



University of Leicester

THE UNIVERSITY PROTOCOL ON STUDENT FEEDBACK

1 INTRODUCTION

1.1 Purposes and Benefits

The University aspires to be excellent in research and teaching. Assuring and enhancing quality in learning and teaching includes consideration of many inputs. Among these are the reports of external examiners, the performance of students on modules and degree programmes, and peer review. An important input into any review of the effectiveness of teaching and learning will be the student experience set in the context of the learning outcomes of the module or programme being undertaken. For degree programmes it is clear that the efficacy of the University Learning and Teaching Strategy must also be tested.

A university – wide scheme of student feedback, which still caters for the specific needs of individual departments and units, has many advantages. There would be benefits to be gained from some student evaluation of university services relating to individual parts of teaching courses (e.g. the provision of library books). Furthermore, the procedures that have been recently approved by Senate for the promotion of staff would be better supported by more quantitative information on teaching that is comparable across the university. Requirements for monitoring equal opportunities for students (see the Code of Practice on Equal Opportunities), for example differences in performances according to ethnicity, gender and programme of study, also provide a driver for change.

This protocol is accordingly concerned with one of a number of important inputs to quality assurance and enhancement procedures within the University and was first updated in 2002/03 following consideration of the QAA Audit Report of 2001, details of which are provided in Appendix 1. The *modus operandi* of the working party tasked to update the Protocol is given in Appendix 2.

1.2 Types of Student Feedback

The University recognises that student feedback includes:

- results of summative and formative student assessments;
- progression and retention statistics;
- first destination statistics;

- formal student representation on academic committees;
- staff/student consultative committees (see “A Guide to Student Representation” compiled by the Students’ Union);
- student involvement in evaluation sessions;
- conventional and “electronic” suggestion boxes including the discussion board of a virtual learning environment;
- class meetings;
- surveys of graduates;
- e-mail, fax and telephone help lines for distance learning students;
- student questionnaires;
- Personal Tutor System/student self assessment;
- student involvement in the audit process; and
- direct communication with members of staff in departments and with the head of department.

This list of feedback mechanisms is not intended to be exhaustive. All the forms of feedback described already operate in parts of the University. Students are represented on Boards of the Faculty, on committees and boards of Senate and Council, and form a majority on some advisory and consultative committees. There is also a network of staff/student committees within departments. **Student feedback does not simply mean using questionnaires.**

Seeking feedback should always be matched to the module or programme under review. Student feedback where the mode of study is distance learning is likely to differ from that chosen where there is a large undergraduate class following a programme on a full-time campus basis. Feedback design therefore involves consideration of the class size, mode of delivery, style of teaching, learning outcomes and all other relevant circumstances. Where certainty that the views are representative of the whole of a large class is important, the questionnaire with a high response rate may well be the chosen vehicle, but care should be taken in the design of the questionnaire. Academic & Research Services will advise on the types of student feedback most suitable, the design of questionnaires and the collation of results (see section 3.3.3 below). Where dialogue with the class is needed to meet the objectives of seeking the feedback, the class meeting or use of a staff/student committee is likely to be more effective. The extensive literature on student feedback indicates the need for a clear view of why the feedback is being sought, and what will be done with the information so obtained.

The problems of “feedback fatigue” (usually found when many modules are being evaluated using questionnaires) are most likely to be avoided where students:

- are told why the information is being sought;
- are told how they will receive information on the action taken in response to the feedback given by them;
- see that their input is welcomed and carefully considered;
- see that there is a clear strategy underpinning the timing and frequency of feedback mechanisms.

When students are asked to complete questionnaires, the purpose of the questionnaire should be indicated. Students will respond more thoughtfully to any request for feedback if they know the context in which it is sought and the use to which the information they provide will be put.

Making full use of the variety of methods of obtaining student feedback can help to avoid “student feedback fatigue”, as well as providing helpful and thoughtful feedback.

1.3 Responsibilities of Students

Student feedback will not be effective in assuring and enhancing quality if it is given without thought and reflection. It is important that class representatives recognise their responsibilities to seek the views of all they represent and to understand that they will be taken to be speaking on behalf of the whole class unless they indicate otherwise. All students should take responsibility for providing feedback when it is sought (see, for example, the University Student Charter). Praise as well as the identification of areas for improvement often sets any critical comment in an appropriate context. Students should also be aware that the University operates under resource constraints, and seeks to apply its resources fairly between teaching and research.

While it may not always be possible to report back to the group that provided the feedback, the regular reporting of the nature of feedback and action taken in response to concerns expressed by students will serve to emphasise the importance attached to their views. Students are generally happy with feedback in broad terms, though with sufficient content to enable them to understand its nature, the form of consideration of it, and what action has resulted from it. Students also appreciate being told why a proposal cannot (or should not) be implemented.

