

TRUST Surveys

Frequently Asked Questions for Staff

13th Oct 2026

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Introduction to TRUST

Q1. What are the TRUST surveys?

TRUST stands for Time to Reflect and Understand Students. TRUST is our institution-wide approach to student feedback. It replaces previous instruments and introduces:

TRUST-EM (Evaluation of Modules) – replacing the Module Satisfaction Survey (MSS)

TRUST-SET (Student Evaluation of Teaching) – replacing the SET

These evaluations are aligned with the Learning, Teaching & Assessment Strategy "Action for Wisdom" and the recommendations of the CINNTE institutional review.

Q2. What is the purpose of the TRUST surveys?

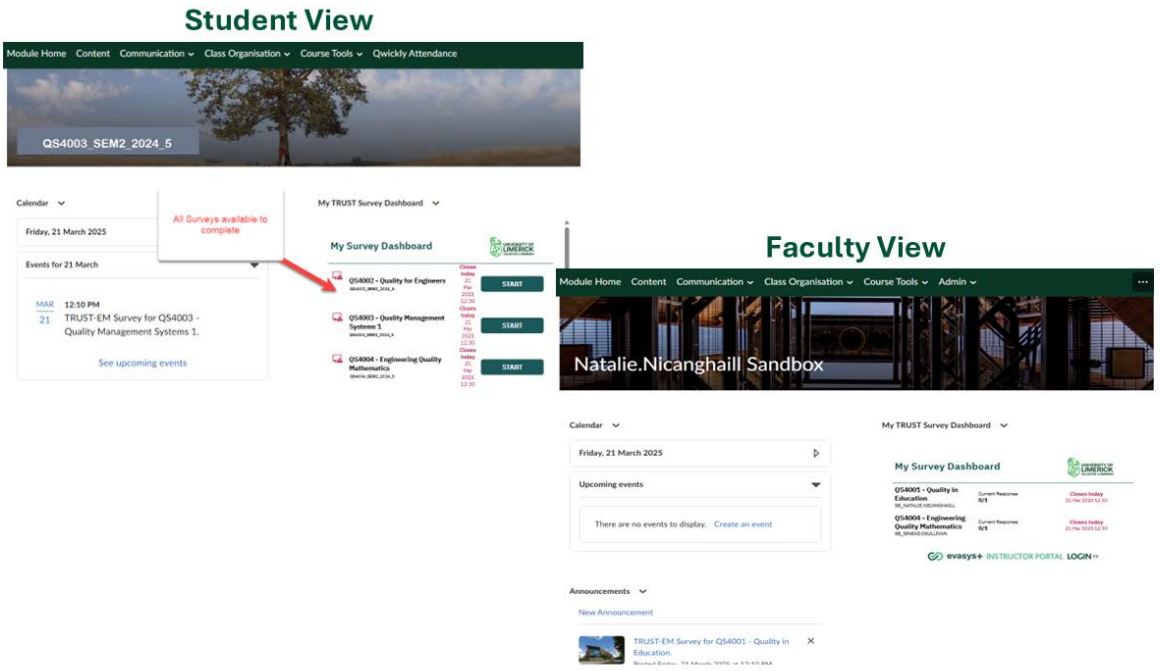
The purpose of the TRUST surveys is to serve as formal summative feedback on the student learning experience within a module. It also offers a module leader and individual teaching staff with the opportunity to reflect and respond to this feedback, closing the feedback loop in a transparent and open manner. Systematically sharing reflections with students is a key element in the development of the module, programme and student learning experience.

Overview of TRUST Surveys

Q3. What is the TRUST-EM survey?

Time to Reflect and Understand Students – Evaluation of Modules (TRUST-EM) is a short online survey, forming part of our institutional student feedback mechanism. It is run each time a taught module is offered and its content focuses on the module, its place in the curriculum, its learning environment, the student's assessment of their engagement with the module, and NOT on the teaching. It replaces UL's Module Satisfaction Survey (MSS).

