Appendix 1: Questionnaire 1, used to gather student feedback before the preparation workshops.

Ethical Approval used for all 3 questionnaires:

Dear student

We are asking you to fill in the questionnaire today as a way of helping us to understand your experience of assessment and feedback.

This evaluation is designed by the University's Assessment Adviser (Carmen Tomas) who will also collect and analyse the data you provide. All the data you provide us with will be anonymised in a central department (LRLR). Reports and insights will be shared with the School of Chemistry and also there might be further dissemination of outputs with other internal and external audiences (papers, presentations etc). However, your identity will remain anonymous.

Your participation is NOT compulsory. Taking part will NOT affect your studies in any way. We will be really grateful if you decide voluntarily to provide answers to the questions below. However, if at any point you wish to withdraw your participation you may do so by contacting Dr Carmen Tomas (carmen.tomas@nottingham.ac.uk). Equally you may be in touch to ask any questions about this evaluation.

By signing below you agree that you understand:

- the purpose of the evaluation you are taking part in
- the uses and treatment of the data
- that you are taking part on a voluntary basis
- that you can withdraw your participation at any point.

Name:

Signature:

Your course (please circle): BSc / MSci

BEFORE THE SESSION TODAY

1. Please explain your ideas, at this stage, of what is required for an excellent project in this module

2. Please rate how nervous you feel about the project

Very nervous	1	2	3	4	5	Not nervous at all

3. Completing the project seems…

Very difficult	1	2	3	4	5	Very easy

4. Please rate how confident you feel about your understanding of what is required in the project

Not confident at all	1	2	3	4	5	Very confident

5. Please rate how confident you feel about your ability to assess your skills required for project-work

Not confident at all	1	2	3	4	5	Very confident

6. Please rate your ability to identify specific actions to develop your skills in relation to project work

Not confident at all	1	2	3	4	5	Very confident

7. I have read the rubric for the project
   Yes No Was unaware that it was available

Appendix 2: Questionnaire 2, used to gather student feedback after the preparation workshops.

Ethical Approval as shown in appendix 1.

AFTER THE SESSION TODAY

1. Please explain your ideas, at this stage, of what is required for an excellent project in this module

2. Please rate how nervous you feel about the project

Very nervous	1	2	3	4	5	Not nervous at all

3. Completing the project seems…

Very difficult	1	2	3	4	5	Very easy

4. Please rate how confident you feel about your understanding of what is required in the project

Not confident at all	1	2	3	4	5	Very confident

5. Please rate how confident you feel about your ability to assess your skills required for project-work

Not confident at all	1	2	3	4	5	Very confident

6. Please rate your ability to identify specific actions to develop your skills in relation to project work

Not confident at all	1	2	3	4	5	Very confident

7. Have you had any specific ideas on what actions you might take to develop your project work?

   YES NO

   If YES, please describe these briefly:

8. Please rate how valuable the activity discussing skills and learning outcomes of the module was (at session on the 2nd of October)
   Not applicable [Please select this if you did not attend] **OR** select a rating below

Not valuable	1	2	3	4	5	Very valuable

9. Please rate how valuable yesterday's activity evaluating and assessing exemplars of previous project reports was
   Not applicable [Please select this if you did not attend] **OR** select a rating below

Not valuable	1	2	3	4	5	Very valuable

10. Would you like to take part in future sessions similar to these ones?
YES NO

Please use the space below to make any other comments

Appendix 3: Questionnaire 3, used to gather student feedback at the end of the module.

Ethical Approval as shown in appendix 1.

BEARING IN MIND YOUR EXPERIENCE DURING THIS 3RD YEAR PROJECT MODULE

1. Please explain your ideas, at this stage, of what is required for an excellent project

2. How satisfied are you with your performance in this module?

Not very satisfied	1	2	3	4	5	Very satisfied

   Please provide a justification for your rating

3. How effectively do you think you **managed your time** during the project module this year?

Not very effectively	1	2	3	4	5	Very effectively

Please provide a justification for your rating

4. Reflecting on **the start of year**, please rate how good you think you were at project work?

Not very good	1	2	3	4	5	Excellent

And now?

