# TRUST Survey Procedures

## 1 Introduction

These procedures support the university's objectives to have a systematic framework for student feedback at module level. This framework enables the feedback to be acknowledged and actioned, and the feedback loop to be closed in a transparent and open manner.

The **TRUST** (Time to Reflect and Understand Students) concept has been used to provide an overarching brand for institutional student feedback mechanisms. The TRUST brand focuses of fostering a culture of trust and mutual respect between students and those who teach them while continuously building a positive and open relationship.

Two survey instruments are used to facilitate feedback from students on the experience within a module:

| **TRUST-EM** | **TRUST-SET** |
|---|---|
| The *TRUST-EM* survey focuses on the module, its place in the curriculum, its learning environment and the student's assessment of their engagement with the module. | The *TRUST-SET* survey focuses on the teaching of a module. |

TRUST surveys are distributed using evasys and are presented to students via a widget on the home page on Brightspace.

The questions in each of the surveys are set out in **Appendix 1**.

## 2 Purpose of TRUST surveys

At University-level, the aggregate survey data provides an evidence basis for assuring the quality of its modules. The surveys also act as a data source for evidence-based quality reviews or professional and statutory body accreditation. In addition to the general purpose, each survey has a specific purpose, as outlined below.

| TRUST-EM purpose | TRUST-SET purpose |
|---|---|
| The purpose of the TRUST-EM survey is to serve as formal summative feedback on the student learning experience specifically related to their modules and to assist faculties, academic departments, course boards, professional service divisions and staff with the identification of actions that may be applied to enhance the student experience, the learning environment, programme design and delivery. | The TRUST-SET survey is a source of feedback for those that teach on the module. This feedback may help identify professional development needs while also useful as evidence of teaching excellence for progression applications, teaching award submissions etc. Aggregate data from the TRUST-SET survey will provide departments, faculties and the university with indicators of teaching excellence. |

## 3 Scope of TRUST surveys

Both TRUST-EM and TRUST-SET surveys are mandatory and will run each time a taught module is offered.

### 3.1 Timing

Both surveys will normally run concurrently in week 10 of the semester. In the case of block modules and where the end date of the block is known, the surveys may run at the end of the block.

### 3.2 Data source

The data source used to populate the surveys is the University's virtual learning environment, Brightspace. Module sites on Brightspace are automatically updated from SI with the data required for each survey: module, student and instructor(s) as defined below.

| TRUST-EM | TRUST-SET |
|---|---|
| Modules: Brightspace module sites for the current semester that have student registrations. | Modules: Brightspace module sites for the current semester that have student registrations. |
| Students: Those enrolled on the modules above with the Brightspace role of "Learner". | Students: Those enrolled on the modules above with the Brightspace role of "Learner". |
| Instructors: Those enrolled on the modules above with the Brightspace role of "Instructor". | Instructors: Those enrolled on the modules above with the Brightspace roles of "Instructor" and "Instructor Manually Added". |
| Note: results will be available to the instructor (not Instructor Manually Added) via the instructor portal. Instructors are requested to share the report with any additional instructors. | Note: Each instructor/ Instructor Manually Added will only be able to see their own TRUST-SET results through the instructor portal. |

*Note: for taught modules that fall outside of semester 1 and semester 2 delivery a schedule will be agreed with the head of unit.*

## 4 Questions

The questions have been developed by the University's Working Group on Institutional Feedback Mechanisms, a working group of the Quality Committee. These have been presented to and endorsed by ULTAC, Quality Committee and by Academic Council and are listed in **Appendix 1**.

| **TRUST-EM** | **TRUST-SET** |
|---|---|
| The TRUST-EM survey is organised into four thematic areas:<br>• Module<br>• Student Engagement<br>• Learning Environment and<br>• Overall Experience. | The TRUST-SET survey focuses on teaching as one thematic area. |

Apart from open ended questions, all questions are based on a Likert scale from 1 to 6 where:

1 = Strongly disagree
2 = Disagree
3 = Disagree somewhat
4 = Agree somewhat
5 = Agree
6 = Strongly agree

0 = No opinion

*Qualitative Feedback*: The software used to support these procedures allows the use of stop words to redact inappropriate feedback. When inviting students to participate in the survey, students are encouraged to be constructive and to consider the language that they use in their feedback.

