

## Module Feedback Policy and Process

Process of ratification:	Academic Board
Executive Team Member Responsible:	Academic Dean
Individual Responsible:	Clare Miller, David Hilborn
Date Last Approved:	Jan 2025
To be Reviewed:	Every 24 months
Review consultation:	Programme Leaders, Faculty
Date of Next Review period:	Jan 2027

### 1. Key Principles

- 1.1. Module evaluation is fundamental to improving teaching and considering 'how learning opportunities for students may be improved'.<sup>1</sup>

*Module evaluation is a key component of Quality Enhancement and can serve several key purposes:* • Allow continuous, iterative improvement of the module's content and teaching methods • Provide feedback to teachers on quality of teaching • Help teachers understand what approaches students find valuable • Alert teachers to problems and suggest ways to rectify them • Demonstrate to students that their opinions matter and concerns are acted upon • Provide evidence of good practice to managers • To support career advancement<sup>2</sup>
- 1.2. Student feedback is valued and prioritised in quality assurance and enhancement, at module, programme and institutional level.
- 1.3. Summarised data and analysis are to be made available for programme and institutional reporting, including themes identified and actions taken.<sup>3</sup>
- 1.4. Findings from Student Feedback to contribute to the Annual Monitoring Report.
- 1.5. Student feedback responses are to be anonymous and results treated confidentially.
- 1.6. Comments relating to the quality of teaching by individuals should be treated sensitively. In a small institution it is not always possible to keep this confidential. However, raw data from Student Module Evaluation forms should be confidential to module teachers, Module Leader, Programme Leader, Programme Administrator, and the Executive Team.
- 1.7. It is important to 'close the feedback loop', that is allow students see how their feedback has been used to inform future developments.<sup>4</sup>
- 1.8. To be effective feedback needs to be closely owned by the teaching team and Programme Boards, who will be responsible for developing strategies to increase responses, and implementing actions in response to feedback.

---

<sup>1</sup> The Quality Assurance Agency for Higher Education, 2018. Monitoring and Evaluation. Available at: <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/monitoring-andevaluation>

<sup>2</sup> 'Module Evaluation: A brief guide to good practice for module leaders', Birmingham City University, 2019, <https://bcuassets.blob.core.windows.net/docs/Module%20Evaluation%20Guide%20for%20module%20leaders.pdf> [Accessed 26 Oct 2020]

<sup>3</sup> QAA recommendation [https://www.qaa.ac.uk/docs/qaa/quality-code/responding-to-feedback.pdf?sfvrsn=8d46f981\\_8](https://www.qaa.ac.uk/docs/qaa/quality-code/responding-to-feedback.pdf?sfvrsn=8d46f981_8)

<sup>4</sup> Recommended by QAA [https://www.qaa.ac.uk/docs/qaa/quality-code/responding-to-feedback.pdf?sfvrsn=8d46f981\\_8](https://www.qaa.ac.uk/docs/qaa/quality-code/responding-to-feedback.pdf?sfvrsn=8d46f981_8)

- 1.9. Student feedback is to be part of faculty appraisals and the evaluation of Visiting Lecturers.
- 1.10. Feedback can be included as evidence for promotion.
- 1.11. Module evaluations to be quick and easy to complete.
- 1.12. Module evaluation should not create a high administrative burden on staff.

## 2. Process

### Set-up

- 2.1. Module Evaluation Forms to be added to each module VLE area by the Learning and Teaching Manager.<sup>5</sup>
- 2.2. All non-practical modules are to use one of two standard sets of core questions (Appendix 2), depending on whether the module is delivered on-campus or online.
  - 2.2.1. Questions include those using the Likert scale and others asking for written comments.
  - 2.2.2. Practical modules may require different questions; these should be agreed by Programme Leaders and Academic Dean.
- 2.3. A single form will be used even where a module has more than one teacher, though there will be space on the form for students to comment on impact of multiple teachers.

