




(QEWUKPI QP URGEK'E CTGCU

Some of the feedback comments that students receive come up time and again. Here are some of the common aspects that you may be asked to improve:




Sometimes, markers give you feedback and you are unsure what they mean. We asked students which terms can often be confusing when used in feedback, and we asked university teaching staff what they would mean when using these terms. We then summarised their responses.

E




Make sure the reader can easily understand what points you have made by writing clearly, and explaining why you have made these points. Sometimes it's just a case of writing straightforwardly, and not assuming the reader will automatically know what you were thinking.

BA F




In your work you need to explain ideas clearly but with fewer words – if you have a word limit, make effective use of it! The marker may think you are waffling. Be succinct and avoid needlessly complicated words and phrases.

BA E




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C FG'PGF UKVWCVKQP QT C EGTVCKP 'PFKPI PQV LWU
CNUQ e#DUVTCEVf

E I E A F




Show that you have actively thought about and questioned the claims you are describing or making. Even if the claims are completely valid, show that you haven't just accepted them at face value.

C BE




Make sure you explain your arguments in detail, using examples where appropriate and working through your ideas rather than simply glossing over them.

B




Creating a coherent argument by connecting points in a logical order to ensure that the work is easy to follow.

F E




Give examples to back up the points you make, ideally using evidence.

E A




Demonstrating your own thinking, perhaps by drawing upon research beyond the ones you learned about in class, to make an argument that not every student would have thought of.

BB E



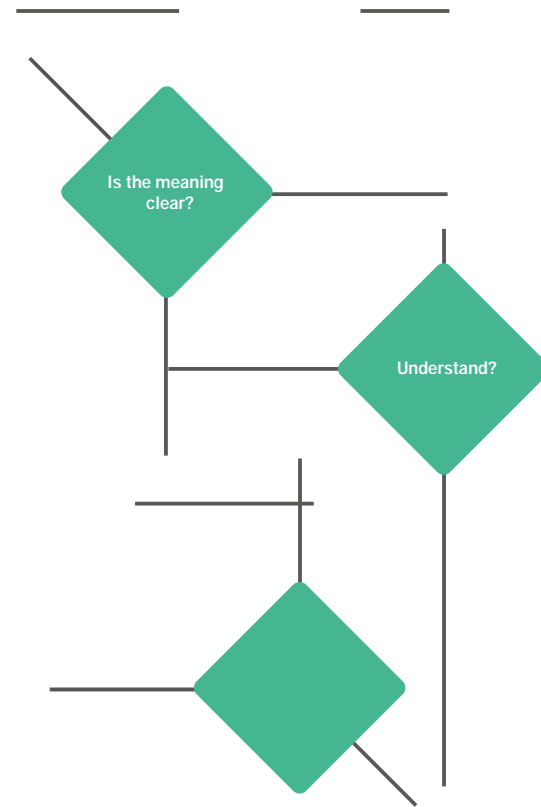
Reading work back carefully, or getting another person to read it, to check for spelling and grammar mistakes. You should also check that your arguments make sense, and that everything is phrased clearly.

A B E



Try and use more than just the material provided by the lecturers, and avoid basing too much of your work on just one or two references.

Look at your grade
(if you have one)



You can use the questions below to help you reflect on the feedback you have received and to plan what actions you need to take.

BA

- What are the main messages from the marker?
- Is there anything in the comments that you do not fully understand? If so, what?
- Look at the comments telling you what you have done well. Consider why you have done these things well, and consider what you need to do similarly for your next assignment.
- Look at the comments telling you what you need to do to improve. Consider why the marker has made those comments, and consider what you need to do differently for your next assignment.