2 IMPLEMENTATION

2.1 Scope of the Protocol

The protocol attempts to set out arrangements and recommendations for obtaining feedback from all students. Because the University has a very wide range of students and methods of delivery of its courses, it is possible that the detailed arrangements may not always be appropriate. However, the University still requires that each Faculty, through their Learning and Teaching Committee, has well-defined and clearly expressed procedures for Departments or Schools, which encompass the whole of the student population:

- to obtain feedback from students on the quality of their teaching and learning (including curriculum design, content, organisation, learning resources, progression (including careers advice), support and guidance, teaching learning and assessment methods and their efficiency);
- to bring such feedback into the process of programme development and review alongside other measures of quality;
- to effect prompt and demonstrable response to the issues raised;
- to pass on relevant information to other parts of the university to inform the development of their activities (e.g. the Library, IT Services, SSDS, Academic & Research Services); and
- to inform students of the response to the feedback.

Whilst it is realised that many Departments/Schools already have processes in place for student feedback, it is felt that a more transparent system across the university will be beneficial for QAA and other audits, which increasingly take place at university level. Furthermore, a standard university system will enable the university to assist departments, minimise their bureaucracy and share best practice. Following implementation of this

scheme, departments may wish to review their internal systems to avoid unnecessary duplication and to make use of good practice that exists in cognate departments.

2.2 Responsibilities of Departments

Departments are responsible for obtaining feedback from students in line with this protocol, and for utilising the outcome for the purposes of monitoring and, where necessary, improving academic provision. Student feedback should be co-ordinated as follows:

- a) **Degree programmes:** A member of the academic staff nominated by the Head of Department (usually the programme co-ordinator)
- b) **Individual modules:** The module co-ordinator. In this case, the module co-ordinator is expected to liaise with any other members of the team teaching that module.
- c) **Discrete elements of the course such as a year cohort or a period of intercalation:** A member of the academic staff nominated by the Head of Department (for example, the year tutor or placement co-ordinator).

The monitoring by the University of these departmental activities is undertaken through annual and periodic review (see *Code of Practice on Annual Monitoring and Periodic Departmental Review*).

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2.3 Academic/ 'FYgYUfW 'GYfj JWg

Academic & Research Services can assist in the management of student feedback in the following ways:

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- identifying through the annual Graduate Survey the feedback topics on which departments might wish to focus
- advising departments on internal good practice as observed through departmental reviews
- identifying and promulgating external good practice, for example, through scrutiny of QAA reports and other documents
- ensuring, through the co-ordination of review procedures, that departments are following this Protocol.

3 THE FORM OF THE EVALUATION (WHAT, WHEN, HOW AND BY WHOM)

3.1 What is to be evaluated?

Student feedback will be required:

- a) on degree programmes;
- b) on individual modules;
- c) on discrete elements of the course: normally each year/level of the course but also other significant periods such as when students are working away from the university

(e.g. a period abroad). Departments may also elect to evaluate aspects of courses such as laboratories, field trips, revision classes, and teaching methods;

- d) on the academic and pastoral support and guidance provided.

The University services and student support units will also require some degree of feedback. Where questionnaires are used these services may contribute questions as well as the department/school. University services include:

- Audio Visual Services;
- IT Services;
- Library;
- Student Support and Development Service (including the Student Learning Centre and the Careers Service);
- Education Unit, Students' Union;
- English Language Teaching Unit.

The Student Experience Enhancement Committee may also request that specific questions be asked. This will enable the evaluation of key skills (for example in relation to the Learning and Teaching Strategy), of academic and student services provision and of pastoral care elements.

3.2 Timing of Evaluations

The following describes the **minimum** frequency of student feedback expected. Many departments evaluate more frequently than these guidelines and, if they so wish, they may continue to do so. Departments should have a procedure in place (e.g. through their Learning and Teaching Committee) to ensure compliance with the following guidelines:

- a) Degree programmes will normally be evaluated on a 3-year rolling basis. However, where Degree programmes fulfil any of the following criteria, they should be subject to feedback that year:
- i) The first cohort of students is graduating on the degree programme;
 - ii) The degree programme has been significantly changed in terms of curriculum content and/or teaching methods;
 - iii) Where there have been significant changes in the staff teaching the programme;
 - iv) Where there was dissatisfaction with the degree programme the previous year;
 - v) The Student Experience Enhancement Committee and/or Departmental Learning and Teaching Committee and/or Academic Review Committee recommend a programme is evaluated;
 - vi) The degree programme co-ordinator, Head of Department, Faculty Dean or Vice-Chancellor requires student feedback.
- b) Individual modules will normally be evaluated on a 3-year rolling basis in a way that attempts to minimise the amount of feedback students have to provide in a given semester¹. Evaluation of modules will not normally be at the same time of semester;

