Report by Daphne O'Doherty

Student Engagement Project

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Cardiff School of Engineering, Wales

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undertaken by Dr Daphne O'Doherty (Cardiff University) on behalf of the Engineering Subject Centre

Student engagement is an important issue for Higher Education Institutions (HEIs) that has gained focus and value over the last few years (May, 2009). This is because students are often seen *'as key agents in the quality improvement agenda'* (York Consulting, 2006) and student engagement as *'central to enhancing the student experience'* (Open University, 2009). Student engagement can include a wide variety of activities that according to the Higher Education Academy (HEA) *'ranges from students influencing national policy on learning and teaching, to students developing their own individual learning agendas. In between there are examples of students engaging in institutional and departmental discussion on curriculum design and delivery'*. This project primarily focused on student engagement at departmental level, collating the views of students and staff on a range of activities, since although it is known that student engagement at University level works well, issues have previously been identified at Departmental or School level (York Consulting, 2006; sparqs).

Two surveys were sent to the Engineering Subject Centre's 'Department Contacts' at HEIs across the UK. The first survey (Appendix 1) was for academic staff and the Department Contact was asked to distribute it to their colleagues. The second survey (Appendix 2) was for students and the Department Contacts were asked to distribute it to their students. There was a small response to the survey, though they ranged throughout the HEI sector, including Russell Group, Post 1992 and the 1994 Group of Universities. There were 32 staff returns from 17 named and two undisclosed HEIs and a further 34 student responses from eight named and one undisclosed HEIs. There were seven HEIs with responses from staff and students. It is therefore very difficult to draw substantiated data from the results, and as such the report is very subjective in its interpretation.

The structure of the surveys was very similar with distinct sections on the involvement of students in module evaluation (ME); module development (MD); programme review (PR); programme development (PD); Student-Staff panel (SSP); Board of Studies (BoS); Learning and Teaching Committee (LTC); School Board (SB); Admissions (Ad) and Industrial Advisory Board (IAB). In addition, further questions were asked about module review/evaluation and development; programme review and development and the Student-Staff panel.

The overall responses

A summary of the ranked involvement of the students in the different areas shows limited agreement between the staff and students (Figure 1), with the staff viewing student involvement in nine of the ten activities as higher than the students' own perceptions. On first impressions, this could be attributed to the small numbers and that in some cases there were staff responses from a university and no student responses or vice versa. However, even when the staff and student responses from the same university were analysed, there was no consistency amongst the staff or students and therefore between the staff and students.

The staff response shows that the students are generally very or actively involved with the SSP and ME. This is mirrored in the student response though the split between very and actively involved is different for the two groups.

There is a similar level of agreement when considering the two activities with the least involvement, that is those graded as 'limited involvement' or 'not involved'. In this case both the staff and the students ranked the SB and the IAB as the two activities with minimal student involvement.
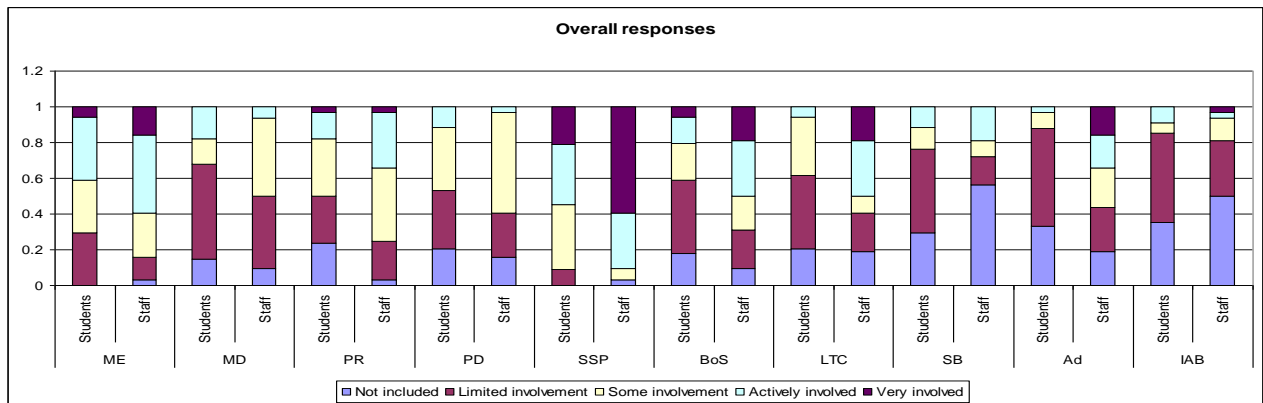
Figure 1. The level of student involvement in various activities as defined by the staff and students, showing limited agreement between the staff and students.

