



Policy on Student feedback on teaching and learning activities

Eastern University, Sri Lanka

Center for Quality Assurance
Eastern University, Sri Lanka
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Policy Name: Student feedback on teaching and learning activities

Effective date: 01.09.2023

Responsible Party: Centre for Quality Assurance, Eastern University, Sri Lanka

1. Introduction

Student feedback is helpful in the more formal evaluation of teaching, providing that it is used and interpreted appropriately. Student evaluations of teaching provide valuable information for individuals looking to self-assess, reflect on, and improve their teaching practice. Student feedback can be formative or summative or a combination of both. Formative feedback techniques can be implemented by an individual to inform their teaching and students' learning and make adjustments, if appropriate. Summative feedback is typically an institutional or department requirement at the end/ at the latter part of the course, often used to assess and improve teaching practices for future course offerings. Summative feedback, both quantitative and qualitative, that focuses on student learning experiences and insights can also inform and enhance teaching development. Elements of summative feedback can be presented as evidence of teaching effectiveness and include the potential for growth. A record of summative feedback can demonstrate trends or patterns over time, which provides the instructor an opportunity for critical reflection over the course of their teaching career. Summative student evaluations of teaching are considered valuable and provide a collective summary of students' perceptions of their learning experiences in a course.

2. Principles

This policy sets up a framework for utilizing student feedback as a tool for improving the quality of teaching and learning process in the University. Guidelines and good practices documented herewith for obtaining student feedback is expected to streamline the mechanism facilitating consistent implementation across faculties/institute/campus/centers/departments/units (hereafter 'entity') while maintaining a higher level of compliance with local and international accreditation standards. Through this policy, each entity is encouraged to engage in obtaining and systematically responding to feedback with a primary focus on improving the quality and relevance of the study programs offered by the university.

3. Applicability and Scope

This policy shall be applicable to all teaching and learning activities of the university, which may include but not limited to,

- i. **Regular Teaching and Learning Activities** (lectures/ tutorials/ practical classes/ laboratory work)
- ii. **Teaching and Learning Events** (Training programs/workshops/Seminars/guest lectures, Induction of new students etc.)
- iii. **Course/module/subjects**
- iv. **Degree Programs**
- v. **Study Projects** (Research projects/ field work/ case studies/ discussions etc.)
- vi. **Industrial training** (Internships etc.)
- vii. **Clinical training**

4. Responsibilities and Procedures for Implementation

4.1 Responsibility

In compliance with the guidelines set out in this policy, each entity is expected to demonstrate a firm commitment to,

- i. provide mechanisms for obtaining student feedback on teaching and learning activities.
- ii. ensure that each student has an opportunity to express his/ her viewpoint in relation to teaching and learning
- iii. provide mechanisms for systematically analyzing, reporting and ensure that actions are taken in a timely manner on the feedbacks obtained.
- iv. provide mechanisms for periodically inform the stakeholders of what has been done in response to feedback.
- v. periodically review the aforementioned mechanisms set out in each entity and take remedial actions and/or report concerns, if any, to the CQA.
- vi. ensure that each academic staff member demonstrates an adequate awareness and commitment to internalize this policy.

4.2 Ethical concerns

4.2.1 Statement of purpose

An explicit statement covering the following points needs to be included at the beginning of the feedback form.

- i. The purpose for which the data is collected.
- ii. The fact that the data will not be used for any other purpose than the purpose stated in above (i)

4.2.2 Anonymity and privacy of the responses

Anonymity and privacy of the responses need to be maintained at all times. If the responses are intended to be used in such a way that the individual identities are disclosed, this fact needs to be explicitly mentioned at the time of collecting responses.

