Learning and Teaching Survey Policy		Ref: PL.052-v004	
Brief Description & Purpose:	This policy supersedes the Module Evaluation Questionnaire Policy and establishes the framework and criteria for delivering Learning and Teaching surveys at Northumbria namely Programme-Level Surveys (PLS) It applies to all taught programmes, undergraduate and postgraduate taught across modes and delivery locations unless noted in the exemptions section. PGR research programmes are excluded from this policy. It outlines the key roles and responsibilities of stakeholders central to delivering PLS Overall, the policy establishes 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 the PVC Education.		
Applicable to (list cohorts):	**Staff:** All staff	**Students:** All students	**Third Parties:** All who are in a formal relationship with the University
Effective From:	1 September 2025	**Last Review Date:**	19 June 2025
Approval Authority:	Education Committee	**Approved:**	19 June 2025
Executive Owner:	Academic Registrar	**Business Owner:**	Quality Review Manager
Next Review Date:	June 2028	**Publication External Y/N**	Y

Contents

Introduction

This policy supersedes the Module Evaluation Questionnaire (MEQ) Policy and the Teaching Surveys Policy and establishes the framework and criteria for delivering Learning and Teaching surveys at Northumbria University, namely Programme Level Surveys (PLS).

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

It outlines the key roles and responsibilities of stakeholders central to delivering PLS. Overall, the policy establishes 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 the PVC Education.

Core aims

The core aims of carrying out Learning and Teaching Surveys are as follows.

- To support an excellent student experience, by enabling the student voice to be heard. PLS are an intrinsic part of wider student engagement activities.
- To enable Programme Leaders to understand how teaching, assessment and feedback on their programmes has contributed to student learning and experience.
- To help the programme team understand how the design and presentation of the overall programme has been received and where improvements could be made.
- To enable comparisons across programmes, schools, and faculties, in terms of programme performance and student feedback, to be drawn.
- To enable the University to understand the overall student learning experience for the purposes of quality assurance and enhancement.
- To encourage robust engagement between students, academic staff and professional services to genuinely work with students as partners.
- To ensure students and apprentices are partners in the delivery of their programmes.

PLS principles

In order to achieve these core aims; the following principles apply.

- PLS will be issued once per semester/teaching period, at the mid-point.
- For level 6 surveys, these will be issued towards the end of the semester to avoid the main NSS survey window.
- Surveys will be open for two to three weeks based on the academic calendar, which will be confirmed prior to the start of each academic year.
- The PLS will comprise of 8 programme level questions and 1 satisfaction question per module (using the Likert rating scale). For evaluation purposes, students will be advised that there are no neutral responses. As such responses 1-2 will be viewed as dissatisfaction and responses 4-5 will be seen as positive.
- All programme level quantitative data will be shared with Programme Leaders, School, Faculty and University Executives irrespective of response rate. A minimum of one respondent is required to generate a report.

- The closing the feedback loop functionality will be utilised within Explorance where Programme Leaders will have the ability to complete a feedback report with which they will respond to students directly on the feedback they have raised. (Appendix One)
- Apprenticeship Learners will receive additional questions regarding End Point Assessment in their survey. (Appendix Two)
- Nuanced questions for surveys used at partners will be considered where appropriate. (Appendix Three)
- Programme Leaders are responsible for the promotion of PLS. The Programme Leader in conjunction with academic colleagues teaching on the programme will introduce and deliver PLS during class time where possible encouraging engagement by student using electronic devices.
- Qualitative comments will not be collected, and students will not be asked to rate the individual contribution of different tutors where programmes are team taught.
- Surveying at a module level can be carried out at the request of the school, faculty or campus, where data suggests modules are outliers in term of outcomes on the programme, and where appropriate approval has been obtained via the Faculty Executive. In such cases, any outlier modules should be discussed locally within the Programme Team / School, to understand the context and feed into the Continuous Programme Performance Review (CPPR).
- Ongoing, local level engagement with students to receive further feedback should continue as appropriate across schools.
- Survey data should be carefully considered and actions taken in response to feedback should be clearly articulated within CPPR and shared and discussed with students working with programme Student Representatives.