Module Evaluation (ME)

ME is generally a voluntary and anonymous activity. There are differences in the way ME is undertaken with some HEIs using a paper based system, some emailing questionnaires out to the students, and others using an online system.

ME Completion Rate

Most of the students responded that they had participated in this activity (18 completing all of them, 12 completing half or more of them and two completing less than half of them), with only two of the students not engaging at all. This level of engagement is not reflected in the description the students gave of student involvement (Figure 1), where only 6% of students described the level of student involvement as 'very involved'. This apparent difference in responses is believed to reflect that the level of involvement describes the individual's perception of how the students respond to the ME activity, whilst the response to how many evaluations they had completed reflects the individual's actual level of engagement with ME.

The responses from the staff show that the level of student engagement with ME differs widely. Based on the responses received there is no correlation between the description of the level of student involvement (eg actively involved) and the staff's perception of the percentage of students who complete ME. For example, three members of staff from the same university all responded that between 70% and 79% students completed ME, though they graded the students' level of involvement as 'some involvement', 'actively involved' and 'very involved'. This ambiguity in the level of student involvement is evident at other institutions, as is the staff's perception of how many students complete ME.

Value of ME

Most students said ME was valuable and that staff viewed their evaluations as valuable, explaining that it gave staff an opportunity to know how the module can be improved and that some of the staff had responded to the results of ME and had changed aspects of the module delivery, *'be it on their terms'*. There were some students who did not agree that it was a valuable exercise and that the staff did not view their evaluations as valuable, commenting that the activity was a formality that simply needed to be completed or that the feedback given by the students was not respected. In particular, one student commented that *'Many modules have maintained the same structure over several years despite recurring*

problems and inadequacies in presentation/clarity/material/involvement and so either several years of students have simply not given feedback, or the feedback is not taken seriously and the improvements are seen as inconvenient'.

The staff were less confident about how the students' view the value of ME with only 12 of them responding that the students view the activity as valuable. A further 17 members of staff were unsure and three of them responding that the students did not view ME as a valuable activity. As one respondent commented, *'module evaluation is presumably seen as not valuable by those students who don't respond and yes by those who do'*. The reasons given for this negative assessment was that the students do not engage with the activity, considering it a '*waste of time*' perhaps through '*questionnaire fatigue*' and that the only students who benefit from it are those following on in the next academic year of study. Even though the members of staff were dubious on whether the students viewed the activity as valuable, 26 of them viewed the results of module evaluation as an asset. The evaluations were particularly useful when developing a new module, even though in some cases there were issues with low response rates from students, making the results unreliable.

Satisfaction with ME

Given the conflicting response from the students it is surprising to see that 15 out of 34 of them rated ME as satisfactory. This split view is also reflected in the staff responses where 20 out of 32 staff rated ME as satisfactory. However, as one of the students rightly commented, *'Everyone has a different view of the meaning [of] satisfactory'*. In terms of how ME should be improved, some students commented on the wish to be able to add comments to the questionnaires and that staff should be more responsive to the results and comments made. Some students also suggested that interviews with a random selection of students would provide better feedback to the staff. The main reason why the staff weren't satisfied was the lack of engagement with the process, by both the staff and students. This does lead to the 'chicken and egg' scenario with the staff taking the view that ME isn't worthwhile because the students don't engage and the students taking the view that there is no point in completing module evaluation when the staff do not respond to the outcomes and do not care what the students have to say. **As members of staff we have to lead by example and convince the students that their views matter. In this way the level of student engagement and the constructive comments that they have to make will increase. This should then improve the level of satisfaction for both the staff and students.**

The students suggested that improvements to the module are best achieved by informal discussions with the staff as the module is delivered, and that seeking student views at the end of the module is too late to improve their own learning experience. There is no argument that ME does not improve the learning experience for the students completing the evaluations, but the point that was missed by these students is that their responses should help to improve the delivery for the students taking the module in the subsequent year(s) just as they had benefited from the improvements to the module instigated as a result of ME undertaken by previous cohorts of students. There is also no reason why concerns about a module cannot be discussed with the lecturing staff as and when they arise and students should be encouraged to bring concerns about any aspect of a module directly to the staff concerned or via their student representatives. Issues can also be taken to the SSPs and are clearly discussed in these meetings as seen from the responses received on Student-Staff panels.

