



Senate

<b>Paper Title</b>	Student Experience, Teaching, Learning and Assessment Strategy: programme-level survey
<b>Outcome requested</b>	Senate is asked to <b>consider</b> the report on the consultation and <b>approve</b> next steps.
<b>Points for Senate members to note and further information</b>	<p>There has been open consultation on the SETLA survey in November across the College encouraging feedback from academic staff, administrative staff, professional services staff and students. The Student Union has conducted focus groups (see Appendix 1) and there have been meetings with some staff groups.</p> <p>It is proposed that the SETLA survey task and finish group should meet again in January to finalise the QM specific questions that will be used in the spring alongside the national pilot questions. These will be adapted to take account of the comments received.</p> <p>Further comments on SETLA questions are welcomed and should be emailed to Susan Dilly by 2 January 2014.</p>
<b>Questions for Senate to consider</b>	To provide comments on the consultation and proposed SETLA survey.
<b>Regulatory/statutory reference points and links to College strategy</b>	n/a
<b>Strategy and risk</b>	n/a
<b>Reporting/ consideration route for the paper</b>	<p>Senate comments will be considered at the January meeting of the SETLA Task &amp; Finish group with the final questions being submitted to the March meeting of Senate.</p> <p>Once the survey has been run the June meeting of Senate will receive feedback on the process.</p>
<b>Authors</b>	Professor Susan Dilly Vice-Principal (Teaching & Learning)
<b>Sponsor</b>	

## Senate Paper

### Consultation on the SETLA survey

There has been open consultation on the SETLA survey in November across the College encouraging feedback from academic staff, administrative staff, professional services staff and students. The Student Union has conducted focus groups (see Appendix 1) and there have been meetings with some staff groups. A small number of students have also completed the survey and their results and comments are at <http://connect.qmul.ac.uk/teachlearn/studentfeedback/SETLA/116219.html>. In the same time period, the National pilot for a new survey on student engagement has completed in its first phase and the results are available via the above link and at <http://www.heacademy.ac.uk/surveys/engagement>. QM is being included in the second pilot which will run in Spring 2014 and will include Questions 1,2 & 3 of the SETLA survey.

Recommendation- It is proposed that the SETLA survey task and finish group meets again in January to finalise the QM specific questions that will be used in the spring alongside the national pilot questions. These will be adapted to take account of the comments received. Further comments are welcome before January 2, 2014.

The experience of running the survey in Spring 2014 will lead to modifications which will be presented to Senate in June 2014, prior to the first pan-College survey of second year students in September 2014.

#### Key points raised by the consultation

A common query was around the misunderstanding that we would not be able to identify the students by school, programme and year and this would affect interpretation. The intention is to link each student's responses anonymously to their SITS information and so it will automatically allow analysis by school, programme, and other demographic data.

The presentation and design of the survey was noted to be important. There is a technical group working on this at the moment and it is intended that this will be available online and via mobile devices. There will be additional drop-down follow-up menus where appropriate (eg providing a free text box when a student indicates dissatisfaction with an area) and, in the long run, there may be the option for additional programme, subject or year specific questions.

There were several comments about the response categories with most regarding them as vague and imprecise. The students suggested that they would like a neutral mid-position response and that a numerical scale might be preferable. The current terminology for responses is that used by the NSSE and the UK National pilot. The

national pilot is considering introducing an additional category into each terminology to create a five-point scale but keeping the existing terms. It is recommended that for the first running at QM in Spring 2014, we follow the revised national pilot and then reconsider for September.

There was general agreement that internal and external expertise on survey design and presentation should be used. At this stage, we have involved internal staff with expertise on evaluation and are involved with the National Pilot and looking at their evaluation of their survey design. Their initial evaluation has been tested on 8500 students and an item analysis has been performed (<http://www.heacademy.ac.uk/surveys/engagement>). The level of analysis and expertise available to the National Pilot group is significantly greater than we could achieve at Queen Mary and so it is proposed that, after we have used the National Pilot engagement section in Spring 2014, we discuss the final form with them.

Another common comment was that the introduction was too long and didn't make it clear that the responses were anonymised, and the final signoff did not go into details of how the survey would be used by the college, what the timescale was for presenting the results and whether the information would be freely available. The introduction and the sign off will be modified to take these points into account.