BAC A

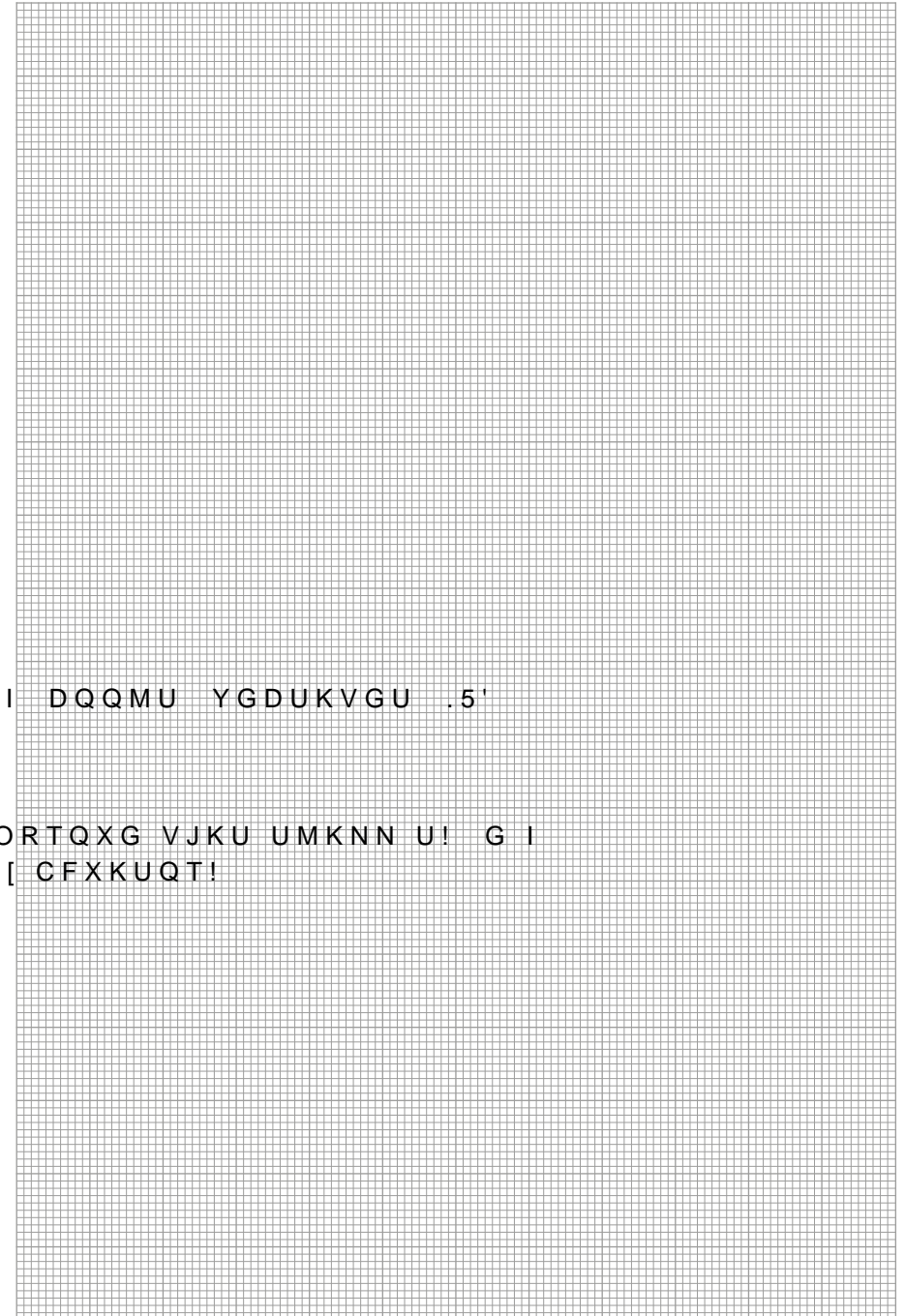
- What skill/s do you need to develop?