¹ The QAA continuation Audit report of November 2000 noted the effectiveness of the Graduate Survey. They noted however that "...given the potential rapidity of changes to curriculum content and teaching methods ... the University might wish to consider whether the protocol should be amended to advise departments to solicit

evaluation will typically take place during the second half of the module. (For example, if students take three modules in a semester, ideally they would only expect to provide feedback on one of these modules.) However, where modules fulfil any of the following criteria, they should be subject to feedback that year:

- i) The module is new or significantly changed in terms of curriculum content and/or teaching methods;
 - ii) There have been significant changes in the staff teaching the programme;
 - iii) There was dissatisfaction with the module the previous year;
 - iv) A lecturer on probation is making a significant contribution to the module;
 - v) The Staff-Student Committee recommends that a module be evaluated;
 - vi) The Student Experience Enhancement Committee and/or Departmental Learning and Teaching Committee and/or Academic Review Committee recommend a module be evaluated;
 - vii) The module co-ordinator or Head of Department requires student feedback.
- c) Discrete elements (e.g. field courses, year abroad, and placements) of the degree programme will also normally be evaluated on a 3-year rolling basis. Where a change in such a part of the course is expected to lead to a significant change in student experience, for example in curriculum content and/or teaching methods, then feedback should also take place that year.

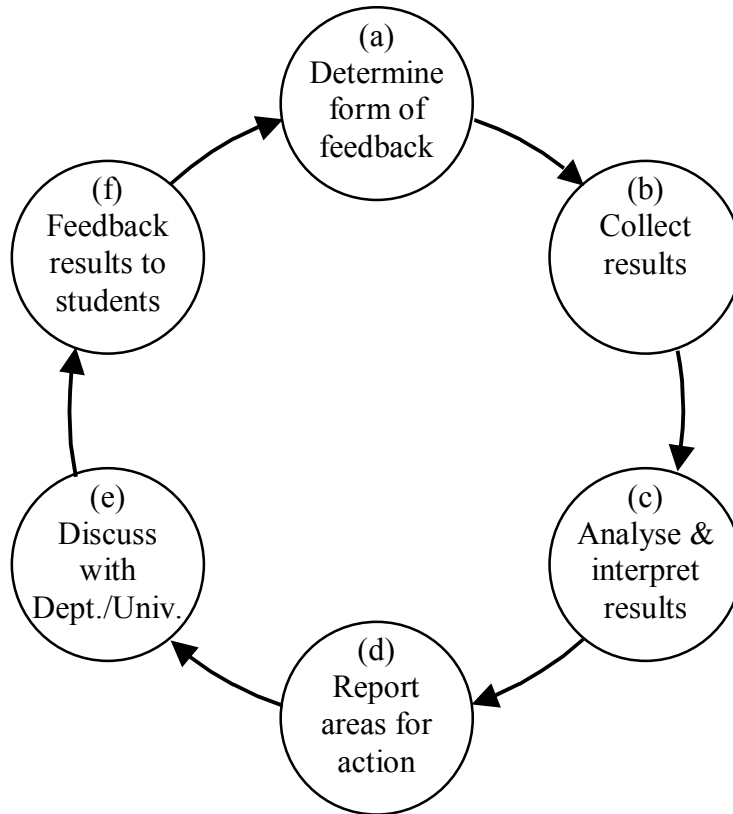
Academic & Research Services will also agree with the various university services, at the beginning of the academic year, the feedback that they would like to collect.

students' views on each module on an annual basis. The Student Feedback Working Party, set up by the Learning and Teaching Committee following this report, considered this in detail. They drew evidence from a wide range of sources, including that cited in the Literature quoted in Appendix 5 and they solicited views of Heads of Departments and Centres. It was clear that soliciting students' views on **each** module **each** year was undesirable as students would not take such evaluation seriously and staff would be unlikely to institute consequent changes each year. The system proposed does however insist that annual monitoring takes places where there have been significant changes to curriculum content or teaching methods.

3.3 Feedback Mechanisms

Student feedback, in its many forms, is only useful if, together with other indicators of performance, it is acted upon. Figure 1 shows the typical cycle envisaged for student feedback that is applicable to both degree programme and module evaluation.

