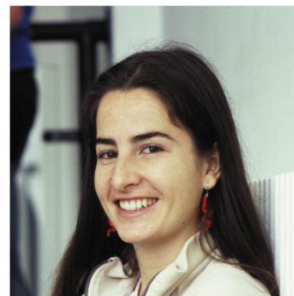


Size Matters?



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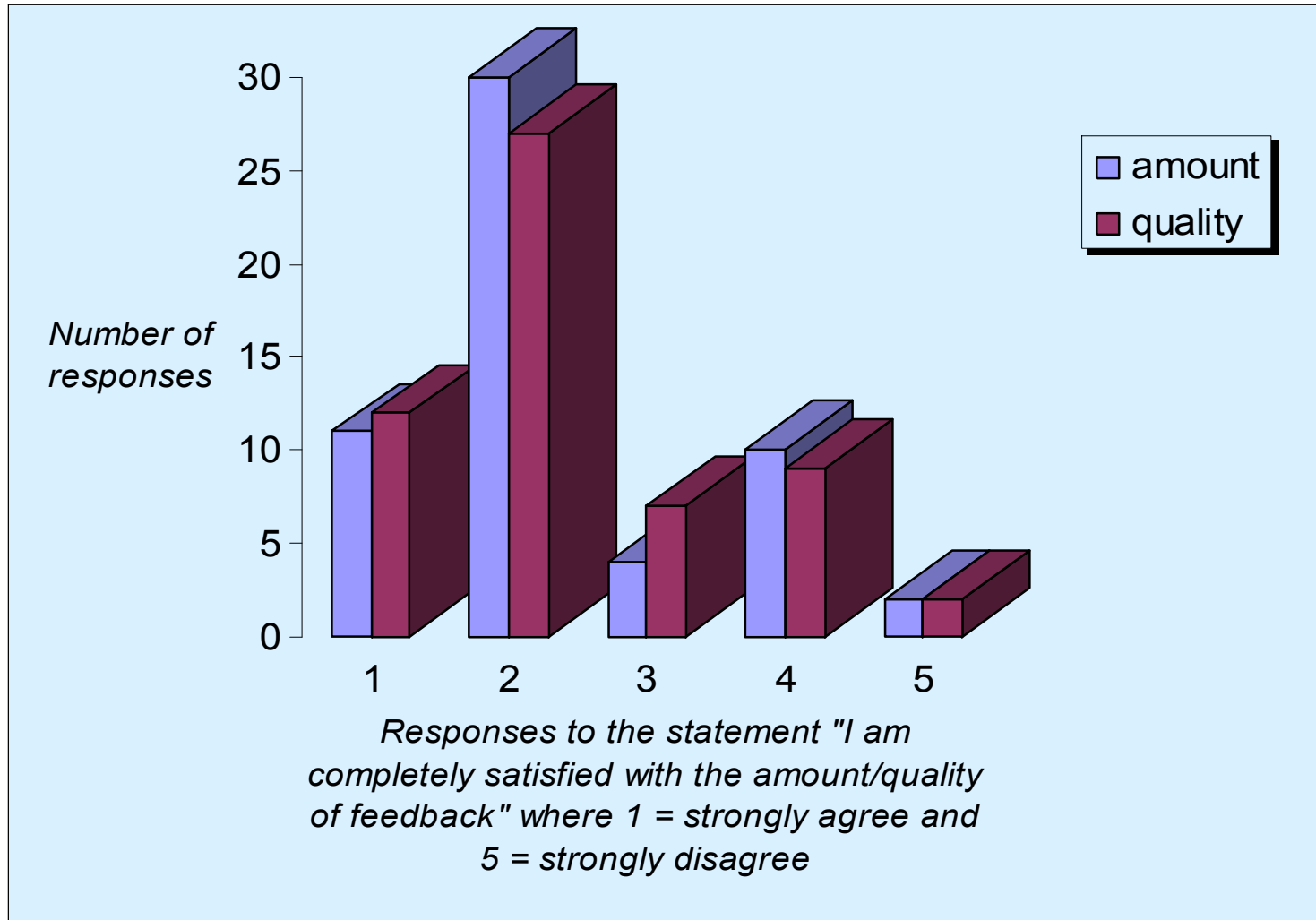
Introduction

- National student satisfaction survey
- Anecdotal & literature - students only interested in marks
- Anecdotal - higher marks might correlate with higher satisfaction
- For students and for staff – resource issue

