

Framework for Student Feedback

Context

Student contributions are made at all levels of the University via formal and informal engagement at Programme, School, and University-level. At programme-level it is required that systems are in place for the collection of feedback on all modules. Additionally, for each programme of study, it is necessary that there is a Student-Staff Liaison Committee (or other forum with significant student representation) that meets at least twice per academic year. A record of these meetings must be taken and communicated to students in a timely manner.

Consideration of feedback should result in actions that will enhance the student learning experience – these might be short, medium or long-term in nature. Actions should be recorded in plans that are clear and proactively disseminated to students. These should be updated at regular intervals throughout the year. At programme-level, the consideration of and response to student feedback should be demonstrated through the APE process.

Deans are responsible for maintaining oversight of student feedback structures and effective communication with students. Annually, each School should provide a summary of issues arising through student feedback and a record of high-level actions for consideration by University Student Affairs Committee. These summaries should also inform the School planning process.

University Student Affairs Committee reports to Senate and ExCo on matters related to student feedback and satisfaction.

City's formal mechanisms for student feedback encompass:

- Module feedback surveys
- University Student Experience Survey¹
- National Student Survey (NSS)
- Postgraduate Research Experience Survey (PRES)²
- Student Staff Liaison Committees (or Programme Management Team meetings with appropriate student membership).

Other systems may be used, but these require the approval of the Dean (or the Chief Operating Officer for support services) and should be reported to SAC. This is to ensure that the University does not over-survey students and that those additional surveys are conducted according to the principles below.

Principles

This Framework is underpinned by a number of principles. Implementation of these is essential to ensure that the systems for student feedback are robust and that there is appropriate parity of experience across the University.

¹ Conducted annually in two stages

² Conducted biennially

- The University/Schools should promote openness and transparency in all feedback mechanisms.
- Schools should endeavour to use feedback mechanisms to promote a sense of partnership in the educational experience of their students.
- It is paramount that Programme Teams, Schools and the University communicate the value of their input and actions that have been identified to address any issues. Where something can not be resolved, or longer-term development is required, this should also be communicated clearly.
- Feedback, including NSS, should be considered in a forum that will actively encourage input from students - SSLCs, for example.
- Programme teams should determine the mechanisms used to collect feedback which should be appropriate to the nature of the student cohort. Key areas, however, must be covered within module surveys (see guidance).
- SSLC meetings present an ideal opportunity to engage in ongoing dialogue with students and a regular opportunity to update on developments. Discussions should be recorded, actions noted and addressed.
- APEs and PPR preparations should reflect full consideration of student feedback, including qualitative and quantitative analysis of module survey results, NSS and issues raised in SSLCs. This evaluation should underpin the development of programme-level actions plans.
- Schools should revisit the policy and principles at appropriate intervals both to ensure that the relevant processes and mechanisms (surveys, for example) are effective and to share strong practice within the School.
- Plans and minutes of SSLCs should be written so actions are clear and that the outcomes are measurable; timescales should also be included. Overall, the plans should be suitable and accessible for a student audience.

Guidance

Practical guidance that might be useful to Schools in the application of the policy on student feedback can be found on the ADU website.

Guidance is also provided on the content of module questionnaires.