Figure 1: The Feedback Cycle²



3.3.1 Evaluation of Modules, Degree Courses and Elements of Degree Courses

The cycle of module evaluation (set out diagrammatically above in Figure 1, with each of the six aspects being described below) will be as follows:

- a) The person responsible (see section 2.2) will determine the appropriate type(s) of student feedback (see section 1.2). Where questionnaires are to be used, it should be noted that an optical mark reader (OMR) is available and that, if this is to be used, it will be necessary to adhere to a special format (section 3.3.3). For large cohorts it may be appropriate to monitor, through appropriate questions, the operation of the Equal Opportunities Policy. Advice may be sought from Academic & Research Services in all these aspects of preparation for student feedback.
- b) Where a questionnaire is used to evaluate a module, the module co-ordinator should normally allow time during a class for students to complete it. This is to ensure a high return rate. Large classes may benefit from students working in

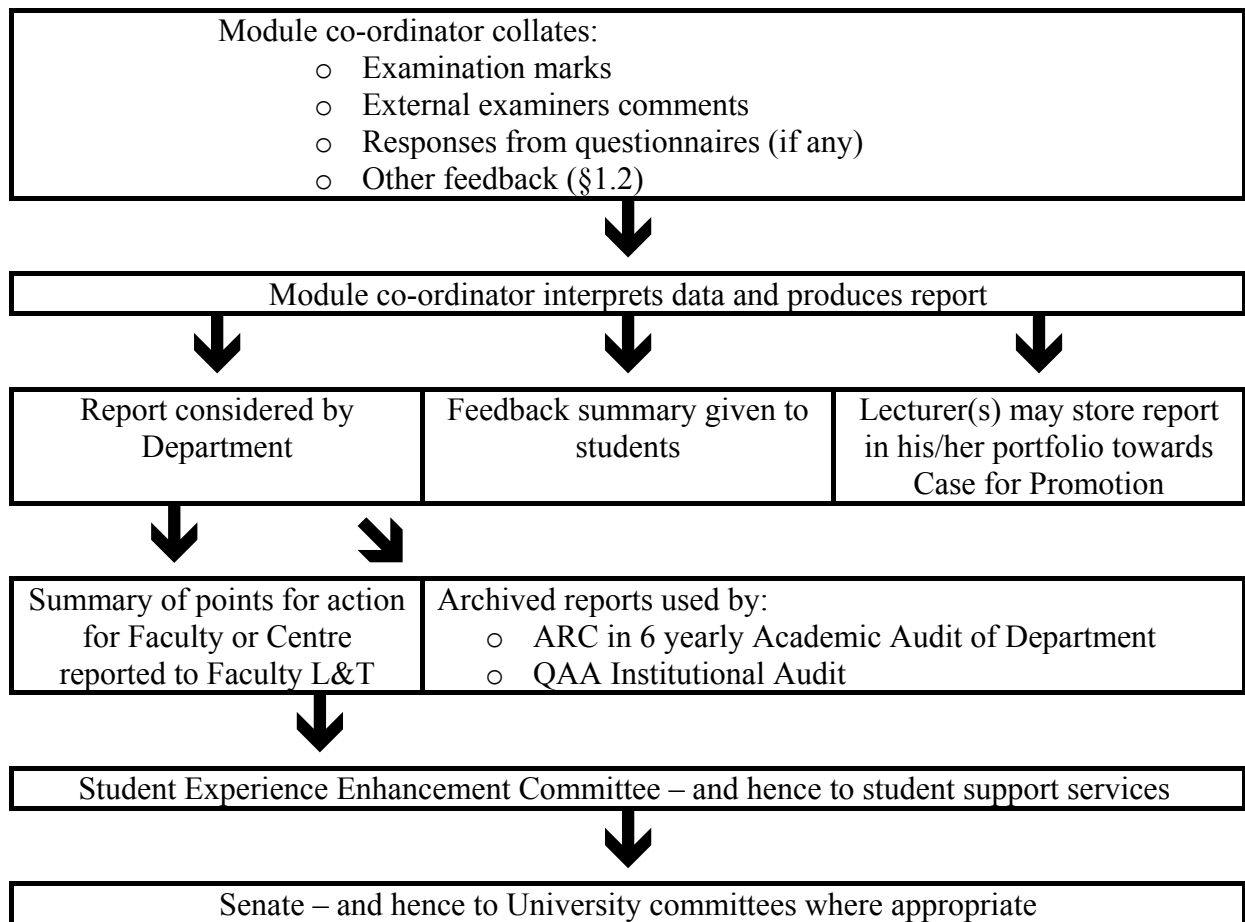
² After L. Harvey, "Integrating Feedback", CRQ Update, 15 March 2001

small groups to complete questionnaires. The person responsible should also collate other types of student feedback.

