

Student Feedback Policy

Principles

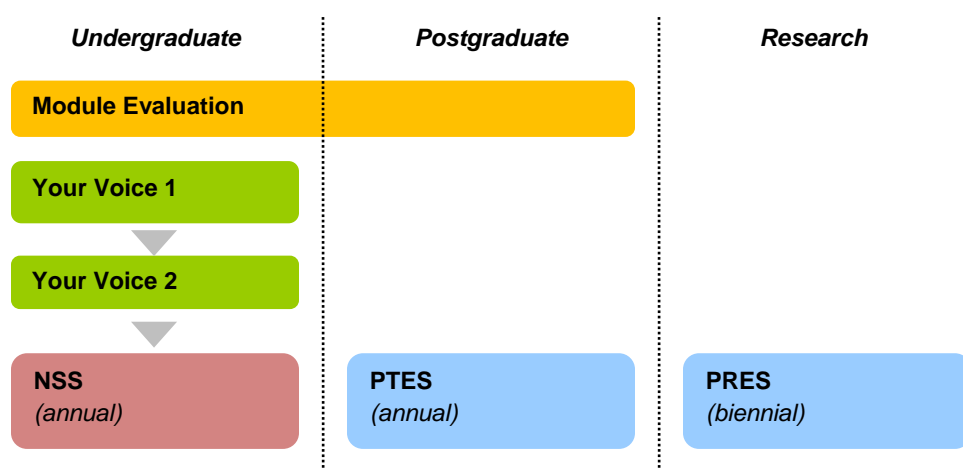
Feedback from students is essential to inform the development of the University's programmes and to help shape all aspects of their current and future learning and broader experience. The University actively seeks and encourages students to share their views. Our approach aims to create openness, responsiveness and a sense of partnership.

How feedback is received

In addition to day-to-day dialogue between students and staff, feedback is received from students in more formal settings. These comprise:

- Programme-based Staff-Student Liaison Committees for engaging with students; considering their views on the quality of the programme; seeking views on strengths, areas for improvement and responding to issues raised.
- School-based Student Experience Committee, responsible for discussion and provision of advice on matters concerning the broader student experience.
- Membership of committees and working groups in the broader University academic governance structure (e.g. Boards of Studies, Senate) and the Governing Body.
- Membership of Programme Approval and Periodic Review panels and broader strategic working groups about the future development of the University.
- Regular meetings between the Students' Union Sabbatical Team and University management.

The University also invites students to participate in anonymous surveys (Appendix 1). All surveys take place in a single 'survey window' in the spring term. This principle enables the University to work in conjunction with the Students' Union to undertake targeted promotional work with the aim of eliciting high rates of participation.



The University invites students to participate in only one programme-related survey per year. This approach is to minimise survey fatigue as well as to target the most relevant feedback from our students to monitor and enhance their experience. Senate establishes the question sets for the Your Voice Surveys which are designed to track student satisfaction across all three years of our undergraduate provision (Appendix 2). Question sets for the NSS, Postgraduate Taught Experience Survey and Postgraduate Research Experience survey are set nationally.

All undergraduate and taught postgraduate students are also invited to participate in module evaluation, normally in the final or penultimate lecture. The University operates a common question set for module evaluation to ensure consistency of approach and measurement across all provision (Appendix 3). Programmes may additionally wish to gain an indicative evaluation at a mid-module point. This is not compulsory, and it is envisaged that many modules will instead elect to engage with students through informal discussions and through the SSLCs. Any interim evaluation should focus on constructive dialogue between the module tutor and students. This interactive approach will enable outcomes to be discussed immediately. Questionnaires should **not** be used for this activity as this could jeopardise the potential quality of feedback and response rates for end of module evaluation.

Consideration of Feedback

Feedback from students will comprise both positive experiences and areas for development. Where actions need to be taken, the nature of the feedback will indicate by whom this needs to be addressed. Day-to-day matters relating to programme content and delivery will normally be addressed by the Programme Director and Programme Team. Broader issues may require management action at Departmental, School or University level. SSLCs are the prime forum through which all student feedback is discussed between staff and students. Where feedback indicates that actions are required beyond the Programme Team, these will be referred.

All feedback and associated actions, including those that will be undertaken beyond the programme team, will be recorded, tracked and monitored within the Annual Programme Evaluation plan. This rolling document will be used throughout the year as the definitive programme development plan. It makes provision for identification of issues, proposed action that will be taken, who is responsible for taking the action and when it is likely to be achieved.

