Summary of surveys in the report

Survey	# Pages	# Questions	Date opened	Date closed	Responses	# Complete responses
A Review of Student Opinions on Coursework and Exam Feedback	1	11	7/1/2014	7/18/2014	330	330

Response distribution
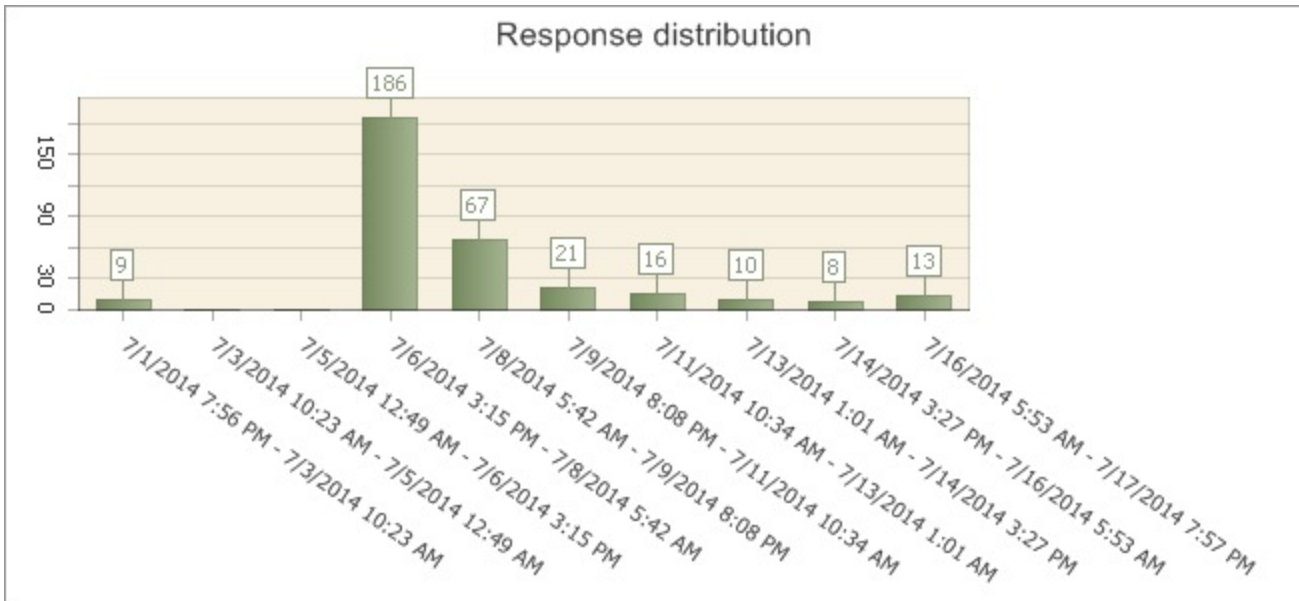
1.

Response counts for survey 'A Review of Student Opinions on Coursework and Exam Feedback'

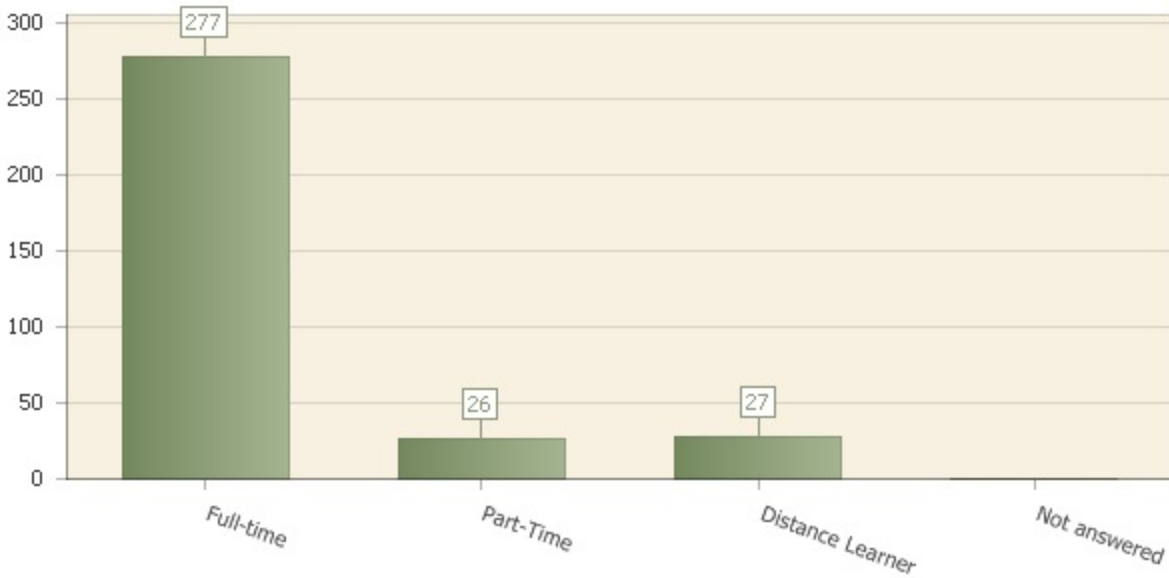|	Before filtering	After filtering
Partial responses (unique respondents)	0 (0)	0 (0)
Completed responses (unique respondents)	330 (330)	330 (330)

1.1.   P1Q1

<u>*What kind of student are you?*</u>

Question type: Multiple choice

Number of responses: 330

Number of respondents: 330

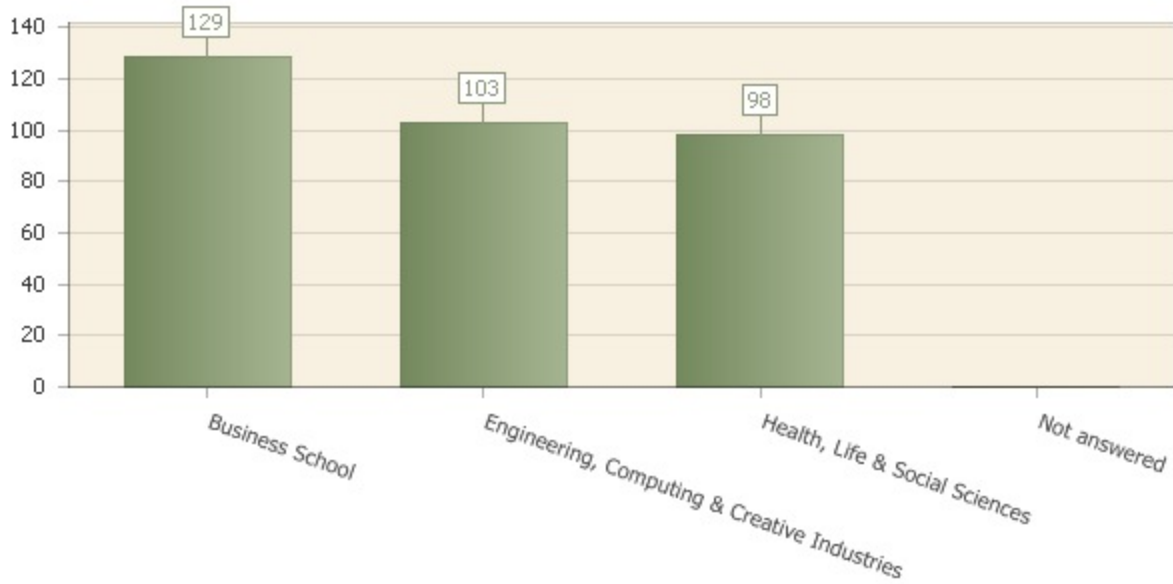| Answer	Count	Percent answer
Full-time	277	83.9%
Part-Time	26	7.9%
Distance Learner	27	8.2%
Not answered	0	0%

1.2. P1Q2

What faculty are you in?

Question type: Multiple choice

Number of responses: 330

Number of respondents: 330

Answer	Count	Percent answer
Business School	129	39.1%
Engineering, Computing & Creative Industries	103	31.2%
Health, Life & Social Sciences	98	29.7%
Not answered	0	0%

1.3. P1Q3

<u>*What course are you on?*</u>

Question type: Open ended

Number of responses: 330

Number of respondents: 330

Not answered: 0

Date	Respondent	Answer
7/1/2014	10751	M/A Journalism
7/1/2014	10752	international business and management
7/1/2014	10754	BA TV
7/1/2014	10756	Social Science
7/1/2014	10757	Civil and Transportation Engineering
7/1/2014	10762	computer systems and networks
7/1/2014	10764	Sport and Exercise Science
7/1/2014	10759	Accounting
7/2/2014	10765	MSc Sport Performance
7/7/2014	10805	Research degree
7/7/2014	10806	MSC HUMAN RESOURCES MANAGEMENT (KPMG) D/L
7/7/2014	10809	Business and enterprise
7/7/2014	10810	PGCE TLHE
7/7/2014	10811	Flexible Business Management
7/7/2014	10813	Biomedical Science
7/7/2014	10815	MSC International Marketing with Tourism and Events
7/7/2014	10817	Tourism and marketing management
7/7/2014	10818	MSc Publishing
7/7/2014	10821	MSc Business Management
7/7/2014	10822	Accounting
7/7/2014	10823	exec MBA
7/7/2014	6845	Child health nursing
7/7/2014	10824	Msc Timber Engineering
7/7/2014	10827	Film and Photography

7/7/2014	10828	MSc Conservation & Management of Protected Areas
7/7/2014	10829	Veterinary Nursing
7/7/2014	9304	MSc Business Management
7/7/2014	10830	Business Management with Marketing
7/7/2014	10831	Product design
7/7/2014	10832	Flexible managed programme
7/7/2014	10834	MSc International HRM
7/7/2014	10835	Adult nursing
7/7/2014	10837	BA Business Management
7/7/2014	10838	BEng Honours Polymer Engg
7/7/2014	10840	Architectural Technology
7/7/2014	10841	Photography and Film
7/7/2014	10842	Masters in Journalism
7/7/2014	10843	MSc, Energy and Environmental Engineering
7/7/2014	10844	Journalism
7/7/2014	10845	Adult nursing
7/7/2014	10846	Psychology
7/7/2014	10847	MEng Mechanical Engineering
7/7/2014	10848	biological science
7/7/2014	10849	economics with management
7/7/2014	10850	Social science
7/7/2014	3864	Marketing Management with Consumer Studies
7/7/2014	10851	Business management
7/7/2014	10852	CSN
7/7/2014	10853	Llb law
7/7/2014	10854	Journalism
7/7/2014	9330	BA Hon's accounting
7/7/2014	10856	Law LLB
7/7/2014	10858	MSc Property Management & Investment
7/7/2014	4021	Adult Nursing

