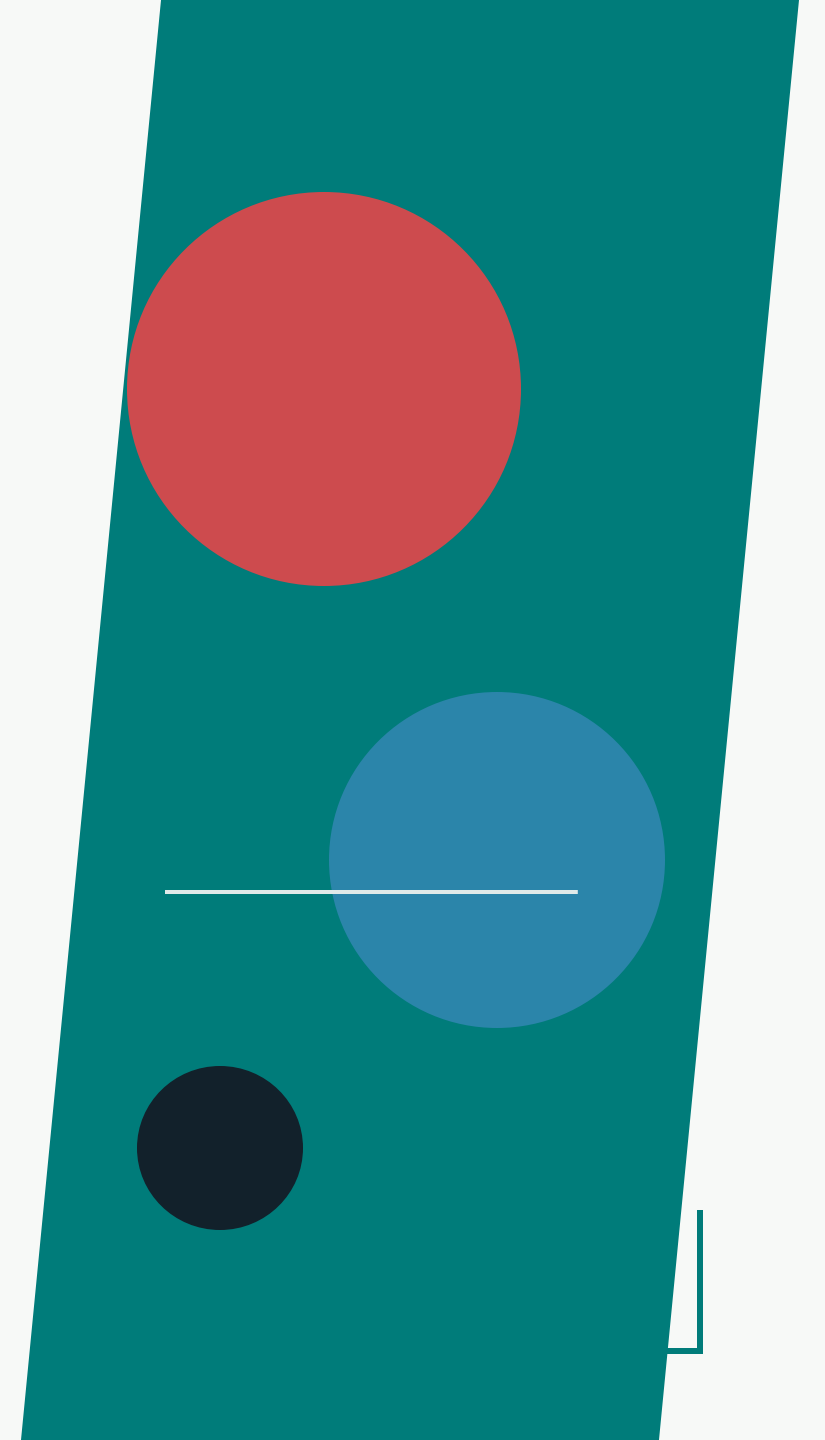

Enhancing student engagement with feedback:

Evaluating an inclusive Year 2 feedback literacy intervention

Grade reaction → feedback literacy → learning action

BSc Speech and Language Therapy



Background

1 Feedback is effective when students use it

Feedback is powerful for learning, but its value depends on learners making sense of it and using it to improve future work (Hattie & Timperley, 2007; Carless & Boud, 2018).

