

Guidance on mid-module feedback

1. Introduction

1.1 This guidance note provides advice on mid-module feedback, a tool which should be used across the University for taught provision.

2. Principles

2.1 The following principles apply

- Mid-module feedback is a tool to gain early student feedback to identify positive and negative aspects arising from the module's delivery and to respond promptly to any matters that can be easily resolved while students are still able to benefit.
- Mid-module feedback is not a formal data collection exercise but instead aims to promote constructive dialogue between staff and students. Response rates should not be a key consideration.
- All students should have the opportunity to give feedback on their modules.
- Mid-module feedback should take place between weeks 4 and 6 (for modules that last longer than 10 weeks), unless determined otherwise by individual Schools.
- Students should be advised that there will be an opportunity to feed back during the module's delivery period to allow them time to reflect on their experiences and engage with the feedback opportunity constructively.
- Time should be devoted to providing a response to the feedback received at the next available teaching opportunity. Students should be able to see the value and significance of the feedback process and,

where it is not possible to make a change in response to feedback, this should be communicated along with the reason(s).

- The module leader, under the direction of the Programme Lead and School Programmes Committee (SPC) is responsible for running the mid-module feedback exercise.

3. Methods

3.1 Depending on cohort size, teaching methods, experience and personal choice, mid-module feedback may take one of several forms. Conversations as part of a scheduled teaching session, formal questionnaires, or asking students to write down good and bad things about their module during a session are all approaches that can work. If any type of questionnaire format is used, it should be easily accessible via a mobile device and across all student locations. Conversations in teaching time should be open and honest and encourage participation from all attendees.

3.2 Any method chosen should be accessible, equitable and offer all students the opportunity to have their voice heard, no matter their location and accessibility need. Crucially, whatever feedback is used, time should be scheduled to receive, review and reflect on the responses given.

4. Questions

4.1 The following are suggestions for questions that can be used to elicit mid-module feedback. If using a questionnaire, no more than five questions should be used.

- What are the best features of this module?
- What could be improved?
- What should we start/stop/continue?
- Would you like to see anything else included in the module?
- What could be removed from the module?

5. Responding to student feedback

- 5.1 Whatever questions are asked, and no matter how they are asked, it is essential that the exercise is concluded by reporting findings back to students at the earliest available opportunity and ideally at the next teaching session. When responding to feedback, students should be provided with a response that informs them on which elements will be acted upon and how and which elements will not be acted upon and the reasons for this.
- 5.2 The format of a response could be an email to students, a document on Blackboard, a video or a verbal discussion/presentation at the end/start of the next teaching session.
- 5.3 The response provided to students should not include raw data. Feedback should reflect on the responses, making clear what changes are and are not possible. Examples of the tone of responses include
- “Many of you suggested that you were not able to hear me during the session, to rectify this I have purchased a new microphone and will make sure that the windows are closed when I am presenting.”
 - “Some of you said that you are uncertain about the assessment for the module. You can find all the information about that here: [provide link]”
 - “Many people commented on how much they enjoyed the use of xxx within the lectures – I’ll continue with this and try to include some more examples.”
 - “You were concerned that some students were not wearing a mask in some sessions on campus. The University is clear that masks should be worn in shared buildings but that some people are exempt from this requirement and that proof of that exemption is not required. I am not intending to ask individuals why they are not wearing a mask so I will trust and respect you all that you are following the current advice.”
 - “Some of you suggested x [e.g. adding some other topics to the syllabus, changing the assessment methods]. I’m not going to do that, for these reasons...”

6. Useful links

6.1 Getting Started with Vevox

- <https://www.youtube.com/watch?v=6cB6VZtF3m8>

6.2 How to create a new Microsoft form

- <https://sotonac.sharepoint.com/teams/Office365/SitePages/Forms-How-do-l.aspx>
- <https://www.linkedin.com/learning/office-365-new-features-2/microsoft-forms?u=35146660>
- <https://www.youtube.com/watch?v=BOoTBzHM4fQ>