### During delivery

- 2.4. Towards the end of the delivery of a module a message to be sent to student cohort informing them (a) that the feedback form is open, (b) the importance and use of student feedback, (c) its anonymity and (d) clear instructions.
- 2.5. During the latter half of the delivery of a module, **lecturers** are to remind students of the importance of feedback.
- 2.6. In either the penultimate or ultimate session of an **on-campus class** the **lecturer** is to allow in-class time of at least 15 minutes for completing feedback (on computer or other device).
- 2.7. Reminders can be sent to individual students who have not completed feedback.

### After module delivery

- 2.8. **Teachers** to review student feedback on the VLE and write a brief summary, responding to the feedback and noting any actions to be taken.
  - 2.8.1. Module evaluation summaries to be uploaded to Teacher Review Form (see structure in Appendix 4).
  - 2.8.2. Form to be completed not less than 2 weeks before next Programme Board.
  - 2.8.3. Form is sent to Academic Dean and relevant Programme Leader.
- 2.9. **Teachers** to add specific responses to student feedback to the module VLE area using template – example below.<sup>6</sup>
  - 2.9.1. Template in Module VLE area provided by Learning and Teaching Manager.
  - 2.9.2. Responses to be added no later than 1 month after Assessment Board.
  - 2.9.3. Responses may not require actions, though may explain why the request has not been acted upon (see final example below).

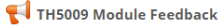
---

<sup>5</sup> See Appendix 1 for the reasons online forms are used.

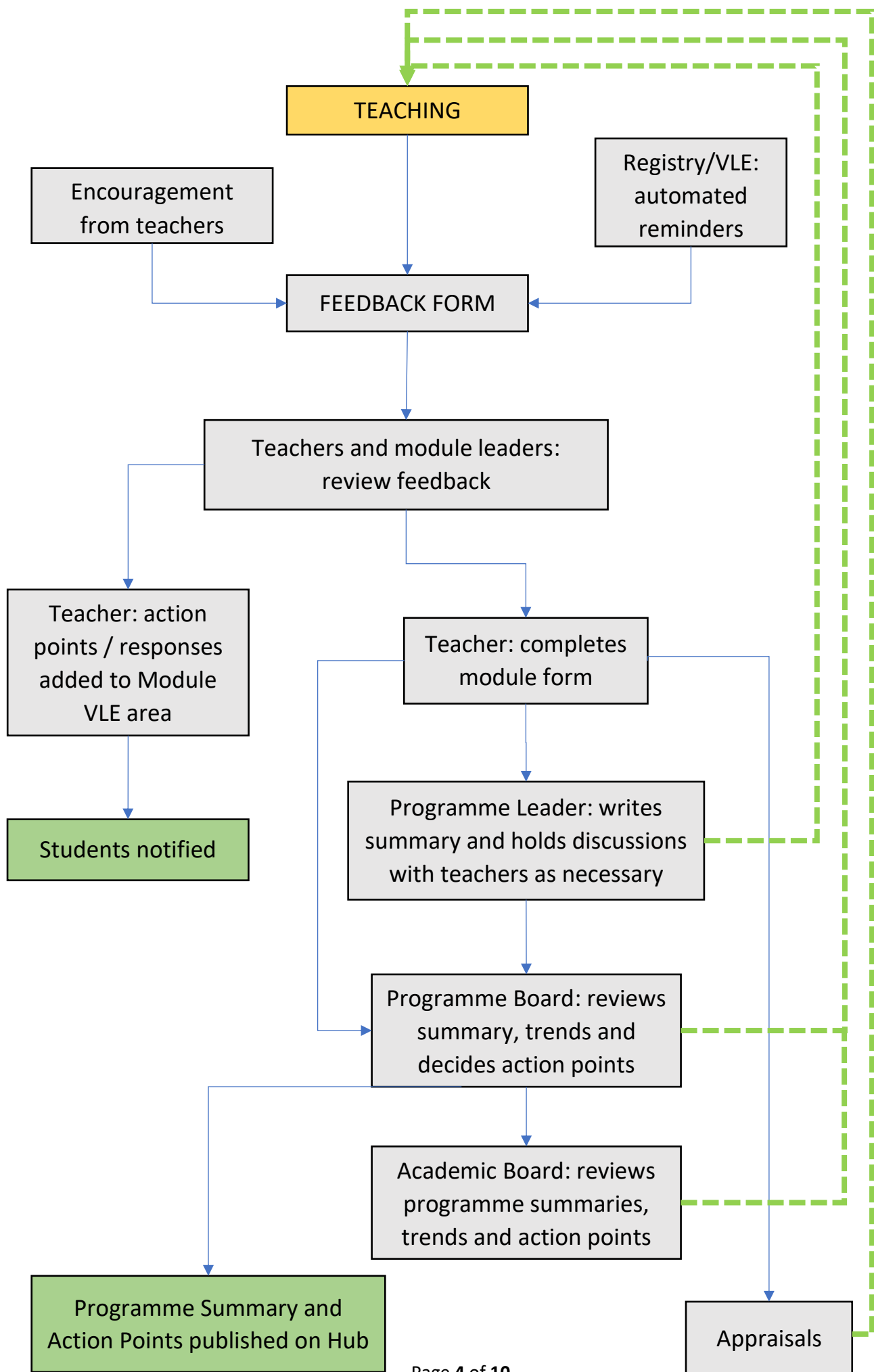
<sup>6</sup> Use of a pro-forma for listing feedback and actions Identified as good practice by QAA.

