University of Huddersfield

CODE OF PRACTICE ON STUDENT FEEDBACK AND EVALUATION

This code of practice provides guidance on the collection of student feedback for evaluation purposes at the University of Huddersfield.

Section 1   Introduction

The code is divided into five sections.   This first section provides background information on the purposes of student evaluation, the mechanisms in use at Huddersfield and how they inter-relate.   The second section discusses student representation, induction and training of representatives and the role of the Students' Union.   The third section covers Student Panels, which form a key part of the feedback process.   The fourth section describes the University Course Evaluation Survey and the Module Evaluation Survey, which are used to gather quantitative feedback.   And the final section explains the flow of information and the various reports involved in the evaluation process.

Purposes
Our main purposes in gathering student feedback are:
• to enhance the students' experience of learning and teaching
• to contribute to monitoring and review of quality and standards.

Other subsidiary purposes will reflect the interests of particular users, including:
• measuring student satisfaction with course design and delivery in terms of coherence and workload
• finding out what worked and what did not and ways in which it might be improved next time
• helping students to reflect upon their experiences
• identifying good practice.

Levels
Different users require feedback at different levels, such as:
• Individual lecturer or class   • Subject
• Module or unit   • Department
• Term or year of study   • School
• Programme of study   • University.
The higher the level, the greater is the need for standardisation of data – in regard to what is collected, how it is analysed and how it is presented. Those closer to the 'chalk-face' have little need for standardisation and it may be in conflict with their needs.   Recognition that purposes differ at different levels has led us to a scheme that clearly differentiates the levels of student feedback (see Section 5).

We have also taken into account the development of the National Student Survey.

Mechanisms
We use a combination of mechanisms to collect student feedback.   Any single mechanism has its drawbacks. Quantitative feedback (for example, through questionnaires) can be used to provide 'evidence' that something is going well or not so well and such evidence will normally be required for quality assurance purposes. Qualitative information (for example, through open-ended response sections of questionnaires and from student representatives)

can help explain *why* something is going well or not so well. Different mechanisms are needed for different purposes, levels and contexts.

Our mechanisms are:
- Student representation on University committees
- Student Panels
- The University Course Evaluation Survey
- Module Evaluation Survey
- Informal feedback to lecturers/tutors via lectures/seminars/tutorials, discussion groups, and other informal mechanisms.

We have worked in partnership with the Students' Union in refining our processes, developing student representation and inducting/supporting student representatives. See Section 2. A companion Student Reps' Handbook, and a leaflet to provide an introduction to being a course rep have been produced.

We have made the Student Panel (formerly Staff Student Liaison Committee) central to the feedback process for all students, with a University-wide framework for terms of reference, timing, reporting, and student representation. See Section 3.

We have reduced the use of questionnaires by using an electronic method of gathering feedback on modules and on courses (except where the NSS serves this purpose, with final year students). See Section 4.

We have re-emphasised the use by academic staff of informal means of gathering feedback for immediate improvement of module and course delivery.

In addition we wish to improve the dissemination of evaluation to students by publishing Student Panel action points, and module and course evaluation reports, via an appropriate VLE, and clarifying how loops are to be closed through the various processes. See Section 5.

Section 2   Student Representation

Purpose
The University of Huddersfield considers student representation to be an important part of the process of engaging students in giving feedback to the University to enhance the students' experience of learning and teaching. The use of student representatives allows direct and immediate input from students, providing two-way communication that is interactive and not constrained. Student representatives have a valuable role in providing feedback on current provision and providing views on future course developments. Student representatives can also be used to identify good practice and provide feedback on student satisfaction. The Students' Union feels that representation is mutually beneficial. A strong relationship between the University and the Students' Union enhances reputation.

Types and levels of involvement
There are several ways for students to act as representatives for their course:

Student Representation at University level
Students are represented on University-wide committees by Students' Union sabbatical officers (from among the SU President, VP Internal Affairs, VP Education and Welfare, VP Communications and VP Sports and Societies). These committees include Senate, Council, University Teaching and Learning Committee, Research Committee and University Student Council. University Student Council is a forum which meets to discuss issues raised by

students and it provides an effective student voice in the University committee structure. It is constituted with senior members of staff, representatives of Students' Union and a full range of ordinary students (including full-time, part-time, international, postgraduate, etc.). It is chaired by a member of University Council.