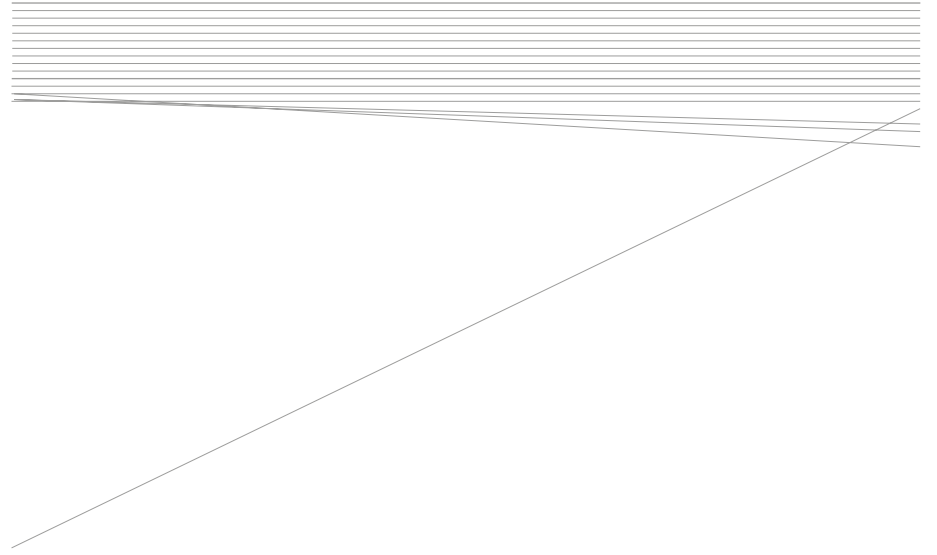
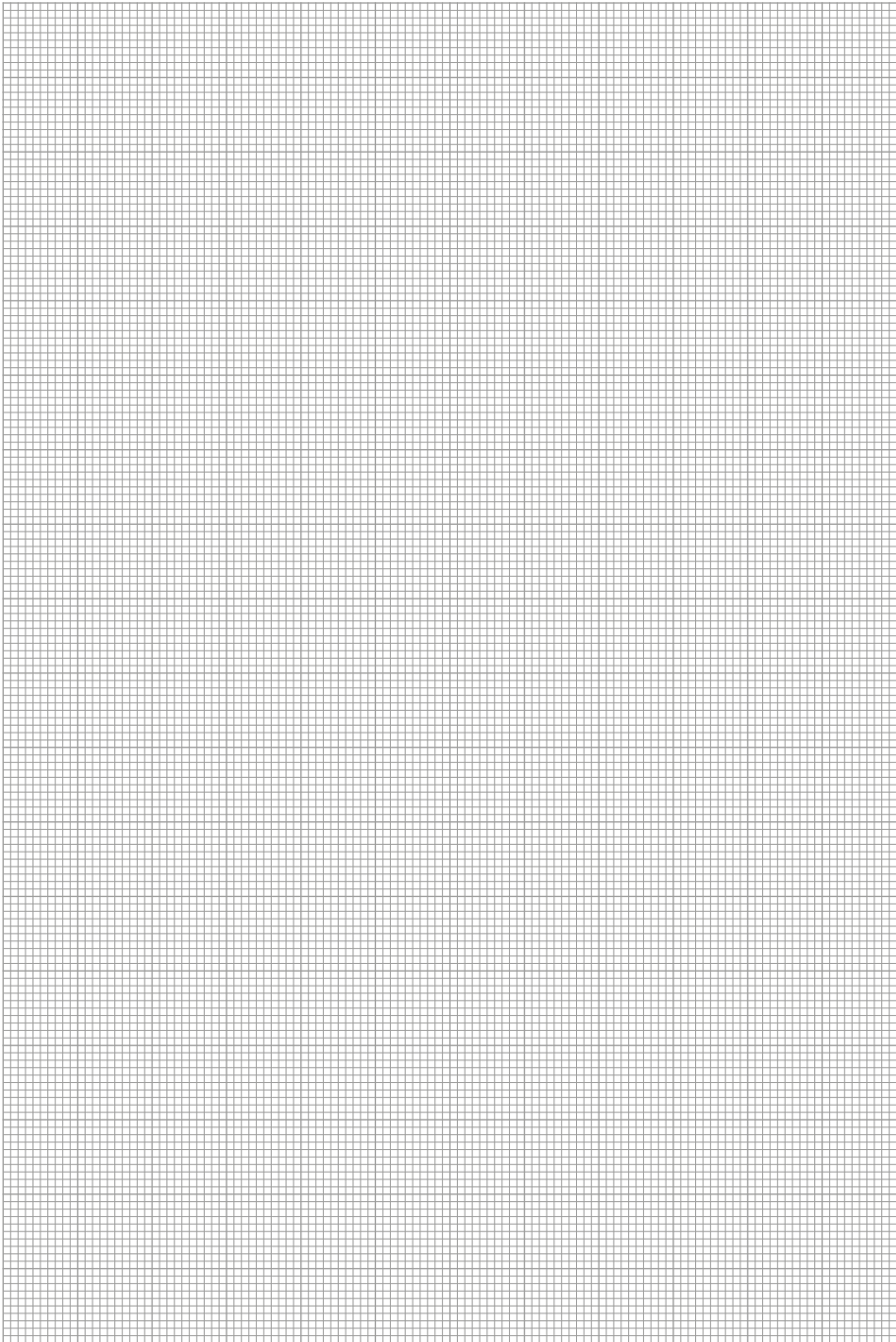
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