19. Student feedback

19.1. The role of student feedback

The importance of feedback and how UCL uses the results.

UCL’s goal is to put students’ feedback, insights and contributions at the heart of our decision-making. We value students’ feedback and work with students as partners in the process of shaping education at UCL. In recent years, as a direct result of student feedback, we have opened the Library over the Christmas closure period, increased study space (including through the new Student Centre), we have focussed more on environmental sustainability, and given clearer information about assessments.

The framework of committees, processes, and activities through which students can provide feedback includes:

- The student representative scheme, where the student body elects representatives across its programmes to act as the student voice (see Section 18 Student representation and voice | CS Student Handbook.)
- The student membership on UCL’s committees.
- The student quality review scheme through which students act as reviewers of academic practice across a range of processes and activities.
- The student experience panel, through which students can participate in focus groups and projects to help bring improvements to UCL activities.
- The range of student surveys (such as the national student survey, postgraduate experience surveys, new to UCL survey) and per-programme/ module student evaluative questionnaires, whose results inform critical review and action planning by the department;
- The annual student experience review process through which programmes are health-checked with reference to student feedback, demographic and other data, and input from student reviewers.

Other opportunities for students to feed back on their experience include active dialogue with their module leaders via Moodle discussion forums, posting ideas or issues of concerns to Unitu - the student voice platform, or attending office hours with module leaders, programme directors, or with the Departmental Tutor.

Further information:

- You Shape UCL | UCL
- Survey News and Results | UCL
19.2. Student surveys

One of the principal ways in which UCL gathers and responds to student feedback is via online student experience surveys such as the National Student Survey, the Postgraduate Taught Experience Survey, and the New to UCL survey. Whether it’s about teaching, accommodation, or facilities, surveys are a chance for students to have their say about what works and what needs improving, to help us make sure that UCL is as good as it can be for current and future students. We aim to minimise the volume of surveys students are asked to take. Each survey takes just a few minutes to complete, all responses are anonymous, and some include a prize draw. Every piece of feedback is read, and the results of each survey are shared with staff across UCL, including the President & Provost.

Further information:
- You Shape UCL | UCL
- Survey News and Results | UCL
- National Student Survey | Office for Students
- Postgraduate Taught Experience Survey | Advance HE

19.3. Module questionnaires

You will be invited to provide feedback on your individual modules via Module Evaluative Questionnaires (MEQs) at the end of each term. The MEQs ask you about your learning experience, the resources and materials you have been provided with, and your views on what could be improved. This gives you the opportunity to help departments to continuously improve learning, teaching, and assessment.

MEQ reports, including free text comments, will be made available on a restricted basis to those involved in student teaching. MEQ, reports without comments, will be published to students, to the Departmental Staff Student Consultative Committee, and to the Departmental Teaching Committee. The MEQ reports will also feed into the Annual Student Experience Review exercise.

19.4. Annual review of students’ experience

Information on the ASER process and how student representatives are involved.
UCL's **Annual Student Experience Review** (ASER) process requires all departments to undertake an annual self-evaluation and produce a development plan for how we plan to improve in the coming year. The self-evaluation involves looking at student feedback from surveys and module evaluation questionnaires, as well as other data about student performance and academic standards, such as the feedback provided by the External Examiner, which helps us to understand what is working well and what might need improving.

Academic Representatives are active participants in the evaluation process and creation of the development plan through discussions at departmental and faculty committees, giving students an important role in identifying and planning improvements within their department.

The department’s ASER report (its self evaluation and development and action plan) is submitted to the Departmental Staff Student Consultative Committee and Departmental Teaching Committee for review, and will be reviewed periodically to ensure progress towards planned actions is kept under review.

**Further information:**

- Section 2: Annual Student Experience Review | UCL Academic Manual