Closing the Loop

Most of the students, (26 out of 34) responded that the results weren't fed back to them or that they didn't know if they were. In contrast, 23 of the staff responded that the results of module evaluation are fed back to the students. Amongst these responses were a number of conflicting answers relating to the same institution. This is because even in one institution,

the way the results are relayed back to the students differs from returns via the SSP, individual responses by members of staff via email or in lectures, the local intranet, or a general review by the Director of Studies. In addition, some staff will inform the students at the start of a module of the changes that have taken place since the previous year as a result of the module evaluation exercise. However there is no consistency in this, even for students in the same institution. It was noted that reporting the results via student representatives is not an effective means of communication, and perhaps this is the explanation to the large number of students who responded that the results were not fed back to them or that they didn't know if they were.

Most of the staff (24 out of 32) responded that students were made aware of concerns or issues raised by students in the previous cohort. This feedback was generally module specific and was given informally or formally via the VLE system. In each case the feedback is only given to the students taking that particular module. Other feedback systems are more generic and include an annual report that is discussed at meetings which include student representatives.

Module Development (MD)

Changes to some modules have clearly arisen due to ME with 31 out of 32 members of staff responding that the outcomes of ME are considered as part of the MD. The staff also commented that there are numerous other factors that influence MD, which include internal/external audits, QA issues, annual reviews of programmes, staff experiences, industry, technological advances, external examiners, etc. The students also acknowledge that ME is one of numerous factors that influence MD, citing other influences such as external factors, research and comments received through the SSP.

When asked if proposed changes to a module are discussed with students, most students replied that they were either not involved or that only student representatives were party to these discussions. Considering the responses from the staff, 21 of them responded that the students were involved in the discussion of proposed changes to a module, 13 of them stating that this involvement was limited to the student representatives, whilst eight stated that all the students were involved in these discussions. Once again there was no consensus with staff or students from the same institution, both with regards to whether students were involved or whether the involvement was limited to the student representatives or extended to all students.

Board of Studies (BoS)

In general, module changes are presented and discussed at a BoS where there are student representatives. However, when looking at the level of involvement of students in the BoS, only half the staff described the level of student involvement as 'actively involved' or 'very involved', whilst the students viewed their level of involvement as far less with only six out of 34 of them describing the level of student involvement as 'actively involved' or 'very involved' (Figure 1). In fact, even when the student representatives are actively involved in the BoS, there was no evidence that student involvement extends beyond the representatives to the whole community; the students were often not aware of any mechanisms where the student representatives actually sought the views of all the students they were representing at the BoS. This contrasts with the view of seven members of staff who responded that they were confident that the student representatives represented the views of all the students.

A reason for the limited involvement of students in MD is the timeline of the different processes. If the results of ME are reviewed at the end of the process, this review will take place after the end of the Spring Semester. This means that any changes to the module delivery, content and minor changes to the assessments would be discussed and agreed over the summer period such that they could be implemented during the next academic year. This would mean that students would not be party to these discussions, as student

involvement is normally limited to the teaching weeks. This means that students are more likely to be involved with longer term developments in modules, or major changes to a module, changes to a teaching thread or the structure of degree which are generally discussed during one academic year, for implementation in the following year. However, these discussions are limited to designated committees and the only student involvement will be via the student representatives who sit on the committees.

Programme review (PR) and programme development (PD)

Only five out of 34 students replied that they were 'actively involved' or 'very involved' with PR. However, the staff were more positive in their assessment with 11 out of 32 of them responding that students were 'actively involved' or 'very involved' with PR.