TRUST surveys are distributed using evasys, which is integrated with UL's virtual learning environment (VLE), Brightspace. As illustrated below, surveys are presented via widgets on the homepage. Participating students also receive one email at launch, containing links to all their current module surveys.



Q4. What is the TRUST-SET survey?

TRUST-SET (*Student Evaluation of Teaching*) is a survey designed to gather student feedback specifically on the teaching of a module. It complements TRUST-EM by focusing on the lecturer's approach, clarity, engagement, and responsiveness.

Q5. What are the differences between TRUST-EM and TRUST-SET?

While TRUST-EM evaluates the module structure, learning environment, and curriculum placement, TRUST-SET focuses on the teaching experience and provides individualised feedback to teaching staff.

Q6. What questions are asked in the TRUST-EM survey?

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, UNITE and Academic Council.

They are organised into four areas:

- Module
- Student Engagement
- Learning Environment
- Overall

Appendix A lists the questions asked in the survey.

Q7. What questions are asked in the TRUST-SET survey?

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, UNITE and Academic Council.

Appendix B lists the questions asked in the survey.

Q8. Are the TRUST surveys mandatory?

At present, **only** TRUST-EM is mandatory. Mandatory in this sense means that all taught modules with registered students must be evaluated. It is not mandatory for students to complete the surveys.

TRUST-SET currently remains **opt-in** for teaching faculty. When a lecturer requests a TRUST-SET survey for a specific module, the registered students on that module are issued with the survey, generally in Week 10 of that academic semester.

Q9. Can a module be opted out of TRUST surveys?

In general, it is not possible to opt out of TRUST surveys. However, if a module is out of scope, it is possible to apply for an exclusion by completing a Module Exclusion Form. Please refer to **Q15** for a list of modules that are currently out of scope.

TRUST Survey Timeline

Q10. When do TRUST surveys run?

The TRUST surveys (TRUST-EM and TRUST-SET) will normally run in Week 10 of each academic semester (autumn and spring). Please see **Q14** for modules that run outside the standard academic calendar.

Q11. How long does the survey stay open?

The TRUST surveys normally stay open for 2 weeks.

Q12. What does the survey timeline look like?

Weeks 10 – 12	**Survey Launch** - student access and real-time response rates for *Instructor*s.
Week 13	**Survey Closure** - module leader reflection on submissions.
Week 14 – 15	**Survey Reporting –** summary institutional feedback reports

Q13. When will TRUST-SET be piloted?

The pilot will run in Semester 1, 2025/26 (Week 10).

Module Scope

Q14. Are all modules surveyed?

All taught [1] modules that are offered and have current student registrations are surveyed. In the case of block modules or those that fall outside Semester 1/Semester 2 delivery, an alternative schedule will be agreed with the head of unit.

Q15. Are the same modules excluded from both TRUST-SET and TRUST-EM?

Yes. Modules such as Co-op, school placement, placement, projects, and thesis/dissertation are excluded from both TRUST-EM and TRUST-SET.

TRUST-PL (*Placement*) is currently being developed by an institutional working group.

Q16. My module doesn't start until much later in the semester, is this module included?

Yes, provided the module is not out of scope (see **Q15**), the TRUST surveys can be postponed for the module. You will need to contact TRUST-EM@ul.ie prior to the end of **Week 5** of the semester to agree a timeframe.

Participation

Q17. Who participates in TRUST (staff)?

All teaching staff assigned to eligible modules will be included in both TRUST surveys. Please note that for the TRUST-SET pilot, only *Instructor*s or *Instructor*s *Manually-Added* (Brightspace roles) will be included, if they opt-in for the pilot.

	Instructor	Instructor Manually-Added
TRUST-EM	Yes	No
TRUST-SET pilot	If opted in	If opted in
TRUST-SET	Yes	Yes

Q18. Who participates in TRUST (students)?

Students registered for eligible modules (with the Brightspace role of *Learner*) will be invited to complete the TRUST surveys. Please refer to **Q14**

Q19. I am guest lecturer and have only delivered one lecture – am I included in TRUST?

