Teaching Survey Policy

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Introduction

This policy supersedes the Module Evaluation Questionnaire Policy and establishes the framework and criteria for delivering:

- module evaluation questionnaires (MEQs)
- programme-level surveys (*PLS)*

It applies to all taught modules (undergraduate and postgraduate taught across modes or delivery locations unless noted in the exemptions section. PGR research modules are excluded from this policy.

It outlines the key roles and responsibilities of stakeholders central to delivering module evaluation questionnaires.

Overall, the policy establishes MEQs and PLS as the primary means of surveying the student's experience of learning and teaching. Additional surveys may be permitted but the timing and content of these must be agreed by both the PVC E and the DVC.

Core aims

The core aims of carrying out Teaching Surveys are as follows:

- Support an excellent student experience, by enabling the student voice to be heard. PLS and MEQs are an intrinsic of part of wider student engagement activities.
- Enable the programme and module leader to understand how the teaching, assessment and feedback has contributed to student learning.
- Help the programme team to know how the design and presentation of modules and overall programme has been received and where improvement could be made.
- Enable comparisons to be made across programmes, departments, and faculties in terms of module performance and student feedback.
- Enable the University to understand the overall student learning experience for the purposes of quality assurance and enhancement.
- Encourage genuine engagement between students, academic staff and professional services.
- Ensure that students and apprentices are partners in the delivery of their programmes. Survey data should be carefully considered and action taken in response to feedback should clearly articulated within Continuous Programme Performance Review (CPPR). These actions must be shared and discussed with students.

MEQ principles

In order to achieve these aims, the following principles apply:

- Modules (unless exempt) must be evaluated by MEQs every time they run. This evaluation will take place in the final 2 weeks of teaching regardless of particular delivery pattern subject to Bank Holiday and other vacation dates.

- Module Lead (as recorded on student record system) are responsible for the promotion of the MEQ. The module leader in conjunction with academic colleagues teaching on the module will introduce and deliver the MEQ during class time where possible.
- To ensure pan-University consistency, a set of 10 core questions will be used for every module (unless apprenticeship-related where a specific question sets applies). These questions include the ability to give free text feedback.
- In consultation with the relevant Department Management Group or Campus Director, an additional 2 questions may be included in each MEQ. These additional questions should focus on module improvements/you said we did etc and be based on a Likert Scale Answer. Additional questions should be agreed and submitted 4 weeks before Survey period.
- Responses will be sought using the 5-point Likert scale (from 1 = definitely disagree to 5 = definitely agree).
- For evaluation purposes students will be advised that there are no neutral responses. All questions relate to all modules and as such responses 1-3 (3 = neither agree nor disagree) will be viewed as broadly signalling dissatisfaction with a module; responses 4-5 will be seen as positive.
- An average module score will be derived from the aggregate of the 10 questions.
- In all MEQs student confidentiality is protected. However, publication thresholds apply (no less than 5). In the event of this, results are aggregated at the next reporting level.
- Students will not be asked to rate the individual contribution of different tutors where modules are team taught.
- Average module scores will be generated for all academic colleagues that have contributed significantly to the teaching of the module (above 20%) and will be made available to support discussions about teaching performance.

PLS principles

In order to achieve these aims, the following principles apply:

- Programmes (unless exempt) will be evaluated in Weeks 9-12 of the students final semester of annual study with
- Programme leaders (as recorded on student record system) are responsible for the promotion of the PLS. The Programme Leader in conjunction with academic colleagues teaching on the programme will introduce and deliver the PLS during class time where possible.
- To ensure pan-University consistency, a set of 20 questions will be used for every programme (unless apprenticeship-related where a specific question sets applies). These questions include the ability to give free text feedback.
- Responses will be sought using the 5-point Likert scale (from 1 = definitely disagree to 5 = definitely agree).
- For evaluation purposes students will be advised that there are no neutral responses. As such responses 1-3 (3 = neither agree nor disagree) will be viewed as broadly signalling dissatisfaction; responses 4-5 will be seen as positive.
- An average score will be derived from the aggregate of the 20 questions.
- In all PLS student confidentiality is protected. However, publication thresholds apply (no less than 5). In the event of this, results are aggregated at the next reporting level.
- Students will not be asked to rate the individual contribution of different tutors where programmes are team taught.