The level of student involvement fell further when considering PD. Now only four out of 34 students and 12 out of 32 staff classified the student involvement with PD as 'actively involved', with no student or staff saying that the students were 'very involved' (Figure 1). Most students and staff described their involvement as 'sporadic', 'very limited' or 'not at all'. In the cases of student involvement, this was mainly limited to the student representatives, presumably at the BoS, and through comments received from processes such as ME, though some institutions actively seek the views of students as part of their PD strategy. Perhaps, the lack of active involvement of students in PD is a reflection on the staff's aloof attitude towards students, with one member of staff commenting that '*they [the students] lack the required knowledge of the profession, of industry, of the current state-of-the-art, etc*', whilst another added '*students are either over-worked, somewhat apathetic, don't feel it's their job to contribute or have better things to do*'. In contrast to this, one member of staff commented that students at their institution are so highly involved with PD that '*major changes involving re-validation must be approved by the students if it is going to affect that particular cohort*'.

Whatever the route for PD utilised in an HEI, there is very limited information given to students on changes that have been made. Only seven out of 34 students and 12 out of 32 staff responded that students were informed of changes to the programme and the reasons for the changes. One staff member commented that although students are informed of these changes '*most do not take any notice. They are more interested in the future that will affect them*'.

University Approval Process

Major changes to programmes, or the introduction of new programmes necessitates discussions and approval by the University. However, there was only one student who was aware of any student involvement in the University programme approval process, when student representatives were included in the process. However, 14 out of 32 staff responded that students were involved with the University programme approval process, typically via student representatives at various committee meetings. Presumably students are selected for these duties as and when required. As such, the general student community would be unaware of this, unless they themselves had been asked to serve on one of the committees. This would explain the different responses received from the staff and students.

The majority of the staff (27 out of 32) were happy with the PD process. There wasn't such a positive response from the students with only 11 out of 34 responding positively, though they did offer a number of suggestions for improving the programme development process. These included:

- Contacting former students to see how relevant they feel the degree was to their job/academic learning;
- Conducting an actual survey regarding the programme content;
- Submitting ideas via email open session to go along and put ideas to lecturers;

- Making comment cards available to students all year round to enable them to document their views on their programme of study;
- Having meetings with groups of students to get opinions on the programme;
- Give students the vote and apply the change;
- Ensure all students are involved instead of just the student representatives.

The staff were also asked for their personal view on how they would improve the students' involvement with PD. Some members of staff did not believe that any changes were required whilst others were supportive of the idea but were unsure how it would be accomplished. For example, one respondent replied *'I would like to see far more engagement with students for most aspects of departmental life, but it has to be realised that most do not want it and we are stretched in terms of HR and time. Students have their own interests and distractions'.* Some members of staff provided positive suggestions including: *'some credit for involvement'*, placing *'more information on intranet'*, *'online engagement'*, *'and 'getting feedback in from graduates as to how the course [programme] helped them'.* Other responses did not agree with student involvement, as indicated by the following responses:

- *'the current system is not ideal but students do not really know what is best for them and are out to net marks not learn';*
- *'Involvement is very time consuming – few students have the time to engage fully, hence use of SU [Students Union] personnel';*
- *'Students need a job (desperately) and need to be assured that what we are teaching them gives them the skills to get one. They are smart enough to know that this is the area they are least likely to know the right answer.'*
- *'In a professional discipline there is strong justification in limiting student involvement in programme development. We have to operate to meet constraints imposed externally – certainly at the programme structure level.'*
- *'Why? What evidence is there that they are qualified to be involved? What experience do they bring? What professional status/qualifications do they have (though they may be working towards them)? That is why we use Industry Panels, surely, who have all these things.'*
- *'We have an external advisory panel which contains industrialists and some former students. It is difficult to rely on current students as they have little experience of course development, current and future trends.'*

Student-Staff Panel (SSP)

The SSP was described by all respondents, bar one student, as a forum or constructive meeting where concerns were raised and current issues discussed. The one student didn't know what went on in the meetings since they had never attended one. In addition, a number of students also commented that the panel meetings were used to inform students of any changes and to develop the structure, content and management of the degree programmes.

The SSPs have elected representatives from the student cohort and a number of staff. The number of student representatives varies, with most institutions having one or two students from each year of each degree programme, though some institutions limit this to two representatives per year of study. The staff involved are typically the 'management team' which includes Year Tutors and the Director of Studies.