- c) The person responsible for collecting feedback will also be responsible for analysing questionnaire responses and other information from students. Academic & Research Services may be asked for assistance if an OMR questionnaire is used.
- d) A report will be prepared. Guidelines for module reports are given in section 3.4.2. It is intended that this report should be brief and straightforward to compile.
- e) Reports on modules and discrete parts of the course should be considered by the department/school according to the system they have in place. Typically, their Learning and Teaching Committee and the Head of Department would see the report, which may be available for inspection by the external examiners. The Departmental Representative would then make a brief observational report to the Faculty Learning and Teaching Committee. This would highlight the areas of concern. In particular it would identify points of interest and action to be taken at Faculty/University level. Reports on degrees should be considered by the Faculty Learning and Teaching Committee as well as the Department. Reports should be collated by Departments for inspection by the University team responsible for Academic Audit of the department/school and for use during QAA inspections.
- f) A summary of the feedback obtained from students, except where it specifically identifies a member of staff, is to be freely available to staff and students in the Department. This may be by presentation of the results to the class, enabling the Staff-Student Committee to see the module reports, publishing the module reports (or parts of them) on the Department Web-page (with “campus-only” access), etc.

A summary of the information flow described above is shown above in Figure 2.

Figure 2: Information Flow for Module Feedback



3.3.2 Graduate Survey

The Graduate Survey will need to be reviewed annually and, if necessary, revised on a regular basis to ensure that there is a coherent strategy for feedback at departmental and institutional level. Academic & Research Services will be responsible for the production, distribution, collection and analysis of questionnaires in collaboration with the Student Experience Enhancement Committee. The results of the survey will be presented to the Student Experience Enhancement Committee, to Faculties, Administrative and Service Units and departments as appropriate.

3.3.3 Questionnaire Production and Processing

Academic & Research Services will provide guidelines on the production of questionnaires and assist through the sharing of best practice. Although it is appreciated that there will be a wide range of issues to be monitored, without this assistance a survey has revealed a considerable variability in the quality of feedback. Appendix 3 provides reference to a bibliography on the Evaluation of Teachers and Courses in Higher Education, advice on producing a new questionnaire, and typical categories and samples of typical statements that may be used.

Standard quantitative responses may be read and analysed by a central Optical Mark Reading (OMR) facility. Academic & Research Services, in collaboration with departments/schools, will assist in the development of OMR questionnaires. An OMR feedback form will include questions designed to monitor the effectiveness of central services as well as the curriculum, teaching,

assessment and availability of lecturers. Although OMR questionnaires only provide quantitative answers, students may write statements in spaces provided.

On-line questionnaires may be more appropriate for computer-based classes or/and classes that make use of the virtual learning environment.

3.4 Closing the loop

Feedback mechanisms are only of practical value if the information collected is acted upon. The Protocol intends that this will be achieved as follows.

3.4.1 Responsibilities of Central Services and Student Support Units

At the end of each academic year, central services and student support units should each compile a report that includes a collation of responses from relevant department student feedback evaluations, the Graduate Survey and any surveys undertaken by themselves, and their comments on the feedback with suggestions as to any consequent action to be taken.

3.4.2 Reports

Reports on feedback obtained are an essential part of the feedback cycle and should not be time-consuming to produce. They may be brief and may replace other reports (e.g. reports on examinations) that departments currently require their staff to produce.

A report should include:

- A title indicating exactly what is being evaluated.
 - The date (or semester and year) of evaluation and who is responsible for the evaluation and production of the report.
 - A summary of the current evaluation. This should contain:
 - For modules and degree programmes: a summary (e.g. the distribution) of marks from examinations and coursework. For evaluations of years: progression and retention statistics.
 - Comments of External Examiners (where they exist)³.
 - A summary of student feedback
 - Actions and recommendations for improvements.

A report may also include:

- Comments on the summative assessment and student achievement in relation to the learning outcomes
- A summary of the previous evaluation (where available) and what actions had been agreed following this evaluation. This may simply take the form of an appendix containing the previous report.

An example of a typical module report is given as an example in Appendix 4.

³ Some departments prepare reports for consideration at Examination Board meetings; this is considered good practice. In such cases, additional comments from External Examiners may be added, where necessary, to the reports after the meeting.

3.4.3 Career development and progression

Feedback that relates to individual members of staff may be used as part of the underpinning of their personal career development programmes. Members of staff may themselves, if they wish, use student feedback in Teaching folders/Portfoliois as part of their submission for confirmation of probation, for progression from Lecturer A to Lecturer B, and for promotion from Lecturer to Senior Lecturer. Heads of Departments and probationary mentors may wish to refer to module reports in their recommendations regarding promotion and probation.

3.4.4 Monitoring the operation of the protocol

The Student Experience Enhancement Committee will be responsible for monitoring the general operation of the protocol and for promoting its implementation.

During the sexennial academic audit of the Department/School/Unit, the Academic Review Committee will receive reports pertaining to evaluation through student feedback and monitor compliance with the Protocol.