7/7/2014	4997	BDes (Hons) Product Design
7/7/2014	10860	LLB Law
7/7/2014	10861	LLM
7/7/2014	10862	Festival and events with HRM
7/7/2014	10864	Interior and Spatial Design
7/7/2014	10865	LLB
7/7/2014	10868	Communication, advertising and PR
7/7/2014	10869	llb law
7/7/2014	9209	Transport Planning and Engineering
7/7/2014	10870	BEng Computing
7/7/2014	10872	Mba
7/7/2014	10873	Computing security and digial forensics
7/7/2014	10874	MSc Publishing
7/7/2014	8332	MA Creative Writing
7/7/2014	9372	BA Accounting
7/7/2014	10877	Msc Magazine Publishing
7/7/2014	10878	Mechatronics
7/7/2014	10879	Veterinary Nursing BSc(Hons)
7/7/2014	10880	MEng Civil Engineering
7/7/2014	10881	adult nursing degree
7/7/2014	10883	business management
7/7/2014	10884	Festival and Events with Tourism Management
7/7/2014	10885	Computer Systems and Networks
7/7/2014	10887	Web Technologies
7/7/2014	10890	Mechanical Engineering
7/7/2014	10891	BA (Hons) Marketing Management with Entrepreneurship
7/7/2014	2589	Adult Nursing
7/7/2014	10897	MSc International Festival & Event Management
7/7/2014	10898	BA accounting
7/7/2014	10901	Journalism
7/7/2014	10902	MSCi Computing

7/7/2014	10905	Graphic design
7/7/2014	10911	MSc Human Resource Management
7/7/2014	10913	flexible managed MSc
7/7/2014	10914	Business Management
7/7/2014	10916	Festival and events with entrepreneurship
7/7/2014	10918	Adult nursing
7/7/2014	10919	Digital forensics and network security
7/7/2014	10920	BDes(Hons) Graphic Design
7/7/2014	10921	Adult nursing
7/7/2014	10922	Graphic Design
7/7/2014	10923	Heritage and cultural tourism management
7/7/2014	3222	MSc Wildlife Biology and Conservation
7/7/2014	6017	Sports Science
7/7/2014	10926	Computer Systems and Networking
7/7/2014	10928	msc international marketing tourism
7/7/2014	10933	BN Adult Nursing
7/7/2014	10937	Business studies
7/7/2014	10939	MSc Entrepreneurial Leadership
7/7/2014	10940	Marketing Mangement
7/7/2014	10944	Midwifery
7/7/2014	10946	Adult nursing
7/7/2014	10948	Biomedical Science
7/7/2014	10950	MBA
7/7/2014	10953	Business Management
7/7/2014	10958	BA English
7/7/2014	10960	Psychology & Sociology
7/7/2014	10961	Executive MBA
7/7/2014	10962	Business Maangement
7/7/2014	10963	Festival and Events Management
7/7/2014	10965	Criminology

7/7/2014	10966	Business Management with Marketing
7/7/2014	10968	MSc Tourism Marketing
7/7/2014	10969	BA English & Film
7/7/2014	10971	BA Psych with soc.
7/7/2014	10972	Accounting with Human Resource Management
7/7/2014	10973	Festival and Event Management
7/7/2014	10974	MSc sports performance
7/7/2014	10977	marketing management
7/7/2014	10978	Journalism
7/7/2014	10979	nursing ld
7/7/2014	10982	Mech Eng(hons)
7/7/2014	10983	Graphic design
7/7/2014	10929	MSc. Wildlife Biology & Conservation
7/7/2014	10984	MSc International Business Management
7/7/2014	10987	Adult nursing conversion
7/7/2014	10988	...
7/7/2014	10989	Interactive Media Design
7/7/2014	10990	MBM
7/7/2014	10991	International Business Studies
7/7/2014	10992	youth work
7/7/2014	10993	SPG Adult Nursing
7/7/2014	10994	Business studies
7/7/2014	10995	int. tourism man.
7/7/2014	10996	Festival and Event Management with HRM
7/7/2014	10998	Ecotourism
7/7/2014	10999	Hospitality and Tourism Management
7/7/2014	11000	Business studies
7/7/2014	4614	PGDip Career Guidance
7/7/2014	11001	Computer Systems and Networks
7/7/2014	5220	Nursing (Child Branch)
7/7/2014	11004	3

7/7/2014	11005	dljkkfskd
7/7/2014	2109	Hospitality
7/7/2014	1031	Popular Music
7/7/2014	11006	Tourism+Spanish
7/7/2014	11009	Nursing
7/7/2014	11010	MSc Wildlife Biology and Conservation
7/7/2014	8705	BA (hons) Psychology
7/7/2014	10315	International HR Management
7/7/2014	11011	MBA Finance
7/7/2014	11012	English and Film
7/7/2014	11013	environmental Biology
7/7/2014	11014	photography
7/7/2014	2260	LLB(hons) w/ Entrepreneurship
7/7/2014	11015	B.Eng Civil Engineering
7/7/2014	11016	Business management with economics
7/7/2014	11017	Child health nursing
7/7/2014	11018	Adult Nursing
7/7/2014	11019	Civil and Transportation Engineering
7/7/2014	11023	MSc Transport Planning and Engineering
7/7/2014	11024	Biological Sciences
7/7/2014	11026	Financial Services
7/7/2014	11027	BN Nursing (Child health)
7/7/2014	11031	Construction and Project Management
7/7/2014	11032	Tourism and Airline Management
7/7/2014	11034	Psychology
7/7/2014	11039	Intercultural Business Communication
7/7/2014	11040	Heritage and Cultural Tourism Management
7/7/2014	11041	Nm091476
7/7/2014	11042	BMus
7/7/2014	11043	Hospitality Management with Entrepreneurship

7/7/2014	11044	Wildlife Biology and Conservation MSc
7/7/2014	11045	Psychology
7/7/2014	5045	Law (LLB)
7/7/2014	11047	MBA
7/7/2014	4137	BN Adult Nursing
7/7/2014	11050	Festival & Event & Tourism Management
7/7/2014	11051	pre-sessional courses
7/7/2014	11052	Security and forensics
7/7/2014	11053	BA Hons Psychology
7/7/2014	11054	ses
7/8/2014	11058	FMDF
7/8/2014	11059	Languages with tourism management
7/8/2014	11061	financial services
7/8/2014	11062	Languages & Intercultural Communication
7/8/2014	11063	MBA
7/8/2014	11064	Pharmaceutical Science
7/8/2014	11065	Strategic Management
7/8/2014	11067	ba business and Enterprise
7/8/2014	11069	Management and Organisational Behaviour
7/8/2014	11070	Accounting BA HONS
7/8/2014	11072	BA Popular Music
7/8/2014	11073	BA Business Management
7/8/2014	11074	social sciences
7/8/2014	5570	Social Sciences
7/8/2014	11078	Veterinary nursing BSc (Hons)
7/8/2014	11080	BA Youth work
7/8/2014	11083	Advanced Networking
7/8/2014	11084	Social Sciences
7/8/2014	11085	business
7/8/2014	11086	Digital Media
7/8/2014	6065	MSc Flexible Management

7/8/2014	11089	mba
7/8/2014	1417	BA (hons) Accounting
7/8/2014	4389	Psychology
7/8/2014	11094	BEng Mechanical Engineering
7/8/2014	11096	intercultural business communication
7/8/2014	11098	Nursing degree
7/8/2014	11099	Tourism Management
7/8/2014	11100	psychology
7/8/2014	2281	BM
7/8/2014	11103	Polymer Engineering
7/8/2014	11104	Accounting
7/8/2014	11105	Adult Nursing BN
7/8/2014	11106	Festival & Event and Marketing Management
7/8/2014	11107	Business management
7/8/2014	11108	BA (Hons) Psychology with Sociology
7/8/2014	11109	International festival and event management
7/8/2014	11115	Master in Business Administration (General)
7/8/2014	11117	Msc International Business management
7/8/2014	11118	International Business Management
7/8/2014	11119	Bsc Computing
7/8/2014	11120	Ecotourism
7/8/2014	11122	Business studies with marketing
7/8/2014	11124	MSc Publishing
7/8/2014	11125	MSc Wildlife Biology and Conservation
7/8/2014	11126	Adult nursing
7/8/2014	11127	English
7/8/2014	11128	MSc publishing
7/8/2014	11130	nursing
7/8/2014	11131	MSc Advanced Security & Digital Forensics
7/8/2014	11134	Executive MBA

7/8/2014	6916	MA Creative Writing
7/8/2014	11136	BA (Hons) Psychology
7/8/2014	11137	Business and Enterprise
7/8/2014	11138	Marketing in Global Environment, Global Finance
7/8/2014	11139	Accounting with law
7/9/2014	11140	BA Popular Music
7/9/2014	11141	BA English (Hons)
7/9/2014	11143	BA (Hons) Marketing Management
7/9/2014	11144	Computer Systems and Networks
7/9/2014	11146	QCGD
7/9/2014	11148	business management
7/9/2014	11149	english
7/9/2014	11150	Popular Music
7/9/2014	11151	BA/HONS PSYCHOLOGY
7/9/2014	11152	Midwifery
7/9/2014	11155	Post Graduate
7/9/2014	11157	Business Studies
7/9/2014	11164	hospitality management with entrepreneurship
7/9/2014	11173	Veterinary Nursing
7/9/2014	11174	Product Design Engineering
7/9/2014	11175	Adult Nursing
7/9/2014	11177	MSc Marketing with Festival and Event Management
7/9/2014	11182	Energy and Environmental Engineering
7/9/2014	11184	Festival and Events
7/9/2014	11186	Msc transport planning &engineering
7/9/2014	11187	Biomedical Science
7/9/2014	6016	BA Film
7/9/2014	11188	BEng (Hons) Civil Engineering
7/9/2014	11190	MSc Architectural Tech.
7/9/2014	11192	conservation and the management of protected areas
7/9/2014	11194	business management