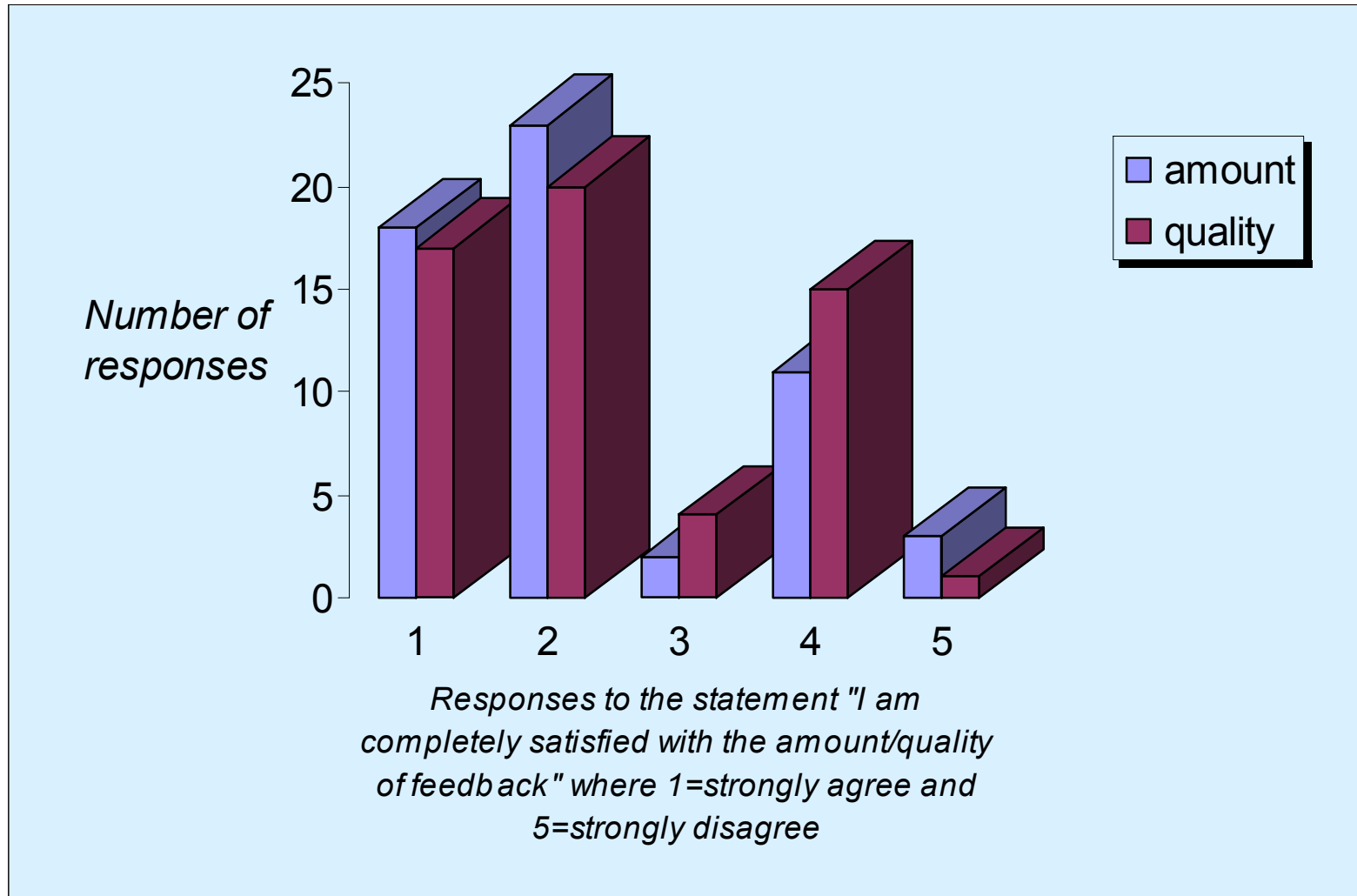
Questionnaire

- 5 point Likert scale
- Agreement with statements “I am completely satisfied with quantity/quality”
- Identify types of feedback given
- Mark band

Satisfaction with report feedback



Satisfaction with presentation feedback



Amount & Quality

- High correlation between satisfaction with amount and satisfaction with quality
- No correlation between satisfaction with amount on report and presentation
- Some correlation between satisfaction with quality on report and presentation

Effect of the mark

Report – marks ranged from 40 to 70+

- Some correlation between high mark and satisfaction with the amount and quality of feedback

Presentation – marks ranged from 60 to 70+

- Satisfaction was not related to the mark

Combined

- Some correlation between mark and satisfaction with amount and quality of feedback

Recognising feedback

Report – only 43% recognised they had verbal as well as written feedback

- High correlation between recognising feedback and quality satisfaction, some correlation with amount satisfaction

Presentation – 80% recognised they had verbal feedback as well as an e.mail and a mark

- High correlation between recognising feedback and satisfaction with both amount and quality

Summary

- Size matters!
- Marks matter but not as much as size
- Recognising feedback when it's given is essential if students are to give you a high rating for feedback in student satisfaction surveys

Problem: How do we teach students to recognise quality feedback?