



UNIVERSITY OF
SURREY

Department of
Higher Education



Feedback Focus #8

Guildford School of Acting: Developing ongoing feedback conversations

These feedback designs focus on pre-task guidance and post-task feedback and all have the aim of connecting individual assignments together to create ongoing feedback conversations .

An approach I have found helpful is to ask the students to read aloud the requirements of an assessment and then to share what exactly they think that means and how it will be marked. This includes their understanding of the relevant grade descriptors. A short Q&A session clarifies student worries and is an opportunity to discuss what students will learn through the process of doing the task, and how this will relate to future work.

Chris Palmer, Head of Voice

As a team we give constant verbal feedback and so I have a sheet with student photos on so that every week I have a record of my comments and insights about their voices. By the end of the teaching block I therefore have an in-depth record of what I have said and of the progress that students have made. This gives me an overview that I can put down on paper for any assessments and means that my feedback is in depth and can remind students of where they started, what they have achieved and what still needs to be worked on.

Barbara Ward, Voice Tutor

We use Surrey learn to record constant feedback over the year - like a Facebook page where all tutors that teach on a module can add to the live document creating a living, developing trace of the year over time. At the end of the year our students can look back over the document and see their progression as it occurred rather than receiving only the one moment of summative feedback.

Dominic Rouse, Programme Leader BA Acting

Working with visiting professionals I devised a small - but very effective - system of documenting feedback. I add learning outcomes (e.g. "Demonstrate a competent level of skill in movement") to an Excel file, rephrasing each learning outcome into a question (e.g. "How well did the student demonstrate movement skills?"). Across four or five outcomes I find this builds incredibly detailed and specific feedback. It also helps the discussion on the grade as it focuses the criteria down into real questions and provides a real assessment of achievement.

Nicholas Scrivens, Programme Leader BA Actor Musician

Key benefits

- Effective strategies to document ongoing verbal feedback on practical skills
- Ensures that students fully understand assessment task requirements
- Encourages students to connect assessment tasks, and feedback, together
- Strategies for managing feedback from a large team of assessors/tutors

" I find that students appreciate the recognition of their individuality and the detail that I provide."

Barbara Ward, GSA

**For further information
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