

Guidelines for the Student Evaluation of Teaching and Papers

Revised May 2025

These guidelines should be read in conjunction with the [Evaluation of Teaching and Papers Policy](#). The purpose of the guidelines is to support the development and maintenance of a high-quality learning environment by providing the requirements and processes for quality assurance and improvement of learning and teaching through regular summative student evaluations of teaching and papers.

Process

- a. Evaluation processes are administered centrally under the authority of the Deputy Vice Chancellor Academic. The central team will generate surveys using an online platform and provide them to students during the evaluation period.
- b. School/Faculty Managers and administrators must ensure that all staff teaching each occurrence of a paper are correctly associated with that occurrence using the staff paper association tool.
- c. All staff teaching the occurrence of a paper should be included in the teaching and paper evaluation.
- d. With the exception of approved WIL papers, teaching and paper evaluations should consist of a set of core questions, including two open response questions. Customised questions should not be added to the University's summative evaluation surveys.
- e. Evaluation surveys for approved WIL papers consist of the standard questions for approved WIL papers.
- f. System-generated reminders about the survey will be issued to students via the survey portal, supplemented with off-systems communication channels.
- g. Paper conveners must draw students' attention to the productive use of feedback on their papers and the value of evaluation surveys in improving the learning experience for students.
- h. Paper conveners must provide students with time during their paper to complete evaluation surveys.
- i. Associate Deans Academic will monitor response rates via the evaluations portal and liaise with the central team to organise additional reminders for papers with a low response rate.

Reporting and Use of Data

- a. Survey results on the evaluations of teaching and papers are made available to teachers and paper conveners following the release of final grades for the trimester.
- b. The central team will make reports on the results of evaluations of teaching and papers available to Heads of School and Faculty, Associate Deans Academic, Pro Vice Chancellors, and the Deputy Vice Chancellor Academic via a Power BI dashboard.
- c. Data from these reports will be used to evaluate and improve academic offerings and in staff performance and development, advancement, and promotion processes.

- d. Paper Convenors must provide students in the next cohort(s) with a summary of their response and the actions they have taken to change the paper in the light of student feedback. The summary must be provided as soon as practicable via the paper outline of a subsequent occurrence of the paper.
- e. Teaching staff are unable to associate individual students with feedback through the evaluations system.
- f. Students are free to edit or remove their evaluation feedback at any time during the period that evaluations are open. After the evaluation has finished, removal of data is no longer possible.
- g. In the case of reporting for internal purposes, staff identity is not confidential. Staff identity may be included in reporting where there is an appropriate reason for doing so. Examples of this may include but are not limited to:
 - i. reports provided to Heads of School, line managers, and equivalent in which individual teaching staff may be named alongside data relevant to their teaching and papers.
 - ii. reports provided to committees considering applications for advancement and promotion
 - iii. reports provided to other areas of the University for the purpose of arranging professional development and related opportunities.
- h. Teaching staff can expect their identities to remain confidential in any reports on evaluation data that are provided to external bodies, e.g. The Academic Quality Agency.
- i. Data gathered during evaluations are collected solely for the purposes of the quality assurance, ongoing improvement of teaching and learning, and input into academic staff promotion considerations. Staff who wish to conduct research involving their own teaching and students' learning must seek separate approval from the University's Human Research Ethics Committee.