



## FEEDBACK DELIVERY – []

DATE : \_\_\_\_\_

LOCATION : \_\_\_\_\_

STUDENT NAME : \_\_\_\_\_

INSTRUCTOR NAME : \_\_\_\_\_

INSTRUCTION: This FEEDBACK checklist seeks to guide the trainee trainer to delivery feedback to a learner during assessment of a core skill.

PERFORMANCE STEPS	Achieved?		Comments
	Y	N	
Structure			
Ensure the purpose of the discussion (feedback) is clear and learner(s) understands how it will develop			
• Assessment according to a defined, agreed checklist			
• Learner(s) should have time to ask questions, prepare team roles or mentally prepare personally			
• Feedback should be limited to observed performance			
• Session structure should be explained, with assigned time for feedback of exercise and a development plan			
The setting for the feedback is comfortable and sufficiently private to allow for conversation			
Format			

Begin session with opportunity for learner to define elements of the discussion according to their priorities and pre-established learning needs			
Use an appropriate feedback model (Sandwich, Pendleton) to giving positive feedback to reinforce good practice and areas requiring improvement			
<ul style="list-style-type: none"> <li>Commences with learner identification of positive aspects</li> </ul>			
<ul style="list-style-type: none"> <li>Addition of observer comments (other learners)</li> </ul>			
<ul style="list-style-type: none"> <li>Learner identification of areas for improvement</li> </ul>			
<ul style="list-style-type: none"> <li>Addition of observer identified areas for improvement</li> </ul>			
Ensure learner has the chance to explore what went wrong and why			
Examples and strategies for improvement, with additional learner resources			
Effective summary of learning and plan of action, checking learner is comfortable			
<b>Content</b>			
Align and compare learner performance to learning objectives			
Appropriate level of criticisms, avoiding excessive or subjective critique			
<ul style="list-style-type: none"> <li>Identification of errors or weaknesses in method</li> </ul>			
<ul style="list-style-type: none"> <li>Explanation why such errors are important</li> </ul>			
<ul style="list-style-type: none"> <li>Seeking confirmation that the learner accepts the feedback and has the chance to seek further clarification or guidance</li> </ul>			
<ul style="list-style-type: none"> <li>Opportunity given to learner to immediately correct performance of a particular skill</li> </ul>			
<ul style="list-style-type: none"> <li>Use of neutral language without person specific comments (<i>You did x well, NOT you are x</i>)</li> </ul>			
Avoids categorization of performance as pass/fail unless this is explicitly required			
<b>Tone</b>			
Be positive, unbiased and objective, focusing on constructive criticism			
<ul style="list-style-type: none"> <li>Give feedback focused on the positive aspects of the performance</li> </ul>			

• Offer steps to improve, and why it’s important to improve			
• Avoid generic praise, reassurance or excessive sympathy			
• Be succinct, so the learner doesn’t get lost in a long explanation			
Errors to avoid			
Lack of clarity over what is being assessed and straying into additional areas. Define in advance what is being assessed and by what method.			
Generalised and non-specific feedback that does not provide performance specifics according to objective standard / checklist			
Unwillingness to provide honest, constructive or critical comments			
Lack of opportunity for learner to respond or guide feedback (self-identification of errors)			
Feedback that is construed as personally critical / judgemental ( <i>You are x</i> )			
Improper settings or timing, such that the learner(s) is not ready or equipped to receive feedback			
Lack of acceptance of authority/credibility of evaluator to give feedback			
Distraction from identified learner(s) by observers and their learning needs			
DEMONSTRATED BASIC PROFICIENCY:	YES / NO		
NOTES:			