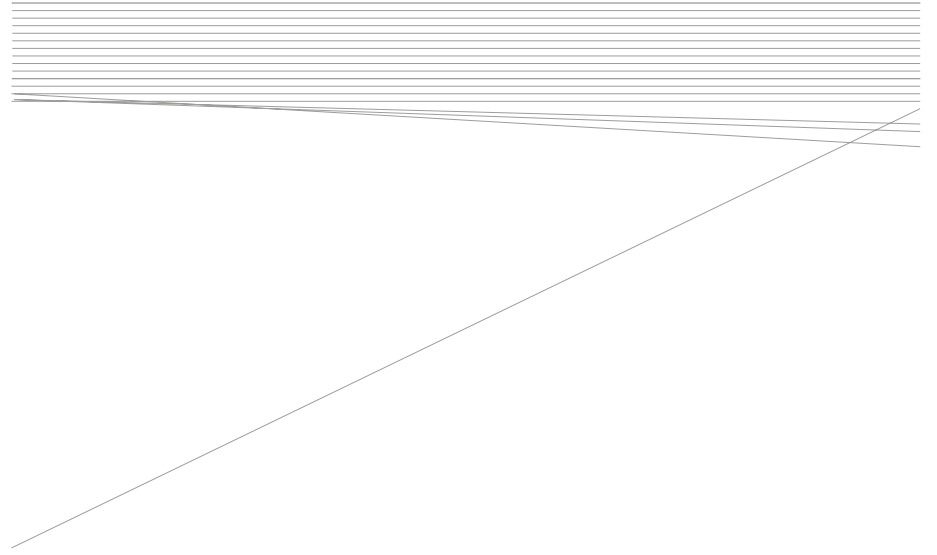
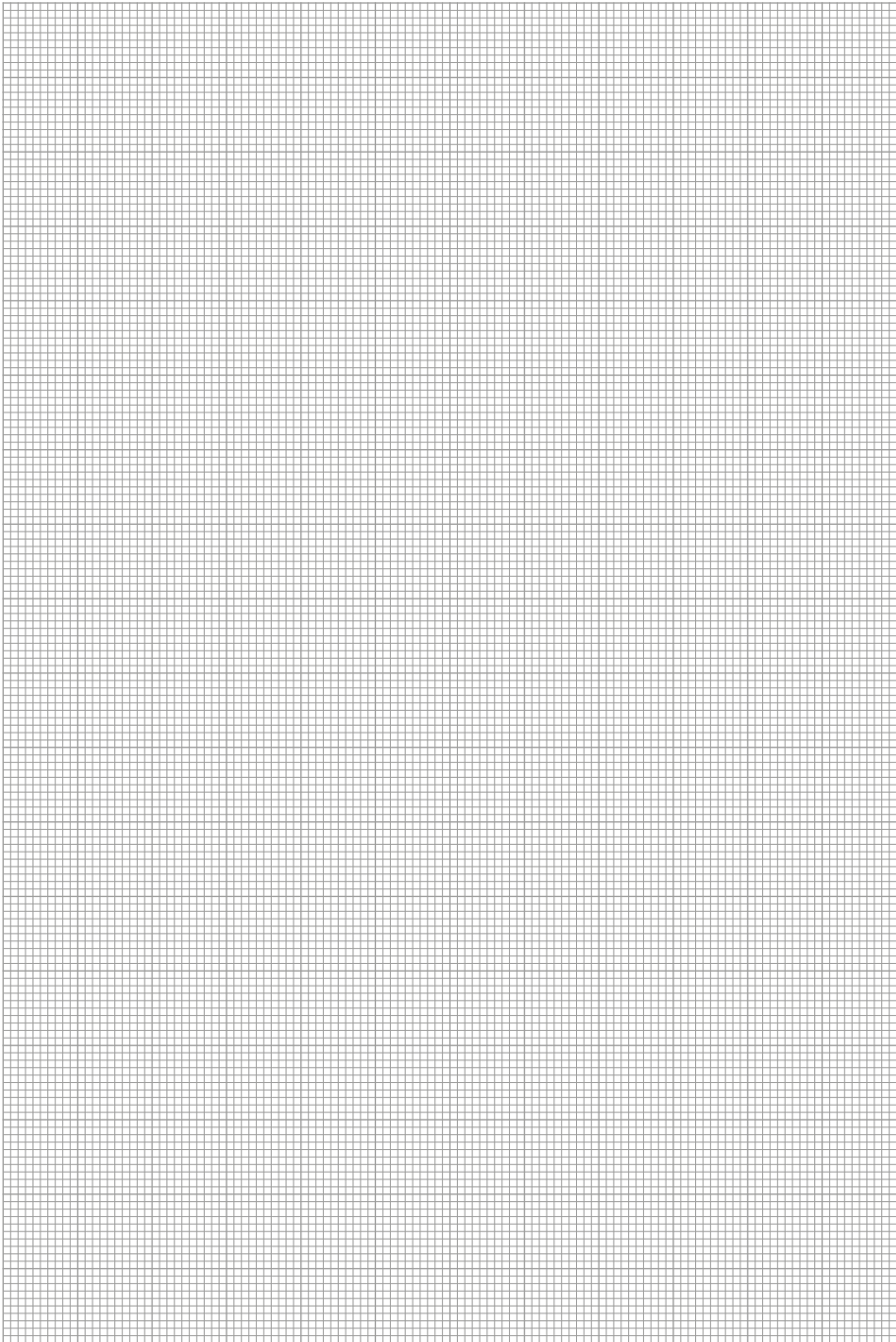
- When and how will you access these resources?

