



**Supporting Effective
Practice Learning**

Unit 4

Feedback



Introduction

Feedback is an essential part of the learning process and all practice supervisors (PS) and practice assessors (PA) require the ability to give meaningful feedback. This unit is appropriate for the development of both PS and PA and will review the underpinning theory, models and importance of feedback, taking approximately two hours to complete.

Learning Outcomes

By the end of this unit you will be able to:

- + Critically analyse feedback models and how they are used in practice.
- + Critically discuss enablers and barriers to providing constructive feedback.
- + Appraise methods of giving, receiving and documenting feedback.

Preparing to Feedback

Where are you now?



Take time

Consider your current knowledge and skills in relation to how you give feedback. What has your experience been of receiving feedback has it been helpful or difficult?

Record your thoughts.

The importance of feedback

Feedback

- ⊕ provides helpful information to describe the performance of an activity,
- ⊕ enables the learner to gain insight into their performance and to learn through experience,
- ⊕ must be factual and demonstrated with examples.

Feedback is an important skill, as when delivered well, feedback can be empowering and motivating. However, if delivered carelessly, feedback can be misunderstood or cause distress.

Verbal feedback is offered within the practice learning environment on a routine basis, both informally during the learner's experience and formally (to inform preparation for the assessment process). As a PS or PA, you will also record written feedback.

There are different types of feedback

Constructive – reinforcing, improving and developing. This allows growth and development as the feedback offers suggestion or improvement.

An example of constructive feedback - “You used effective communication skills when you completed the pre-operative checklist, however you forgot to ask the question on the second page, remember to always check that you have completed any form fully”.

Positive – praise, value (if sincere and deserved – otherwise it is devalued and deemed meaningless).

An example of positive feedback – “I felt that you did well there, you used appropriate language and ensured that you were understood.”

Negative – not for improvement, growth or development. Benefits the giver, not the recipient.

An example of negative feedback - “You did not ask the appropriate questions and I have to go back and complete this form for you now.”

Feedforward - looks ahead to the next opportunity to perform and offers constructive guidance on how to improve.

An example of feedforward - “For your next placement I think it would be useful to concentrate on the verbal handover, to increase your confidence speaking to larger groups of the multidisciplinary team.”

Feedback addresses the progress made towards the goal and focuses on a student’s current performance. Whereas feedforward looks ahead to subsequent assessments and offers constructive guidance on how to do better, asking what further improvements need to be made to progress.

A combination of both feedback and feedforward helps ensure that assessment has a developmental impact on learning (Hattie & Timperley, 2007). Feedforward enables expectations to be clarified in advance and includes outlining what good performance is, e.g. goals, assessment criteria, and expected standards and how this could be achieved.

The most common feedforward questions are ‘Where am I going?’, ‘How am I doing?’ and ‘Where next?’

Please read [this article](#) to develop your insight further.

You may also find the following short clips helpful.

[Clip 1 – the joy of getting feedback](#)

[Clip 2 - try feedforward instead of feedback](#)

Why focus on feedback?

Sometimes we can focus more on the negative aspects of feedback and to help us change this we will consider David Rock's model SCARF which is Status, Certainty, Autonomy, Relatedness and Fairness (Rock 2009).

The SCARF model shows that people are commonly motivated to stay away from perceived threats & move toward perceived rewards.

We need to ask for feedback in order to remove the threat element and increase the reward element.



Activity

Watch [this clip](#) that discusses the SCARF model, take notes and consider the following:

What might you do to support a more positive feedback culture in your clinical area?

How to give feedback and feedforward

- **Gather Information** (multiple sources – wider team, service users, consider the accuracy, aim for shared experience/your observation, reflective discussion)
- **Be specific** (what is going well, how you feel about the student's progress, refer to student learning outcomes for placement, give detail and examples – to encourage the same behaviour or avoid a behaviour)
- **Act timeously** (students want and need positive and constructive feedback as otherwise they may develop an inaccurate perception of their performance, aim to give feedback as soon as possible)
- **Choose your words** (don't be vague, don't use "kind of, sort of or maybe", use "I noticed, or I am concerned").