The QAA will have access to reports pertaining to evaluation through student feedback during Institutional Audits.

Appendix 1

Requirement for Updating the Protocol

Following the QAA report on the Continuation Audit of November 2000, the Vice-Chancellor's Advisory Committee considered the recommendations and identified action points for various committees. The Learning and Teaching Committee was asked to address the following issue in particular:

“To review its Protocol on Student Feedback, and consider extending the guidance to provide more advice to departments on annual module review (paragraph 107 of the report).”

The Learning and Teaching Committee agreed that a Working Party should be established to address the recommendations in paragraph 107 of the QAA Quality Audit Report which were as follows:

“In 1995 the University published a detailed and useful Protocol on Student Feedback in response to comments made in the report of the 1993 HEQC quality audit. The Protocol advises the establishment of multiple formal and informal channels for feedback, and stresses the importance of providing students with information on the action taken in response to this feedback. The University should be commended for the care that it has taken to offer guidelines to departments in this way, and for the subsequent monitoring of local practices through the departmental review procedure. The effectiveness of the Graduate Survey has already been noted (see , paragraph 34 of Continuation Audit Report). However, given the potential rapidity of changes to curriculum content and teaching methods, and in view of the comments on regular monitoring made in paragraphs 35 and 36 of the Continuation Audit Report, the University may wish to consider whether the protocol should be amended to advise departments to solicit students' view on each module on an annual basis.”

Appendix 2

Modus Operandi of the Working Party

The working party, which met for the first time on 19th February 2002, undertook the following:

- a) The working party reviewed of the existing Protocol and the comments of the QAA Continuation Report.
- b) They identified the uses of student feedback and the requirements of the protocol.
- c) They identified methods of student feedback and efficacy. A literature search was performed in this respect.
- d) They collated and reviewed techniques currently used both with the university and elsewhere and evaluated their effectiveness and efficiency. Heads of Departments were asked to provide examples of questionnaires and associated codes of practice.

The working party comprised:

Professor J.C. Fothergill, Dean of the Faculty of Science – Chair
Dr M Rawlinson, Department of English
Mr A Howe, Department of Physics and Astronomy
Mr P Milton, Department of Law
Dr A Grant, Educational Development and Support Centre
Mr C Brierley, Students' Union
Ms A Potter, Academic Office (Secretary to the Working Party)

Appendix 3

Formulating Questionnaires

Extensive literature is available in the Teaching and Learning Unit (<http://www.le.ac.uk/tlu/resources.html>). In particular an annotated bibliography is available: "Teaching and Learning Bibliography, No. 6: Evaluation of Teachers and Courses in Higher Education", from the series "Teaching and Learning Bibliographies: Developments in Higher Education", University of Leicester, 1996 with later revisions.

The remainder of this appendix is based on notes from Loughborough University (Eliciting Student Feedback on Teaching, Notes of Guidance, Loughborough University, December 1999):

CHOOSING AND STRUCTURING FEEDBACK QUESTIONNAIRES

1. Plan your focus

- What is it that you are trying to find out?
- Identify those things that (for your module/programme, department, faculty, the University) are important for the enhancement of the students' teaching and learning experience, and include questions to monitor each of them.
- When formulating your questions, consider how you would report on the students' answers.
- Each part of your questionnaire should have a definite purpose.

2. Formulate your statements

- Include questions about positive things as well as to identify shortcomings.
- Keep the number of questions to a minimum in order to minimise "surface response behaviour", while extracting the maximum amount of useful information.
- questions should be simple and unambiguous.
- Avoid negative questions.
- Restrict each questions to a single factor.
- Be cautious about the use of vague qualifiers like "usually", and intensifiers like "very" and "really" which mean different things to different people.
- Avoid abstract terms and jargon which may not be relevant to the content of the module or programme.
- Try to establish a progression from easy to difficult questions.
- Arrange your questions in a logical order.
- Be aware that some students may be concerned that their negative responses will be used against them.
- You may wish to try out your statements on a small representative group of students, and take note of their comments.
- Familiarise other staff with the content of the questionnaire so that they can deliver on the issues that you have decided to monitor.

