

Listening, but not hearing? Closing the loop on student feedback

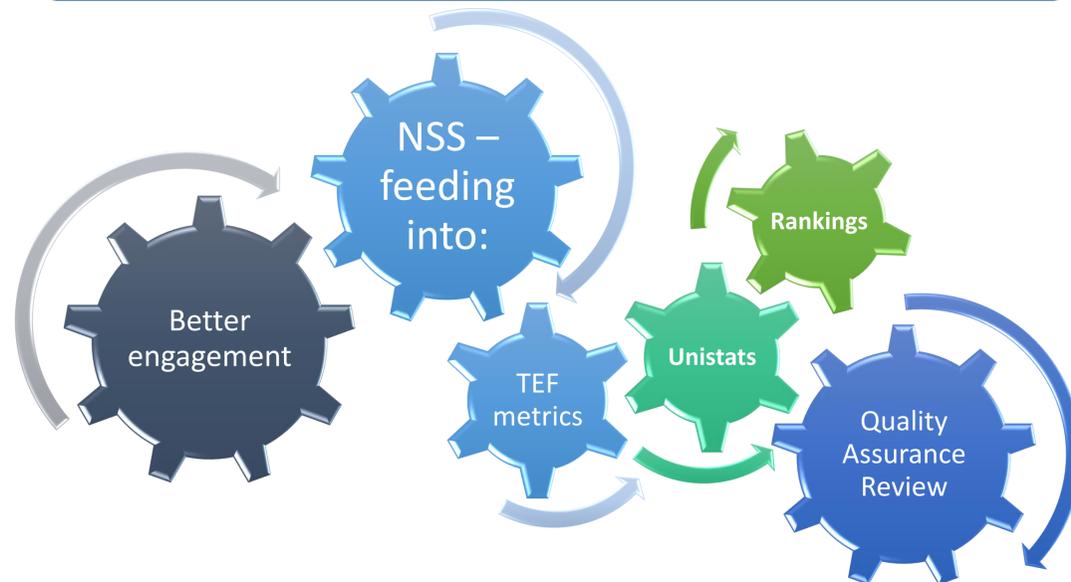
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1. The driver for change

NSS 2017 results:

| | |
|--|-----------------|
| Q23: I have had the right opportunities to provide feedback on my course | |
| Sector: 84% | Department: 81% |
| Q24: Staff value students' views and opinions about the course | |
| Sector: 76% | Department: 74% |
| Q25: It is clear how students' feedback on the course has been acted on | |
| Sector: 62% | Department: 42% |

2. Why close the loop?



The NSS headings included in the TEF metrics are: 'the teaching on my course'; 'assessment and feedback'; and 'academic support' (BIS, 2016).

Q25 is not currently in the TEF metrics. However, the degree to which students perceive that feedback has been considered correlates with the likelihood of providing a positive response to those headings which are included in TEF (Buckley, 2012).

3. How best to close the loop?

2017-18 Pilot: Staff Student Liaison Meeting

Focus

- all students have the **chance to be heard**
- SSLMs are a **forum for solutions**
- all students are **aware of actions** arising

Approach

- Uniform collection of feedback via survey on VLE
- Student reps devise survey questions
- Written response to student feedback provided for SSLM to consider.
- SSLM used as a **forum for responding to (not gathering) concerns**
- Student reps empowered during SSLM to **help find solutions**
- **Rolling action plan** produced: considered at every SSLM to track progress

Closing the loop

- Staff responses & rolling action plan uploaded to VLE
- Lecture time given to update on latest action plan

2017-18 Pilot: Termly Review

Focus

- student opportunity to influence module changes whilst studying the module
- informed of changes made in real time.

Approach

- Termly Review undertaken in November and February
- Survey on VLE
- Dedicated class time to complete it
- Two simple questions: one thing to keep, one thing to change.

Closing the loop

- Module Leader responds within two teaching weeks:
 - Orally during a lecture (explaining responses to feedback provided);
 - In writing, posting written response on VLE page

4. The verdict from the students

Surveyed all Level 6 students.

'very simple and quick to do [...] easy and accessible'

'our views are quickly heard'

'improve[s] the module as you're taking it'

'changes can be implemented immediately'

'can see changes earlier so they benefit me'

'important to provide feedback during module'

'allows us to experience improvements that we have suggested'

'allows for changes to happen for us'

'more likely to give [feedback] in a lecture'

96% Welcome Termly Review

Welcome online SSLM feedback

82%

'more student focused'

'easy to access'

'[student reps] are more likely to communicate the feedback back to students'

'easier to contact [reps] this way'

'easier than speaking [to reps] in person'

'easier than trying to contact [your rep]'

'more likely to get more responses'