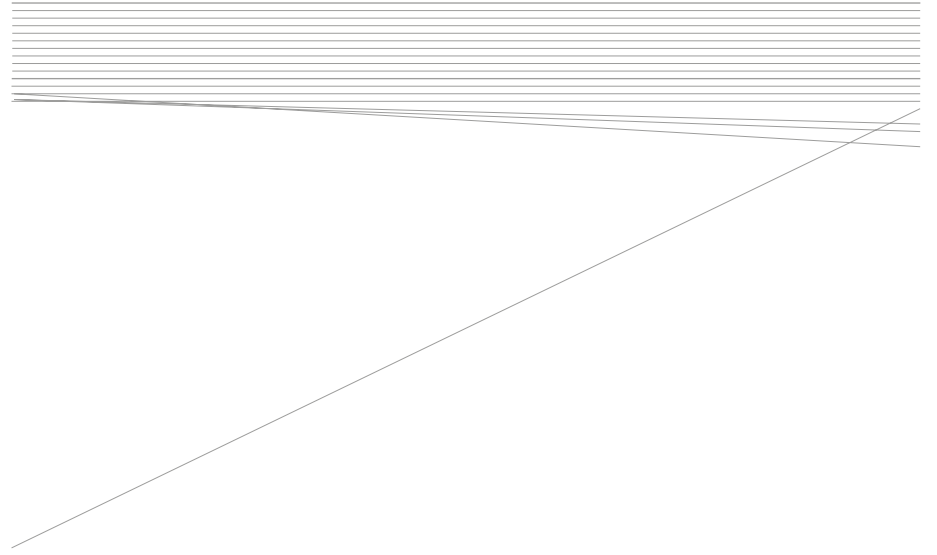
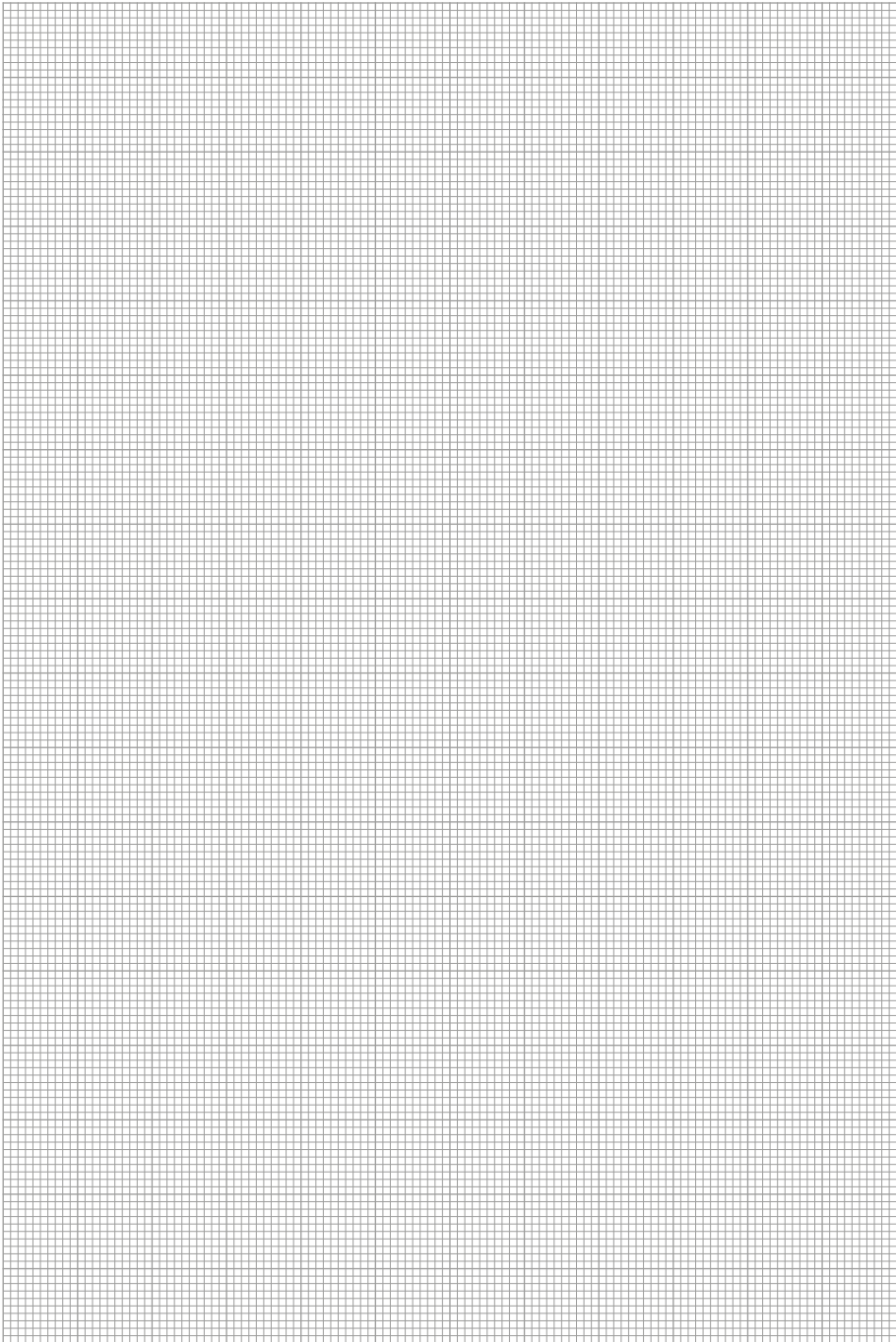
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