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University Policy for Unit Feedback From Students

Annex A – Unit surveys using Blue

**Overview**

1. This annex outlines the principles, process and high-level actions around running unit surveys in Blue. It covers the use of Blue for gathering mid-unit and end of unit feedback. Details and guidance on how to operate the processes can be found in the [Bristol Education Administration Manual (BEAM)](https://uob.sharepoint.com/sites/beam/SitePages/unit-evaluation.aspx) and more general guidance around unit feedback can be found on the [Education and Student Success SharePoint](https://uob.sharepoint.com/sites/education-student-experience/SitePages/Unit-Evaluation.aspx).
2. Relevant to this Annex and attached are:

* Appendix 1:Mid-unit check-in question sets
* Appendix 2: End of unit reflection question sets and additional question banks

**Question Sets**

1. It is the responsibility of the nominated Blue School Administrators in the school that owns the unit, to implement the agreed question set. The question sets and question banks can be found in the Appendices.

*Mid-unit check-in*

1. Mid-unit check-in will use one of the standard question sets (A, B, C or D) (see Appendix 1). School Education Directors should consult with Programme and Unit Directors to determine which set is most appropriate, and to decide if/which optional questions might be added. Normally, the owning school will specify the same question set for all units in the same year of each programme. Where units are shared across multiple programmes, the unit’s owning school determines which question set applies.
2. The question sets can be supplemented by optional custom questions which can be specific to the unit, school, discipline or programme; these can be quantitative or qualitative.

*End of unit reflection*

1. End of unit reflection will use one of the question sets below (including all the questions) depending on the type of unit, either:
2. standard unit (including all the questions);
3. independent study unit (e.g. project/dissertation/case study/portfolio);
4. placement/study abroad unit.
5. For standard units, there is also have the option of adding additional questions from the following pre-defined question banks:
6. labs/practicals question bank;
7. seminar/small group question bank;
8. fieldwork question bank.
9. There is also the option of adding up to three additional unit or programme specific custom questions, these may be quantitative (using the Likert scale) or qualitative (free text box). Optional custom questions may be used to seek feedback on new teaching strategies, new teaching environments, new technologies or changes made in response to previous unit feedback.

**Timing**

1. This section does not apply to the Bristol Dental and Bristol Medical Schools where Blue unit surveys operate on a different schedule. Email [unit-evaluation@bristol.ac.uk](mailto:unit-evaluation@bristol.ac.uk) in case of queries.
2. Blue uses the teaching block assigned to a unit (as defined in the Unit and Programme Catalogue) to determine the mid and end point of a unit. Where a unit does not run according to the [University’s standard teaching blocks](https://www.bristol.ac.uk/academic-quality/approve/approvalguidance/faqs/tbdefinitions.html/) (e.g. it may run over a couple of days or over the summer vacation like summer schools or PGT dissertation units) these units are not currently able to use Blue for unit surveys. These units should use alternative methods for gathering and responding to student feedback. In case of queries, email [unit-evaluation@bristol.ac.uk](mailto:unit-evaluation@bristol.ac.uk).
3. Surveys will operate according to the schedule laid out in Table 1 below.

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| **Table 1: Unit surveys schedule** | | |
| **Teaching Block** | **Uni Teaching Week(s) mid-unit check-in surveys will be open** | **Uni Teaching Weeks end of unit reflection surveys will be open** |
| TB-1A | n/a no survey in Blue | Weeks 5 – 6 |
| TB-1 | Week 5 | Weeks 10 - 12 |
| TB-1B | n/a no survey in Blue | Weeks 11 - 12 |
| TB-4 | Weeks 10 - 12 | Weeks 22 - 24 |
| TB-2C | n/a no survey in Blue | Weeks 17 - 18 |
| TB-2 | Week 17 | Weeks 22 - 24 |
| TB-2D | n/a no survey in Blue | Weeks 23 - 24 |
| AYEAR | n/a no survey required | June |

1. Only the Blue operators in the Academic Quality and Policy Office are able to extend survey dates. Any request to extend a survey end date should be sent to [unit-evaluation@bristol.ac.uk](mailto:unit-evaluation@bristol.ac.uk).
2. Unit Directors and nominated Blue School Administrators will be notified via an automated email from Blue when a survey has been made available to students. Unit Directors should remind students that the survey is available during any scheduled teaching sessions and encourage completion [see [BEAM guidance](https://uob.sharepoint.com/sites/beam/SitePages/Monitor-and-improve-response-rate.aspx)].
3. Students will also be invited by email to participate in relevant surveys, non-respondents will be sent automated email reminders from Blue [see [BEAM for email specifications](https://uob.sharepoint.com/sites/beam/SitePages/Unit-evaluation-overview.aspx)].