Access to Data and Results

Quantitative 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.

- Programme Leaders will have access to their PLS results.
- Heads of School, Associate Heads of School (Education) and Heads of Subject will have access to quantitative data relevant to programmes they are responsible for.
- Associate Pro Vice-Chancellor (Education), Associate Pro Vice-Chancellor (International), Campus Directors and Faculty Pro Vice-Chancellors, will have access to quantitative feedback.
- The SU Vice President (Education) and Vice President (Postgraduate Taught) Sabbatical Officers will have access to quantitative data.
- Students will have access to quantitative data for programmes they are studying along with Programme Leaders comments via the closing the feedback loop.
- Release of results to partners (irrespective of partnership delivery model) will mirror that of NU equivalent roles. It is expected that the Associate Pro-Vice Chancellor (International and Educational Partnerships) 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 School/Campus or Service Director (or deputy).
- The Quality Review Team manage the process and have access to quantitative data to support data integrity that arise from responses.

Exemptions

Educational Partnerships who can demonstrate equivalent programme level feedback surveys and provide access to quantitative feedback to the university can be exempted from this policy.

Roles and responsibilities

Students / Learners are required to.

- Engage with PLS and provide constructive feedback.
- Complete PLS honestly and with consideration and respect for the teaching and support staff for each module in accordance with Students Rules and Regulations.
- Student representatives are expected to engage with Programme Leaders around student feedback and closing the loop.

Programme Leaders are required to.

- Encourage completion of PLS in scheduled class time.
- Ensure that they do not influence students during the completion of PLS and to 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. (Appendix Four)
- Contribute to CPPR School reports and discussions as appropriate.
- Ensure that all programme related actions identified via PLS are acted on and shared via programme related student voice activities.
- Share PLS closing the feedback loop report with students.
- Share feedback with educational partnership teams (e.g. TNE and Apprenticeships).

Modules Leaders are required to.

- Ensure their module engages with PLS within the agreed timeframe
- Encourage completion of PLSs in scheduled class time.
- Ensure that they do not influence students during the completion of the PLS and that they afford students every opportunity to complete the PLS independently and express their views honestly.
- Complete module performance.
- Review via the CPPR process.

Heads of School/Associate Head of School/Head of Education are required to.

- Promote PLS completion across their student population.
- Ensure that each programme is allocated a Programme Leader.
- Ensure all programmes in their department are surveyed within the agreed PLS window.
- Ensure closing the feedback loop is undertaken by all programmes.
- Ensure that action plans within CPPR are developed for all surveyed programmes and for the department, 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 One: Programme Evaluation Question Set

Agreed Question Set for Standard Programmes – linked to the NSS with 11 Likert Scale questions

Theme:	Proposed Question:
Teaching on my course	I am satisfied with the teaching on my programme
Learning opportunities	The learning opportunities within the programme have helped me to apply my new knowledge
Assessment and Feedback (Sem 1/ all teaching periods)	The assessment criteria used in marking are made clear in advance
Assessment and Feedback (Sem 2)	The marking and assessment has been fair and consistent on your programme?
Academic support	I can access my programme leader, tutors, _coach_ and personal tutor when I need to
Organisation and management	My programme is well organised and is running smoothly
Learning resources	I would know how to access help and support if I needed it (e.g. IT, Library, Ask4Help etc.)
Student voice	Staff value students' views and opinions about their learning
Overall Satisfaction	Overall, I am satisfied with the quality of the programme
Module 1	Overall, I am satisfied with this module
Module 2	Overall, I am satisfied with this module
Module 3	Overall, I am satisfied with this module

Questions are answered using a 4-point Likert Scale
5 – Definitely agree
4 – Mostly agree
2 – Mostly disagree 1
– Definitely disagree

