



University of  
**Salford**  
MANCHESTER

# *REFLECT, RESET, RISE: DEVELOPING A RESILIENCE AND SELF- DIRECTED FEEDBACK REVIEW PACKAGE FOR UNDERGRADUATE RADIOGRAPHY STUDENTS*

Building growth from constructive feedback

# OVERVIEW OF – REFLECT, REST, RISE

## **Purpose of Initiative**

Reflect, Reset, Rise addresses common challenges in student engagement with academic feedback in radiography education.

## **Structured Five-Step Process**

The toolkit offers a five-step structured process supporting emotional regulation and feedback literacy among students.

## **Integration in Radiography Program**

The initiative is integrated into the BSc (Hons) Diagnostic Radiography programme to enhance professional identity development.



# UNDERSTANDING FEEDBACK CHALLENGES



# WHY FEEDBACK NEEDS RETHINKING

## **Students often misinterpret or ignore feedback**

Research shows students frequently reject or ignore feedback due to unclear messages, negative tone, or lack of trust in its usefulness<sup>1</sup>.

## **Emotional responses can block engagement**

Feedback evokes strong emotions that influence motivation and engagement. Negative emotions often reduce confidence and uptake of feedback<sup>2</sup>.

## **Educators face challenges in making feedback actionable and meaningful**

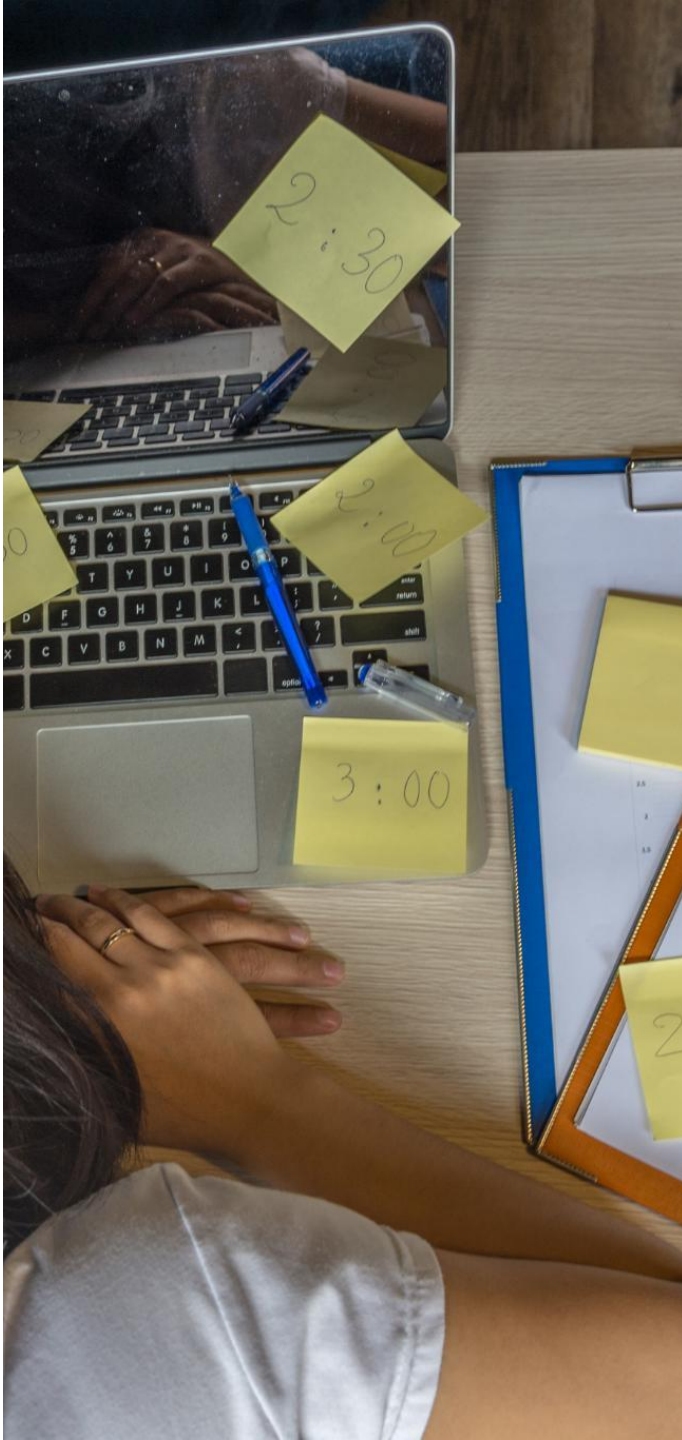
Barriers include workload, time constraints, and difficulty aligning feedback with student expectations<sup>3</sup>.

## **Traditional feedback models often lack strategies for emotional resilience and professional identity development**

Professional identity formation and resilience require integrated approaches beyond corrective feedback<sup>4</sup>.