Student Representation at School level
Students are represented at School/course/level through elected representation on:
• Student Panel
• Course Committee
• School Board
• Annual Evaluation
• School Teaching and Learning Committee
• School Research Committee
• School Equal Opportunities and Diversity Committee

Schools may have other formally constituted committees to which students may be invited. More details are available in the Student Rep's Handbook.

Student Representatives have the opportunity to raise student issues and needs. The system aims to put the students' views firmly on the School's/University's agenda as a priority, ensuring that the student perspective is considered in all programme issues. It provides a sense of ownership for the students over their education, representation on formal University bodies, and builds bridges between the University and the students.

Benefits of course representation
The course representative system provides many benefits to students and the University including:
• providing students with a sense of ownership
• acquiring/providing comments on the academic experience
• providing valuable, informed feedback
• improving the quality of academic provision
• promoting positive partnerships between students and staff
• personal development for students
• enhancement of CV for students.

Role of Students' Union
The role of the Students' Union is to represent, and articulate/respond to the needs of, students, including:
• Providing advice on a whole range of issues such as housing, academic, finance and personal matters
• Introducing and training course representatives.

The Students' Union actively encourages students to stand for selection as representatives and encourages representatives to seek out the opinions of their peers and to be available for students to contact them to express opinions and raise issues. Academic staff are responsible for the selection of representatives for their course.

Student Reps' Handbook
Guidance for the important role of student representative has been developed. It addresses the role of a representative, the committee structures in the University, the scope of Student Panels, committee skills and scenarios to illustrate the issues which a Student panel deals with. In some Schools the guidance is supported by training carried out by both the Students' Union and the School.

Section 3 Student Panels

Purpose
Every student must have the opportunity to raise issues of concern through a Student Panel that operates at course level.   Student panels are the key forum for students to provide feedback to tutors about their course and other related university matters.   They provide a mechanism whereby students can raise matters of concern and work in partnership with staff to reach a resolution.   Student panels provide the formal means for feedback at the level of the module during the academic session.   It is important that all students are aware of who their representatives are and when their Student Panel meetings are held (for courses whose main delivery method is not face-to-face this may involve a virtual alternative).

Membership
The membership of a Student Panel comprises student representatives and staff with key course responsibilities. On small/part-time courses the whole student group may be in membership of the Student Panel. It is expected that:
• Student members will normally outnumber staff members.
• Students will be selected to serve on the Student Panel by their peers and will be representative of the stages of the course.
• The Academic Librarian for the School will be invited to Student Panel meetings and sent the notes of the meetings.
• Student representatives will be provided with guidance for their role.
• Normally, students will serve on the Student Panel for one academic year.

Terms of reference
There must be at least two Student Panel meetings per year.   Students have the right to call extra-ordinary Student Panel meetings if they have urgent issues of concern.   Both student and staff representatives provide agenda items for the Student Panel meeting.   The Student Panel Rolling Records should be commented on in the annual course evaluation report. Staff must provide students with opportunities with their fellow students to identify matters for the agenda.

Mode of working
The Student Panel can be for a single course or for groups of similar courses where appropriate.   Student Panels can be organised at the level of the year group or for the whole course.   For part-time students Student Panel meetings should normally be accommodated during formal teaching time and be promoted to students as being an opportunity to raise matters of concern.

Agenda
The agenda will consist partly of student-generated items and partly of staff-generated items. The staff generated items must invite feedback on specific matters. The suggestion below is based on a three/four year course and would need to be adjusted for part-time and postgraduate courses.