Access to Data and Results

Quantitative and Qualitative data generated by Surveys will be distributed centrally and used for quality assurance purposes. The following roles will have varying levels of access to data:

- Module Leaders will have access to their MEQ results (including qualitative feedback) for their module(s). They are required to share this with other colleagues teaching on the same module, including the free text feedback.
- Programme Leaders will have access to their PLS results (including qualitative feedback).
- Programme leaders, Heads of Education and Heads of Department will also have access to Quantitative data relevant to programmes or modules they are responsible.
- Pro Vice-Chancellor (Education), Campus Directors, Faculty Pro Vice-Chancellors, will have access to quantitative and qualitative feedback.
- Deputy Faculty and Pro Vice Chancellors (Education) will have access to quantitative feedback and can request with supporting rationale qualitative feedback particularly when quantitative data suggests feedback requires further investigation. This qualitative data will be redacted to remove reference to named individuals.
- SU Vice President (Education) and Vice President (Postgraduate Taught) Sabbatical Officers will have access to quantitative data.
- External Examiners will have access to quantitative data relevant to modules they are examining.
- Students will have access to quantitative data for modules they are studying.
- Release of results to partners (irrespective of partnership delivery model) will mirror that of NU equivalent roles. It is expected that the Faculty Director of TNE will also receive a report for all TNE modules within the Faculty that are delivered by partners.
- Quantitative Data will be available to anyone in the University who has a legitimate interest under quality assurance purposes with approval from their Head of Department/Campus or Service Director (or deputy).
- The Quality and Teaching Excellence team manages the   process and have access to both quantitative and qualitative data to support both data integrity and potential safeguarding issues that arise from responses.

Exemptions

TNE or Franchise partners who can demonstrate equivalent module or programme level feedback surveys and provide access to quantitative and qualitative feedback to the university can be exempted from this policy.

Roles and responsibilities

Students / Learners

- Are expected to engage with programme and module evaluation and provide constructive feedback.
- Complete programme and module evaluations honestly and with consideration and respect for the teaching and support staff for each module in accordance with the Students Rules and Regulations.

Programme Leaders are required to:
- Encourage completion of PLS and MEQs in scheduled class time.
- Ensure that they do not influence students during the completion of the PLS or MEQ and that they afford students every opportunity to complete the surveys independently and express their views honestly.
- Feedback and discuss with students the results of the PLS as soon as possible, including discussing previous feedback with subsequent cohorts.
- Complete module Performance Review via the CPPR process (or equivalent whilst CPPR is being rolled out).
- Ensure that all programme related actions identified on the PLS are carried out and shared via SSPCs and other programme related student voice activities.
- Share PLS quantitative data with students on relevant Blackboard module site.
- Share feedback with educational partnership teams (e.g. TNE and Apprenticeships).

Modules leaders are required to:
- Ensure their module engages with the MEQ within the agreed timeframe and that time is allocated for the completion of the module.
- Encourage completion of MEQs in scheduled class time.
- Ensure that they do not influence students during the completion of the MEQ and that they afford students every opportunity to complete the MEQ independently and express their views honestly.
- Feedback and discuss with students the results of the MEQ as soon as possible, including discussing previous feedback with subsequent cohorts.
- Complete module Performance Review via the CPPR process (or APM for academic year 2021/22, for programmes not yet incorporated into CPPR).
- Ensure that all module related actions identified on the Module Performance Review are carried out.
- Share Module Performance Review with students on relevant Blackboard module site.
- Share teaching scores with staff who have contributed greater than 20% of teaching delivery.
- Share Module results with educational partnership teams (e.g. TNE and Apprenticeships).
- Suggest up to 2 additional questions in each MEQ. These additional questions should focus on module improvements/you said we did etc and be based on a Likert Scale Answer. Additional questions should be agreed by relevant Head of Department and DFPVC (Education) or Campus Director and submitted 4 weeks before Survey period.

Heads of Department are required to:
- Promote PLS and MEQ completion across their student population
- Ensure that each programme is allocated a Programme Leader
- Ensure that each module is allocated a Module Leader.
- Ensure all programmes in their department are surveyed within the agreed PLS window.
- Ensure all modules in their department are surveyed with MEQ within the agreed MEQ window.
- Agree via their DMG up to 2 additional questions in each MEQ. These additional questions should focus on module improvements/you said we did etc and be based on a Likert Scale Answer.

- Ensure that action plans are developed for all surveyed programmes and modules and for the department as a whole, to ensure high quality teaching provision.
- Ensure that actions outlined in plans are carried out, monitored and their impact reviewed.