Three appendices are attached. The first is the comments from the student focus groups, the second is from the School of Mathematics (as an example of an academic perspective) and the third is from Professional Services. These illustrate the different expectations and the challenge of designing a survey of this type. The Task and Finish Group recommended that there should be a strategy and policies around surveying students so that we ensure that the burden to students is minimised and the value of the information is maximised. The first stage of this would require a 'survey of surveys' since there are many 'customer services' style surveys being conducted on a regular basis in Professional Services but without central oversight or sharing of information. (The equivalent on the academic side is the standardised and internally benchmarked module evaluations). As can be seen from Appendices 2 and 3, the tension is that at a local level there is the desire to have questions at a level of granularity that would make the survey prohibitively long. Some of this may be possible to address through drop-down menus requesting more details. The danger, however, is that this may end up emphasising the more negative aspects by asking additional questions only where students are dissatisfied.

Susan Dilly

27/11/13

## Appendix A

# Students' and the SETLA Survey



### Introduction

As part of the process to introduce a new Student Experience survey at QM, it was proposed by the Students' Union to organise some sessions in which the students could give feedback on the survey's content and style.

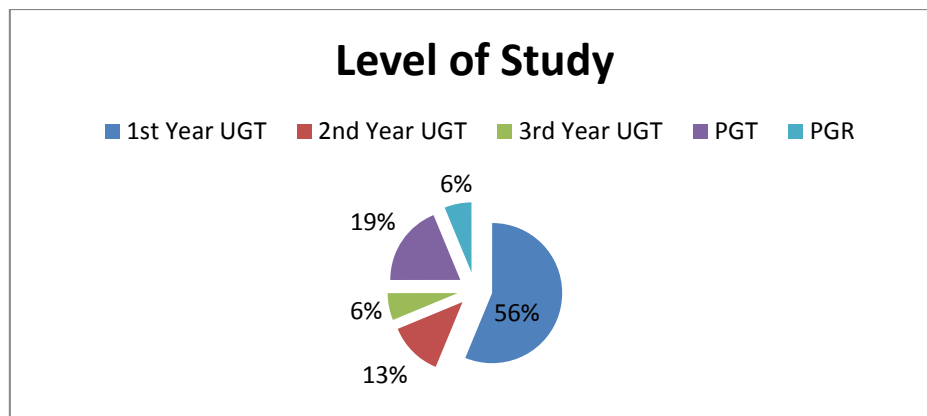
Two formal focus groups were carried out and they were attended by 10 and 5 students respectively. In the following report we will present some of the feedback and impressions which students communicated.

### Methodology

The two focus groups were quite structured and the same list of questions was asked during both sessions. The sessions were recorder and thus the comments transcribed in this report are reflections of the discussions had during the Focus Groups.

### Focus Groups

The tables below will show the make-up of the students that participated in the Focus Groups. Out of the total of 15 students interviewed, the breakdown according to their level of study was the following:



The courses represented in the Focus Groups were the following:

PhD Engineering	BSc Economics and Finance	BSc Physics
BEng Electronic and Electrical Engineering	MSc Management and Organisational Innovation	LLB Law
BA Films Studies	BA German and Hispanic Studies	BA English Literature
LLM	MSc Business Finance	BA Business Management
LLB English and European Law	BA English and Drama	

As seen below some of the responses can be traced to the participant in the focus group. We believe that their background information is not essential but may serve a purpose. Extra information about each student (Course, Year, Level of Study) can be found at the end of the report.

## Original Questions

What do you understand by 'student experience'?

Survey

Do you feel that the questions asked reflected your experiences as a QM student?

Do you think you would answer a survey like this?

What would be the best way to answer this survey? A link on an email? QMPlus? Other ideas?

How do you feel about the language used in the survey? Was it clear?

Is there enough detail or is it too vague?

What would you expect after completing a survey?

Did answering the survey make you think about some wider questions about your experiences at QM?

What do you understand by 'engagement'?

## Follow Up/Added Questions

The secretary to the VP Teaching and Learning was also present and thanks to his presence some extra questions were asked, which targeted some specific areas of concern and debate.

Furthermore some questions were added in order to get a clearer idea about some of the feedback given.

## Responses

### ***What do you understand by 'student experience'?***

The aim of this question was to get an idea of what students understand by some of the vocabulary used by the survey before encountering the survey itself. The question was asked before they had the chance to answer the survey. Below are a variety of responses that best reflect the variety of opinions.