As the PS you will be working alongside the student and will be able to offer regular constructive feedback. This constructive feedback will also be documented as part of the interim assessment in their practice assessment documentation.

As the PA you will require verbal feedback regarding the students' progress in relation to the learning outcomes for the placement and the level that they are expected to perform at. Further guidance is found in the student's practice assessment documentation with regards to expectations of the level of practice.

Meaningful feedback allows the PA to liaise with the Academic Assessor (AA) within the HEI, to support the progression of the learner within the programme.

In summary

- + Do not react
- + Ask questions, gain further information
- + Consider the feedback

At all times think about your rationale, signposting, examples, impact, student self-assessment, what you wish the outcome to be and make a plan.

NHS Education for Scotland (NES) have produced a useful overview of the principles of giving and receiving feedback. [Follow the link to view this](#) and take some notes to support your learning.

Models of Feedback

We are now going to consider a few models that can support you to give effective feedback.

The feedback sandwich is perhaps the simplest and most commonly used model where you:

- + identify what went well,
- + suggest something that could benefit from change,
- + reinforce positive messages.

Another model is **CEDAR** - Context, Example, Difference, Agree and Review (Wildman, 2003). With this model you:

- + give the context,
- + give an example,
- + discuss the difference between the context and the example,
- + agree the plan for next time,
- + then review progress.

An alternative to consider is **BOOST**:

- + Balanced – focus is on areas of strength and development
- + Observed – feedback only provided on behaviours you have witnessed
- + Owned – avoid judgements and relate your feedback to observed behaviours only, not personality
- + Specific – back up your feedback with specific examples of observed behaviour
- + Timely – give feedback soon after the activity

The BOOST model encourages you to use a balanced approach and to provide a positive and constructive feedback. Follow [this link](#) to watch the short clip attached for more information about the model.

As a PS or PA consider how might you use any of the models described to support you to give effective feedback. Do you know of any other models or have you used other models to support you to give effective feedback in practice? **Record your thoughts**. To support your learning further pick a model and try it in practice and write up a reflective account and discuss with your colleagues.

Remember you may alternate between models of feedback depending on the situation you are in. In your role as PS or PA you will need to give verbal feedback before any written feedback is given. We will consider this more in the following section.

How to document feedback

In your role as PS and PA you will be required to document feedback to the student within the practice assessment documentation. When writing feedback, it is helpful to consider the language you use and ensure that it is simple, clear and easy to understand.

Does your written feedback match your verbal feedback? Take a few moments to reflect on this.

Some tips to help with this:

- + Avoid vague statements like “has a lovely manner “ or “has done well,” or “is well liked by the patients”.
- + Consider phrases such as “settling in well” and “always well-presented and punctual” these mean little to the student or to any PS or PA.
- + Be clear about what you mean and articulate exactly what you wish to feedback.

Your Practice Education Facilitator (PEF) or Care Home Education Facilitator (CHEF) will be able to support you if you have questions or concerns on providing feedback in practice.



Activity

Self-assessment

Stop and check your knowledge by reviewing the following statements. Then check the answer given below to check your understanding so far.

Feedback is a way to get people to do what I want.

Answer - Feedback allows the learner to clarify their learning needs and their progress so far.

Feedback is optional.

Answer - No. Feedback is essential in the learning process. Feedback allows the learner to clarify their learning needs and their progress so far.

PS and PA can expect feedback from learners

Answer - Yes, all learners may offer feedback to the PS and PA. Indeed, the PS and PA can ask for further feedback via Turas - to support revalidation.

Giving feedback is the PA's role.

Answer - Everyone within the learning environment may offer feedback about the learner and to the learner.

PS does not need to document feedback

Answer - Practice supervisors may record written feedback.

What could affect your ability to give feedback?

Halo and Horn effects

Being objective when giving feedback is important and sometimes not easy.

There are many factors that may affect your ability to give objective feedback, such as:

- **The Halo and Horn effect** where your impression of another can influence your thoughts and feelings about them negatively or positively. This may be because you had a negative first impression which makes you more likely to judge them in a negative way or conversely you have a good first impression which makes you more likely to overlook any negative characteristics.
- **The Hawthorn effect** where the student may alter their behaviour because they know they are being observed.
- **Contrasting effects** where the student may be compared to others unfairly. The assessment should be individualised against the criteria outlined within the practice assessment documentation not against other students.
- **Stereotyping** where we might have different expectations that may be based on the stage within the programme that the learner is at, rather than the learner's ability or experience.