All other Academic Roles are required to:
- Undertake the Continuous Programme Performance Review.

Appendix 1: Module Evaluation Questions

Module content:
1. The module was well organised and ran smoothly.
2. I felt that the module content was up to date and increased my understanding of the subject.

Module teaching and learning.
3. I found the module to be intellectually stimulating.
4. I have had opportunities to work with other students as part of this module.*
5. The quality of teaching helped me to learn and enjoy studying the module.

Module support.
6. I have been able to contact/meet module teaching staff when I needed to.
7. Learning materials on the module Blackboard site have enhanced my learning.

Module assessment and feedback.
8. The assessment requirements and marking criteria for completion of the module have been made clear and available in good time.
9. I have received informative feedback which has allowed me to develop and improve my learning.

Overall Comments
10. Overall, I am satisfied with the quality of this module.

What did you like most about the module and what suggestions can you give to improve the module? TEXT – limited to 500 characters.

Questions are answered using the 5-point Likert scale

5	Definity agree
4	Mostly agree
3	Neither agree nor disagree
2	Mostly disagree
1	Definitely disagree
*	Not applicable

When filling in the survey students will be advised that in the analysis of results 1-3 will be interpreted as negative responses, 4-5 as positive.

Appendix 2: Module Evaluation Questions (Apprenticeships question set)

Module content.
1. I felt that the module content was well organised, up to date and increased my understanding of the subject.

Module teaching and learning
2. I have had opportunities to work with other apprentices as part of this module.*
3. The quality of teaching and mentoring has helped me to develop my Knowledge, Skills and Behaviours and enjoy studying the module.
4. Sessions are delivered in a way that helps me build on my existing knowledge

Module support
5. I have been able to contact/meet module teaching staff when I needed to.
6. I have been able to access my off the job learning at the right time to support my studies
7. I am able to give my views about things that affect me and feel listened to
8. I have access to the resources that I need to do well on my apprenticeship
9. The University and has created a safe, disciplined and positive environment for me to learn

Module assessment and feedback
10. I have received informative feedback which has allowed me to develop and improve my Knowledge, Skills and Behaviours.

Overall Comments
11. Overall, I am satisfied with the quality of this module.

What did you like most about the module and what suggestions can you give to improve the module? TEXT – limited to 500 characters.

5 Definitely agree
4 Mostly agree
3 Neither agree nor disagree
2 Mostly disagree
1 Definitely disagree
* Not applicable

Appendix 3: Programme Evaluation Question Set

1. My programme has challenged me to achieve my best work
2. The programme is intellectually stimulating
3. The learning opportunities within the programme have helped me to apply my new knowledge
4. I can access my programme leader, tutors and personal tutor when I need to
5. My programme is well organised and is running smoothly
6. I feel that I am part of a community of staff and students
7. My lecturers make good use of technology to make learning materials accessible to me
8. The opportunities I have had to work with other students as part of my course have been helpful
9. I receive timely feedback on my work, written and/or verbal
10. The assessment criteria used in marking are made clear in advance
11. The timetable works efficiently as far as my learning is concerned
12. The library resources (e.g. books, on line services and learning spaces) have supported my learning well
13. The IT facilities provided have supported my learning well
14. I would know how to access help and support if I needed it
15. Staff value students' views and opinions about their learning
16. It is clear how students' feedback is acted on
17. I know how to find out who my Programme reps are
18. The programme is developing my career potential
19. The Careers and Employability support provided is preparing me well for my future career
20. Overall I am satisfied with the quality of the programme

Appendix Four: Apprenticeship-specific programme level question set

1. My apprenticeship meets my needs
2. I receive the support I need from the University
3. I receive the support I need from my employer
4. I have been able to access my off the job learning at the right time to support my studies
5. I am treated fairly by the University's staff
6. Lessons and training sessions are delivered in a way that helps me build on my existing knowledge
7. I am given feedback that helps me to improve
8. My apprenticeship is preparing me for what I want to do next
9. I have access to the resources that I need to do well on my apprenticeship
10. The University has created a safe, disciplined and positive environment for me to learn
11. I am well informed by the University about the career choices available to me and understand what I need to do to succeed in my chosen career and understand what I need to do to succeed in my chosen career
12. I am able to give my views about things that affect me and feel listened to
13. Would you recommend Northumbria University to a friend?
14. What does the University do well?
15. What could the University do to improve?
16. What is it like to be a learner at this University?