"The combination of social and academic life throughout the years spent at University. Studying, going out, taking chances and exploring new areas." *Atanas*

"What students go through ie. Struggles, opportunities they had, etc. It can be positive or negative. Also, how students interact with other students." *Marina*

"How much students enjoy their course, the content of their modules, how relevant it is to their interests; whether they can complete assignments easily. How many opportunities students have for socialising and making friends." *Dominika*

"Being in a friendly environment with people that have similar interests that encourage discussion. Having resources to enhance learning." *Maria*

“What your time at QM has been and how actively involved have you been and if you’re satisfied.” *Becky*

“Any given students involvement with the University, through modules, student organisations, activities or jobs and if the student benefited from it.” *Susanne*

The question was then asked again once the survey had been completed. Some people felt that their original definition remained un-changed, however these were some of the added responses:

“Student experience is how a student develops within a specific environment; this could be in a learning or social environment.”  
*Anisa*

“Student experience is a way to ensure that students make the most out of their university life, whether it is academic or through social activities.” *Sara*

“Mostly the same, except for research benefits, equal access and disability consideration.” *Matt*

“Learning, getting to know new people, getting involved in activities and giving your opinion as part of a community. Thinking about the future and being helped doing it.”  
*Davide*

“Being aware of what the university offers – opportunities – and whether I’m making the most out of it.” *Sara*

## **Survey**

We believed it would be valuable to give a breakdown of the initial responses to the survey. During the focus group we added an extra column in each of the questions for students to write any comments they had about particular questions, these comments can be found under the question.

The tally of how the questions were answered is in a separate document as Annex 1 due to formatting issues with the draft survey

The time it took people to complete the survey was recorded in order to give an idea of how long it will take students to complete it. The shortest time was 6min 30sec and the longest time was 16min 44sec. However students were not told that they were being timed.

## ***Do you feel that the questions asked reflected your whole experience as a QM student?***

This question wanted to show whether anything was missed from the students' perspective. What we found was that some of the questions in the first section were interpreted differently by different students, and while this is interesting, it is something to consider when interpreting data. Mostly the feedback was positive and showed that the survey covered the right areas.

- “Not enough about the multicultural side of QM, I feel that the amount of international students has actually had an important impact on my experience.” *Davide*
- “I felt it didn’t ask me enough about first year accommodation.” *Matt*
- “I’d say they were quite complete”. *Atanas*
- “Maybe something about the multicultural aspect” *Dailin*
- “1B was a good question because you have to link your modules together”. *Atanas*
- “Perhaps it would be wise to ask questions about the distribution of work. I think at QM students have peak times of work that really affect students”. *Atanas*

Question 1.g interpreted differently. Some students felt that because they were first year UGT they hadn’t had the chance to do that yet or were not expected to this yes.

- “I know that I can ask questions but I just haven’t felt the need”. *Maria*
- I felt I have done that, absolutely”. *Davide*

### ***Do you think you would answer a survey like this? What would incentivise you to do so?***

Some students felt that it was in their interest to complete a survey because it had the power to change things, and also felt a responsibility towards future students. Perhaps this could be an effective way to market the survey.

- “Module evaluation forms you answer them because you feel it is important to give that feedback. If you are dissatisfied you have to give feedback but because in the future it will benefit you and others.” *Sara*
- “I think I would to make the University better”. *Marina*
- “Yes, it makes good points”. *Atanas*

### ***What would be the best way to answer this survey? A link on an email? QMPlus? Other ideas?***

There was a mixed response to this question, with all forms of surveying suggested as a “good idea”. However the overwhelming response was for an inline survey that is prompted via an email from the University or the Union.

- “I think it needs to be online, also if it tells you it will only be 5 minutes it is always quite easy.” *Becky*
- “Quite recently I was approached with a survey in Library Square and asked for 2 minutes of my time and I thought that was quite a good way to give information”. *Matt*
- “Personally I would like to get it in an email from the Students’ Union”. *Davide*
- “I think QMPlus would be a good idea because you already have to go there for so many things”. *Becky*
- “I would actually not like it on QMPlus because I only go there to get things for my course. I don’t check it every day or anything like that only when I need to”. *Davide*
- “Yes, actually maybe QMPlus might not be great because it’s already so cluttered and you already have so much information there that the survey would be lost”. *Matt*
- “A link in an email as that is the best way to interest people”. *Dominika*

Phone Apps were considered a convenient way to answer.