	APOLOGIES FOR ABSENCE	
1.	MINUTES	
2.	**To approve:** the rolling record of the meeting held on << date >>.	<< doc ref >>
3.	MATTERS ARISING	
3.1	Item 1 (doc ref)	
4.	MATTERS ARISING FROM COURSE COMMITTEE	

5.	**FEEDBACK ON ENROLMENT AND INDUCTION (as required)**		
6.	**MODULE MATTERS**		
7.	**ASSESSMENT AND FEEDBACK**		
8.	**TIMETABLE AND WORKLOAD**		
9.	**SCHOOL RESOURCES AND EQUIPMENT**		
10.	**COMPUTING AND LIBRARY SERVICES**		
11.	**MATTERS FOR THE ATTENTION OF COURSE COMMITTEE**		
12.	**ANY OTHER BUSINESS**		
	Members are asked to notify the Secretary 24 hours in advance of the meeting of any matters they wish to be considered under this item.		
13.	**DATE, TIME AND PLACE OF NEXT MEETING**		
	<< Day date month year at time in room >>		

Action point recording

Normally, staff should be responsible for organising the Student Panel and producing the Rolling Record, which is action and outcomes focussed. The Student Panel Rolling Record should be disseminated to all students via an appropriate VLE.

<< Please enter name of School here >>

Issues, Actions and Outcomes of Student Panel Meetings

Course: << Please enter course title here >> BA Business Studies

Cohort: << Please enter cohort name here >> Yr 1: 2008/09 will next year become Yr 2: 2009/10 etc

Meeting Date	Topic	Positive Comment / Issue raised	Response / Action Required	Person to Action	Outcome / Reason not Resolved	Date Resolved
10/11/2008	School Resources	Students reported that Blackboard was a valuable learning tool. They found that the availability of lecture handouts and additional learning material aided their development, but they were frustrated that the ABC1234 module tutor was not consistently uploading documentation into Blackboard.	Course leader to raise this as an issue at Course Committee; students to ask the module leader for guidance if they find that Blackboard site confusing or if documentation is not available.	A N Other (Course Leader)	Issue raised at Course Committee on 12/11/2008. It was agreed that all Module Leaders should review their Blackboard sites weekly to ensure they are up-to-date. All materials for ABC1234 have now been uploaded.	12/11/2008
10/11/2008	Module Matters	Students enjoyed the guest lecture given by Bob Smith in module DEF5678 and found that it was inspiring and encouraged them to carry out research in this area.	Course Leader to send written thanks to Bob Smith and invite him to give another guest lecture to the 09/10 first year students.	A N Other (Course Leader)	Bob Smith agreed to return to give another guest lecture in 09/10, date to be confirmed.	ongoing
02/03/2009	AOB	Students complained that the room temperatures were not conducive to learning.	Course Leader to raise the matter with Estates.	A N Other (Course Leader)	Memo sent to Colin Blair on 03/03/2009, a response has been received and the situation is being monitored by Estates	06/03/2009

Guidance:

1. The rolling record is in place for the period of enrolment on the course not the year see example above.
2. Issues resolved are recorded in the end column at the time of reporting the issue has been resolved ie: in the student panel meeting.
3. Issues that have been resolved will need to be cut and pasted into the bottom of the log so those outstanding can be seen at the top.

This rolling record can be viewed via Blackboard/Portalplus.

Section 4   Evaluation Surveys

Purpose
The University Course Evaluation Survey and the Module Evaluation Survey questionnaires provide a standardised way of collecting information annually from students about their experience on their course/module. They consist of a series of closed questions to permit quantitative analysis and a free text box for the collection of qualitative feedback.   The results will enable comparisons to be made over time between courses, subject areas and Schools.

There are two variations each of both of the University Course Evaluation Survey and the Module Evaluation Survey, the details of which are outlined below:

University Course Evaluation Survey
1. The standard UCES questionnaire will be used as an indicator for the National Student Survey (NSS) (see Appendix A). The survey will target all non-final year students (with the exception of those students studying at either UCB/UCO). The results of the UCES survey will be used to identify any areas of improvement/excellence prior to completion of the formal NSS.
2. Students studying at either of the University Campuses will receive the standard questionnaire supplemented with a number of campus specific questions (see Appendix B).

Module Evaluation Survey
1. The standard survey will be issued to all students, excluding those that are on placement (see Appendix C)
2. The placement survey will be issued to all those students undertaking a placement (see Appendix D).

Administration
Both surveys are held and maintained electronically within ASIS, ensuring that data is secure and accurate. The surveys are issued differently but both are completed electronically and the results returned automatically to ASIS.

University Course Evaluation Survey
Designated administrative colleagues will issue the surveys to students electronically, normally two weeks before the end of the teaching period, but particular circumstances may require alternative methods to be used. Once the survey close date has been reached the results report should be generated by the designated administrative colleague and returned to the relevant Course Leader. Any key themes and trends should be extracted by the Course Leader for consideration by the Course Committee and inclusion in annual evaluation reports.

