Guidelines for providing feedback to students

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Informal

Feedback is the most important part of educating students in work settings. It is highly valued by students but they prefer realistic feedback, so be direct and factual. After a student contributes to an activity it is the ideal time to give informal feedback. This can be an overall performance, verbal and non-verbal communication, content, knowledge, approach, pace or attitude to the activity. Tell the student what went well and give goals that they need to achieve next time… 'you did this well on these aspects 1) 2) and 3) but next time I would like to see you work towards achieving 1) 2) and 3)'. Respond positively to feedback seeking behaviour. Sometimes it is useful to use the word 'feedback' as some conversational style feedback may not be perceived by the student as feedback on their performance. If a student is becoming over demanding of feedback and this is impacting on your workload, agree some ground rules or boundaries.

Formal

It is recommended that formal supervision is provided weekly. Ask the student to prepare for the meeting with a reflection on one or two activities they contributed to during that day or during a specific time period. Give them time to self- evaluate and evidence that they have heard your previous informal feedback and what to describe the actions they have completed as a result of that feedback. Discuss how they can ensure they work towards achieving the performance goals. Discuss their proposed strategies to achieve these goals and their relevance to this placement. In other words, reflect but also ensure they are travelling towards achievement of competencies. The student will want realistic feedback. Give examples of good performance, their strengths and their skills. Identify areas that need to be addressed in future placements. Make a plan for the following week. This will ensure that the student is clear about the next steps that need to be completed.

If concerns exist be specific on these concerns. Give clear expectations on what they need to show or perform to indicate the achievement of an 'evident' competence grade at the end of this placement.