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# **Student surveys: challenges and conflicts in the effective use of student feedback**

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# Session Aims

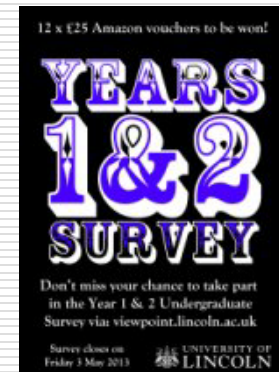
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- ❑ Describe the background and context for developments in student surveying
  - ❑ Discuss the approach to surveying at the University of Lincoln
  - ❑ Identify key issues in the effective collection and use of student feedback
  - ❑ Share ideas and examples of practice from across the sector
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- Why do we collect student feedback?
  - How do we collect feedback?
  - At what level do we collect feedback?  
(module / programme / institution)
  - What do we do with it?
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# We've all gone survey mad!

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# Contributing factors

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- ❑ Changes to Quality Assurance Framework
  - ❑ Introduction of NSS in 2005
  - ❑ Easy availability and acceptability of online surveying
  - ❑ Central drive to promote competition by publication of satisfaction data
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# Surveying at Lincoln

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- ❑ Long tradition of collecting module feedback
  - ❑ On-line institution-wide survey implemented in 2003 (but eventually superseded by NSS)
  - ❑ Centralised online module evaluation introduced (and subsequently relaxed)
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(cont...)

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- ❑ UL commended by QAA in 2008 for systematic responses to NSS
  - ❑ Institution-wide level 1 & 2 survey introduced in 2012
  - ❑ Integrated approach to student surveys currently under development
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# Key issues

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- ❑ External accountability vs internal enhancement
  - ❑ Survey fatigue
  - ❑ Transparency and sharing of data vs confidentiality and sensitivity
  - ❑ Swift turnaround vs full analysis and data cleansing
  - ❑ Response rates and incentives
  - ❑ 'Joined up' reporting
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