

8. The threshold for a satisfactory completion rate by campus-based, full-time students for both course and unit questionnaires should be at least 50 per cent. Courses and units not achieving the threshold figure should be noted by the Associate Dean (Students) and the Head of Department.
9. It will be unacceptable to rely solely on online questionnaires if this tool does not produce response rates at the 50 per cent threshold. However, distance-learning courses and units should aim for, but not necessarily be required, to meet the 50 per cent threshold.
10. Course-level results should be considered by a combination of Student-Staff Consultative Committees, Boards of Studies and where appropriate, a Combined Honours Management Board. The initial focus should be on summary data based on the overall satisfaction question.
11. Faculties should produce summary results of overall satisfaction data for consideration at departmental and faculty level. Heads of department should comment on feedback data in their Annual Standards and Quality Review Reports.
12. A University-wide, standard template will be used for the presentation of summary data for the course and unit feedback questionnaires.
13. DCQE will centrally coordinate the number, timing and intended respondents for all student service user surveys in any academic year.
14. Qualitative feedback from students on more specific matters may also be gathered by such means as focus groups or student user panels.

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# Student Feedback

## University Policy



**This is one of a series of guidance leaflets addressing key topics in course design, delivery, assessment and support. This leaflet reflects policies agreed by Academic Council and incorporated into the Student Feedback Policy.**

**Policy statement**

Course and unit level student feedback will be collected systematically from students on all taught undergraduate and postgraduate courses using common University-defined questions.

**The Student Feedback Policy is based on four principles:**

- The primary purposes of student feedback are to:
  - inform all aspects of the student experience
  - help improve the quality of learning, teaching and assessment
  - ensure that quality management takes full account of student views
- The focus of the University's feedback questionnaires, at both the course and unit levels, will be on student satisfaction and their perceptions of the quality of their learning experiences.
- The methodology and outcomes of the National Student Survey (NSS) will be taken into account in the further development of the University's internal mechanisms.
- The primary emphasis will be on the production of quantitative survey data rather than the development of qualitative data.

This is only a summary of the key requirements of the policy – more information can be found in the full policy available from:

[www.port.ac.uk/accesstoinformation/policies/qualityassurance/studentfeedback/filetodownload,18293,en.pdf](http://www.port.ac.uk/accesstoinformation/policies/qualityassurance/studentfeedback/filetodownload,18293,en.pdf)

**Key points of the Student Feedback Policy**

1. Student feedback should be systematically collected from students on all taught undergraduate and postgraduate courses. Feedback should take place at three levels of operation:
  - unit level
  - course level
  - University level through user surveys conducted, for example, by DCQE, IS or the University Library
2. All academic departments should use common University-defined questionnaires for securing student feedback at the unit and course level. Departments and subject/course teams may supplement the standard questionnaire with their own user-defined questions, as long as the overall questionnaire does not become too onerous.

3. Course-level feedback should be secured annually from all students at levels 1, 2 and M. The course-level questionnaire need not be administered at level 3 – the focus at this level should be on securing high response levels for the NSS. However, some departments may still wish to undertake a level 3 questionnaire, for example, where it has any course with a significant level 3 direct entry student intake.
4. The unit feedback questionnaire is designed to measure student satisfaction and students' perceptions of a course unit. It should be short and quick to complete. Any additional questions should be carefully considered and focused to elicit student perceptions of other specific aspects of a unit. The number of any additional questions should be strictly limited.
5. All faculties should make provision for unit and course level feedback results to be processed by either Optical Mark Reader or through use of an online tool.
6. The course questionnaire will consist of core questions. Core questions will have the following sub-headings:
  - Academic and tutorial guidance, support and supervision
  - Learning and teaching
  - Learning resources
  - General
  - Other

Where appropriate, additional sets of standard questions should be included and targeted at particular categories of students, for example, combined honours students, distance-learning students and students undertaking work practice and/or placements.

7. Both the course and unit questionnaires will have an overall satisfaction question. This should mimic that used by the NSS: 'overall I am satisfied with this course/unit'. Any course or unit with an average score below 3.75 for this question should be identified as 'exceptional' and should be subject to further critical scrutiny. However, it is reasonable to expect that average overall satisfaction scores over 4.0 should become the established norm.