Module Evaluation Survey
These surveys will be issued electronically via e-Vision by either the Module Leader or Module Tutor (dependant on ASIS set-up), normally two weeks before the end of the teaching period but, as with course surveys, particular circumstances may require alternative methods to be used. Elements of the survey can be customised to reflect module specialisms. Once the survey close date has been reached the Module Leader/Tutor should generate the results report. Any key themes and trends should be extracted for consideration by the Course Committee and inclusion in the Module Report.

If particular text responses require anonymisation prior to presentation at committees, the results report should be exported into Excel and anonymised as appropriate.

Reporting
The results will be incorporated in the annual evaluation cycle as described in section 5 of this Code of Practice. If good or bad practice emerges as a consistent theme then a summary of the issues should be sent to the relevant Head of Department.
In order to provide students with feedback on the results of the evaluation the statistical summary of results from the course/module questionnaire, along with any agreed or proposed actions to be taken, should be placed on an appropriate VLE by the start of the next academic year.

Section 5   Information Flow

This section brings the previous sections together and shows how information will flow.   We consider student evaluation at different levels in our processes.

Module Level
At module level our main interest is in-year and between year adjustments to the delivery of the module, and the process involves five types of feedback data:
• Informal feedback on a day-to-day basis to those responsible for the delivery of the module
• Formal feedback at meetings of the Student Panel if the students choose to raise matters relating to the module
• Admission and achievement profiles for the module (arriving both during and at the end of the module)
• Formal feedback from external examiners if they choose exceptionally to report any concerns about the module
• Formal feedback from the Module Evaluation Survey
• Formal feedback from the University Course Evaluation Survey if the students choose exceptionally to report any concerns about the module.

Key purpose	Output	Level	Mechanism	Data
In-year and between-year adjustments	Brief module report from Module Leader published on an appropriate VLE	Module	End-of-module report written by Module Leader and reviewed by Subject Leader/Head of Department	Module Evaluation Survey University Course Evaluation Survey comments on modules (if any) Feedback from external examiners (if any) Achievement data for the module Student Panel meetings and Rolling Records Informal feedback (day-to-day)

At the end of the module a Module Report is produced by the Module Leader.   It should be brief (normally no longer than one side of A4) and should draw together the module leader's reflections on:
- His/her experience of running the module
- Feedback from students through informal mechanisms (see below)
- Feedback from students through formal mechanisms (e.g. Student Panel comments, Module Evaluation and University Course Evaluation Survey responses (where available))
- Feedback from External Examiners (where available)
- Achievement profiles.

The Report should make recommendations for any changes in the next operation.   It should be sent to the Subject Leader or Head of Department within one month of completion of assessment.   It should be published for student information via an appropriate VLE.

Informal feedback

There are many ways in which informal feedback is gathered; all of them are important in providing day-to-day feedback on the students' experience of the module or course. Examples include:

Direct feedback to the Lecturer.   In any teaching situation, the lecturer receives direct feedback on the progress of the students. This takes the form of questions being asked, interest shown, attendance, ability to carry out assignments and so on.   Lecturers are sensitive to this form of feedback and use it to adjust their approach to delivery. Occasionally it will be appropriate to hold a discussion at the end of a lecture to review progress; discussion groups can provide a rich source of information.

Student Performance in Formative Assessment.   The purpose of formative assessment is to establish the extent to which students understand what is going on in a particular module and provide the lecturer and the student with feedback.   Students receive feedback through comments and grades (perhaps via a marking pro-forma).

Virtual Classrooms.   Most students in the University have access to email, and so it is possible for individual members of staff, or for course leaders, or for a School as a whole, to create an opportunity for students to voice their concerns, or to express their appreciation, through computer-based methods, perhaps a discussion list relating to a specific module or course or a Virtual Classroom in Blackboard.

Personal Tutor/Tutee Meetings.   Every student has the opportunity to discuss their progress with a personal tutor and to bring to his/her attention any difficulties that they are experiencing, either from an academic viewpoint or in their personal situation. The discussion at one of these meetings is confidential and is not disclosed unless the tutee requests the personal tutor to make information available for a particular purpose.