# EDUCATIONAL RATIONALE & THEORETICAL FOUNDATIONS

**Core principles of Reflect, Reset, Rise**

## **Feedback Literacy**

Students need skills to interpret and act on feedback<sup>5</sup>.

## **Emotional Regulation**

Feedback evokes strong emotions; strategies can help to normalise and reframe<sup>6</sup>.

## **Professional Identity Development**

Identity work requires reflection and emotional processing<sup>4</sup>.

## **Underpinning Frameworks**

Constructive alignment (Biggs) & Experiential Learning (Kolb)

# TOOLKIT STRUCTURE AND IMPLEMENTATION

# THE 5-STEP TOOLKIT

## Emotional Check-In

**Directly operationalises Ajjawi's (2021) call to treat emotion as integral, not pathological.** Students pause to recognize and articulate emotional responses before acting on feedback, positioning feelings as a resource for reflexive practice rather than a barrier to learning (Hill, 2021).

## Feedback Deconstruction

**Puts into practice Winstone & Carless's call for clarity in feedback processes.** Students break feedback into actionable components, reducing cognitive overload and making engagement more likely (Lipnevich et al., 2025).

## Resilience Reflection

**Aligns with Hill's emphasis on emotional reframing.** Students reinterpret initial negative feelings as signals for growth, supporting Ajjawi's view of emotion as reflexive practice rather than pathology.

## Goal Reset Planner

**Embeds Winstone & Carless's learning-focused approach.** Students transform feedback insights into SMART goals, linking emotional and cognitive responses to constructive forward planning.

## Feedback Portfolio

**Supports Paris's and Reissner & Armitage-Chan's emphasis on longitudinal identity work.** Students track progress and evolving responses, reinforcing feedback as an ongoing developmental dialogue.





# SIMPLY – R,R,R

1. Emotional Check-In – acknowledge feelings.
2. Feedback Deconstruction – break feedback into clear messages.
3. Resilience Reflection – reframe challenges as growth.
4. Goal Reset Planner – set SMART goals.
5. Feedback Portfolio – track progress across your degree.





# RADIOGRAPHY-SPECIFIC INTEGRATION



## HCPC Standards of Proficiency

The toolkit supports compliance with HCPC SoPs by embedding reflective practice, emotional regulation, and feedback literacy, key for maintaining fitness to practise and professional competence.

## College of Radiographers - Education Career Framework

RRR aligns with the CoR framework by promoting resilience, critical thinking, and CPD readiness, ensuring students meet competency expectations across the four pillars of practice.

## Curriculum Integration

Integrated into Personal & Professional modules and Academic Tutoring touchpoints, with structured use after assessments and during progression reviews, supporting constructive alignment.