[https://www.qaa.ac.uk/docs/qaa/quality-code/responding-to-feedback.pdf?sfvrsn=8d46f981\\_8](https://www.qaa.ac.uk/docs/qaa/quality-code/responding-to-feedback.pdf?sfvrsn=8d46f981_8)

- 2.9.4. Teacher to send email through Course News to alert student cohort to their feedback responses.
- 2.9.5. Feedback from previous year(s) should be viewable to students in future years. Providing history of engagement with student feedback increases student confidence that their feedback is useful and effective.

MODULE FEEDBACK		
		Your progress ⓘ
Record of actions taken in response to student feedback		
Year	Student feedback	Response / action taken
2018-19	Slides have too much information / writing too small	Slides redone
2018-19	Need more guidance for assignment	Additional guide added to VLE
2019-20	Want slides and handouts to be available on VLE	Now available
2019-20	Want slides to be available before lecture	Slides will only be uploaded after the lecture because it seems to promote student engagement.

- 2.10. **Programme Leaders** to review teacher summaries from Review Form alongside raw feedback on VLE.
- 2.10.1. Programme Leaders to discuss any specific issues with teachers as required.
- 2.10.2. Programme Leaders to write a brief summary on module feedback across the programme as a whole, noting any wider trends, and suggesting relevant programme-level actions to be taken as needed.
- 2.10.3. Programme Leader to note any examples of good practice in how teachers have responded to feedback.
- 2.10.4. Raw feedback to be treated confidentially.
- 2.11. **Programme Board** to review Programme Leader summary, and any Teacher module summaries as required, and agree action points.
- 2.11.1. Semester 1 modules to be reviewed at Spring/Summer Programme Boards; Semester 2 and 3 modules to be reviewed at Autumn Programme Boards.
- 2.11.2. Individual module scores or feedback comments should not be reported in detail.
- 2.11.3. Board may highlight examples of excellent student feedback, as well as good practice in teacher responses.
- 2.12. **Programme Administrators** to ensure Programme summaries and action points are collated, noting any decisions or actions taken by Board.
- 2.12.1. Programme summaries and action points go to September Academic Board.
- 2.13. Feedback summaries (as provided to Review Form) to be reviewed during Appraisals, where line managers will be looking for evidence that teachers have been responsive to student feedback and allowed it to inform module development.