Not very good	1	2	3	4	5	Excellent

Please explain reasons for your ratings

HELP US IMPROVE HOW WE SUPPORT STUDENTS

5. Overall, how well supported did you feel at different stages of the module?

Workshops in weeks 2&3: Not well supported 1 2 3 4 5 Very well supported	
First project: Not well supported 1 2 3 4 5 Very well supported	
Second project: Not well supported 1 2 3 4 5 Very well supported	

Please provide specific reasons for your ratings – specially to highlight particular stages where

6. Regarding the **assessment rubric** used in this project module, please rate
   a. how clear (i.e. easy to understand) you found it

Not very clear	1	2	3	4	5	Very clear

   b. how easy you found it to relate the rubric to your work

Not easy to relate	1	2	3	4	5	Really easy to relate

   c. how useful was it in helping understand the requirements to do well in the module

Not useful	1	2	3	4	5	Very useful

7. Please rate how valuable different activities or information have been for your own learning and ability to progress in this module

Activity	Rate value of activity for your own learning (1 not very valuable – 5 very valuable; n/a if you do not recall or did not take part)	Please describe reasons for your rating
Self-assessment (with report submission Dec18 & Apr19)	n/a Not valuable 1 2 3 4 5 Very valuable	
Tutor assessment (after project report submission Jan 19)	n/a Not valuable 1 2 3 4 5 Very valuable	
Reviewing feedback session (Feb 19 & May19)	n/a Not valuable 1 2 3 4 5 Very valuable	
Action planning session (Feb 19)	n/a Not valuable 1 2 3 4 5 Very valuable	
Rubric /information	n/a Not valuable 1 2 3 4 5 Very valuable	
Other (please give details):	n/a Not valuable 1 2 3 4 5 Very valuable	

8. From your experience, please tell us which activities (e.g. in-class, in-lab, independent; information provided) to

Stop doing ….	*Do less of ….*	*Do more of….*

9. Please tell us about ***new activities*** we should consider introducing or additional ways that you wished you had received support to facilitate your learning.

THINKING ABOUT THE 4TH YEAR PROJECTS

10. Please rate how nervous you feel about the 4th year independent project

Very nervous	1	2	3	4	5	Not nervous at all

11. Completing the 4th year project seems…

Very difficult	1	2	3	4	5	Very easy

12. Please rate how confident you feel about your understanding of what is required in the 4th year project

Not confident at all	1	2	3	4	5	Very confident

13. Please rate how confident you feel about your ability to assess your skills required for project-work in the 4th year

Not confident at all	1	2	3	4	5	Very confident

14. Please rate your ability to identify required actions to develop your skills in relation to project-work for the 4th year

Not confident at all	1	2	3	4	5	Very confident

15. Following from the 3rd year project module, do you have specific ideas on what actions you might take to develop your independent project work in the 4th year?

    YES NO

    If YES, please describe these briefly:

16. Are there specific things that you will approach differently to the 3rd year projects?

17. Please use the space below to tell us about anything else that you feel is important we should know about and we have not asked

18. Would you be willing to take part in a focus group before the end of term?
    YES NO (£10 amazon vouchers will be offered for attendance)

If YES please leave us your email address:

