

The feedback should generate a series of questions for the student which makes them think about their learning now, and what they need to do to develop their learning in the future. This will enable them to understand the purpose of the feedback in each specific context; create the capacity to developing evaluative judgement; the ability to review their own performance against professional and academic criteria; and to think about learning strategies they need to develop in the future;

- To ask yourself new questions about your subject
- To improve your understanding of your own thoughts
- To improve your ability to see the worth of other people's work and thoughts
- To improve your ability to evaluate your own work and the work of others
- To become better at working in order to meet specific goals or targets
- To get better at working out what types of feedback you need and working out when you need feedback

3. Clarify for students and staff, through dialogue, what good or bad performance actually is in the assignment or task.

This involves identifying and justifying the strengths and achievements of the assignment, artefact or task under discussion. This should also then lead to outlining how changes and improvements may be made, through reference to discussion around what constitutes the criteria for good performance and how the outcomes of the task have been met. Students need to be aware that feedback is a process that can take place at any time or place, and isn't restricted to formal learning situations.

- To get better at seeing where your work is good and where it needs improvement
- To get better at seeing where other people's work is good and where it needs improvement
- To get better at giving people help to improve their work
- To get better at accepting and using help from other people to improve your own work
- To discuss how ideas like "good" and "bad" relate to marking criteria
- To get and give feedback wherever you can: not just in tutorials or seminars

4. Be developmental, progressive and transferable to new learning contexts

The dialogue and understanding that

- Your feedback to be relevant to your course
- Your feedback to be relevant to the way your wider subject area is developing