### 3. Feedback Response Rate

- 3.1. Increasing the rate of feedback should be a team effort between the administration, leadership and teaching staff, with all parties making efforts to encourage students to participate in the feedback process. Both automated reminders and personal encouragement is important.
- 3.2. Research suggests that more successful and engaged students are more likely to complete online evaluations.<sup>7</sup>
- 3.3. Some of the reasons why students are not motivated to complete end-of-module online evaluations:<sup>8</sup>
  - 3.3.1. Current students do not benefit, only future cohorts.
  - 3.3.2. Students lack confidence that evaluations will be seen beyond the individual teacher or taken seriously.
  - 3.3.3. Students do not perceive that these have an effect on teaching effectiveness or performance review.
- 3.4. There is evidence that the following actions improve student response rates:<sup>9</sup>
  - 3.4.1. Reminding students about the evaluations and their importance.
  - 3.4.2. Appeals to social cooperation and social responsibility.
  - 3.4.3. Mid-module evaluations.
  - 3.4.4. Stating how module evaluations will be used to improve the course.
  - 3.4.5. Evidence that module evaluations make a difference.
  - 3.4.6. Ensuring that surveys are relevant.
- 3.5. **The School aims for a 75% response rate**; more for small cohorts.
- 3.6. The process in Section 2 includes **automated feedback reminders** from the VLE to those students who have not completed feedback. The VLE rewards those who have done so with a 'completed' VLE activity.
- 3.7. **Teachers (alongside Programme Leaders and the Academic Dean)** are to monitor evaluation response rates in their modules and take reasonable steps, alongside the automated reminders, towards increasing this rate and promoting student feedback.
- 3.8. **Teachers** to raise the profile of student feedback by ensuring that the following key steps take place:
  - 3.8.1. The importance of student feedback is noted in class, including how feedback has been / will be used to modify that particular course (using specific examples where possible).
  - 3.8.2. Students are emailed through Course News to remind them of the importance of student feedback and how it will be used in this module. Examples specific to the module/teacher should be used where possible.
  - 3.8.3. Time is given in class to complete evaluations.
- 3.9. **Programme Boards** to review response rates during each review period and discuss further strategies to increase these.

---

<sup>7</sup> 'Strategies for Increasing Response Rates', 48 [<https://files.eric.ed.gov/fulltext/EJ1136018.pdf>]

<sup>8</sup> 'Strategies for Increasing Response Rates', 49 [<https://files.eric.ed.gov/fulltext/EJ1136018.pdf>]

<sup>9</sup> 'Strategies for Increasing Response Rates', 50

## 4. Mid-Module Evaluation

- 4.1. Programme Boards to consider the introduction of 'light-touch' mid-module evaluations.
- 4.2. Mid-module evaluations are particularly encouraged for:
  - 4.2.1. New modules
  - 4.2.2. New lecturer / tutor
  - 4.2.3. Modules where teaching has been significantly changed, or where an element of the module previously had poor feedback.
- 4.3. Mid-module student evaluation has a number of benefits:
  - 4.3.1. Alerts teachers to problems early, while there is still time to resolve for the current cohort.
  - 4.3.2. Demonstrates to students that their opinions matter and concerns are acted upon.
  - 4.3.3. Allows issues to be resolved before assessment takes place.
  - 4.3.4. Increases the profile of student evaluation and encourages responses to end-of-module feedback.
- 4.4. Mid-module evaluation need not be formal and should not take significant time or effort to carry out. The choice of method depends on the module and may include one or more of the following feedback methods:
  - 4.4.1. An opportunity to give feedback to the Programme Rep during class time (with the teacher out of the room).
  - 4.4.2. Poll administered in class via the VLE, Zoom, or other digital means (such as Mentimeter).
  - 4.4.3. Post-it and flipchart – students encouraged to leave comments during lecture break or at end of class.
  - 4.4.4. Focus group.
- 4.5. A record should be kept of results and a brief summary of the feedback received should be made by the teacher and published for students on the VLE area.