**Results Reporting**

1. Access to unit feedback data is determined by the institutional hierarchy and education management roles as set out in Table 2.

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| **Table 2: Access to unit feedback data** | | |
| **Access hierarchy group** | **Data available** | **Direct access by role via Blue** |
| Unit | * Unit feedback report * Response to Unit feedback report | * Unit Directors (for team-taught units, UDs should share the feedback report with relevant teaching colleagues outside of Blue). * Blue School Admins |
| Department | Reports in the table row above and:   * Aggregated at department level, including data on individual units and comparisons with the school | * Heads of Department / Directors of Teaching * Blue School Admins |
| School | Reports in the table rows above and:   * Aggregated at school level, including data on individual units and comparisons with schools in same faculty * List of units that have had staff respond to their student feedback * Student response rates for individual units | * Head of School * School Education Director/s and UG and PG Directors of Teaching (or equivalent) * Blue School Admins |
| Faculty and University | Reports in the table rows above and:   * Aggregated at faculty level and showing aggregated school data * Aggregated at University level | * PVC Education * PVC Executive Deans of Faculties * Deans * Associate PVCs * Faculty Education Directors * University Education Directors (Quality) * Education & Student Success division staff |

1. Mid-unit check-in and end of unit reflection feedback reports for individual units will be generated where there are one or more respondents.
2. School, Faculty and University level role holders listed in Table 2 also have access to an interactive dashboard with end of unit data for their relevant hierarchy group. Upon request data may be shared with University staff for the purpose of education enhancement (contact: unit-evaluation@bristol.ac.uk).
3. Programme reports are also produced, showing aggregated end of unit reflection data at a programme level, including data on individual units. It is not possible to utilise the access hierarchy groups in Blue to give access to Programme reports so these will be shared with schools, by the unit surveys team in AQPO, annually each summer. Staff with access to the reports (as set out in Table 2) may share these with individuals and committees/groups for the purpose of education enhancement in accordance with the [University’s Data Protection Policy](http://www.bristol.ac.uk/secretary/data-protection/policy/).
4. For any student demographic aggregate reports, results will not be shown for groups with less than 5 respondents.
5. Data from incomplete surveys, i.e. surveys students started but did not submit by the closing date, will not be included within reports.

**Reviewing and Responding to unit feedback**

1. When a survey closes, Unit Directors will receive an automated email from Blue with instructions of how to access the feedback report and respond to it. For team-taught units, Unit Directors should share the feedback report with relevant teaching colleagues outside of Blue. Unit Directors must complete the respond to students form, even if the response rate/number of respondents is low or none in order to encourage them to respond to future feedback opportunities.
2. As stated in the Policy (points 8 and 10), Unit Directors must review the student feedback provided and complete the response to students form in Blue within:

* 10 working days from the date of the survey closing when responding to mid-unit check-in feedback
* Normally, 15 working days from the date of the survey closing when responding to end of unit reflection feedback (but always by 20 working days from close of survey).

Blue has been configured to send Unit Directors automated reminders to complete and submit the response.

1. The day after a response has been submitted in Blue, it will be made available to students within Blue and Blackboard. Students are automatically notified that a response is available via email. Unit Directors and nominated Blue School Administrators are able to access the response in the reports section of their Blue Homepage.
2. School Education Directors and Blue School Administrators have access to a report that shows which members of staff have provided a response, this should be used to monitor staff response rates and ensure all student cohorts receive a response.

**Data privacy and protection**

1. All data gathered via Blue is processed in accordance with the University’s Data Protection Policy and the [Student Unit Surveys Privacy Notice](https://www.bristol.ac.uk/students/your-studies/teaching-and-learning/unit-evaluation/), links to the Privacy Notice are provided on the unit surveys welcome page and email notifications.
2. Where a member of staff feels that a student comment raises issues which require follow-up (either that the comment indicates that the respondent or others are at risk of harm or there is a breach of the University [Acceptable Behaviour Policy](https://www.bristol.ac.uk/secretary/student-rules-regs/)) they should refer this initially to their School Education Director and where necessary, the School Education Director should then contact [unit-evaluation@bristol.ac.uk](mailto:unit-evaluation@bristol.ac.uk) for advice.
3. Student free text responses are not reviewed or redacted before reports are issued.
4. As operators of Blue, staff in the Academic Quality and Policy Office have access to all data and reporting information.
5. Data within Blue will be retained electronically in line with the [University Data Retention Policy](https://www.bristol.ac.uk/secretary/records/).

