During Spring 2016, five undergraduates from the School of Life Sciences, The University of Nottingham, carried out a Students as Change Agents (SACA) project to gather student views about how feedback from essay exams could be improved. This project built on work carried out in December 2015 by one of the School’s Education Reps who, with support from the Students Union, had surveyed Biochemistry and Neuroscience students about their educational experiences.

When sharing the project’s findings with colleagues, the issue of student engagement with feedback came to the fore. Using Winstone and Nash’s (2016) toolkit for developing engagement with feedback, I created a training package to facilitate discussion about the benefits and challenges of responding to feedback.

| December 2015 | Kate Fisher (School Education Rep), with support from Samuel Nichols (Students Union) surveyed Biochemistry & Neuroscience students – similar outcomes to NSS / NSES |
| Spring 2016 | Students as Change Agents (SACA) project gathered student views about how to improve feedback from essay exams Carmen Tomas provided support re: surveys & focus groups |

Key recommendation of SACA project: Markers to complete essay exam feedback sheet

Primary concerns of colleagues: 1. Feasibility of completing detailed feedback sheet within time-limited marking period 2. Consistency of practice among colleagues 3. Student engagement with feedback

Next steps: 1. Trialling student-led completion of essay exam feedback sheet (ongoing) 2. Developed training package for peer mentors to enable them to facilitate discussion with Year 1 mentees about the benefits and challenges of responding to feedback 3. Foundation students recently participated in a ‘circus of activities’ about feedback

References