2 Dissatisfaction is systemic

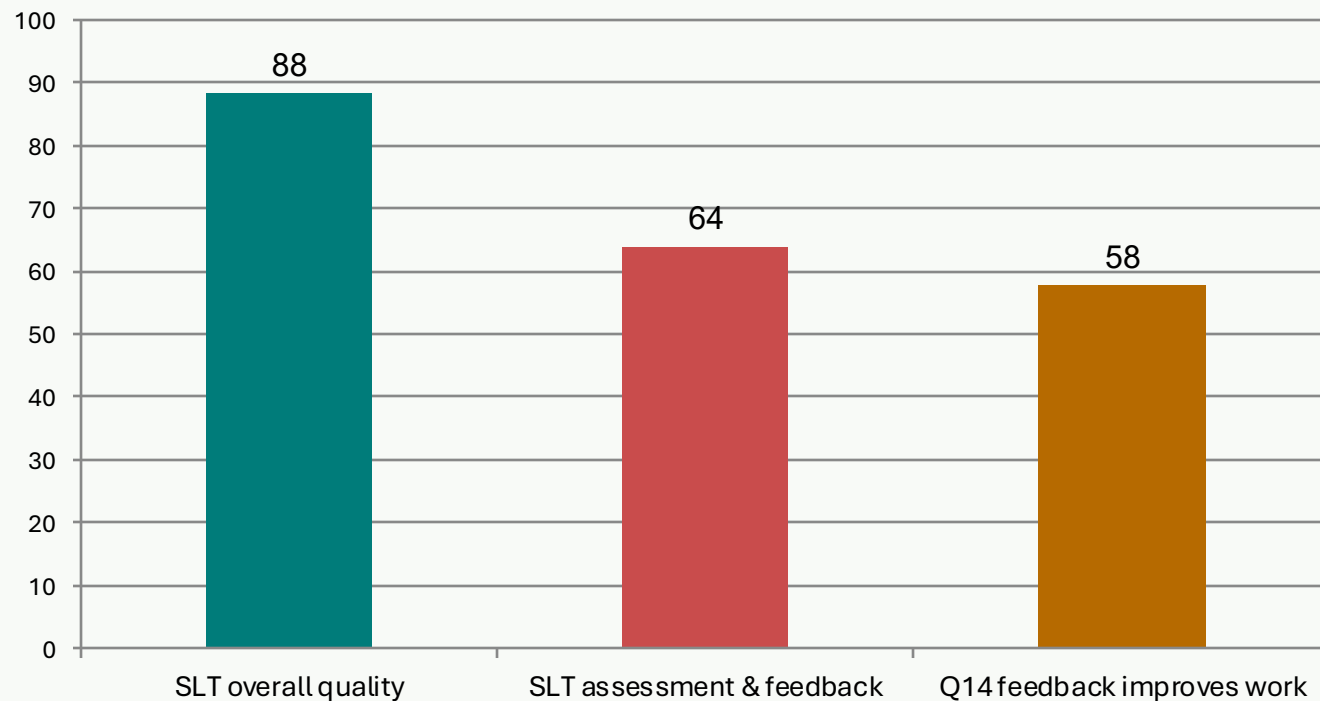
Assessment and feedback dissatisfaction is widely reported across HE, including barriers around communication and staff-student perceptions (Boud & Molloy, 2013; Higgins et al., 2001; Mulliner & Tucker, 2017).

3 Feedback literacy is the lever

Quality fixes alone rarely shift engagement; students need feedback literacy and recipience skills to interpret, manage and act on feedback (Nicol et al., 2014; Winstone et al., 2017, 2021).