## 5. Programme Feedback

- 5.1. Students have the opportunity to give feedback on their Programme throughout the year to the Programme Board through their Programme Reps.
  - 5.1.1. Programme Reps for each level of a programme are elected once a year.
- 5.2. To allow a broader range of anonymous feedback from across the Programme, students are also invited to give Programme Feedback once each year through a Programme Feedback Form.
  - 5.2.1. The Programme Feedback Form is sent out at the end of the academic year (date to be reviewed).
  - 5.2.2. The Form has a set of fixed questions, and some which are specific to the Programme.
  - 5.2.3. Completing the form is not compulsory but students are strongly encouraged to complete it.
- 5.3. Programme Feedback questions are given in Appendix 3.
- 5.4. Programme Feedback is reviewed by the Programme Leader, with a short summary report and list of actions brought to the September Academic Board.

## Appendix 1: Use of online evaluation forms

1. While paper evaluation forms given to students during class have a high response rate, the institution does not have sufficient administrative capacity to process paper forms efficiently and effectively.
2. Paper forms are labour-intensive, requiring additional processing and delivery, as well as confidential collection and storage.
3. History shows that paper forms have not been systematically reviewed, processed or recorded in a way that is useful in internal or external reporting. Institutional pressures indicate that this situation is unlikely to change.
4. Research suggests some potential benefits of online evaluations:<sup>10</sup>
  - 4.1. More flexibility in time and location for completion
  - 4.2. More time for students to respond thoughtfully
  - 4.3. Less opportunity for teacher and peer influence
  - 4.4. More anonymity
  - 4.5. Cost and environmental savings.

## Appendix 2: Core Questions

### Standard On-campus modules

1. The learning outcomes for the module were clearly explained.
2. The module was well-organised and clearly structured.
3. The module has been interesting, stimulating and stretched my learning.
4. What topic and/or session did you find most engaging or helpful, and why? (*open*)
5. The material was covered at a good pace and the workload was manageable.
6. There was plenty of opportunity to ask questions and seek clarification.
7. The quality of handouts and/or slides was good.
8. The set reading was relevant and helpful in my learning.
9. The teacher was approachable and gave the support and guidance I needed.
10. The assessment guidance and success criteria were clear.
11. The module has challenged and encouraged me spiritually and practically.
12. The module showcased diversity (e.g. in gender, ethnic and intercultural perspectives) in reading and topics.
13. To improve the module, what would you like us to stop, start or continue to do? Or any other comments? (*open question*)
14. How well did your learning in this module fit in with other modules in your programme? Any other comments? (*open question*)

The above questions are assessed using a 4-point Likert scale, apart from 12 and 13.

15. If the teaching involved two or more teachers, what impact did this have on your experience of the module? Were there any particular differences?

---

<sup>10</sup> Chapman, Diane M and Joines, Jeffrey A., 'Strategies for Increasing Response Rates for Online End-of-Course Evaluations', *International Journal of Teaching and Learning in Higher Education*, 29 (2017), 47-60: 48 [https://files.eric.ed.gov/fulltext/EJ1136018.pdf]

### **Alternative Questions for Practical Music Modules – Set 1<sup>11</sup>**

1. The learning outcomes for the module were clearly explained.
2. The module was well-organised and clearly structured.
3. The module has been interesting, stimulating and stretched my learning.
4. The material was covered at a good pace and the workload was manageable.
5. There was plenty of opportunity to ask questions and seek clarification.
6. The quality of learning materials was good.
7. The teacher was approachable and gave the support and guidance I needed.
8. The assessment guidance and success criteria were clear.
9. The module has challenged and encouraged me spiritually and/or practically.
10. Where appropriate, the module showcased diversity (e.g., in gender, ethnic and intercultural perspectives) in musical content, style and/or approach.
11. To improve the module, what would you like us to stop, start or continue to do? (*open question*)
12. Any other comments? (*open question*)
13. If the teaching involved two or more teachers, what impact did this have on your experiences of the module? Were there any particular differences?

