Constructive feedback is motivating  
Somewhere to go  
Disheartening  
Trapped  
**Motivation** **Feedback specifics**  
@mention or reply

943 And you almost feel like you're in a trap where you're like; oh well like I don't know  
944 where to go so then you feel really demotivated and you don't know what to do next  
945 to help yourself and then it sort of like gets itself into like a circle, doesn't it?  
946

947 **Student 39:00**  
948 Definitely, as if you feel like you've been given some. Yeah, kind of, pathway by like  
949 okay this was good, this wasn't that good. When you're doing your next section  
950 remember to do this and like send this, this and this then it does just get the ball  
951 rolling, like get you going and I think talking about your feedback definitely with, like  
952 we talk about it quite a lot and compare. I think erm a lot of people who have come  
953 back from DIPS, I'm not sure how it is for people who have not done DIPS but we're  
954 quite close, there's like a group of us that's quite close so we'll all, always talk to  
955 each other and get feedback from each other and share feedback and go: 'oh, how  
956 was your tutorial what did they say, like'.  
957

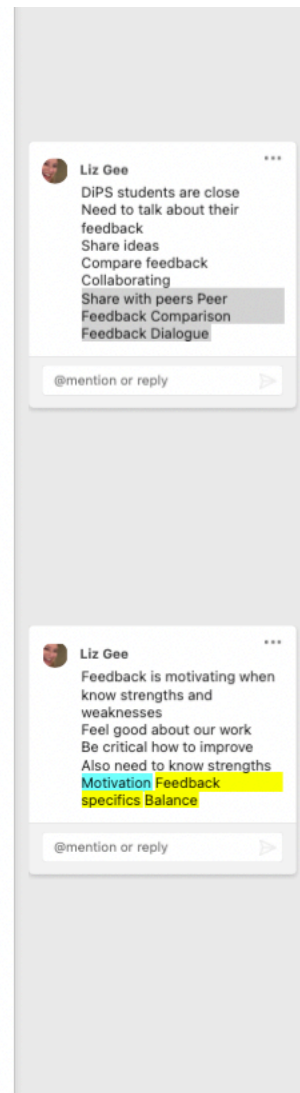
958 **Student 39:50**  
959 We give feedback on the feedback.  
960

961 **Student 39:52**  
962 And like the other day, you know, we went through some stuff and took some stuff  
963 from me some ideas. I think it's just like, collaborating. Yeah, collaborate,  
964 collaborating, because we're all doing different topics like, I don't think any of us, us  
965 three, I don't know about you guys, are doing like not even that similar topics so I  
966 don't think it's like being selfish being like oh we going to steal like like it's just  
967 helping out each other. And, yeah, so we definitely talked I definitely think that we  
968 talk about our feedback quite a lot. |  
969

970 **Student 40:31**  
971 I think about what you said about what was good. I think that's important for  
972 feedback in the way how to feel. Yeah, more motivated like I think it's just as  
973 important to be critical to be critical about how you can improve but I think it's  
974 important as well to say hey you did this well like this is, like, so then you know  
975 yourself okay this is my strong suit I'm going to approach my research philosophy,  
976 the same way that I'm going to approach my data collection, because she said my  
977 data collection was good. So how did what research to do to understand that, okay I  
978 did that research, so I should take the same approach for my research, philosophy,  
979 for example like I think it makes you feel a lot more motivated once you have the  
980 good and the bad. And it makes you feel better as well when you know you have the  
981 resources to reach out. So, remember we had this stress. Yeah, that stress  
982 workshop and it was like, I think, over assessment as well actually it was like, who do  
983 you reach out for like who are your resources for example. We were talking about oh  
984 yeah we have the library as resources we have teachers we have tutors but then  
985 really realistically, if we were to reach out to a tutor. Would they be as motivated to  
986 help us and make us feel good about our work.  
987

988 **Facilitator 41:51**  
989 **Have you discussed feedback with your personal tutors? Do you think, do you**  
990 **think that would help if you could do that?**  
991

992 **Student 42:00**



993 Maybe, but then they wouldn't really know how to interpret the feedback because  
994 there not the ones who are given it in the first place.  
995  
996 Student 42:15  
997 Yeah, and they didn't mark it.  
998  
999 Student 42:18  
1000 But it should still be, like we said, consistent with how you're marking. Like it should  
1001 be like they could refer to it oh yeah well this is the marking criteria that we're  
1002 supposed to go over, which we have been shared with but I see what you're saying  
1003 where someone goes over it with you.  
1004  
1005 Student 42:32  
1006 They would interpret it differently  
1007  
1008 Student 42:48  
1009 Yeah like a friend or a peer or something  
1010  
1011 Student 42:44  
1012 What was the question again, sorry?  
1013  
1014 **Facilitator 42:46**  
1015 **If you've discussed feedback with your own personal tutor. And if you think**  
1016 **that would help you.**  
1017  
1018 Student 42:56  
1019 I think I have with my personal tutor, like the one who was my family tutor not my  
1020 supervisor for my dissertation when we had those check ins like, oh, how's life going.  
1021 How's assessment like I talked about it with.  
1022  
1023 Student 43:11  
1024 Yeah that's true actually thinking about it.  
1025  
1026 Student 43:13  
1027 The last time I saw mine was just after the project proposal and she's like: 'are you  
1028 happy with your grade' and I was like yeah.]  
1029  
1030 Student 43:24  
1031 I feel like we didn't get the feedback from project proposal for ages, right?  
1032  
1033 Student 43:26  
1034 It was Christmas wasn't it.  
1035  
1036 Student 43:28  
1037 But like, I didn't get videoed like you did, so I couldn't watch it.  
1038  
1039 Student 43:32  
1040 But we had to record on our own phones because...  
1041  
1042 Student 43:34



Liz Gee ...

Could help discussing with personal tutors but they didn't mark it. Marking criteria should ensure consistent **Consistency** Anonymous Marking

@mention or reply



Liz Gee ...

Evidence family tutors have talked through feedback **Feedback dialogue** Tutor Relationship

@mention or reply



Liz Gee ...

Timing of feedback – needs to be swift. **Feedback timing**

@mention or reply

1043 So yeah, me being me and being nervous didn't record it properly so like my voice  
1044 memo thing didn't work. I knew, like I told you guys that didn't really ask me any  
1045 questions anyways so, yeah, it wasn't a big deal.  
1046  
1047 Student 43:49  
1048 |I just remembered actually with my personal tutor. When I had tutorial. Erm, this was  
1049 before the paper, she was like: 'How you getting on blah blah.' And then when back  
1050 and looked at the feedback from the exam and was like: 'Okay, it looks like you did  
1051 this well, did this well. So, just remember how you wrote the exam paper and try and  
1052 like feed that through.' So that was quite good, I guess. But rare, it's not happened  
1053 before. But yeah, that was quite nice and also she went through and looked at my  
1054 grades and was like: 'okay you need to get this and this to get a first, or like if you  
1055 get, if you get' she was like: 'if you get a high mark in SFM then you know it has, it  
1056 gives you more chance of getting a First and like you'd have to do something very  
1057 wrong to not get a 2:1 kind of thing so basically and that makes you feel a bit more  
1058 like I can do it.'  
1059  
1060 Student 44:51  
1061 It's achievable  
1062  
1063 Student 44:52  
1064 It makes you wanna work harder, like I worked really hard on the SFM because I  
1065 was like I want to get a first so yeah that was nice. I think personal tutorials are good,  
1066 it depends who you have obviously, I think yours you don't even know before but  
1067 like. Mine like I didn't know her that well, but she's always been there throughout the  
1068 course. So, it's like a bit more helpful than just someone really random who's just like  
1069 :'hi'  
1070  
1071 Student 45:17  
1072 Yeah mine was random and then she cancelled, so.  
1073  
1074 Student 45:20  
1075 So you haven't had any personal?  
1076  
1077 Student 45:22  
1078 No  
1079  
1080 Student 45:23  
1081 Oh my god! I feel so sorry for you.  
1082  
1083 Student 45:26  
1084 I saw Zoe a couple of times, the head of the course  
1085  
1086 Student 45:28  
1087 Oh yeah Zoe's good.  
1088  
1089 Student 45:29  
1090 And she was like head of year in first year. So we've sort of had like, come full circle  
1091 with her so that's been helpful. But again, like when I mentioned things about

The screenshot shows a vertical chat interface with three messages from a user named 'Liz Gee'. Each message is contained within a white rounded rectangle with a grey header and footer. The messages are as follows:


- Message 1:** Liz Gee (with a profile picture icon and three dots) says: "Example of rare good personal tutorial practice Help to analyse Look back at prior grades calculate what grade possible is motivating". The words "Grade Primacy", "Transferable", and "Feedback Motivation" are highlighted in blue.
- Message 2:** Liz Gee says: "Personal tutorials are useful but depends who you get Tutor Relationship Parity of experience". The words "Tutor Relationship" and "Parity of experience" are highlighted in pink.
- Message 3:** Liz Gee says: "Approach Course Leader to ask to step in with dissertation tutor Parity of Experience". The words "Parity of Experience" are highlighted in pink.


Each message has a grey input field at the bottom with the placeholder text "@mention or reply" and a right-pointing arrow icon. Small speech bubble icons are visible to the left of each message.




1092 feedback from like dissertation tutorial supervisor person. She was just like I can't  
1093 comment on this, like you've got to directly speak with them.  
1094  
1095 Student 45:48  
1096 So she wouldn't even like, I would say, would she give you feedback?  
1097  
1098 Student 45:52  
1099 Yeah so that's what I asked her and she was like no, I can't step in because it looks  
1100 like then I'm undermining a member of my staff  
1101  
1102 Student 45:59  
1103 Have you spoken to her about it again, since?  
1104  
1105 Student 46:00  
1106 Yeah.  
1107  
1108 Student 46:06  
1109 I can tell like you're not getting the feedback, like I'm looking at you and you look  
1110 unmotivated, like that's literally what we've just been talking about.  
1111  
1112 Student 46:10  
1113 Yeah because I have nothing to go on. So I saw academic support actually, which  
1114 I've never done before, saw them. They were really good.  
1115  
1116 Student 46:19  
1117 Yeah, I've heard they're really good.  
1118  
1119 Student 46:21  
1120 Again, they can't comment on your topic or anything.  
1121  
1122 Student 46:24  
1123 Because they don't know anything about  
1124  
1125 Student 46:26  
1126 They can just comment on like....  
1127  
1128 Student 46:28  
1129 And also, your tutors marking it, right? Because your tutor marks the thing  
1130  
1131 Student 46:29  
1132 Yeah your tutor marks it yeah.  
1133  
1134 Student 46:31  
1135 Yeah, so it's a bit rubbish that they're not at all involved within the development of it.  
1136  
1137 Student 46:38  
1138 And it's also, if you have said multiple times and not getting this support, surely  
1139 people would be like okay this is ongoing. |  
1140  
1141 Student 46:50



 Liz Gee \*\*\*  
Dissertation tutor experience  
No feedback – unmotivated  
Seek alternatives  
Parity of experience  
Motivation Feedback sources

@mention or reply 



 Liz Gee \*\*\*  
Wanting to swap dissertation  
tutor  
Parity of experience

1142 So we had like, remember when we had that first tutorial like group tutorial with our  
1143 dissertation supervisor like back in October now. And we were like, I got your  
1144 supervisor was picked upon like your dissertation topic and was like an expertise in  
1145 their field. And mine had no correlation, like she actually said to me I don't have any  
1146 contacts to offer you and stuff. That's when I went straight to Zoe and was like can I  
1147 swap, and she was like nothing can be done. And I've since found out that people  
1148 have swapped.

1149  
1150 Student 47:19  
1151 Oh really

1152  
1153 Student 47:23  
1154 Yeah, like three people went and swapped tutorial, like tutors and stuff and you know  
1155 when it's just kind of like. Again this goes back to the whole feedback thing. One for  
1156 one and one for the other. Like with the whole seminar group things.

1157  
1158 Student 47:32  
1159 Like my group, it was literally just like we were just meeting and greeting each other  
1160 and like playing games. Like it was, it was, oh let's all get to know each other as a  
1161 group. But then after that we didn't, that we didn't have group ones so why does it  
1162 matter.]

1163  
1164 Student 47:47  
1165 I think the groups are really good like we talked about, we should we shared all our  
1166 ideas we talked about, like, Oh, this is what I'm doing. I think they were really helpful  
1167 like I think after January, I know that our dissertations are a lot more individual but  
1168 we're still all doing methodologies, we're still doing introductions I think that if we had  
1169 more contact hours to have those groups. It'd be helpful, and I think having more  
1170 than half an hour so like our tutorials are half an hour whereas some people have a  
1171 whole hour with your tutor, like that is a significant amount of assessment time there  
1172 and feedback that you are getting, like literally twice as much.

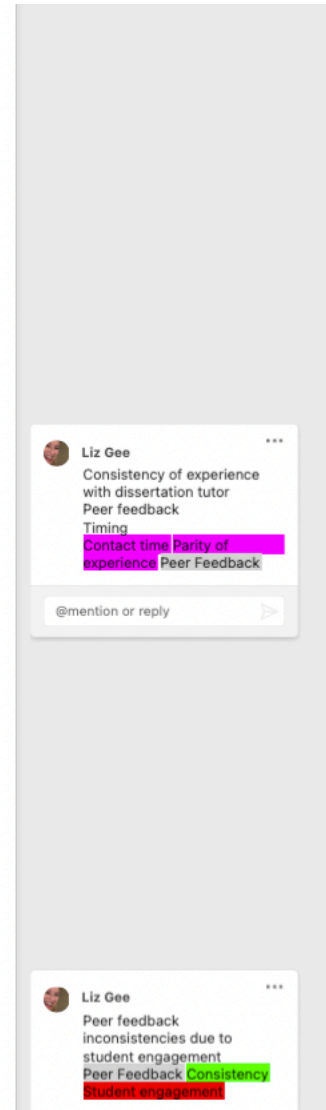
1173  
1174 Student 48:30  
1175 Everyone's getting different contact hours different feedback different everything like.

1176  
1177 Student 48:35  
1178 I think at the start of the year we should have had, like, something that says okay  
1179 this is like what your tutor is here for like this is what they're gonna be giving you  
1180 they're getting giving you one hour so then as your tutor says hey let's meet from  
1181 11:00 to 11:30, you can be like, actually no like we're supposed to be meeting for an  
1182 hour.

1183  
1184 Student 48:50  
1185 Yeah there's no guideline and I think some of them they're just trying to like, see you  
1186 as quick as they can, or on only like specific days.

1187  
1188 Student 48:58  
1189 Or they just put you in when they can between their schedule.

1190  
1191 Student 49:01



1192 Interesting. It's almost like you're just because you picked a certain topic your grade  
1193 is probably going to be determined but like or how hard you have to work is based on  
1194 the amount of feedback that you get.  
1195  
1196 Student 49:13  
1197 Also I think it's interesting like what you were saying about the meeting and greeting.  
1198 I think a lot of that as well will have to do, who's in your group. If you think about it  
1199 like quite a few people in our group all did DIPS.  
1200  
1201 Student 49:29  
1202 Oh no all three of us did, yeah.  
1203  
1204 Student 49:30  
1205 Yeah, one just never came. I don't know who that was, and then the other one was a  
1206 bit like chill.  
1207  
1208 Student 49:40  
1209 Yeah mine was the same quite obviously on the work but the other guys, didn't...  
1210  
1211 Student 49:50  
1212 I feel if it was just me or you, just separate and like four, do you know what I mean,  
1213 like we had each other to bounce off and like motivate  
1214  
1215 Student 50:02  
1216 But then again, I think we were four people so if you're a group of five. We were four  
1217 people because that one person didn't show up to one tutorial at all.  
1218  
1219 Student 50:12  
1220 One of our first tutorials was like the scope thing we had to do over summer and then  
1221 we like exchanged them and like commented on each other's. But like you, I didn't  
1222 get any peer feedback at all from that because me and one girl were the only ones  
1223 who had actually done anything and like the work ethic for the other guys was just  
1224 not there. So they didn't actually know what they were talking about.  
1225  
1226 Student 50:37  
1227 That doesn't surprise me.  
1228  
1229 Student 50:39  
1230 Literally I had the dissertation, like the scope and they commented on it, like you  
1231 should do a focus group and I'm like...okay thanks.  
1232  
1233 Student 50:50  
1234 I mean, it's still feedback.  
1235  
1236 Student 50:51  
1237 No, it's not probably compared to the feedback you two, like everyone in your group  
1238 would have given each other.  
1239  
1240 Student 50:56

1241 I think it's interesting as well because there's you and another, actually three of  
1242 them.  
1243  
1244 Student 51:02  
1245 Three of you guys in our group were doing very similar, like different but quite similar  
1246 topic and then mine was like so different.  
1247  
1248 Student 51:09  
1249 Yeah I was going to say your topics aren't similar at all, how did you end up in the  
1250 same group?  
1251  
1252 Student 51:13  
1253 I think I'm the only one with a weird topic. I haven't heard anyone doing my topic  
1254 though so I can't really see who I'd fit in with. That's the thing I got put, I think it was  
1255 for like marking well that's what I'm assuming.  
1256  
1257 Student 51:30  
1258 I suppose it'd be quite difficult to assign tutors to everyone because everyone's topic  
1259 is so different but like there should be a certain level of feedback that people are  
1260 going to get from it based on whoever that dissertation tutor is.  
1261  
1262 Student 51:43  
1263 I know at the London College of Fashion but also like UAL. I feel like there's people  
1264 across the board.  
1265  
1266 Student 51:50  
1267 Yeah, it's very disconnected I feel.  
1268  
1269 Student 51:52  
1270 Yeah like surely there's other people that could help.  
1271  
1272 Student 51:58  
1273 It's different for you guys but this is the only year that counts for us so like it needs to  
1274 be more important, like what we're getting out of it  
1275  
1276 Student 52:09  
1277 I don't know if that explains about like what you guys were saying about how the  
1278 people that like, you noticed, that the people who were in your group that didn't do  
1279 DiPS, were just really chilled about it because they're relying on a masters or  
1280 something.  
1281  
1282 Student 52:23  
1283 Yeah, you can tell a different work ethic.  
1284  
1285 Student 52:27  
1286 I think it's also just like because you're in that in like just going in, I mean if you work  
1287 in any industry for like a decent amount of time, it does give you that like, I don't  
1288 know, I know quite a lot of us are like I'm gonna work to your schedule of like 9 to 5. |  
1289  
1290 Student 52:44



Liz Gee  
Wider UAL  
**Feedback sources**

@mention or reply



Liz Gee  
DiPS gives you different work  
ethic 9-5 schedule. Different  
approach  
**Student Engagement**

@mention or reply



1291 Which we used to, because like I always say I didn't know how many hours in the  
1292 day until I went and did DIPS, like. If I hadn't have done DIPS I'd be like completely  
1293 different.

1294  
1295 Student 52:52  
1296 I think it's also because most people that did DIPS, have that mentality like you're  
1297 spurred on by your people around you as well like we always message like being like  
1298 okay. Where's everyone going? LCC, JPS and then everyone will go.  
1299

1300 Student 53:09  
1301 And if I'm still in bed and you're in the library. I'm like oh god.  
1302

1303 Student 52:13  
1304 Or like the other day you're like I'm gonna be there for seven something. Or, like  
1305 Karen was.  
1306

1307 Student 53:20  
1308 And it's nice as well, because even though sometimes we do talk a bit much. I talk  
1309 a bit much and distract everyone. It's really nice to have like people around you to  
1310 give you feedback, so like the other day. You were like can you look at this, and I  
1311 was like can you look at this, and then yeah so it means like  
1312

1313 Student 53:39  
1314 Kind of since we don't have enough contact hours, we have to make our own.  
1315

1316 Student 53:42  
1317 And you were like saying how you had so many word's in yours and I was like I'll  
1318 read it, I'll cut some out for you.  
1319

1320 Student 53:55  
1321 And it's like okay. You'd like some feedback on the side. And you might you might  
1322 check it over with another person and they might leave similar. So then you're like  
1323 okay I'm definitely gonna go and like edit this. But yeah, I think we definitely look to  
1324 each other for a lot of feedback for sure.  
1325

1326 **Facilitator 54:10**  
1327 **We're getting towards the end, I've got a few more questions. So, what are**  
1328 **your thoughts on making an action plan? Would you like to do that with your**  
1329 **personal tutor and you think that might help you help your grades?**  
1330

1331 Student 54:30  
1332 I feel like I make monthly action plans anyway, like every time I have, we have those  
1333 sheets, it's like okay by the next thing as I said like, do this, do this, do this, so it is  
1334 like an on like a big fan of ticking things off like it feels really good. So, I think yeah  
1335 I'm quite a big fan of plans like having, internal deadlines like even if I don't meet  
1336 them and I'll not meet them by like a day, I'm still like working towards that, that's just  
1337 how I work though, like you were saying you work a lot more like...Whereas I can't, I  
1338 like stress out too much so I have to work with a lot of time. |  
1339

1340 **Facilitator 55:12**



Liz Gee

Peer support & motivation  
Share with peers Motivation  
Student engagement

@mention or reply



Liz Gee

Social important part of learning  
Not enough contact hours so make own  
Help each other edit  
Share with peers Motivation  
Peer Feedback Contact time

@mention or reply



Liz Gee

Evidence of making personal action plans  
Tracking progress

@mention or reply

1341 **Do you think it would be helpful to do that with your personal tutor?**

1342

1343 Student 55:17

1344 I don't see how, overall if you work like that or if you don't, I don't see how it could be  
1345 a bad thing, really.

1346

1347 Student 55:30

1348 I guess like Zoe gave us a sort of a plan for the year. And then your dissertation  
1349 supervisor gives you the deadlines. And then your personal tutor you don't have  
1350 much contact within terms of planning your year. But personally, I like how my  
1351 dissertation supervisor, will be like right I want this by next week. And even if I'd  
1352 planned to do it anyway like it gives me the pressure to do it. So, I like having the  
1353 deadline there. Other than just May 12<sup>th</sup>. Because it motivates me to like yeah, keep  
1354 going, and be on target. |

1355

1356 Student 56:03

1357 I think it'd be worth having those, even if you're creating your own targets or  
1358 checkpoints and stuff with yourself and with your dissertation tutor, I think the  
1359 personal tutor would just be another reinforcement to get that going, but if you're not  
1360 going to get any feedback from that extra touch point, then there's not really any  
1361 point to it. |

1362

1363 Student 56:27

1364 I guess if there's another person that expects you to have something done by a  
1365 certain time then it adds more pressure which for me works better. And I need the  
1366 pressure of a deadline to make me do the work.

1367

1368 Student 56:36

1369 Yeah, me too.

1370

1371 Student 56:39

1372 But if you're not gonna get anything out of that or no feedback. Would you still  
1373 appreciate having that extra touch point, or would it just be an extra stress that?

1374

1375 Student 56:48

1376 That's what I mean though I need the stress to make me work. I guess it depends on  
1377 people. |

1378

1379 Student 56:55

1380 Yeah, I think it depends on the way that you work but I don't see it being a bad thing  
1381 because, at least, then you know that you've got to get it in by that time and then you  
1382 are all on track.

1383

1384 Student 57:06

1385 As long as they're all like coherent with each other and one person's not saying this  
1386 week and one person's not saying week four.