All of the students responded that there was at least limited involvement with the SSP, even though some of them didn't know whether the School had such a panel. The staff also responded positively stating that in all but one of the cases, the level of involvement was described as 'some involvement'. In the other case, the response given was that students were 'not involved' with a SSP, explaining that *'Students already have representation and representatives also informally meet with school management'.*

According to the students, the frequency of the panel meetings varies from bi-weekly to twice per year. However the responses received showed that students in the same institution responded differently to the question on the frequency of such meetings. Considering the responses received from the staff, the frequency of the panel meetings varied from 'at least once' to five times, with staff at the same institution also giving different responses.

When asked how the current system could be improved, the following suggestions were received from the students and staff:

- Membership: More members of staff and students on the panel; an open meeting for all students; include graduates.
- Meetings: More discussion time about the structure, content of the degree programme, and individual modules; better meeting times and more than two meetings per year.
- Communication: Better communication about the panel, its work and the outcomes of the meetings; better communication between students and their representatives.

Comparison with other studies

The results highlight the differences in the perceptions of the level of engagement between staff and students. Although this may have been expected from the findings of the Open University, (2009) which looked at the differences in perception between Student Unions and the HEIs, the differences are more pronounced at the Departmental and module level. Although work is being done within individual HEIs and across the Sector in improving the effectiveness of student representatives (sparqs, HEFCW, HEFCE, NUS), more needs to be done at Departmental level to ensure that students are not simply seen as customers, but are viewed as partners in ensuring a high quality learning and teaching environment.

Conclusions

This review, though limited in numbers, offers an insight into the level of student involvement in the management of Engineering Schools/Departments. Even so a number of conclusions could be drawn from the study.

1. There needs to be more communication within a School/Department to ensure the staff and students are fully aware of the how students are involved in the various processes run in the School/Department.

2. Students will engage with module evaluation more if the members of staff respond to the information the students provide and if the students are given feedback on the changes that arise from module evaluation.

3. Better mechanisms need to be found for ensuring improved communication between the student representatives and their fellow students.

4. Students have a valuable input to make with regards to programme development, just as other stakeholders do, and students should not be discounted from this activity.

Appendix 1. Student Involvement – Staff Views

I have recently been appointed as Associate for the Engineering Subject Centre (http://www.engsc.ac.uk/) and am undertaking a research project into student involvement with the development of degree programmes. As part of this study I am conducting a survey amongst HEI staff and students to determine the current extent of student involvement in module and programme development. The ultimate aim of the study is to identify the best practices within Higher Education for improving the pro-active involvement of students in the development of programmes.

The results of this survey, together with the results of the similar survey that was sent to students, will be analysed and form the basis for a workshop on this theme. In addition, a report will be written for the Engineering Subject Centre which will be published on their website.

Could you therefore complete the following survey, which should take approximately 15 minutes of your time?

If you have any queries, do not hesitate to contact me.

Dr Daphne O'Doherty

Cardiff School of Engineering

Tel: - 029 2087 4542

Email: - odohertydm@cf.ac.uk

1. Brief details about you.

   1.1. Which university are you employed at?

   1.2. What is your position in this HEI?

2. Summary of Student involvement

   2.1. Please identify which elements, and to what extent, students are involved with in your School[1]. Any additional comments would be welcome, though if you have selected 'Not involved' please provide an explanation on why not.

	1	2	3	4	5	Comments
	Not involved [*comment required*]	Limited involvement	Some involvement	Actively involved	Very involved	
• Module review or evaluation						
• Module development						
• Programme review						
• Programme development						
• Student Staff Panel[2]						
• Board of Study[3]						
• Learning and Teaching Committee						
• School Board[4]						
• Admissions and Marketing						
• Industrial Advisory Board						
Any other School activity or committee, please list						

3. Student-Staff Panel

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[1] School can be interpreted as Department, Faculty or other appropriate grouping.
[2] A Student-Staff panel is used to describe a scheduled meeting of staff and students.
[3] The committee that is responsible for the academic aspects of the degree programmes.
[4] The managerial committee of your School

3.1.   Does your School have a Student Staff Panel?

   Yes   No   Don't know

   If yes, proceed to 3.2, otherwise proceed to 3.6.