4.2.3 Voluntary nature of the responses

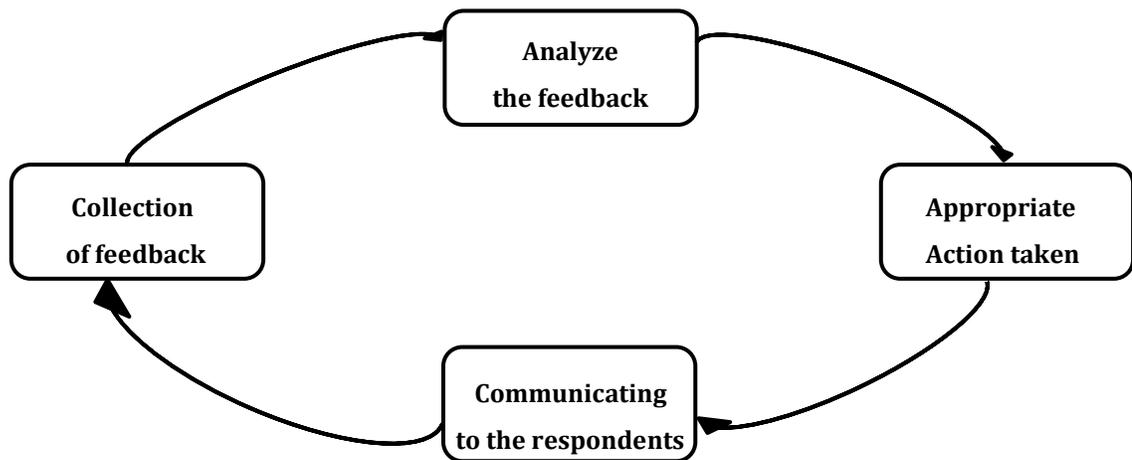
Student feedback covered in this policy shall in all times be considered voluntary for the respondent. The feedback form or part thereof shall not be made mandatory for the respondent (In case a question is marked as mandatory, suitable choices such as “I am not sure”, “I am not aware”, “neither agree nor disagree”, “neutral’ etc. must be provided for the respondent).

Responding to any of the feedback forms covered under this policy should not be used as a

precondition or prerequisite for the respondent in obtaining any of the services offered by the university.

4.2.4 Responding to feedback

It shall be the responsibility of the entity obtaining the feedback, to systematically analyze the responses, and take appropriate actions subject to the prevailing by-laws and regulations of the university. Whenever possible, actions taken on feedback and/or a summary of the results of the feedbacks obtained, need to be communicated to the respondents and prospective participants by way of suitably published formats such as newsletters or web notices.



4.3 Benchmarks for feedback forms

In designing the forms for obtaining feedback relating to the activities listed under Section 3 of this policy, the guidelines set out in the tables 1 through 7 in the appendix are recommended.

4.4 Monitoring, Review and Evaluation of the Mechanisms

The Senate Standing Committee on Quality Assurance and the Faculty Quality Assurance Cells/Internal Quality Assurance Cells are expected to monitor the implementation of this policy, and to ensure that the policy is effective in enhancing quality and relevance of the study programs. These committees shall periodically evaluate the processes under implementation and suggest appropriate measures to improve stakeholder feedback.

5. Glossary

- i. Teaching and learning activities shall include all activities conducted as part of the curricular both within and outside the university premises including sessions if any conducted through distance mode.
- ii. 'Entity' refers to the center of responsibility with regard to the relevant teaching learning activity concerned. This can be the university, a faculty, institute, campus, department, center or a unit as the case may be.

Appendix

Table 1

Type of feedback	Regular Teaching and Learning Activities (lectures/ tutorials/ practical classes/ laboratory work/ field sessions)
Aspects to be covered	<p>Quality of the lecturer</p> <ul style="list-style-type: none"> • Punctuality • Well prepared and organized • Empathy towards the students • Availability for students (within and outside office hours) • Friendly and helpful • Knowledge on the topics covered <p>Quality of delivery</p> <ul style="list-style-type: none"> • Voice and modulation • Language skills • Interaction with students • Utilization of teaching aids • Use of practical examples/illustrations • Encourages student participation <p>Quality of teaching-learning materials</p> <ul style="list-style-type: none"> • Clarity • Relevance • Adequacy <p>Quality of classroom/environment</p> <ul style="list-style-type: none"> • Availability of required equipment • Adequacy of space • Arrangement is suitable for the teaching-learning activity • Cleanliness • Outside noise/disturbances <p>Quality of the respondent</p> <ul style="list-style-type: none"> • Regularity of attendance • Pre/post preparation for the lecture • Language fluency
Frequency of feedback	At least once a semester
Timing	During the semester
Accountability	FQAC
Feedback collection and Analysis	FQAC
Facilitation	Senior Assistant Registrar /Assistant Registrar of the Faculty
Reporting mechanism	Report to the faculty board after tabling at the department meeting