1387

1388 Student 57:14

1389 Yeah, I think it's a good idea. |

1390



**Liz Gee** ...  
Year 3 planned out  
Dissertation supervisor  
important to set deadlines

@mention or reply



**Liz Gee** ...  
Personal tutor could help set  
deadlines  
Reinforcement  
No point if no feedback

@mention or reply



**Liz Gee** ...  
Another expectation adds  
pressure of deadline  
Stress to make work  
**Motivation** **Tutor Relationship**

@mention or reply



**Liz Gee** ...  
Good idea if consistent  
**Parity of Experience** **Tutor**  
**Relationship**

@mention or reply

1391 **Facilitator 57:16**  
 1392 **So, and then finally, do you have any thoughts on how the school could make**  
 1393 **personal tutorials more useful for you?**  
 1394  
 1395 **Student 57:29**  
 1396 I think more contact time. Rather than what, once a term that we have it.  
 1397  
 1398 **Student 57:35**  
 1399 I think also like just having a basic understanding of who you are. Yeah, like, as I  
 1400 said before, I kind of know mine throughout uni, not that well but I have, so there is  
 1401 like a basis.  
 1402  
 1403 **Student 57:50**  
 1404 She knows nothing about me. It'll just be like are you okay? And I'll be like yeah,  
 1405 because even if you had something that was bothering you, you wouldn't blurt it out  
 1406 to someone who doesn't really know you.  
 1407  
 1408 **Student 57:58**  
 1409 Because we're in a stage of such like confusion, about what you wanna do after May  
 1410 12<sup>th</sup>. And so if kind of, yeah if it was just a random person that you've never met  
 1411 before and you're supposed to like open up to them and what not, it would just be a  
 1412 bit like erm. Because like, because I've known my tutor for a bit I was just like yeah I  
 1413 have no clue what I'm doing after uni and because you do feel kind of bad saying  
 1414 that because you're doing this degree in fashion. So, surely you're going to go and  
 1415 take this degree and do a job in it. But like for me personally I don't want to. And I  
 1416 think because I kind of knew my tutor I felt comfortable enough saying. I don't want  
 1417 to and I don't know what I want to do and I'm actually a bit lost at the moment and  
 1418 that's not helping my dissertation because I'm thinking about what I'm going to do  
 1419 not about my methodology and so it's nice to have someone that you have had  
 1420 contact time with throughout the years to be like look just concentrate on what you're  
 1421 doing now like and just be like frank and just like. I think my tutor was just like, you're  
 1422 going to be working for like 30 or 40 years you're not going to know what you want to  
 1423 do now.  
 1424  
 1425 **Student 59:15**  
 1426 You do make a good point It's almost like I don't wanna say like a personal  
 1427 counselling session but like when you have a dissertation supervisor, you're talking  
 1428 about work whereas your personal tutor you can talk about more personal things.  
 1429 But like I wouldn't want to do that because I don't know her.  
 1430  
 1431 **Student 59:32**  
 1432 yeah like I felt a lot better actually. Even though I didn't really know that well, like it  
 1433 was nice. It felt a bit more reassuring having someone from like uni, just being like,  
 1434 just get on with what you're doing now, and like what comes after will come like not  
 1435 everyone's gonna go into work straight away. You know, everyone has like literally  
 1436 that everyone has a different path. And that makes feedback and that made me feel  
 1437 more motivated to go and do it. Like yeah just be like yeah stop stressing about what  
 1438 I'm going to be doing this time next year and just concentrate on doing that. |  
 1439  
 1440 **Student 1:00:10**

**Liz Gee**  
 Personal tutor  
 More contact time  
 Get to know them  
 Contact time Tutor  
 Relationship Known  
 personally

@mention or reply

---

**Liz Gee**  
 Want guidance  
 Impacts attainment  
 Tutor Relationship Known  
 personally Career guidance

@mention or reply

---

**Liz Gee**  
 Need personal and  
 dissertation tutors  
 Reassurance  
 Motivated to focus on  
 dissertation rather than  
 career  
 Tutor Relationship Known  
 personally Motivation

@mention or reply

---

**Liz Gee**  
 Want personal tutor to be  
 optional so you can choose  
 who you speak to according  
 to their background or who  
 you are comfortable with  
 Optional – don't bother as no  
 connection  
 Choice Tutor Relationship  
 Known personally

1441 Or, yeah, maybe at the beginning of the year, like, just in first year how all the tutors I  
1442 swear they got in a line and like introduced themselves and like oh this is who I am,  
1443 maybe all the personal tutors could say like, Oh, this is why I have a bit of a  
1444 background, and then, because they're optional so a lot of people just don't bother  
1445 signing up to it because they're like I don't have a connection with this tutor that I've  
1446 never met so if it was optional, and we could choose like, Oh, I would like to speak to  
1447 this person because what if you're a male and you'd rather speak to a male or if  
1448 you're a male and you got to speak to a female and vice versa like you might not feel  
1449 comfortable, so like maybe if they made it optional and optional in choosing who we  
1450 could speak to|

1451 Student 1:00:52

1452 Like every couple of months you get like an email like, I'm doing tutorials again  
1453 please sign up. I feel if I had a problem or, if I was like, I'm really stressed out about  
1454 this. I wouldn't be able to go to her and be like, I've got this problem. I feel like that's  
1455 what a personal tutor should be for other than someone who's giving you academic  
1456 feedback to go to and be like, yeah, this is stressing me out I need help dealing with  
1457 whatever. |

1459 Student 1:01:20

1460 Because I didn't have one, I went to Zoe, like I said, and she was really helpful  
1461 because I was like, I'm starting to stress because I've started this fashion course and  
1462 I actually want to work in family property and now they're like well you're not qualified  
1463 as an accountant, you're not qualified as a surveyor, so what are you going to do.  
1464 And I was like, I've never looked at fashion. So I was like, What do I do? And she as  
1465 someone from a fashion background has then dug into her contacts about people  
1466 with normal finance background and has then passed those contacts onto me to  
1467 speak to. And that was really helpful because I wouldn't have known otherwise  
1468 where I could have gone with this degree, and my other qualifications. I recommend  
1469 doing that, she's been really helpful.

1471 Student 1:02:06

1472 Your personal tutor should be helping you not just with Uni but what you're gonna do  
1473 next. Because that's like one of my major stresses at the moment, I don't know about  
1474 you guys. Anything after May 12<sup>th</sup> is just blank in my memory right now.

1476 Student 1:02:20

1477 But that's a weird thing because like most of us have been in education since like I  
1478 don't know around, our age group of 23, 24. So since 2000/1999. Every year you've  
1479 had the same cycle: December Christmas and then in May it's like okay now what.  
1480 It's the first time you can look forward to a year and be like I don't know where I'm  
1481 going to be next year.

1483 Student 1:02:55

1484 Yeah. I think it's like pressure as well of what other people are doing, which is such  
1485 like a huge thing, especially that I feel it's not even making plans like what's going  
1486 on. |

1488 Facilitator 1:03:15

1489



Liz Gee ...

Personal tutor is not about giving academic feedback but if something stressing out  
Tutor Relationship Known  
personally Problem solving

@mention or reply



Liz Gee ...

Pressure of what's next  
Peer pressure  
Tutor Relationship Known  
personally Problem solving  
Career guidance

@mention or reply

1490 **Any other comment about how personal tutorials could be made more useful?**  
1491 **No? Thank you**  
1492 **END.**



# Appendix XIX

## Student Focus Group Year 3 International Coded Transcript

Appendix Year 3 International Focus Group

1 Facilitator 0:29  
 2 **What do you think feedback is?**  
 3  
 4 Student 0:50  
 5 I suppose feedback, from my perspective is anything that comes from somebody  
 6 else, that kind of helps your development and to move you forward. And it's almost  
 7 just sometimes comments about whatever you're doing, and it can be as simple as  
 8 that. Or it can be quite structured, how you get it here sometimes after you hand in  
 9 an assessment.]  
 10  
 11 Student 1:24  
 12 I feel like it's essentially used to like to guide your work or like give you an idea of like  
 13 what you can improve on for next time or like, even just acknowledge what you've  
 14 done well in your assessment.]  
 15  
 16 Student 1:38  
 17 I feel like feedback is really important because it highlights your strengths and  
 18 weaknesses. And only once you know like what you're doing well and what you're  
 19 not doing well you could like maybe take a photo and take it up the next step, even if  
 20 it's not just from like a supervisor or like a teacher, even if it's like a friend reading  
 21 through real work or a family member even. I feel like everyone's feedback is very  
 22 valuable because it's someone else's perspective, and you only think through like  
 23 one stream where like everyone can like think out of the box because they are, like a  
 24 blind person I would say like a third person who isn't directly involved with the work.]  
 25  
 26 Student 2:26  
 27 Yeah, like it's very difficult to judge our own work. For me like I can't judge what I'm  
 28 doing right or wrong so I think feedback is really helpful because, at least I know  
 29 which path I'm going like and also apart from feedback we can have different  
 30 suggestions from people. So, we can improve our work with the help of the  
 31 suggestions.]  
 32  
 33 Student 2:40  
 34 Okay for me feedback is opinions or ideas that have to be seen critically. Sometimes  
 35 there will be some mistake or mis-judgement in the feedback.]  
 36  
 37 Student 3:07  
 38 Yeah. I think it's very interesting because I think it can be from outside, as well as  
 39 you can get feedback and just your career which way you're trying to go with things. I  
 40 guess we get it from our tutors, and we get it, informally in seminars and lectures,  
 41 and then we get it formally through our assessment criteria, which we get some  
 42 feedback today. But I think it's quite interesting when it almost comes most naturally  
 43 from people even just in a normal discussion somebody can give you some feedback  
 44 that you didn't even really expect but then it kind of triggers a snowball effect and  
 45 then you can improve on something or do something differently or try something  
 46 new. It can just come from anybody as you were saying. I think it's quite good,  
 47 especially because we're in a fashion school. It's quite good to be able to get  
 48 perspective from outside of it to kind of help develop ideas.]  
 49  
 50 Student 4:14

The screenshot shows a vertical list of five messages from a user named 'Liz Gee'. Each message contains a list of text segments, some of which are highlighted in yellow or blue. Below each message is a grey bar with the text '@mention or reply' and a right-pointing arrow. A speech bubble icon is visible to the left of each message.

- Message 1:** Open definition; Feedback sources; Feedback format; Feed forwards.
- Message 2:** Guide improvements; Acknowledge what done well; What went well; Feed forwards.
- Message 3:** Value of differing perspectives; Strengths and weaknesses; Feedback sources.
- Message 4:** Hard to judge own work; Value other opinion; Help improve; Assessment Literacy; Desire to improve.
- Message 5:** Caution to view critically; Critical awareness.

Below the fifth message, there is a separate block of text: range of formal and informal sources; varied perspective; Feedback sources.

51 I also feel like it depends who we are asking the feedback from so if it's like a  
 52 teacher who's who studied and has done a lot of work with like marketing and stuff.  
 53 And lets say your work is to do with merchandising and not marketing and like  
 54 obviously it would be helpful because everything is interrelated but it would differ if  
 55 you ask someone who's actually working in merchandising. So I just feel like it also  
 56 depends on who you ask, but like, then again even asking friends from different  
 57 cultural backgrounds, let's say, I'm like I'm from India but I'm doing a report on  
 58 something to do with America or China like if I ask students who are actually from  
 59 there, my feedback would be better than asking someone who's from my own  
 60 country. So, I feel like that makes a big difference as well.]  
 61  
 62 Student 5:06  
 63 Depending on the subject that you're discussing, you could get feedback on it but if  
 64 you don't, respect their opinion, in general, or respect their knowledge in general you  
 65 could easily disregard their feedback. I always think that sometimes, quite structured  
 66 feedback that we get through assessments and stuff. You almost have to take quite  
 67 seriously and you can't really necessarily disregard it because it's been fact checked  
 68 by how many people, but then in more informal feedback. You can easily just be like  
 69 well no I'm going to disregard it, is it actually worth my time or effort to even move  
 70 forward with.]  
 71  
 72 Student 5:56  
 73 I think for feedback, I agree that it's not always you have to, you know, have written a  
 74 book on that, like some informal feedback you have to think that are we gonna use  
 75 this, or we're just gonna discard it. Like, you know it's not always that whenever  
 76 someone is telling me to change the work, it's my wish to sit and listen and I don't  
 77 always have to go on the feedback so it's better. We just hear the feedback from  
 78 different people. Because and then we have to do our own work. So, it's not like, we  
 79 have to change the work with the feedback.]  
 80  
 81 Student 6:41  
 82 Also, feedback can be seen as a guidance that shapes your work, like the feedback  
 83 you received from your personal tutor in the personal tutorial.]  
 84  
 85 Student 6:59  
 86 I feel like every feedback that we got like different assignments and different  
 87 courses, it would eventually help me later in life for when I have to do another  
 88 presentation or when I have to do like another academic poster, because then I  
 89 know the do's and don'ts and I know like, how to time myself how to organise like my  
 90 wording and what to like actually put out there what to not, like highlight on so much,  
 91 so I just see like everything, every feedback that you get for different goals, even if  
 92 it's not like similar to your next assignment, it still helps because those few do's and  
 93 don'ts have a common between all courses.]  
 94  
 95 Student 7:39  
 96 It can be like generalised for example my presentation skills can be recycled  
 97 wherever.]  
 98  
 99 Student 7:46

The screenshot shows a vertical thread of six posts by a user named 'Liz Gee'. Each post is contained within a light grey rounded rectangle and includes a profile picture, the name 'Liz Gee', three dots for more options, the main text of the post, and a white reply button with a speech bubble icon and the text '@mention or reply'. The posts are as follows:

- Post 1:** Text: 'Diverse opinions of subject specialists', 'Peers as cultural experts', 'Feedback sources'. Reply button: '@mention or reply'.
- Post 2:** Text: 'Respect expert opinion', 'Disregard if no respect', 'Acting on Feedback'. Reply button: '@mention or reply'.
- Post 3:** Text: 'Hear different feedback', 'Choose to act on it', 'Feedback sources', 'Acting on Feedback'. Reply button: '@mention or reply'.
- Post 4:** Text: 'Feedback as guidance', 'Personal Tutorial'. Reply button: '@mention or reply'.
- Post 5:** Text: 'Discrete units hard to generalise to take learning forwards', 'Discrete Units', 'Generalisability'. Reply button: '@mention or reply'.
- Post 6:** Text: 'Generalisability'. Reply button: '@mention or reply'.

100 | So yeah, I think it's probably quite interesting, I haven't really done it, but like if you  
 101 | were to look back from like from the start, I guess that's the benefit of formalised  
 102 | feedback and having it in a place where you are able to go and find it is the fact that  
 103 | you can almost see how you've improved on things or things you still need to  
 104 | improve upon going forward.]  
 105 |  
 106 | Student 8:17  
 107 | Especially like last semester, when we did consumer insights and we had to use like  
 108 | SPSS and stuff, and we were all so lost at the start but then after like we actually did  
 109 | the work and I completed the assignment and we got our feedback back, I now know  
 110 | for the dissertation because obviously it's a big research project, even though it's  
 111 | similar like that you had to do like research but the tactics and like the research  
 112 | methods and stuff is so similar. So it obviously building upon.]  
 113 |  
 114 | Facilitator 8:51  
 115 | **Do you actively seek feedback, do you have any type of process that you use**  
 116 | **when you need feedback for something?**  
 117 |  
 118 | Student 9:01  
 119 | I feel like in our university we mainly get that feedback after we've submitted it and  
 120 | when we get our grades and like that's one thing I've always been like, really 50:50  
 121 | about because like while you're doing your assignment obviously they tell you that  
 122 | you can like email your tutor with questions and stuff but there's never really a  
 123 | chance that we can like go sit one on one and be like, look, this is where I am with  
 124 | my project and like, Is there any like feedback you can give me of where I am right  
 125 | now or like you can tell me like stuff to change like. We don't really have that space  
 126 | or opportunity to be like, sit down with like the leader of the module to be like, Am I  
 127 | on the right page or like am I going the right way. So that's something I've always  
 128 | seen as like, something that I wanted because I feel like that would be really helpful  
 129 | to all of us because I know we're always confusing through email, sometimes you  
 130 | can't really get your point across while like having a conversation.]  
 131 |  
 132 | Student 9:54  
 133 | I just feel like so many times like I've even sent emails to tutors and they have just  
 134 | not responded until like literally the last few days when it's already too late and like,  
 135 | even though they have office hours and stuff it's like literally 30 people waiting  
 136 | outside if they don't actually give you like a, like a proper amount of time because  
 137 | like, if you go into like okay we have five minutes to talk because there are a bunch  
 138 | of other people waiting which obviously I get because there are people waiting but  
 139 | then you also aren't satisfied with like the information you have, because like if I  
 140 | actually had like one on one time with my professor I could like take like even if let's  
 141 | say a quarter of, like, the report, I could like show a quarter of the report and he  
 142 | could actually read it and go through it and say okay like this is where I'm going  
 143 | wrong and like, this is what you have to change and then moving forward, you have  
 144 | to do this. And like that, just having that told would make a huge difference. |  
 145 |  
 146 | Student 10:44  
 147 | I don't mean to compare but like I know in America like you have we have a lot of like  
 148 | personal tutors for each module that you can always contact them for like extra help,  
 149 | they have like extra knowledge on the module like it could be students who did the

The image shows a vertical scroll of five chat messages from a user named 'Liz Gee'. Each message is contained within a white rounded rectangle with a grey header and footer. The messages are as follows:

- Message 1:** Header: Liz Gee (with profile picture icon and three dots). Text: Tracking feedback. Footer: @mention or reply.
- Message 2:** Header: Liz Gee (with profile picture icon and three dots). Text: Building on learning across curriculum. Tracking feedback Desire to Improve. Footer: @mention or reply.
- Message 3:** Header: Liz Gee (with profile picture icon and three dots). Text: Most feedback is summative. Want more formative feedback opportunities. Timely - Want to put it into action. Dialogue - get point across better in conversation. Formative Feedback. Feedback Dialogue. Feedback Timing. Footer: @mention or reply.
- Message 4:** Header: Liz Gee (with profile picture icon and three dots). Text: Unit drop ins too busy for quality time. Want bookable 121 time where tutor has had time to read and comment on draft work. Formative Feedback Desire to Improve. Footer: @mention or reply.
- Message 5:** Header: Liz Gee (with profile picture icon and three dots). Text: US system of personal tutors. More feedback while doing assignment as discrete cant take it forwards. Formative Feedback Desire to Improve. Footer: @mention or reply.

150 course last year or whatever, but like, even having that like just to have more options  
 151 of more people to talk to, just to get more feedback while you're doing an  
 152 assignment. It'd be so much more helpful than just getting it at the end and then  
 153 you're just like, okay, I like some things I can apply to the next assignment, but  
 154 mostly I can't.

155  
 156 Student 11:21  
 157 Now it's really helpful because my tutor is like texting me, and we are on WhatsApp  
 158 with my tutor. So, like she's just texting me, submit the work, which you have done  
 159 and then we submit chapter one and she was telling us our mistakes and then we  
 160 have to submit chapter two, and then she'll get the feedback on. So if my chapter  
 161 one is done, then I can start chapter two. |

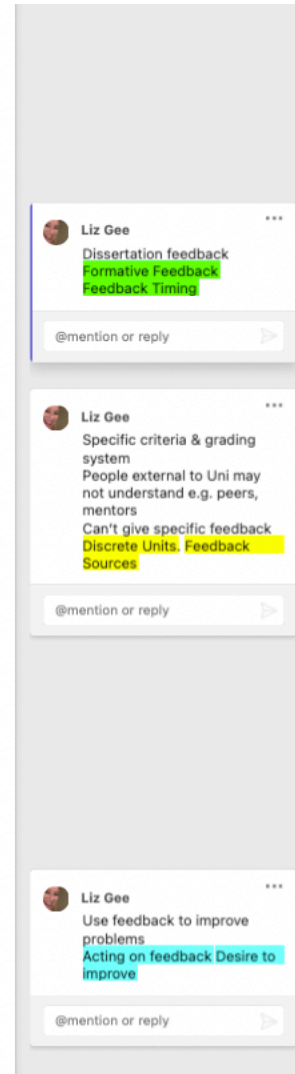
162  
 163 Student 11:51  
 164 Yeah, I think that's probably like going back to I guess the question was if we have  
 165 our own processes of like getting feedback, just like beyond even just assessment.  
 166 There are things that are in university for us to try and get that feedback but like you  
 167 said like, you might have five minutes. Some tutors won't even look at your work like  
 168 one of my tutors is like I won't look at your paper before you hand it in. Whereas  
 169 others would be like would happy to read them. So I think it's quite interesting in that  
 170 way I think in terms of. It's difficult for, like if we stick with the whole university thing,  
 171 it's difficult to get outside the feedback on work that you're doing that you potentially  
 172 have to hand in the next whatever, however many days, weeks, because it's such a  
 173 specialised thing and like so specific that there's so many criteria that you should be  
 174 hitting that if you were to go outside and try to get perspective. They would have no  
 175 idea they would give to like it's probably quite an interesting topic. That's a good  
 176 point. But they don't necessarily, I mean I guess you could give them the criteria. But  
 177 even then, people don't actually understand how the grading system marking system  
 178 works. So then, will that even help you in the long run, so I guess, kind of like  
 179 personal outside of university feedback is quite easy to get through mentors or peers  
 180 or whatever. But if we're looking at uni specific, it's quite difficult to get it, in the  
 181 different process that we have now.

182  
 183 Facilitator 13:44  
 184 **I'm going to have to stop you there and move on to the next questions.**  
 185 **So, the next part is, about what you do with feedback. So how do you use it, if**  
 186 **you don't use it, why don't you use it. Do you have any methods in the way**  
 187 **you use feedback when you get it?**

188  
 189 Student 14:13  
 190 When I receive the feedback having identified the problem mentioned in the  
 191 feedback I come up with strategies to improve the current problems.

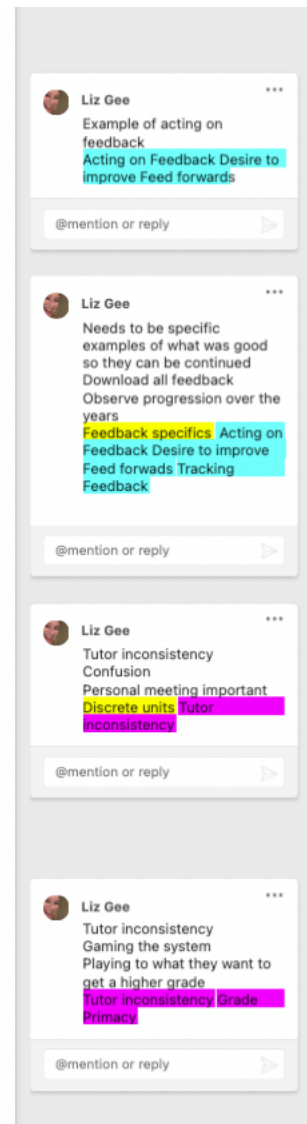
192  
 193 Student 14:29  
 194 Even so like if you were to get feedback on a project that we did and handed in, and  
 195 then received that feedback. Yeah. How would you use it to go forward?