- “A survey in a leaflet would be good, if you leave them in receptions and you just put them in a box”. *Atanas*

### ***How do you feel about the language used in the survey? Was it clear?***

The question asking whether the environment of research and scholarship had positively affected their experience was one that created a good conversation since it was interpreted differently. Most people answered this question positively due to the research side of the question because they were not sure what was meant by "scholarship". However the consensus on the language was that it was clear and simple.

- "Fine to me". *Matt*
- "Quite straight-forward"
- "Open questions were a bit vague and hard to know what information they wanted from us". *Davide*
- "Question 11 a bit vague. Satisfaction about course or services?" *Susanne*
- "Question about engagement, what is it about, what engagement do they mean? Did I pay attention to my classes or do I have friends?" *Davide*

7 K was a bit confusing

- "7 K I didn't know what it meant by scholarship" *Holly*
- "I thought 7 K was a really good question because being a Russell Group University and all you do have an interest in that area of your own learning". *Matt*
- "Actually I found that in the satisfaction questions it might have been useful to have a middle option. Most people will tick mostly agree, even if their experience is not that positive you can't properly communicate if something needs improving". *Becky*
- "Maybe a numbering system would give you a better idea of scaled rather than words". *Sara*
- "Box ticking was quite simple and the headings seemed fine". *Marina*

There was some disagreement about having a middle ground as an option. Suggestions arose to maybe re-think the working of questions or to leave a possibility for open text if you want to be more specific. Most people agreed a middle ground would be nice.

#### ***Is there enough detail or is it too vague?***

- "If there was more detail it might be too long". *Davide*
- "Some questions are a bit vague and you don't know exactly what you are answering" *Matt*
- "For most of the questions it went into detail, but the SU and Services sections were too vague". *Dominika*
- "In terms of length, if questions are just yes/no or box-ticking I wouldn't mind it being

#### ***What would you expect after completing a survey?***

This is an area that has to be closely looked at as it wouldn't be surprising if response rates were closely linked to the expectations that are linked to answering a survey.

- "From previous experience nothing ever happens". *Matt*
- "Nice to hear some feedback on what was found how the information has been used". *Becky*
- "I like seeing those things that say "you said, we did", like a follow up". *Becky*
- "Change". *Marina*

An email was a consensual agreement of a way to communicate the actions which derived from the survey.

#### ***Did answering the survey make you think about some wider questions about your experiences at QM? Would you go away and think more about it?***

- "I feel it made me think about it enough". *Davide*



- “I think it depends on how you answered the survey – if you weren’t that positive with your answers maybe you will go away and think that you should complain about different things”. *Becky*
- “I think because you are bombarded with survey, the meaning of surveys become trivial...you get regular emails about surveys”. *Matt*

There were some direct questions regarding security which were sparked by the campus security question – which shows the survey did spark some wider questions – however students pointed out that they didn’t feel they had the chance to make particular comments about areas they have strong opinions on.

***Are there too many surveys?***

- “No, not too many, but too many to make it stand out”. *Matt and Davide*

***Do you feel that this survey differs from other you have done?***

- “I felt it was the same, nothing really stood out.” *Tasmyn*

***What about the first section, did you feel that was different?***

People who responded to this question gave positive responses, however not everyone replied to it. It was interesting to see how in the first focus group employability and questions surrounding it were a surprising element of the survey as many students did not associate employability with their course. This perhaps opens questions as to where the employability questions should be placed.

- “I guess that was different – nobody has asked me those questions before”. *Davide*
- “I have never been asked about my employability or anything like that”. *Becky and follow on from everyone*
- “I think they are useful because they evaluate both how you feel but also what you do” *Atanas*
- “Makes you consider what you can do in order to improve and be more involved”. *Dominika*

***What do you think it's trying to do?***

- “Find out if you are doing enough”. *Becky*
- “Trying to find out who are the people answering, if you are a people who never studies they might not want to listen to you, if you are a hard-working student maybe your opinion is more reliable”. *Davide*