No. Only those involved in the substantive delivery of academic content on a taught module should currently be included in TRUST. Please ensure that your role on Brightspace is not *Instructor* or *Instructor Manually-Added*. A full list of the permissions for each of these roles is available here.

[1] Modules currently out of scope include Co-op, school placement, placement, projects, thesis/dissertation etc.

Roles and Responsibilities

Definitions

Q20. What is a module leader?

A module leader is a member of faculty associated with each module in the SI database.

Appointed by the relevant Head of Department/School (HoD), this individual typically contributes in part or in full to the delivery of the module and coordinates the associated administrative tasks (e.g., entering exam results).

If a single lecturer delivers a module, this person is invariably the module leader. If several individuals deliver the module, one is usually appointed as the module leader.

Q21. What is an *Instructor*?

An *Instructor* (Brightspace role) is the individual that is assigned as a module leader on SI. When students are asked to evaluate a module on TRUST-EM, the *Instructor* is the name of the person that is associated with the module.

Q22. What is an *Instructor Manually-Added*?

An *Instructor Manually-Added* (Brightspace role) is used to add additional *Instructor*s and has the same permissions as *Instructor* role. For TRUST-SET, students will be asked to evaluate each *Instructor Manually-Added* on Brightspace for that module. It is therefore important to ensure that only those responsible for the substantive delivery of academic content for students are assigned the *Instructor Manually-Added* role. This will avoid students being asked to evaluate a department administrator that has been granted the *Instructor Manually-Added* role, for example. For a full list of available Brightspace roles and associated permissions, please refer to Brightspace roles.

Q23. What is the difference between the Instructor role and the Instructor Manually-Added role on Brightspace and the implications for TRUST surveys?

The *Instructor* role is the default role assigned to the module leaders as per SI. The *Instructor Manually-Added* role is used to add additional *Instructor*s and has the same permissions as *Instructor* role. A full list of the permissions for each of these roles is available here

In the context of TRUST surveys, the following default sharing of results occurs:

	Instructor	Instructor Manually-Added
TRUST-EM	Results to all questions shared via Instructor portal	None
TRUST-SET	Results to all questions shared via Instructor portal (only sees own results)	Results to all questions shared via *Instructor* Portal (only sees own results)

Promoting Engagement

Q24. How can I assist in maximising the response rate for my modules?

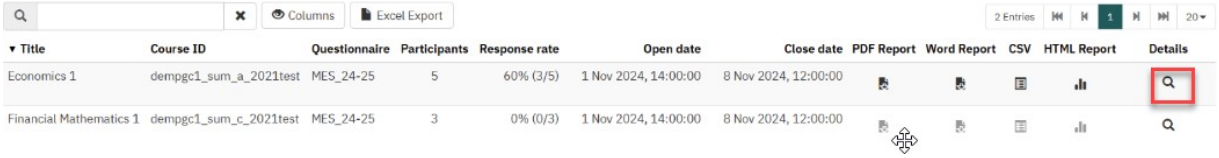
Meaningful academic engagement in this process is arguably the greatest indicator of success. Please encourage your students to complete this survey, and if possible, grant them time in class to do so. The survey will only take around 2 mins. Students can begin a survey and return to edit or submit at a later stage, if the survey is still open.