7/9/2014	11195	Psychology with Sociology
7/10/2014	11198	BSc in Nursing
7/10/2014	11199	Masters - Marketing
7/10/2014	9245	Flexible Management
7/10/2014	11201	IT
7/10/2014	11203	Architectural Technology
7/10/2014	11205	Festival and Event Management
7/10/2014	8546	MA Journalism
7/10/2014	11210	Mechanical Enineering
7/10/2014	11212	BA Popular Music
7/10/2014	11215	Veterinary Nursing
7/10/2014	1479	MSc Flexibly managed programme
7/10/2014	11219	Psychology BA
7/11/2014	11225	English
7/11/2014	11227	Adult Nursing
7/11/2014	11229	English
7/11/2014	11230	Adult Nursing
7/11/2014	11231	Sport & Exercise Science 3rd yr
7/11/2014	11232	Business Management
7/11/2014	11236	BENG Software Engineering
7/11/2014	11237	CTR10128, ENT10101, SOE10104
7/11/2014	11246	Computer Systems and Networks
7/11/2014	11250	English Literature
7/11/2014	11251	Adult Nursing
7/11/2014	11252	Social sciences
7/12/2014	11258	Business Information Systems
7/12/2014	11262	M.sc in polymer engineering
7/12/2014	11263	Sport and Exercise Science
7/12/2014	11264	BMus
7/12/2014	11265	Sport and Exercise Science

7/12/2014	11266	Sports Science
7/13/2014	11269	Adult nursing
7/13/2014	11271	Biological Sciences
7/13/2014	11282	Psychology
7/13/2014	11284	Digital Media Global
7/14/2014	11285	Tourism and Hospitality Management
7/14/2014	11288	BA Popular Music
7/14/2014	11289	MSc Management (Entrepreneurship)
7/14/2014	11290	Marine and Freshwater
7/14/2014	11293	MEng Software Engineering
7/14/2014	11294	Festival & Events management
7/14/2014	11297	Social Sciences
7/14/2014	11298	MA Journalism
7/14/2014	11301	Organizational Behaviour
7/14/2014	11303	animal biology
7/14/2014	11306	Economics and Law
7/15/2014	11316	LLB Law
7/15/2014	11317	Festival and event management with entrepreneurship
7/16/2014	11319	Managment and Organiztional chnages
7/16/2014	11321	BA Festival and Events Management
7/16/2014	11323	Transport Planning & Engineering
7/16/2014	11324	Ba psychology
7/16/2014	9025	Digital Media
7/16/2014	11331	BA (Hons) Acting & English
7/16/2014	11334	festival and event management
7/17/2014	11336	BEng Mechanical Engineering
7/17/2014	11343	MSC Journalism
7/17/2014	11344	MSc Strategic ICT Leadership
7/17/2014	11345	Hospitality and Tourism Management
7/17/2014	11347	BA (Hons) Festival and Events Management with Marketing
7/17/2014	11362	Bmus

7/17/2014	11363	BSc (Hons) Veterinary Nursing

1.4. P1Q4

During your time at Edinburgh Napier University, have you received regular, timely and constructive feedback?

Question type: Multiple choice

Number of responses: 330

Number of respondents: 330
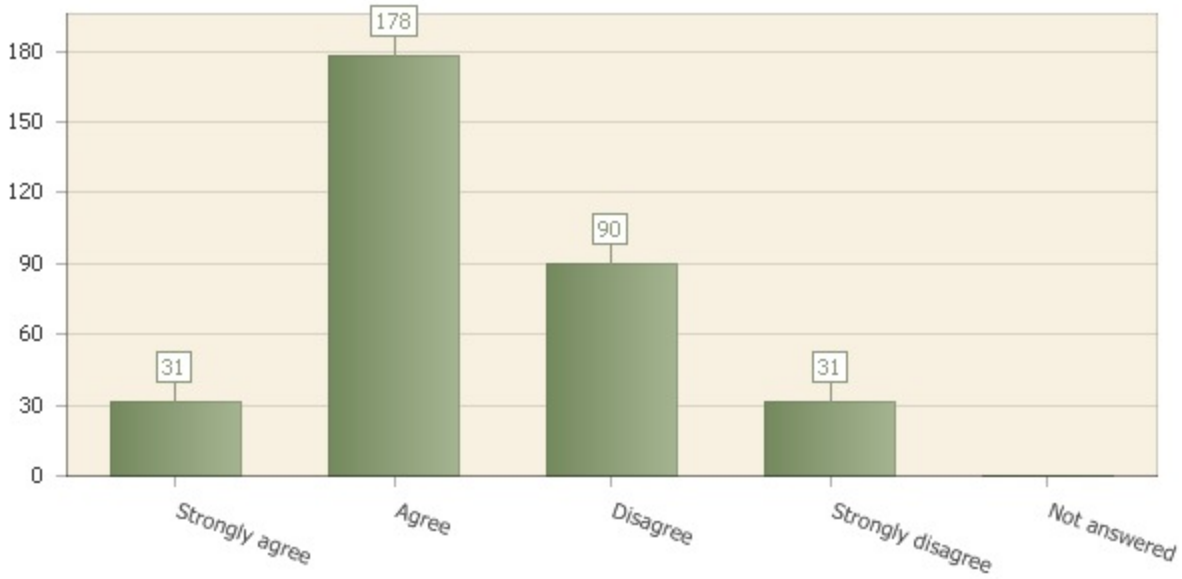
Answer	Count	Percent answer
Strongly agree	31	9.4%
Agree	178	53.9%
Disagree	90	27.3%
Strongly disagree	31	9.4%
Not answered	0	0%

1.5. P1Q5

Are you aware that you should receive feedback within three working weeks of any formal coursework assessment dead-line?

Question type: Multiple choice

Number of responses: 330

Number of respondents: 330
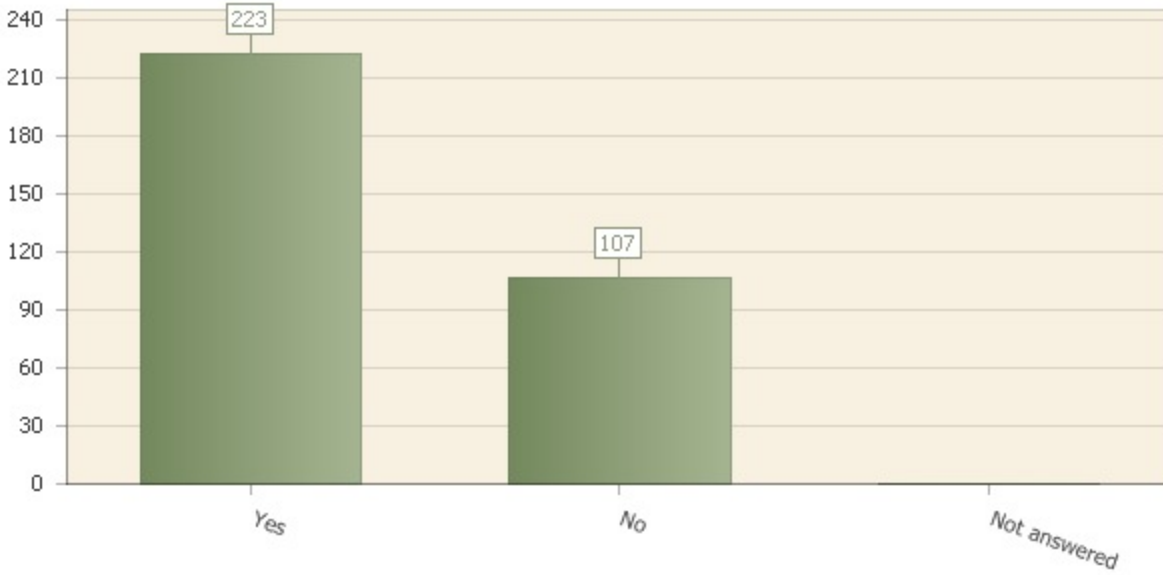
Answer	Count	Percent answer
Yes	223	67.6%
No	107	32.4%
Not answered	0	0%

1.6. P1Q6

Do you regularly receive formal coursework feedback within three working weeks of its dead-line?

Question type: Multiple choice

Number of responses: 330

Number of respondents: 330
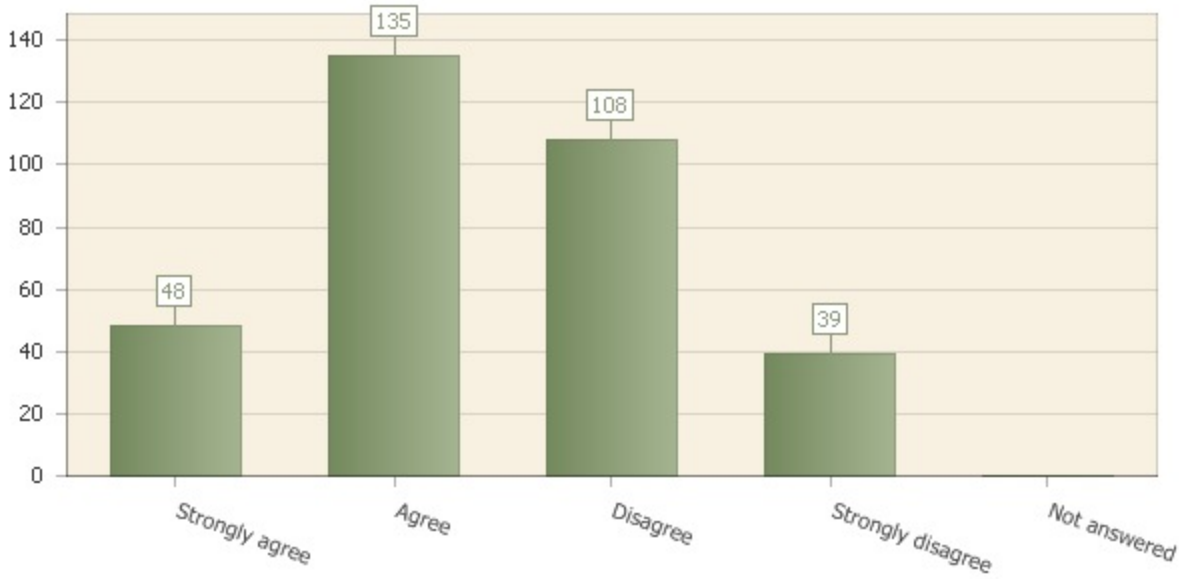
Answer	Count	Percent answer
Strongly agree	48	14.5%
Agree	135	40.9%
Disagree	108	32.7%
Strongly disagree	39	11.8%
Not answered	0	0%

1.7. P1Q7

Are you aware that you can receive exam feedback within five working weeks of the exam period ending if you request it?