***Did you make it feel different about how you study?***

- “The first section makes you think that maybe you should be more involved. All the questions about employability made me more aware that there are services out there that can help your employability”. *Maria*
- “It may trigger a thought, but it’s not especially inspiration to go away achieve the things in the survey, it’s just a questionnaire. If I want to I may be inspired to contribute more to group discussion but that might be because of my tutor not a survey.” *Matt*
- “One thing that surprised me, was when they asked me if my teachers had asked me about my career prospects. That made me think: Why am I not getting that?” *Becky*

***Interpretation of:***

***How much have you engaged with opportunities (outside/inside QM) to develop your employability?***

- “If I think career advisors and CV clinics yes it’s OK. But if you are thinking about getting a proper job then maybe not.” *Davide*
- “I would have thought things that can enhance your CV: volunteering, course reps, student ambassadors, that sort of thing”. *Sara*
- “I would take it more as internships, making contacts”. *Matt*

***The facilities for individual and group learning on campus were good.***

- “I just assumed group and the library so I marked terrible”. *Susanne*
- “I think it might be good to split it because it is quite separate”. *Becky*
- “I think it’s quite a personal question and you will answer it differently depending on how you study, for me I work by myself. But someone who benefits from group learning might interpret it differently”. *Matt*
- “In those few times I have done group work I have found it quite difficult”. *Davide*

***What do you understand by ‘engagement’?***

“A student who is always on the go, always alert and is always looking for extras to do” *Marina*

“Making the most out of University”  
*Sara*

“Feeling intellectually stimulated by your subject and having a clear idea of what you have to do”.

“A student being actively involved and pursuing opportunities (academic, career, social, student organisations, on sports) on campus”. *Susanna*

“Someone who works to the best of their ability and participates in activities and group discussions. They enjoy their subject and are willing to take an active role”.

“Being focused and involved with work/course. But also becoming involved with social aspects of University – clubs and societies”  
*Holly*

“An engaged student is one who manages to interact with different societies, clubs and events and also uses facilities and services as provided by the university, while doing their coursework”.

**Conclusions**

From what has been seen through the comments it can be said that the survey has been well structured and that students can relate well to the questions asked. Students feel a strong link between their academic and social life when asked if being engaged so perhaps some personal development/social development questions might also add to the self-reflection aims of the survey.

Some good planning has to go into what the students will get from answering the survey. Interestingly they did not believe they had “too many” surveys but rather that they automatically assume they won’t get anything back after answering one.

**Recommendations**

- Move to a numbered system of answering the questions.
- Give the option to give further comments for each section, since different students had more to say about different areas.
- Review the way sections are split in the satisfaction section since it is not clear why they are separate if the option of “did not use service” and “not ware of service” are included.
- Review the wording for some of the questions under section 2, question 7.
- In terms of the aims of the survey there is an element of self-reflection that is sought, try and work on making this more clear since not many students identified this as part of the survey.

## Appendix B

### SCHOOL OF MATHEMATICAL SCIENCES

#### **SETLA Survey – Feedback**

The SETLA survey was considered by the Teaching and Learning Committee on 20<sup>th</sup> November 2013, together with detailed feedback (see below) on specific questions within the survey from the Education Manager (Norman McBreen) and Student Support Officer (Zak Liddell). TLC unanimously supported the issues raised, and specifically:

- Emphasised the need for the survey to be less generic as well as have a better overall structure to improve the quality of feedback, resulting in direct objectives for the improvement of student experience at the school level. Currently the questions asked are without overall structure which limits the effectiveness of feedback.
- TLC also raised concern in regards to the length of the survey and questioned whether it could be shortened by making relevant sections less general and more concise.
- Furthermore, TLC recommended that the survey should be reviewed and re-designed by an expert who could not only restructure the survey but also redesign the layout to make it visually engaging.
- Respondents are not currently asked to identify their course/year resulting in schools being unable to implement changes to directly enhance the student experience.
- Finally, in order to make effective changes at School level we need to have some way of catching the students programme or the School that they are in.

#### Section 1: Student Engagement

1. **‘In relation to your academic programme during the academic year (201x-201y), about how often have you done each of the following:’**
  - f). **‘Talked about your career plans with teaching staff or advisors’**

We believe that Question1/f (shown above) is not suitable for this particular section of the survey. It would be more suitable to create a separate section relating to career aspirations; alternatively, could this question not be placed within Q5 which focuses on careers events?

