

Closing The Feedback Loop Policy

Overview

This policy sets out expectations for staff, students and Student Representative Bodies around closing the feedback loop for Student Voice activities. "Closing the Feedback Loop", in the context of this policy, involves responding to feedback from students in all its forms, taking an agreed action or outcome, and ensuring students and other stakeholders are informed of actions taken. "Closing the Feedback Loop" may also mean informing students about where actions cannot be taken and providing reasons for this.

This Policy does not apply to providing students with feedback on assessment, for which separate policies are available.

1.	Purpose of this Policy	
	1.1	The purpose of the <i>Closing The Feedback Loop Policy</i> is to establish a systematic and transparent framework for collecting, analysing, and responding to feedback from our University community. This policy serves several key purposes:
		1.1a Continuous Improvement The policy aims to foster a culture of continuous improvement within our University by treating feedback as a valuable resource. It provides a structured process for identifying areas that need enhancement, implementing changes to address concerns and suggestions, and communicating this back to students;
		1.1b Enhancing Student and Staff Experience By actively seeking and responding to feedback, the University aims to enhance the overall experience for students, faculty, staff, and other stakeholders. The policy recognises the importance of understanding the needs and expectations of the University community to create a positive and supportive learning environment;
		1.1c Transparency and Accountability The policy promotes transparency in the feedback process, ensuring that community members are aware of how their input is received and acted upon. It establishes clear roles and responsibilities, holding relevant departments and individuals accountable for addressing feedback promptly and effectively, and communicating this back to the student population;
		1.1d Communication and Engagement Through a comprehensive communication plan, the policy seeks to inform and engage our University community about the feedback process. This includes educating individuals on available feedback channels, response timelines, and the outcomes of implemented changes;
		1.1e Documentation and Evaluation

		Thorough documentation of feedback and actions taken ensures accountability and provides a basis for evaluation. The policy includes a mechanism for periodic reviews to assess the effectiveness of the closed-loop feedback system, allowing for continuous refinement and improvement;
		1.1f Celebration Although student voice exercises inform us of areas where enhancements are required, it is important to also celebrate pockets of best practice and share this across the University.
2. Feedback Mechanisms & Opportunities		
	2.1	As laid out in the [Student Voice Policy] , the University will provide numerous, appropriate mechanisms for collecting feedback on the student learning experience at Course-, Programme-, School- and University-level, including but not limited to:
		2.1a <u>Surveys and/or Check-Ins;</u>
		2.1b <u>Partnership work with our Student Representative Bodies;</u>
		2.1c Focus Groups;
		2.1d Town Halls;
		2.1e <u>Student-Staff Liaison Committees;</u>
		2.1f Short-Term Working Groups or Projects;
		2.1g <u>Student Insights Panel;</u>
		2.1h <u>Academic & Professional Services Reviews.</u>
4 Student Expectations		
	4.1	Upon submitting feedback through an established mechanism, the following must be offered to students:
		4.1a A 'thank you' to the student for giving their time and feedback;
		4.1b Clear guidance on what results will be released to students, and when and where this will be available;
		4.1c Clear guidance on what response to their feedback students will receive (i.e. Outcomes or Action Plans), and where and when this will be available;
		4.1d Clear response to feedback in an accessible format, which includes an overall summary of results and an action plan for enhancements;
		4.1d Clear communication on actions taken once complete.
5. Communication and Closing the Feedback Loop		
	5.1	Staff responses to student feedback should be disseminated in a timely and efficient fashion:

		6.1a After each Survey/Check In, students should be able to view a general overview of aggregated quantitative responses within one week of staff receiving the data pack;
		6.1b Staff responses to Course-level feedback should be disseminated via the VLE and in-class within two weeks of staff receiving the data pack;
		6.1c Staff responses to Programme-, School- and/or University-level feedback should be disseminated through multiple appropriate channels within one month of data dissemination;
	5.2	Responses to feedback should be clear, concise, and accessible, and include:
		5.2a What was the feedback?;
		5.2b What were the positives?;
		5.2c What changes/enhancements will be made in light of the feedback?;
		5.2d What changes/enhancements can not be made, and why?;
		5.2e What are the timescales for any actions being taken?;
		5.2f When can students expect updates on implementation?;
	5.3	A central repository of enhancements shall be collated in an online location accessible to all students and staff;
	5.4	Once changes have been implemented, this should also be communicated back to the student and staff communities. This communication should include:
		5.4a When was the feedback received?
		5.4b What changes/enhancements have been made?
	5.5	All staff are encouraged to also provide more informal responses to feedback, where possible, to strengthen the relationship between students and staff, and to build a sense of connection and trust, thereby cultivating a genuine partnership approach.
6.	Roles and Responsibilities	
	6.1	Student Surveys Team (a multi-disciplinary team of AQ and SPP&P colleagues) <ul style="list-style-type: none"> • Prepare, centrally distribute (where appropriate) and provide high-level analysis and comment redaction of/for institutional and external benchmarking surveys; • Update key stakeholders, while a survey is open, on response rates.
	6.2	School Leadership Teams <ul style="list-style-type: none"> • Ensure Surveys and other student voice activities are actively promoted within each School; • Ensure SSLCs are held in line with SSLC Policy; • Ensure Programme- and Course-level teams are actively closing the feedback loop with students; • Ensure the feedback loop is closed at School-level; • Keep a log of actions taken / enhancements made using student feedback from across each School;

		<ul style="list-style-type: none"> • Communicate when actions have been taken.
6.3	Course Leadership Teams	<ul style="list-style-type: none"> • Ensure surveys and other student voice activities are promoted at course-level; • Promote the Academic Representative structures; • Close the feedback loop for student feedback in a timely and accessible manner.
6.4	University Comms Team	<ul style="list-style-type: none"> • Actively promote enhancements borne, and actions taken, from student feedback at all levels across the University; • Actively promote any opportunities for students to engage in student voice activities.
6.5	Student Representative Bodies	<ul style="list-style-type: none"> • Actively promote student voice activities and opportunities to students; • Provide training to Student Representatives to allow them to support in closing the feedback loop to students; • Actively promote enhancements made due to student feedback at all levels; • Support in the election / appointment of student representatives.
6.6	Student Representatives	<ul style="list-style-type: none"> • Engage with staff across the University to understand enhancements made due to student feedback; • Actively provide students with the opportunity to give their feedback; • Actively promote institutional student voice activities to students; • Close the feedback loop for students who offer their feedback to reps; • Aid in promoting action plans and responses borne from student feedback to students; • Actively engage in fora such as SSLCs and relevant committees and meetings as per role expectations.
6.7	Students	<ul style="list-style-type: none"> • Actively engage in student voice activities; • Develop and understanding of the student representative structures and how to engage with them; • Actively seek out responses to student feedback from staff.

This policy has been produced by the Academic Quality Division and the three global Student Representatives Bodies. The policy was endorsed by the Student Experience and Satisfaction Group on 27/03/2024 and approved by the University Committee for Learning and Teaching on 04/04/2024.