**Appendix 1. Mid-unit check-in question sets**

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| **Question Set A** | **Question Set B** | **Question Set C** | **Question Set D** |
| How often are you actively engaging with the content of this unit  [*Answers: Very often;* *Fairly often; Not very often; Rarely*] | How often are you actively engaging with the content of this unit  [*Answers: Very often; Fairly often; Not very often; Rarely*] | How often are you actively engaging with the content of this unit  [*Answers: Very often; Fairly often; Not very often; Rarely*] | How often are you actively engaging with the content of this unit  [*Answers: Very often; Fairly often; Not very often; Rarely*] |
| Generally, how happy are you with the way this unit is going?  *[Answers: Very happy; Fairly happy; Not very happy; Not at all happy]* | Generally, how happy are you with the way this unit is going?  *[Answers: Very happy; Fairly happy; Not very happy; Not at all happy]* | Generally, how happy are you with the way this unit is going?  *[Answers: Very happy; Fairly happy; Not very happy; Not at all happy]* | Generally, how happy are you with the way this unit is going?  *[Answers: Very happy; Fairly happy; Not very happy; Not at all happy]* |
| What is working well and should be continued? | What do you like best about the unit? | What should we do more of? | When have you felt most engaged with your learning in this unit? |
| Is there anything you would like to see improved within the unit? | If there was one thing you could change about this unit, what would it be? | What should we do less of? | When have you felt most disengaged from your learning in this unit? |
| What is exciting you? | Is there an area where you would need more guidance/support to enhance your learning? | What should we continue doing? | What action that anyone has taken have you felt most helpful in this unit? |
| What is challenging you? | Is there anything else you would like to say? | Is there anything else you would like to say? | What has been most puzzling or confusing in this unit? |
| Is there anything else you would like to say? |  |  | Is there anything else you would like to say? |
| *[Option1]* School/Prog/Unit own question 1, can be qualitative or quantitative *[Likert scale]* | *[Option 1]* School/Prog/Unit own question 1, can be qualitative or quantitative *[Likert scale]* | *[Option 1]* School/Prog/Unit own question 1, can be qualitative or quantitative *[Likert scale]* | *[Option 1]* School/Prog/Unit own question 1, can be qualitative or quantitative *[Likert scale]* |
| *[Option 2]* School/Prog/Unit own question 2, can be qualitative or quantitative *[Likert scale]* | *[Option 2]* School/Prog/Unit own question 2, can be qualitative or quantitative *[Likert scale]* | *[Option 2]* School/Prog/Unit own question 2, can be qualitative or quantitative *[Likert scale]* | *[Option 2]* School/Prog/Unit own question 2, can be qualitative or quantitative *[Likert scale]* |

**Appendix 2. End of unit reflection question sets and additional question banks**

* Standard units and three optional question banks for Labs/Practicals, Field work and Seminars/Small groups
* Independent study / project / dissertation units
* Placement units