Students value the programme — but not the feedback experience

NSS data show the gap that motivated the intervention.



24.4-point gap

Between SLT overall quality and assessment & feedback.

57.7

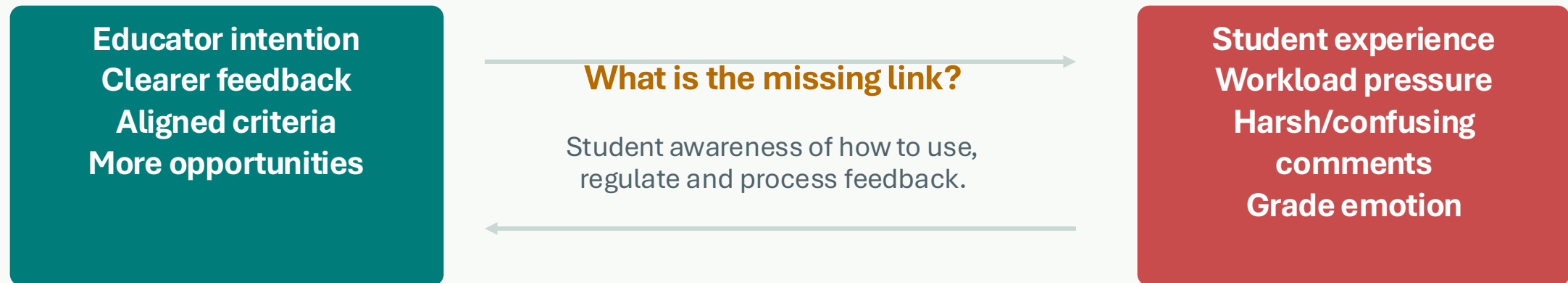
Q14: feedback helped improve work — the lowest feedback-related item.

Free text

Students mention delays, harsh marking, and feedback that was lacking or hard to understand.

There is a disconnect in the system

Effort has gone into improving feedback provision, but student experience has not shifted in line with these efforts.



Evaluation focus: can a structured session fill the gap?

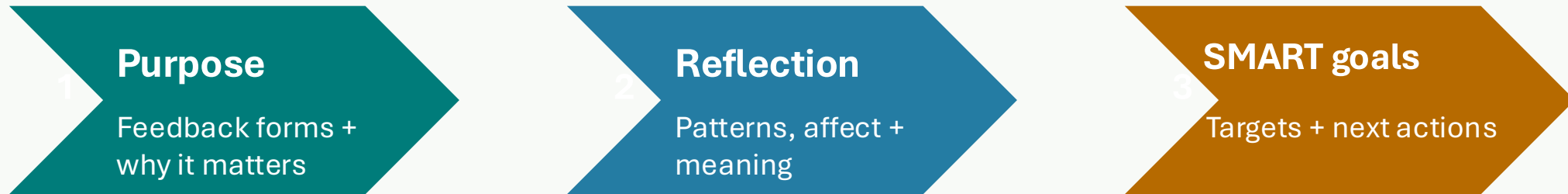
Feedback literacy intervention

The session targeted capabilities needed to close the feedback loop.



A three-part session design to move students from purpose to action

Delivered to students starting Year 2. Crucial timing as this is the transition into higher-stakes assessment.