196  
 197 Student 14:39

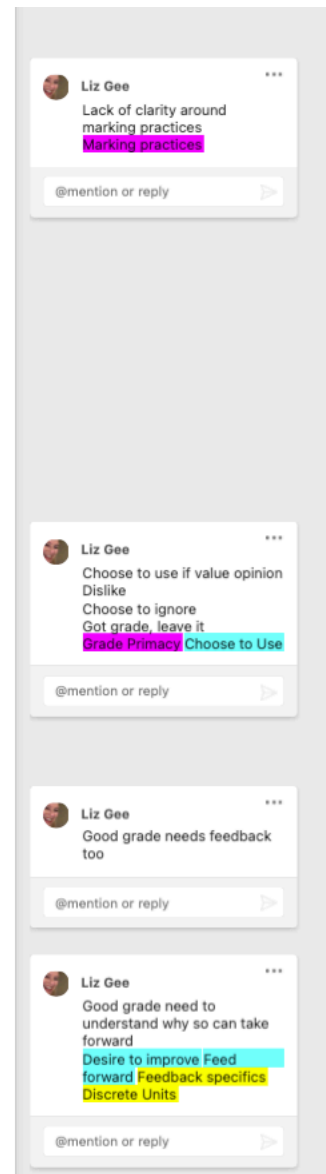




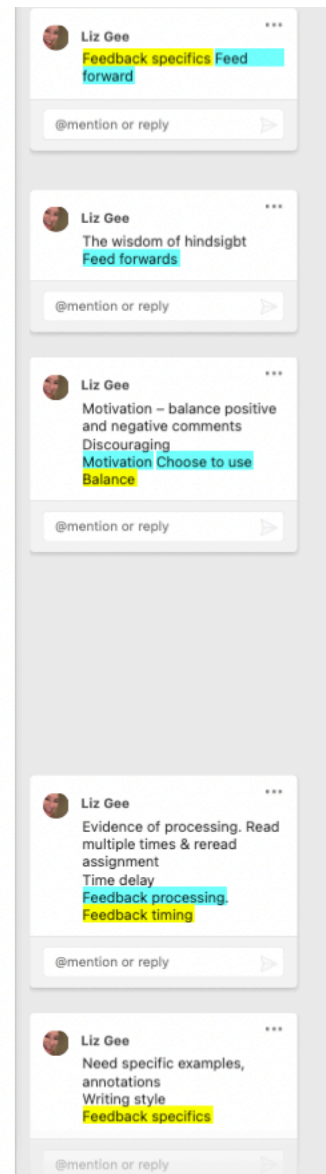
198 So, for example, I will receive feedback that suggests I will need to improve my  
 199 critical analysis. So, I will find books that introduce how to make critical analysis and  
 200 do my own practice and use the skills I learned for my next project.  
 201  
 202 Student 15:06  
 203 I always review my feedback  
 204  
 205 Student 15:10  
 206 I feel like you read it and take it in and be like, okay, however, like I find it quite, it  
 207 can be quite difficult. If you do get a good grade and there's not necessarily tonnes  
 208 of constructive feedback, how do you then take that and use that to go forward.  
 209 Sometimes feedback isn't necessarily specific like what you've done well, it's just like  
 210 you did good. Like yes you did well overall but what are the specific things that you  
 211 should be continuing, which I think is, I tried to do at the beginning of this year, like  
 212 download all the old feedback from year one and two and like read through it. And  
 213 then I haven't actually got that far with it. So, it hasn't happened, but it's all there but I  
 214 need to keep it for when we leave uni so then at least I have some sort of knowledge  
 215 of and even just to see again like how we've progressed over the, over the years.  
 216  
 217 Student 16:17  
 218 I think it also depends like I feel like every professor highlights in like every  
 219 assignment that we do every professor takes something else more seriously  
 220 compared to like another, so for example like spelling errors like one professor would  
 221 be like, oh that is not okay like one spelling a spelling error like this, it happens, you  
 222 know, but then for like another one would just be like, one spelling error oh that's  
 223 fine. Yeah, so I just feel like it really depends on like, even when you look through  
 224 like all yours, like assessment feedback. And you see that like a vague professor,  
 225 like highlights a different point, it could also like confuse you, because you don't  
 226 know like if this one wants this or that one wants that. Like, they're just like, what  
 227 should I highlight what should I not highlight, so it also gets confusing because  
 228 you're doing so many different things we've had so many different courses in the  
 229 past three years, so you're just like okay now I'm doing this like how am I supposed  
 230 to make sure that this assignment meets all the criteria, and I don't make any of the  
 231 mistakes I made over the past few years. So, I don't know I just feel like there is a lot  
 232 of room to make errors. And I definitely think that what you said about, like a  
 233 Professor being like being able to talk to you one on one like that I think that is  
 234 extremely important because you even get a feel of what she wants herself because  
 235 like, like I said every professor wants something different.  
 236  
 237 Student 17:36  
 238 Which I guess is potentially a good thing with our final major project is that like,  
 239 whoever you have as your supervisor is the first one to mark it. Yeah, so it does kind  
 240 of make it tricky because when you speak with when I speak to all like everybody  
 241 else like if they want something else so you can't necessarily go on what my  
 242 feedback is from my tutor because it's potentially something else but I'm doing it this  
 243 way because this is what they want and whereas, like in more formalised other units  
 244 that almost talked about this earlier did like this teacher thing, and they were like,  
 245 when you give feedback, make sure it's consistent across everybody that you're  
 246 looking at. And it's like, Okay, well, each unit has been, like, thought about in a  
 247 different way but are there consistent points that carry through no, it's so confusing,



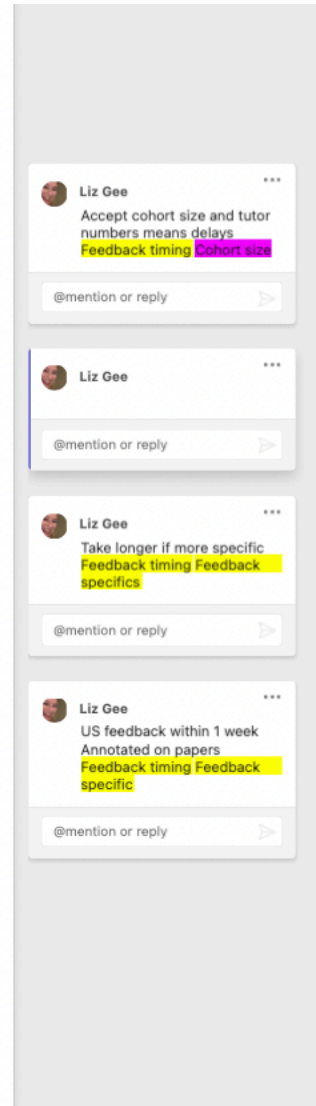
248 but then to your point of like each tutor slightly different and if you look they all kind  
 249 of want different things. It's almost like you can then play like in theory, if you really  
 250 wanted to you could almost play the system. And I love that I'm saying this, but Liz  
 251 will appreciate that but like you know, I mean like you if you know the tutor. And you  
 252 know what they like, then you almost shift your work in a way that hits all but you  
 253 know they want to get yourself a better grade. If you do enough like analysis and  
 254 figure it out, which is quite interesting because then. I mean, like, I don't know if  
 255 that's a good thing or a bad thing right |  
 256 |  
 257 Student 18:58  
 258 But then it does go on to be looked at by other supervisors as well  
 259  
 260 Student 19:03  
 261 Yeah sure everything's what double marked, triple marked?  
 262  
 263 Student 19:06  
 264 I'm not sure.  
 265  
 266 Student 19:07  
 267 It's marked at least twice, which is why it takes so long.  
 268  
 269 Student 19:12  
 270 But I feel like the first person who gets it is like basically the first person reading it,  
 271 and everyone else just like looks through it. Because I mean that's just what you  
 272 know.]  
 273  
 274 Facilitator 19:40  
 275 **So, well, how do you use the feedback you get. And if you don't use it. Why do**  
 276 **you not to use it?**  
 277  
 278 Student 19:45  
 279 It comes back that comes back to that point of like if you don't think it's from  
 280 somebody who has valid knowledge you probably won't use it. You know, like you  
 281 can take the feedback and be like, yeah right but, like, even if it happens even if you  
 282 don't, not even if they don't have valid knowledge but if you don't like the person  
 283 who's giving you feedback. Totally will disregard it, 100%, like you don't do you don't  
 284 benefit my life in any way, you're not helping me out, you're grading it, I didn't like  
 285 you, why should I care what you thought. Because I think, as much as feedback is  
 286 like quite important and stuff, it is still like someone's opinion, but it goes through a  
 287 thing but then if you just disregard it. You got your grade. And there's some  
 288 feedback. Nothing's gonna change. And then you can just leave it, you could just  
 289 leave it, you know.]  
 290  
 291 Student 20:37  
 292 And also, when you get a very good grade so feedback will always be always talking  
 293 about the good points of your assignment.  
 294  
 295 Student 20:46  
 296 Yes, that's a big issue because like how do you then like where do you go, like  
 297 you're there, and okay but which parts were good that you're supposed to keep



298 going with. Otherwise, like you can't repeat the same assignment and do the same  
 299 report.]  
 300  
 301 Student 21:11  
 302 But then there are some teachers that specify what were the exact good points, like,  
 303 the teachers that do that, I feel like are very helpful because then even though like  
 304 yeah overall You did well. These were like the main points that like stood out and  
 305 definitely you need to continue to do those. So, when they say stuff like that then it  
 306 helps you for like future projects, but I feel like obviously if they just say like yeah  
 307 you've done well and this was good and that was good. You're just like okay but like  
 308 what was amazing. Yeah, you know. |  
 309  
 310 Student 21:35  
 311 I think if I knew, now, what I know, as a first year, I'd be like, every time you get an  
 312 assignment every time before you start a new assignment, go back and read your  
 313 old feedback and see what they said, see if there's any points that you did well, or  
 314 did bad, and then use those to go forward. And I always think, I think somebody  
 315 must have told me that first year as well and I never did it, and now I'm thinking like,  
 316 that was probably a good idea and would probably be quite helpful|  
 317  
 318 Student 22:10  
 319 Yeah, like if negative feedbacks help, positive feedbacks help too. Like, I think for  
 320 positive feedback, yeah like if we can improve our negative feedbacks with positive,  
 321 we can use that. So, it's better to have to check sometimes if it is bad teachers only  
 322 write the negative feedback, it's like there is nothing positive in the assignment.  
 323  
 324 Student 22:23  
 325 It's discouraging isn't it?  
 326  
 327 Student 22:44  
 328 And then that's when you would potentially disregard it. If the feedbacks given in a  
 329 way that isn't like inspiring or motivational like yeah if it's discouraged, you just be  
 330 like well what the F it's like no, I'm gonna leave it and then you just ignore it.]  
 331  
 332 Student 22:51  
 333 I've probably done that to be fair.  
 334  
 335 Facilitator 22:56  
 336 Do you reflect on all feedback? even if it initially seems like it's something that  
 337 you don't want to really hear?  
 338  
 339 Student 23:08  
 340 I probably read the feedback. Three times, probably read it when it first comes out,  
 341 process, think it through. Potentially reread my own work. Yeah, if I need to, because  
 342 like with a month between these things like somebody said today wait, we get  
 343 feedback today? like I totally forgot we wrote that report. And I was like hm Yeah.]  
 344  
 345 Student 23:26  
 346 Honestly, I feel like if we got feedback in the way that like, you know how you can  
 347 add comments on Word this was that that was that. If they did that, that would be so

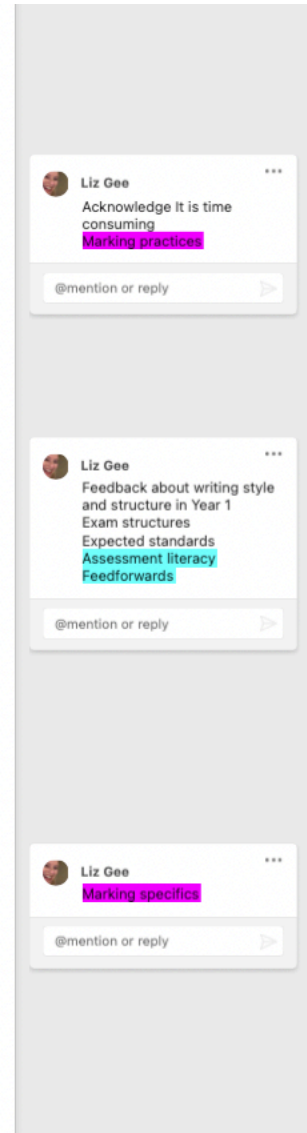


348 much that would make so much more of a difference than like just giving feedback  
 349 on the whole thing. At the end, I know. Like if they actually like pinpointed out points  
 350 in our work like read through the whole thing said this was good. This was bad, like  
 351 need to improve on this why improve do you need to improve on this? Like, that will  
 352 make us like understand how to write properly like next time because in like initially  
 353 even if they're like okay you're like how you said that my critical analysis needed  
 354 more help, or my recommendations could be better but like, why could my  
 355 recommendations be better. And why was my critical analysis not up to the mark?  
 356 Like explain that and that justification is what we need.]  
 357  
 358 Student 24:11  
 359 I think that is all like, would be so good. But then I also know the fact that there's, I  
 360 don't even know how many students and then like a handful of tutors and that would  
 361 never happen because it would take so long that like there, which sucks because  
 362 that should be so helpful in developing us further. But that's a huge like resource, I  
 363 don't know how long it takes them, it takes them a month to get stuff back to us  
 364 anyway.]  
 365  
 366 Student 24:36  
 367 I mean maybe if we could like increase that like time like even if let's say it's not a  
 368 month, a month and a half, and they could do this it would be so much more  
 369 beneficial.]  
 370  
 371 **Facilitator 24:47**  
 372 **So, you would rather wait longer?**  
 373  
 374 Student 24:49  
 375 Yeah, I would rather wait longer to get a more detailed feedback.  
 376  
 377 Student 24:53  
 378 So if I compare it to like America. Everybody who ever takes exams or has a paper it  
 379 comes within a week, to get your result, like finals and end of years.  
 380  
 381 Student 25:03  
 382 But the thing with America is that they do pinpoint, because I used to study in  
 383 Washington DC for, I studied in Washington DC for one year before coming to UAL.  
 384 So even when I did my exams and stuff like I did get like feedback, like actual  
 385 feedback on my papers. Like firstly even in the UAL we don't even get our papers  
 386 back.  
 387  
 388 Student 25:24  
 389 We never got them back  
 390  
 391 Student 25:26  
 392 We don't see our results  
 393  
 394 Student 25:28  
 395 Which I think is a bit weird because everywhere else you do, even in America, like  
 396 you said you do get it back in a week or two, but they actually sit and like mark it to a  
 397 paper and then you get the paper back so you know like where you went wrong.





398  
 399 Student 25:42  
 400 That's a [really good point](#) actually I didn't even think about that. |  
 401  
 402 Student 25:44  
 403 I remember like low key trying to remember questions on exams and I was like oh  
 404 my God I don't know that answer but I know I studied it and trying to remember it so I  
 405 could go look up the answer to see if I got it right or not.  
 406  
 407 Student 25:57  
 408 But actually, your tutor, it does take him or her like around six [hour](#) to do because  
 409 previously I helped my friends, who was studying in New York. I help her go through  
 410 her work, and it takes me seven or six hours to do.  
 411  
 412 Student 26:17  
 413 [Yeah](#) that's what I mean, it's quite time consuming, but probably not. |  
 414  
 415 Student 26:20  
 416 But even if it's just quick thoughts like you know. Like a few points, like a little bit like  
 417 we don't even get our exam sheets back so like sometimes with the way we write we  
 418 don't even know like, because with our exams like the one we just had it was  
 419 supposed to be in an essay kind of format. So, we didn't know how many theories  
 420 we needed to use how to separate the paragraphs that was never given to us, that's  
 421 so open so I'm pretty sure everyone answered it in their own way in their own  
 422 structure. So maybe if we got feedback about that, like, if we had exams again the  
 423 next [time](#) we would be able to like go on from that because in first year we had the  
 424 economics exam with two open ended questions at the end, which was the same no  
 425 one knew how to structure it no one knew what to include what didn't. [So](#) like I feel  
 426 like coming in like for first year students, maybe because you're coming in from high  
 427 school to university level college writing it's completely different. So if we got  
 428 feedback maybe in first year about the way we were writing, maybe that would have  
 429 like kind of improved the way we are now, because at least we would get a feel of  
 430 like what is more expected because we don't even get exemplars or like the  
 431 assignments we do like sometimes you just need to see what the teacher is  
 432 expecting, or what the module is expecting just to like have an idea of what kind of  
 433 standards you're looking for. |  
 434  
 435 Student 27:39  
 436 And I get that we're supposed to be very [very](#) independent and blah blah blah. I feel  
 437 for them whatever, but, like, even the one that we're getting back today is like a case  
 438 analysis. Yeah, I'm sorry what the hell is a case analysis, I googled it about 5  
 439 different times.  
 440  
 441 Student 27:47  
 442 Wait, have you guys got yours back for today already?  
 443  
 444 Student 27:56  
 445 No, but the briefing was case analysis that's the thing is like write a case analysis.  
 446 What is a case analysis? Nobody has told me, nope, nope, googled. Did google  
 447 help? No. So fingers crossed. |



448  
 449 Student 28:13  
 450 But that's the point like it should have been taught to us in one of our seminars or  
 451 lectures because what that's what we're paying the university for right. Essentially, to  
 452 learn.]  
 453  
 454 Student 28:24  
 455 And a lot of feedback and I wasn't satisfied with the feedback. So I went back to my  
 456 tutor and I was like 'I am not satisfied with my feedback' so can you go over again  
 457 and he was like, we're not giving good grades to people so if I go in early, checking  
 458 things maybe my grade can go down. That's what I was doing. And like I wasn't  
 459 satisfied with feedback so sometimes the feedback are not helpful at all and then  
 460 when you're not satisfied tutors are not ready to re-justify and re-check it but I think  
 461 for feedback there should be re-checking because if you're not satisfied you can  
 462 access a re-check]  
 463  
 464 Student 29:03  
 465 Yeah, even if they don't reach out, or even say like explain to you your feedback and  
 466 why you your feedback would be so helpful. I once got somebody else's feedback.  
 467 Completely different feedback to my own, it was not my work. They like said  
 468 something in it and I was like I'm sorry what this was not my work. And, and then I  
 469 got it and I was like, who shocked I was like, Who, what, like, not cool was like is this  
 470 my grade, or is this somebody else grade because that's confusing, like really really  
 471 confusing.]  
 472  
 473 Facilitator 29:44  
 474 What type of feedback, would you say is not helpful? Do you have any  
 475 examples?  
 476  
 477 Student 29:55  
 478 For feedback that's not your own, just like he said like if it's really, really, really  
 479 negative on all accounts, there's not one positive, not an exclamation point no smiley  
 480 at the end. I've never got a smiley. It's just it's just so discouraging, that then like, it's  
 481 like what's the point like, yeah, like you get. And then you get so into your head  
 482 about then the rest of your work and then it can have a negative impact on all the  
 483 rest of your work going online not just because you didn't even consider the negative  
 484 points and where you have to improve on but purely because it put such a damper  
 485 on your mindset. But then, that had a whole impact, going forward. So, don't think  
 486 that's helpful.]  
 487  
 488 Student 30:30  
 489 Or if it's just too broad like you know when you said it's like really good feedback but  
 490 they just say like, yeah, this was good that was good but they don't specifically tell  
 491 you like 'Oh, you were so in depth with this part and I really like the way you analyse  
 492 this or that'  
 493  
 494 Student 30:44  
 495 Just be like that was a really good point, that was a good analysis.  
 496  
 497 Student 30:47



Liz Gee ...  
 Consumer attitude  
 @mention or reply

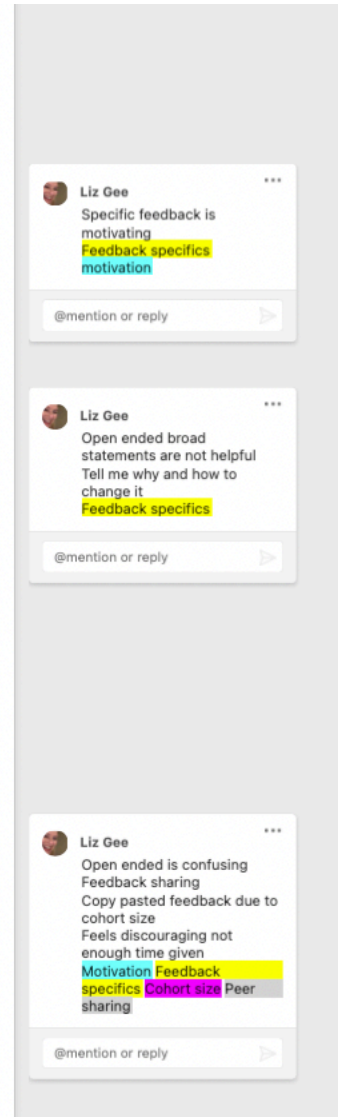
Liz Gee ...  
 Entitled to challenge and seek grade justification  
 Grade Primacy  
 @mention or reply

Liz Gee ...  
 Wrong feedback - mistake  
 Marking practices  
 @mention or reply

Liz Gee ...  
 Discouraging if not balanced  
 Motivation Balance  
 @mention or reply

Liz Gee ...  
 Need for specific examples of good things  
 Feedback specifics  
 @mention or reply

498 So that leaves me to think, So yeah, I'm doing something right like okay like I am,  
 499 researching in depth to like your standards like, you know, just like some specific  
 500 examples that they should pull out.  
 501  
 502 Student 30:58  
 503 Yeah, because then that even encourages you to be like okay that analysis is really  
 504 good so okay look, I'm actually smart like, I kind of know what I'm talking, obviously.  
 505 If you think I know what I'm talking about I mean it's on the right page, aren't we?  
 506  
 507 Student 31:12  
 508 And you liked how in depth I went with it so I can use that in the assignment as well.  
 509  
 510 Student 31:14  
 511 Yeah, exactly  
 512  
 513 Student 31:15  
 514 Sometimes like the feedback is very open ended, like the structures is not fine like  
 515 then, why you have to tell a structure also by the structure is not by sometimes like  
 516 the feedback is very, like, it's like simple lines open ended lines but there's no  
 517 meaning to it,  
 518  
 519 Student 31:36  
 520 They're just like statements, I need why's. Yeah. And sometimes like this statement  
 521 like you just don't understand what they're saying, because like, even if they're like  
 522 okay like this. Okay, if they were like, like you said, like if the structure is not like, if  
 523 it's not structured well or the flow of your writing, like I've got this so much, like the  
 524 flow of your writing is not flowing and whatever like and I'm just like, Okay, so how do  
 525 I make it flow, you know like explain it to me like what is wrong with my writing like.  
 526  
 527 Student 32:19  
 528 Like, am I moving across different points too fast or am I not explaining my points too  
 529 easily like you know just that much would already make a huge difference. Like if  
 530 you're already taking a mark like one-minute paragraph might as well make it like  
 531 something that I can use, not just like broad statements because anyone else can  
 532 give me that.  
 533  
 534 Student 32:39  
 535 And I think it's I think it's probably frustrating because things are so for us they're so  
 536 open ended, and we can go in whichever direction that we want so then when you  
 537 say, it doesn't flow or the structure is not right, then what the hell were you expecting  
 538 me to do because you gave me free rein to do it so how does the structure not right,  
 539 or it doesn't flow, you know what I mean, that's when it gets all muddled because it's  
 540 like that's not clear. Why, why isn't it, you didn't give me any structure so that doesn't  
 541 count. I mean, I think the feedback is not helpful. So, I think a lot of people found just  
 542 FYI, everybody shares feedback. Within friend groups, whatever, a bunch of people  
 543 got like copy and pasted feedback with the same feedback. I think it was for one of  
 544 the exams, or something. Which, I get, because there's 100 and whatever people.  
 545 Well, I don't even know some of the courses are probably closer to like 200 they're  
 546 just getting bigger right so grading and writing feedback for everybody, I'm sure is a  
 547 headache. But, copy and paste like a main couple of sentences don't copy and paste



548 the whole paragraph, that then people are just like what, but does that even mean it  
 549 goes back to again like so broad and open ended. That's not helpful because then  
 550 that feels discouraging and it feels like nobody's actually considered your work or  
 551 giving the time to it. Even though they have, and I know they have, but I don't think  
 552 as much.]

553  
 554 Student 34:04  
 555 I think that's why one-on-one feedback is better because you can ask questions like  
 556 if your tutor is like this thing is not right like your structure is not fine, so I can ask  
 557 why.

558  
 559 Student 34:07  
 560 Maybe we need like, like after your hand in, a few like open offices, maybe ones,  
 561 maybe ones like sign up tutorials.

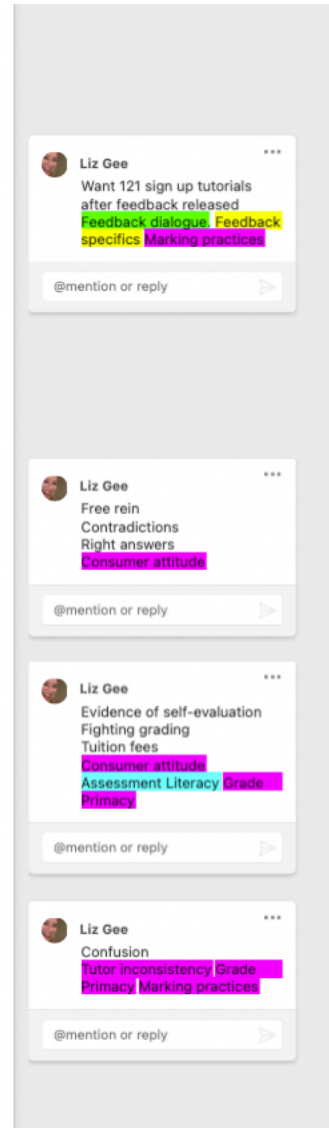
562  
 563 Student 34:19  
 564 Yeah, if you could sign up and you have like a lot of time, you have enough time to  
 565 like talk to someone and like understand where exactly you went wrong.

