Internal Quality Assurance Centre

Manual of Student Feedback

May 2023

Prepared by

Internal Quality Assurance Centre

Sri Lanka Institute of Textile and Apparel

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FOREWORD

The purpose of this Manual is to provide a guideline to cover the main aspects of student feedback in Diploma, Higher National Diploma & Degree courses in Sri Lanka Institute of Textile & Apparel (SLITA). The Manual reflects agreement among the staff members of SLITA on the key elements of good practice, which support the student learning experience.

The main principles identified in the Manual are:

- A clear definition of responsibilities.
- Consistent application of policies and practices that are underpinned by principles of fairness and equality of opportunity.
- The availability of clear accessible information.
- The competence of staff.
- Monitoring and review of policy, procedures and practices.
- Use of the Manual of Practice in audit and review.

The Manual may be added to over time, to reflect national developments as well as changes in SLITA. Staff members are expected to use the Manual to guide its own developing practice and reflect their own particular context and requirements.

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INTRODUCTION

Feedback procedures are used to inform the teacher and the Student/ learner whether an instructional response (by the teacher) or the learning response (by the student) is up to the expected standard or not.

Although many staff members collect student feedback but there is no any systematic procedure to collect those. While many staff members already collect student feedback at the end of course/ semester/ module using questionnaires, it is usually collected too late to allow staff to respond by implementing changes to improve the teaching of the students offering the feedback.

Staff who would like to be able to monitor their teaching during the course/ semester/ module in order to act immediately to improve their teaching might find collection of student feedback during the course/ semester/ module a useful strategy. As with all aspects of feedback and evaluation of teaching, it is useful to draw upon a range of different yet complementary sources of data.

While formal feedback strategies can be adapted to collect feedback during the course/ semester/ module, there are a range of strategies suitable for gathering informal feedback from students. Here we are discussing formal feedback strategies only.

Development

The Manual are intended to be dynamic documents, which continue to develop over time. This will enable to take account of SLITA developments and to capture best practices in universities and other higher educational institutes.

Feedback is therefore invited on any aspect of the Manual.

A. **General Principles**

(1) The term 'student feedback' is used in this Manual to denote direct feedback obtained from students on individual teaching practices of academic staff members, course organization, content, support from staff, the general teaching and learning environment and infrastructure.

(2) The broad means of obtaining direct student feedback at departmental level include followings
- Staff/student committees
- Questionnaires
- Use of the personal tutor system
- Student forums or similar events
- Informal feedback

(3) Indirect feedback, such as that available from analysis of examination answers and marks, statistical information, external examiners, graduates and employers, is not covered in these guidelines.

(4) The principles underlying the recommended procedures are that:

- Student feedback should occur and be seen to occur,
- They should have outcomes which are recorded and feedback to students.

(5) Feedback processes should be systematic, rigorous and respectful of the rights of students as well as staff and incorporate strategies to maximize student participation.

B. **Institutional By-Laws and Regulations**

(1) It is suggested that the following areas should be covered in institutional by-laws and regulations and standing orders, as appropriate.

- Appointment of a Institute (SLITA)/ Faculty/ Department level committee to monitor and improve the quality of the student learning experience through the collection, use and reporting of student feedback on the teaching and learning environment. This outcome should be reported to the Internal Quality Assurance Centre of SLITA.

- A policy that all students should be given an opportunity, whenever possible, to provide feedback.

- Link between student feedback and development of institutional improvement plans.

- Provision of data from student feedback that assists staff in improving professional practice and teaching.

- Provision of data that informs the recognition and reward of good teaching.

C. **Specific Guidance**

(1) The SLITA should provide information to students regarding the purpose and outcomes of student feedback over time, including actions taken to address concerns raised in student feedback.

(2) The SLITA should make provision for facilities that enable the systematic collection and analysis of student feedback.

(3) Students should be encouraged to participate in departmental decision-making processes, through membership of SLITA, faculty and departmental committees.

(4) It is recommended that whenever possible, SLITA/ Departments establish staff/ student liaison committees for obtaining student feedback. Students may be co-opted to departmental committees to enable balanced discussion and follow-up of particular recommendations. It is important to ensure that in staff/ student forums such as departmental committees, students are not outnumbered by staff.

(5) Staff/student committees should include student representatives from both diploma and degree programmes**.**

(6) It is also recommended that minutes of such meetings be taken and published on SLITA/ departmental notice-boards and web sites where appropriate. Matters rose at meetings of staff/ student committees which relate specifically to aspects of teaching and learning should be reported on to the appropriate SLITA/ departmental and/ or faculty committee.

D. **Feedback through Questionnaires**

(1) The SLITA should adopt a policy that encourages the use of student questionnaires (based on an accepted format) to collect feedback. Such questionnaires should be completed anonymously.

