

Learning & Teaching Enhancement Programme Case study

As a way of capturing the detail and impact of your Learning & Teaching Enhancement Project, please complete the questions below, which align with the QAA Scotland reporting template. *Please answer all questions in 200 words or fewer.* Case studies may be published on the University's website and elements may be used in reports for QAA Scotland. Project teams may be asked to contribute a Blog or Podcast to help to share project activities and outcomes. Any questions, please contact cad@abdn.ac.uk.

Co-construction of guidelines for the use of audio feedback in assessments

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Context

This section should provide brief details about the context of the project/activity, highlighting any specific challenges and/or strategies it intended to address.

Text in this section should not exceed **200 words**.

This project was designed to understand best practice in relation to the use of audio feedback in academic assessments. Research in this area supports the use of audio as a meaningful tool for student feedback, leading to improved student engagement (Carruthers et al., 2015) and accessibility and inclusivity (Knauf, 2016). With the use of audio feedback growing across a range of courses in the School of Education, it was felt that further research was needed to fully understand the perspective of students who received audio feedback and work towards co-constructing guidelines for tutor use.

Project aims:

- What guidelines/principles should tutors follow when using audio feedback on summative assessments?
- In what ways do students use and engage with feedback which is received in an audio format?

Description of activity

In this section, you should provide brief descriptive details of the activity. Please include information on student engagement in the design and delivery of the activity here.

Text in this section should not exceed **200 words**.

The project recruited two student assistants, who began by creating examples of audio feedback based on an authentic academic assessment. These audio files were then played during a focus group session, to which four student participants were recruited. The student assistants then coded and analysed the data from the focus group transcripts to understand key principles that students want from audio feedback.

In the second phase of the project, the student assistants worked with the project tutors to co-construct a 'how-to' guide for tutors who are using audio feedback. Alongside this, an example audio file, which exemplified the key principles, was created.

To conclude, the project was accepted to be presented at the Annual Academic Development Symposium in April 2026.

Evaluation and impact

This section should provide an analysis of evaluation and impact of the project.

To support evaluative activity, institutions are encouraged to use the [resources](#) developed by Professor Stella Jones-Devitt and Dr Liz Austen, particularly the Enhancement Themes Theory of Change model and the Universal Evaluation Framework (UEF).

Text in this section should not exceed **200 words**

Findings from this project have shown an overall positive student response to the use of audio feedback. Focus group data revealed a preference over written feedback in many cases, due to the more personal and conversational nature of such feedback. Key themes from the data included the importance of delivery (eg tone of voice, pace), structure (eg ordering of feedback points) and the accessibility of feedback for neurodivergent students.

Following further analysis of the focus group data, the 'how-to' guide was created for tutors. This is framed as a set of reflective guidelines, asking tutors:

- Is my audio feedback...engaging?
- Is my audio feedback...specific?
- Is my audio feedback...efficient?
- Is my audio feedback...purposeful?
- Is my audio feedback...accessible?

These five overarching guidelines are supplemented with a series of reflective prompts for tutors to consider, helping to ensure their audio feedback meets the principles identified in

the research.

The project has created tangible, usable outcomes for tutors and students. Using the 'how-to' guide and accompanying example audio file, tutors are better able to understand the perspective of students who may be receiving audio feedback. This helps to ensure that high levels of quality are maintained in the feedback, despite the alternative format.

Lessons learned and next steps

In this section, you should reflect on the key learning points drawn from this activity for the institution. You might also consider what learning other universities or the tertiary education sector could take from this activity. If there is any planned follow-on activity, please provide brief details here.

Text in this section should not exceed **200 words**.

This project has shown that audio feedback is a format that is welcomed by students. However, tutors should be cautious about simply recording feedback that would have otherwise been provided in a written form. Whilst there is undoubted alignment between the two formats, students are looking for a specific approach to audio feedback which supports their ongoing academic development.

The created 'how-to' guide and example audio feedback file will be used on a live undergraduate course in 2026-27. Further research opportunities to understand the tutors' perspective on these materials, and the use of audio feedback more generally, may proceed from there.

Further sharing of the materials with colleagues in the School of Education, and across the institution, will be explored in 2026-27.

References

Please provide links to any relevant websites or further information about the activity in this section.

Links to the live materials created in the project:

- [Audio feedback - 'how-to' guide for tutors](#)
- [Example audio feedback](#)