**2. During the academic year (201x-201y), how much has your coursework emphasized the following activities:**

- a) Analysing in depth an idea, experience or line of reasoning**
- b) Forming a new idea or understanding from various pieces of information**
- c) Evaluating a point of view, decision, or information source**
- d) Applying facts, theories, or methods to practical problems or new situations**

Question 2 in its entirety orientated towards humanities courses and therefore does not produce comparative results between Schools. Furthermore we fail to see the value in the feedback from this question within any School not only due to the variation of interpretation of the question by students but also the lack of further questions asking to identify whether or not students find these activities helpful in the development of their learning. We feel that question should be more related to material taught i.e.

- a) Do you feel that the coursework accurately reflects the material taught?
- b) How much do you feel that the coursework has contributed to your understanding of the material?
- c) Do you feel the length of the coursework is the right length and size for the task?
- d) Do you feel you get appropriate and timely feedback on your coursework?
- e) Do you feel that you are given enough time and resources to prepare and carry out your coursework?

Using the term coursework needs to be quantified and explained in order to limit the misinterpretation of the question. This is necessary as in Maths, coursework means the weekly homework's but in humanities coursework is traditionally a 40% component of assessment (normally essay or report). Therefore it would be beneficial to use language such as 'components of assessment' or 'module assessment practices such as week 7 tests and weekly coursework'.

**3. During the academic year (201x-201y), how much has your programme :**

- a) Challenged you to do your best work?**

Given the question and options for answer we fail to see how a student quantifies their best work? Perhaps a more appropriate question would be: 'Do you believe that you have developed through your time on your academic programme?'

**4. During the academic year (201x-201y), how often have you engaged with Students' Union activities:**

- a) Representation (e.g. running in or voting in elections)**
- b) Sports (e.g. club sport, Get Active, internal leagues)**
- c) Societies**
- d) Volunteering**
- e) Media (e.g. QMessenger, Cub, Quest, QMTV)**

This question is well structured and will provide some useful insight into which students engage in which activities, however it could be enhanced with the introduction of a supplementary question asking – ‘Which of these areas do you believe to be the most important?’

Furthermore, how much input has QMSU had into this survey? Overall it seems that without proper structure there is little useful feedback that QMSU could ascertain from the results.

**5. How much have you engaged with opportunities (inside and outside QM) to develop your employability by:**

This question does not address the student perception on events offered by QM or if they are aware and engaged with the events, without this clarification the feedback from this question would not be a fair representation of student engagement.

**a) Undertaking work and/or work experience that has developed your skills**

This is very poorly written as it is only asks about work experience and skills without linking these to the students career aspirations.

**b) Building relationships with people who can help you to get work or work experience in the future.**

We feel that this would benefit from a sub-question asking if they believe that there is enough guidance and opportunities to develop these links.

Section 2: Student Satisfaction

**7. To what extent do you agree with the following statements about your learning experience:**

**b) The modules I studied worked well together**

Clarification is needed on what is meant by ‘worked well together’ as this may bring criticism of timetabling, however if this question is designed to highlight modules which complement each other we would ask why they need to? For example, Statistics and Pure Maths do not complement each other in their content however they are both appropriate components of the subject matter.

**c) Overall, the different ways in which teachers taught the subjects worked well**

This question does not allow students to identify different methods of teaching which they find helpful/unhelpful/complementary. Without this being identified the style of teaching and the variation between different lecturers is assumed making this question a poorly structured way of asking the NSS question: ‘I am satisfied with the teaching on my course’.

**e) The assessments were well designed to allow me to show what I have learned on the programme**

As opposed to ‘show what I have learned...’ would it not be more appropriate to state “demonstrate understanding of the material”?

**h) I am happy with the way my programme is giving me the skills I will need as a graduate, preparing me for employment**

This question assumes that not only are all programmes providing students with employability skills but also that they are varying the methods in which this is achieved. We feel it would be more useful to gain an understanding of whether students feel that their programme is actually providing this by replacing question 7/h with: "I am confident that the programme is giving me skills that I need to progress and succeed as a graduate".

**k) I benefitted from being in an environment where research and scholarship clearly inform teaching**

This question assumes that students understand research and scholarship and that they can see how it shapes the teaching. We feel that Mathematical Sciences and other Schools would get low marks on this unless academics discussed directly how research has shaped thinking in that area.

**9) Please indicate how satisfied you are with the following aspects of campus life:**

We feel that the questions need reordered to show significance.