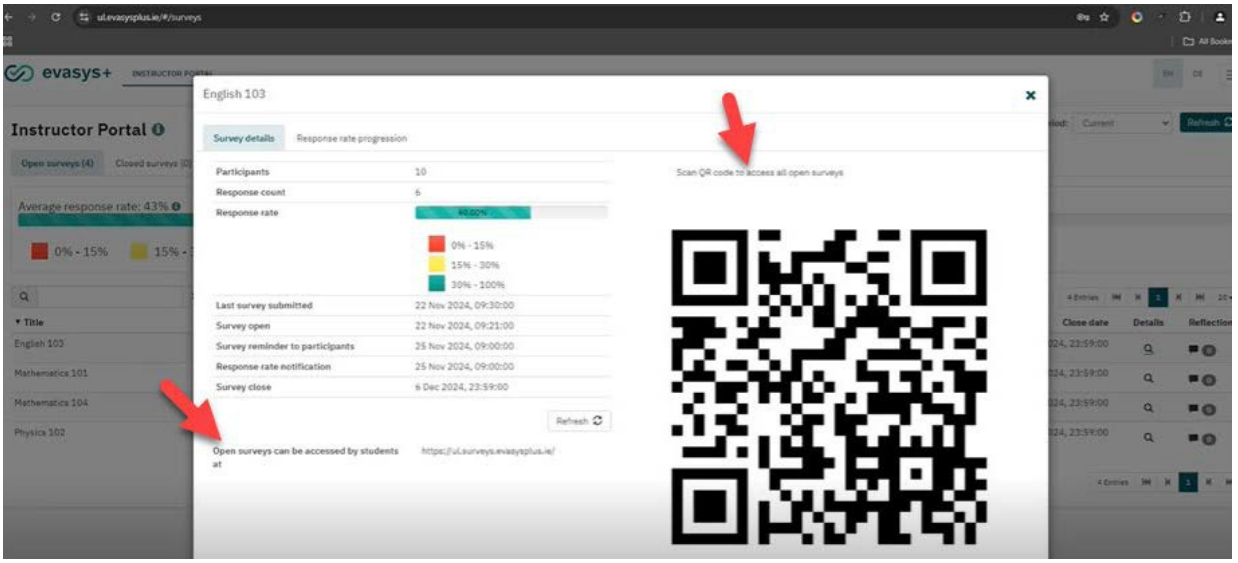
Students are encouraged to offer constructive, respectful and fair feedback, so feel free to amplify this message in class, or at any other opportunity.

Q25. How can I share the survey with students in class?

Your *Instructor portal* also gives you the option of sharing your survey details with your students and encouraging completion.

As illustrated below, clicking on the '**Details**' column of the relevant open survey on your *Instructor portal* gives you some general survey and response rate data, a URL for the student portal, plus a QR code. This code can be shared onscreen in class for students to scan and access the survey portal (please note that students will see all of their available surveys in the portal).





Q26. What is being done to encourage students to provide fair and constructive feedback?

We ask students to be honest and constructive in their feedback and 'not to be mean' in all our communications with them – in their email invitation, at the beginning of each survey, in their Student FAQs on the QSU website and in the introduction on their student portal. We also tell students that their verbatim feedback will be shared with the lecturer.

The following guidelines are provided to students:

- ✓ **Be descriptive**. "The article by Smith was very confusing and I didn't think it related well to the course material."
- ✓ **Explain what you liked** about the class. "I really benefited from the hands-on activities because they helped me learn the material."
- ✓ **Be respectful.** Honesty is important, but there's no need to be mean. Speak your mind politely about the module's strengths and weaknesses.
- ✓ **Be appropriate**. Focus on your opinions about the content of the module (the assignments, the in-class material) and not unrelated matters.
- ✓ **Offer suggestions**, for example "Could you please put less information on each PowerPoint slide and use a bigger font?"
- ✓ **Acknowledge**. If you enjoyed the class, let them know

The evasys software includes a feature to redact offensive language; however, we cannot guarantee that all offensive terms will be captured.

Communications

Q27. What communication will I receive regarding the survey?

The following automated emails will be sent to staff teaching on modules*:

- 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.

Additional communications may issue from the Provost and Deputy President's office and the QSU for operational and advisory purposes.

* For TRUST-EM, this will be those with the role of *Instructor* on Brightspace. For TRUST-SET, this will be those with the roles of *Instructor* and *Instructor Manually-Added* on Brightspace

Q28. Will I receive an email when the survey launches?

On launch, the *Instructor* (TRUST-EM and TRUST-SET [2]) and *Instructor Manually-Added* (TRUST-SET) will receive an email indicating the survey have launched. This will include a link to the *Instructor portal* for you to access the full reports, monitor participation and view live results.

Q29. Will I receive any communications when the survey is running?

Yes, approximately 1-week post-survey launch, you will receive an email advising you of the current response rate. You will only receive this email if the response rate is <50%.

