Policy on Student Module Feedback

Document control table

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2.	**Approved by**	Education Committee

Policy development steps

3.	**Legal implications of this policy area.**	N/A
4.	**Consultation for this policy**	Student Surveys Oversight Group Learning Environment Sub-Committee Provost and Deputy Vice-Chancellor Assistant Director of HR (Academic)
5.	**Related procedures/guidance**	GDPR and Data Governance UoL Policy on Annual Module Review
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7.	**Monitoring**	Student Surveys Oversight Group.
8.	**Date of issue**	AY 2024/25
9.	**Review date**	Next review October 2025 and then on a 3-4 year review cycle

UNIVERSITY OF LEICESTER

POLICY ON STUDENT MODULE FEEDBACK

Introduction

1. This policy sets out the University's requirements for student module feedback which enables all students to provide feedback on their learning and teaching experience on individual modules. It is underpinned by procedures which explain how student module feedback should operate and guidance for students.
    (See https://uniofleicester.sharepoint.com/sites/staff/academic-administration/SitePages/Module-Evaluation.aspx)[1]

2. Student module feedback plays an important part in the University's quality assurance and enhancement procedures and forms part of the annual review of its taught provision (Annual Module Review). It provides the opportunity for module teams to reflect on student views on their modules and facilitates continuous improvement. The focus is on understanding students' experience of the overall module and on identifying how the student experience and student learning could be improved.

3. Student module feedback is one of a number of ways in which feedback from students is obtained. Data collected is used with information derived from other sources, for example Student Staff Committees, external examiners' reports, the National Student Survey (NSS) and the outcomes of internal and external reviews to monitor and enhance programmes, for example, their structure, content and assessment.

4. The University is committed to ensuring that its student module feedback system is conducted within strict guidelines which ensure that students remain anonymous throughout the process and review data which identifies individuals will be treated as personal data and processed in accordance with the University's data protection policies.

5. Data gathered through the student module feedback process may be used by:

    a. Module Convenors to identify opportunities for the continuous improvement of the delivery of the module, to allow feedback of the results to students and may be used as evidence of esteem where appropriate.
    b. School Directors of Education and Programme Leaders to inform Annual Programme Review (APR), identify any issues in relation to the quality of the student learning experience, and for the sharing of good practice.
    c. Heads of School to identify professional development needs and inform the PDD process.
    d. The Pro Vice-Chancellor (Education) (and Deputy) to analyse overall student satisfaction with their module teaching experience across the institution, in order to identify any particular trends or issues.
    e. The Business Intelligence and Reporting Team which will operate the system centrally and provide reports for the above users, where they cannot be self-generated.

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[1] To be updated as part of the development of underpinning guidance and resources

Purpose

6. The policy applies to all taught modules offered by the University. It aims to allow students at all levels to provide feedback on their learning experience. The purpose of the policy is to ensure that the University:

    - obtains anonymous feedback in a standard format on all modules on a regular basis;
    - has in place appropriate procedures for reviewing feedback obtained through the student module feedback process, takes appropriate action on that feedback and explains to students the action that has been taken;
    - is in a position to make judgements with respect to quality assurance;
    - is in a position to identify trends and analyse issues which arise;
    - is able to enhance the student experience by acting on issues highlighted and identify good practice in good time which can be shared across modules and programmes;
    - actively engages students in the review of the University's taught provision;
    - has student-focussed data to inform the Annual Programme Review process.

Responsibilities

7. Senate has ultimate responsibility as the University's academic authority for ensuring and enhancing the quality and standards of the University's provision and the student experience. Some areas of this responsibility are delegated as follows:
    - The University Education Committee has delegated power to oversee the development, implementation and monitoring of the requirements of this policy.
    - College Education Committees consider reports on student module feedback as part of its consideration of Annual Programme Review reports.
    - The Pro Vice-Chancellor (Education) (and Deputy) has oversight of student module feedback across the institution and identifies any issues that need to be addressed at University level.
    - School Education Committees are responsible for reviewing reports on student module feedback.
    - Heads of School are responsible for regularly reviewing their School module data and results.
    - The Director of Education for each School, in conjunction with School-based Professional Services team are responsible for ensuring that the student module feedback process takes place at the appropriate time for all modules across their School, in agreement with the Business Intelligence and Reporting Team.
    - Programme Leaders are responsible for ensuring that the student module feedback process is undertaken for all modules on a particular programme at the appropriate time in accordance with this policy.
    - Module Leaders are responsible for initiating student module feedback at an appropriate time for the module(s) for which they have responsibility, agreed in advance of each academic year as part of curriculum planning process and for notifying the Business Intelligence and Reporting Team (see below) when the system should be opened for their module.

- The Business Intelligence and Reporting Team is responsible for the administration and operation of the system, releasing and returning surveys (following confirmation by the School regarding the survey window), and data analysis and reporting.
- Professional Services staff in Schools are responsible for the validation of data and liaison with the Business Intelligence and Reporting Team.