(2) It is recommended that one set of questionnaires are used on completion of a module/ semester another on completion of a programme. S L I T A may adapt the questionnaires given in the Annexure to this Manual of Practice, to their particular needs, and to follow the notes of guidance.

(3) When using questionnaires, SLITA should be aware that they have been drawn up with the needs of future Subject / Programme reviews in mind and therefore extensive revision may dilute the efficacy of the questionnaires.

(4) The questionnaire is designed for use at the end of programme of study but could be adapted for use at the end of a semester/ year/ module if required. It is recommended that the questionnaire be issued in a formal teaching session and that students be allowed sufficient time to complete it during that session. It is often helpful if academic staff leave the room while students are completing questionnaires and a designated student is asked to collect questionnaires and return them in a sealed envelope to,

      (a) Questionnaires of Diploma/ HND to relevant HOD Technological.

      (b) Questionnaires of Degree through Dean of the faculty to Academic Department Heads.

(5) It is important that students should not be asked to complete too many unit questionnaires so as not to lead to 'questionnaire overload'. It is recommended that a sampling approach be adopted, to give a range of responses from a variety of students taking each unit and that departments develop a co-ordinated approach to this in consultation with other departments teaching the same students.

(6) It is not considered necessary for all units to be evaluated in this way annually, although a regular pattern of use of questionnaires should be developed.

(7) It is also helpful to give students advanced instructions that they will be asked to undertake this task, both at the beginning of a unit and just before they are asked to complete the questionnaire.

(8) If students are unenthusiastic about completing questionnaires, it is sometimes helpful to consider the format and circumstances in which they are issued. Alternatively, in electronic mail and other IT applications are regularly used, it may be most effective and efficient to ask students to complete questionnaires electronically.

E. Analysis

(1) SLITA should decide how to achieve the most effective analysis of the data collected but both quantitative and qualitative analysis is required.

(2) An appropriate member of staff should be involved in analysis but should not be the only person to see results of feedback; other members of staff who will find it helpful to see results are, programme/ course directors, those involved in curriculum design, planning and review and the Head of Department.

(3) Results of questionnaires can be helpful in the staff review process and in supplying information on teaching abilities.

(4) It is recommended that the analysis should be done by the IQAC of SLITA.

F. Feedback to Students

(1) Providing students with feedback as a result of completion of questionnaires is essential. It offers an incentive to students for completing the questionnaire and also very importantly provides evidence that feedback has been sought and that issues rose are being pursued.

(2) Where possible, it is good practice to state on the questionnaire how feedback will be provided to students. Some suggestions for channels for providing feedback are: through the staff/ student committee; posting details on student notice-boards; utilizing the SLITA/ departmental web site.

G. Student Forums

(1) This is often a very effective mechanism for obtaining feedback. Such events usually provide retrospective discussion of programmes and can be held annually after course /semester/ module examinations, or at any other time that department thinks is appropriate.

(2) As with staff/ student committees, forums provide immediate feedback on a wide variety of aspects of the students' experience, both academic and mentoral. It is often helpful if the discussions which take place at these events are recorded, even if informally. This enables the department to focus clearly on the issues raised and to take appropriate action.

H. Other Mechanisms of informal feedback

    (1) If a system is in place for assignment of students to specific tutors, it is recommended that this system be also used for receiving informal feedback.

    (2) In small departments, or where there is close student/ staff contact, informal feedback is much easier to obtain: staff and students see one another regularly and have greater opportunities for discussion.

    (3) In dealing with large batches of students, newsletters may be used very effectively, both to inform students and to receive feedback.

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LECTURER EVALUATION FORM

This Student Feedback Questionnaire has the objective to evaluate the Lecturer for particular subject. Your well thought out response to the following statements will be useful to improve the method of teaching/ lecturing. **You are not expected to write your name**. Your response will be kept strictly confidential. Indicate your opinion about each statement.

1. Date of Evaluation   :………………………………………………………..

2. Course   :………………………………………………………..

3. Subject   :………………………………………………………..

4. Name of the Lecturer :………………………………………………………..

Tick (ç) in the cage under appropriate category

5 -Excellent/ 4 -Very Good / 3 - Good   / 2 - Satisfactory / 1 -Poor

Sl. No.	Description	5	4	3	2	1
1.	The punctuality of the lecturer/ teacher					
2	The lectures were clear and interesting					
3	The lectures helped to improve knowledge					
4	The methods of lecturing/ teaching adopted were good (lectures, discussions, presentations, tutorials, case studies etc)					
5	The lecturer/ teacher was confident in teaching the subject					
6	The lecturing/ teaching aids were used effectively during the lecture (Multimedia, Smart board, handouts, slides, specimens etc)					
7	The lecturer/ teacher conducted sessions interactively					
8	The course outline/ syllabus were covered					
9	Applicability of the content was sufficiently discussed					
10	Lecturer/ teacher provide equal opportunities for students					
11	Overall rating of the lecturer/ teacher					

Any other comments (If required use other side of the paper)	

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PRACTICAL LESSON EVALUATION FORM

This Student Feedback Questionnaire has the objective to evaluate the practical lesson of particular subject. Your well thought out response to the following statements will be useful to improve the method of teaching/ lecturing. **You are not expected to write your name.** Your response will be kept strictly confidential. Indicate your opinion about each statement.