Q30. Will my students receive reminders to complete the survey?

Yes, students will receive a reminder if they have not completed all their module surveys by a certain date.

Q31. Will my students receive a notification when I complete and submit my reflections?

Yes, students will receive an email notification advising them that you have completed your reflections with a link to view your reflections. Please note that only your reflections will be visible to the students (not the results of your survey).

Q32. Will all students receive my reflections or only those that have responded to the survey?

All students that are registered on your module will receive the reflections. This is to encourage more students to participate as they will see that their feedback is being listened and responded to.

Survey Administration

Q33. What is the Quality Support Unit's (QSU's) role in the survey?

The QSU is responsible solely for administering the survey instrument on behalf of the university, as well as managing the results data.

The QSU has no role in follow-up actions, which are a matter for individual course directors, course boards, heads of department and/or the academic line management system, as appropriate.

Q34. I have ideas to improve the survey. Who do I contact?

Please send your suggestions to us at TRUST-EM@ul.ie

[2] For TRUST-SET post-pilot. For the pilot phase only the individual that has opted in for the pilot will receive communications.

Data, Reporting, Access and Sharing

Data

Q35. What data source is used to populate the surveys?

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.

The role of *Instructor Manually-Added* is granted by either the *Instructor* or the Faculty Learning Technologist.

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*. *Instructor*s are requested to share the report with any additional *Instructor*s.	Note: Each *Instructor*/ *Instructor Manually-Added* will only be able to see their own TRUST-SET results through the *Instructor* portal.

Q36. There is an error in my list of modules. Who do I contact?

As outlined in **Q35**, data is taken from the Brightspace module sites.

For all modules, please ensure that your Brightspace role is correct.

If you are the module leader (as per the Student Records' System, SI) for a module, please ensure that you have the role of ***Instructor*** on all your relevant modules on Brightspace for TRUST-EM and TRUST-SET. If you are the module leader and do not have the role on Instructor, please contact Academic Registry to ensure that they have been advised of the correct module leader.

If you are involved in substantial delivery of a module (excluding one-off guest lecturers etc.), and are not the module leader, please ensure that you have the role of *Instructor Manually-Added* on Brightspace. This can be assigned by the *Instructor* or the Faculty Learning Technologist.

If an error persists, please contact TRUST-EM@ul.ie with your module code, and we will investigate this for you.

Q37. I need others to have access to my Brightspace module site for uploading content etc. Is this ok?

Yes, however, it is very important that each user of your site is granted the correct role on Brightspace. This is to ensure that students are not asked to evaluate those not directly involved in their teaching. If the incorrect role is assigned, then students may be requested to evaluate a department administrator on their teaching, for example.

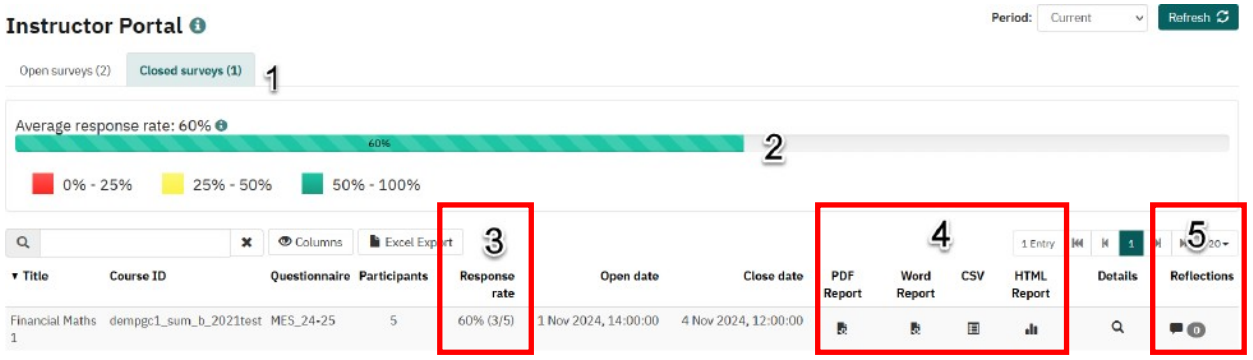
Q38. Who has access to the survey data?