In exceptional circumstances, and with the endorsement of the relevant Head of School/Department, an individual may submit a request for the redaction of student feedback that is demonstrably factually inaccurate, or contains offensive, abusive, discriminatory or derogatory language.

## 5 Communication

The following automated emails will be sent for each survey:

- Survey open
- Survey running - Current response rate when survey is running (only if below 50% threshold)
- Survey close – results link and request to submit reflections

| **TRUST-EM emails** | **TRUST-SET emails** |
|---|---|
| *To 'instructors'* | *To 'instructors' and 'instructors manually added'* |

## 6 Closing the Feedback Loop

Once TRUST surveys are closed, those that teach on the module will be given the opportunity to reflect on their feedback and consider areas that are working well, those that require improvement and actions that could be taken to enhance any areas identified as in need of improvement.

| **TRUST-EM feedback reflections** | **TRUST-SET feedback reflections** |
|---|---|
| *'Instructors' provide reflections on feedback.* | *Both 'instructors' and 'instructors manually added' receive their own individual feedback and provide reflections on same.* |

These reflections will be formally captured on the evasys instructor dashboard and will be shared with the students (collectively). Systematically sharing reflections with students is a key part in the development of the module, programme and student learning experience in addition to being a valuable tool for the professional development of those that teach on the module. This mutual engagement of giving feedback and providing reflections will strengthen the concept of TRUST between both students and those teaching them.

Resources and support to assist teaching staff with considering and responding to feedback are available on the Centre for Transformative Learning (CTL) website.

## 7 Results and Confidentiality

Access to the reports will be provided via the instructor portal and will be determined by role and shared as outlined in Sections 7.1 and 7.2.

There are occasions when aggregate data is required to be shared with external bodies such as with accreditation bodies, quality review/accreditation panels or similar situations.

Designated staff of the Quality Support Unit have access to the raw data to manage the survey process and reporting.

### 7.1 Reporting

Table 1 below sets out how results from the surveys will be shared.

| | **Instructor** | **Instructor Manually Added** | **Head of Dept** | **Dean** |
|---|---|---|---|---|
| **TRUST-EM** | | | | |
| Module | ✓ | | ✓ | ✓ |
| Learning Environment | ✓ | | ✓ | ✓ |
| Student Engagement | ✓ | | ✓ | ✓ |
| Overall | ✓ | | ✓ | ✓ |
| Open Questions | ✓ | | ✓ | ✓ |

| | Instructor | Instructor Manually Added | Head of Dept | Dean |
|---|---|---|---|---|
| **TRUST-SET** | | | | |
| Teaching* | ✓ | ✓ | ✓ | ✓ |
| Open Question* | ✓ | ✓ | | |

***Table 1**: Access Matrix for Individualised Reports*
**(Note: Instructor and Instructor Manually Added can only see their own TRUST-SET results)*

### 7.2 Aggregate Reporting

Tables 2-4 set out how results will be provided in aggregate form. Heads of Department and Deans may authorise access to aggregate data to other roles such as faculty managers, administrators, ADsAA, faculty quality and accreditation officers or similar roles.

| Aggregate level / Role | course | department | faculty | institutional |
|---|---|---|---|---|
| Individual Lecturer | ✓ | | | |
| Head of Dept | ✓ | ✓ | | |
| Dean | ✓ | ✓ | ✓ | ✓ |
| Course Director | ✓ | | | |
| Head of Division/Service* | ✓ | ✓ | ✓ | ✓ |
| ULTAC | | | ✓ | ✓ |
| FLTAC | | | ✓ | |
| Quality Committee | ✓ | ✓ | ✓ | ✓ |
| Academic Council | ✓ | ✓ | ✓ | ✓ |
| Executive Committee | ✓ | ✓ | ✓ | ✓ |