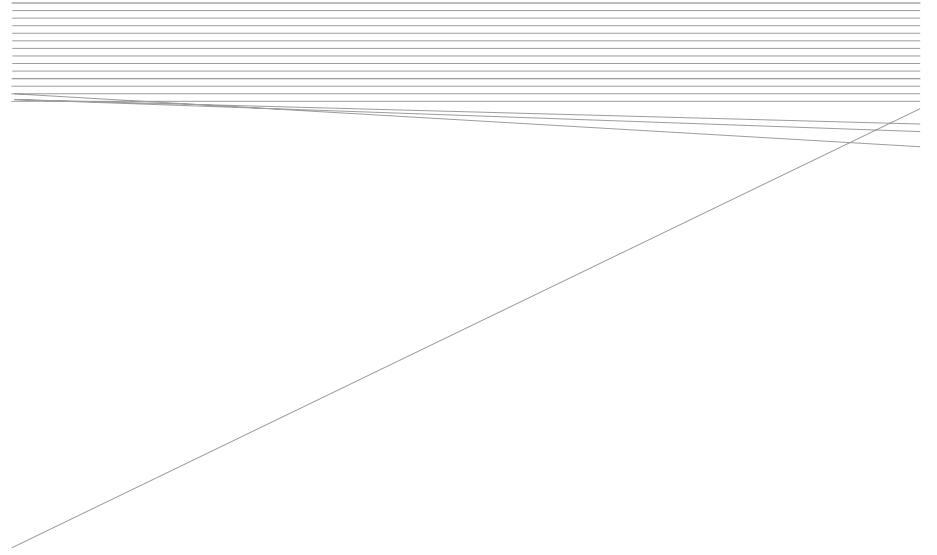
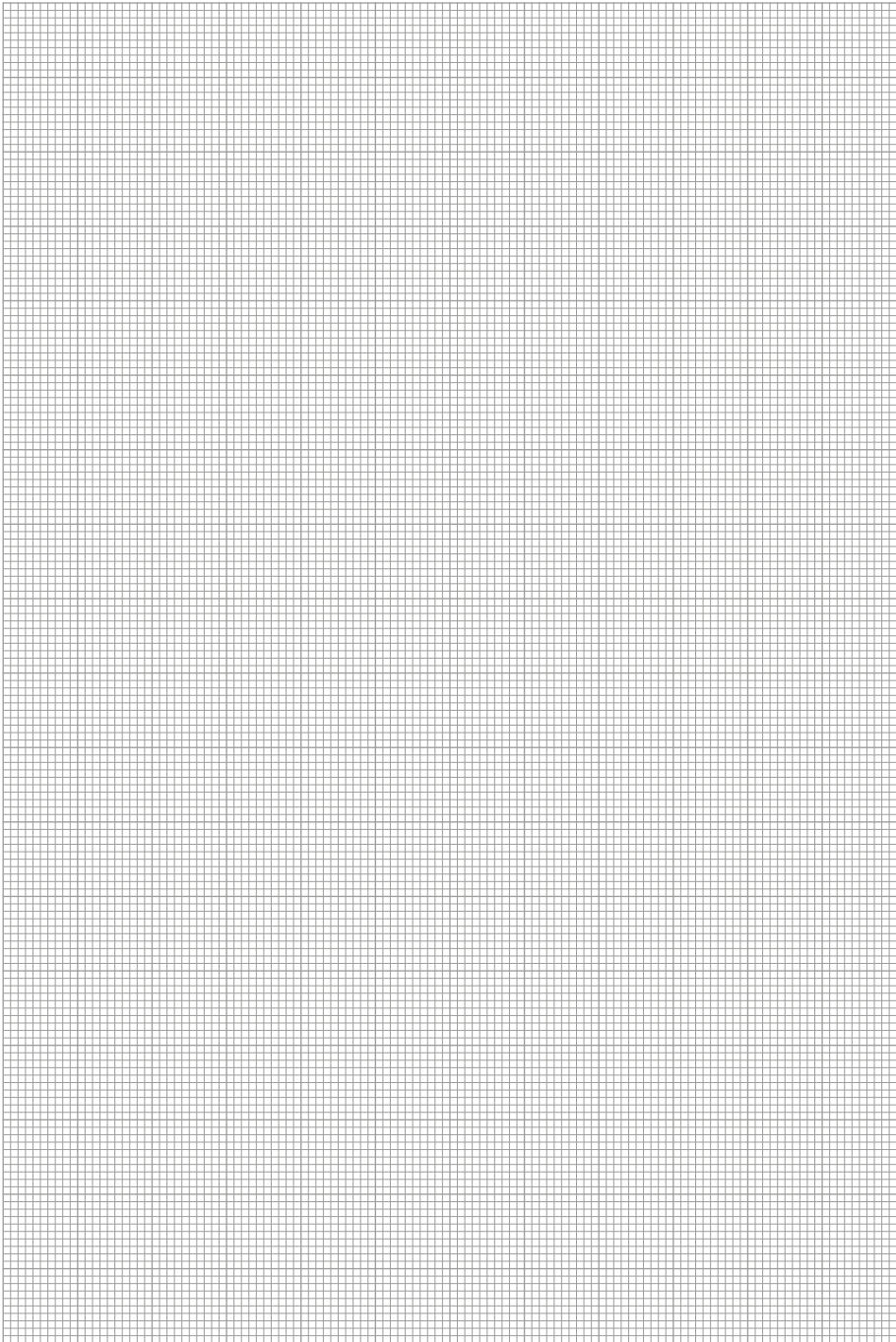
- When will you talk to these people?