3.2.   What is the constitution of the panel and how are the student members chosen?

3.3.   How many times is the panel scheduled to meet in an academic session?

3.4.   How would you describe the panel, for example

- a forum for students to raise concern,
- a forum for staff and students to discuss current issues;
- a forum for staff to inform students of changes;
- a constructive meeting the helps to develop the structure, content and management of the degree programmes

   Please provide your own description if it is more apt.

3.5.   Given a free choice, how would you improve the involvement of students in the panel?

3.6.   If a panel doesn't exist in your School, or you are not aware of you, do you think it would be useful to have one?

   Yes   No   Don't know

4.   Module Review and Development

4.1.   How do you engage students with module review or module evaluation? In your response, please indicate if the module reviews/evaluations are anonymous, and if they are voluntary or compulsory?

4.2.   On average, what percentage of students studying the module completes your module evaluation activity?

   0<10   10<20   20<30   30<40   40<50   50<60   60<70   70<80   80<90
   90+

4.3.   Is your module evaluation exercise viewed as valuable or worthwhile by the students? Please, explain your answer.

4.4.   Are the results of your module evaluation viewed as a valuable asset by the staff who teach the module? Please, explain your answer.

4.5.   Are all or any of the results, fed back to the students completing the module evaluation, if so what is fed back and how is this done?

4.6.   Are students made aware of any issues or concerns on the module content and/or the delivery of the module that were raised by previous students that have since been addressed by the staff?

4.7.   Are the outcomes of the module review/evaluation considered as part of the development of the module?

4.8.   Do you believe the module evaluation process is satisfactory? Please explain your response and suggest any ways in which it might be improved.

5.   Module Development

5.1.   Are changes to a module instigated by any other processes, other than module evaluation/review? If yes, please provide details of the other mechanisms by which modules are developed.

5.2.   Are any proposed changes to a module discussed with students? If yes, are the discussions held with all the students or limited to the student representatives on various committees?

5.3.   If the involvement only includes the student representatives, are you confident that that the student representatives represent the consensus views of the students?

5.4.   At the start of a module, are students made aware of any changes that were introduced into the module as a result of responses of a previous cohort of students or other module development ideas?

5.5.   Do you believe your module development process used in your School is satisfactory? Please explain your response and suggest any ways in which it might be improved.

6.   Programme Development

6.1.   To what extent are your students currently involved in the development of a degree programme within the School? Please circle the most appropriate answer and then provide an explanation for your choice.

Not at all   Very limited   Sporadically   Regularly   Always

6.2.   Do any ideas on programme development originate from the students? If so how do they feed their ideas into the programme development system within your School?

6.3.   Are proposals actively discussed with the students or is the interaction limited to student representatives on various committees within the School?

6.4.   If the discussions only involve the student representatives, are you confident that that the student representatives represent the consensus views of the students?

6.5.　Are students involved with the University programme approval process? If so, how are they included into the process?

6.6.　Are your students aware of changes that were introduced into the programme as a result of any previous programme development and the reasons for the development?

6.7.　Do you believe your programme development process used in your School/University is satisfactory? Please explain your response.

6.8.　Given a free choice, how would you improve the student's involvement with programme development?

Thank you very much for taking the time to complete this survey. I would like to have the opportunity to follow up particular points of interest and if you have no objection to this, could you please complete the following details.

Name:

Contact number:

Email address:

Appendix 2. Student Involvement – Student Views

I have recently been appointed as Associate for the Engineering Subject Centre (http://www.engsc.ac.uk/) and am undertaking a research project into student involvement with the development of degree programmes. As part of this study I am conducting a survey amongst HEI staff and students to determine the current extent of student involvement in module and programme development. The ultimate aim of the study is to identify the best practices within Higher Education for improving the pro-active involvement of students in the development of programmes.

The results of this survey, together with the results of the similar survey that was sent to academic staff, will be analysed and form the basis for a workshop on this theme. In addition, a report will be written for the Engineering Subject Centre which will be published on their website.

Could you therefore complete the following survey, which should take approximately 15 minutes of your time?

If you have any queries, do not hesitate to contact me.

Dr Daphne O'Doherty

Cardiff School of Engineering

Tel: - 029 2087 4542

Email: - odohertydm@cf.ac.uk

7.   Brief details about you.

    7.1.   Which university are you studying at?

    7.2.   What year of study are you currently enrolled in?

8.   Summary of Student involvement.

    8.1.   Please identify which elements, and to what extent, you or other students are involved with in your School[5]. Any additional comments would be welcome, though if you have selected 'Not involved' please provide an explanation on why not.