566  
 567 Student 34:31  
 568 With people who have graded the paper, not somebody who is just irrelevant]

569  
 570 Student 34:41  
 571 But yeah, it's not right how sometimes they give us free rein like for this assignment  
 572 for example, like you said, it was like a case right, but they didn't give us a structure  
 573 of how they like it. Okay they were like: 'yeah we need an introduction we need that'.  
 574 But then it's like your kind of giving me free rein. So now when I check my feedback  
 575 and there's you say that my structure is off like that is gonna take me off because I'm  
 576 going to be like you just told me it's against file you've never told me how to write one  
 577 before. You never told me what to include it and now. You've given me that freedom  
 578 to write it the way I want, but now you're dissing on it. So that's just like contradicting  
 579

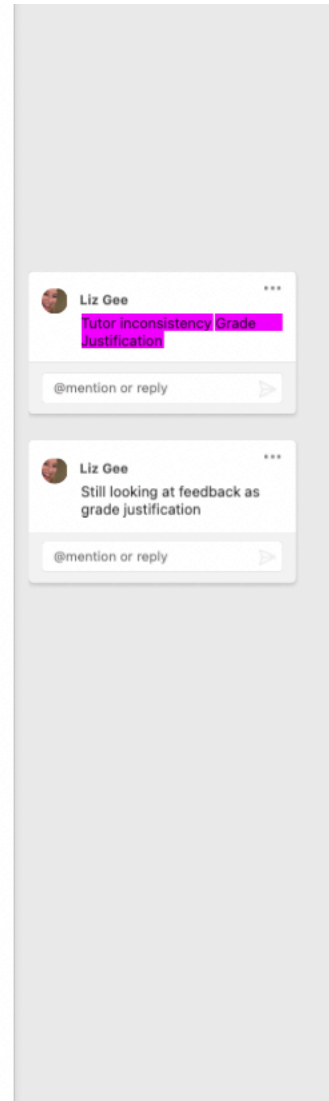
580 Student 35:09  
 581 Yeah so that's the thing like we're so pushed to be like self-starters and self-learners  
 582 and yada yada yada. And all us are paying International tuition fees so, that's a fun  
 583 topic, anyway. But then, yeah, when push comes to shove it's like well that wasn't  
 584 good enough. Well, I could have written whatever I wanted. I'm pretty sure I've hit all  
 585 of your five, four key points, like the grade setters, so then why are you fighting it. |

586  
 587 Student 35:35  
 588 Yeah, also like if, let's say, okay, so I'm going to give you an example with my  
 589 consultancy project. So with the tutor there was this big question on like if every  
 590 single person in the group was supposed to write 500 words because they said it.  
 591 And then, or if it's just supposed to be a total of 500 words. And then we asked two  
 592 people from my group so one was me and one was someone else, I asked my  
 593 supervisor straight and then she asked I think the course leader, and they both said  
 594 different things so my supervisor actually said that every person has to write 500  
 595 words, and everyone else, and the other teacher said that it was just a total. So, we  
 596 didn't know what to do and my friend was like oh like more can always, you know  
 597 more is not bad but less could be bad. So, they were like, let's just all like 500 words.





598 Now when we got our feedback, they said that an executive summary is not  
599 supposed to be that long and that's why you've got your marks. So just like from like  
600 an A. We went to a B, because of that, and it was all just because of like  
601 miscommunication. And like, not knowing and then when I went back to my  
602 supervisor and I was just like, oh, like you told us to write 500 words, each and he  
603 was just like oh I meant like all of you just have to like, given your inputs and I'm like  
604 that literally doesn't make any sense. So like it was just like him not knowing as well  
605 and that confused us so we got a bad grade and I just feel like, that's something you  
606 can't really like appeal.  
607  
608 Student 37:05  
609 And it's something as small as executive summary that doesn't even really count.  
610  
611 Student 37:07  
612 Yeah, exactly. So like that was the only negative point in my feedback with like on  
613 the report. So that's why we were just like, this is not fair. But there was not anything  
614 that we could actually do about it. So, it's just stuff like that.  
615  
616 Student 37:20  
617 Even, even for this report, now. I forget who I was speaking to but they were like no  
618 the executive summary's never count. It's not, it doesn't count. And I was like, okay  
619 cool. And then, there's somebody else who is like it does count and I'm like, okay  
620 what? So I emailed it took however long to get response, made somebody else email  
621 to, to like show it as like an important thing. Executive Summary does count in the  
622 word count so nobody can, like, use it to like basically to speak like 1000 words  
623 whatever and use executive summary to help bolster credit.  
624  
625 Student 38:01  
626 Okay. And then, I mean I know somebody else who got feedback and it was like well  
627 we told you to write like 1000 and you wrote 2000 and she was like no I didn't my  
628 reports actually 3000 words, what do you what do you mean, and the grade went  
629 from A minus to a B plus. And that was like the biggest thing too is that what made  
630 my grade was that it, they got it wrong, they counted the words wrong. Can I was  
631 like, I don't know if you can try to go like that.  
632  
633 Student 38:23  
634 But like something as small as executive summary which should just be a standard  
635 within all your modules like it's not counted or it is counted, like that shouldn't differ.  
636 Yeah, or if it doesn't make it clear the unit handbook because that's what we have it  
637 for. It was not mentioned anywhere there. And then on the feedback, like if someone  
638 actually, if you guys didn't email. I'm pretty sure none of us would have known and  
639 we would have wrote a 2000 word report with the 500 as an executive summary  
640 because that's what you've taught us in year one.  
641  
642 Student 38:47  
643 You know, I think for feedback, the teachers are not on the same page. Because I  
644 don't know is checking it, but I know like if, me and my friend, we are doing the same  
645 structure, but my feedback will be different, and hers will be different. Like all the  
646 teachers are not on the same page.  
647



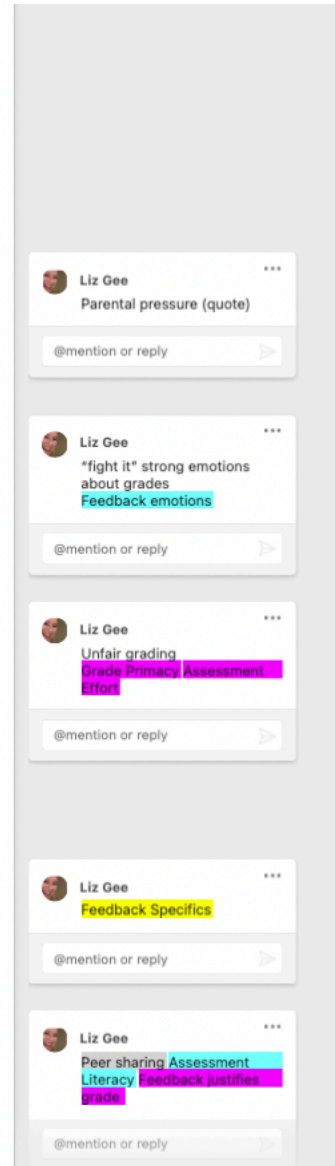
648 Student 39:06  
 649 Yeah yeah and that's like a big that's like, I think we touched on, like, there needs to  
 650 be some sort of like common ground. Yeah, so that every time. All of us get the  
 651 same feedback, even if it's like within certain areas that they have to touch on or  
 652 whatever, but then also through the course of our three years, then we can also  
 653 compare that exact feedback. And it could change a little but yeah like whatever. But  
 654 like yeah, there needs to be consistency, there needs to be communication  
 655 throughout the whole department. I feel like it's just been lacking, otherwise it's just  
 656 confusing and annoying, frankly.  
 657  
 658 **Facilitator 39:52**  
 659 **I'm gonna stop you there, and we can move on to the last set of questions,**  
 660 **which I'm going to take in sections. So how does feedback make you feel, and**  
 661 **do you discuss it with anyone?**  
 662  
 663 Student 40:07  
 664 Like I do discuss my feedback with my friends.  
 665  
 666 40:10  
 667 I definitely discuss my feedback with my friends as well, especially people who aren't  
 668 in the same course as me, because I need to know like what they did differently,  
 669 what grade they got and why I got this grade or why. Or let's just say even if I've got  
 670 a good grade like even if I want to discuss the good grade and I'm just like, okay,  
 671 like, I've got this grade but how can I do better. And if they've got a better grade than  
 672 me then I'll understand because they will tell me what they did differently. So, then I  
 673 know that if I do this then I'm going to get a higher grade than I already have.  
 674  
 675 Student 40:47  
 676 So, you just learn from what they did.  
 677  
 678 Student 40:51  
 679 I definitely discuss it.  
 680  
 681 Student 40:50  
 682 Like for me, I usually discuss my grades with academic support, because, because I,  
 683 I'm from them I can get a more professional explanation for  
 684  
 685 Student 40:58  
 686 Of like what the feedback really means  
 687  
 688 Student 41:00  
 689 Yeah!  
 690  
 691 Student 41:01  
 692 Even if they haven't been, do they help, even if they haven't been on the course or  
 693 no?  
 694  
 695 Student 41:05  
 696 Yeah.  
 697

The screenshot shows a vertical list of four chat messages from a user named 'Liz Gee'. Each message is followed by a list of text analysis tags. The messages and their tags are:

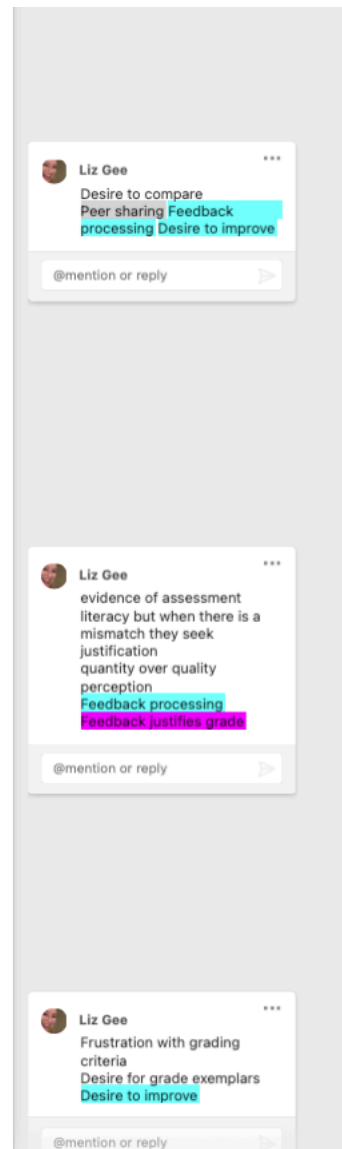
- Message 1: "Confusion", "Poor communication", "Parity of feedback", "Tutor Inconsistency", "Feedback format", "Parity of Experience".
- Message 2: "Discuss feedback with friends".
- Message 3: "Discuss feedback with friends", "Seek to improve", "Peer sharing", "Desire to improve".
- Message 4: "Academic Support", "role in translating feedback into action", "Acting on Feedback", "Feedback Dialogue".

Each message card includes a profile picture, the name 'Liz Gee', a three-dot menu icon, the message text, the tags, and a reply prompt '@mention or reply' with a right-pointing arrow.

698 Student 41:08  
 699 So, do you just like email them?  
 700  
 701 Student 41:09  
 702 No I visit them.  
 703  
 704 Student 41:10  
 705 Oh, you visit them.  
 706  
 707 Student 41:11  
 708 Yeah|  
 709  
 710 Student 41:13  
 711 I think I probably tell, most, some of my friends. Whoever I'm actually in conversation  
 712 with at the time, nobody's around when you open it. I think I usually tell my parents  
 713 just because...if it's a good grade, if it's not a good grade it may pass by and hope  
 714 they forget about it. But yeah.|  
 715  
 716 **Facilitator 41:39**  
 717 **But you have discussions with your tutor?**  
 718  
 719 Student 41:45  
 720 I have done yeah, if there's like clarification that I need. I haven't ever really  
 721 disagreed, to disagree or never found a reason enough to go fight it. And I don't  
 722 know really how you go about fighting it, or if you even can fight it. I think the only  
 723 time I can actually remember getting, going and speaking about feedback was when  
 724 I literally had the wrong feedback. Other than that, I don't think I've ever felt the need  
 725 to go to do that. But I do no people that have, for sure.|  
 726  
 727 Student 42:22  
 728 Yeah, I mean, I have, because, I mean, if I've got a really bad grade and if I think it's  
 729 like unfair. I would like email the professor's and be like can I come in and meet like  
 730 the exam that we did, because I wrote a lot over like 15 pages, and I got a C plus or  
 731 whatever and I was just like so thrown off because I actually put in so much effort  
 732 yeah and like my friend, study, so I basically made the notes and we study from the  
 733 same notes and she got an A plus, and I got a C plus, so I was just like, why is there  
 734 such a big difference because it's the same case studies, the same like notes like  
 735 everything. So obviously, there has to be like some really big difference so that's why  
 736 I wanted to go in and like ask her like, what did I go, like where did I go wrong. |  
 737  
 738 **Facilitator 43:05**  
 739 **Was it helpful?**  
 740  
 741 Student 43:06  
 742 Yeah, that was helpful because she actually like took out my paper, pinpointed it and  
 743 like told me |  
 744  
 745 Student 43:11|  
 746 See and now this is where like, sorry to butt in, but this is where like if you were to  
 747 get the exam stuff back. If you compare like say reports if you're saying you already

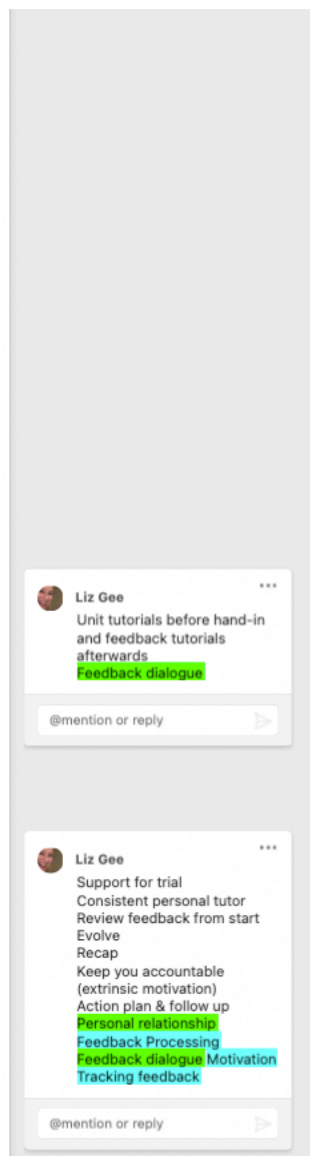


748 compare with your friends, anyway. If they get a higher grade than you know what  
 749 they've done differently you in theory read each other's reports and compare. If you  
 750 in theory got the exam, you'd be able to do the same thing. |  
 751  
 752 **Student 43:37**  
 753 Yeah, I mean I didn't get to like because obviously she got an A plus she didn't have  
 754 a reason to come in and actually retake the paper. So I never got to read whole  
 755 paper and be like, Okay, this is what she wrote this is where I went wrong. So let's  
 756 say all of us got our papers back, we could literally actually compare it.  
 757  
 758 **Student 43:48**  
 759 In theory, do the work that the tutors are supposed to be doing for us, ourselves.  
 760 Yeah, in theory, right, like if we all had each other's paper like if everybody just sat  
 761 around with even like five friends, whatever. And you went through, like the  
 762 responses to the questions you'd be able to be like okay that's why he got an A  
 763 because he did this and this, I didn't do.  
 764  
 765 **Student 44:16**  
 766 But, it's just like so bizarre because you guys use the same notes, the same case  
 767 studies and it's like, it's not like A an A minus is literally like A and C. |  
 768  
 769 **Facilitator 44:18**  
 770 **Did it make sense once she went through it?**  
 771  
 772 **Student 44:19**  
 773 I mean, like kind of because my second answer no my first answer was the strong  
 774 one and my second one, like, because I spend so much time on my first one it was  
 775 more to do with time organisation which okay fine I get but it wasn't, I, in my opinion,  
 776 I didn't think it was so incomplete for, for me to get a C like I thought it was like B  
 777 worthy at least, but obviously like I didn't know what to do or say. So, I just like let it  
 778 go but like yeah she did like, show me things but even like on in her notes on the  
 779 paper and there wasn't like so many negative comments or anything like that it was  
 780 literally just like, a tick a tick or like one to like underlining this or that, but like it  
 781 wasn't like the notes were so constructive or like detailed overall, for me to actually  
 782 understand like this is probably where I went wrong. I mean obviously it was helpful  
 783 to just hear it from her, like a few notes that she thought. But even then, like, she  
 784 was like, oh, in the second case study you didn't give recommendations and I'm like  
 785 okay I gave one recommendation I didn't give like 5. But does that mean that I go  
 786 from like an A to a C. Yeah, because it was just crazy because like one answer, I  
 787 think they were doing like 50:50. So, one answer was I think like a B plus, and one  
 788 answer she gave like a D. So then my final grade was a C, so I'm like, if you've given  
 789 answer D, like that is not like it's not possible I wrote five pages for that answer, like  
 790 she was like it wasn't detailed enough like you need to write more. I wrote 15 pages,  
 791 like I know wrote too many for the first one which was like nine, but obviously I can't  
 792 write nine pages for both. |  
 793  
 794 **Student 46:07**  
 795 Yeah. And usually it's just quality over quantity right. That's what they tell us, right?  
 796 It's not like to write more like I could be writing like 4 pages less than you, but maybe  
 797 just like it's just more simplified, so just like make that clearer you know.





798  
 799 Student 46:14  
 800 And then I wrote nine pages, and the first one, and she read it and she did have one  
 801 bad thing to say about it but I still got a B, and I'm like why, like, you know,  
 802  
 803 Student 46:33  
 804 There's obviously like what makes an A, what makes a B what makes a C and da da  
 805 da da da. But they don't tell us, which is fun.  
 806  
 807 Student 46:37  
 808 even when I think with the criteria, like, it's like knowledge.  
 809  
 810 Student 46:42  
 811 What the hell does that mean?  
 812  
 813 Student 46:51  
 814 Yeah, what does that mean like how the do I know if this much knowledge is okay or  
 815 not okay and then in the comments they're like your knowledge is not that thorough.  
 816 And I'm like, how am I supposed to know??? |  
 817  
 818 Facilitator 47:02  
 819 **Do you think it would be helpful if you got a chance to talk to your personal**  
 820 **tutor, with that help you kind of disseminate the, the feedback? Do you think it**  
 821 **would be helpful to draw up an action plan?**  
 822  
 823 Student 47:13|  
 824 100 percent, like especially if we could have like one contact point before the  
 825 submission. So at least that kind of gets us back on track like if we're like not on  
 826 track, like having one contact point before we actually submit could actually make a  
 827 huge difference to the way our work turns out. And then as well at the end like if we  
 828 actually have like time to sit down and like you said come up with an action plan like  
 829 where they can actually pinpoint like you know this is where you went wrong with this  
 830 is what you can improve on like even if it's just 10 minutes he could just give you like  
 831 some broad generalisations of like, this is what you can do moving forward you know  
 832 like when you hear it from them. It's so much different, like when they just write it in a  
 833 sentence on your assessment feedback online. |  
 834  
 835 Student 47:56  
 836 I think the notion of like personal tutors, probably, they actually like probably the best  
 837 thing so I know we had them in those way, but implementing like a personal tutor,  
 838 everybody's getting their own whatever, hopefully to stay quite consistent throughout  
 839 the three years if you start by going through your feedback, especially from first  
 840 submission of first year, and kind of evolve through there and then even recap  
 841 beginning of second to then help you move forward to be able to is probably really  
 842 helpful. They might not be exactly somebody who knows the assessment, but they  
 843 should be somebody, hopefully who can understand the feedback in enough detail to  
 844 then be able to push you forward so if that continuous loop stays till third year. In  
 845 theory you should be progressing forward and forward and forward, and I mean I  
 846 always think it helps if somebody else is there to keep you accountable. So if they  
 847 were to help you set up an action plan and then each semester or whatever you met



848 with them and you kind of touch base and you had to show them not like not have to  
 849 show them but you have the option to show them your feedback and go through it  
 850 again then they'd be able to be like, well, we talked about that, you didn't do it, so  
 851 sorry. |

852  
 853 Student 49:09  
 854 I think it would be helpful, even if there were like, two course leaders instead of one  
 855 maybe because there are so many students so they could, you could all allocate like  
 856 half of them to one, half of them to the other. And then there'd be more one on one  
 857 time. Even so, like, even when like we have seminars and the seminar teachers are  
 858 different. They should all be on the same page when it comes to feedback and what  
 859 they want what they do not want because like there have been so many times I'm  
 860 just like, Okay, do we have to do this we have to do that to like my seminar teacher  
 861 and she's like he's like, okay I have to go back to you because I have to talk to the  
 862 course leader, but he doesn't actually ever get back to you unless you remember  
 863 and like you ask them again later. And I just think that's like a big like error in like the  
 864 system because that's why the whole miscommunication happens |

865  
 866 Student 49:54  
 867 There is so much miscommunication.

868  
 869 Student 49:58  
 870 And just like for us took like us costing our grades for like, just simple  
 871 miscommunication is just, it's just stupid, I feel.

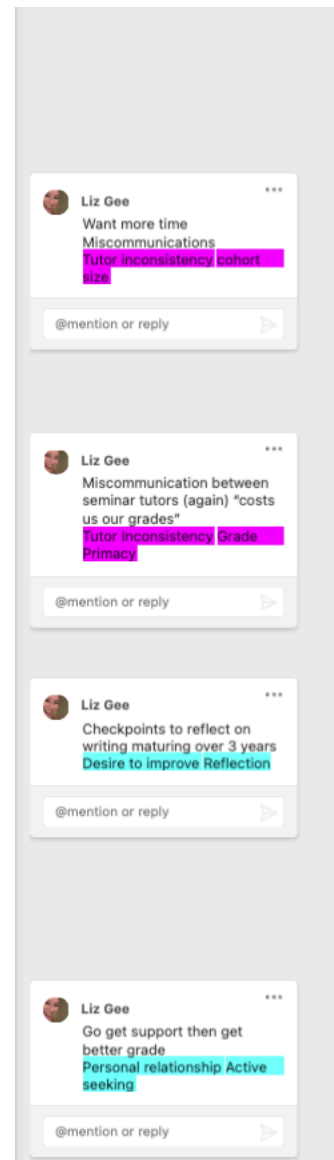
872  
 873 Student 50:05  
 874 I feel like if you're on one seminar and I'm in the other I get different information from  
 875 mine, and you get different information from yours and you're just like, wait, what do I  
 876 do?]

877  
 878 Student 50:24  
 879 And obviously like moving through the years, your quality of work has to improve like  
 880 it gets more in depth like what we wrote in first year to what we're writing now it's a  
 881 completely different so like having those checkpoints like even if it's like after each  
 882 semester after each year just to reflect on like, Okay, this is how I've been writing but  
 883 like moving forward, it has to go more because we're getting older, we're getting  
 884 more in depth into the course like nowadays give you like an awakening or like be  
 885 like more aware of like how you need to actually improve because some students  
 886 who don't really like, pay attention to what they're doing, they could just be writing  
 887 the same way they are in first year. And now, and then they wouldn't even know, |

888  
 889 Student 51:07  
 890 Yeah, I definitely think so, yeah,

891  
 892 Student 51:09  
 893 I think the more support, you get, the better grades you'd get, like, if I think about the  
 894 different units and the amount of support I've got, either willingly or like by tracking it  
 895 down or having a really good relationship with a tutor who was willing to help. If I  
 896 think about the differences in grades, it's like ridiculous.