### **Alternative Questions for Practical Music Modules – Set 2<sup>12</sup>**

1. The learning outcomes for the module were clearly explained.
2. The module was well-organised and clearly structured.
3. The module has been interesting, stimulating and stretched my learning.
4. The module design allowed me to work at a good pace.
5. The teacher was approachable and gave the support and guidance I needed.
6. The assessment guidance and success criteria were clear.
7. The module has challenged and encouraged me spiritually and/or practically.
8. To improve the module, what would you like us to stop, start or continue to do? (*open question*)
9. Any other comments? (*open question*)

### **Standard Online modules**

1. The learning outcomes and structure of the module were clear.
2. The module has been interesting, stimulating and stretched my learning.
3. The module materials and resources supported my learning.
4. The quality and breadth of the materials was good.
5. The set reading was relevant and helpful for my learning.
6. The workload was manageable.
7. Discussions in the forums were interesting and relevant.
8. The tutor was approachable and gave the support and guidance I needed.
9. The assessment guidance and success criteria were clear.
10. This module has challenged and encouraged me spiritually and practically.

---

<sup>11</sup> E.g. Aural Awareness and Sight Singing, Composition and Arranging 1/2/3, Creative Music Skills, Musicianship Skills 1/2/3, Rehearsing and Arranging for Worship, Creative Musicianship, Keyboard Skills, Aural Awareness and Improvisation, Arranging and Creativity, Creativity in Context, Songwriting A/B, Worship and Arts in Practice.

<sup>12</sup> E.g. Ensemble Skills A/B, Performance Skills A/B

11. The module showcased diversity (e.g. in gender, ethnic and intercultural perspectives) in reading and topics.
12. To improve the module, what would you like us to stop, start or continue to do? (*open question*)

### Assessment Questions

In future a 'Part B' Feedback Form may be considered for after the assessment results are released. Questions relating to the assessment might include:

1. Name (optional)
2. The assignment assessed the learning outcomes of the module.
3. I understood what was required to be successful in the assessment.
4. The tutor gave the support and guidance I needed to successfully complete my assessment.
5. The assessment process, including submission and receiving feedback, was well-organised and easy to follow.
6. I understand my assessment feedback and why I received the grade I did.
7. My assessment feedback was helpful and explained how to improve my work next time.
8. Any other comments about the assessment and feedback?

### Appendix 3: Programme Feedback Questions

1. I am aware of the learning outcomes of the Programme and feel confident they are being achieved.
2. The structure of the Programme is clear and I understand how the modules relate to each other.
3. The proportion of core and optional modules is good and I understand why the core modules have been chosen.

*During the last academic year:*

4. My knowledge and learning was enhanced.
5. My ability and confidence in the following transferable skills increased:
  - a. Teamwork
  - b. IT
  - c. Reading and writing
  - d. Time management
  - e. Communication
  - f. Other...
6. My skills and confidence increased in areas of ministry and practical engagement such as:
  - a. Personal bible study, worship, spirituality
  - b. Pastoral leadership (e.g. church, small group, other ministry)
  - c. Leading worship/service or preaching
  - d. Mission
  - e. Pastoral support
  - f. ...
7. The scheduling of the modules in the timetable/delivery calendar worked well for me.
8. The programme delivery was well-organised and I was provided with the information I needed in a timely manner.

9. I was given good guidance in relation to assessments and teacher feedback was helpful in understanding how to improve my work.
10. I had a good experience of student community on the Programme.
11. I felt well-supported in the following areas.
  - a. Information about my modules, assessments and progression
  - b. IT and facilities
  - c. VLE and library resources
  - d. Chapel, prayer and other community activities
  - e. Pastoral support, including tutor groups
  - f. Support in my subjects