

## STUDENT MODULE FEEDBACK POLICY

### 1. INTRODUCTION

#### 1.1. Purpose

**1.1.1.** Keele University is committed to the delivery of high-quality teaching, assessment and student learning. Gathering feedback from students helps build an understanding of the ways in which teaching can be improved. The purpose of this policy is to outline the principles and processes for the collection of feedback from students on taught modules and its use in improving teaching. The University has several processes for the collection of student feedback and comment. This policy does not replace any other student feedback collection process.

#### 1.2. Scope

**1.2.1.** This policy covers the collection, use and sharing of module feedback from students at Keele University. The policy aims to ensure that student feedback on modules is used to improved teaching, assessment, and student learning.

**1.2.2.** The policy covers the collection of feedback from students on taught modules. It sits alongside other policies and processes for capturing student voice as well as other guidance aimed at improving teaching quality such as peer review of teaching.

**1.2.3.** The guidance presented here relates only to end of module feedback processes. Staff are encouraged to gather other feedback that will help improve teaching and assessment, for example through a mid-semester feedback process.

**1.2.4.** The policy is applicable to:

- a) All modules taught face-to-face in person, fully online or in any combination;
- b) Modules in which a project or dissertation constitutes the majority of the assessment; and
- c) Modules that are either 100% placement based or incorporate both teaching and placement(s).

#### 1.3. Principles

**1.3.1.** Module evaluation must be conducted within strict ethical guidelines. Students must remain anonymous throughout the process and outcomes must not be analysed in a way that could identify individual students from their responses. Each module must be formally evaluated every time it is delivered.

**1.3.2.** This policy is based on six fundamental principles:

- a) The purpose of student module evaluation is to support the enhancement of future provision.
- b) Staff and students should work together in partnership to use evaluation results in a positive and constructive manner.
- c) Students should have a clear understanding of the evaluation processes.
- d) Students should have confidence that their evaluation will be treated with respect and valued, that their comments will be acted upon where possible, and that they will receive a collective response.
- e) Students should complete module evaluations honestly and with consideration and respect for the teaching and support staff for each module.
- f) Students' evaluation should be anonymous where this is possible.

**1.3.3.** The collection of module feedback is only for the purposes of teaching quality enhancement. Information collected through the processes outlined in this policy will only be used for other purposes with the agreement of the teacher/teaching team for the module the feedback relates to. For example, the feedback collected might be used to support a case for HEA Fellowship. The University acknowledges that student feedback can demonstrate aspects of bias and cannot be used to make comparisons between teaching staff nor to judge absolute performance.<sup>1</sup>

## **2. POLICY**

### **2.1. Collecting Feedback**

**2.1.1.** Module feedback will be collected using the Explorance system.

**2.1.2.** An institutional set of module survey questions will form the core of the questionnaire and these will be reviewed and approved annually by Education Committee. Questions will focus on students' perceptions of the content and delivery of the module. Module leaders must use these questions. The current approved questions are shown in the Appendix to this policy.

**2.1.3.** School Education Committees should agree up to 3 additional questions that are linked to the School's educational objectives and areas for development. Module leaders/convenors can choose to add up to 2 further questions relating to specific aspects of their module. A further standard question will ask students about their engagement with the module being reviewed. There will also be the opportunity for a Keele SU/KPA agreed question to be included. Finally, students will be given the opportunity to enter free-text comments as a part of their feedback.

**2.1.4.** Schools and Module leaders must confirm the questions they wish to use at the latest 2 weeks before the launch of the survey.

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<sup>1</sup> Chávez, K., & Mitchell, K. (2020). Exploring Bias in Student Evaluations: Gender, Race, and Ethnicity. *PS: Political Science & Politics*, 53(2), 270-274. doi:10.1017/S1049096519001744

**2.1.5.** Students should be given a minimum of 2 weeks to complete the questionnaire. While the specific start and end dates of the survey will be set by those responsible for the module, it is recommended that wherever possible time should be given during a taught session for students to complete the SMF questionnaire.

**2.1.6.** When asked to complete the module feedback students will be given clear guidance concerning completing the questionnaire. This will remind them of their obligation to be honest but professional in their responses. Rude, personal and biased comments are not acceptable.

**2.1.7.** Student anonymity is important for the process but in extreme situations, such as where a safeguarding issue is disclosed, a request can be made to lift this with respect to a specific student.

## **2.2. Reporting**

**2.2.1.** Module leaders/convenors should include comment on the student module feedback in their module review. This comment should identify aspects of their module that may be further developed before it is taught again as well as any other responses to the feedback.

**2.2.2.** A detailed summary of the quantitative and qualitative feedback given by students and actions planned based on it should be shared with students who studied the module before the module is taught again. In most cases this can be through the KLE. At the start of the next iteration of the module, it is good practice for the module leader to indicate to the new module cohort the changes which have been made as a result of previous student feedback. Feedback on SMF for each module on a programme along with a programme level summary of feedback responses should be included as an item for discussion at the Student Voice Committee meeting immediately following the teaching of the module(s). Particular areas of concern – or good practice – should be considered at School Education Committee.