Inclusive by design

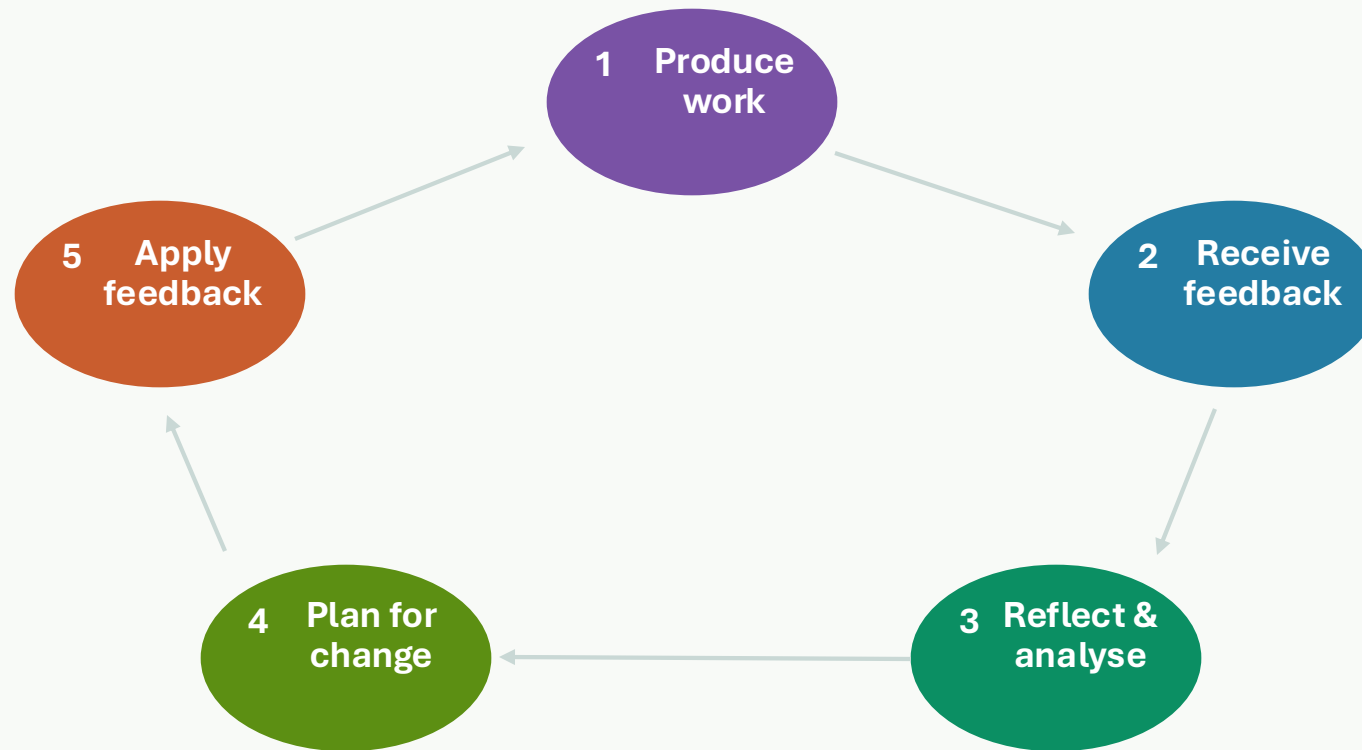
Structured time + clear prompts reduced reliance on prior reflective practice experience.

Advisor connection

Students carried a summary into the week 2 Academic Adviser meeting.

The feedback loop showed where learning action happens

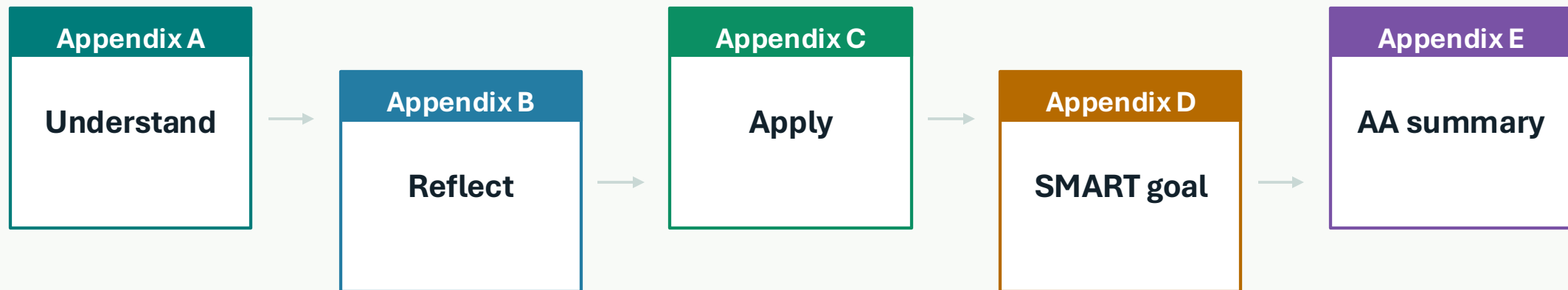
The loop makes the feedback process and use visible and gave students a shared language.