Activity

Consider what might affect your ability to give feedback:

- I really like the learner
- I dislike the learner
- I don't know the student
- I don't have the time
- I have no opinion, nothing to say
- I don't know what is to be learned – how can I give feedback

It is important that you are clear with the learner about the kind of evidence you are looking for and that it aligns with their learning outcomes. This will allow your feedback to relate to and inform achievement of the learning outcomes.



Activity

Choose three of the following scenarios and make notes:

Consider how you would respond to the following:

- 1 | Josh is a Year 2 student who has been performing well in placement. You are the PS and are aware that hat he has had consistently positive feedback in previous placements. Lately he has been arriving late and his uniform is not appropriate. **Consider which feedback model you will use to support Josh.**
- 2 | Shona is a Year 1 student on her first placement in theatres, she is enthusiastic and excited. It is week three of placement, some staff have approached you, as her PS, to voice concern about Shona's ability to grasp basic concepts such as aseptic technique. **What do you require to consider and where will you find guidance with regards to the level of learning and dependence for Shona's stage in the programme? What model do you prefer to use and how will you use the model to address your colleague's concerns?**
- 3 | Gemma is a Year 3 student on her penultimate placement. You are her PA, and feel that she is performing at a high standard. **What do you require to consider in relation to feedback?**
- 4 | You are the PS supporting a Year 3 student. You have been approached by the student who is concerned that he is not being given the opportunity to undertake skills at the level he should, he states that he finds your supervision is too much. **What will you consider – who can support you in relation to the level of dependence/supervision each student requires, who will you contact for guidance?**



Activity (continued)

- 5 | A colleague has been supervising Year 2 student, Orla, for one shift and has given you negative feedback in relation to her communication skills and conduct. You have not witnessed any concerns in relation to Orla's progress; as her nominated PS, what are you going to do? **What will you consider in relation to the feedback models and how to give and receive feedback in practice? Write a reflection to add to your NMC revalidation portfolio.**
- 6 | Mary is a post registration student who is studying to achieve a specialist public health qualification, she is already an experienced, registered nurse. Mary has been working alongside her PS, Karen for a week. You are the PA and Karen has approached you to advise that she is concerned about Mary's clinical skills. **What questions do you ask? What is your first priority?**
- 7 | You have been asked to become the PA for a student who is on their final placement prior to qualification and the PS has expressed concern about the conduct of the student. **What are your initial thoughts? Who do you need to speak to?**

Some of the scenarios above require you to have an understanding of your professional responsibilities in raising and responding to concerns regarding student performance, conduct and competence. More information is available within Unit 6.

End of unit summary

Throughout this unit you have explored the importance of feedback to address the following learning outcomes:

- ⊕ Critically analyse feedback models and how they are used in practice.
- ⊕ Critically discuss enablers and barriers to providing constructive feedback.
- ⊕ Appraise methods of giving, receiving and documenting feedback.

This unit links closely to the assessment of learners and creating a positive learning environment.

Helpful resources

David Rock SCARF model. Available at: <https://www.mindtools.com/pages/article/SCARF.htm>

Unit 4

Summary of learning

Now you have completed Unit 4, the following is a summary of the information you will have learned.

- ⊕ The student is the most important person to consider when giving feedback
- ⊕ You can decide for yourself on a specific model of feedback
- ⊕ You must document within the practice assessment document - verbal feedback is not enough
- ⊕ The academic assessor must receive feedback from the practice assessor regarding the student
- ⊕ Feedback is always sought from the wider team in addition to the feedback given by the practice supervisor and practice assessor

References

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Wildman A (2003) The CEDAR model. [online] Available at: <https://www.annawildman.com/cedar-feedback-model.html#>

ALTERNATIVE FORMATS

This resource may be made available, in full or summary form, in alternative formats and community languages. Please contact us on **0131 656 3200** or e-mail: **altformats@nes.scot.nhs.uk** to discuss how we can best meet your requirements.



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