	1	2	3	4	5	Comments
	Not involved [*comment required*]	Limited involvement	Some involvement	Actively involved	Very involved	
• Module review or evaluation						
• Module development						
• Programme review						
• Programme development						
• Student Staff Panel[6]						
• Board of Study[7]						
• Learning and Teaching Committee						
• School Board[8]						
• Admissions and Marketing						
• Industrial Advisory Board						
Any other School activity or committee, please list						

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[5] School can be interpreted as Department, Faculty or other appropriate grouping.
[6] A Student-Staff panel is used to describe a scheduled meeting of staff and students.
[7] The committee that is responsible for the academic aspects of the degree programmes.
[8] The managerial committee of your School

9. Student-Staff Panel

   9.1. Does your School have a Student Staff Panel?

   Yes   No   Don't know

   If yes, proceed to 3.2, otherwise proceed to 3.6.

   9.2. What is the constitution of the panel and how are students represented on the panel?

   9.3. How many times is the panel scheduled to meet in an academic session?

   9.4. How would you describe the panel, for example

   - a forum for students to raise concern,
   - a forum for staff and students to discuss current issues;
   - a forum for staff to inform students of changes;
   - a constructive meeting the helps to develop the structure, content and management of the degree programmes

   Please provide your own description if it is more apt.

   9.5. Given a free choice, how would you improve the involvement of students in the panel?

   9.6. If a panel doesn't exist in your School, or you are not aware of one, do you think it would be useful to have one?

   Yes   No   Don't know

10. Module Review and Development

   10.1. How are students engaged with module review or module evaluation? In your response, please indicate if the module reviews/evaluations are anonymous, and if they are voluntary or compulsory?

   10.2. Approximately what percentage of your module review/evaluations did you complete last year, that is, the academic session 2007-08?

   0   0<25   25<50   50-75   75<100   100

   10.3. Do you view the module evaluation exercise as valuable or worthwhile activity to complete? Please, explain your answer.

   10.4. Do you think the results of your module evaluations are viewed as a valuable asset by the staff who teach the module? Please, explain your answer.

10.5. Are you provided with all or any of the results from the module evaluation, if so how is the information fed back to you?

10.6. Do you know if any issues or concerns on the module content and/or the delivery of the module that were raised by previous students were addressed by the staff?

10.7. Do you know if the outcomes of the module review/evaluation are considered as part of the development of the module?

10.8. Do you believe the module evaluation process is satisfactory? Please explain your response and suggest any ways in which it might be improved.

11.   Module Development

11.1. Do you know if changes to a module are instigated by any other processes, other than module evaluation/review? If yes, please provide details of the other mechanisms by which modules are developed.

11.2. Are any proposed changes to a module discussed with students? If yes, are the discussions held with all the students or limited to the student representatives on various committees?

11.3. If the involvement only includes the student representatives, how do they collate the views of all the students?

11.4. At the start of a module, are you made aware of any changes that were introduced into the module as a result of responses of a previous cohort of students or other module development ideas?

11.5. Do you believe the module development process used in your School is satisfactory? Please explain your response and suggest any ways in which it might be improved.

12.   Programme Development

12.1. To what extent are students involved in the development of a degree programme within the School? Please circle the most appropriate answer and then provide an explanation for your choice.

Not at all   Very limited   Sporadically   Regularly   Always

12.2. Do you know if any ideas on programme development originate from the students? If so how do the students feed their ideas into the programme development system within your School?

12.3. Are proposals actively discussed by all the students or is the interaction limited to student representatives on various committees within the School?

12.4. Do you know if any students are involved with the University programme approval process? If so, do you know how are they included into the process?

12.5. Are you aware of changes that were introduced into the programme as a result of any previous programme developments and the reasons for the development?

12.6. Do you believe the programme development process used in your School/University is satisfactory? Please explain your response.

12.7. Given a free choice, how would you improve the student's involvement with programme development?

Thank you very much for taking the time to complete this survey. I would like to have the opportunity to follow up particular points of interest and if you have no objection to this, could you please complete the following details.

Name:

Contact number:

Email address: