Annex M: Student Evaluation

1. This section of the Code of Practice is concerned with arrangements for obtaining the views of students on matters related to learning and teaching and for consideration of the views of students.

2. Schools should seek the views of students on each of the modules they have taken (see 3 below) and consider the feedback on the programme they have taken (see 4 below) as obtained via the questionnaires administered centrally by the University and by the NSS (National Student Survey). Schools should also establish one or more Staff-Student Liaison Committees (see 5 below).

3. Module Evaluation
   The purpose of module evaluation is threefold.
   With regard to quality assurance, it should:
   - inform the annual monitoring of modules.
   With regard to quality enhancement, it should:
   - provide short-cycle, developmental feedback to assist staff to reflect on programme/module design and teaching, and allow them to make changes as appropriate;
   - encourage students to reflect on their own learning.
   There are two main methods.
   a. End of module evaluation
      Opportunity must be provided for anonymous student evaluation by an end of module questionnaire each time a module is offered. The module evaluation questionnaire will be provided online.
      For quality assurance purposes, the module evaluation will contain closed choice questions regarding:
      - the provision of resources (School and central, e.g. computing, library);
      - the adequacy of the physical setting (lecture rooms and other facilities);
      - the information provided about a module both before and during the module;
      - the organisation and delivery of material,
      - the setting and punctual return of assessed work
      - the helpfulness of all forms of feedback and opportunities for discussion on individual work.
      For quality enhancement purposes, the same module evaluation may include open-ended questions which allow students to express their views freely.
   b. Other forms of evaluation and feedback
      In addition to any quality enhancement material collected in the second part of the questionnaire, other forms of evaluation and feedback should be collected especially in the early and middle part of a module (see appendix for examples). These allow students to express their views and provide short-cycle feedback to staff. In addition separate forms of evaluation may be used for different components
of a module (e.g. lectures, seminars, laboratory classes or components taught by different persons).

Each teacher/module convenor will determine procedures for collecting enhancement data, analysing responses, and providing feedback to students.

Postgraduate taught students will be requested by the Graduate School to complete a Postgraduate Taught Experience Survey (PTES)\(^1\).

c. **Use of evaluation data**
   - Teachers or module convenors will include a statistical summary of fixed choice question responses, and responses to such data where appropriate, as part of the annual monitoring process (see Annex E\(^2\)).
   - Teachers or module convenors will include a report of enhancement data as part of the annual monitoring process. (The method used to solicit it should be stated.)
   - All staff should be given an opportunity to respond to questionnaire and feedback data.
   - Students should be informed of how their views have been considered and with what result, for example by making available to them through the annual monitoring process and minutes of meetings of Boards of Studies.

4. **Programme Evaluation**

Directors of Studies should summarise in their annual reports the feedback on their programmes obtained via both the end of module questionnaires administered centrally by the University and the exit questionnaire undertaken by the NSS (National Student Survey).

5. **Staff-Student Liaison Committees (SSLCs)**

5.1. Staff-Student Liaison Committees should be regarded by Schools as a forum for engaging students in the quality management and enhancement of their programmes of study. SSLCs should be seen as an opportunity for staff members to consult with students on all aspects of their student learning experience and involve them in discussions with regard to future developments in the School.

5.2. Each School will establish one or more Staff-Student Liaison Committee. It is for Schools to decide whether it is appropriate to have a single such Committee or whether, for example, there should be a Committee corresponding to each Board of Studies.

5.3. The membership of the SSLC should include at least one student from each stage of each programme or group of programmes falling within the remit of the Committee and, for each programme or group of programmes, at least one member of staff who has a detailed knowledge of the programme(s).

5.4. SSLCs should meet at least once per term. Dates of meetings should be widely publicised within the School and students and staff should be invited to submit, through their representatives, items of business for consideration by the Committee.

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\(^1\) Further information may be found at [https://www.kent.ac.uk/graduateschool/pgsurveys.html?tab=postgraduate-taught-student-survey-ptes](https://www.kent.ac.uk/graduateschool/pgsurveys.html?tab=postgraduate-taught-student-survey-ptes)

\(^2\) [https://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html](https://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html)
5.5. SSLC meetings should be arranged, as far as is possible, for times and dates when the student representatives are able to attend. (This may, for example, be on Wednesday lunchtimes, when timetables are often clear.)

5.6. Prior to the Staff-Student Liaison Committee meeting an agenda-setting meeting should take place between the SSLC Chair and the student representatives. The agenda-setting meeting should include an opportunity for the student representatives to bring to the attention of the Chair any matters that they wish to raise at the SSLC. This will ensure such matters are included in the agenda and allow them to be properly addressed at the SSLC.

5.7. Student representatives are expected to attend all relevant SSLC meetings. If, exceptionally, a student representative is not in a position to attend a SSLC he/she is encouraged to send a written submission to the meeting instead. The student representative may also send a written submission to a meeting if there is a matter that the representative feels should be raised anonymously. Any written submissions should be sent to the Chair by the date of the agenda-setting meeting.

5.8. Assessment deadlines must be communicated to students at the beginning of the academic year and, where possible, assessment deadline schedules are expected to be timetabled in collaboration with students. It is envisaged that this will be undertaken with each current student cohort for the next cohort, as an agenda item in the final SSLC meeting, and subsequently reported to the School Education Committee. The School should communicate clearly to its incoming cohort that the assessment deadline schedule was derived in collaboration with students the previous term (and that they will have the same opportunity in their turn).

5.9. Agendas for meetings and associated papers should be sent to all members in advance of meetings.

5.10. Agendas for meetings of SSLCs should include any matters raised by student representatives as per 5.6 above and should ensure that there is opportunity for consideration of suggestions from staff or from students for the development and enhancement of programmes. Agendas should be comprehensive and provide scope for discussion of all aspects of student learning, including, for example, programmes and modules of study (including teaching, learning and assessment methods), the Personal Academic Support System (PASS), learning resources, disability support and curriculum development.

5.11. Specific agenda items to be discussed by SSLCs include:

- Matters raised by student representatives;
- NSS and other internal survey results;
- Recommendations from External Examiners (see Annex K: *External Examiners* section 13.1);
- Proposed programme specifications (both new and major revisions to existing specifications) prior to the specifications being submitted for Faculty approval (see note);
- Assessment and feedback matters;
- The School’s feedback return rates (see the Credit Framework Annex 6: *Marking*, section 27);
- Assessment deadlines for the coming academic year (see 5.8 above).

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3 [https://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html](https://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html)

4 [https://www.kent.ac.uk/teaching/assessment/afpolicy.html](https://www.kent.ac.uk/teaching/assessment/afpolicy.html)

5 [https://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex6.html](https://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex6.html)
Student representatives must be given the opportunity to be explicitly involved in discussions at the SSLC. Student comments and School responses should be recorded in the SSLC minutes.

**Note:** Discussion on programme specifications should focus on what the students might see as attractive about the programme, and what they would want to learn and experience while studying for it. The relevant extract of the minutes will be included in the documentation submitted to PASC (as per Annex C: Approval and Withdrawal of Taught Programmes section 2.3.1 ix).

5.12. Minutes of meetings should be made available to all students taking the programme(s) falling within the remit of the Committee and to all staff teaching on the programme(s).

5.13. SSLCs should report to and make recommendations to the appropriate Board(s) of Studies.

5.14. Students should be informed of how their views have been considered in a timely fashion following each Staff-Student Liaison Committee meeting.

5.15. Schools should monitor the attendance of student representatives at SSLCs and the SSLC secretary should advise Kent Union as soon as possible of any non-attendance. SSLC secretaries are recommended to maintain attendance lists (for both staff and students), which will allow any non-engagement to be easily identified.

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*6 https://www.kent.ac.uk/teaching/qa/codes/taught/annexc.html*