POSSIBLE AREAS FOR MONITORING

Categories	Example Statements for OMR Questionnaires
MODULE CONTENT AND LEVEL (Level, Interest, Relevance, Quantity/workload, Syllabus content and design, Structure and organisation)	<ul style="list-style-type: none"> • The material covered was at a suitable level. • It was easy to know the standard of work expected. • The content of the module was of interest. • The module has covered appropriate topics. • The relevance of each aspect of the syllabus was made clear. • The amount of material in each part of the module was about right. • The workload was appropriate to the credit weighting for the module. • The module was well designed. • The module was well structured. • The module was well organised. • The module was well planned.
STUDENT LEARNING AND ENGAGEMENT WITH THE TOPIC OR SUBJECT (Critical thinking, Understanding, Interest, Participation, Challenge, Enjoyment, Private Study, Learning)	<ul style="list-style-type: none"> • The module encouraged me to think critically. • The module has given me a good understanding of the subject. • I found the module interesting. • The module has developed my interest in the subject. • The module encouraged my participation in learning. • The way the module was delivered encouraged me to participate. • The module was intellectually challenging. • The subject material was challenging. • The module was enjoyable. • I am pleased that this module was part of my programme. • The module encouraged my own study of the subject. • I have learnt a lot from this module.
TUTORIAL AND SEMINAR TOPICS/DISCUSSION (Quality of discussion, Problem-solving, Helpful/useful, Materials)	<ul style="list-style-type: none"> • The quality of discussion in seminars was good. • Sufficient time was devoted to problem-solving • The tutorials provided good support for the lecture material. • The seminars linked with this module were useful. • Tutorial and laboratory material was relevant and of good quality.
TIMETABLE	<ul style="list-style-type: none"> • The module ran regularly and according to timetable. • Sufficient time was available to me for private study.
COURSEWORK AND ITS ASSESSMENT (Return of coursework, Feedback, Coursework weightings, Co-ordination and scheduling, Relevance of topics, Support,	<ul style="list-style-type: none"> • Coursework was marked and returned promptly. • The tutor made helpful comments on coursework. • The feedback on my assessments has helped me to see where I need to concentrate my efforts. • The coursework weighting was just about right for me. • The coursework and assessments were well co-ordinated and scheduled. • The written assignments were relevant to the work of the module. • The coursework supported the module objectives. • There was good support of laboratory and tutorial assignments.
DELIVERY AND CONTINUITY. (Continuity, Structure, Delivery and pace, Organisation, Support)	<ul style="list-style-type: none"> • The continuity between lectures was good. • The order in which the lectures, tutorials etc. were given was appropriate. • Subject content was clearly structured. • The module structure was explained and evident throughout the module. • The teaching sessions were clearly presented. • The pace and delivery was about right. • I was able to construct a useful set of notes. • The module was well organised. • Advice and support was available when I needed it.
LABWORK /PRACTICALS (Usefulness, Support, Relevance, Challenge)	<ul style="list-style-type: none"> • The laboratory work was useful. • The practicals linked with this module were useful. • I found the laboratory support for the module was good. • A demonstrator was always available. • I found the supervisor was good. • Practical classes were relevant. • The experiments were challenging. • Appropriate equipment was available.
PROJECTS. (Stimulation and challenge, Training in Techniques, Support, Needs and Interests, Demands	<ul style="list-style-type: none"> • The project was intellectually stimulating. • The project was challenging. • The project provided good training in experimental skills. • Work on the project improved my writing skills. • The support for report preparation was good. • Adequate help was available. • The supervisor ensured that appropriate equipment was available. • I was able to find a project to suit my interests. • I found the demands of the project acceptable.
PLACEMENTS.	<ul style="list-style-type: none"> • I was given good advice to help on my choice of options for the year abroad.