**i) The quality of service from the Fees Office**

**j) Assistance from Residential Services and Support in obtaining living accommodation**

These should be relocated into question 10 and possibly combined.

**10. Please indicate whether you have used the following services and how satisfied you are with them**

We feel that there should be some question on satisfaction with their academic School and the services provided within.

**Thank you for completing this questionnaire. The feedback you have provided will help Queen Mary to identify praiseworthy areas and areas that need improvement.**

This sign off should emphasise the importance of student feedback and how the results of the survey will shape the improvement of Queen Mary.

**Dr Thomas Prellberg**

**Chair, Teaching and Learning Committee**

**25.11.13**

We welcome the opportunity to feedback on the draft SETLA questionnaire and the points and suggestions below were contributed from across Professional Services.

### **1. General points**

It is suggested that if there was additional clarity in the opening text on how the results of the survey will be used this is likely to increase student engagement with the exercise. From our current experience of running surveys evidence suggests that if students understand that results will be shared with a head of school, institute or faculty they are more likely to give additional weight to the survey.

It is suggested that in order to achieve a satisfactory level of granularity students should be given the opportunity to explain if experience of one module varied greatly from another in the context of the overall academic year. If a good experience is gained in one module and a poor in another it is not possible to reflect this in the current questionnaire.

Questions 4,5,8,9 and 10 relate directly to a student's campus and the facilities on campus. In order to make the results more meaningful for those interpreting the completed surveys it would be useful to record which campus the student attends.

There are no opportunities to record N/A when this may be a valid answer

It is suggested that if it has not been done already feedback is sought from students on the timing of the survey. At the moment it is suggested that it is during the early part of the academic year and will be a retrospective report. There is some concern that this will fall during enrolment and induction which is traditionally a very busy time for students and therefore take up will not be maximised. It is suggested that the end of the previous year may result in a higher take up rate and that the risk of exam results influencing feedback is reduced.

The final sentence states that feedback with identify praiseworthy areas and areas that need improvement but there is concern that the questions as they are currently formed will not provide the information in order to achieve that.

### **2. Feedback on specific questions**

Q4) we ask whether students' have engaged with Students' Union activities but not what their experience of this was. This implies that the engagement itself is the primary area of interest. Could the question be expanded in order to explore levels of satisfaction with the activity? It is also suggested that asking students if they have engaged with areas outside of their subject area may give a broader picture of how students on a particular course engage with the wider QM community.

Q7) It is suggested that in line with questionnaire design best practice the categories in question 7 are changed from Strongly to Somewhat – it is felt that there is too big a distance between mostly and strongly and this would resolve this without having to add additional categories

Continuing with Q7 category

c) Do all students have the opportunity to learn in different ways and should there be an opportunity to record this if they don't?

d) Although a student may be able to record a positive or negative experience with learning materials the lack of additional detail means it will not be possible to identify why something was good or where improvements need to be made

Q8) this question would benefit from the addition of an N/A

Q9) Overall it is felt that this section is already answered in much more detail in the student barometer and it is not adding any value to this questionnaire. The questions do not provide enough detail to identify which campus is being referred to, which café and food outlets have been frequented and whether they are on a QM campus itself or adjacent to it. There are no specific questions about the teaching environment (classrooms, theatres labs etc.)

It is suggested that 9 K be changed to reflect the name of the facility which is reflection, prayer and contemplation facilities

If this section is to remain in the SETLA we would suggest that it include more questions regarding accommodation and where the student lives (on or off-site, in the family home etc.) and it would be interesting to correlate this with their overall academic experience and whether certain lifestyles impact positively or negatively on particular academic experiences.

Q10) It is suggested that only have satisfied or not satisfied is too polarised a measure of satisfaction and that it would be better to use the same range as in Q9.

3. It is suggested that the questionnaire would benefit from an additional question. This is a question already asked in the Barometer. The usefulness of including it here (whether in this or similar format) would be to allow the establishment of correlations between the different aspects asked in the SETLA survey and the propensity to recommend QM; thus, being able to infer the derived importance of each of the engagement and satisfaction elements probed

Based on your impressions at this stage in the year, would you recommend the university to other students thinking of applying here?

- I would actively encourage people to apply
- If asked, I would encourage people to apply
- I would neither encourage nor discourage people to apply
- If asked, I would discourage people from applying
- I would actively discourage people from applying