897



898 Student 51:31  
 899 Yeah, like they say they're there but you don't really feel like they're accessible to  
 900 you. And then that just makes you feel like now I'm hearing things from them, like  
 901 from different students have different teachers, and you don't know what to do with it  
 902 when you want like yours like exactly like you said they don't have this, they're not on  
 903 the same common ground, and they don't, they're all feeding you different  
 904 information and something as small as 500 words, executive summary costing you  
 905 an A to a B, you know, it's like how is that on you. |  
 906  
 907 Student 52:00  
 908 And I think, like, yeah, having somebody there to keep you accountable for these this  
 909 an action plan would be quite beneficial because that be, like, year after year, you'd  
 910 be able to see yourself progress like you were saying. I think you're obviously going  
 911 to have those students who do not care, anyway and wouldn't even bother. But I  
 912 think that more like one on one time with your personal tutor whatever to do that,  
 913 would only be more beneficial.  
 914 As long as you are getting like the actual time and not just like you said like in an  
 915 open office hours. Yeah, having like two minutes before somebody else was  
 916 knocking on the door ready to come in. I think there's a lot of students, and not  
 917 necessarily a lot of staff who are there to support the students academically. |  
 918  
 919 **Facilitator 53:00**  
 920 **Okay. And one final question. Do you have any ideas on how the university**  
 921 **could make the personal tutorials more useful for you.**  
 922  
 923 Student 53:13  
 924 I would say, have them more often, because I feel like we don't have enough, like  
 925 tutorials because, I mean, even if it's just like let's say once in three months and let's  
 926 say, or there's some sort of family emergency or you're not in the country or anything  
 927 you know it could be anything and if you're just not available then you're just like  
 928 okay I missed that one. Once in three months and now the next time I'm gonna have  
 929 it in three months which is just not, not, I feel it's just it doesn't help at all. Yeah,  
 930 because like even if even like having all the students come in one day they should  
 931 definitely have like divided up, like, between a couple of days and like have enough  
 932 time for each person because if they don't do that then it's not really gonna be helpful  
 933 at all yeah first place just like meeting them and then seeing their face and then say  
 934 okay like this is what you have to do this what you don't do but like actually going  
 935 and showing someone your work or like even where you got to, like, even being able  
 936 to ask questions in like a timely manner just makes all the difference in the world,  
 937 and maybe even like start having personal tutorials for people in first year because,  
 938 yeah, that's when you're the most lost. |  
 939  
 940 Student 54:24  
 941 So like if I, if I reflect back so I did a placement. In my first year, we had family tutors,  
 942 so we have somebody; mine was somebody who is no longer within the university  
 943 and left after that year. In second year we didn't have them, but I basically found my  
 944 own personal tutor and then out in industry and then came back and now we've  
 945 been, it's been reintroduced, which I think is great. However, I did not go to my last  
 946 one because personally went to the first one, and I've already made such a  
 947 relationship with other tutors, that I didn't feel like the personal relationship was going

The screenshot shows a vertical list of five chat messages from a user named 'Liz Gee'. Each message is contained within a white bubble with a grey header and footer. The messages are as follows:

- Message 1:** Tutor inconsistency Tutor Accessibility
- Message 2:** Keep you accountable. These students appreciate they are different and some students wouldn't access a personal tutor resource. Motivation Personal responsibility Personal relationship Cohort size
- Message 3:** Personal tutorials more often; more dedicated time Personal Relationship
- Message 4:** Quotes Feedback Timing Feedback Dialogue
- Message 5:** Personal tutor schemes Personal relationship

Each message bubble includes a profile picture of Liz Gee, a three-dot menu icon, and a footer with '@mention or reply' and a right-pointing arrow. Small speech bubble icons are visible to the left of each message bubble.

948 to be able to develop quickly enough for me to actually benefit from that family, or  
 949 that personal tutor. So I think, I think I said this or that, like, introducing it really really  
 950 early on is so helpful because yeah, it helps with the host of emotions and stuff that  
 951 comes with first year. And then if it's hopefully from you're just the same person  
 952 throughout the three years in university, like that's just somebody who's supporting  
 953 you. throughout the whole thing in academia also in personal things and  
 954 professionally as well if you want to try to move or try to get a job whatever  
 955 throughout those three years, I think, I think it's so important to be able to have  
 956 somebody that you start to develop a connection with. I would also probably suggest,  
 957 however, if a student so if I don't know how many teachers, join the personal or the  
 958 personal tutors, but say you had already built a better relationship with on the there  
 959 could be a way to switch, like if by it already started building out for relationship with  
 960 tutor x but I had tutor Y, could I be able to switch my personal tutor. So then I'm  
 961 gonna say to you X would be my tutor for 3 years because I've already started to  
 962 build, build more action that would only benefit both of us I think because I'd actually  
 963 show up. |

964 |  
 965 **Facilitator 56:43**  
 966 **Did it feel beneficial to you when you had it in your first year?**

967 Student 56:45  
 968 Oh my god yeah so we had like big family ones so I think there's like 15 people who  
 969 came or something that could just help you contact points so I had to go and then  
 970 that I started getting a really good relationship with that tutor through I think she was  
 971 teaching us, and then that and I was like oh my god like hey, like, this is helpful.  
 972 Yeah, and I've learned a bit more about you as a person, you've learned a bit more  
 973 about me as a person we see each other whenever, and it definitely started our  
 974 building a relationship and I felt like I think, Oh my god we're friends like connection.  
 975 And then the second year, didn't have it. And I was actually lost because that was  
 976 somebody I would go to for questions or to help guide me in certain areas of work or  
 977 even just somebody who would like smile at me and be so proud of you like keep  
 978 going. And I was like, lost without it almost, so then I had to find someone to get that  
 979 from. And luckily, I did. And like, even this year generally, I don't really necessarily  
 980 feel a connection with my personal tutor that I got however, I feel enough of  
 981 connection with another tutor, that I feel like I have that support. In a way, even if it's  
 982 not academically just like, emotionally, having somebody smile at you and be like,  
 983 know your name like that and it goes quite a long way. |

984 |  
 985 Student 57:49  
 986 So, I would like to add one more points to make the personal tutorial more helpful I  
 987 think tutor could show students good examples.

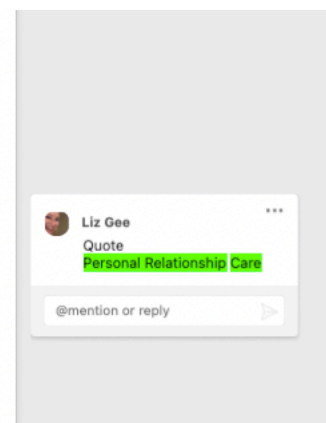
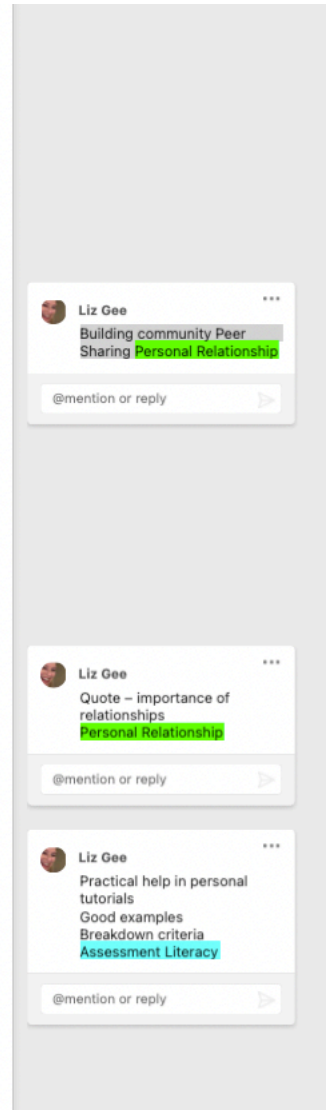
988 Student 58:04  
 989 And breakdown, like, if they're confused about like, yeah, or even like the guidelines  
 990 or the criteria for an assessment

991 Student 58:06  
 992 Because in first year it was just that's what your unit handbook that's the criteria  
 993 make the report. Good luck. That was just it.

998 Student 58:24  
 999 I think I got a C or maybe a D in that thing. It's a good thing that first year doesn't  
 1000 count. |

1001 Student 58:29  
 1002 Just more I think overall more involvement and more communication between them  
 1003 and us. More detail and just a bit more love. And that's that I think

1004 |  
 1005 **Facilitator 58:46**  
 1006 **Excellent. Anything else you'd like to add? No? Great, thanks so much.**  
 1007 **END**  
 1008





## Appendix XX Coding Overlap Analysis

| Codes                     | H1.1 High quality feedback as a value driver in Higher Education | H2.1 The impact of Course Size on feedback processes | H3.1 Students as consumers of feedback | Code appears in theme |
|---------------------------|--|--|--|-----------------------|
| What is Feedback          | 1  |  |  | 1                     |
| Feedback Sources          | 1, 5   |  | 1, 5                                   | 1, 5                  |
| Feedback Dialogue         | 1, 6   | 1, 6   |  | 1, 5, 6               |
| High Quality Feedback     | 1  |  |  | 1                     |
| Feedback specifics        | 1, 5   |  | 1, 5                                   | 1, 5                  |
| Dissatisfied              | 1  |  |  | 1                     |
| Grade Primacy             | 1  | 1  |  | 1, 2, 4               |
| Feedback justifies grade  | 1  |  |  | 1                     |
| Feedback as a transaction | 1  |  |  | 1                     |
| Convenience               | 1  |  |  | 1                     |
| Cohort Size               | 1, 2   | 1  |  | 1, 2                  |
| Fairness                  | 1, 2   |  |  | 1, 2                  |
| Lecturer's job            | 1, 2   |  |  | 1, 2                  |
| Assessment Effort         |  | 1, 2   |  | 1, 2                  |
| Formative Feedback        |  | 1, 6   |  | 1, 2, 6               |
| Unknown tutor             |  | 1, 6   |  | 1, 2, 6               |
| Personal relationship     |  | 1, 6   |  | 1, 6                  |
| Contact time              |  |  | 1                                      | 1, 2                  |
| Consumer Attitude         |  |  | 1                                      | 1, 2                  |
| Parity of experience      |  |  | 1                                      | 1, 2                  |
| Feedback Format           |  |  | 1, 5                                   | 1, 5                  |
| Feedback volume           |  |  | 1                                      | 1                     |
| Feedback timing           |  |  | 1, 5                                   | 1, 5                  |
| Balance                   |  |  | 1, 5                                   | 1, 5                  |
| Discrete units            |  |  | 1, 5                                   | 1, 5                  |

*Coding and theme overlaps with ST1: Cohort size impacts feedback processes*

| Codes                 | H1.3 Consistency in feedback is key | I2.1 Actionable feedback is consistent and relational | H3.2 Parity of experience is a concern | I3.2 Consistency as a barrier to feedback uptake | Code appears in theme |
|-----------------------|-------------------------------------|---|--|--|-----------------------|
| Amount of feedback    | 2, 1                                |   |  |  | 2, 1                  |
| Unit Structure        | 2                                   |   |  |  | 2                     |
| Manage expectations   | 2, 1                                |   |  |  | 2, 1                  |
| Conflicting advice    | 2                                   |   |  |  | 2                     |
| Consistency           |                                     | 2   | 2, 5                                   |  | 2, 5                  |
| Subject specialists   |                                     | 2   |  |  | 2                     |
| Personal Tutor        |                                     | 2, 6  |  |  | 2, 6                  |
| Personal relationship |                                     | 2, 6  |  |  | 2, 6                  |
| Unknown Tutor         |                                     | 2, 6  |  |  | 2, 6, 1               |
| Anonymous Marking     |                                     | 2   |  |  | 2, 6                  |
| Trust                 |                                     | 2, 1  |  |  | 2, 1                  |
| Bias                  |                                     | 2   |  |  | 2                     |
| Contact time          |                                     |   | 2                                      |  | 2, 1                  |
| Cohort size           |                                     |   | 2, 1                                   | 2  | 2, 1                  |
| Grade Primacy         |                                     |   | 2, 4                                   | 2  | 2, 1, 4               |
| Grade Justification   |                                     |   | 2                                      |  | 2, 4                  |
| Consumer Attitude     |                                     |   | 2, 1                                   | 2  | 2, 1                  |
| Parity of experience  |                                     |   | 2                                      | 2  | 2, 1                  |
| Formative Feedback    |                                     |   | 2                                      |  | 2, 1, 6               |
| Tutor inconsistency   |                                     |   | 2                                      | 2  | 2                     |
| Tutor accessibility   |                                     |   |  | 2  | 2                     |
| Assessment effort     |                                     |   |  | 2  | 2, 1                  |
| Marking practices     |                                     |   |  | 2  | 2                     |

*Coding and theme overlaps with ST2: Inconsistency Inhibits Feedback*

| Codes                       | H1.2 Students need both motivation and agency to act on feedback | H2.3 Motivation to use feedback to improve | I2.5 Contextual differences impact feedback agency | I3.3 Processing feedback to move learning forwards |         |
|-----------------------------|--|--|--|--|---------|
| Personal Responsibility     | 3  | 3  | 3, 5   | 3, 5   | 3, 5    |
| Desire to improve           | 3  | 3  |  | 3  | 3, 4    |
| Acting on Feedback          | 3  |  |  | 3  | 3, 5    |
| Feedback as Motivation      | 3  |  |  | 3  | 3       |
| Student Engagement          | 3  |  |  |  | 3, 6    |
| Self-Assessment             | 3  |  |  |  | 3       |
| Shared Responsibility       | 3, 1   |  |  |  | 3, 1    |
| Feedback emotions           |  | 3, 4                                       |  | 3  | 3, 4    |
| Feedback literacy           |  | 3, 5                                       |  | 3  | 3, 4, 5 |
| Intended communication      |  |  | 3  |  | 3       |
| Language                    |  |  | 3  |  | 3       |
| Tutor Workload              |  |  | 3, 1   |  | 3, 1    |
| Making a Fuss               |  |  | 3, 1   |  | 3, 1    |
| Wider University Experience |  |  | 3  |  | 3       |
| Feed forwards               |  |  |  | 3, 5   | 3, 5    |
| Choice                      |  |  |  | 3  | 3       |
| What went well              |  |  |  | 3, 5   | 3, 5    |
| Active seeking              |  |  |  | 3, 5   | 3, 5    |
| Feedback processing         |  |  |  | 3  | 3, 4, 5 |
| Reflection                  |  |  |  | 3  | 3       |
| Feedback as guidance        |  |  |  | 3, 5   | 3, 5    |
| Tracking feedback           |  |  |  | 3  | 3       |

**Coding and theme overlaps with ST3: Motivation is needed to action feedback**

| Codes                 | I2.3 Feedback processing is emotional work | H3.3 Receiving feedback is emotional work that impacts motivation | Code appears in theme |
|-----------------------|--|---|-----------------------|
| Feedback Emotions     | 4  | 4, 3  | 4, 3                  |
| Grade Justification   | 4, 1                                       |   | 4, 1, 2               |
| Grade Primacy         | 4, 1                                       |   | 4, 1, 2               |
| Transferable Feedback |  | 4, 5  | 4, 5                  |
| Tracking progress     |  | 4, 3  | 4, 5, 3               |
| Feedback Processing   |  | 4, 5  | 4, 5, 3               |
| Feedback literacy     |  | 4, 5  | 4, 5, 3               |
| Desire to improve     |  | 4, 3  | 4, 3                  |
| Motivation            |  | 4, 3  | 4, 3                  |

**Coding and theme overlaps with ST4: Emotions are important in feedback**

| Codes               | H2.2 Specific feedback is actionable | I2.2 Actionable feedback is timely and specific | I2.4 Active feedback processing as a route to achievement | I3.1 Receiving or seeking feedback? | Code appears in theme |
|---------------------|--------------------------------------|---|---|-------------------------------------|-----------------------|
| Feedback sources    | 5, 1                                 | 5, 6  |   | 5                                   | 5, 6, 1               |
| Feedback specifics  | 5                                    | 5   |   |                                     | 5, 1                  |
| Feedback timing     | 5, 1                                 |   |   | 5                                   | 5, 1                  |
| Discrete units      | 5                                    |   |   | 5, 2                                | 5, 2, 1               |
| Balance             |                                      | 5   |   | 5                                   | 5, 1                  |
| Feedback dialogue   |                                      | 5, 6  |   |                                     | 5, 6, 1               |
| Timely              |                                      | 5   |   |                                     | 5                     |
| Signposting         |                                      |   | 5   |                                     | 5                     |
| Desire to improve   |                                      |   | 5, 3  |                                     | 5, 4, 3               |
| Track Progress      |                                      |   | 5   |                                     | 5, 4                  |
| Assignment Planning |                                      |   | 5   |                                     | 5                     |
| Feedback Processing |                                      |   | 5   |                                     | 5, 4, 3               |
| Acting on Feedback  |                                      |   | 5, 3  |                                     | 5, 3                  |
| Feedback Literacy   |                                      |   | 5, 3  |                                     | 5, 4, 3               |
| Feedback format     |                                      |   |   | 5                                   | 5, 1                  |
| Critical awareness  |                                      |   |   | 5                                   | 5                     |

*Coding and theme overlaps with ST5: Agency supports feedback use*

| Codes                  | H1.4 Feedback is about relationships | H3.4 Feedback as a relational dialogue is motivating | I3.4 Feedback dialogue builds relationships which underpins academic success | H3.5 Learning as a social experience is motivating |            |
|------------------------|--------------------------------------|--|--|--|------------|
| Personal Relationship  | 6                                    |  | 6  |  | 6, 1, 2    |
| Unknown Tutor          | 6, 1                                 |  |  |  | 6, 1, 2    |
| Tutor Relationship     |                                      | 6, 3   |  |  | 6, 3       |
| Anonymous Marking      |                                      | 6, 5   |  |  | 6, 5, 2    |
| Feedback dialogue      |                                      | 6, 3   | 6  |  | 6, 3, 1, 5 |
| Peer Feedback          |                                      | 6, 3   |  |  | 6, 3       |
| Comparison             |                                      | 6, 3   |  |  | 6, 3       |
| Care                   |                                      | 6, 3   | 6  |  | 6, 3       |
| Share with peers       |                                      | 6, 3   | 6  |  | 6, 3       |
| Valuing Uni Experience |                                      |  |  | 6, 2   | 6, 2       |
| Known personally       |                                      |  |  | 6, 2   | 6, 2       |
| Problem solving        |                                      |  |  | 6  | 6          |
| Career guidance        |                                      |  |  | 6  | 6          |
| Choice                 |                                      |  |  | 6, 2   | 6, 2, 3    |
| Student engagement     |                                      |  |  | 6, 2   | 6, 2, 3    |
| Formative Feedback     |                                      |  | 6  |  | 6, 1, 2    |
| Building Community     |                                      |  | 6  |  | 6          |

*Coding and theme overlaps with ST6: Relationships underpin academic success*

# Appendix XXI

## Tutor Focus Group II Coded Transcript

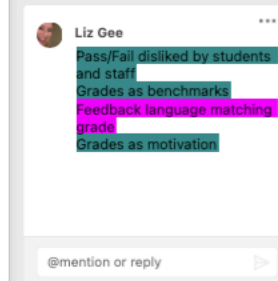
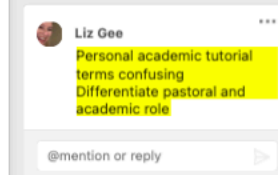
1 APPENDIX Tutor|Online Focus Group Transcript 9/7/21

2 LG OK, thank you for spending this time with me today. I hope you've had a chance  
3 to read the summary of my research so far in terms of the work I've been doing  
4 around tutorials and feedback as a whole. Like any research project does, it has  
5 moved over time away from where I started focussing on personal tutorials to more  
6 about feedback. I hope you found it interesting to read the themes that are coming  
7 out of it. Thinking about the six themes that are emerging which are cohort size,  
8 consistency, motivation, the emotional part of feedback, the agency and the  
9 relationship elements. I think this all plays into our tutorials which may now be even  
10 more important. So on reading this is there anything surprising? Is there anything  
11 that you might think you don't agree with? Over to you.

12 T1: So nothing from the summary of your findings surprised me. I think they all make  
13 sense to me. It's just, I was trying to make the connection of this to personal tutorials  
14 so what you said just now kind of explains it. You know. I can see that you're trying  
15 to make the connection by calling them the personal academic tutor scheme, but  
16 that's something relatively new to me because I thought we previously wanted to  
17 differentiate personal tutorials versus kind of academic tutorial, but I'm waiting to  
18 hear more on that. |

19 LG: That's really interesting because we've tried to force personal tutorials to play  
20 this academic role, which is why this is quite interesting because it's not necessarily  
21 the right thing to do, but it could solve some of the problems?

22 T2: There were two things that I thought about while reading. First of all, I know I  
23 saw something about pass/fail and about the value of that. In my experience with my  
24 students. Pass or fail is bad; our students hate it, I hate it, my lecturers hate it. If the  
25 entire course was pass or fail then fine, but because they get grades from year two  
26 onwards, then pass/fail is very bad. This year, I teach two units to year one now and  
27 not one student out of 34 mentioned that they wouldn't be interested to know what  
28 grade they would have, because for example, for exams in the assessment feedback  
29 I give them pass or fail, but I tell them this would have been a B plus. OK, and they  
30 want to know that because they want to know where they're at because from D – A,  
31 it's very different and they and they want to know and I think when I'm giving  
32 feedback, and this is something that even external examiners have challenged us to  
33 do. This is to create some common language or feedback depending on the grade.  
34 So if I'm giving feedback for a report, not an exam of course, if I give the student  
35 an A, then I can use excellent. We actually have a list of vocabulary per grade of  
36 words that we need to take care to avoid when they have a certain grade, because  
37 we had students with a C, with an excellent methods section, but that's not enough  
38 to get more, but we would say the methods were excellent and they'll be like 'Oh  
39 well, you said excellent?' And it's like, you know, it's just the methods. Everything  
40 else is not that good, but so we have had meetings where we realized the method  
41 sections might be excellent, but we should not use the word excellent if the final  
42 grade is not an A. So they associate certain language in feedback with grades. And I  
43 think if I mean we've, we've been trying in cosmetic science to make that consistent,  
44 and I think it's been working more or less well. At least we haven't really had any  
45 students complaining recently about the feedback not matching the grades, which I  
46 think is good, so the students do want to know where they're at. I think what they



47 don't want is for other students to know their grades, and that's fine, but they want to  
48 know for themselves. Very few of them are sometimes scared. This student that  
49 didn't want to know what grade they had. Well, she said, 'oh, because this year  
50 because it was pass or fail I decided just to pass. So I don't want to know if I have  
51 a D because that is actually not very good.' So I'm like well like so you're telling me  
52 you actually made a decision not to do much, and now you don't want to know! But  
53 anyway, so that's my view on pass or fail and the value of the grades. |

54 **LG:** So what about using it in the transition unit? What do you think of one unit as  
55 they are coming in and understanding what higher education is all about? The "intro  
56 to" unit being pass or fail?

57 **T2:** Honestly, that's a no. You know my opinion about that it would be OK if, for  
58 example, the assessment method was a presentation or a piece. But our students  
59 unfortunately write an essay. So in that case, because then the rest of the course  
60 they will be expected to write many, well, not essays, but reports. Then it doesn't  
61 really make sense if it's an essay. Very happy to change the assessment method,  
62 because if it's not an essay, it's less marking work. The other thing that I wanted to  
63 say, more general on personal tutorials, but not the pastoral aspect, so the feedback,  
64 understanding, feedback type thing, which I actually think is important and you know,  
65 let's remember I have around 30 students per cohort, so that is OK. But I think  
66 delivering that to everyone is better, in a small group. |

67 **LG:** So not doing it individually?

68 **T2:** No, no do it with everyone together. That will avoid me forgetting some things  
69 sometimes. More students means that the probability of having students that actually  
70 share what they've done and who actually use that session to get more out of me, at  
71 least they do it in front of others, and that's useful for others. It becomes more of a  
72 teaching learning environment because everyone's there, so they get more into that  
73 mode of ok, I'm here to learn something. When they're individual you never get to  
74 everyone. Some of them don't come. And when you start chasing them, they may  
75 appreciate it, but they may also be worried that they might be problems. So I'd rather  
76 get everyone in the same room. |

77 **LG:** So you would rather give feedback to the whole group at the end of the unit?