Appendix 4: Assessment Rubric for Projects

		Achievement Levels						
		0	1	2	3	4		
Module Learning Outcomes	**Criteria**	**Fail**	**Adequate**	**Good**	**Excellent**	**Exceptional**	**Assessment point**	**Weighting**
Team working & Time Management	Plan & devise experimental work for each laboratory session to make best use of the time available. (includes problem solving skills to adapt plans).		At least two of the following apply: •Prepared for **most** laboratory session with defined objectives and goals: •Intervention of supervisor or postgraduate demonstrator is **often** required in the laboratory sessions: •**Sometimes** able to apply problem solving skills to adapt a detailed experimental plan based on live results. •Adequate set up and execution of laboratory experiments: •**Not always** punctual for laboratory sessions and meetings.	At least two of the following apply: •Well prepared for each laboratory session with clearly defined objectives and goals: •**Some intervention** of supervisor or postgraduate demonstrator required in the laboratory sessions: •Able to apply problem solving skills to adapt a detailed experimental plan **exceptionally** well based on live results: •**Highly** efficient set up and execution of laboratory experiments: •Punctual for all laboratory sessions and project meetings.	At least two of the following apply: •**Very** well prepared for each laboratory session with clearly defined objectives and goals. **No significant intervention** of supervisor or postgraduate demonstrator required in the laboratory sessions: •Able to apply problem solving skills to adapt a detailed experimental plan **exceptionally** well based on live results: •**Highly** efficient set up and execution of laboratory experiments: •Punctual for all laboratory sessions and project meetings.	All of the following apply: •**Very** well prepared for each laboratory session with clearly defined objectives and goals. •**No significant intervention** of supervisor or postgraduate demonstrator required in the laboratory sessions. •Able to apply problem solving skills to adapt a detailed experimental plan **exceptionally** well based on live results. •**Highly** efficient set up and execution of laboratory experiments: •Punctual for all laboratory sessions and project meetings.	In lab (notebook & demonstrators)	5%
	Communication & team working		At least three of the following apply: •Proactive in seeking meetings/discussions with the research supervisor: •Well prepared for meetings: •Demonstrates **good** communication: •Demonstrates **good** negotiation and influence: •Sometimes coordinates tasks within the team: •Is supportive: •Shows **good** initiative.	At least five of the following apply: •Proactive in seeking meetings/discussions with the research supervisor: •Well prepared for meetings: •Demonstrates **good** communication: •Demonstrates **good** negotiation and influence: •**Sometimes** coordinates tasks within the team: •Is supportive. •Shows **good** initiative.	At least six of the following apply: •Proactive in seeking meetings/discussions with the research supervisor: •Well prepared for meetings: •Demonstrates **excellent** communication: •Demonstrates **excellent** negotiation and influence: •Coordinates tasks within the team: •Is supportive. •Shows **good** initiative.	All of the following apply: •**Very** proactive in seeking meetings/discussions with the research supervisor •**Very** well prepared for meetings. •Demonstrates **exceptional** communication. •Demonstrates exceptional negotiation and influence. •Coordinates tasks within the team. •Is supportive. •Shows excellent initiative.	Students to submit self-assessment (including a mark) with report.	5%
Safety & Good Lab Practice	Identification of hazards, relevant precautions & disposal to ensure safe experimental work		**Intervention is required constantly during the laboratory sessions from laboratory demonstrators to ensure:** •Hazards are accurately identified and relevant precautions are well highlighted: •Appropriate methods of disposal are stated as necessary: •Experimental work is carried out safely according to the prepared COSHH and/or safety assessment.	**Regular intervention is required from laboratory demonstrators to ensure:** •Hazards are accurately identified and relevant precautions are well highlighted: •Appropriate methods of disposal are stated as necessary: •Experimental work is carried out safely according to the prepared COSHH and/or safety assessment.	**Only occasional intervention is required from laboratory demonstrators to ensure:** •Hazards are accurately identified and relevant precautions are well highlighted: •Appropriate methods of disposal are stated as necessary: •Experimental work is carried out safely according to the prepared COSHH and/or safety assessment.	**No intervention is required from laboratory demonstrators to ensure:** •Hazards are accurately identified and relevant precautions are well highlighted: •Appropriate methods of disposal are stated as necessary: •Experimental work is carried out safely according to the prepared COSHH and/or safety assessment.	In lab (notebook & demonstrators)	5%
	Use of Good Chemistry Laboratory Practice (GCLP)		**One of the following applies (as appropriate):** •Glassware and equipment is handled correctly: •Laboratory space is kept **very well** organised, tidy and safe: •Chemicals are always handled appropriately and returned after use: •All communal equipment is cleaned and ready to use **immediately** following use.	**Two of the following applies (as appropriate):** •Glassware and equipment is handled correctly: •Laboratory space is kept **very well** organised, tidy and safe: •Chemicals are always handled appropriately and returned after use: •All communal equipment is cleaned and ready to use **immediately** following use.	**Three of the following applies (as appropriate):** •Glassware and equipment is handled correctly: •Laboratory space is kept **very well** organised, tidy and safe: •Chemicals are always handled appropriately and returned after use: •All communal equipment is cleaned and ready to use **immediately** following use.	**All of the following apply (as appropriate):** •Glassware and equipment is handled correctly: •Laboratory space is kept **very well** organised, tidy and safe: •Chemicals are always handled appropriately and returned after use: •All communal equipment is cleaned and ready to use **immediately** following use.	In lab (notebook & demonstrators)	5%