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| **End of unit reflection question set – Standard units** | | |
| **Ref.** | **Question** | **Answer options** |
| 1 | How motivated have you been to engage with the content of this unit? | Not v*ery motivated;* *Fairly motivated; Not very motivated; Not at all motivated* |
| 2 | How often have you found this unit intellectually stimulating? | *Very often; Fairly often; Not very often; Rarely* |
| 3 | How well does this unit connect with other units you are studying? | *Very well; Well; Not very well; Not at all well; This does not apply to me* |
| 4 | To what extent does this unit cover the right amount of material? | *Exactly right; About right; Too much; Not enough* |
| 5 | How clear are the assessment requirements (including marking criteria & assessment briefs) for this unit? | *Very clear; Clear; Not very clear; Not at all clear; This does not apply to me* |
| 6 | How well did the teaching and learning on this unit prepare you for the unit assessment/s? | *Very well; Well; Not very well; Not at all well, Not applicable* |
| 7 | How well have the unit assessment/s allowed you to demonstrate what you have learned? | *Very well; Well; Not very well; Not at all well, Not applicable* |
| 8 | How fair has the marking and assessment been on this unit? | *Very fair; Fair; Not very fair; Not at all fair, Not applicable* |
| 9 | How often have you received assessment feedback on time in this unit? (i.e. received coursework feedback by the published date) | *Very often; Fairly often; Not very often; Rarely, Not applicable* |
| 10 | How often has feedback in this unit helped you to improve your work? | *Very often; Fairly often; Not very often; Rarely, Not applicable* |
| 11 | How easy was it to contact teaching staff and ask for help if you didn't understand something in this unit? | *Very easy; Easy; Not very easy; Not at all easy; I have not needed to do this* |
| 12 | How well organised is this unit? | *Very well organised; Well organised; Not very well organised; Not at all well organised* |
| 13 | How well have the resources supported your learning on this unit (e.g., books, journals, material on Blackboard equipment, software, collections)? | *Very well; Well; Not very well; Not at all well; This does not apply to me* |
| 14 | Overall, how satisfied have you been with the quality of this unit? | *Very satisfied; Satisfied; Not very satisfied; Not at all satisfied* |
| 15 | What have you liked about this unit? | *Free text comment* |
| 16 | What, if anything, would you change about your experience of this unit? | *Free text comment* |
| 17 | Is there anything else you would like to tell us about your experience of the unit? | *Free text comment* |
| Unit Directors can also add up to 3 of their own questions, specific to the unit or programme, these can be qualitative and/or quantitative (Likert scale). | | |

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| **Question banks – some or all can be appended to the Standard unit question set (optional)** | | |
| **Ref.** | **Question** | **Answer options** |
| **A** | **Labs / Practicals** | |
| A1 | How well have the labs/practicals improved your understanding of the unit material? | *Very well; Well; Not very well; Not at all well; This does not apply to me* |
| A2 | How well organised were the unit labs/practicals? | *Very well organised; Well organised; Not very well organised; Not at all well organised; This does not apply to me* |
| A3 | How well supported were you by staff/demonstrators during the unit lab/practical sessions? | *Very well supported; Well supported; Not very well supported; Not at all well supported; This does not apply to me* |
| A4 | How well prepared did you feel for the unit labs/practicals? | *Very well prepared; Well prepared; Not very well prepared; Not at all well prepared; This does not apply to me* |
| A5 | To what extent have the unit labs/practicals have helped prepare you for the unit assessment/s? | *To a large extent; To some extent; To a small extent; Not at all; This does not apply to me* |
| A6 | Is there anything else that you would like to tell us about the labs/practicals? | *Free text comment* |
| **B** | **Field work** | |
| B1 | To what extent has field work improved your understanding of the unit material? | *To a large extent; To some extent; To a small extent; Not at all; This does not apply to me* |
| B2 | How well organised was the field work? | *Very well organised; Well organised; Not very well organised; Not at all well organised; This does not apply to me* |
| B3 | How supportive were staff during the field work? | *Very supportive; Supportive; Not very supportive; Not at all supportive; This does not apply to me* |
| B4 | Is there anything that you would like to tell us about the field work? | *Free text comment* |
| **C** | **Seminars / Small groups** | |
| C1 | To what extent have seminars/small groups improved your understanding of the unit material? | *To a large extent; To some extent; To a small extent; Not at all; This does not apply to me* |
| C2 | How well organised were the seminars/small groups? | *Very well organised; Well organised; Not very well organised; Not at all well organised; This does not apply to me* |
| C3 | Is there anything that you would like to tell us about the seminars/small groups? | *Free text comment* |
| **D** | **Learning opportunities** |  |
| D1 | To what extent have you had the chance to explore ideas and concepts in depth in this unit? | *To a large extent; To some extent; To a small extent; Not at all* |
| D2 | How well did the unit introduce subjects and skills in a way that builds on what you have already learned? | Very well; Well; Not very well; Not at all well; This does not apply to me |
| D3 | How well has the unit helped you develop knowledge and skills that you think you will need for your future? | Very well; Well; Not very well; Not at all well |

