

Feedback action plan

Making a feedback action plan is a useful way to help you think about how you can improve when completing future assessments.

To make an action plan, review your feedback and jot down some things you've learned to try to do again next time around, things to avoid in future, and things to do or follow up. Then, use this document as a guide when completing your next assessment tasks.

The table below is an example of a feedback action plan you may wish to use.



Unit/Module	
Assessment title	
Mark awarded	
What are the main points in this feedback?	
What things attracted positive feedback?	
What things attracted negative feedback?	
How can I use this feedback in a future assessment?	
What things do I need to do or follow up, and by when?	
Any other thoughts?	

What do I do with the feedback I receive?

If the feedback says.....	Try doing this.....
'You need to check your spelling and grammar'	Always run the Microsoft Word spelling and grammar check on each assignment before you submit it. Grammarly is another online spelling and grammar checker you may wish to use (ACAP student can receive a discounted premium subscription, but the free version is quite good). It's also a good idea to print and read aloud the entire piece of work with a pen in hand and actively look for errors.
'Your introduction and/or conclusion needs work'	Consider writing your introduction after writing your paper. There should be a relationship between what you have discussed in the body of your paper and what you stated you are going to explore in your introduction. Therefore, it's common to leave the introduction until after writing the body. Your conclusion should sum up what you have said in your assignment without simply repeating it word-for-word. Summarise your main findings selectively, then move a step further by explaining what your findings mean and outlining the implications of your conclusion for the discipline/field.
'Your writing is not critical enough'	Make sure you elaborate on your statements, provide supporting evidence, and consider possible approaches, limitations and counter-arguments to issues explored, rather than generalising or accepting information or statements made by others at "face value".
'What do you think about the issue?' or 'Why are you telling me this?'	Make sure that you are not just reporting on the work of others; instead you should be integrating their work around your own argument. You might have included a lot of content from external sources, but make sure you also include your own position and clearly show how your sources relate to your argument or point.
'Your argument needs to be better substantiated'	Integrate research evidence from your readings to support your ideas. You might have a relevant argument, but it needs to be backed up with quality evidence.
'Observations are not enough'	Extend what you have observed or experienced to relevant theory. Make connections between what you have investigated to what you have learnt in class and what you have read in the literature.
'Get to the point'	Avoid waffling and make sure you make clear and concise connections between ideas. If you are adding sentences for the sake of bumping up your word count, you may need to do more reading and research so that you have more relevant content to add.
'More depth of coverage is needed'	Be analytical and consider the issue(s) from different perspectives such as strengths and weaknesses, alternative positions, impacts and scope.
'Your sources are too limited'	Do a wide literature search. It is important to synthesise a number of sources and put them together into a whole that makes sense to the reader in the context of your work; drawing upon only one or two sources is usually not enough.