Technical competence	Accurately record experimental procedures & observations (lab notes)		Recording of experimental observations, results and COSHH data is not always thorough and precise making it hard to reproduce any given experiment without reference to external material. Omissions of experimental information were made.	Thorough, neat and precise recording of experimental observations, results and COSHH data to the extent that any given experiment could be reproduced without reference to any external material. **Some** omissions of experimental information were made.	Thorough (but not exceptional), neat and precise recording of experimental observations, results and COSHH data to the extent that any given experiment could be reproduced **exactly** without reference to any external material. No omissions of experimental information were made.	**Exceptionally** thorough, neat and precise recording of experimental observations, results and COSHH data to the extent that any given experiment could be reproduced exactly without reference to any external material. No omissions of experimental information were made.	Notebook assessed by academics after lab finishes.	5%
	Quality experimental work		Experimental work, which is sometimes both internally self-consistent and may be judged of sufficient quality to either support or refute a given experimental hypothesis with **some** confidence is presented. Responsibility **is not always taken** for the acquisition of experimental data and spectra in the laboratory and **not all** relevant data for the experimental section of the report is collected before leaving the laboratory.	Experimental work, which is **mainly** both internally self-consistent and may be judged of sufficient quality to either support or refute a given experimental hypothesis with confidence is presented. Responsibility for the acquisition of experimental data and spectra in the laboratory is taken and **most** relevant data for the experimental section of the report is collected before leaving the laboratory.	Experimental work, which is both internally self-consistent and may be judged of sufficient quality to either support or refute a given experimental hypothesis with **high** confidence is presented. Responsibility for the acquisition of experimental data and spectra in the laboratory is taken and all relevant data for the experimental section of the report is collected **in good time** before leaving the laboratory.	Experimental work, which is both internally self-consistent and may be judged of sufficient quality to either support or refute a given experimental hypothesis with **very high** confidence is presented. Responsibility for the acquisition of experimental data and spectra in the laboratory is taken and all relevant data for the experimental section of the report is collected in good time before leaving the laboratory.	Post-lab - Written report	10%
Knowledge, understanding & critical thinking	Breadth of knowledge of the background research area of the project.		An incomplete and unclear summary of the background chemistry and concept of the research project. Lack of clarity of why methods/techniques/approaches have been taken based on literature or prior work from other groups. The overall goal of the project and the way this will be achieved isn't clearly articulated.	**Two of the following apply:** •**A very** clear and concise summary of the background chemistry that explains the current state-of-the-art and articulates the concept of the research project:: •Clear articulation and justification of why methods/techniques/approaches have been taken based on literature or prior work from other groups: •**Very good** demonstration of an understanding of the overall goal of the project and clear statement as to how this will be achieved. **One of these statements above isn't demonstrated.**	**All of the following statements apply although one is only demonstrated to an adequate, but not exceptional standard.** •A **very** clear and concise summary of the background chemistry that explains the current state-of-the-art and articulates the concept of the research project: •Clear articulation and justification of why methods/techniques/approaches have been taken based on literature or prior work from other groups: •**Very good** demonstration of an understanding of the overall goal of the project and clear statement as to how this will be achieved.	**All of the following apply:** •A **very** clear and concise summary of the background chemistry that explains the current state-of-the-art and articulates the concept of the research project:: •Clear articulation and justification of why methods/techniques/approaches have been taken based on literature or prior work from other groups: •**Very good** demonstration of an understanding of the overall goal of the project and clear statement as to how this will be achieved.	Post-lab - Written report	5%
	Understanding of the methodologies / techniques / tools relavent to the project (e.g. synthetic routes, software, equipment, spectroscopic methods).		Demonstrates an understanding of **some of** the methodologies / techniques / tools which are relevant to the project e.g. synthetic routes, software, equipment, spectroscopic methods.	Demonstrates a **clear** understanding **of the majority of the** methodologies / techniques / tools which are relevant to the project e.g. synthetic routes, software, equipment, spectroscopic methods.	Demonstrates a **very clear** understanding **of the majority of** the methodologies / techniques / tools which are relevant to the project e.g. synthetic routes, software, equipment, spectroscopic methods.	Demonstrates a **very** clear understanding **of all of** the methodologies / techniques / tools which are relevant to the project e.g. synthetic routes, software, equipment, spectroscopic methods.	Post-lab - Written report	5%