78 **T2:** Yeah, we give the assessment briefing to the whole group so why not the  
79 feedback? Not individual feedback of course, but general. I can bring Turnitin up and  
80 look at my comments 'this is an A, this is a B, this is what some people did wrong.'  
81 'This is how you do it well' and I can use examples. Of course, without names. |

82 **LG:** So those sort of feedback sessions did happen sometimes occasionally in some  
83 course so that's useful.

84 **T2:** We used to use two timetabled sessions but they were extremely poor in  
85 attendance, especially after Block 2.

86 **LG:** Yes, you have to get them before that.

Liz Gee  
Assessment type & marking load  
Cohort size different needs  
@mention or reply

Liz Gee  
Efficient large group assessment debrief/ general feedback  
Peer Sharing  
Extract value from tutorials  
Not all attend personal tutorials  
Chasing can be appreciated or alarming  
@mention or reply

Liz Gee  
Efficient large group assessment debrief/ general feedback  
Use of grade examples  
@mention or reply

Liz Gee  
Timing of general feedback sessions to maximise attendance  
@mention or reply

87 **T2:** I think maybe there's a there's a good time for it, not sure when. But I think they  
 88 are very useful. I mean when I've done it, I, I think it was wonderful. Yeah, students  
 89 getting like, 'Oh I get what you mean.'

90 **LG:** OK, that's interesting. **T3** do you want to come in?

91 **T3:** Yes, so I was taking some notes on what you were saying because, let me try to  
 92 organize ideas and start with this assessment. So, let's talk about the consistency in  
 93 assessments. Students want consistency and this also means wording the  
 94 assessment. My question is, why don't we use rubrics?

95 **LG:** Good question. There's no reason why we can't use rubrics.

96 **T2:** What's a rubric? |

97 **T3:** Basically a table identifying the key items that we are assessing and explaining  
 98 by grade, the minimal threshold that the student needs to achieve and this common  
 99 language provides consistency to feedback and allows the marker to focus only on  
 100 improvements. Because everything else is identified, and for example the issue you  
 101 mentioned T2 about the use of "excellent" in some circumstances is automatically  
 102 eliminated, because the student can really observe. 'I was doing really well in this  
 103 section, but I'm failing here but this is how I can improve'. So it's going to alleviate  
 104 the marker to always walk on eggshells with selecting the words. It allows him to  
 105 focus on improvements and gives a clear direction to students on how to improve.  
 106 So basically helps students understand feedback. The brief, that's another thing that  
 107 needs to be reviewed because I think we tend to create very word heavy,  
 108 complicated briefs that don't match the learning outcomes and are not aligned with  
 109 UAL criteria because UAL criteria is vague. This inconsistency generates  
 110 inconsistency in feedback which is difficult for markers because we are always trying  
 111 to find the best way to say what we need to say to students without creating  
 112 complications and being misinterpreted.

113 **LG:** That makes a lot of sense, and could be why students tend to ignore feedback,  
 114 and we're trying to solve that problem by getting them to unpick their feedback in a  
 115 tutorial with you. Are we trying to answer the wrong question? Is it the fact that they  
 116 can't see the connections because the assessments and criteria are too vague?  
 117 What chance of making connections to other pieces of work?

118 **T3:** There is another thing that I think is really important when we are analysing and  
 119 this is a more holistic view of the course, for example, one of the things we are  
 120 always talking with on the marketing courses, the frameworks, and their application.  
 121 It needs to be consistent and we need to have a consistent definition of the key  
 122 frameworks from term one year one, the first unit until the last one, so can so we can  
 123 lead students to build upon frameworks and then the standard application of  
 124 frameworks. This is going to feed into unit contents, create a breadth of knowledge  
 125 and for example, allow the tutor teaching In Unit 3 or 4 to know exactly what was  
 126 already delivered in the previous unit, and refer to those contents in their feedback  
 127 and it's going to help them make connections. Show students this is not a stand-  
 128 alone unit, this is part of the big chain and you need to pay attention to every single  
 129 one of the units. |



Liz Gee  
 Use of rubrics

@mention or reply



Liz Gee

Focus comments on  
 feedforward  
 Clear, specific direction,  
 understand how to improve  
 Complex assessment briefs  
 not aligned with Learning  
 Outcomes  
 Vague UAL Marking criteria  
 Learning Outcomes aligned  
 with marking criteria

@mention or reply



Liz Gee

Curriculum design for  
 frameworks/ unit progression

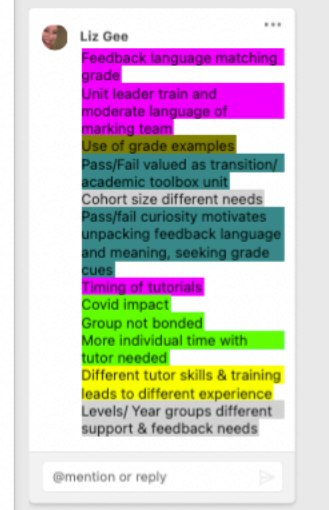
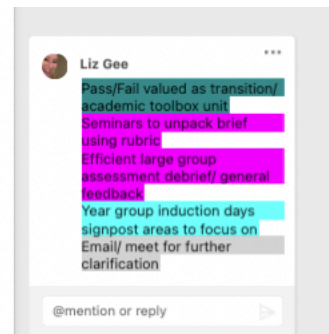
@mention or reply



130 **T3:** Now addressing one of the other topics, I've got mixed feelings about pass/fail  
 131 units. The intro to unit it's the unit I'm leading for marketing and I think it might be  
 132 really interesting to have the intro unit as a pass/fail unit if it's the only unit the  
 133 students have at the time. So if we can see that the intro to unit is going to be a  
 134 standalone unit, going to provide a full on introduction and explain how to use library  
 135 resources, academic support, language support, IT Open Access. And then do the  
 136 sessions just like you were saying, instead of having the 1-1 pastoral personal  
 137 tutorials but have the almost like seminar like tutorials explaining how to unpack the  
 138 brief and brief feedback. And hence, having some kind of instrument like a rubric on  
 139 hands, it's going to help to do this and then the evaluation being pass or fail makes  
 140 sense to me. They will start to have in our case, principles and global fashion  
 141 branding theory at the same time, and these are going to be fully marked, but they  
 142 will have a moment where they only have one standalone unit and that's possible,  
 143 according for example, our timetable, because that happens with the final unit of the  
 144 term GFBT, so that's an exception. The other situation, instead of delivering the final  
 145 group tutorials about unpacking the feedback, we find the key challenges or the key  
 146 issues encountered at the end of the unit. Why don't we start the year by having a  
 147 nice conversation with the cohort explaining guys after analyzing your previous  
 148 years, we identified that these are the keys, you are OK in this aspect, but you need  
 149 to reinforce and further develop these ones and provide them with feedback. Holistic  
 150 feedback about their performance as a group. And then they can have the  
 151 opportunity to start the year and have the first tutorial with a personal tutor and  
 152 discuss feedback because they will already have a full on picture.]

153 **LG:** That might be good for year 2's, as we often lose year 2's don't we? That could  
 154 be a really good way to start the year off. Saying this is what you did in year one, this  
 155 is the hill you have to climb up this year. Ok so T4?

156 **T4:** OK, so T2 what you were saying about the language. I think it's up to us to when  
 157 we moderate obviously, I mean, I've moderated all my intro to, wherever I saw, 'this  
 158 is excellent' and I know that they missed something from the brief, straight away, I  
 159 took the excellent out. It's not excellent because something wasn't as the required  
 160 element, so definitely with the language is something that we need, but it's up to us  
 161 to train our team. So I had to obviously do a lot of meetings with the team and show  
 162 them and take them through the language that need to do. And why is it not  
 163 excellent, so not just say well this is not excellent but show the team of markers why  
 164 it is not excellent. So then we all follow the same path and then use a benchmark. So  
 165 this is what is excellent in case all the required elements. Only when everything is in  
 166 and they've done everything required, that's excellent. But still I checked it, so really I  
 167 mean the language is really important. I do agree with you that they come in and I  
 168 think the intro to should be pass/fail, and now maybe the thing is that I think it's  
 169 different to every course obviously. I mean, I think me and T2 are already almost like  
 170 on the opposite side of the spectrum, because I have 205 students and you had 35  
 171 so that's a different side. So I think we need to treat it a little bit different. Whatever  
 172 we do a framework, it will not fit both if that's what I'm trying to say. The fact that it  
 173 was pass and fail actually made them come into the tutorial because they were  
 174 curious. Is it pass/fail or is it A- or A+ So they were quite curious about it and if I gave  
 175 them an A, I don't think they would have asked me so many questions and wanted to  
 176 know so much and unpack their feedback. So that point actually made them come in  
 177 and ask me because they wanted to know roughly, is it a B/C/A? and I actually



178 showed them and unpacked it for them and I actually showed them the language  
179 that was used as well, like showing them and taking them through. So if we are  
180 asking you to do this obviously in future that means that this is what we would like  
181 you to obviously develop further, because maybe that was lacking so that made  
182 them come in. I really think the time of the year, the framework should not just be like  
183 every few months. Half an hour here or there, it should be the time of the year, they  
184 are all on the beach now and they are in the sun. They are not going to come into  
185 tutorials. They barely coming to lectures now. And you know what? I don't blame  
186 them. They've been in lockdown. For God's sake let them get out. They've been  
187 locked down for so long. I really, really don't blame them. Why would they like to  
188 come online to speak to me now? Or you know, you anybody else so this is as well.  
189 It's the time of the year. I think we have to think spring summer is different to winter.  
190 Well, we have to think about like for example, because of Covid, the groups didn't  
191 work so well and the reason why. And this I'm speaking only for the for the 200  
192 students is because they didn't bond yet, so they didn't look for the chat. They didn't  
193 bond yet to actually discuss things in the chat, so they actually wanted to come  
194 individually as an individual to come to talk, to ask and to know better. They had so  
195 many questions about Covid about what's happening. They were very confused. So  
196 it was very much like calming them. The whole tutorials was very much calming them  
197 taking them forward so the group chat didn't work, but I think it will work going  
198 forward, maybe because they'll need it. The individual did work, they actually  
199 demanded it in the beginning. So I had to actually hold back on all of the tutors to  
200 send the email at the same time. Because if we didn't send it at the same time, the  
201 group that didn't get the email from the tutor was driving me mad saying. 'We didn't  
202 get ours', 'When are we going to have ours' They were so on it, that they knew from  
203 the other students that they book the tutorials and they wanted it so they're  
204 demanded it. The problem is and this is something which is quite a sensitive thing.  
205 They don't all have the same experience and this is because they all have different  
206 tutors. Some are really busy. Some give more, some give less. I mean I had a full on  
207 tutorials But I think it's because obviously I was the year 1 tutor. They felt really  
208 comfortable to see, so they had, in a way almost like an easier experience and a  
209 better experience. But not everybody had the same experience with different tutors  
210 and this is something which I think we need to put thought into. It is how do we team  
211 up the tutor to the students and there is a way. How we can make it better  
212 experience for them. In a way of, like maybe cultural, or you know around other  
213 things. But otherwise, to revisit that framework, that framework should be adapted to  
214 the year, I think to the year as year 1 is not like year 2, because I have. Personally I  
215 have the same when you have 30 year 2 and 30 year one for example, so I can  
216 compare it. It's not the same as they are asking for different support, they asking for  
217 different feedback. For year 2, it's almost like you have to wait for them to come to  
218 you. You have to wait for them to say to you 'This is when I need that time with you.'  
219 For year 1, you can dictate the time and they'll come up and then obviously the other  
220 thing is we have to fit it around the year. So in the beginning of the year, its full on.  
221 But as they go along the year, they are clear about everything they need so don't  
222 need so much support anymore. So I think we can lose one tutorial which is like in  
223 between which we can definitely lose and connect the other two together. So that  
224 means that they won't have so many in block 2. |

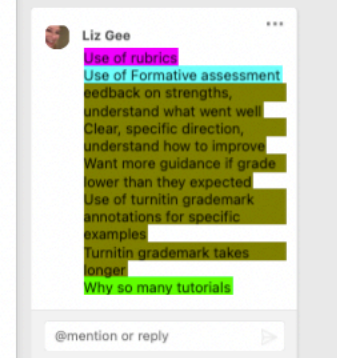
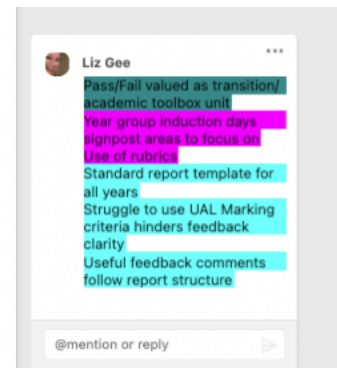
225 **LG:** OK that's interesting. Thank you T4. T2 did you want to come back in?



226 **T2:** Yeah, very quick. Intro to timetable. I really like that concept. I actually thought  
227 about it before I agreed if pass/fail would make sense if it's a stand-alone unit. I have  
228 thought before about having intro to as a really intensive unit. The only unit in the  
229 first like 4 weeks of term and then continue with the other ones. I think that would  
230 work very well. In terms of feedback at the beginning of the year, I also think that  
231 would work very well, but I feel like I need to use the freshers week for that. Because  
232 I think it would work extremely well, just like we have away days. You know I could  
233 have a day long year induction for every year, and you know, talk about last year,  
234 talk about the coming year, how it all makes sense. Year two, we can prepare them  
235 for dips, just so many things that we could tackle if we had a time. The year  
236 inductions at this point are like 30 minutes because I mean, when? Then just about  
237 the feedback and I think this relates to rubric. So how have I tried myself and my  
238 team tried to make feedback more useful, so more useful for the coming units. We  
239 have a report template that we use throughout the whole course from year one to  
240 MSc. There's some sections which may be there or not, but the structure is the  
241 same. General structure, So what do we do? We do not do what the university  
242 expects us to do, which is give feedback per criterion, we grade the criteria. Fair  
243 enough, but we gave only one piece of feedback at the end which follows the report  
244 structure introduction. But, hopefully with an example of what's good or bad.  
245 Methods, this, results, this, conclusion, this. It's made my life easier as well. When  
246 for those interested when I go back. Or they ask or whatever, and I go like OK, but  
247 what did I say for your discussion? Maybe they don't understand what I say. Oh, you  
248 were not critical enough. I don't know. I can explain that. That's fine. But the  
249 feedback following the structure of the of the work is really useful, and this year we  
250 are also doing it for MSc dissertations, which, I think that that's not only useful for  
251 students, but it also makes writing feedback so much easier. Which is very  
252 important. |

253 **LG:** OK great, OK. Thank you T2. T5?

254 **T5:** Hi, thank you. So, It's interesting to hear what the others have said and I just got  
255 a few comments following on those because I think what T2 is referring to on  
256 structure and Rubric. It's probably the same and in my experience that really works  
257 and I've tried to do that with our CBP formative assessment so I provided the rubric  
258 and there was, very strong evidence to indicate where they lie on that spectrum, and  
259 then there were free text comments where they could add and elaborate a bit further  
260 and for the summative assessment. I've tried to do that and I think it's worked, but It  
261 needs a bit more probably improvement in terms of talking to tutors because we  
262 provided this, excellent, good, limited, sufficient in terms of our wording, but then  
263 students wanted a bit more, especially if they scored, let's say C or C plus around  
264 that range they want to see a bit more feed forward, so I think that's what I would  
265 incorporate because students want to see their strengths. But if they haven't, got a  
266 high grade or they got a lower grade than they were expecting they want  
267 feedforward. So how can we improve? And I think at this point comes more specific  
268 feedback. I know you know tutors are busy especially with bigger cohorts like we  
269 have 100 class on MA SFM which I was involved in, our CBP. As a unit leader, I tried  
270 to make the tutors job easier, but I think sometimes giving specific feedback,  
271 feedforward is really useful in that respect. In incorporating the Turnitin grademark  
272 annotations. So I was a bit surprised to see that we don't use that, in my previous  
273 two universities, that was standard. Obviously it depends also on what type of



274 assignment we are using it on like with the CBP reports. It's very much like a  
275 Business Report, so it's maybe not so useful, but I was doing research proposals for  
276 MAs this week and I was copying, pasting, copying and pasting from students  
277 proposals just to show what I was trying to say. But if we had the turnitin grademark  
278 annotations, it would have made my life easier, and sometimes students might not  
279 exactly go to each bubble comment or text comment and read it, but at least you feel  
280 that you're given that specific feedback because there's so many issues with logic  
281 with providing examples. So with MA's, for example, essay assignments, or even  
282 with undergraduate with essay structure, I find that those you know as a marker,  
283 those turnitin grademark annotations are useful. But it's also more time consuming.  
284 So what is interesting is so in my previous two universities we had rubrics I think,  
285 which is great, and we had these turnitin grademark annotations. They provided  
286 more detailed feedback, maybe marking took longer, but it's really interesting. We  
287 had fewer tutorials. So I think maybe it's a university wide approach, so I mean we  
288 always had people, I mean students unhappy with their marks, especially at MBA  
289 level, MA level, undergraduates, maybe less so. So feedback has always been  
290 challenging, but I think it was just a different and new concept for me when I joined  
291 UAL. I mean I liked it because it was easy to give feedback, but then you have to  
292 follow it with so many tutorials to get it right or to you know, help with students  
293 learning. So rubrics are great and for some assignments turnitin is good and my  
294 question is just why do our students need more tutorials? |

295 **LG:** The tutorial comes from an art school focus on the 'crit'. Turnitin is interesting  
296 and some courses do use it. T2 you use it? T6, do you want to come in from the  
297 postgrad side of things?

298 **T6:** Yes I have a few different points I'd like to make, but just on the annotations  
299 because when I write feedback as well, I put page numbers so you because you  
300 have no clue if you're having a tutorial with the students afterwards where it was so  
301 it's pointless referring to as they won't be able to probably find it either so. Yeah, I  
302 think it would be interesting to kind of look into specially I would say on some of our  
303 work that's perhaps more product related and creative, because then, you know, we  
304 can get that feedback on visuals as well that are supporting the work and so well.  
305 One thing I would like to pick up and I think we haven't really talked about, but I think  
306 for the postgraduates is the whole personal relationship is super important, not just  
307 as a personal tutor, but really for the units as well. And it's something they ask for in  
308 interviews as well. So how big is the group size and they want know they are a  
309 smaller group size, so that's something they're quite happy to hear when I say, well,  
310 we're 25 to 30 students, so we get to know each other and the tutors get to know  
311 you. I have had feedback, perhaps where there have been units where they don't  
312 feel that connection, so that's something that's been in unit evaluation. Then another  
313 point, which I thought was interesting is the tutor that gives the formative feedback is  
314 also the one to do the summative feedback, and it seems like quite straightforward.  
315 But actually, that's not something we have been doing and I think it's a really good  
316 point and why not? You know, because often we can do it in. So yeah, I think that  
317 gives the students a bit of security because they are they will get back to you and  
318 say oh, but you know this tutor said this, and now this is in my written feedback, so if  
319 it is the same one, even if we both sit in because of course we also have a lot of  
320 verbal formative assessments, that that gives them more, security around the



Liz Gee

- Annotate feedback comments with page numbers
- Levels/ Year groups different support & feedback needs
- Same tutor for formative and summative feedback

@mention or reply

321 feedback that they get . Yeah, and that's why I agree with you T4 there might be  
 322 different approaches, whether it's undergraduate and postgraduate courses. |

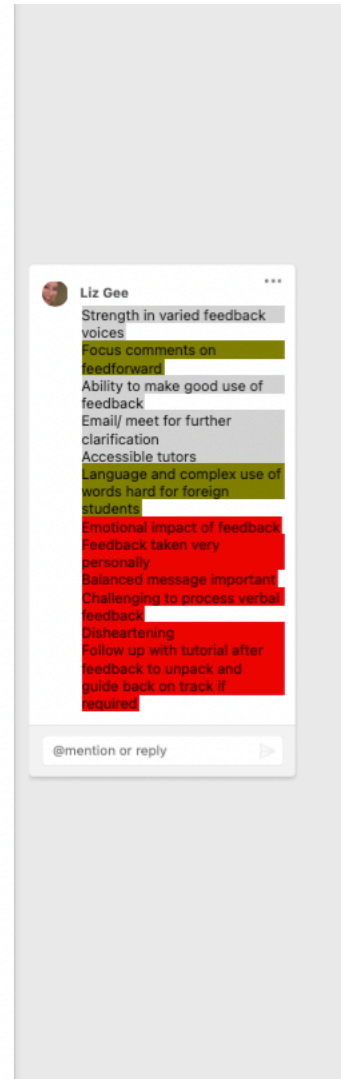
323 **LG:** Yes it works on smaller courses definitely, year 3's and 4's MScs and post  
 324 grads.

325 **T6:** It might not always work but if it can be done, I think that there are lots of  
 326 practicalities.

327 **T2:** I think you're right, it does work in your course, they're almost like the  
 328 expectation is there for them, yeah?

329 **T6:** But we also say that it's good to get different opinions from tutors and especially  
 330 with the research proposal unit we have been encouraging students to share their  
 331 work with different tutors so they don't get like a 1 sided approach to their work. So I  
 332 don't know. Maybe there's a difference between that because also they won't be  
 333 able. They will have a different supervisor anyway, so the more ideas and the more  
 334 feedback they get around the research topic, we have seen as a strength of  
 335 feedback. In terms of written feedback, generally they are quite happy with it. And  
 336 maybe that's also going to change from postgraduate to undergraduate and they get  
 337 quite detailed feedback and I am under the impression that most of them can make  
 338 good use of it, and then you know there are cases that we do of course meet with  
 339 them or they send an email and they get further clarification. I think a lot of it is  
 340 something they say they're really happy about that they get a lot of detailed feedback  
 341 and they know how to progress and so they like that very personal approach and  
 342 that it is quite a lot of detailed information, so I'm interested in the rubric. I think there  
 343 is some things that could work, but I also think for us that a lot of it works quite alright  
 344 with the written feedback. If there are any issues, for some students it's difficult to  
 345 pick up in the language of what that exactly means that sometimes the written  
 346 feedback can be a bit complex in use of words, and so for some of our foreign  
 347 students that can be difficult. What does that mean exactly? And then I've heard that  
 348 sometimes we want to give them a lot of feedforward information and sometimes  
 349 they are like "Oh my grade is pretty good so why is my feedback so focused on what  
 350 I can improve?" so that balance is also something I think is important. I think we have  
 351 a lot of really passionate tutors who want the students to do better. I think the last  
 352 thing I picked up on from what you wrote as well is the whole emotional part and I  
 353 think that's something I do experience on the postgraduate as well because they put  
 354 a lot of work into it, and especially perhaps in more of our formative assessment. It's  
 355 verbal presentations and you know you have that 20 minutes before presentations  
 356 and giving them feedback and sometimes I think they take it very personal and that  
 357 balance of delivering the message in those circumstances, I think that can be  
 358 challenging for them to take in, and I sometimes get emails afterwards that some  
 359 students might be a bit disheartened by the feedback given, so which is something  
 360 then you know you can help guide them back on track, but definitely that's where  
 361 tutorial afterwards helps, kind of unpacking what's been said in that environment. |

362 **LG:** So what I'm hearing from the students fits with what you are picking up as well.  
 363 The idea of the relationship is really interesting. This idea of their feedback and their  
 364 units needing to be related, which is sort of where we started talking about but the  
 365 personal relationship is important, but that's a lot easier when there is less of them!