**2.2.3.** Data from the module reviews, recurring themes in the feedback, and any feedback collected by SMF results that relates to programme delivery, should form part of the annual programme review.

## **2.3. Access**

**2.3.1.** SMF data will be available to the teaching team for each module. School Directors of Education and Heads of School will have access to SMF data for each module in the school for which they are responsible. The summaries produced by module leaders on individual modules will be shared with other key role holders (in particular, programme leaders/directors).

**2.3.2.** Line managers can request access to SMF responses but will not routinely be given access. These requests will be approved by the relevant Faculty Dean of Education.

### 3. RELATED POLICIES AND PROCEDURES

3.1. The following University policies and procedures are relevant to this Policy:

3.1.1. Student Voice Code of Practice

### 4. REVIEW, APPROVAL & PUBLICATION

4.1. The Student Module Feedback (SMF) Policy is overseen by the University’s Education Committee on behalf of Senate.

4.2. Senate is responsible for approving the policy.

4.3. As a general principle, the Policy will be reviewed by Education Committee every three years or where operational requirements change.

4.4. The SMF Policy is published in the Policy Zone on the University’s website.

### 5. ANNEXES

- Appendix – guidance on student module feedback questions

### 6. DOCUMENT CONTROL INFORMATION

<b>Document Name</b>	Student Module Feedback Policy
<b>Owner</b>	PVC Education
<b>Version Number</b>	1.0
<b>Equality Analysis Form Submission Date</b>	6 October 2023
<b>Approval Date</b>	11 October 2023
<b>Approved By</b>	Senate
<b>Date of Commencement</b>	12 October 2023
<b>Date of Last Review</b>	N/A
<b>Date for Next Review</b>	September 2026
<b>Related University Policy Documents</b>	Student Voice Code of Practice
<i>For Office Use – Keywords for search function</i>	Module Feedback, Feedback, Student Feedback

## Appendix – guidance on student module feedback questions.

### Core Questions

#### *Taught Modules*

The core questions that must be used on all module feedback questionnaires are linked to the aspects of the NSS that are related to the teaching and assessment delivered within modules. For each of the questions listed below a 5 point Likert scale will be used to collect responses. For each question students will be asked for further free text comments

- How good was the teaching on this module?
- How well have teaching staff supported your learning during this module?
- Have you been given clear guidance about assessments for the module and the criteria that will be used to grade your performance?
- Have you had access to all the information, resources and facilities necessary to study this module effectively?
- Has it been made clear to you how this module contributes to your overall programme, how it builds on previous studies and how it builds the knowledge and skills you need for future studies?

#### *Dissertation or independent study modules*

For modules without a significant taught element and where the focus is the production of a dissertation or independent study the following questions should be used:

- Did you feel you received the guidance necessary to prepare you to undertake the assessment for this module?
- Did you receive good support, or supervision, during this module?
- Have you been given clear guidance about assessments for the module and the criteria that will be used to grade your performance?
- Have you had access to all the information, resources and facilities necessary to study this module effectively?
- Has it been made clear to you how this module contributes to your overall programme, how it builds on previous studies and how it builds the knowledge and skills you need for future studies?

#### *Placement based modules*

For modules that are wholly, or primarily, based on a placement the following questions should be used:

- Did you feel you received the guidance necessary to prepare you to undertake the placement for this module?
- Did you receive good support, or supervision, during your placement?
- Have you been given clear guidance about assessments for the module and the criteria that will be used to grade your performance?
- Have you had access to all the information, resources and facilities necessary to study this module effectively?

- Has it been made clear to you how this module contributes to your overall programme, how it builds on previous studies and how it builds the knowledge and skills you need for future studies?

Each module feedback questionnaire, for taught, independent study or placement based modules, should include this question on student engagement:

- Compared with your other modules, how much effort and time did you put into your studies on this module?

Responses to this question will be collected using a 5 point Likert scale where 1 is 'a lot less than other modules' and 5 'significantly more than other modules'

For all modules, students should be given the opportunity to enter free-text comments on issues not covered by specific questions as a part of their feedback. The approved question for this is:

- Please comment on any other aspects of the teaching and assessment of the module, both good and where improvement is needed.

### Additional Questions

In addition to the approved core questions School Education Committees should agree up to 3 additional questions that are linked to the School's educational objectives and areas for development.

Module leads/convenors can choose to add up to 2 questions relating to specific aspects of their module.

Keele SU and KPA will be able to include an additional agreed question on each module questionnaire. The wording of this question will be agreed on an annual basis via University Education Committee.

In no case should the total number of questions asked in each survey exceed the number (13) specified in this policy without prior agreement with the Faculty Dean of Education. For example, additional questions may be approved in cases where particular innovations in teaching or assessment have been implemented and are being evaluated. The deadline for approving additional questions will be 5 weeks before the survey window opens.