

Student feedback systems

Bradford College, Academic Standards Unit

1. Bradford College's Quality Assurance processes require that feedback is collected from students on a regular basis to monitor and enhance teaching and learning quality.
2. As well as contributing to the College's quality assurance procedures, feedback systems promote openness and discussion on teaching and learning within the Departments. Improvements in teaching quality are encouraged through motivating staff to reflect on their teaching, in response to feedback.
3. Information from feedback is considered by course teams in course team meetings and forms part of the annual course review and evaluation process. Information and action taken relevant to feedback are circulated to students to demonstrate that their feedback is acted on and to close the feedback loop.

Student Representatives

4. Student representatives are important participants in feedback, facilitating two-way staff-student communication. They are supported in their role by the Department and by the Bradford College Student's Union. The Union provides a training course for student representatives.

Course Committees

5. The Course Committee is comprised of staff and student representatives (including a representative from the College Library Services). The Course Committees act as a means of communication between staff and students and meet regularly during the academic year. The Committees can effect some changes in course delivery in time to benefit current students. More substantive changes relating to the content of courses and to course processes are overseen by the Academic Standards Unit as part of the College wide processes designed to deal with revisions to validated programmes.
6. The Course Committee is also used for communicating information about developments in teaching and learning, information about graduate opportunities and social events, which the Department encourages the students to arrange for themselves.
7. Student participation is actively encouraged and supported:
 - An agenda is circulated in advance to all representatives, to which they can contribute
 - Student representatives are reminded by the Agenda and by Course Leaders to consult with their fellow students before the meeting
 - Meetings are formally minuted
 - Student representatives take turns in presenting their issues to the meeting and meeting Chairs ensure that they are all given the opportunity to speak. Student representatives' participation in all aspects of the meeting Agenda is welcomed and encouraged.

8. Course Committees receive reports on Unit Feedback processes conducted within the Departments and the College wide Student Perception of Course Survey (SPOCS - see below) results. Matters arising from Course Committee meetings are reported to the Departmental Board meetings as part of the process whereby individual courses and programmes of study report to the Board

Unit Feedback

9. Feedback on Units is conducted by the Departments and by course teams. A variety of methodologies are used including Feedback Questionnaires, Unit questionnaires and formally minuted meetings between staff and students. Normally feedback is obtained at the end of every unit each time it is taught.
10. Reports in Unit feedback go to the Course Committee meetings where problems and other issues relating to the unit teaching and learning process can be discussed and actions formulated.
11. Matters arising from Unit reviews that require, and can be dealt with by, immediate action can be taken up by Unit Leaders and other members of the Course Team.
12. Examples of changes that Departments and Course Teams may make in response to Unit feedback include:
 - Unit content updating
 - Reading lists updating
 - Teaching and Learning methods reviewed
 - The Timing of course work submission reviewed
 - Teaching Rooms
 - The availability of resources – i.e. IT and library
 - Mode of Assessment
13. Modifications to units or programmes that affect learning outcomes, assessment or other significant revisions are submitted to the Academic Standards Unit for consideration under Minor Modification Approval procedures.

Student Perception of Courses Questionnaires

14. Central Student Perception of Course Questionnaires are conducted at 3 stages through the duration of a course programme. These stages are:
 - Post Induction
 - Mid Course
 - End of Course(and in some cases at the end of units)
15. A full description of the Methodology and Sampling method adopted by the College can be found within this website.

On completion of the Central Student Survey, a report is produced by the Academic Standards Unit compiled from the analysis data that has been produced.

Departments receive a copy of the report. The information contained in the report is cascaded down to course team level, and a summary of the report is fed back to the students taking part in the survey (via Student Notice Boards and Course Committee

meetings). A copy of the report is kept on file within the ASU for internal and external scrutiny. Where there are a significant number of weaknesses identified in a student survey or where one aspect raises particular cause for concern, HoDs will be asked to make a response together with a plan for action based on the findings of the survey. In future the introduction of 'trigger points' should provide useful indicators for monitoring and action purposes. A representative sample of reports, including those raising concern, together with responses from HoDs are sent to the Assistant Director: Academic Planning. Copies of the responses are kept on file for internal and external scrutiny.

16. When all of the survey reports have been completed a departmental and College wide report is produced, providing an analysis of all the individual survey results. A spreadsheet showing the percentage breakdown of student response by department is produced for benchmarking purposes.

Informal Feedback

17. In addition to the formal systems of feedback established in the Departments, opportunities for informal feedback are maintained in order to maximise student involvement in the teaching and learning process, promote staff-student communication throughout the year, and deal with urgent or pressing problems. Students can raise problems with Personal Tutors, lecturers and/or go directly to Course Leaders and Programme Managers. Problems will be dealt with in consultation with lecturers, Course Teams, Departmental Managers and other staff, as appropriate, in the College.

'Closing The Loop'

18. It is primarily through the Course Committee system that information on action taken is passed back to the students. The minutes of the meetings (with unit reviews and reports appended) are posted on the student noticeboards and action taken on issues raised by student representatives is reported at the following Course Committee meeting. In addition to this Course Tutors and unit leaders pass information on developments to students on an informal level. Noting the need to keep students informed, the Departments are introducing a 'news sheet' which will give a resume of action taken and new developments and will be posted on the student noticeboards.