Question type: Multiple choice

Number of responses: 330

Number of respondents: 330
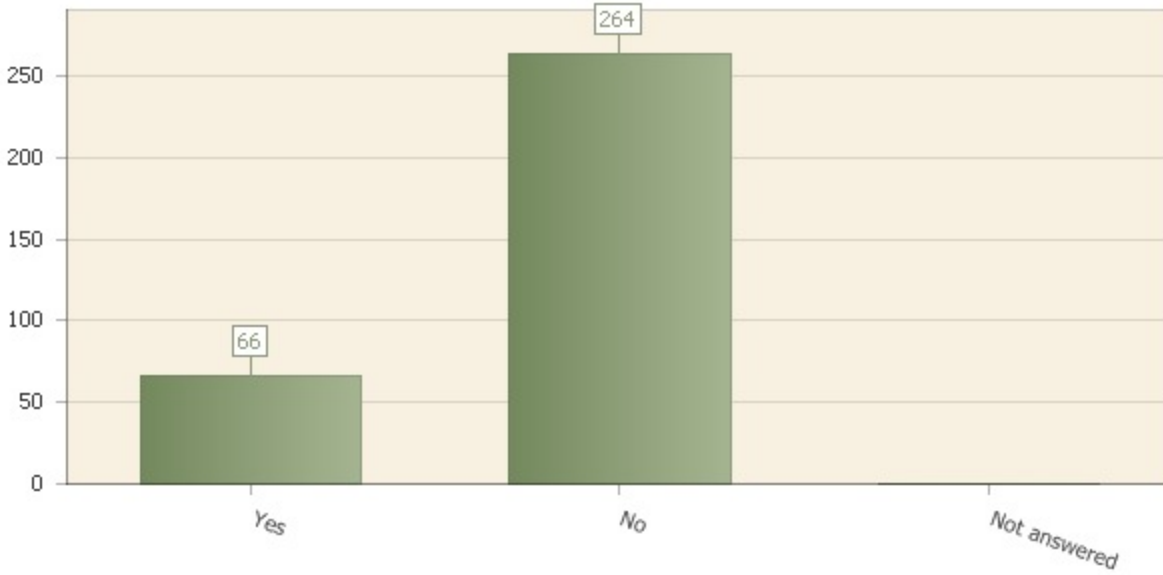
Answer	Count	Percent answer
Yes	66	20.0%
No	264	80.0%
Not answered	0	0%

1.8. P1Q8

If you have requested exam feedback, have you received it within five working weeks of the exam period ending?

Question type: Multiple choice

Number of responses: 330

Number of 'not applicable': 263

Number of respondents: 330
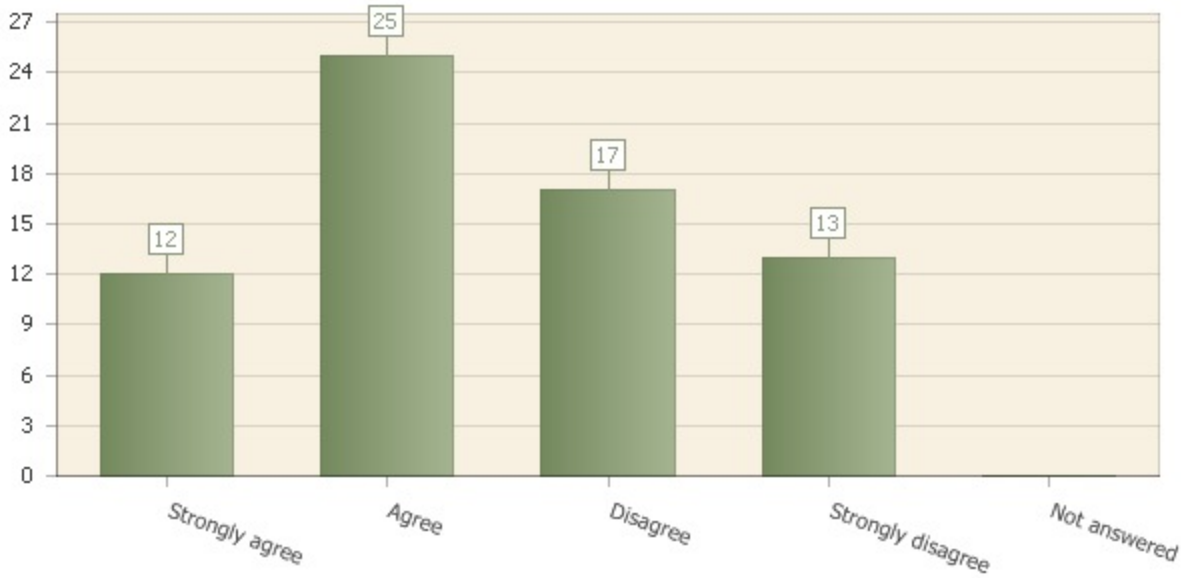
Answer	Count	Percent answer
Strongly agree	12	17.9%
Agree	25	37.3%
Disagree	17	25.4%
Strongly disagree	13	19.4%
Not answered	0	0%

1.9.   P1Q9

Staff have told you in advance if they cannot provide feedback in time?

Question type: Multiple choice

Number of responses: 330

Number of respondents: 330
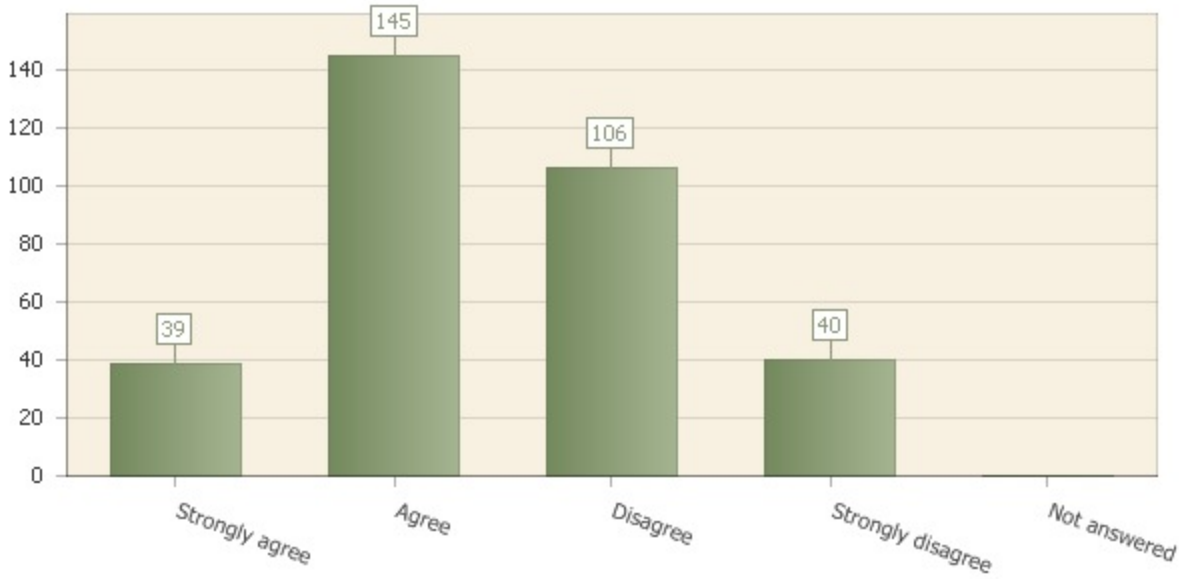
Answer	Count	Percent answer
Strongly agree	39	11.8%
Agree	145	43.9%
Disagree	106	32.1%
Strongly disagree	40	12.1%
Not answered	0	0%

1.10.   P1Q10

In your opinion what could staff do to make sure feedback is regular, timely and constructive?

Question type: Open ended

Number of responses: 175

Number of respondents: 330

Not answered: 155

Date	Respondent	Answer
7/7/2014	10805	Clearly say when feedback will be given for drafts and final assessments
7/7/2014	10806	Respond to e-mails within 2 days.
7/7/2014	10809	Feedback was timely but it would have been useful to know what I could have done to gain more marks so that I could put it into practice for my next piece of coursework which I would of found to be more constrcutive then the marks sheet I received.
7/7/2014	10813	A lot of my feedback have simply been marks, with ticks or crosses, with no feedback sheet attached. I have requested specific feedback for areas I wasn't sure of, and have not received this.
7/7/2014	10821	Most of the time it was impossible to read handwriting, therefore not possible to understand feedback - printed version would be so much better. In some cases the feedback would say for example "good conclusions" and marked as P4 or P4 and no any comments on how to improve or what was missing to achieve higher grade - more detailed feedback please! Probably 50% of feedback was received passed the deadline - its difficult to start second assessment if you did not receive feedback for your first one.
7/7/2014	10822	Have individual meetings with students requesting feedback.
7/7/2014	10823	provide all students with the Service Level detailed above - it appears to be reasonable endeavours, I had no knowledge of the agreed timelines nor for the feedback opportunity
7/7/2014	10828	Layout minimum standards of feedback to be provided since there is huge variation between lecturers on the extent and quality of feedback provided. Ensure they allow themselves enough time to provide feedback within 3 weeks of coursework submission. If there are unforeseen circumstances which prevent provision of feedback within 3 weeks, staff should communicate this as early as possible to students with an outlook for providing it.
7/7/2014	10829	Regular email contact especially if there is going to be a delay.
7/7/2014	10831	Some tutors place more importance in giving feedback, than making sure the feedback is of any use, feedback on many of our minor projects was late, useless and un-constructive, this is widely felt by the majority of the class, and we are in the process of writing an open letter of complaint from our year group

7/7/2014	10834	It seems to me that the staff is overworked and under a lot of pressure to meet deadlines. It would be easy for staff and students if the load is eased out.
7/7/2014	10835	Its been alright! Keep up the good work
7/7/2014	10837	Feedback is in time but scarce and very generic making it seem more like a copy and pasting exercise. Also, if you didn't reach the highest mark, you should get feedback on what could have been done better.
7/7/2014	10841	If the feedback meeting didn;t happen for variety of reasons from both sides it can come in written format through the email.
7/7/2014	10844	I never actually received feedback for most modules so actually providing it would be grand, yeah.
7/7/2014	10846	Better organize their schedules. The same rule should be applicable to both students and staff regarding deadlines. I don't understand why they don't make an effort to provide feedback in time. As students we are asked to hand in coursework until a certain deadline, therefore teachers should be required to do the same. They are paid for this. Why can we organize our schedule to hand in stuff in time and they can't? Also, when we fail to attend the deadline we get penalized, they don't.
7/7/2014	10847	Regular updates via email or moodle.
7/7/2014	10848	Its timely in general, but not constructive. Some feedback is just a percentage, with no comments on the work or where we can make improvements
7/7/2014	10849	Nothing really. They tend to do a good job of giving feedback within the 3 week period.
7/7/2014	3864	No idea. My department were pretty awesome.
7/7/2014	10852	Do their Job. Some Lecturers are up themselves and forget that we see them as peers. Some staff do not want to teach, which is confusing when the are teachers. J. Jackson is a waste of a teacher and should be replaced at the first instance.
7/7/2014	10853	Make sure that it is done within the specified time and also more personal, some seem to copy and paste onto most
7/7/2014	9330	I like that there is a three week deadline however all lectures push the deadline to the limit giving it on the very last day. Also I find that hand written feedback is also unlegable and therefor useless.
7/7/2014	10856	Space deadline submissions out over the whole term. This would prevent staff becoming inundated with papers and allow feedback to be given more promptly.
7/7/2014	4021	Staff haven't always let us know if there is going to be a delay or a problem and sometimes some students have got feedback on time when others have not. I think if some are having to wait all should have to wait and if we were told we will not get the feedback on time that would be good.