Table 2

Type of feedback	Teaching and Learning Events (Training programs/ workshops/ Seminars/ guest lectures/ Induction of new students etc.)
Aspects to be covered	<p>Quality of the lecturer</p> <ul style="list-style-type: none"> • Punctuality • Well organized • Empathy towards the students/participants • Friendly and helpful • Knowledge on the topics covered <p>Quality of delivery</p> <ul style="list-style-type: none"> • Voice and modulation • Language skills • Interaction with students • Utilization of teaching aids • Use of practical examples/illustrations • Encourages student participation <p>Quality of teaching-learning materials</p> <ul style="list-style-type: none"> • Clarity • Relevance • Adequacy <p>Quality of classroom/environment</p> <ul style="list-style-type: none"> • Availability of required equipment • Adequacy of space • Arrangement is suitable for the teaching-learning activity • Cleanliness • Outside noise/disturbances <p>Quality of the respondent</p> <ul style="list-style-type: none"> • participation throughout the event • Pre/post preparation for the event • Language fluency
Frequency of feedback	Once
Timing	At the end of the event
Accountability	FQAC
Feedback collection and Analysis	Event Coordinator/Organizer
Facilitation	Senior Assistant Registrar /Assistant Registrar of the Faculty
Reporting mechanism	Report to the faculty board after tabling at the department meeting

Table 3

Type of feedback	Student feedback on Course unit/module/ subjects
Aspects to be covered	<p>Content</p> <ul style="list-style-type: none"> • Adequacy of coverage • Level of difficulty • Relevance of the content towards achieving intended learning outcomes • Quality of delivery • Order/sequence of the topics • Adequacy of allocated duration <p>Quality of facilities/infrastructure</p> <ul style="list-style-type: none"> • Availability of competent academics • Availability of required equipment • Availability of required teaching-learning materials <p>Quality of the respondent</p> <ul style="list-style-type: none"> • Regularity of attendance • Pre/post preparation for the lecture • Language fluency
Frequency of feedback	Once a semester
Timing	At the end of the Course unit/ subject
Accountability	FQAC
Feedback collection and Analysis	Department
Facilitation	Senior Assistant Registrar /Assistant Registrar of the Faculty
Reporting mechanism	Report to the faculty board after tabling at the department meeting

Table 4

Type of feedback	Student feedback on Degree programs
Aspects to be covered	<p>Content</p> <ul style="list-style-type: none"> • Relevance of the content towards employability • Relevance of the content towards scholarship/intellectualization needs of the student • Adequacy of coverage • Necessity and availability of inter-disciplinary contents • Quality of delivery • Order/sequence of the topics • Adequacy of allocated duration <p>Quality of facilities/infrastructure</p> <ul style="list-style-type: none"> • Availability of competent academics • Availability and quality of key facilities/resources (library, sports, labs etc.) • Availability and quality of student support systems • Availability and quality of accommodation (hostels and outside) • Availability and quality of canteens • Availability and quality of health and sanitary facilities <p>Quality of the respondent</p> <ul style="list-style-type: none"> • GPA/Class • Language fluency
Frequency of feedback	Once per graduate
Timing	At the end of the degree program
Accountability	CQA
Feedback collection and Analysis	Faculty
Facilitation	Senior Assistant Registrar /Assistant Registrar of the Faculty
Reporting mechanism	Report to the CQA after tabling at the Faculty Board meeting