Each SSLC should have the APE as a standing agenda item and will monitor progress. Plans should be kept up to date and published to all students on that programme, for example, via Moodle. Minutes arising from SSLCs and Student Experience Committees must also be published to all students within two weeks of the meeting with actions incorporated into the APE plan or cross-referenced appropriately. Where it is not possible to take action in response to feedback from students, the rationale for this should be discussed at SSLCs and made available to the wider student cohort.

Monitoring of issues and actions

Boards of Studies are responsible for monitoring APE plans and ensuring that actions are being taken in response to issues arising. Boards of Studies are also responsible for monitoring response rates for student surveys and for determining action to improve them, where necessary.

Senate takes an overview of Boards of Studies minutes to ensure APE plans are being monitored. In addition, Senate and ExCo receive termly reports of collated themes arising from

School Student Experience Committees to identify current view of students about their broader experience and to ensure actions are in place. Senate and ExCo also take an overview of Your Voice and national student survey outcomes.

Additional surveys

From time to time, there will be proposals for additional mechanisms to be used to elicit feedback from students on specific topics. Any such proposals at School-level will require consideration and approval by the Board of Studies so as to ensure they are valuable and will feed into formal oversight mechanisms stated in this policy, and should be reported to Academic Services.

Normally, extra surveys must be timed so that they do not coincide with the spring term 'survey window.' No University-wide surveys may be undertaken without the approval of Deputy Vice Chancellor. All proposals, including any suggested by Professional Services, should be discussed with Academic Services and are subject to final approval by the Deputy Vice-Chancellor.

Senate approval: 14.12.11

Appendix 1 – Framework of surveys

What	When	Who	How	Programme consideration	University consideration	Target
<i>Module evaluation</i>	Each term, normally in the penultimate week of the module.	All UG and PG students	Paper-based questionnaire, set questions	SSLCs and Programme Committees. Actions in APes Oversight by Boards of Studies	Aggregate reports at ExCo and Senate. Common themes to inform LTS Operational Plan	70%
<i>Your Voice 1</i>	Annual Conducted February/ March	1st year UG students	Online survey	SSLCs and Programme Committees. Actions in APes Oversight by Boards of Studies	Aggregate reports at ExCo/Senate Common themes within LT Operational Plan	TBA
<i>Your Voice 2</i>	Annual Conducted February/ March	2nd year UG students	Online survey	SSLCs and Programme Committees. Actions in APes Oversight by Boards of Studies	Aggregate reports at ExCo/ Senate Common themes within LT Operational Plan	TBA
<i>National Student Survey (NSS)</i>	Annual Conducted February-April	Final year UG students	Online survey, paper-based follow up with non respondents	SSLCs and Programme Committees. Actions in APes Oversight by Boards of Studies	UET/Senate Actions within LTS Operational Plan	68%
<i>Postgraduate Taught Experience Survey (PTES)</i>	Annual Conducted March-May	PG taught students	Online survey	SSLCs and Programme Committees. Actions in APes Oversight by Boards of Studies	ExCo/Senate Actions within LTS operational plan	20%
<i>Postgraduate Research Experience Survey (PRES)</i>	Biennial Conducting	PG research students	Online survey	SSLCs and Programme Committees. Actions in APes Oversight by Boards of Studies	ExCo/Senate Senior Tutors for Research Forum Actions with LTS Operational Plan	TBA

Appendix 2 – Questions for module evaluation

1 *The teaching on my module*

- 1a Teaching has helped my understanding of the subject
- 1b Staff are enthusiastic about what they are teaching
- 1c Staff have been available to respond to my queries about the module
- 1d The teaching on this module has been of a high standard. (*Cass students only*)

2 *Assessment and Feedback*

- 2a Feedback on my work has helped my learning
- 2b Feedback on my work has been prompt
- 2c I understand the assessment criteria and what is required of me to do well in this module

3 *Library*

- 3a I was able to access the library resources I needed for this module.

4 *Overall satisfaction*

- 4a Overall, I am satisfied with the quality of the module.

5 *Free text questions*

- 5a What are the best features of this module?
- 5b How could this module be improved?

A 5 point scale will be used will align with that used for the NSS and the Postgraduate Taught Experience Survey (PTES). Students can answer with the following choices:

N/A Not applicable and other	1 Definitely disagree	2 Mostly disagree	3 Neither agree nor disagree	4 Mostly agree	5 Definitely agree
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