7/7/2014	4997	Set realistic deadlines for both students and for themselves
7/7/2014	10861	It could be automatic.
7/7/2014	10862	I haven't had problems with feedback up until I started working on my dissertation. The feedback provided by my supervisor has been extremely poor.
7/7/2014	10864	I'm not sure what stops some staff members from handing out their feedback within the three week deadline, some reasons I've heard have been family or other job related which shouldn't get in the way as they're being paid for this job too, I guess prioritising what's getting done.
7/7/2014	10865	Staff should urge students to receive their feedback and approach providing feedback in a holistic way.
7/7/2014	10868	No issues with feedback. Received regularly and points taken on board.
7/7/2014	10869	Provide feedback on time
7/7/2014	10870	Staff could email students to inform them of late results, or give general, short feedback.
7/7/2014	10872	Not really an issue for me as I am an independent learner - use the text (which is good) and really learn that way most effectively
7/7/2014	10877	I think the most obvious one is share the workload of marking, though I am aware that this is an unlikely solution in many cases.
7/7/2014	10878	Be given more time to do it so that if it is requested they do not feel like it is something they don't have time for.
7/7/2014	10879	Ensure they are able to dedicate time to marking and annotating work appropriately and legibly
7/7/2014	10880	Most staff do not offer feedback unless prompted strongly and even then it is seen as a major inconvenience, some plain ignore your requests. It should be mandatory that a feedback sheet be completed by the lecturer and emailed to the student for every piece or coursework/exam, whether it is asked for or not.
7/7/2014	10883	Feedback is usually given within the time allowed if compulsory, but I have found it very rare to get feedback I can use or find constructive - most lecturers seem to put as little effort as pssoible into helping us improve for future - we are expected to put in hundreds of hours of reading and revision over our time at uni but they don't seem to care about putting the same level of committment!! I understand they have hundreds of students but if some excellent lecturers can manage why can't they all?!
7/7/2014	10884	Stick to providing feedback within three weeks through email
7/7/2014	10885	Some feedback has been detailed and prompt whilst others is literally non-existant. As this is sometimes from the same lecturers for the same classes I suspect it may be to do with workload at different points of the year?
		Actually give feedback as most don't. Ideally they could allocate time to meet

7/7/2014	10890	with students for one to one feedback, even if this was during a normal tutorial it would be much better than I have previously experienced. Alternatively an email with the mark breakdown and some brief notes would be better than nothing.
7/7/2014	10901	Na
7/7/2014	10905	Voice recorded feedback has been more to the point and quicker to receive than written.
7/7/2014	10911	Feedback I have received has not been constructive, it positive but the grade is average. Also staff have to be continuously chased for feedback, especially when it comes to dissertation
7/7/2014	10916	Not group feedback but always individual feedback
7/7/2014	10918	Ensure there are comments about how your work could improve your mark
7/7/2014	10919	actually give a shit for once. my professors don't care at all and its very clear that they don't care. Personally while they are very smart they don't care about teaching and I think should be fired. My undergraduate degree was far superior. feedback is either non existent or really really late. took 2 months *8weeks* to get feedback on a test
7/7/2014	10920	Feedback has been regular and timely even if the load to mark has been high (we've been informed about it possibly being a bit late before). However the feedback is not as constructive as it could be. On a creative course feedback is everything. The majority of feedback has merely pointed out why the grade was given and there was no suggestions to better the grade in the future (places to look for inspiration, books to read, outside learning to follow, etc.).
7/7/2014	10921	To provide students with regular information regarding feedback on coursework as it was often on the day the feedback was due we were informed that it was delayed and it should be out on a certain date. Feedback could be provided in more detail if there was a certain aspect that needed changed, as often comments are short and uninformative.
7/7/2014	10922	On some occasions we didn't receive any feedback whatsoever never mind if it was on time or constructive or not. The feedback I got for my major project was very poor to say the least. The major project lasts the full length of the 4th year so a great deal of time and effort goes into this. The feedback in the end was minimal, not constructive and was riddled with mistakes, it seemed as though this was compiled in a rush which is disappointing considering the time that went into the project from a students point of view. The grade I was given next to the mark was not even correct which lead to confusion. More time and effort is needed on compiling feedback and more consideration of the time and effort put in by the students. Feedback on this (major project) part of the course should be extensive and comprehensive. The grading system also needs to be more transparent as there was a great deal of confusion among students in my year as to how the marker arrived at our final grades. There were many other issues regarding feedback and grading throughout the final year of the course.

7/7/2014	3222	They must give us more than a grade and a sentence (or two at the most) of feedback. Distance learning students get ignored by some tutors, the only way I find out about what is going on is by joining a Facebook page set up by full-time students on the same course.
7/7/2014	10926	The majority of staff make sure their feedback is on-time and helpful. They could improve by always handing out feedback within a given set time.
7/7/2014	10928	grade faster
7/7/2014	10933	Make sure we get it within 3 weeks and tell us in advance if this will not be the case (which should be a rarity anyway) that it is more than a simple 'good' or 'needs more depth' explanation and that all lecturers mark by the same standards. I've been marked down for not using headings when it has not been explicitly required.
7/7/2014	10937	-
7/7/2014	10940	Have a specific feedback date so students know when it can be expected.
7/7/2014	10953	Seems good so far
7/7/2014	10958	ensure that the feedback heighlights what you can improve on for next time.
7/7/2014	10960	Present the option of feedback being available through email.
7/7/2014	10961	My personal experience has been that feedback on all my coursework (I've just graduated) was always timely and constructive, although I am aware that others on my course with different project supervisors did not all have the same positive experience. On the occasions when this happened it seemed that the feedback was lacking in detail that the student could use in order to improve - saying that something 'needs work' is fine, but more guidance/detail is then required. If this is followed up verbally then that's fine, but often it isn't practical for big classes. Some tutors were excellent at giving proper feedback. For others, maybe a more structured feedback response form would help?
7/7/2014	10966	Have individual meetings with students once a semester to go over feedback
7/7/2014	10968	It's not clear from staff whether you have to request feedback specifically (eg on a written assessment) or whether you will get it automatically. This should be made clearer.
7/7/2014	10969	I can understand that giving feedback for multiple courses at the end of term can be stressful. Maybe extend the time to four weeks instead, to avoid complaints, and disappointments.
7/7/2014	10971	They do the best they can. More staff or more hours in the day might help.
7/7/2014	10972	The feedback that is often given indicates where answers could be further developed and expanded, however this means that often I would be well over the word limit. I have never been advised where I would maybe cut back on areas, this can make the feedback confusing and difficult to implement.

7/7/2014	10973	Provide individual feedback, as sometimes feedback is given to the whole class overall which isn't very helpful. I wouldn't mind waiting a bit longer for feedback if I knew it was going to be helpful.
7/7/2014	10974	Actually do it
7/7/2014	10977	Allow a specific time to meet with students who would like feedback on coursework and help in general. or allow time at the end of a class to help students with problems regarding work - many students approach staff at the end of a class however the limited time does not allow for all students to be heard. I have also emailed staff regarding coursework and receivedo response
7/7/2014	10982	I often don't receive feedback on coursework except for a final grading as Lecturers say there are just too many students to provide detailed feedback
7/7/2014	10983	When setting a date for hand ins also set a date 1-3 weeks after the hand in for allocated feedback.
7/7/2014	10929	Some staff members do this well, however some do it poorly. Focus on the ones that are not adhering to guidelines. Students get little leeway for submitted assignments on time, it's quite hypocritical for instructors not to. Constructive feedback is very important for improving next time around. One particular instructor had a really good method called 'feed forward" whereby drafts of work was reviewed by peers/instructor prior to submission, and suggestions/feedback were given at this time so the student could take these into account while preparing the final draft and using feedback at the time so they learn from it more directly. I think this is an excellent strategy because in most cases, by the time the next assignment comes around, you may recall some main points but it doesn't have the same effect several weeks/months/years later. If you put the feedback into practice at the time and receive a good grade as a result, it acts as positive reinforcement and you're more likely to carry these things with you in the future.
7/7/2014	10988	Do their job
7/7/2014	10993	The mark you receive depends on who marked your work. Myself and others have noted great variation in the standards of marking and I have been marked down for doing something that another lecturer suggested
7/7/2014	10995	make it on time, i have deadline, they should have too!
7/7/2014	10999	make sure feedback is back before next assessment.
7/7/2014	4614	Give examples of what correct looks like rather than 'keep an eye on x'
7/7/2014	11001	Respect deadlines
7/7/2014	5220	Yes some of the staff are helpful by giving constructive feedback
7/7/2014	11004	Write it on your coursework if that's on a paper and give it back or e-mail a copy of it.
7/7/2014	11005	klkfdgvdfgdf