It is clear from discussion with students that they find it easier to give informal feedback to staff who are approachable, make time to listen and value their opinions.   In particular they need to feel that the process is taken seriously, that they will not be penalised for expressing a view and that, where possible, action will be taken.

Course Level
Our intermediate level is the course and the focus is on quality assurance and enhancement. Feedback needs to be more formal and more standardised so that it supports comparison.

Key purpose	Output	Level	Mechanism	Data
Quality assurance and enhancement of courses	Annual Course Evaluation Report published for student use via an appropriate VLE	Course	Annual Course Evaluation Report written by Course Leader, and reviewed by Course Committee	Annual Progression/ Profile Data, provided by ASIS/PINS Annual External Examiners' Reports Annual survey of quality of teaching and learning via course questionnaire Student Panel Rolling Records Module Reports, if requested

There are five types of feedback data:
- Module reports from module leaders, if requested in the light of questionnaire feedback
- Formal feedback from meetings of the Student Panel on any aspect of the course
- Formal feedback from the annual course questionnaire on any aspect of the course
- Data on admission and achievement for the cohort, provided from the ASIS database
- Annual External Examiners' Reports

At the end of the year an Annual Course Evaluation Report is produced in standard form by the Course Leader, for consideration and amendment by the Course Committee (including student representatives). Details are given in the handbook of Quality Assurance for Taught Courses. The Report will make recommendations for any changes in the next year of operation.   It should be published for student information on an appropriate VLE.

University Level
At University level the key purpose of the process is accountability (i.e. demonstrating to various stakeholders that not only do we have appropriate processes for quality assurance and scrutiny of standards but that we are self-critical and reflective in responding to the findings).

Key purpose	Output	Level	Mechanism	Data
Accountability	Annual report on teaching and learning at the University	University	Summary of these four key documents written by PVC (Teaching and Learning)	National Student Survey (NSS) University Course Evaluation Survey (UCES) Annual analysis of complaints and appeals – by Head of Registry – by September of each year

				School summary of Annual Course Evaluation, supported by analysis of external examiners' comments and UTLC representatives' views of process, produced by the Dean

There are four types of feedback data:

• National Student Survey (NSS)
• University Course Evaluation Survey (UCES)
• Annual analysis of complaints and appeals – by Head of Registry – by November of each year
• School summaries of Annual Course Evaluation Process, supported by analysis of external examiners' comments and UTLC representatives' views of process, produced by the Dean

A reflective summary of these documents is produced by the Pro Vice-Chancellor (Teaching and Learning) for the University Teaching and Learning Committee and published on the University web-site as the Annual Quality Report.

Actions and decision-making
Some students believe that little action is taken as a result of their feedback and this casts doubt for them on the seriousness of the feedback processes. Staff, on the other hand, believe that student comments are taken seriously. Student feedback needs, of course, to be considered in context, and it is unrealistic to expect it always to lead to action. There is, however, a danger that the messages from student feedback may appear to be ignored when they are inconvenient, and so the reasons for lack of action should be made clear. This points to the need to report on the actions/decisions that have been taken and to explain when it has not been possible to take action.

Course Committees and Annual Course Evaluation Committees are the main formal vehicles for following up student feedback, deciding what action to take, checking whether action is actually taken, and monitoring the effect it has. Many course committees have student feedback as a standing item on the agenda. Not all actions, however, need the endorsement/decision of a committee; individual lecturers can rectify many problems when they occur.

Publication and dissemination
Feedback to students is just as important as feedback from students. When feedback is gathered, it should be made clear to students how the results are to be disseminated e.g. via student representatives, Student Panels or Course Committees, notice boards, email and the intranet. There are, of course, problems of timing of publication because students move on, but it is important to get information back to them; the more that is done, the more students (and staff) will take the student feedback system seriously.

Students should be informed immediately of actions taken in consequence of informal feedback. In the case of formal collection of feedback (questionnaires, student panels) it should be clear what will be published, how and when. Action notes from meetings should be published so that representatives know who is responsible for following through actions and are updated on progress. A module report should be prepared at the conclusion of the module and published for student information on a local intranet site or Blackboard. Annual

course evaluation reports should be published for student information, ideally via an appropriate VLE.