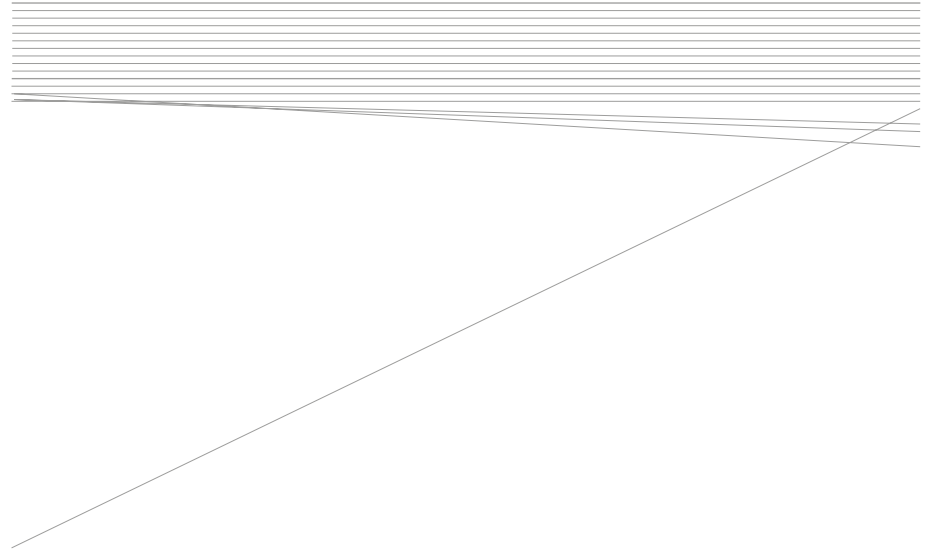
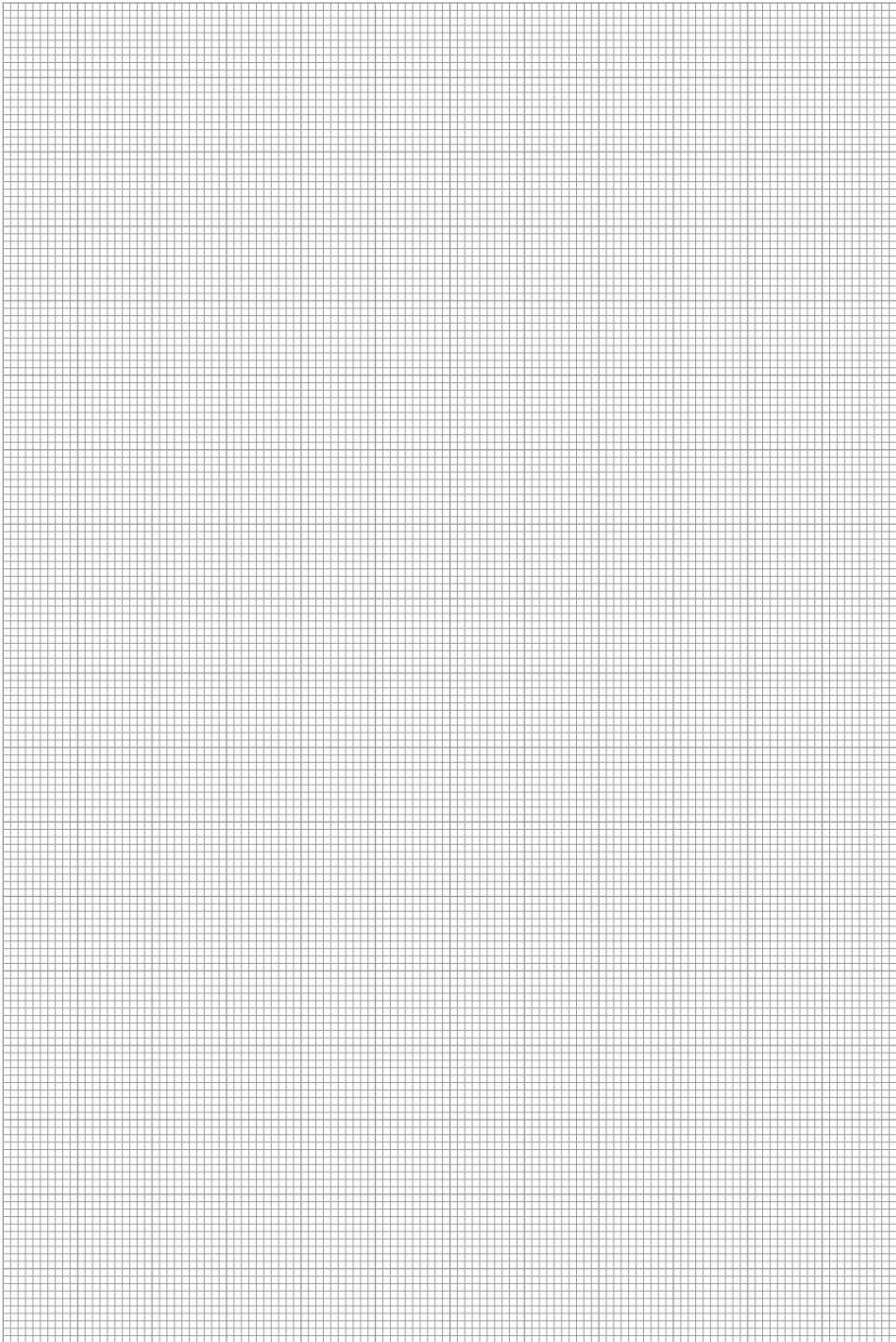