7/7/2014	2109	Well not sure what could be done, however when studying at Napier I became stressed as no help was given when need, even that I am a dyslexic student. I believe the quality of the course to be really poor.
7/7/2014	1031	To always communicate if and why it will be late as students are normally left wondering what's going on after the deadline and shouldn't have to repeatedly ask. In terms of constructive make sure feedback is detailed so the student knows what aspects they can improve on. A four line feedback is not on.
7/7/2014	11006	Send it by email so we have a copy of it because all the coursework need to be handed back for proof.
7/7/2014	10315	Generally received feedback on time.
7/7/2014	11011	This is my 2nd month of studying. Distance learning makes it more difficult to communicate. One cannot stay asking for clarifications all the time, by e-mail. Otherwise I receive feedback from the tutor in a timely manner. (With regards to queries about exams and coursework, I haven't set for any exams or did any assignments yet. I have marked the Agree since the page prompted errors when I left them unmarked.
7/7/2014	2260	Feedback should be typed to ensure that the feedback is legible. Feedback should avoid general comments such as good work, too general introduction etc and where possible suggest specific action for improvement.
7/7/2014	11016	Please respond within 3 weeks that were established BUT not in a month or two how it appears to be.
7/7/2014	11018	Be on time! If we were late handing in your course work we get penalised. However they are consistently late with feedback.
7/7/2014	11023	Clearer criteria.
7/7/2014	11026	Have never got constructive feedback from coursework, only ever got a grade for them
7/7/2014	11027	provide constructive criticism as opposed to just criticism.
7/7/2014	11031	It has to be personal and relevant to the individual. Collective feedback can be helpful but to be fully constructive it must be individual.
7/7/2014	11032	NA
7/7/2014	11034	in case of a 'not so good' grade go into detail what was not good. Two sentences are just not enough :(
7/7/2014	11040	Manage their time? I honestly completely understand if they're delayed every now and then.
7/7/2014	11044	Give a time frame in which we should receive the feedback and stick to that time frame.
7/7/2014	4137	feedback should be given to the individual as in group feedback it is hard to see if it refers to your piece or work or not. Clarification on feedback especially if you have a learning needs and the lecturer forgets to give you

		appropriate feedback
7/7/2014	11050	Make sure they set deadlines in such a way that they know they have enough time to correct the assessments in time after the deadline passes.
7/7/2014	11051	feedback should be given regularly . thank you
7/7/2014	11053	Give a detailed overview on whats done well and what could be done better
7/7/2014	11054	Either give themselves extra time to mark the assignments or don't tell us that we will be given feedback within 3 weeks if it will really take 8!
7/8/2014	11058	provide feedback regularly and timely. if they cannot meet their OWN deadline, they should just say they can only provide feedback within the next 2 or 3 years for example
7/8/2014	11063	Feedback on exams are in appropriate time fram
7/8/2014	11065	1. Review and give guidance on reflective assessments so that it would minimize any uncertainty which students may have. By doing this, it would provide students with a better understand of the subject.
7/8/2014	11070	More in depth and specific to each student. Detailed feedback on exam papers rather than just the result without knowing where or how you went wrong. No idea if you did one area correctly or not.
7/8/2014	11073	They could tell us if they are going to be longer with feedback than expected and they could regularly communicate on whether or not progress has been made.
7/8/2014	5570	Keep doing what they are doing and are open and honest about the timescales.
7/8/2014	11078	Make feedback more in depth, a sentence isn't enough.
7/8/2014	11083	There is no communication at all. Only Bill Buchanan is doing great job looking after students.
7/8/2014	11084	Keep to the time limits, and don't loose the work so that it is actually possible to give back to students with feedback.
7/8/2014	6065	I think that the staff already give feedback in a realistic time frame. However in order to ensure that it is constructive and challenging your current level of work, I think that more collaborative marking should be employed.
7/8/2014	11089	Apparently feedback can be sent to your home address, but only if you request it. Staff could make you aware of this so that it is requested by distance students who cannot come to the uni. The online marking system simply does not work. For staff to reply to requests for my mark, by saying it is online is unacceptable. I am fed up going round staff to ask for my marks - the online system has nothing on it!
7/8/2014	1417	In my experience, timing and constructive feedback is not an issue. However I sometimes struggle to read the handwriting, I therefore think where possible typed up feedback would make it easier for students and also less time

		consuming for lecturers as they are less likely to be asked to clarify what they have written.
7/8/2014	11094	They could utilize moodle to provide audio feedback, that or set up (on a request basis) one-2-one meetings to give much more detailed feedback
7/8/2014	11098	Feedback is far to limited and not consistent across the board
7/8/2014	2281	Keep in touch
7/8/2014	11103	They should give it back before three weeks, it is, unfortunately, most of the time, not the case...
7/8/2014	11104	Give more feedback. Two small sentences isn't sufficient.
7/8/2014	11105	There was an enormous difference in the feedback I received. Very little was truly constructive as "good point" "good" etc did not allow me to see where I needed to improve. I also asked 2 lecturers if I could meet with them to discuss my marks, 1 lecturer was happy to do so (very beneficial) while the other said I should be happy with the mark I received and declined a meeting.
7/8/2014	11106	Some lecturers give feedback saying that a piece of work was good but no feedback on what improvements can be made. This isn't very useful for a student, when you are trying to improve on your coursework. It would be better if lecturers pointed out what was good and what improvements can be made and where.
7/8/2014	11115	Checking emails daily and referring student queries to appropriate section which will require follow ups to make sure response is given
7/8/2014	11122	Have a comments sheet on the front and say what is good about it and what could be improved. Or. Write on your course work to make sure you know what the marker is talking about.
7/8/2014	11125	Plan their time better and don't rush it. Actually give feedback on work instead of just a copy of the answers.
7/8/2014	11127	A more consistent assessment criteria for marking coursework should be reconsidered.
7/8/2014	11128	I think it is a necessity to be able to keep my feedback so I am able learn from my mistakes and develop. I do not agree with my courses refusal to allow this. I also do not agree with the management of my feedback. Only one lecture so far had provided any productive feedback. The definition of acceptable and what thy desire is perpetually in flux making it difficult to work to their aims.
7/8/2014	6916	The staff on the MA Creative Writing have consistent provided excellent feedback within two weeks of hand in. They are exemplary. Perhaps you should ask them how they manage to achieve this.
7/8/2014	11136	Staff should make sure feedback is specific to the individual student and explained well.

7/8/2014	11137	I believe that the communication channels from tutor to student should be better and coursework material is not been tutored the best possible way.
7/8/2014	11138	Publish the service levels so that students know what to expect.
7/9/2014	11140	Time manage
7/9/2014	11141	I'd really appreciate an online marking system, or willingness to email marks to me.
7/9/2014	11152	Allow timetabled feedback sessions
7/9/2014	11155	Manage expectations, and enhance communications re timings, both on the student and staff side. For professional courses including post-grad there is a need to have a professional discussion re assessment and feedback, and not in line with a traditional undergraduate 'volume' approach.
7/9/2014	11174	Use online resources to allow lecturers to get feedback to to students. Moodle or e-mail. Facebook (or other social networks) could also be utilised - students already use this for module group discussions - lecturers could get involved also. Also, having a walk in feedback session on a specific day during the summer. Lecturers dedicate a day after the exam period for students to come and get one-to-one (or group) feedback. Can notify students through e-mail etc.
7/9/2014	11175	have it rerady when it is meant to be
7/9/2014	11182	Make an effort to give feedback in this manner. Be more receptive to students asking for feedback.
7/9/2014	11184	Ensure that they mark our assessments when they say they will. I have had many lectures say we will receive it at lectures then they dont have it and same again at the tutorials a few days later and they still dont have it. It can be very stressful waiting for results but if they say we will recieve feedback on a certain day I would like to get it.
7/9/2014	11186	Direct contact with each student, provide feedback and guidance p, indicating where and how student can improve
7/9/2014	11187	Particularly if a poorer mark is awarded, clearer, more detailed feedback needs to be given.
7/9/2014	6016	The staff should not be so over-worked that due to reviewing lots of assignments they cannot provide timely feedback.
7/9/2014	11190	Notes on what to read/do to improve any knowledge gaps that where shown in the submission As an extra box at the end of feed back.
7/10/2014	11198	Frequent update in moodle.
7/10/2014	11199	nothing at the moment
7/10/2014	9245	Give constructive feedback at all. Currently they just pop in default feedback phrases on their feedback sheets and no remarks on the text at all

7/10/2014	11212	Make a more accurate time schedule for feedback.
7/10/2014	1479	Provide clearer information about exams and coursework deadlines and how the timing of some feedback can relate to the scheduling of module and board processes and the publication of results.
7/10/2014	11219	It is difficult to always know when and where we will receive feedback. It would be good if it was all in one area which was easily accessible and had a set minimum amount of feedback.
7/11/2014	11225	When the assessment is in the form of a group presentation the feedback should cover individual delivery as well as content. It is such an important skill and these are opportunities to video individuals and give pointers on how each member of the team can improve by playing back the video and giving a critique.
7/11/2014	11227	I always get emails either saying that they are on annual leave or they dont work specific days, only about 20% I actually receive feedback!
7/11/2014	11231	feedback is a waste of time . your are told what you did wrong and who you "could" improve but then you don't do that piece of work again so its a pointless exercise really. constructive ? your work is torn to pieces and brutally marked . is this constructive ?
7/11/2014	11232	Not all results are available online
7/11/2014	11236	More staff marking coursework/ exams.
7/11/2014	11246	Skip the physical papers totally so that coursework is only through Turn-It-In. This also provides the opportunity for the teachers to give precise up-to-date information about when the students will be able to get their feedback and if any trouble regarding the date arises.
7/11/2014	11250	Communicate on a one to one basis
7/11/2014	11251	by reaching out to students and being honest at the start about relative dates, instead of revealing them at the end of the module - also for lecturers to work together on release dates as when part of the cohort receives results and the other part does not this can cause issues.
7/12/2014	11263	Stick to the deadlines that they promised at the beginning of the trimester. If they get an extension on their feedback deadline then surely we should get an extension on our due date.
7/12/2014	11265	Tell us in advance if there is any delays rather than wait till the day before the 3 week deadline and use the old chestnut "due to a large amount of papers needing marked".
7/13/2014	11269	Have the same person mark drafts and the actual coursework to provide consistent feedback
7/13/2014	11284	give the feedback via email, but make notification on facebook to raise attetion once it's been delivered.