1. Date of Evaluation :í í

2. Course :í í

3. Subject :í í

4. Name of the Lecturer/ instructor/ s:í í

Tick (ç) in the cage under appropriate category

5 -Excellent/ 4 -Very Good / 3 - Good / 2 - Satisfactory / 1 -Poor

Sl. No.	Description	5	4	3	2	1
1.	Practical lessons provided opportunities to develop skills related to the subject					
2	The practical lessons were well organized					
3	Adequate guidelines/ handouts (Hard or soft copies) were given prior to each lesson					
4	A lecturer/ instructor were available during the practical for guiding students *					
5	The principle of each practical lesson was explained					
6	The lecturer/ instructor provided adequate demonstrations					
7	The practical lessons had adequate demonstrators and technicians for assistance					
8	The teacher stimulated independent thinking of students by discussions					
9	Opportunity for participation is sufficient					
10	Equipment/ Tools were adequate					
11	Quality of equipment and tools were satisfactory					
12	Overall rating of the practical lesson					

* May be not applicable for some lessons

Any other comments (If required use other side of the paper)	

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FIELD VISITS EVALUATION FORM

This Student Feedback Questionnaire has the objective to evaluate the field visits of particular subject. Your well thought out response to the following statements will be useful to improve the method of teaching/ lecturing. **You are not expected to write your name**. Your response will be kept strictly confidential. Indicate your opinion about each statement.

1. Date of Evaluation : …………………………………………………………

2. Course : …………………………………………………………

3. Subject : …………………………………………………………

4. Visit Location : …………………………………………………………

5. Visit Date/s : …………………………………………………………

6. Time duration of the visit : …………………………………………… (Hours)

Tick (ç) in the cage under appropriate category

5 -Excellent/ 4 -Very Good / 3 - Good / 2 - Satisfactory / 1 -Poor

Sl. No.	Description	5	4	3	2	1
1.	The field visit was timely organized					
2	The visit was well organized					
3	The location selected was appropriate to meet the stated objectives					
4	The visit was useful to strengthen knowledge gathered in lectures					
5	Aims and objectives of the visit was explained at the beginning					
6	A Teacher/ Resource Person accompanied the students					
7	The Teacher/ Resource Person discussed subject matter during the visit					
8	The Teacher/Resource Person was responsive to student questions during the visit					
9	The Teacher/Resource Person encouraged students participation					
10	Necessary health and care requirements were provided*					
11	I recommend this field visit to be continued					

* May be not applicable

Any other comments (If required use other side of the paper)	

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COURSE/ MODULE/ SUBJECT EVALUATION FORM

This Student Feedback Questionnaire has the objective to evaluate the subject module / course you have followed during the last semester/ term/ year. Your well thought out response to the following statements will be useful to improve the method of teaching/ lecturing. **You are not expected to write your name**. Your response will be kept strictly confidential. Indicate your opinion about each statement.

1	Date of Evaluation	
2	Course	
3	Module/ Subject	
4	Name of the Course / Module/ Subject coordinator	

Tick (ç) in the cage under appropriate category

5 -Excellent/ 4 -Very Good / 3 - Good / 2 - Satisfactory / 1 -Poor

Sl. No.	Description	5	4	3	2	1
Student Contribution/ Student self evaluation						
1	The course/ module/ subject design encourages the active participation of the students					
2	The course/ module/ subject is effective and progressive					
3	Range of your attendance during the whole course/ module/ subject. (circle the appropriate percentage)	<20 %	21- 40 %	41- 60 %	61- 80 %	> 80 %
4	Comments :					
Course content and Organization						
5	The course/ module/ subject objectives were clear					
6	The course/ module/ subject workload was manageable					
7	The course/ module/ subject was well organized (Timely, access to material, notification of changes etc)					
8	Comments :					
Learning environment and teaching method						
9	The course/ module/ subject was well structured to achieve the learning outcomes (There was a good balance of lectures, practical, tutorial etcí)					
10	The learning environment encourage to study effectively					
11	The teaching methods support for effective learning					
12	The institutional environment was conductive to learning					
13	Comments :					
Learning Resources						
14	Learning material (lesson plans, course/ module/ subject notes etc..) were relevant and useful					
15	Recommended reading books were relevant and appropriate					
16	The provision of learning resources in the library was adequate and appropriate					
17	Computer facilities adequate					
18	Comments :					

Any other comments (If required use other side of the paper)	