The loop closes only when feedback leads to planned change.

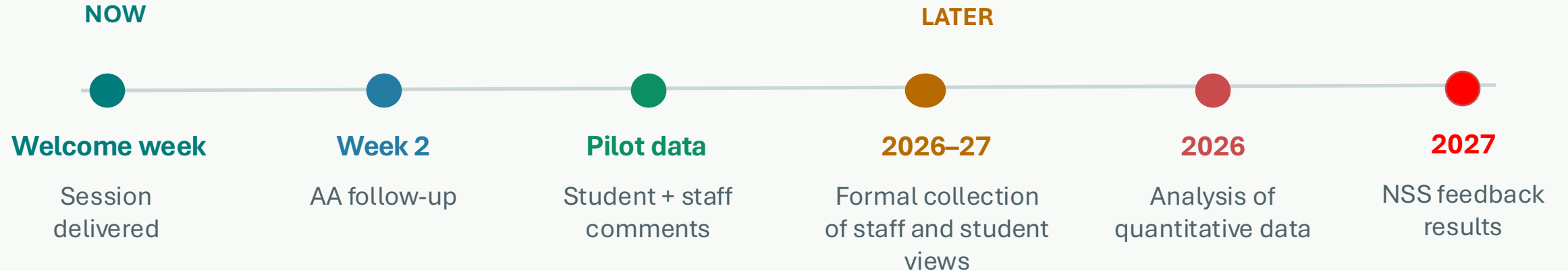
Worked examples reduced cognitive load

Prompts turned “reflect on feedback” into a sequence of concrete actions for students.



Why it matters: prompts made this reflection a teachable skill, not dependent on confidence or prior experience. Crucial for accessibility for ALL students.

Evaluation combines early signals with longer-term outcomes



n = 5

Student responses received for pilot

Mixed methods

Qualitative engagement + future educational gain and NSS analysis.

Delivery revealed what students needed next

The session was positively received but it also identified required improvements for the design.

Engaged discussion

Students asked questions and used the practical tasks.

More time needed

Reflection activities would benefit from smaller groups or longer support.

Assessment questions

Students asked why assessment works the way it does in SLT.

Different starting points

Some students had much less experience of self-evaluation.

Results so far: better prepared students, more purposeful targeted conversations

Academic Advisers and students described a shift toward goals, themes and support-seeking.

Academic Advisers reported:

- Students came prepared with reflections
- Supported meeting structure
- Plan quality varied

From grade
reaction
to action planning

Student review:

- Increased knowledge and awareness
- Setting targets and
- Empowered to ask for support

Key caution: follow-through needs continued prompting.

The next iteration moves from session to programme practice

Future development focuses on timing, equity and longitudinal embedding.

2026

Repeat + improve

More time; week 1 placement; fully planned evaluation

Added session

Year 1 Assessment literacy

Prepare students before feedback literacy

Equity

Explore educational gains

Check WP and reflective experience

Programme

Embed language across units

Scaffold across modules

Development plan: keep the model low-resource, but build repeated opportunities for feedback use and development of skills.

The takeaway

Improve the conditions for feedback use.



Feedback literacy is teachable



Structured reflection supports equity for ALL students



Advisor support helps move from goals to action