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| **End of unit reflection question set – Project/Dissertation units** | | |
| **Ref.** | **Question** | **Answer options** |
| 1 | How clear was the guidance on how to select the dissertation/project topic? | *Very clear; Clear; Not very clear; Not at all clear; This does not apply to me* |
| 2 | How well have you been supported and guided in planning and undertaking the dissertation/project? (e.g., research strategies, developing project outline, literature review etc.) | *Very well supported; Well supported; Not very well supported; Not at all well supported; This does not apply to me* |
| 3 | How clear are the marking criteria used to assess your dissertation/project? | *Very clear; Clear; Not very clear; Not at all clear; This does not apply to me* |
| 4 | To what extent have you received regular and helpful advice/feedback on progress with the dissertation/project? (advice/feedback can include personal or group feedback in written, verbal or audio form) | *To a large extent; To some extent; To a small extent; Not at all; This does not apply to me* |
| 5 | How easy was it to contact teaching staff if you needed to regarding this unit? | *Very easy; Easy; Not very easy; Not at all easy; I have not needed to do this* |
| 6 | How well have the library resources supported your learning (e.g., books, journal articles, material on Blackboard)? | *Very well; Well; Not very well; Not at all well; This does not apply to me* |
| 7 | How well has the project/dissertation helped you develop knowledge and skills that you think you will need for your future? | *Very well; Well; Not very well; Not at all well; This does not apply to me* |
| 8 | Overall, how satisfied have you been with the quality of the unit? | *Very satisfied; Satisfied; Not very satisfied; Not at all satisfied* |
| 9 | If required, how easy was it to access the practical resources (e.g., lab access, special collections, equipment, software) when you needed them? | *Very easy; Easy; Not very easy; Not at all easy; This does not apply to me* |
| 10 | If required, to what extent have youreceived appropriate support and guidance to utilise the practical resources necessary? | *To a large extent; To some extent; To a small extent; Not at all; This does not apply to me* |
| 11 | If required, how useful was the advice about how to work as part of a group? | *Very useful; Useful; Not very useful; Not at all useful; This does not apply to me* |
| 12 | If relevant, to what extent has group work helped you to learn by sharing ideas with your peers? | *To a large extent; To some extent; To a small extent; Not at all; This does not apply to me* |
| 13 | If relevant, to what extent has the unit encouraged teamwork and participation? | *To a large extent; To some extent; To a small extent; Not at all; This does not apply to me* |
| 14 | If required, how easy was it to get advice if problems occurred in the group? | *Very easy; Easy; Not very easy; Not at all easy; I have not needed to do this* |
| 15 | What do you feel you have gained from undertaking the dissertation/project? | *Free text comment* |
| 16 | What (if anything) would you change about your experience on this unit? | *Free text comment* |
| 17 | Is there anything else you would like to tell us about the dissertation/project? | *Free text comment* |
| Unit Directors can also add up to 3 of their own questions, specific to the unit or programme, these can be qualitative and/or quantitative (Likert scale). | | |

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| **End of unit reflection question set – Placement units** | | |
| **Ref.** | **Question** | **Answer options** |
| 1 | My placement has been based at: (drop down list) | *Drop down of placement provide types:*   * *UK University/College* * *University/College located outside the UK* * *School Setting* * *Clinical Setting* * *UK employer* * *Employer located outside the UK* * *Other* |
| 2 | How well did the University of Bristol support and guide you whilst arranging your placement? | Very well; Well; Not very well; Not at all well; This does not apply to me |
| 3 | How well did you feel your prior learning prepared you for your placement? | Very well; Well; Not very well; Not at all well; This does not apply to me |
| 4 | How well did the University of Bristol support you during your placement? | Very well; Well; Not very well; Not at all well; This does not apply to me |
| 5 | How easy was it to contact University of Bristol staff if you needed to regarding your placement? | Very easy; Easy; Not very easy; Not at all easy; I have not needed to do this |
| 6 | How clear are the criteria used to assess your placement learning experience? | Very clear; Clear; Not very clear; Not at all clear; This does not apply to me |
| 7 | How well has the placement helped you develop knowledge and skills that you think you will need for your future? | Very well; Well; Not very well; Not at all well; This does not apply to me |
| 8 | What do you feel you have gained by undertaking your placement? | *Free text* |
| 9 | What (if anything) would you change about your experience? | *Free text* |
| 10 | Is there anything else you would like to tell us about the placement? | *Free text* |
| Unit Directors can also add up to 3 of their own questions, specific to the unit or programme, these can be qualitative and/or quantitative (Likert scale). | | |