7/14/2014	11288	Not organize exams/tests for all year groups at the exact same time.
7/14/2014	11290	Stick to their deadlines. One module in particular was really bad for handing back coursework and only got the overall results when the exam results came out. Highlight the good points as well as the bad.
7/14/2014	11293	The School of Computing staff were always on the ball with regards to this and I can find no fault or think of any possible improvements.
7/14/2014	11294	communication is key
7/14/2014	11298	I think there just needs to be a higher priority given to the efficient execution of feedback. At the start of the course, a lot of emphasis was laid on the importance of feedback sessions, and how these sessions, along with personal tutorials, would be essential to our success on the course, both academically and practically. It was communicated to us that these meetings would be held on a regular basis. This did not occur. Instead of feeding us empty promises, and throwing us the occasional, sporadic feedback session, tutors should prioritise these sessions, right at the start of the academic year. If our hand-in dates are decided (or even estimated) so far off, then their feedback sessions should also be scheduled with the same significance. If we've completed our work and handed it in on time, then as (essentially) paying customers, we should be granted far more than waiting months on end for a potential email or piece of paper with a mark and oblique set of comments. The system doesn't require an entire over-haul, it just requires that tutors are honest, communicative and dedicated to the improvement of their student's studies and future employability. If students are committed enough to attend classes and hand assessments in on time, there's absolutely no reason why the same efficiency shouldn't be reciprocated from our tutors.
7/15/2014	11316	For it to be constructive, there should be an open door policy for students to see lecturers if they have any questions-this means that improvements can be made for the next hand-in.
7/15/2014	11317	Provide us with it initially! Drop-in feedback sessions would be very useful to have one on one time to discuss this.
7/16/2014	11319	So far I am ok with the feedback.
7/16/2014	11323	The marking matrix is well constructed but it rarely gets completed with any useful comments. Just completing it would be a good start.
7/16/2014	9025	Staff could agree on the feedback method, as I experienced many different ways.
7/16/2014	11334	Use emails to return feedback
7/17/2014	11343	Be more flexible and approachable.
7/17/2014	11344	The only thing that caused issues on my course was once or twice the timing of issue of the next piece of coursework meant that you were working on the next one before getting feedback on the previous one. Lecturers always did their best to mitigate the effects of this but a bit better planning could make

		this easier for everybody. Although maybe other factors involved that I'm not aware of.
7/17/2014	11347	To make feedback more constructive, when stating marks given in the breakdown, there should be a clear indication and reasoning every time as to why marks have not been awarded in a section. A lot of the time I have been given certain marks and not known why I have been marked at this number or what I have missed, and therefore don't know how to improve. Constructive feedback needs to be given to students at all times.
7/17/2014	11362	Try and prioritise the feedback. I understand that lecturers have other commitments, but our learning is important and a vital part of that is getting feedback asap

1.11. **P1Q11**

If you would like to make any further comments on this subject please do so below?

Question type: Open ended

Number of responses: 89

Number of respondents: 330

Not answered: 241

Date	Respondent	Answer
7/2/2014	10765	If I didn't go ask for it, it wasn't given
7/7/2014	10821	Sometimes assessment tasks were not very clearly defined, it was difficult to understand what is wanted from the student. After almost completing course i still don't understand marking system as every lecture seems to have their own understanding of what is acceptable and what is not, it would be good to get some guidelines at the start of the course which would apply to all lecturers also - as for example from the very beginning we were told do not use Wikipedia for assessments, as its not credible source. However it seems ok for lecturers use it as source for their lecture slides! Awkward!
7/7/2014	10823	as above
7/7/2014	10827	I have not received feedback on certain modules and now I have left university, it is too late!!
7/7/2014	10835	Nope
7/7/2014	10844	The course feels like a joke as it is so not getting feedback makes it even worse
7/7/2014	3864	na
7/7/2014	10853	Most are good but there are some who don't reply to emails, don't give coursework feedback and take forever to do it
7/7/2014	4021	Over all the feedback has been very good and on time.
7/7/2014	4997	We need a universal online system that is easy to check, update and staff to use.
7/7/2014	10861	We have never had any feedback.
7/7/2014	10862	As above
7/7/2014	10864	Not all modules have late returns for assessments, but I have experienced a few over the last two years who have never managed to keep it to the three weeks
7/7/2014	10865	Withholding feedback for more than the period prescribed should be made punishable for lecturers as late submission is for students.

7/7/2014	10868	As long as the communication between staff and students is kept clear then any issues or delays with feedback can be resolved
7/7/2014	10870	The feedback I've received is late more often than not. Staff usually email after the fact, or simply state that they 'forgot to take the marking home' - if students had forgotten to hand the coursework in or did so weeks late, there would be consequences!
7/7/2014	10877	On my particular course, with a small lecture team and large amount of students I am aware that coursework will take a long time to mark.
7/7/2014	10878	There should be allocated times i.e a couple of weeks where all the lecturers have to do is be available to give feedback. This would give them time to give the feedback required as well as give them some time to catch up on other things they have to do.
7/7/2014	10879	I recently submitted work for a module where the draft and final submissions were marked by two different lecturers. This is unacceptable I think as two markers generally have differing opinions on essays and this was reflected in the final grades given to the class.
7/7/2014	10880	As per point 10. Make feedback mandatory.
7/7/2014	10883	Its hard to motivate yourself to work for module/lecturer when they don't connect with the audience and/or have no teaching skills (just talk at you, rereading what's on the powerpoint) and because we have such little actual contact time with staff some are very hard to get hold of if you are struggling/dont understand, its not a case of not wanting spoon fed, its a case of feeling they have very little interest! Not very encouranging!
7/7/2014	10890	Kate Durkacz is excellent at giving feedback and so should be used as an example of how to give good feedback.
7/7/2014	10901	Na
7/7/2014	10913	I was an international student, only here for 1 trimester and I must say that the feedback that I got here at Napier is great, it is way more comprehensive and constructive than any feedback I have recieved in any German university. The possibility to talk to lecturers and tutors before as well as after submission, was way more than I was used to. While it is great for students, I must also say, that I felt that anyone, even those who have no clue and don't put in that much work can get good grades because you can check with tutors several times and it sometimes felt as if that kind of "pre-marking" is a little unfair towards those who put a lot of effort and time into preparing and writing assignments... (which then made me do the same and do the bare minimum at times) In general I was very happy with the type of feedback I received.
7/7/2014	10920	I think that there should be more provision for further work around module topics. For example, during one module last year I had vast prior knowledge on the subject and so I felt like I was wasting time by being in lesson. Some more advanced work to follow by myself (or even places to look for advanced work) while the tutor conducts the session would have been brilliant.

7/7/2014	10921	I have found that different markers look for different information or points when marking coursework and providing feedback, leaving students feeling confused as to where they have went wrong. It would be better of all markers looked for the same points and provided the same information as to what they are looking for when marking assignments.
7/7/2014	10922	Lecturers changing grades. On one occasion I saw a grade given to me by my module leader. This was subsequently changed by another lecturer who had no part to play in this module, no understanding of the projects or briefs, this was done on a whim. I know this is what happened because I was informed of this by the module leader at the time. On other occasions we were not given any grade or feedback at all. For the last minor project module which was worth 60% of the module, no grade or feedback was ever received. No grade or feedback was ever received for the dissertation handed in at the end of 2013.
7/7/2014	3222	I don't feel tutors give assessment feedback the priority it deserves, this is the way most learning happens! It is not clear in many assessments what we will be assessed on and how. When I did previous courses, admittedly in England not Scotland, we were given proper grading criteria. Additionally I have only ever received useful feedback if I got back to the tutor and ask for it, additional to one or two sentences. When given it is always very helpful, but this is normal at other institutions. I feel students are left to work out by themselves what is required, which tutors explain is normal at M-level, but only I would think only part of the grade should be for problem-solving and independent working. Often I have found the content for assessments has little relation to what has been covered in the classroom sessions. Classroom sessions vary from too little information, where I only get a summary of the presentation on the VLE, to far too much information and a lecture might be 60 A4 pages of text, which seems a lot to expect someone to read in 2 hours.
7/7/2014	10940	It would be helpful if all marks across modules were posted in one place on the student portal.
7/7/2014	10966	Constructive and detailed feedback would be hugely useful, as well as the enthusiasm to help students improve. I regularly feel that my tutors aren't interested in their students or their job fullstop; we all get very similar feedback.
7/7/2014	10969	The critique itself has been good. The problem on our course is mainly the time it takes to get feedback.
7/7/2014	10972	I have always been advised where I can collect coursework during term time, however lecturers do not make it clear coursework that is handed in at the end of term can also be collected. Up until 4th year I never knew this so missed out on a number of opportunities to collect feedback. At no stage was this information openly provided, I only found out by emailing a course leader after receiving my course results. For coursework that has been marked by hand, the feedback can often be indecipherable meaning that it is pretty much useless. It would be alot better if lectures were made to type up all feedback onto a designed feedback form, thus improving the consistency of feedback

		across the University.
7/7/2014	10982	Module leaders hand out the module review surveys half way through the semester which asks questions relating to feedback, this is impossible to answer as only half the module has been undertaken never mind feedback on coursework. These should not be handed out until the module is completed, otherwise they are a complete waste of time.
7/7/2014	10929	See above.
7/7/2014	10990	Outside of this, some form of facilitated interaction between students on distance courses - such as case studies. The OU does this well. Sunderland distance online courses seems very much 'Here, read this, write this and we'll mark it' - with no other interaction with lecturers.
7/7/2014	11000	Just finished my final year and have received zero feedback on my dissertation, emailed my dissertation supervisor but did not receive a response. So much work goes into our dissertations so i think it should be made compulsory that detailed timely feedback is issued
7/7/2014	11004	Module feedback survey (those sheets students fill in at the "end" of the module) should be given at the actual end of the module when all the courseworks are marked. As at some of the modules they are handed out 2 or more weeks before the end of module.
7/7/2014	11005	fdfsfsl
7/7/2014	2109	I dyslexic students are struggling a lot as the help is not s transparent as it should be, I was in my second year and gave as I was getting too stressed.
7/7/2014	2260	There should be some sort of penalty for lecturers or added benefits for students when feedback is returned significantly late (ie 6 weeks after due date) because it is difficult for students to asses their marks before exams if coursework feedback is so late.
7/7/2014	11023	Don't expect so much.
7/7/2014	11031	Exam feedback is poor at best yet the exam makes up the vast proportion of marks.
7/7/2014	11039	We heard from lecturer, who didn't provide assignment feedback within the 3 working weeks, that the reason for this was "because the lecturers needed to sleep as well". Although this is a fair point, it comes back to planning modules better in advance, and either get more resources or stagger or rethink the assignment.
7/7/2014	11044	If we are given a time period in which we should expect to receive feedback, lecturers should keep that or give notice about how much longer it may be. It has been my experience that Masters students are not a priority of the lecturers and do not receive notice about when there will be feedback.
7/7/2014	11050	Some teachers have entirely different ways of correcting assessments and this makes it impossible for students to fully understand what is required of them in each class. There should be some kind of common structure or