Only designated system administrators can access the survey data.

Access

Q39. How do I access my module feedback report(s)?

Your module feedback report(s) can be accessed on your evasys *Instructor portal*;

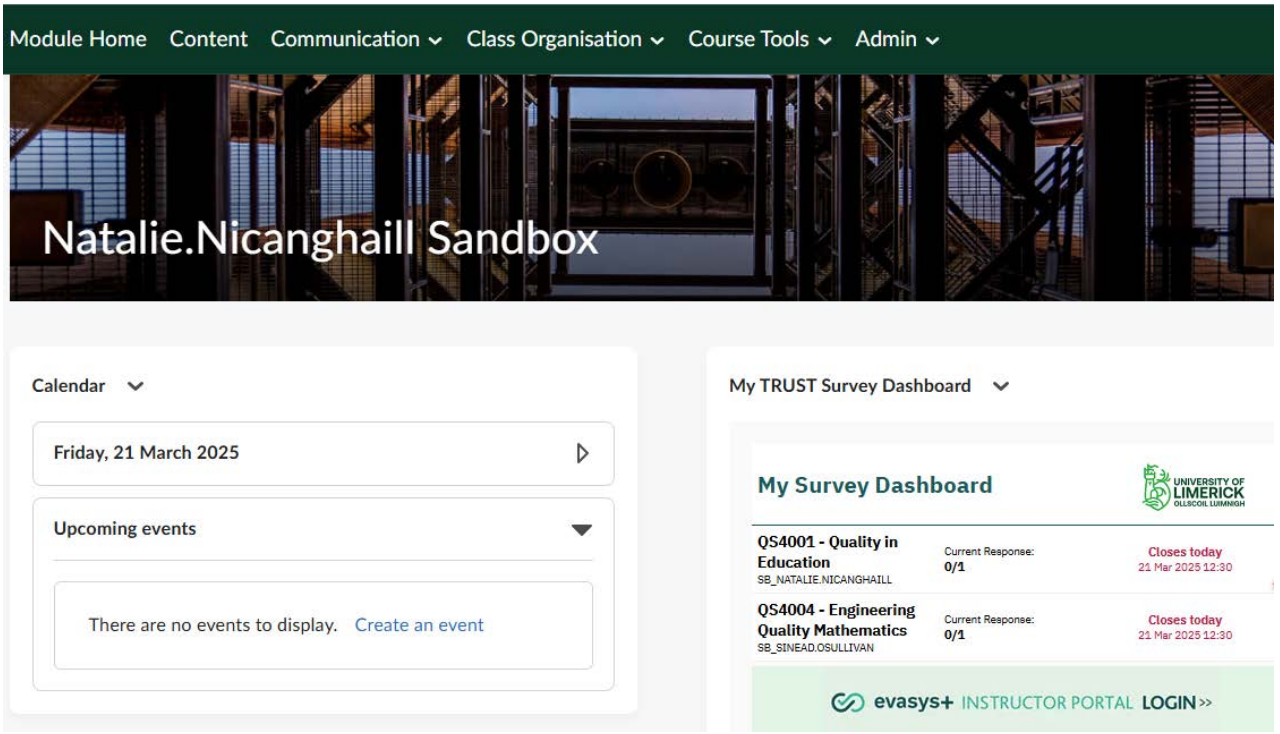


1. Click on 'Closed Surveys' – the default is 'Open Surveys'.
2. Shows the average response rate across all your surveys for that survey period (i.e. 24 – 25 Sem 1/Autumn 2024/25).
3. Shows response rates for each survey.
4. Access the Feedback Reports containing aggregated quantitative and free- text responses in a variety of formats (presentations differ).
5. Click on the Reflections icon to access reflections entry.

See **Q59** for further information on the TRUST report formats.

Q40. Can I access the survey and results via Brightspace?