Where data is presented, it should include a commentary.   Student representatives should be given support in reporting back discussions, results and actions, particularly by making time for face-to-face feeding back of the 'highlights'.

Feedback information should be provided to committee members in an accessible and digestible way, secretaries and chairs may need to be briefed in advance about any important issues arising from the data, decisions should be recorded accurately and implemented, and the effects of the resultant actions monitored.

Decisions by committees and by individuals should be recorded and implemented and the effects monitored.   Some staff present the results or highlights of student feedback questionnaires to the student group. Some institutions print results and actions of previous feedback in module handbooks or discuss them with the new student group at the start of a module.

Monitoring effectiveness
Monitoring of the whole process of gathering data, agreeing action, implementation and giving feedback is important. The course evaluation process is the most effective location for this, and the independent members of the annual course evaluation committees in each School will report on evidence of the operation of Student Panels and use of annual course/ questionnaires.

Further Reading

HEFCE report (of a project undertaken by CHERI) 'Collecting and Using Student Feedback on Quality and Standards of Teaching and Learning in HE', 2003, especially chapter 3: A review of the literature, (www.hefce.ac.uk/pubs/rdreorts/2003/rd03_08)

CHERI report (published by the LTSN) 'Collecting and Using Student Feedback: a guide to good practice' 2004.

APPENDIX A – University Course Evaluation Survey

University Course Evaluation Survey

This survey takes approximately 5 minutes to complete and asks you to reflect on your course/University level experience since the start of the current academic year.

The feedback you provide is important, and will help to improve the University for all of us over the coming months and years.

Separate questionnaires will be issued to seek your feedback on specific modules.

Please indicate the extent to which you agree or disagree with the following statements by marking the appropriate checkbox.

You can save your progress at any point by clicking the **"Save"** button and come back later to complete the survey, but remember once you have completed the survey you must click **"Submit"**.

Checkbox choices:	
5	Definitely agree
4	Mostly agree
3	Neither agree or disagree
2	Mostly disagree
1	Definitely Disagree
N/A	Not Applicable

The University undertakes to hold confidentially any information provided on the questionnaire and to protect the anonymity of the responder subject to the University's obligations under law, including the Data Protection and Freedom of Information Acts.

	5	4	3	2	1	N/A
The teaching on my course						
1. Staff are good at explaining things	☐	☐	☐	☐	☐	☐
2. Staff have made the subject interesting	☐	☐	☐	☐	☐	☐
3. Staff are enthusiastic about what they are teaching	☐	☐	☐	☐	☐	☐
4. The course is intellectually stimulating	☐	☐	☐	☐	☐	☐
Assessment and feedback						
5. The criteria used in marking have been clear in advance	☐	☐	☐	☐	☐	☐
6. Assessment arrangements and marking have been fair	☐	☐	☐	☐	☐	☐
7. Feedback on my work has been prompt	☐	☐	☐	☐	☐	☐
8. I have received detailed comments on my work	☐	☐	☐	☐	☐	☐
9. Feedback on my work has helped me clarify things I did not understand	☐	☐	☐	☐	☐	☐

Academic support

10. I have received sufficient advice and support with my studies	☐	☐	☐	☐	☐	☐
11. I have been able to contact staff when I needed to	☐	☐	☐	☐	☐	☐
12. Good advice was available when I needed to make study choices	☐	☐	☐	☐	☐	☐

Organisation and Management

13. The timetable works efficiently as far as my activities are concerned	☐	☐	☐	☐	☐	☐
14. Any changes in the course or teaching have been communicated effectively	☐	☐	☐	☐	☐	☐
15. The course is well organised and is running smoothly	☐	☐	☐	☐	☐	☐

Learning resources

16. The library resources and services are good enough for my needs	☐	☐	☐	☐	☐	☐
17. I have been able to access general IT resources when I needed to	☐	☐	☐	☐	☐	☐
18. I have been able to access specialised equipment, facilities, or rooms when I needed to	☐	☐	☐	☐	☐	☐

Personal development

19. The course has helped me to present myself with confidence	☐	☐	☐	☐	☐	☐
20. My communication skills have improved	☐	☐	☐	☐	☐	☐
21. As a result of the course, I feel confident in tackling unfamiliar problems	☐	☐	☐	☐	☐	☐
22. Overall, I am satisfied with the quality of the course	☐	☐	☐	☐	☐	☐

Further comments

23. Positive

24. Negative

APPENDIX B – University Course Evaluation Survey (UCB/O)

University Course Evaluation Survey (UCB/O)

This survey takes approximately 5 minutes to complete and asks you to reflect on your course/University level experience since the start of the current academic year.