Appendix Two: Apprenticeship-specific programme level question set

Approved Additional Question Set for Apprenticeship Programmes

EPA Q1	I understand what the End Point Assessment requirements are for my programme
EPA Q2	I feel that I have been given sufficient guidance on the End Point Assessment process
EPA Q3	I understand how the training I am receiving links to the Knowledge, Skills and Behaviours of the Apprenticeship standard and to End Point Assessment
EPA Q4	I am given the opportunity to discuss preparation for the End Point Assessment throughout the programme, and at Progress Review Meetings

Questions are answered using a 4-point Likert Scale
5 – Definitely agree
4 – Mostly agree
2 – Mostly disagree
1 – Definitely disagree

Appendix Three: Educational Partnerships proposed questions

Theme:	Proposed Question:
Teaching on my course	I am satisfied with the teaching on my programme
Learning opportunities	The learning opportunities within the programme have helped me to apply my new knowledge
Assessment and Feedback (Sem 1)	The assessment criteria used in marking is made clear in advance
Assessment and Feedback (Sem 2)	The marking and assessment has been fair and consistent on your programme?
Academic support	I can access a member of the academic team, e.g. programme leader, tutors and/or personal tutor when I need to
Organisation and management	My programme is well organised and is running smoothly
Learning resources	I know how to access help and support if I needed it (e.g. IT, Library, Ask4Help etc.)
Student voice	Staff value students' views and opinions about their learning
Overall Satisfaction	Overall, I am satisfied with the quality of the programme
Module 1	Overall, I am satisfied with this module
Module 2	Overall, I am satisfied with this module
Module 3	Overall, I am satisfied with this module

Questions are answered using a 4-point Likert Scale 5
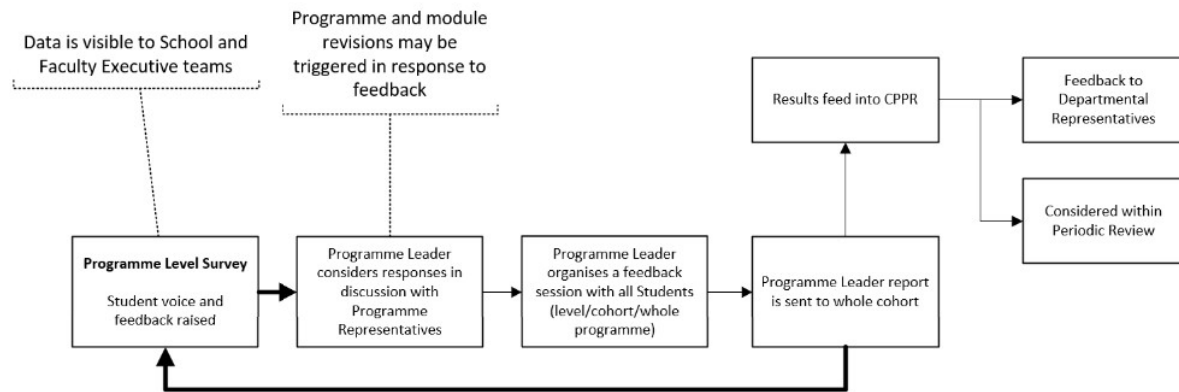– Definitely agree
4 – Mostly agree
2 – Mostly disagree
1 – Definitely disagree

Appendix Four: Closing the feedback loop

An illustrative example of how programme level surveys will utilise functionality in the Explorance system to close the feedback loop with students.

Version No.	Reviewer	Date	Changes
3.0	Governance and Enhancement Administrator	30/08/2024	Administrative changes to include updated cover sheet to be in line with Policy guidance and include a change log
4.0	Quality Review	30/05/2025	New Survey process moved from Programme Level Surveys and Module Evaluation Questionnaires to just Programme Level Surveys at the midpoint of the semester and introduced Closing the Loop