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**Abstract**

Attention has recently focused on sectoral concern with assessment and feedback as a result of the National Student Survey. Government, the higher education agencies and the NUS have called for urgent action to address this concern. Existing data from institutional student feedback surveys, using the Student Satisfaction Approach, some dating back well over a decade, shows that the issue is not a new one. Indeed, several institutions have been addressing student concerns and as a result, have seen student satisfaction increase. This paper explores the existing student feedback data in order to identify not only how students' perceptions of assessment and feedback have changed over time but also the main concerns of students and institutions and what action has been taken by institutions to increase satisfaction. Several main concerns emerge from the data. Students value feedback as it is re-assuring as an indication of their progress and that it should be timely. Institutions that have used the Student Satisfaction Approach are concerned to clarify their processes to students, to increase

**12.9.2025**

their own efficiency in returning work, to monitor and review their assessment and feedback régimes and to share good practice, both internally and externally. Action taken as a result of listening to the student voice results in increased satisfaction but this can take several years. (HRK / Abstract übernommen)