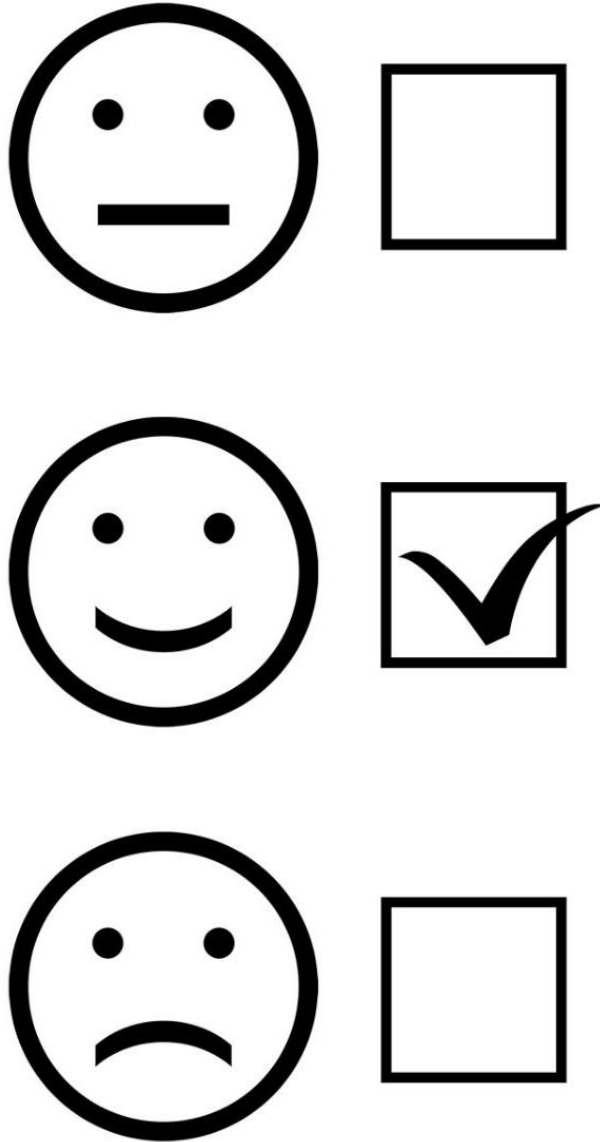


RRR Step	Relevant HCPC Standards of Proficiency	CoR Framework Alignment
<b>Step 1: Emotional Check-In</b>	<ul style="list-style-type: none"> <li>- SoP 1.3: Manage workload and emotional burden.</li> <li>- SoP 3.1: Identify anxiety and stress in self.</li> <li>- SoP 3.2: Maintain mental health and wellbeing strategies.</li> </ul>	<ul style="list-style-type: none"> <li>- Emphasises wellbeing and resilience as part of professional development.</li> </ul>
<b>Step 2: Feedback Deconstruction</b>	<ul style="list-style-type: none"> <li>- SoP 1.3: Keep skills and knowledge up to date.</li> <li>- SoP 2.13: Understand legislative, policy, ethical frameworks.</li> <li>- SoP 10.1: Value reflective practice for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>- Critical thinking and evidence-based practice underpin progression.</li> </ul>
<b>Step 3: Resilience Reflection</b>	<ul style="list-style-type: none"> <li>- SoP 3: Look after health and wellbeing.</li> <li>- SoP 3.2: Maintain fitness to practise.</li> <li>- SoP 10.1: Record reflection outcomes for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>- Reflection and resilience embedded in four pillars (clinical, leadership, education, research).</li> </ul>
<b>Step 4: Goal Reset Planner</b>	<ul style="list-style-type: none"> <li>- SoP 1.3: Continuing professional development.</li> <li>- SoP 10.1: Use reflection to inform CPD.</li> <li>- HCPC CPD Standards: Maintain accurate record of learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Goal setting aligns with career progression and CPD planning.</li> </ul>
<b>Step 5: Feedback Portfolio</b>	<ul style="list-style-type: none"> <li>- SoP 10.1: Record reflective practice outcomes.</li> <li>- CPD Standards: Maintain evidence of learning.</li> <li>- SoP 1.3: Demonstrate ongoing competence.</li> </ul>	



# EVALUATION DESIGN AND NEXT STEPS





# EVALUATION DESIGN AND NEXT STEPS

## Mixed-Methods Evaluation

The initiative will use both quantitative surveys and qualitative methods over five years for thorough evaluation.

- Quantitative: Surveys, usage analytics, performance data
- Qualitative: Focus groups, portfolio analysis

## Theoretical Frameworks

Planned evaluation is based on multiple educational frameworks including Kirkpatrick and Feedback Literacy models to assess impact.

## Comprehensive Assessment

Frameworks enable tracking of emotional, cognitive, and behavioral changes as well as professional outcomes.





# ETHICS AND CONTINUOUS IMPROVEMENT

## Ethical Protocols

The process includes consent protocols, data privacy, and opt-in participation to ensure ethical integrity.

## Evaluation Objectives

Tracking adoption, feedback literacy, emotional development, and alignment with competencies are key goals.

## Continuous Improvement

Annual reviews, academic presentations, and curriculum audits support ongoing enhancement.



# FINAL THOUGHTS AND CALL TO ACTION





# FINAL THOUGHTS AND NEXT STEPS

## **Feedback as Growth Tool**

The initiative encourages viewing feedback as an opportunity for personal and academic growth rather than judgement.

## **Toolkit Accessibility**

The toolkit is accessible on Blackboard (VLE) and integrated into key academic modules for broad student use.

## **Encouraging Small Steps**

Students are motivated to apply the toolkit with upcoming assignments to foster continuous improvement.

## **Shift in Feedback Perception**

This initiative marks a shift in how feedback is used within our diagnostic radiography education.





# REFERENCES

- 1 - Lipnevich, A.A., Lopera-Oquendo, C., Tomazin, L., Gutterman, J. and Florentin, C. (2025). Unheard and unused: why students reject teacher and peer feedback. *Frontiers in Education*, 10. doi:<https://doi.org/10.3389/feduc.2025.1567704>.
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- 5 - Winstone, N., & Carless, D. (2019). Designing Effective Feedback Processes in Higher Education: A Learning-Focused Approach (1st ed.). Routledge. <https://doi.org/10.4324/9781351115940>
- 6 - Ajjawi, R., Olson, R.E. and McNaughton, N. (2021). Emotion as reflexive practice: A new discourse for feedback practice and research. *Medical Education*, 56(5). doi:<https://doi.org/10.1111/medu.14700>.





FEEDBACK IS NOT  
JUDGEMENT—IT'S A  
TOOL FOR GROWTH.

REFLECT. RESET.  
RISE.  
EMPOWER

STUDENTS TO OWN  
THEIR LEARNING  
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