Categories	Example Statements for OMR Questionnaires
(Advice and support, Skills, Understanding, Challenge, Benefit)	<ul style="list-style-type: none"> • I was able to obtain advice and help when I needed it during the year abroad. • I understood how the placement was to be assessed. • The supervisor offered support when needed. • The supervisor gave useful feedback • The industrial training developed skills relevant to my degree programme. • The work drew on knowledge and skills from my degree programme. • The year abroad improved my understanding of countries outside the UK. • The work was challenging. • I found this to be of benefit for my final year. • The experience has improved my employability.
THE LECTURER(S). (Enthusiasm, Presentation skills, Student participation, Availability, Organisation, Questions and Answers, Punctuality, Supporting materials, Subject knowledge)	<ul style="list-style-type: none"> • Was enthusiastic about the subject. • Has good presentation skills. • Communicated clearly and effectively. • Encouraged me to participate. • Encouraged reflection. • Encouraged me to learn. • Could be contacted for advice if needed. • Used each teaching session to cover a well-defined topic. • Did not change or cancel too many lectures. • Was well prepared. • Was helpful in answering questions. • Gave tutorial assistance with examples and answers as required. • Started and finished on time. • Provided useful and relevant handouts when required. • Used helpful teaching aids. • Recommended appropriate texts etc. for further study. • Was knowledgeable about the subject.
RECOMMENDED READING	<ul style="list-style-type: none"> • The choice of primary text was appropriate. • Useful learning material was distributed and/or recommended. • The information provided on this module (reading list, module outline, handouts etc.) was useful.
OVERALL RATING FOR MODULES	<ul style="list-style-type: none"> • I would rate this module highly as part of my year's work. • The module was appropriate for the programme.
PROGRAMMES (Constituent modules, Challenge, Skills, Design and administration, Placements Industrial/abroad, Satisfaction and interest, Learning and progression, Relevance, Coursework, Support, Lecturers, Resources, Examinations and coursework)	<ul style="list-style-type: none"> • The first year modules provided a good foundation for my further study. • My second year modules allowed me to study subjects in greater depth. • I was satisfied with the optional modules available. • The programme became progressively more challenging. • The programme was intellectually challenging. • I learnt a useful range of skills in the course of the programme. • My degree has made me capable of thinking for myself about the subject. • My degree has encouraged me to communicate more effectively. • There was a clear and rational pattern to the design of the programme. • The administration of the programme was good. • My second year prepared me well for the year abroad. • My industrial placement was a valuable part of the programme. • The vocational elements of the programme were appropriate. • My degree has developed my interest in the subject. • I would recommend this degree programme to other students. • Overall I learnt a lot from my degree. • There was good progressive development over the four years. • The programme was directly relevant to careers in my subject. • The overall amount of coursework was about right. • Advice and support was available when and if I needed it. • The level of pastoral support offered by the department suited my needs. • Most lecturers were well organised. • Most lecturers used helpful teaching aids. • The availability of learning resources in the department (books, journals, CD-ROMs) was sufficient to meet my needs. • The examinations were fair. • The examinations were relevant. • The project work was appropriate.

Appendix 4

Example of a Module/Programme Report

Module Report for EG1050: Circuits and Systems, 2001 – 2002

Module Co-ordinator: Prof. J. Bloggs

Student Feedback

There were 23 responses from students working in groups of 2 or 3.

The best aspects identified were:

- well planned and structured lectures - very well presented
- good explanations - good analogies to explain concepts - good comparisons to non-electrical systems - easy to make good notes - good worked examples
- clear, useful handouts - good use of handouts
- good course coverage - continually building on previous material
- good links with laboratory work
- pace is about right
- good enthusiastic communicator (general attitude to students)

Aspects that that were identified as “could be improved” were:

- more worked examples
- example sheets would be useful - more assessment tests
- more practical demonstrations (labs?) - better co-ordination between lectures and labs - more explanation required in labs
- graphs and diagrams can become complicated
- more leg room - lecture theatres - Bennet LT5 is very uncomfortable
- some things are repeated too frequently

Other comments included

- request for a more detailed book guide
- the marking of example sheet was very helpful

Assessment Summary

Assessment was based 20% on laboratory marks and 80% on examination marks. The distribution of examination marks was:

Mark range	% of class in mark range
0 – 29%	15%
30 – 39%	10%
40 – 49%	15%
50 – 59%	15%
60 – 69%	22%
70 – 100%	22%

Comment from the External Examiner

The external examiners do not comment on Level 1 modules

Comments by the Module Coordinator

There is a wide range of ability in the class. It was also clear that some students had put in very little effort during the course. Some students, however, did very well.

I am surprised that many students nowadays have a great deal of difficulty in analysing resistor networks i.e. sorting out parallel and series elements - this is something I used to be able to assume they could do. They generally understood Thévenin, Norton and Superposition but had difficulty in doing the sums correctly.

They had difficulty with the mathematics of exponentials and simple differentiation (e.g. $\exp\{a.x\}$ or $\sin(w.t)$). They therefore had difficulty with the step response of 1st order systems.

The students do seem to realise that phase is important but they sometimes have difficulty in knowing what to do with it! However they are generally better at handling Frequency Response Function and Bode plots than last year - I did spend more time on these than last year

There are some comments about links to laboratories (both favourable and unfavourable). It is not always possible to cover all material before the laboratory - although we try hard to make sure this is usually the case. The laboratory book contains good explanations of the experiments. (Of course one could argue that "doing it first" in the laboratory helps your understanding in the lectures.)

I was encouraged by the feedback and am glad to see that most of the class is happy most of the time - even if they don't always get my jokes.

Actions

The students seem to be very pleased with the presentation although graphs and diagrams can become complicated. I propose to use "skeletal handouts" next year – which students need to complete during the lectures.

There seems to be a request for more work examples and formative assessment. I did run a couple of in-class tests so they could see how they were doing and mark an example sheet. This seems to be much appreciated - I will try to do this more. I don't use example sheets as there are plenty in the course book. (There are about 80 questions to try in the book.)

We may wish to review the teaching of mathematics at this level.

I agree that Bennet LT5 is cramped – we should not be allocated this room next year.