Table 5

Type of feedback	Student feedback on Study/ Research Projects
Aspects to be covered	<p>Quality of the internal supervisor/ facilitator</p> <ul style="list-style-type: none"> • Punctuality • Well organized • Empathy towards the students • Availability for students (within and outside office hours) • Friendly and helpful • Relevance to the field of specialization/ project <p>Quality of the External supervisor</p> <ul style="list-style-type: none"> • Timely guidance • Frequent communication • Necessary onsite support • Empathy towards the students <p>Extent of the learning</p> <ul style="list-style-type: none"> • Relevance of the project to the intended learning outcomes • Level of difficulty <p>Quality of the respondent</p> <ul style="list-style-type: none"> • Regularity of meeting with Supervisors • Level of engagement in the project work • following of given instructions • Language fluency
Frequency of feedback	Once
Timing	At the end of the project
Accountability	FQAC
Feedback collection and Analysis	FQAC
Facilitation	Senior Assistant Registrar /Assistant Registrar of the Faculty
Reporting mechanism	Report to the faculty board after tabling at the department meeting

Table 6

Type of feedback	Student feedback on Industrial Training
Aspects to be covered	<p>Quality of the internal supervisor/ facilitator</p> <ul style="list-style-type: none"> • Punctuality • Well organized • Empathy towards the students • Availability for students (within and outside office hours) • Friendly and helpful • Relevance to the field of specialization/ project <p>Quality of the External supervisor</p> <ul style="list-style-type: none"> • Timely guidance • Frequent communication • Necessary onsite support • Empathy towards the students <p>Quality of the training organization</p> <ul style="list-style-type: none"> • Official status • Size of the organization • Industry/sector <p>Quality of the training</p> <ul style="list-style-type: none"> • Relevance of the training to the intended learning outcomes • Peer interaction • Workload/engagement • Length of training • Opportunities/willingness for employment in the same organization <p>Quality of the respondent</p> <ul style="list-style-type: none"> • Regularity of attendance • Skillfulness in the expected work • Language fluency
Frequency of feedback	Once
Timing	At the end of the training
Accountability	FQAC
Feedback collection and Analysis	FQAC
Facilitation	Senior Assistant Registrar /Assistant Registrar of the Faculty
Reporting mechanism	Report to the faculty board after tabling at the department meeting

Table 7

Type of feedback	Clinical Training
Aspects to be covered	<p>Quality of the lecturer</p> <ul style="list-style-type: none"> • Punctuality • Availability for students • Accessibility for students • Well informed and organized teaching sessions (Ward Classes, Clinic and days of casualty etc.) • Methodical in teaching • Arrangements to cover the session in the absence of the clinical teacher <p>Quality of delivery</p> <ul style="list-style-type: none"> • Adhere to the structure informed • Audibility throughout the session • Interaction with students • Utilization of clinical materials (Patients, reports of investigations, etc.) • Encourages student participation in procedures (Assist in surgery, delivery, intubation, etc.) • Overall quality of the appointment <p>Quality of environment</p> <ul style="list-style-type: none"> • Ward/ Clinic • Group size • Adequacy of space, lighting • Over crowdedness of the ward • Outside noise/ disturbances • Availability of required equipment <p>Student Room</p> <ul style="list-style-type: none"> • Adequate space, seating capacity • Availability of teaching aids (Computer with internet) • Cleanliness <p>Hands-on experience</p> <ul style="list-style-type: none"> • Venepuncture • Insertion of cannula • Catheterization • Assisting in surgery • Assisting in delivery • Suturing of episiotomy • Others (Specify)
Frequency of feedback	Once in the clinical training
Timing	At the end of the 1st Professorial appointment
Accountability	FQAC
Feedback collection and Analysis	FQAC
Facilitation	Senior Assistant Registrar /Assistant Registrar of the Faculty
Reporting mechanism	Report to the faculty board after tabling at the IQAC