7/7/2014	11054	no
		guidelines that all staff should follow in order to make assessments fair and not biased.
7/8/2014	11058	i get sick and tired that i must actively ask for the feedback on coursework and then it seems like i am the perpetrator. also the feedback of D2-to D5 is often ambiguous. it is extremely easy to get a p5, but nearly impossible for a d1 and above. it is unclear what is necessary to get into the higher range...
7/8/2014	11063	I think you need to focus more on the subject and supports during the courses as well.
7/8/2014	11065	A reduction in reflective assignments, the number of these does not allow the completion of the course within the allocated time frame of 15 weeks.
7/8/2014	11069	The volume on the pod casts is too low. Even when my laptop volume is at max, I can barely hear the lecturer's voice. Participation in the lecturer's forum needs improving. Perhaps points should be awarded to students for this. I am not referring to the group discussions which are not monitored.
7/8/2014	11070	Some lecturers are better than others, consistency is key.
7/8/2014	11073	I have had to disagree with most of the questions because although most of my classes were great with feedback, one spoiled the entire course. As a student from the Halbeath campus in Dunfermline, i can only speak on behalf of those who shared the same lectures and and received the same poor feedback as I. The module in question was Managing Employee Relations and this was without a doubt a poorly executed class regarding every aspect we received at the hands of the lecturers. The feedback was terrible; there were two assessments for the module and we got feedback with only one. In terms of deadlines the first assessment feedback was given at roughly five weeks while the second assessment which we only received marks for and no feedback came a staggering 7-8 weeks after submission! I can understand that there are obstacles that cannot be removed and therefore deadlines must be changed however in both instances we received little or no communication and were left in the dark. I don't believe this reflects the university however it is important that you are made aware so in the future this doesn't happen again.
7/8/2014	5570	I'm very happy with the feedback
7/8/2014	11089	Absolutely unacceptable to receive my marks months after the assignment deadline with no feedback. Then to be told that feedback may not now be available, when I have chased staff around the world by email asking for my mark and feedback every week. The whole area seems disfunctional to me. I have learned nothing from completing my assignments because I did not get feedback, on the one occasion I received feedback sent to my home address on request (3 months later) it was hand written and I could not read it!
7/8/2014	11098	Different feedback from different lectures to different students
		I feel essays/work should be marked such as out of 10 for intro, 60 for main body etc to let us see where we lost marks and where improvements can be

7/8/2014	11105	made. i would like to see marks justified, e.g. if I got 64% for a paper, where did I lose marks? i feel feedback needs to be more constructive and lecturers need to show and justify where marks have been deducted.
7/8/2014	11109	Inform during induction week or the first intro lecture about being given feedback within 3 weeks and fives weeks of reports and exams,respectively.
7/8/2014	11115	As an international student I think more assistance needs to be given by the lecturers. When we are provided with the study materials thats it. There is no progress tracker by the lecturer neither any form of tuition support. These additional support will greatly help as we are left to figure everything ourselves. Otherwise I will regard the standard of the university as very high.
7/8/2014	11118	During the semester the feedback is usually on time in the three weeks time frame but towards the end of the semester often feedback for a particular assignment seems irrelevant and just the overall grade is given.
7/8/2014	11128	I don think it's is the most developed course. A number of lectures were poorly managed. Our final dissertation module has been very badly managed - handed to us very late, advisers are difficult to access & difficult receive feedback now because of lack of time & willingness to provide it. So disappoint in this.
7/8/2014	11136	I completed the 'Foundation of Sport and Exercise Science' module in trimester 2. We received very little feedback for assignments in this module, the feedback received was very poor and non-constructive for many students. I feel this should be improved. However, I did request more detailed feedback for an assignment; I received this and it was much more helpful.
7/8/2014	11137	No as this questionnaire does not reflect what I really want to say
7/8/2014	11138	Regardless how much efforts I put in assignments, never receive score beyond P4/P5. I wonder there is a way to receive D1!
7/9/2014	11141	I travel over for lectures and tutorials, which is obviously time consuming and very costly if I have to travel just to receive a mark. It would be far easier for me and anyone who travels to have a system like the exam results page for individual essays.
7/9/2014	11155	for post-grad, multiple use of feedback tools as there is an overemphasis on written feedback which is often limited. A 10 min verbal feedback with the student would actually engage and add value without adding to marking time
7/9/2014	11174	A number of lecturers have failed to give any feedback at all for both coursework and exams after being prompted by myself and course mates. Also, a number of my modules this year had subpar communication with students as to what the course material and deliverables actually were. Communication between module staff also seemed less than ideal as a number of lecturers gave contradicting responses when asked about the subject material and deliverables.
7/9/2014	11175	n/a

7/9/2014	11182	Good luck sorting this one out.
7/9/2014	11184	Narp
7/9/2014	6016	I would like to note that on some course assignments I have not received any written feedback except for the final mark and on some assignments the written feedback have been very limited or for example written by hand on handwriting that could not be translated. It shouldn't be the issue that students need to seek personal feedback face-to-face for reasons like this. Obviously this has not been an issue with all tutors, only some.
7/10/2014	11198	nil
7/10/2014	11199	I am having such a challenge as I am struggling with selecting the right course work when clicking to study my chapter
7/10/2014	1479	Explain why feedback on dissertations is not provided within 3 weeks of the submission date,
7/11/2014	11227	Some of the staff are sometimes rude and condescending. All help I have requested has been denied. my placements have been switched and stretched far outside of Edinburgh and I don't have a car!
7/11/2014	11231	lecturer's in the department "bragging " about being the toughest markers . Is this really a trophy to be bragging about ? the assessments we hand in are torn to pieces . most students have never wrote essays before and are NOT show any past pieces of work to use as a comparison . students them feel that when they hand in work that it will "never be good enough" ...is this really conducive to the learning process ? NO !
7/12/2014	11263	Last trimester we had our third year dissertation due. We handed in it on 2nd April (as well as another piece of work) and did not receive feedback until the exam results were announced on June 6th. The tutors on our course claimed that they had too much marking to do and did not count the 2 week Easter break as marking weeks. Yes they are due a holiday but waiting two months on something as vital as our third year dissertation, basically practice for our research project in fourth year, is not acceptable. Either they need to change the deadlines or improve their feedback.
7/12/2014	11265	I waited 2 months to have the results of my 3rd year dissertation. 2 months! That is shocking. We get capped at 40% if our work is 1 minute late yet I have never received a paper marked within their 3 week deadline.
7/14/2014	11290	Would prefer to have some more optional modules. I felt like the subject were quite repetitive and have had to do a lot of subjects that don't really interest me. Have similar modules to the Anmial Biologist, like life of mammals, which would have really interested me.
7/14/2014	11293	Really good job, keep it up.
		As a full-time Masters student, my year-long course is almost over. Any changes that might be made to the system of delivering feedback will not effect me. Given that I quit my job, left my family, my friends, my home and

7/14/2014	11298	spent thousands of pounds to be here, at this University, I think the delivery of prompt, scheduled feedback sessions wasn't too much to ask for. Currently, I am writing my dissertation, with no real idea of the mistakes I've made this year, and with no real guidance from a dissertation tutor who has absolutely of my abilities, who I am, how I work and who has no made attempts to even check what I'm up to. Instead, against written advice, I have prospered to write my dissertation with no more guidance than the Dissertation Handbook - a tactic, that I suspect would horrify my tutors. Why would I come to a tutor, though? Every time a tutorial is requested, it is met with reluctance and belligerence. There are exceptions, though. Clare, Derek, Ian, and of course, Simon were always eager to help students and get to know them. Within one class Simon knew all our names and where we were from. Almost a year later, I'd bet that half the tutors wouldn't recall my name, and certainly wouldn't have any idea of where I was from, or most importantly, my academic interests, career hopes, and strengths and weaknesses. Both Ian & Simon gave us feedback not only for assignments, but within each class. Clare was always supportive, fair and realistic with us, and worked alongside students with great passion and energy for the product that we were creating, as Derek did, in equal measure. They got to know their students, recognising and supporting those who fell off-radar, just as much as those who were consistently in class and/or those who put in the extra effort, after hours. Their feedback in class was constant, and we were given official post-assignment feedback promptly. These tutors were undeniably committed to getting the best out of their students.
7/14/2014	11303	all the lecturers seem to have a different view as to what they want. It makes it quite difficult to keep work up to a good standard that satisfies all the modules. I understand that the marking schemes are all standardised but I think the lecturers need to have the same marking standards.
7/15/2014	11316	In our department (which is smaller than others) some of our lecturers hand feedback in a few days while others have been over three weeks. I feel there should be more consistency, in that either every lecturer hands back a week, or three weeks. There should be more consistency also in how feedback is received-either in class or by email etc. There should be one method that everyone uses!
7/15/2014	11317	I have been very disappointed with the feedback given in some modules and the lack of general acknowledgement of it.
7/16/2014	11319	n/a
7/16/2014	11323	Q6 - can't remember if it's within or outwith 3 weeks that I get marks back but it seems longer.
7/16/2014	11324	I hate it when the feedback is like half a sentence long. I put a hell of a lot of effort into a report earlier this year and the feedback couldn't have been any more brief. Doesn't look like they have taken the time to read it.
7/16/2014	9025	I think all teachers should use moodle for grades and feedback. When it's only half of them using it, the point of moodle fails.

7/17/2014	11345	I have received feedback on coursework during term time. however, after the exams I did not get feedback for the last coursework handed in in week 13 or 14.
7/17/2014	11347	I understand large modules with lots of stufents can make it difficult for lecturers to provide detailed marking feedback. However, most of the time I have received marks and been given a lack of advice on how to improve my essays/ analytical skills/ where I went wrong. If this information is not provided by teachers then students cannot learn from past mistakes. We shouldnt have to contact the lecturer ourselves in order to only get basic reasoning for marks. Also, lecturer's handwriting can be an issue to read, even if you aren't an international student. Typed feedback might make things easier for all types of students to read.