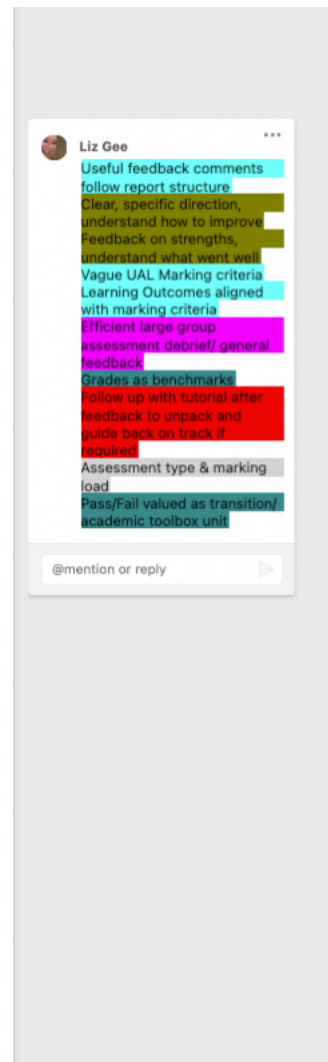




366 T4: I know each name. I can recite them all when I sleep.

367 LG: I think that's a big positive feature of our postgrad provision as well, how much  
368 time they get with their tutors. Interesting. T1?

369 T1: I find it very easy to relate to what you all have said. I will start with written  
370 feedback. I think I mark primarily research reports or final major projects at MSc  
371 level. I always give feedback according to the flow of chapters. So you know,  
372 introduction, literature review things like that. I find it much easier to communicate  
373 with the team as well as the students, because this is how they write things up, and  
374 therefore it's much easier for them to know how they're going to improve. Because  
375 you know, I'm going to say introduction. What you have done well, what you haven't  
376 done so well. What you need to improve, and therefore they know how to move from  
377 their side. I did actually receive emails from students saying this is one of the best  
378 feedback they received over the past years, that they actually can react and improve  
379 upon very specifically and very clearly, which is good. On the other hand, I do  
380 receive feedback from students on my feedback, that they're not quite sure about  
381 how they link to the UAL assessment criteria. So I think there is a trade-off between  
382 giving feedback by the criteria and giving feedback by the flow of chapters, say for  
383 research methods related assessments. But I don't want to give up writing feedback  
384 according to the flow of chapters because I do think that's the easiest way and that's  
385 the best way to refer to the location in a report, so I think that's the closest to turnitin  
386 if we're not using that already. So one of the things I'm going to look at during  
387 reapproval is how we can actually use learning outcomes as the bridge linking  
388 criteria and the actual feedback you give them by the flow of chapters, but that can  
389 be challenging, but that's something I want to work on. And then about giving a  
390 feedback session which was originally raised, I think it's a good idea. We did that in  
391 my previous university, we gave a general feedback session as if it's a lecture and  
392 we gave the distribution of marks. Not sure whether that's the thing you want to do,  
393 but that's what we did so students know where they are in the cohort roughly. And  
394 then we talk about which questions they did the best and where they can improve  
395 the most. So I think there are some common grounds that the entire cohort can  
396 share, and now we find that as the most efficient way of using our time, because you  
397 may have 100 students coming and asking the same question, which can be dealt  
398 with in a session like this. This can be followed up by individual tutorials where  
399 needed, and then that's when a more personal discussion on the feedback, but yeah,  
400 we didn't really do that in my previous university, but you know, as we are an Arts  
401 university and as we do in tutorials already, maybe that's something we can do. So I  
402 think the two practices could be a combination. And that's easier with exam-based  
403 assessments, but I think there is a way to adapt to other forms as well. You know,  
404 even if it's a report on brand management, you can still you know gauge roughly you  
405 know which area students seem to be really getting hold of, which area most  
406 students didn't really do well. Finally, with pass/fail no matter which policy you go  
407 with, half of the cohort will hate it, it's similar to our degree classifications. Our MSc  
408 classification depending only on the final major project, despite we have four years of  
409 units. So you know, some more students like it, some hate it. I think intro to is  
410 probably suitable for pass/fail, but moving forward, I'm really thinking more about  
411 then having other units in block one to be pass/fail as well, whereas in Block 2 we're  
412 moving to normal grading or you know it's how much we want to go with pass and  
413 fail. |



414 **LG** Thank you. So think about how we're using personal tutorials. There's plenty of  
415 other things that we could be doing with feedback, but is the personal tutorial itself  
416 valuable? Are there too many of them? What do you think?

417 **T4:** I think first of all, is it a personal tutorial or is it personal academic tutorials? If we  
418 say its personal academic, that means that we are just unpacking the feedback and  
419 sometimes it turns into personal tutorials, which is not so much academic, and this is  
420 where we are dealing with something which is a little bit different. Because they're very  
421 young and you know they've got mental health issues. So where do we draw the line?  
422 Do we say it's personal academic tutorials because we calling it personal tutors? Do  
423 you understand where I'm coming from? |

424 **LG:** But isn't everything in their personal life impacting their academic studies?

425 **T4:** Yes, it does but are they clear that they coming to see us for their academic. You  
426 know what I'm trying to add, are they clear they come for academic support? Or are  
427 they not so clear that that's the thing that I think that we need to build on, but it might  
428 be just because it's year one and Covid and you know it's a little bit different. Maybe  
429 the environment and you know the whole thing is different. |

430 **LG:** But I think when you get to that point where you become a counsellor, that's when  
431 you are sign posting them off to the experts. That's what your role is isn't it, to be their  
432 first port of call because they want go to one person. And you are that one person who  
433 helps them and sees if there's stuff going on in their life that's impacting their academic  
434 progress. And that's the point at which you say go to student services, I can't deal with  
435 that, I'm not trained. We call them Personal Academic Tutors so that students know  
436 that you are not a counsellor.

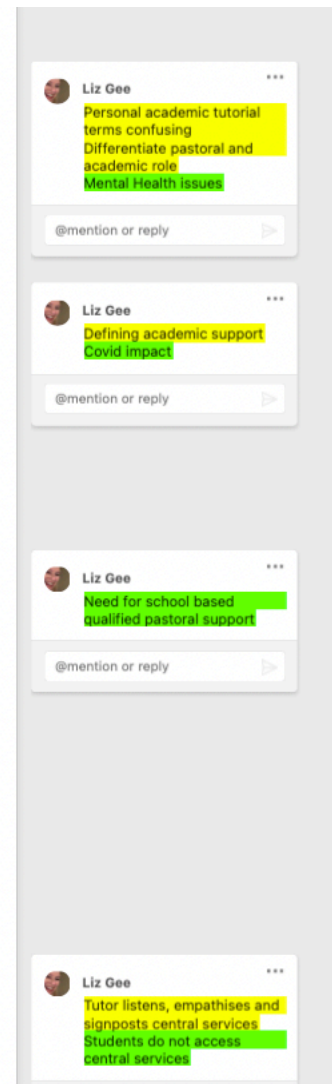
437 **T4:** I think this is really important. Going forward that I think we need to do that. I wish  
438 we can have somebody which only deals with personal issues, so not just sending  
439 them a link to let's say counseling or something, but have a personal, not academic  
440 and personal tutor and it's a qualified person that can actually, you know, the students  
441 can go to them for personal tutorials and that's all they do. So if this is something which  
442 can ever be on the table. This is something which could be really beneficial for I know  
443 for the year one students so they can go and have a personal tutor that they can talk  
444 about everything and anything private not to do with academic. They don't have to  
445 come through us for example, and they all have the same experience because that  
446 person is qualified to deal with personal issues. |

447 **LG:** That service was centralized years ago into expert Student Services and  
448 Academic Support. That hasn't been the role of the personal tutors for about five years.

449 **T4** Yeah, but they don't go there. So could we have for a course, could we have a  
450 specific person or no?

451 **LG:** That can't happen because it was university policy to centralise that function and  
452 that's why you have to draw the line but that's hard I know.

453 **T4:** I mean it is really difficult and you know, when you get emails about like it could  
454 be anything. It could be cancer tumor or sexual harassment and everything, they don't



455 know where they should go, as much as you give them the links. It's quite difficult so  
456 we try and keep on directing them as much as we can, but we need more of this. I  
457 think. |

458 **LG:** Yes, we do need to keep telling them. We are the signposts. That's what the role  
459 is, to is to gather them up and take them off and then hand them over. So you have  
460 that relationship with them, but you're not sucked into the detail because we're not  
461 trained to deal with that. T3, do want to come in on that as well?

462 **T3:** So, I agree that our role is to be a pivot. We just need to receive the information  
463 and direct them. If, by my experience, when I've got a personal issue. I listen to what  
464 the student has to say, but then just to do almost like a screening and understand, is  
465 this going to be a counselling issue? What is this going to be? What is the correct UAL  
466 service that can direct the student forward, and then I recommend to this student to, I  
467 give the student a contact info and say if you need anything else let me know and in  
468 the meanwhile to reinforce that the contact, I would advise you to contact whoever but  
469 I'm here. Please use the appropriate service to follow up your case OK because I need  
470 first, to understand if it's going to be something urgent or not, because if it's urgent, I'm  
471 sorry. I'm going to step in and I'm going to contact the service and pressure this service  
472 to help. |

473 **LG:** Yes, that's right, that's often what we do. We often have to introduce students to  
474 services and then to follow up. That's our duty of care when there's something going  
475 wrong.

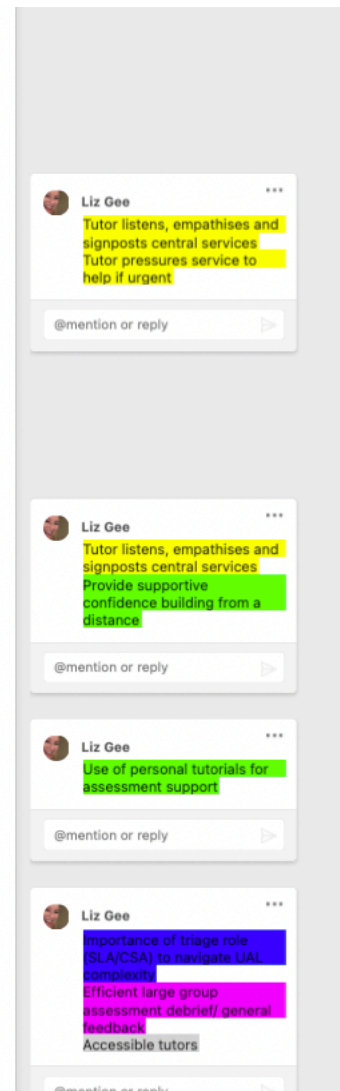
476 **T3:** But at the same time give students space, because some of the students just  
477 basically want to present the problem, get direction and then they want us to  
478 disappear. So they don't want us to continue to be involved, so we need to be able to  
479 appear and disappear according to their own will. We need to understand that, to give  
480 them confidence and support, but at the same time we assure them we are not here  
481 too involved. It's a weird balance, |

482 **LG:** It is a difficult balance. Tutorial attendance is a difficult balance, isn't it?

483 **T3:** Yeah, the other thing I notice in the first contact email, I say a personal tutorial is  
484 designed to support with the overall course, not units. Some of them try to use the  
485 personal tutorials to discuss units, assessment, some units that I'm not even involved  
486 with. And sometimes I go and check discreetly, if they attended their formative  
487 assessments and if they didn't then they are using the personal tutorial to try to get  
488 answers to some queries. |

489 **LG:** That's why we need to be really clear. Do you want to come back in before we  
490 finish T2?

491 **T2:** Yes, please. So what we talked about before it seemed It's making it personal like  
492 a personal tutorial. I think it's important do it but does every student need it? No, I think  
493 perhaps we spend too much time trying to get hold of every student when we had SLA,  
494 it was for example, I think you should give me a bonus this year for how many times  
495 I've explained how EC's work. I have spent hours on this. Back then, students are  
496 coming I don't know, homeless or depressed or people dying in their families. They





497 knew because I told them at the beginning you can email SLA about issues like EC's,  
498 mental health and they would and she would be great and you know. I didn't have to  
499 do so much, of what it's really important that we are aware of what is happening so  
500 that we can accommodate even how we speak to them. Yeah, but in terms of  
501 supporting them academically, I'd rather do that in a group. I'd rather do that, maybe  
502 pre-emptively at the beginning of a block or something like that. Something we always  
503 talk about chats in the corridor, how that works for me is when students are working in  
504 the lab. I actually don't go to the office. I'm sometimes even have my laptop and I'm  
505 constantly being interrupted, but I'd rather do that because we can chat. Sometimes  
506 they come one by one, sometimes they come as a group. And we talk about random  
507 things. About the units as T3 was saying about you know that this overall academic  
508 performance that we should discuss in the unit. But I mean, I think, why not do it per  
509 unit, I mean, isn't it quicker, more efficient?]

510 **LG:** This is related to course size. You can have a nice relationship with your students.  
511 You can't do that with 200 of them. Perhaps we need two different systems to get that  
512 personal relationship with them somehow. That's what the personal academic tutorial  
513 was trying to do for large cohorts.

514 **T2:** But having having someone like SLA. You know students would email me, I would  
515 just tell SLA, could you please see what's going on with this student? and then she  
516 would tell me. Then she would, you know, chase them, give them those links 1000  
517 times and the students actually went to her directly many times because they knew  
518 that she was there for that reason. That was really useful. So I mean, I understand  
519 we're not going to have a course liaison ever, but we have the school one and that  
520 sort of worked.

521 **LG:** The new course support assistant, did she not do this role?

522 **T2:** Absolutely, but you know, she's not there to listen to students complaints, is she?

523 **LG:** Yes, she is she does the SLA role. That's exactly what has been split out so every  
524 programme has a SLA now.

525 **T2:** OK, actually so for example, all of these things with the EC's, I could have just..

526 **LG:** Yes

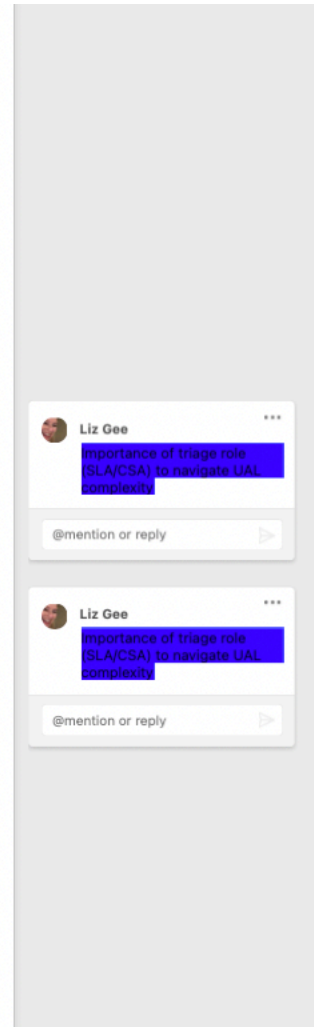
527 **T2:** I didn't know that to be honest. I wasn't aware. She was still very useful.

528 **T6:** Yeah, I didn't realise either

529 **T3:** You missed the memo!

530 **T2:** She did loads of things for us, but I didn't involve her with specific issues

531 **T4:** Yeah but they will still email you. You know that. I mean they still email me and  
532 they know that they shouldn't email me. So I just say to them email her but they always  
533 approach me first because we are the point of contact.



534 T2: So yeah, but I would tell the students 'guys if you emailed me that's fine. Maybe  
535 instead of getting back to you I will forward your email to SLA.'

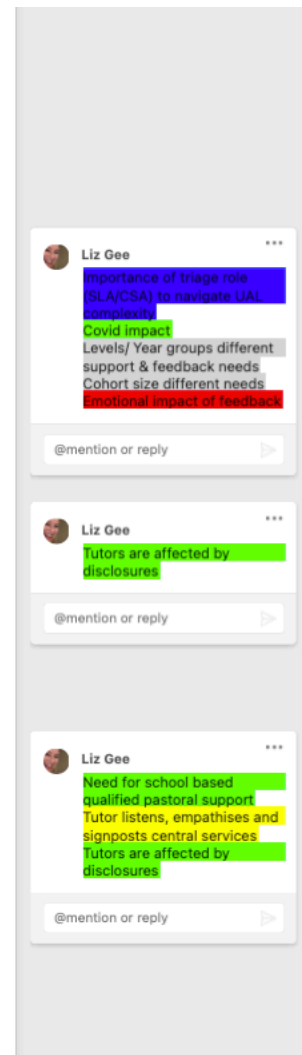
536 T4 Yeah and she was always willing. I had this relationship with her and she was also  
537 checking in quickly and helping, I miss that as well.

538 T2: Most importantly, I don't have to spend the time about how I get back to the  
539 students. What do I need to say, how I should say it? I just said OK SLA. Here you go.  
540 You know, keep me updated, I always tell the students keep in touch I need to know.

541 T5: And actually, I think SLA went above and beyond and she was excellent. I think  
542 it's been because of Covid and maybe we didn't meet them personally and we do not  
543 have a chat. I mean they came in and they introduced themselves. So there are those  
544 people but maybe because of Covid we haven't met them personally. And so that's  
545 one thing, but I think your question was more about the number of tutorials, right and  
546 academic tutorials. I think if it's school policy and if it's something that can't be  
547 changed. I mean I don't know, but I think. It is interesting, especially at MA, like I think  
548 it all depends on the level of the course and the cohort size. I thought it was excellent  
549 that you provided that summary to us. I think you should send it to everyone because  
550 they'll find it very interesting. Especially things about emotions, think about what  
551 students think.

552 T2: Can I just add one thing. Because so I like to be aware of what's going on with  
553 students and I like to help them. I think we all do, yeah, but we need to understand  
554 one thing. We all very intelligent people, but we're also humans. If I spend the day  
555 even just this morning, I received three different emails. One person, her father died.  
556 I didn't know the other one had someone in hospital and was a carer for a  
557 schizophrenic brother, I didn't know. And fine and I like sort of even understand these  
558 things, even being a health professional, but my work on that day when this happens,  
559 I cannot be as productive because, you know, you get involved in these things, so it's  
560 also a matter of productivity for staff. And I really don't think anyone minds truly. But if  
561 we need to be, if I need to mark MSc reports, then then having to deal with this at the  
562 same time really affects my ability to mark productively. That's why I think it's so  
563 important to have someone else who doesn't have an academic job to help with this.

564 T4: That is what I was referring to, exactly this. I said to have a qualified person, not  
565 just sending them a link, but a qualified person that can deal with it. I mean, I must say  
566 some of the things are really devastating. I mean some of the things we get from them.  
567 It's really scary. I mean, you know I had the 4:00 AM sexual harassment from a group  
568 of students. What do we do? Where do we go at 4AM? Yes, go to the police. I mean,  
569 it's like well who do we let know? Who do we tell at UAL? And we had to find the link  
570 and everything. So there are some things which are heartbreaking about families and  
571 things and like T2 said If we get this all day and we have to help, we can just send  
572 them a link. You know we have to help them. We have to be human. Well, because  
573 we care about them. You know, we've been with them for years. We have to like give  
574 them something. But I think there needs to be something else than just the link. That's  
575 the only thing. You know, maybe they could be trained in mental health. Yes, maybe  
576 the CSA can be trained, but there is a lack of something that can help because we can  
577 be more productive on other things, definitely.





578 **Liz:** Agreed the CSA's need better training and to be more visible next year. They can  
579 be part of induction, be a real face of the course, so that should take some of that  
580 away from you.

581 **T4:** And what I've done is something which I think maybe you all want to do so. I'm  
582 working on the planning for week zero and week one, so I put down a workshop of  
583 face to face workshop with the CSA and PAM as well. So from day one they will know  
584 who to go just to avoid all of this because we had so much we bombard them. So  
585 instead of that from day one, we are going to have a workshop in induction week and  
586 this is who you contact, this is who you go to so please if we can have somebody  
587 trained that could be even better. So I think you should all do this when you do the  
588 planning now for week zero. Please do a workshop and that will make that will make  
589 life easier and I think we learned through this year. we are definitely reflecting.

590 **LG:** So I'm conscious we are over time, T3 do you want to come back in?

591 **T3:** I was just going to say one thing. I agree that there needs to be a clear separation  
592 between what's an academic's role and what a pastoral non-academic support role is.  
593 So we as academics are responsible from some kind of pastoral support. It's essential  
594 for us. It's essential for the students because we are the face of the course and we  
595 were talking about relationships. Engagement, that's going to go with attainment and  
596 to progression to everything and we can only do this if we are properly trained in  
597 pastoral issues, in reality we're not. So we've got personal tutors that don't know how  
598 to be personal tutors delivering personal tutorials to students and they try the first time.  
599 They don't get any kind of input, no real results and they say bye never again. And  
600 they are going to be stuck with that personal tutor throughout three years. The duration  
601 of the course. They are going to create antibodies against personal tutorials, so we  
602 need to teach tutors how.

603 **LG:** So some tutors are less skilled than others in personal tutorials?

604 **T3:** Well everyone is different in their approach and we need to be flexible and  
605 adaptable, understand and respect the different cultural backgrounds. And some of us  
606 already were exposed to these kind of situations, others are facing into the first time,  
607 so some kind of training in how to be a personal tutor. To create this kind of  
608 communication, empathy with the students, it's important and also to provide training  
609 on UAL resources. Because UAL is a maze with several Minotaurs in the middle. We  
610 need training on how to navigate this maze and SLA was brilliant and the way that she  
611 trained me and prepared me. And the other thing is a personal tutor literacy. It's going  
612 to help personal tutors and going to create a greater emotional response even when  
613 they are performing their academic role. And also it's going to pave way to a better  
614 assessment literacy. We need to provide assessment literacy and consistency across  
615 a set of literacy assessment. Cross course and we need to consider that some of the  
616 course elements deliver in several courses with different requirements. And there are  
617 things I incorporated in my assessment shared from cosmetic science. Good practice  
618 wording and stuff, this kind of consistency.

619 **LG:** I'm going to let you go now but thank you so much that has been really interesting.

620 END



Liz Gee ...

importance of triage role (SLA/CSA) to navigate UAL complexity

@mention or reply



Liz Gee ...

Differentiate pastoral and academic role  
Different tutor skills & training leads to different experience

@mention or reply



Liz Gee ...

Train tutors in cross cultural communication to develop relationships  
importance of triage role (SLA/CSA) to navigate UAL complexity  
Personal tutor literacy

@mention or reply

## Appendix XXII

# PAT Implementation Guidelines

### FBS Personal Tutorial Framework

#### Why are we doing this?

Based on focus groups there is evidence that FBS students want to develop a personal relationship with one tutor who knows their work well, who can help guide their academic efforts through action planning with them and who can celebrate their progress with them.

Many of you trialled versions of this approach last year – this framework distills that learning into a framework to be adopted by all courses and levels

This approach complements AEM and enacts elements of the LCF Academic Action Plan with two main aims:

- To support the development of relational education in order to support student experience and mental health/ wellbeing particularly under Covid challenges/ ECs
- To enable student attainment by developing feedback literacy that will lead to a closure of attainment gaps

#### What is it?

##### Key Features for Students

- Named tutor allocated in Induction – to be their personal tutor throughout their FBS journey
- Framework to be explained by week 4
- Meetings are timetabled, held online via Teams with a specific purpose (no rebooking opportunity unless ill)
- Meeting preparation and follow-up required
- Scaffolded with more meetings in Year 1, fewer in Year 2 & 3 and as appropriate for PG

##### Key Features for Tutors

- Rewarding - you follow your students throughout their academic journey seeing their growth and developing a relationship with them
- Clarity of role, terminology and requirements – we will no longer call these pastoral tutorials as this is an academic advisor role.
- Support available FBS Tutorial handbook with key resources including record sheets
- Regular meeting with Year Tutor allows you to feed forward issues with the curriculum and student progress.
- Regular Personal Tutor Forum provides a Community of Practice, a space to share experiences and support each other. Training sessions as required.

#### What happens next?

Course teams comprising Course Leader and Year Tutor to review the framework and plot best timeline using the attached templates. Ensure there is a timetabled slot for student briefing. Supporting documents to be accessible shortly.