	Ability to describe relevant results		Data is not examined clearly or rationalised in the context of the research hypothesis. It is not possible based on the analysis to comment on the validity of the research hypothesis. Key results (successes and failures) will not all be commented on. Arguments are not articulated clearly on the basis of data presented.	**Two of the following apply:** •**Very** detailed, penetrating discussion in which data are clearly and correctly rationalised and critically examined in the context of the research hypothesis: •Key results (successes and failures) will be analysed and rationalised and will be placed in the context of previous work with appropriate references to the primary literature: •Convincing arguments will be articulated on the basis of data presented and the significance of these results will be **clearly** understood and discussed.	**All of the following statements apply although one is only demonstrated to an adequate, but not exceptional standard.** •**Very** detailed, penetrating discussion in which data are clearly and correctly rationalised and critically examined in the context of the research hypothesis: •Key results (successes and failures) will be analysed and rationalised and will be placed in the context of previous work with appropriate references to the primary literature: •Convincing arguments will be articulated on the basis of data presented and the significance of these results will be **clearly** understood and discussed.	**All of the following apply:** •**Very** detailed, penetrating discussion in which data are clearly and correctly rationalised and critically examined in the context of the research hypothesis: •Key results (successes and failures) will be analysed and rationalised and will be placed in the context of previous work with appropriate references to the primary literature: •Convincing arguments will be articulated on the basis of data presented and the significance of these results will be **clearly** understood and discussed.	Post-lab - Written report	5%
Technical writing & presentation skills	Report is well structured.		**One of the following apply:** •The report is well structured with the correct use of sections and subsections in line with the journal template. • I throughout the text the section heading and content are aligned. •The length of the report has been excellently judged, only minor amounts of excess or brevity.	**Two of the following apply:** •The report is well structured with the correct use of sections and subsections in line with the journal template. • I throughout the text the section heading and content are aligned. •The length of the report has been excellently judged, only minor amounts of excess or brevity.	**All of the following statements apply although one is only demonstrated to an adequate, but not exceptional standard.** •The report is well structured with the correct use of sections and subsections in line with the journal template. •throughout the text the section heading and content are aligned. •The length of the report has been excellently judged, only minor amounts of excess or brevity.	**All of the following apply:** •The report is well structured with the correct use of sections and subsections in line with the journal template. • I throughout the text the section heading and content are aligned. •The length of the report has been excellently judged, only minor amounts of excess or brevity.	Post-lab - Written report	5%
	Visual elements (graphs, figures, tables): range of types of visual elements, quality and adequate presentation (labels, captions)		None used.	Visual elements may not be labelled and/or show very inconsistent numbering and format. Visuals do not relate to the written content. Use of inappropriate visual elements.	Visual elements are labelled throughout and tend to be relevant. There might be an overreliance on the use of one mode of presentation.	Visual elements are accurately and consistently numbered, labelled and referred to in the text. A range of different modes of representation are used to support the narrative.	Post-lab - Written report	5%
	Nomenclature, schemes, equations, figures. Style (use of technical vocabulary)		Many technical errors in chemical nomenclature, schemes, equations and figures. Failure to use any appropriate style	**Reasonably** good use of correct chemical nomenclature. **Mainly** chemically correct Schemes/Equations/Figures used as appropriate **which include a few mistakes**. In the main the language is not technical.	Good use of correct chemical nomenclature. Chemically correct Schemes/Equations/Figures used as appropriate. An attempt to use technical language has been made but this may be lacking in some sections.	**Seamless** use of correct chemical nomenclature. Chemically correct Schemes/Equations/Figures used as appropriate. The report is presented using technical language that is consistent in the entire report	Post-lab - Written report	5%
	Experimental data reported in journal style		**Adequate** description of the experimental procedure which may not be formatted in the journal style. The procedure is overly lengthy or verbose and a third party would need reference to other material to repeat the experiment. The experimental information is **not all** presented in the format of the Royal Society of Chemistry Journals. Quantities of reagents and measurements are not always expressed in the most appropriate units and using a consistent number of significant figures. **Some, but not all,** experimental data is reported and correctly assigned.	**Three of the following apply:** •**Exceptional** and properly formatted description of the experimental procedure: • the procedure is concise (not overly lengthy or verbose) BUT will allow a third party to repeat the experiment without reference to any other material: •The experimental information is presented in the format of the Royal Society of Chemistry Journals: •Quantities of reagents and measurements are **always** expressed in the most appropriate units and using a consistent number of significant figures: •All required experimental data is reported: •Correct assignments are made as appropriate.	