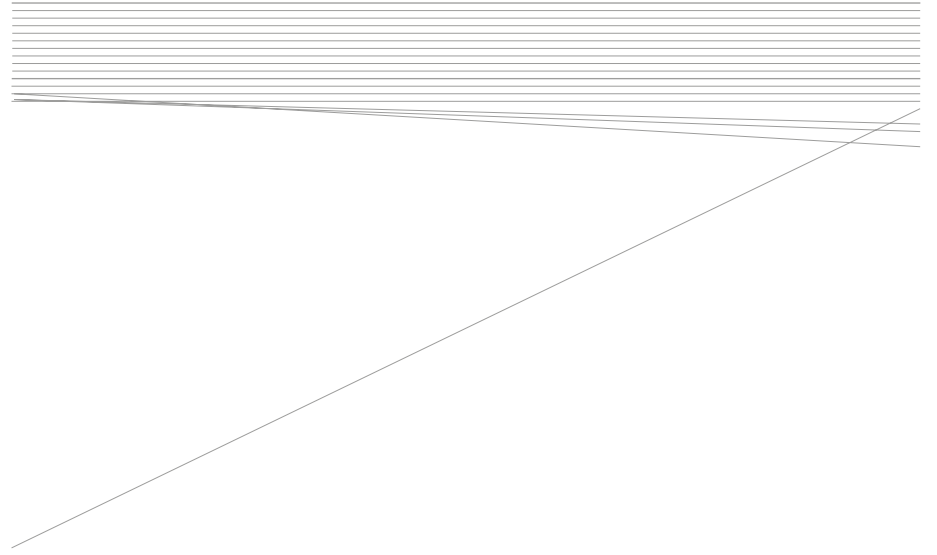
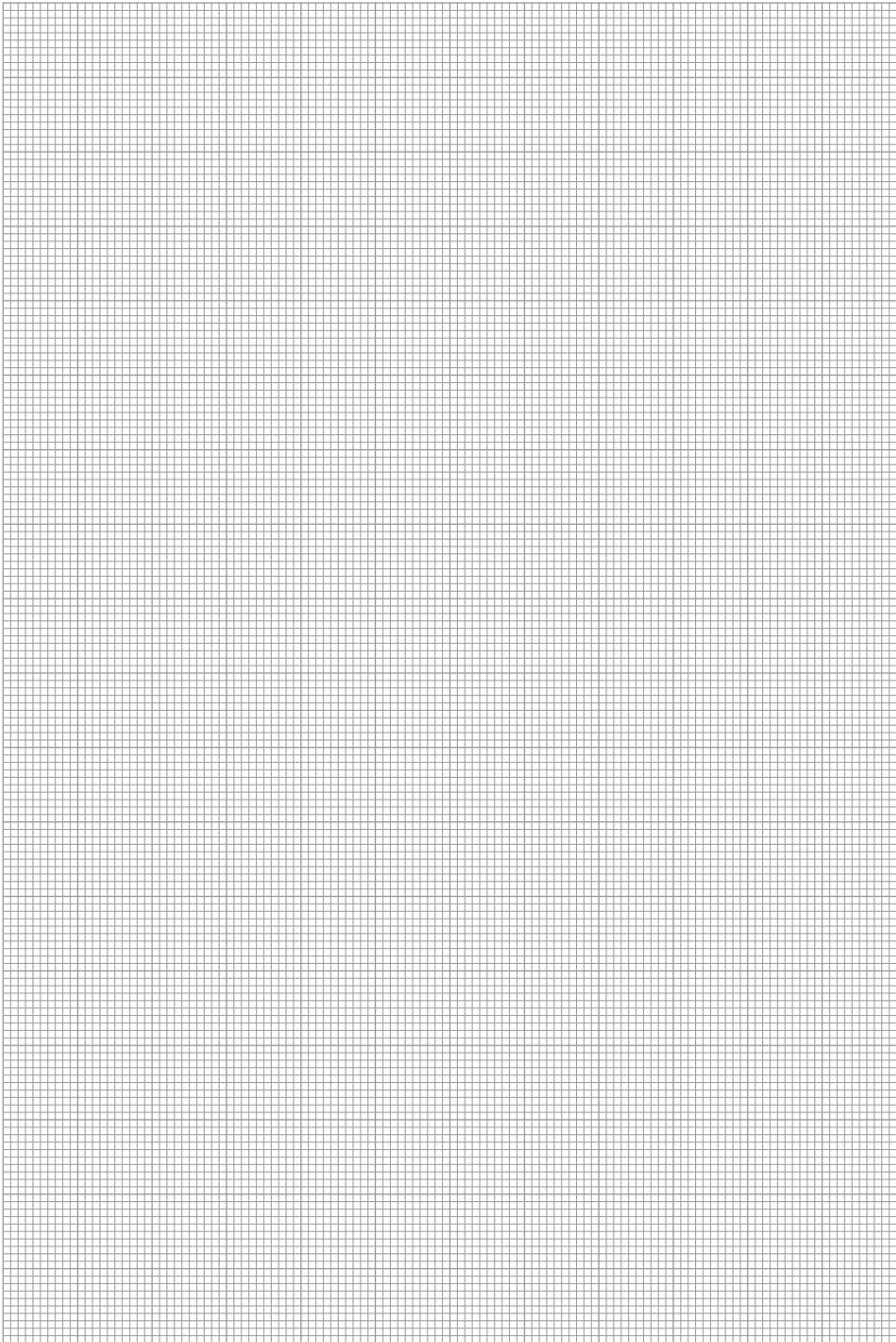












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