

**Learning and Teaching Committee**

**Subject:** Student Module Feedback Questionnaires

**Origin:** Rob Pearson, Programme Quality and Teaching Partnerships

**Introduction**

Members will recall that last year the University worked closely with the Students’ Union to revise the Code of Practice on Student Module Feedback Questionnaires.  The Code of Practice is reproduced in Appendix 1

A key part of the process is that Deans of School/Heads of Department or their nominee will make a written report to the appropriate Staff-Student Liaison Committee on the quantitative outcome of questions 1-12, noting any actions taken in response.  A copy of this report should also be sent to the VP Education.

Members are asked to remind colleagues within their Schools of the reporting arrangements and to consider appropriate methods for ensuring that the expectations of the Code are consistently met.

**The Academic Quality Cycle**

At its meeting in December 2011, Learning and Teaching Committee approved the concept of the Academic Quality Cycle (see Appendix 2). In its most simple form it is a timetable of activities that happen throughout the year through which we monitor and review the quality and standards of provision.

LTC encouraged School Learning and Teaching Committees to use the Quality Cycle to map / timetable when these activities will be considered in their Schools throughout the academic year. In regard to Student Module Feedback, for example, it would serve as a prompt for the appropriate person to submit a report to the SSLC and the VP Education.

**APPENDIX 1**

**Student Module Feedback Questionnaires - Code of Practice**

1. Schools/Departments are required to elicit feedback from students by, inter alia, the use of questionnaires called Module Feedback Forms which are read by Optical Character Recognition (OCR). Questionnaires are processed by IT Services and Design and Print Services, which ensure the maintenance of appropriate confidentiality.  The Teaching Centre is responsible for reviewing the operation of the module feedback process with a particular focus on ensuring that the forms remain fit for purpose.

2. All modules shall be the subject of student feedback questionnaires on a regular cycle, and all undergraduate programmes annually via the [National Student Survey](http://www.lboro.ac.uk/admin/ar/general/nss/).

3. About one third of modules in each School/Department should be assessed per year, with each module being assessed at least every 3 years.  New modules or modules that have undergone major revision should be assessed in their first year of operation (for example, in cases where there have been changes to one-third or more of the module content or to the mode of assessment). Outside this arrangement, assessment can be instigated where a particular need is identified or where areas of concern are highlighted.

4. A number of questions relating to University support for all modules will be standard to all questionnaires.  These will be analysed by the relevant support service.  A summary report will be compiled by the Teaching Centre on behalf of the University, and presented to Learning and Teaching Committee for consideration. Outcomes will be reported back to the Schools/Departments concerned by the AD(T)s.

5. Schools/Departments are also required to choose their own questions from a bank of Optional Questions, giving the opportunity to invite feedback on particular aspects of modules. Responses to these questions will be available directly to the Dean of School/Head of Department or their nominee via IT Services.

6. Students are also invited to write comments in the box provided on the questionnaire form.

7. When distributing the forms, students should be advised that:

* Participating in module feedback is a valuable opportunity for them to provide feedback in order that a consistently high quality of teaching and learning can be assured for all students.  This advice should be reinforced by student reps.
* Their views are confidential and that the data is processed centrally, anonymised and aggregated before it is used by the University.
* Students writing comments on the questionnaire form are invited to enter their student I.D. number or name in the box provided.

8. Upon completion, all forms will be collected by a nominated student, who will be invited to place them in an envelope, seal the envelope and put their signature across the seal. The envelope will be returned by the staff member to a single designated person within each School / Department for inspection (i.e. to the Dean of School/Head of Department or their nominee). S/he will remove and destroy any forms containing offensive comments. Such forms will not form part of the statistical survey. S/he will send all other forms to the Print Unit for OCR processing.

**THE USE OF STUDENT FEEDBACK QUESTIONNAIRES**

9. Student feedback questionnaires are part of the University's continuing process of evaluating and improving the quality of its programmes. Responses are used in conjunction with information derived from other sources (e.g. External Examiner reports; the National Student Survey; the outcomes of internal and external reviews) to monitor and enhance programme structures, curriculum content, teaching and assessment.  They should be seen in this context.  Feedback, together with information from other sources, is used in Annual and Periodic Programme Reviews in accordance with the University's Academic Quality Procedures.  It is therefore an important part of the Academic Quality Cycle.