The feedback you provide is important, and will help to improve the University for all of us over the coming months and years.

Separate questionnaires will be issued to seek your feedback on specific modules.

Please indicate the extent to which you agree or disagree with the following statements by marking the appropriate checkbox.

You can save your progress at any point by clicking the **"Save"** button and come back later to complete the survey, but remember once you have completed the survey you must click **"Submit"**.

Checkbox choices:	
5	Definitely agree
4	Mostly agree
3	Neither agree or disagree
2	Mostly disagree
1	Definitely Disagree
N/A	Not Applicable

The University undertakes to hold confidentially any information provided on the questionnaire and to protect the anonymity of the responder subject to the University's obligations under law, including the Data Protection and Freedom of Information Acts.

	5	4	3	2	1	N/A
The teaching on my course						
1. Staff are good at explaining things	☐	☐	☐	☐	☐	☐
2. Staff have made the subject interesting	☐	☐	☐	☐	☐	☐
3. Staff are enthusiastic about what they are teaching	☐	☐	☐	☐	☐	☐
4. The course is intellectually stimulating	☐	☐	☐	☐	☐	☐
Assessment and feedback						
5. The criteria used in marking have been clear in advance	☐	☐	☐	☐	☐	☐
6. Assessment arrangements and marking have been fair	☐	☐	☐	☐	☐	☐
7. Feedback on my work has been prompt	☐	☐	☐	☐	☐	☐
8. I have received detailed comments on my work	☐	☐	☐	☐	☐	☐
9. Feedback on my work has helped me clarify things I did not understand	☐	☐	☐	☐	☐	☐

Academic support

10. I have received sufficient advice and support with my studies	☐	☐	☐	☐	☐	☐
11. I have been able to contact staff when I needed to	☐	☐	☐	☐	☐	☐
12. Good advice was available when I needed to make study choices	☐	☐	☐	☐	☐	☐

Organisation and Management

13. The timetable works efficiently as far as my activities are concerned	☐	☐	☐	☐	☐	☐
14. Any changes in the course or teaching have been communicated effectively	☐	☐	☐	☐	☐	☐
15. The course is well organised and is running smoothly	☐	☐	☐	☐	☐	☐

Learning resources

16. The library resources and services are good enough for my needs	☐	☐	☐	☐	☐	☐
17. When a library resource has been unavailable I have found the facility for reserving items held at another Campus (QG, UCB/O) to be useful and efficient	☐	☐	☐	☐	☐	☐
18. I have been able to access general IT resources when I needed to	☐	☐	☐	☐	☐	☐
19. I have been able to access specialised equipment, facilities, or rooms when I needed to	☐	☐	☐	☐	☐	☐

Personal development

20. The course has helped me to present myself with confidence	☐	☐	☐	☐	☐	☐
21. My communication skills have improved	☐	☐	☐	☐	☐	☐
22. As a result of the course, I feel confident in tackling unfamiliar problems	☐	☐	☐	☐	☐	☐
23. Overall, I am satisfied with the quality of the course	☐	☐	☐	☐	☐	☐

Further comments

24. Positive

25. Negative

APPENDIX C – Module Evaluation Survey

Module Evaluation Survey

This survey takes approximately 5 minutes to complete online and asks you to reflect on your experience since the start of the current academic year.

The feedback you provide is important, and will help to improve the University for all of us over the coming months and years.

Please indicate the extent to which you agree or disagree with the following statements by marking the appropriate checkbox.

When answering questions, 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree (unless otherwise specified) or enter your textual responses into the space provided

This questionnaire is anonymous and will be treated in confidence. It will be used to help make improvements to the module for future students. For this to happen your open and frank replies would be much appreciated.

If you do not wish to participate in this survey then please click the "Decline" button.