8. Students are responsible for participating in student module feedback and for providing constructive feedback in a respectful manner, in accordance with the University's [Dignity and Respect at Leicester Policy](). The University is responsible for ensuring that student training in relevant EDI issues is embedded in the University's framework for academic induction and support.

University Student Module Feedback System

9. The University uses a standard student module feedback format for all modules which consists of two free-text questions and an indication of overall satisfaction with the module. Two additional optional questions may be added by a School.

10. The University's student end of module feedback system is conducted online and is supported by EvaSys software.

11. The student module feedback system is designed to provide feedback for module convenors on students' views on a particular module and does not ask for students' opinion on their wider student experience as this is collected through a range of other means.

12. Informal student module feedback ("temperature check") and feedback of previous surveys should take place mid-module, followed by an EvaSys survey towards the end of the module. Time should be set aside during the module delivery to optimise response rates to EvaSys.

13. Students should be given clear instructions and guidance on the student module feedback process and its purpose to ensure they understand the content of student module feedback, how to complete it and how the University analyses and responds to the results.

14. Students should be encouraged to provide honest and constructive feedback with guidance on the appropriateness of tone and language for responses to any free format questions.

15. In addition to conducting formal student module feedback reviews, Schools should encourage feedback from students throughout modules to ensure that any issues raised can be resolved as early as possible and students notified of action taken.

Access to Data from Student Module Feedback

16. Student module feedback data will be kept securely and accessible only by those with a specific reason to access it, as set out in **Appendix 1**.

17. The underpinning principles in determining access to the data (quantitative and qualitative) from student module feedback are set out below:

- Staff with Institutional-level/College-level/School-level oversight of the quality of teaching and learning are entitled to see all of the student module feedback data within the scope of their responsibilities.
- Programme leads are entitled to see all of the data for all of the modules on their programmes of study.
- Staff directly responsible for the module (module convenors/team) are entitled to see all data relating to their module.
- Staff with designated administrative responsibility are entitled to see all of the student module feedback data within the scope of their responsibilities.

Analysis of Data from Student Module Feedback

18. A summary report will be produced from the student module feedback system which will be made available to each module convenor, via the designated administrator for the School.

19. Staff names will not be redacted, however inappropriate and offensive comments will be removed from the qualitative data prior to it being circulated; initially via an automated process managed by the Business Intelligence and Reporting Team and then via a further triage undertaken by the School-level Designated Administrator on behalf of the Head of School. It is the responsibility of the Head of School to ensure that the qualitative data is not disseminated until this process has been completed and that the redacted data remains confidential.

20. Module convenors will be required to reflect critically on the information received and ensure this forms part of the standard process for the Annual Module Review.

21. Student module feedback (mid- and end-review) will feed into the Annual Module Review which will include:

    - Core metrics (student numbers, performance, student module feedback data, reliability of data collected)
    - Commentary by the module convenor
    - Reports on action taken in response to previous years
    - Minor changes for the coming year

22. Summaries of results from Annual Module Reviews (including the element of student module feedback in 18) will be made available to Student Staff Committees to inform a constructive dialogue between students and staff about curricula developments and the enhancement of the student experience.

23. Students will receive clear information on responses to student module feedback from the module convenor and any actions taken as a result of the mid-module temperature check, the Annual Module Review, and other means as is appropriate for an individual School.

24. The University Education Committee will perform a periodic review of the operation of the student module feedback system and any strategic trend data for each College.

Access to Student Module Feedback Data[2]

Staff Role	Level of Access (Overall Satisfaction Scores)	Access to Qualitative Feedback	Level of Access (Qualitative Feedback)	Rationale
PVC Education/ Deputy PVC Education	For all modules	Yes	For all modules	Responsible for Institution-level oversight of the quality of teaching and learning.
College Deans of Education	For all modules in their College	Yes	Limited to their College's modules.	Responsible for College-level oversight of the quality of teaching and learning.
Heads of School	For all modules in their School	Yes	Limited to their School's modules	Line management responsibility for academic staff in their School.
School Directors of Education	For all modules in their School	Yes	Limited to their School's modules	Responsible for School-level oversight of the quality of teaching and learning.
Programme Leader	For all modules in their School for programmes they lead on	Yes	For modules on their programme(s)	Responsible for delivery of programme. To monitor/enhance the quality of the programme.
Module Leader	For all modules in their School that they lead on	Yes	For their specific modules	Responsible for delivery of the module. To monitor/enhance the quality of the module and their educational practice. To be able to close the feedback loop to students.

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[2] Assumes staff names are not redacted.

Module Team	For all modules in their School where they are a member of the module team	Yes	For their specific modules	To enhance the quality of the module and their educational practice.
School-level Designated Administrator	For all modules in their School	Yes	For all modules in their School	Access required for administrative purposes
Systems Operator/Business Intelligence and Reporting Team	For all modules	Yes	For all modules	Access required for system management and administrative purposes.