***Table 2**: Access Matrix for Aggregate Reports for TRUST-EM*

*****Where analysis of aggregate data indicates information for a particular service

| Aggregate level (Excludes Open-Ended Questions) / Role | course | department | faculty | institutional |
|---|---|---|---|---|
| Individual Lecturer | ✓ | | | |
| Head of Dept | ✓ | ✓ | | |
| Dean | ✓ | ✓ | ✓ | ✓ |
| Course Director | ✓ | | | |
| ULTAC | | | ✓ | ✓ |
| FLTAC | | | ✓ | |
| Quality Committee | ✓ | ✓ | ✓ | ✓ |
| Academic Council | ✓ | ✓ | ✓ | ✓ |
| Executive Committee | ✓ | ✓ | ✓ | ✓ |

***Table 3**: Access Matrix for Aggregate Reports for TRUST-SET (Note: Open-ended questions not included)*

| Aggregate level / Role | course | department | faculty | institutional |
|---|---|---|---|---|
| Individual Lecturer | ✓ | | | |
| Head of Dept | ✓ | ✓ | | |
| Dean | ✓ | ✓ | ✓ | ✓ |
| Course Director | ✓ | | | |
| ULTAC | | | ✓ | ✓ |
| FLTAC | | | ✓ | |
| Quality Committee | ✓ | ✓ | ✓ | ✓ |
| Academic Council | ✓ | ✓ | ✓ | ✓ |
| Executive Committee | ✓ | ✓ | ✓ | ✓ |

***Table 4**: Access Matrix for Aggregate Reports for TRUST-SET. Thematic analysis of Open-ended questions (Note: individuals will not be identified)*

### 7.3 Thresholds

The Head of Department will consider matters that may require action to improve the student experience in instances where results for modules or teaching are below the threshold of 4.2

The target response rate is 50% and forms the basis of the "traffic light" colour-coding system on the instructor portal.

Results with a low response rate should be considered carefully and for small class sizes, the Head of Department and/or Dean will be expected to use their discretion to determine the reliability of the results in consultation with those who teach on the module.

## 8 Review

This procedure will be reviewed at least annually and faculties, academic departments and Unite Academic Representatives will be invited to participate in this review. The procedure may be reviewed outside of this timeframe where changes to the survey instrument or supporting software may require a change to the process.

## 9 Related Documents

Student Survey & Feedback Mechanisms Policy

Policy on the Use of Data to Enhance Teaching, Learning and Assessment (Learning Analytics)

HR documents on Progression Portfolio

## 10 Appendix 1

**TRUST-EM Survey [For March 2024]**

| Module Theme |
|---|
| 1. The module objectives are clear |
| 2. The module is well organised |
| 3. The learning outcomes for the module are achievable |
| 4. This module is relevant to my overall programme of study |
| **Learning Environment and Resources Theme** |
| 1. The study materials were useful in helping me to learn |
| 2. Classroom Facilities are appropriate [note this may be lab, work learning environment etc] |
| **Student Engagement Theme** |
| 1. I have worked hard to succeed in this module |
| 2. I submitted all necessary coursework on time |
| 3. I did all I could to contribute to my learning within this module |
| 4. I attended most or all of the required contact hours for this module (both online and on-campus) |
| **Overall Experience Theme** |
| 1. Overall, I am satisfied with my experience on this module |
| 2. I have learned a lot during this module |
| 3. What worked well in this module? (open question) |
| 4. What could be improved? (open question) |

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**TRUST-SET survey [NOT PLANNED FOR SEM 2 2024]**

| |
|---|
| 1. Overall the teacher is effective in teaching this module. |
| 2. The teacher communicates effectively and can explain difficult material. |
| 3. The teacher is well prepared for teaching this module. |
| 4. The teacher is approachable and made time for questions inside and outside of formal class time. |
| 5. Would you like to add anything else? |

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