Summary FBS Personal Tutorial Curriculum Framework (Year 1 UG & PG, YEAR 2, YEAR 3)

| Week   | Year | Who        | Duration | Theme  |
|--------|------|------------|----------|--|
| A      | All  | Staff      | 1 hour   | Personal Tutor Forum – training and discussion   |
| 1      | 1.1  | Group      | 1 hour   | Welcome & Introduction to the framework & forms group  |
| 2      | 3.1  | Individual | 30 mins  | Welcome back. Hopes & Fears for year. Action plan to feed forward Y2 to Block 1 units & signpost to other services                   |
| 3-4    |      |            |          | N/A  |
| 5      | 1.2  | Individual | 30 mins  | Getting to know you: Hopes & Fears for year  |
| 6      | All  | Staff      | 1 hour   | Year Leader meeting - discuss tutorial themes & plan required interventions  |
| 7      | 2.1  | Individual | 30 mins  | Welcome back. Hopes & Fears for year. Action plan to feed forward Y1 to Block 1 units & signpost to other services                   |
| 8      |      |            |          | N/A  |
| 9      | 1.3  | Individual | 30 mins  | Pre-Christmas Break review feedback on first units. Action plan to feed forward to other Block 1 units & signpost to other services  |
| A      | All  | Staff      | 1 hour   | Year Leader meeting - discuss tutorial themes & plan required interventions  |
|        |      | Staff      | 1 hour   | Personal Tutor Forum – training and discussion   |
| 10     | 3.2  | Individual | 30 mins  | Post-Christmas Break review feedback on first units. Action plan to feed forward to other Block 1 units & signpost to other services |
| 11 -16 |      |            |          | N/A  |
| 17     | 2.2  | Individual | 30 mins  | Review feedback from Block 1 units. Action plan to feed forward to Block 2 units & signpost to other services                        |
| 18     | 1.4  | Individual | 30 mins  | Review feedback from Block 1 units. Action plan to feed forward to Block 2 units & signpost to other services                        |
| 18     | 3.3  | Individual | 30 mins  | Review feedback from Block 1 Units. Action plan to feed forward to FMP, reflect on exit strategy & signpost to other services        |
| 19     | All  | Staff      | 1 hour   | Year Leader meeting - discuss tutorial themes & plan required interventions  |
| 20     |      |            |          | N/A  |
| 21     | 1.5  | Group      | 1 hour   | Employability Focus: Prep for WEBL and/or <del>DIPS</del> applications & vacation time   |
| 22     | 2.3  | Group      | 1 hour   | Employability Focus: Prep for WEBL and/or <del>DIPS</del> applications & vacation time   |
| 23 -29 |      |            |          | N/A  |
| 30     | 1.6  | Individual | 30 mins  | Reflection on Year 1: Action Planning from Block 2 Feedback  |
| 30     | 2.4  | Individual | 30 mins  | Reflection on Year 2: Action Planning from Block 2 Feedback  |
| A      | All  | Staff      | 1 hour   | Year Leader meeting - discuss tutorial themes & plan required interventions  |
|        |      | Staff      | 1 hour   | Personal Tutor Forum – reflection and discussion on year & framework   |

Key – student preparation required before each meeting & follow up with action plan stored on [sharepoint](#)

YEAR 1 UG/ PG - Detailed FBS Personal Tutorial Framework

| No    | Week/ Timing       | Group/ Individual | Duration | What happens in this meeting  | Student Preparation  | Student Follow up   |
|-------|--------------------|-------------------|----------|---|--|---|
|       | Admin Week         | Staff             | 1 hour   | Personal Tutor Forum – training and discussion  |  |   |
| PT1.1 |                    | Group             | 1 hour   | Tutor introduces self & explains purpose & mechanics of Personal Tutorial Curriculum, how it fits in with Year and Unit Leaders   |  | None  |
| PT1.2 |                    | Individual        | 30 mins  | Getting to know you. Structured discussion using prompt sheet. SMART actions  | Complete prep sheet: Hopes & Fears Settling in Q&A                                 | Complete actions Upload to personal <a href="#">sharepoint</a> Invite tutor to review |
|       |                    | Staff             | 1 hour   | Meeting with Year Leader to discuss key themes arising from tutorial meetings. Action plan required interventions   |  |   |
| PT1.3 | (pre Xmas break)   | Individual        | 30 mins  | Review completed actions from prior tutorial Review Intro To feedback (if applicable) Ensure understand assessment requirements & meaning of learning outcomes Ensure on track to achieve assessment deadlines Signpost to other services - SMART actions   | Complete prep sheet: Actions arising from Intro to feedback                        | Complete actions Upload to personal <a href="#">sharepoint</a> Invite tutor to review |
|       | Admin Week         | Staff             | 1 hour   | Meeting with Year Leader to discuss key themes arising from tutorial meetings. Action plan required Course Level interventions  |  |   |
|       |                    | Staff             | 1 hour   | Personal Tutor Forum – training and discussion  |  |   |
| PT1.4 |                    | Individual        | 30 mins  | Review completed actions from prior tutorial Review feedback from Block 1 units Action plan how to take this forward to Block 2 Check understanding of Block 2 assessment requirements/learning outcomes Ensure on track to achieve assessment deadlines Signpost to other services - SMART actions | Complete Prep Sheet: Actions arising from Block 1 Unit feedback                    | Complete actions Upload to personal <a href="#">sharepoint</a> Invite tutor to review |
|       | Week 19            | Staff             | 1 hour   | Meeting with Year Leader to discuss key themes arising from tutorial meetings. Action plan required interventions   |  |   |
| PT1.5 | (pre-Easter break) | Group             | 1 hour   | Employability Focus: Prep for WEBL and/or <del>DIPS</del> applications, Planning wise use of vacation time  | Complete Prep Sheet: Employability Plans   | Complete actions Upload to personal <a href="#">sharepoint</a> Invite tutor to review |
| PT1.6 |                    | Individual        | 30 mins  | Reflection on Year 1: SMART Action Planning from Block 2 Feedback UG - Hope & Fears for Year 2 What will I do differently – set intentions/ summer prep PG – Masters Project and looking forward to completion  | Complete Prep Sheet: Actions arising from Block 2 Unit feedback Year 2 preparation | Complete actions Upload to personal <a href="#">sharepoint</a> Invite tutor to review |
|       | Admin Week         | Staff             | 1 hour   | Meeting with Year Leader to discuss key themes arising from tutorial meetings. Action plan required interventions   |  |   |
|       |                    | Staff             | 1 hour   | Personal Tutor Forum – reflection and discussion on year & framework  |  |   |

**YEAR 2 UG/ YEAR 3 iMSc - Detailed FBS Personal Tutorial Framework**

| No    | Week/<br>Timing            | Group/<br>Individual | Duration | What happens in this meeting  | Student Preparation  | Student Follow up  |
|-------|----------------------------|----------------------|----------|---|--|--|
|       | Admin<br>Week              | Staff                | 1 hour   | Personal Tutor Forum – training and discussion  |  |  |
| PT2.1 |                            | Group                | 1 hour   | Welcome back.<br>Ensure wellbeing.<br>Discuss Year 1 & Summer reflections, hopes & fears for Year 2<br>Remind purpose & mechanics of Personal Tutor Curriculum in Year 2.   | Complete prep sheet:<br>Hopes & Fears<br>Settling in<br>Q&A        | Complete actions<br>Upload to personal<br>sharepoint<br>Invite tutor to review |
| PT2.2 |                            | Individual           | 30 mins  | Review completed actions from Year 1 tutorials<br>Ensure understand assessment requirements & meaning of learning outcomes & on track to achieve assessment deadlines<br>Signpost to other services<br>Support WEBL/ DJRS resilience as required<br>SMART actions   | Complete prep sheet:<br>Actions arising from Year 1 feedback       | Complete actions<br>Upload to personal<br>sharepoint<br>Invite tutor to review |
|       | Admin<br>Week              | Staff                | 1 hour   | Meeting with Year Leader to discuss key themes arising from tutorial meetings.<br>Action plan required Course Level Interventions   |  |  |
|       |                            | Staff                | 1 hour   | Personal Tutor Forum – training and discussion  |  |  |
| PT2.3 |                            | Individual           | 30 mins  | Review completed actions from prior tutorial<br>Review feedback from Block 1 units<br>Action plan how to take this forward to Block 2<br>Check understanding of Block 2 assessment requirements/learning outcomes & on track to achieve assessment deadlines<br>Signpost to other services<br>SMART actions | Complete Prep Sheet:<br>Actions arising from Block 1 Unit feedback | Complete actions<br>Upload to personal<br>sharepoint<br>Invite tutor to review |
|       | Week 19                    | Staff                | 1 hour   | Meeting with Year Leader to discuss key themes arising from tutorial meetings.<br>Action plan required interventions  |  |  |
| PT5   | (post-<br>Easter<br>break) | Group                | 1 hour   | Employability Focus:<br>DfEs & internship resilience<br>Planning wise use of vacation time  | Complete Prep Sheet:<br>Employability Plans                        | Complete actions<br>Upload to personal<br>sharepoint<br>Invite tutor to review |
| PT6   |                            | Individual           | 30 mins  | Reflection on Year 2<br>SMART Action Planning from Block 2 Feedback<br>Hope & Fears for Year 3 & Preparation over the Summer  | Complete Prep Sheet:<br>Actions arising from Block 2 Unit feedback | Complete actions<br>Upload to personal<br>sharepoint<br>Invite tutor to review |
|       | Admin<br>Week              | Staff                | 1 hour   | Meeting with Year Leader to discuss key themes arising from tutorial meetings.<br>Action plan required interventions  |  |  |
|       |                            | Staff                | 1 hour   | Personal Tutor Forum – reflection and discussion on year & framework  |  |  |





**YEAR 3 UG/ YEAR 4 iMSc - Detailed FBS Personal Tutorial Framework**

| No    | Week/<br>Timing   | Group/<br>Individual | Duration | What happens in this meeting  | Student Preparation  | Student Follow up  |
|-------|---|----------------------|----------|---|--|--|
|       | Admin<br>Week   | Staff                | 1 hour   | Personal Tutor Forum – training and discussion  |  |  |
| PT3.1 |   | Individual           | 30 mins  | Welcome back.<br>Ensure wellbeing.<br>Discuss Year 2/ 3 Year & Summer reflections, hopes & fears for Year 3<br>Remind purpose & mechanics of Personal Tutor Curriculum in Year 3 and how it works alongside FMP Supervisor.<br>Review completed actions from Year 2 tutorials<br>Ensure understand assessment requirements & meaning of learning outcomes & on track to achieve assessment deadlines<br>Signpost to other services<br>Review feedback received<br>SMART actions | Complete prep sheet:<br>Hopes & Fears<br>Settling in<br>Q&A        | Complete actions<br>Upload to personal<br>sharepoint<br>Invite tutor to review |
| PT3.2 | /post<br>Xmas<br>break<br>when first<br>feedback<br>course<br>specific<br>pre NSS | Individual           | 30 mins  | Review Block 1 feedback received<br>Ensure understand assessment requirements & meaning of learning outcomes & on track to achieve assessment deadlines<br>Signpost to other services<br>Exit/ job search strategy<br>Reflect on course & personal development – remind NSS<br>SMART actions  | Complete prep sheet:<br>Actions arising from<br>feedback           | Complete actions<br>Upload to personal<br>sharepoint<br>Invite tutor to review |
|       | Admin<br>Week   | Staff                | 1 hour   | Meeting with Year Leader to discuss key themes arising from tutorial meetings.<br>Action plan required Course Level Interventions   |  |  |
|       |   | Staff                | 1 hour   | Personal Tutor Forum – training and discussion  |  |  |
| PT3.3 |   | Individual           | 30 mins  | Review completed actions from prior tutorial<br>Review feedback from Block 1 units<br>Action plan how to take this forward into FMP<br>Check understanding of FMP assessment requirements/learning outcomes & on track to achieve deadlines (care re FMP Supervisor)<br>Signpost to other services<br>SMART actions<br>Remind NSS<br>Support exit strategy  | Complete Prep Sheet:<br>Actions arising from Block 1 Unit feedback | Complete actions<br>Upload to personal<br>sharepoint<br>Invite tutor to review |
|       |   | Staff                | 1 hour   | Meeting with Year Leader to discuss key themes arising from tutorial meetings.<br>Action plan required interventions  |  |  |
|       | Admin<br>Week   | Staff                | 1 hour   | Personal Tutor Forum – reflection and discussion on year & framework  |  |  |

**Effective Personal Tutoring**

**ISA & DISABILITY**

An **Individual support agreement** is a document outlining **reasonable adjustments** course teams are **required to make** based on an assessment of individual needs for students with **physical, psychological or sensory impairments**.

|   |   |
|---|---|
|  <p>For general information about ISAs, our statutory requirements and FAQs, please <a href="#">click here</a></p> |  <p>Do you think that your tutee could benefit from an ISA? <a href="#">Follow this link</a> for more guidance</p> |
|  <p><a href="#">This PDF</a> outlines what kind of help disabled students can access</p>                           |  <p><a href="#">Here is an example</a> of a completed ISA, for your reference</p>                                  |

**WHAT IS THE DIFFERENCE BETWEEN AN ISA AND AN EC?**





If a student has an ISA in place, and one of the adjustments listed is **additional time**, this is included as a reasonable adjustment for the student to manage their studies around the impact of their impairment. If a student has been given an **extension as an outcome of their EC Claim**, this is because of unforeseen circumstances and **may not be based on disability-related reasons**.

Other Useful links:  
[Guidance for inclusive teaching & learning](#)  
[Using Moodle for access & inclusion](#)  
[Recording taught sessions](#)  
[Inclusive group work](#)  
[Planning academic visits](#)  
[Accommodated Assessment](#)  
[Our values](#)

Useful contacts:  
[disability@arts.ac.uk](mailto:disability@arts.ac.uk)  
 0207 7514 6156

**MENTAL HEALTH, WELLBEING & COUNSELLING**

Mental health problems can happen to **anyone, at any time**. As with a physical injury, with the right support people can **recover or manage** their symptoms well.

|  |  |
|--|--|
|  <p>If you are concerned about a student, including <a href="#">advice for urgent/non-urgent situations</a></p> |  <p><a href="#">Click here</a> for a list of mental health first-aiders at the school</p> |
|  <p>For information on Counselling, advice and chaplaincy <a href="#">click here</a></p>                        |  <p><a href="#">Click here</a> for advice on wellbeing</p>                                |

Your student may need to file an **Extenuating Circumstances** request. Advice on ECs can be [found here](#). Extenuating circumstances are normally defined as circumstances which are **unexpected, significantly disruptive** and **beyond a student's control**, and which may have affected his/her **academic performance**.

Useful contacts:  
 Counselling service  
[Counselling@arts.ac.uk](mailto:Counselling@arts.ac.uk)  
 0207 514 6251  
 Health advice  
[studenthealth@arts.ac.uk](mailto:studenthealth@arts.ac.uk)  
 0207 514 6251

Chaplaincy  
[w.hickombe@arts.ac.uk](mailto:w.hickombe@arts.ac.uk)  
 07872 816 157  
[m.w.dean@arts.ac.uk](mailto:m.w.dean@arts.ac.uk)  
 07843 329 587  
 Student Advice Service  
[Student.advisers@arts.ac.uk](mailto:Student.advisers@arts.ac.uk)  
 0207 514 6250

## EXAM BOARDS AND ACADEMIC INTEGRITY

### Examination Boards

- Examination boards **confirm the awards** of the university (*the last gate keeper of standards*)
- Deans or Academic Board approved alternative Chairs must have undergone **UAL exam board training** in 2019 or 2020 **before** chairing an exam board in the summer term 2020
- Exam boards chaired by unapproved staff will be **considered void** and will require a new official exam board to take place
- The range of internal examiners present as members of the examination board shall be sufficient to ensure that, overall, the exam board has the **appropriate expertise to carry out its responsibilities**. **More guidance can be found here**

### External Examiners

External Examiners must attend the **final examination board** (where Awards/Classifications are confirmed) – their role is to ensure that:

- The **academic standards** appropriate to the award in question are maintained
- That **justice is done** to the students
- That in the processes of assessment, students are treated **fairly and equitably** according to the University's policies and regulations.

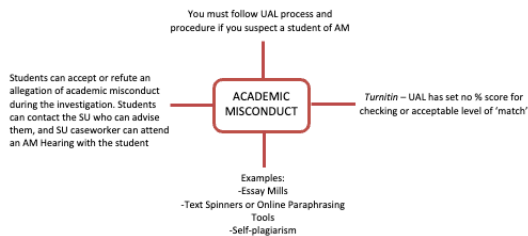
If your External Examiner is unable to attend the final examination board you must contact the **quality team** as we need to consult with UAL Assessment & Quality to confirm if we are able to go ahead with the board in the absence of the External Examiner: [lcfexternalexaminers@fashion.arts.ac.uk](mailto:lcfexternalexaminers@fashion.arts.ac.uk)

We formally ask External Examiners for **delegated authority** – this allows us to have **Interim/unit examination boards**.

**More guidance can be found here**

### Academic Misconduct

UAL definition: "Academic misconduct refers to any form of academic cheating. Plagiarism is the commonest form of cheating and is defined as stealing another person's ideas and presenting them as your own"



- **Transition** into UK Higher Education
- **Assessment design**
- What is **accepted practice** in your discipline (*this might vary!*)
- How is **academic integrity** discussed with students?
- **UAL Terminology**: "academic misconduct"; "self-plagiarism"; "collusion" – do students know/understand these terms?
- How do you use **exemplars of work** in your teaching practice?
- Are students **guided** on using the **Turnitin** practice area, what the originality report is showing them, and how to check their own work is correctly referenced?



### Useful Links:

- [Student Guide to Avoiding Academic Misconduct](#)
- [Student Guide to Extenuating Circumstances](#)
- [Student Guide to Assessment Submissions](#)
- [Student Guide to Failure and Retrieval](#)



### Useful Contacts:

- Professor Andrew ~~Teverson~~<sup>Everson</sup>, Dean of Academic Strategy, LCF
- Clare Lomas, Head of Curriculum Development and Quality Assurance (JPS 326; ext. 7687; [c.lomas@fashion.arts.ac.uk](mailto:c.lomas@fashion.arts.ac.uk))
- Jamie Kavanagh, Student Complaints, Appeals and ECs Officer (LCF QA Team, JPS 314; ext. 2153; [academicmisconduct@fashion.arts.ac.uk](mailto:academicmisconduct@fashion.arts.ac.uk))

## ACADEMIC SUPPORT, LANGUAGE DEVELOPMENT & CAF

Academic support offers **resources and tools** created by UAL to inspire **creativity**, encourage **hands-on learning** and enhance your **academic skills**.



### What Academic Support offers:

- College teams: tailored offers
- UAL-wide events open to all
- Tutorials and group sessions
- Academic support online

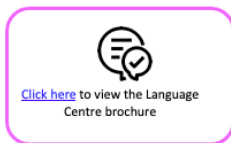


Academic Support Online  
<https://academicsupportonline.arts.ac.uk/>

Academic support at LCF  
[studysupport@fashion.arts.ac.uk](mailto:studysupport@fashion.arts.ac.uk)

Heads of Academic Support  
 Emma Shackleton:  
[e.shackleton@fashion.arts.ac.uk](mailto:e.shackleton@fashion.arts.ac.uk)  
 & Jo Peel [j.peel@fashion.arts.ac.uk](mailto:j.peel@fashion.arts.ac.uk)

Language Development: The Language Centre offers **help** for students who use **English as a second language**.



Students can improve and develop their English and modern language skills at UAL Language Centre. The English courses are **British Council** accredited and the Pre-session courses are **BALEAP** accredited.

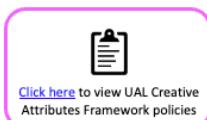
UAL's international students can get language development support for their main course. They offer **tailored classes, 1-1 tutorials and speaking and writing workshops** to help your students with their studies.

Information about classes, timetables and availability: [languagecentre.myblog.arts.ac.uk](http://languagecentre.myblog.arts.ac.uk)  
 Contact: [languagedevelopment@arts.ac.uk](mailto:languagedevelopment@arts.ac.uk)

## WHAT IS CAF?

*Making things happen - Showcasing abilities - Navigating change*

- Engaging your tutee with **planning for their future, skills and employability** and making the most of their time at LCF
- Aligned to UALs **new assessment criteria** and supports enterprise and employability learning and development within the curriculum
- Use the **My-CAF** self-reflection tool in Moodle to explore, learn about and develop your creative attributes online.



| Institution                     | Employment performance indicator |
|---------------------------------|----------------------------------|
| The Arts University Bournemouth | 87.4%                            |
| Courtauld Institute of Art      | 87.3%                            |
| Ravensbourne                    | 87.2%                            |
| Falmouth University             | 86.1%                            |
| Norwich University of the Arts  | 84.4%                            |
| Glasgow School of Art           | 82.3%                            |
| University of the Creative Arts | 81.9%                            |
| University of the Arts London   | 81.7%                            |

### Useful contacts:

Ismaril Wells, College and Curriculum Team Manager: [i.f.wells@arts.ac.uk](mailto:i.f.wells@arts.ac.uk)



## SU COMPLAINTS AND APPEALS/ STUDENT SERVICES



### SU Complaints & Appeals

When your tutee is not happy with an assessment grade – [click here](#) for information on how to advise them, and how the complaints process works.

For information on how to make a complaint, links to required forms and advice on mediation, [click here](#).



### Useful Contacts

University Complaints Unit, [complaints@arts.ac.uk](mailto:complaints@arts.ac.uk)  
 Colum Mackey, Advice and Policy Manager: [c.mackey@su.arts.ac.uk](mailto:c.mackey@su.arts.ac.uk)  
 Jamie Kavanagh, Student Complaints, Appeals and ECs: [j.kavanagh@arts.ac.uk](mailto:j.kavanagh@arts.ac.uk)



### Student Services

[Student Services](#) staff provide a professional, confidential, and free service to UAL students and also, where appropriate, to prospective students from the UK or abroad who are considering applying for courses at the University.



### Useful Contacts

Georgia Poncia, Student Liaison Assistant, FBS: [g.poncia@fashion.arts.ac.uk](mailto:g.poncia@fashion.arts.ac.uk)

### TODAY'S SPEAKERS:

**Chris Bambling:** ISA and Disability  
**Marie Kan:** Mental Health, Wellness and Counselling  
**Clare Lomas:** Exam Boards and Academic Integrity  
**Kieron Devlin:** Academic Support  
**Damian Fitzpatrick:** Language Development  
**Ismaril Wells:** My CAF  
**Colum Mackey:** SU Complaints & appeals  
**Georgia Poncia:** Student Liaison



### WHAT ARE THE NEXT STEPS?

- The next tutorial should be **timed to coincide** with the receipt of their feedback on block 1 units
- The idea is that you help them develop **feedback literacy**
- Encourage them to read through their feedback with you, pick out **recurring themes**
- Help them to **action plan** what to do about it to improve
- Help them to **set and document SMART goals** that you can review progress against with them next time you meet
- Do not worry if you are not the subject specialist - **encourage them** to contact them

Please do request any more detailed training that would be useful from any of today's speakers or anything you would like to hear about that was not discussed during the training.

**Appendix XXIII  
Submission Cover Sheet**

| <b>FBS</b>  |  |                 |  |
|---|--|-----------------|--|
| <b>Assessment Reflection &amp; Feedback Request</b> |  |                 |  |
| Student Name  |  | Student Number  |  |
| Course  |  | Year            |  |
| Unit Title  |  | Unit Leader     |  |
| Assessment Type                                     |  | Submission Date |  |



| <b>Assessment Reflection</b> |   |  |
|------------------------------|---|--|
| Grade Expected               |   | <i>This is the grade I expect to be awarded for this piece of work based on my understanding of the Learning Outcomes and Marking Criteria.</i><br><br><i>I justify this grade by noting below 3 areas that I think are strong in this work (What Went Well) and 3 areas that I think could be improved (Even Better If)</i> |
| What Went Well               | 1 |  |
|                              | 2 |  |
|                              | 3 |  |
| Even Better If               | 1 |  |
|                              | 2 |  |
|                              | 3 |  |

| <b>Feedback Request</b>   |   |  |
|---|---|--|
| <i>Here I note up to 3 areas of my work I would like specific feedback on from my marking tutor</i> | 1 |  |
|   | 2 |  |
|   | 3 |  |