	5	4	3	2	1	N/A

University Core Questions

	5	4	3	2	1	N/A
1. The teaching methods used in this module were effective in helping me learn.	☐	☐	☐	☐	☐	☐
2. This module has improved my knowledge and understanding of the subject.	☐	☐	☐	☐	☐	☐
3. The assessment criteria specified for the module were clear.	☐	☐	☐	☐	☐	☐
4. The module is well structured and the workload, including assessment, is appropriate.	☐	☐	☐	☐	☐	☐
5. Feedback on my work, in relation to this module, has been useful and prompt.	☐	☐	☐	☐	☐	☐
6. The availability and quality of support in relation to this module have been good.	☐	☐	☐	☐	☐	☐
7. I am satisfied with the overall quality of this module.	☐	☐	☐	☐	☐	☐

Module Specific Questions

	5	4	3	2	1	N/A
8. There are sufficient opportunities for student participation in lectures/tutorials/seminars.	☐	☐	☐	☐	☐	☐
9. This module is intellectually stimulating.	☐	☐	☐	☐	☐	☐
10. The rooms for lectures/tutorials/seminars are of a suitable quality.	☐	☐	☐	☐	☐	☐
11. Blackboard has made a valuable contribution to my learning on this module.	☐	☐	☐	☐	☐	☐
12. This module has been relevant to my course/pathway and career aspirations.	☐	☐	☐	☐	☐	☐
13. Any other comments (free text box)						

(N.B. Questions 8-12 can be modified by the Module Leader/Tutor)

APPENDIX D – Module Evaluation Survey (Placement)

Module Evaluation Survey (Placement)

This survey takes approximately 5 minutes to complete online and asks you to reflect on your experience since the start of the current academic year.

The feedback you provide is important, and will help to improve the University for all of us over the coming months and years.

Please indicate the extent to which you agree or disagree with the following statements by marking the appropriate checkbox.

When answering questions, 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree (unless otherwise specified) or enter your textual responses into the space provided

This questionnaire is anonymous and will be treated in confidence. It will be used to help make improvements to the module for future students. For this to happen your open and frank replies would be much appreciated.

If you do not wish to participate in this survey then please click the "Decline" button.

Checkbox choices:	
5	Definitely agree
4	Mostly agree
3	Neither agree or disagree
2	Mostly disagree
1	Definitely Disagree
N/A	Not Applicable

The University undertakes to hold confidentially any information provided on the questionnaire and to protect the anonymity of the responder subject to the University's obligations under law, including the Data Protection and Freedom of Information Acts.

	5	4	3	2	1	N/A

Pre-Placement

	5	4	3	2	1	N/A
1. I was given good advice by the Placement Unit staff.	☐	☐	☐	☐	☐	☐
2. A wide range of placement opportunities were available.	☐	☐	☐	☐	☐	☐
3. The location of placements was appropriate.	☐	☐	☐	☐	☐	☐
4. The salaries offered were appropriate.	☐	☐	☐	☐	☐	☐
5. I found it easy to secure my own placement.	☐	☐	☐	☐	☐	☐
6. I received appropriate placement preparation from the University.	☐	☐	☐	☐	☐	☐

During the Placement

	5	4	3	2	1	N/A
7. I received an appropriate induction from the company.	☐	☐	☐	☐	☐	☐
8. The supervision I received from the company was effective.	☐	☐	☐	☐	☐	☐
9. The supervision I received from my academic placement tutor was effective.	☐	☐	☐	☐	☐	☐

10. I was happy with the health and safety arrangements.	☐	☐	☐	☐	☐	☐
11. I had every opportunity to contribute to the company's business.	☐	☐	☐	☐	☐	☐
12. The placement matched my expectations.	☐	☐	☐	☐	☐	☐
13. My time spent during the placement was worthwhile.	☐	☐	☐	☐	☐	☐
14. I will recommend this placement to others.	☐	☐	☐	☐	☐	☐

Overall Benefits

15. I feel better equipped to tackle my final year.	☐	☐	☐	☐	☐	☐
16. I believe the placement will help me to get a decent graduate job.	☐	☐	☐	☐	☐	☐
17. I feel that the placement has made me more mature.	☐	☐	☐	☐	☐	☐
18. Overall, the placement was worthwhile.	☐	☐	☐	☐	☐	☐

Further comments

19. Positive

20. Negative