**Four of the following apply:** •**Exceptional** and properly formatted description of the experimental procedure: •the procedure is concise (not overly lengthy or verbose) BUT will allow a third party to repeat the experiment without reference to any other material: •The experimental information is presented in the format of the Royal Society of Chemistry Journals: •Quantities of reagents and measurements are **always** expressed in the most appropriate units and using a consistent number of significant figures: •All required experimental data is reported: •Correct assignments are made as appropriate.	**All of the following apply:** •**Exceptional** and properly formatted description of the experimental procedure: •the procedure is concise (not overly lengthy or verbose) BUT will allow a third party to repeat the experiment without reference to any other material: •The experimental information is presented in the format of the Royal Society of Chemistry Journals: •Quantities of reagents and measurements are **always** expressed in the most appropriate units and using a consistent number of significant figures: •**All** required experimental data is reported: •Correct assignments are made as appropriate.	Post-lab - Written report	10%
	Degree of consistency of the formatting of the document (font size, references list, use of bold/italic, layout, spacing, etc.)		Formatting of the document is of a poor standard and inconsistent.	Formatting of the document is generally consistent and appropriate for a science report.	In general the formatting of the document is consistent and the specified RSC format has been adopted completely. The report is presented in a professional manner. Some minor errors are present.	Formatting of the document is consistent and the specified RSC format has been adopted completely. The report is presented in a professional manner with no errors.	Post-lab - Written report	5%
	Accuracy of the grammar, structure of sentences and division of text into paragraphs		Grammar errors make the report unreadable. No recognizable sentence structure. Typo errors make the report unreadable.	The intended meaning is not always clear. There may be many grammatical errors in the work. Sentences are structured poorly and there is no logical division of text into paragraphs. There may be many typos in most sections.	Grammatical errors **do not** obscure meaning in the main. There has been an attempt to logically order and structure sentences which has been successful in parts. There are a small number of typos.	The intended meaning is clear throughout. There are no or very few grammatical errors. Sentences are structured to a good standard and there is logic to the way in which the text has been divided into paragraphs. There are no or very few typos in the document.	Post-lab - Written report	5%
	Use of in text citations to support development of argument		Text **not well** supported by appropriate citations to the primary literature (Note primary literature = peer-reviewed journals and does NOT extend to websites). References **not** formatted in the format required for an RSC publication (listed at the end and referenced in the text as appropriate).	Text **sometimes** supported by appropriate citations to the primary literature (Note primary literature = peer-reviewed journals and does NOT extend to websites). References **may not** be formatted in the format required for an RSC publication (listed at the end and referenced in the text as appropriate).	Text supported **well** by appropriate citations to the primary literature (Note primary literature = peer-reviewed journals and does NOT extend to websites). References are formatted in the format required for an RSC publication (listed at the end and referenced in the text as appropriate).	Text supported **very well** by appropriate citations to the primary literature (Note primary literature = peer-reviewed journals and does NOT extend to websites). References are formatted in the format required for an RSC publication (listed at the end and referenced in the text as appropriate).	Post-lab - Written report	5%
	Presentation of experimental results to a small audience using Powerpoint (or similar)		**Adequate** amount of technical material which **isn't always** appropriately detailed and **doesn't always** flow well. Delivery - **adequate** articulation, pace and timing. Visual aids are **not always** well balanced (text / figures), text and diagram size and aesthetics of the slides are adequate.	**Good** amount of technical material which is appropriately detailed and flows well. Delivery - **good** articulation, pace and timing. Visual aids are well balanced (text / figures), text and diagram size and aesthetics of the slides are all **good.**	**Perfect** amount of technical material which is appropriately detailed and flows well. Delivery - **excellent** articulation, pace and timing. Visual aids are well balanced (text / figures), text and diagram size and aesthetics of the slides are all **excellent**.	**Perfect** amount of technical material which is appropriately detailed and flows well. Delivery - **exceptional** articulation, pace and timing. Visual aids are well balanced (text / figures), text and diagram size and aesthetics of the slides are all **exceptional.**	Post-lab - oral presentation	10%

Appendix 5: Feedback Reflection Proforma

Most significant feedback comments		
	Positive	**What are your thoughts on these comments, do you agree, or disagree?**
1		
2		
3		
	Critical	**What are your thoughts on these comments, do you agree, or disagree?**
1		
2		
3		

Compare your self-assessment with the staff assessment and reflect on any differences below.			
	Student Self-Assessment	**Staff Assessment**	**Reflections**
1			
2			
3			

After reviewing your feedback is there anything you feel you need to discuss with your assessor?
If so compose your questions below.
If you understand the feedback you've received there is no obligation to meet with your

supervisor.		
	Your question	**Comments after discussing this with your supervisor.**
1		
2		
3		

Appendix 6: Action Planning Proforma

What can I do to build on the positive feedback I received?	
1	
2	
3	
What can I do to develop my work in the areas where I received some criticisms?	
1	
2	
3	
Your own evaluation - anything you would add?	
Your own evaluation - the one thing I want to keep doing in future is……	
Your own evaluation - the one thing I want to change or improve in the future is…….	