STEP Scotland's Tertiary Enhancement Programme

For Placement Mentors

For Students

Guidance:

Mentor/Placement Supervisor-Student Feedback Form

Purpose

This form is designed to support regular, constructive feedback conversations between students and mentors/placement supervisors during placement. It is designed to support communication, encourage reflection, and to help students identify both strengths and areas for development throughout their placement experience.

The forms aim to:

- support clear and actionable feedback
- support clearer discussions between students and mentors/placement supervisors
- encourage collaborative and personalised feedback processes
- support student self-advocacy and communication of needs
- provide manageable and structured next steps

The form can also support discussions about communication preferences, support needs, and agreed actions to help students make progress towards their placement goals.

Who may wish to complete the form?

The mentor/placement supervisor may use the feedback sections to record and discuss feedback following a conversation with the student.

The student may complete sections relating to:

- preferred feedback approaches
- areas on which they would like feedback
- communication or support preferences

- clarification of understanding
- agreed actions where appropriate

Students and mentors/placement supervisors may choose to use the form together or to complete relevant sections independently.

When might the form be helpful?

The form can be used throughout placement to facilitate regular feedback discussions and support student learning and development.

It may be used:

- during scheduled one-to-one meetings
- during regular feedback discussions
- following observations or placement activities
- at review points during placement
- whenever additional support or clarification is needed

Which sections may be useful to complete?

Feedback and Communication Preferences

This section identifies how the student prefers to receive and process feedback (for example, written notes, verbal discussion, time to process, specific examples). Students are encouraged to share information that may help mentors/placement supervisors provide appropriate support. Sharing this information is voluntary.

What went well

This section may be used to provide positive feedback by highlighting specific actions or examples of practice, and explaining why they were effective. This helps to reinforce students' strengths and to recognise what they are doing well. This can be especially beneficial to neurodivergent students but will benefit all.

Development Areas and Next Steps

This section may be used to identify areas for further development and to agree clear, achievable next steps. Feedback is most effective when it is based on specific, observable, and placement-relevant actions or examples of pratice.

Clear and actionable feedback can help students understand expectations and identify strategies for future practice. While all students benefit from specific feedback, it may be particularly helpful for neurodivergent students who may prefer explicit, unambiguous and concrete guidance.

Linking feedback to achievable goals is effective. An action plan, which includes goals and how to meet them, can empower students.

Clarifying Understanding

This section supports discussion and helps check students' understanding of the feedback received. It also provides opportunities for clarification, questions, and further explanation where needed.

Students may choose to summarise:

- their understanding of the feedback received
- key strengths identified
- agreed areas for development and priorities
- next steps and actions

This can help ensure that both the student and mentor/placement supervisor leave the discussion with a shared understanding of the feedback and agreed actions.

Regular opportunities to revisit feedback may help reduce uncertainty and support students' confidence and wellbeing during placement.

Needs and preferences can change over time. Students may choose to update or revisit discussions about communication, support, or reasonable adjustments at any stage of placement.