10. The responses to University-level questions will be used by the Dean of School/Head of Department or their nominee to monitor and enhance the provision of central services by the Library, IT Services and Facilities Management.

12. The data for questions 1-12 and 13-18 and any written comments from students which relates to individual members of staff will be made available, via the Dean of School/Head of Department or their nominee, to the staff member, appraisers and/or to probationary supervisors.  Where appropriate, it will be used to identify continuing professional development needs and inform the planning of provision to meet those needs.

13.  Members of staff may draw on student feedback as part of the evidence base for meeting probationary requirements and to support applications for promotion.

14. Deans of School/Heads of Department or their nominee will make a written report to the appropriate Staff-Student Liaison Committee on the quantitative outcome of questions 1-12, taking account of module tutor responses. As a minimum, this report should be submitted annually and will present the scores per module for questions 1–12 and any actions taken in response to low scores. Where no actions have been taken in response to student feedback, for example where the response rate is too low to be statistically meaningful, this should be made clear in the report.

15. Deans of School/Heads of Department or their nominee will make the written report available to Teaching Coordinators/Programme Directors from other Schools/Departments that take the module. The report should also be sent to the Students’ Union VP Education who participates in Annual and Periodic Programme Reviews and in University learning and teaching governance.

16.  Student representatives will be apprised of the pedagogic purpose of sharing quantitative data and that the improper use of such data would be a University disciplinary matter.

17. Whilst it would be inappropriate to share with students the scores for questions relating to individual staff, open and constructive dialogue about programmes and modules should be a central feature of SSLCs in order that the maintenance and enhancement of quality in teaching and learning can be assured.

18. The timing of handing out and collection of questionnaires is for Schools, subject to the constraint that all completed questionnaires must be made available by Schools for collection by the Print Unit no later than one week after the end of the semester in question. Results for a given module will be available on-line (to those with permission to view) within one week of completed questionnaires being collected by the Print Unit.

**Appendix 2: The Academic Quality Cycle**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Aug** | **Sep** | **Oct** | **Nov** | **Dec** | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **Jun** | **July** |
| **University ‘Quality’ Processes** |  |  |  |  |  |  |  |  |  |  |  |  |
| Annual Programme Review |  |  |  |  | **x** |  |  |  |  |  |  |  |
| School Development Plan |  |  |  |  |  |  | **x** |  |  |  |  |  |
| Periodic Programme Review (every 5 years) |  |  |  |  |  |  |  |  |  | **x** |  |  |
| **School ‘Quality’ Processes\*** |  |  |  |  |  |  |  |  |  |  |  |  |
| UG data on recruitment, progression, completion, withdrawals(available in APR in November – but Schools may wish to consider earlier) |  |  |  |  |  |  |  |  |  |  |  |  |
| PG data on recruitment, progression, completion, withdrawals(available from December onwards) |  |  |  |  |  |  |  |  |  |  |  |  |
| First Destinations of Graduates (available in May), feedback from alumni |  |  |  |  |  |  |  |  |  |  |  |  |
| NSS results (Schools receive analysis in September) |  |  |  |  |  |  |  |  |  |  |  |  |
| UG External Examiner reports and responses(become available between July to Sept) |  |  |  |  |  |  |  |  |  |  |  |  |
| PG External Examiner reports and responses(become available between November to December) |  |  |  |  |  |  |  |  |  |  |  |  |
| Staff Student Liaison Committees |  |  |  |  |  |  |  |  |  |  |  |  |
| External Accreditation reports and School responses, feedback from employers |  |  |  |  |  |  |  |  |  |  |  |  |
| APR / PPR reports and responses |  |  |  |  |  |  |  |  |  |  |  |  |
| Monitoring of student participation |  |  |  |  |  |  |  |  |  |  |  |  |
| Student module feedback |  |  |  |  |  |  |  |  |  |  |  |  |
| School programme & module review and annual update (the deadline for submission for approval is in April). |  |  |  |  |  |  |  |  |  |  |  |  |

**\*** Schools are encouraged to use this table to identify the points in the year that the School Learning and Teaching Committee will monitor and evaluate the outcomes of the quality activities.