Yes, when you login to Brightspace, you will see a My Survey Dashboard on your home page. This dashboard will show you the current response rate and the closing date for the TRUST surveys. There is also a link to the *Instructor portal* for you to access the full reports, monitor participation and view live results.

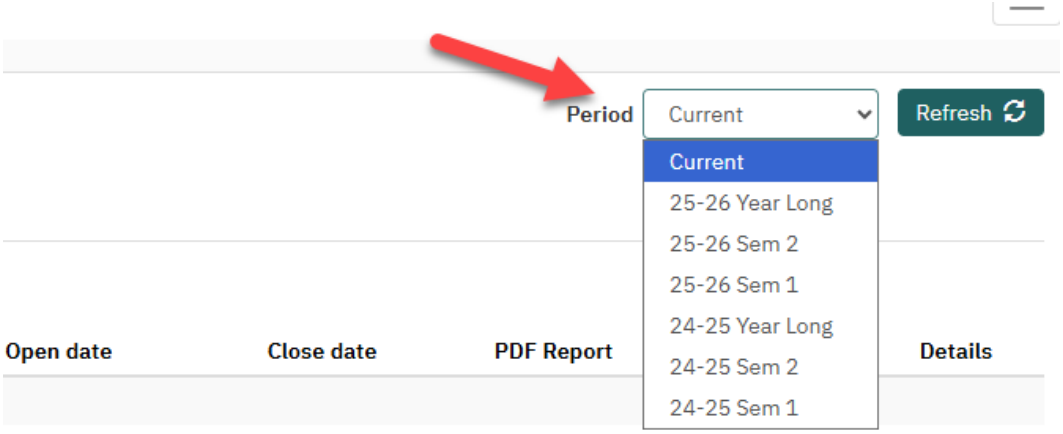


Q41. Who can access results for TRUST?

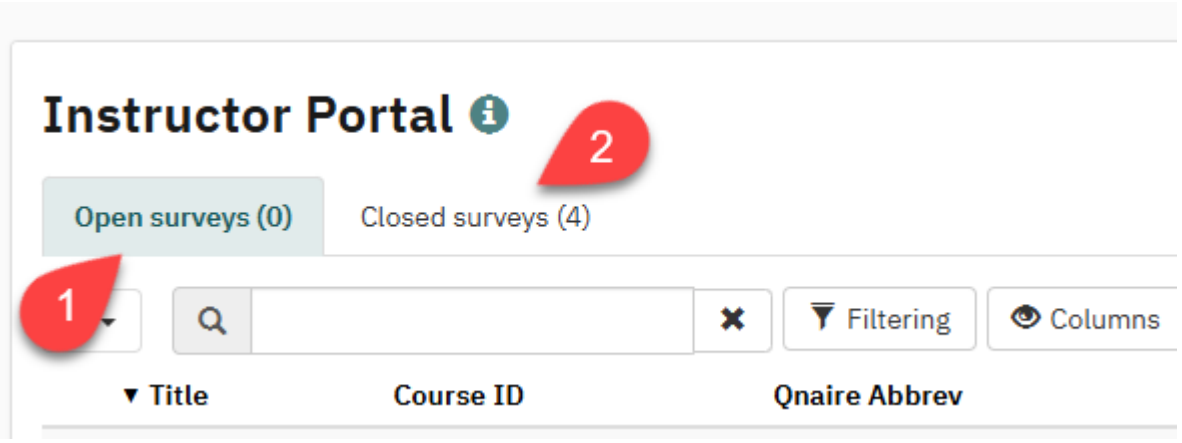
TRUST-EM	TRUST-SET
Whilst only the module leader can access the survey feedback reports on the evasys *Instructor portal*, s/he can download/export a copy of the results from the *Instructor portal* and share with colleagues collaborating on the delivery of that module. The HoD/HoS and Dean can also access the results – see **Q44** and **Q45**	You can access your own feedback. The HoD/HoS and Dean can access the quantitative feedback but not the comments – see **Q44** and **Q45**
For aggregate sharing of results and summary results, please see **Q64** and **Q65**	

Q42. How do I access historical TRUST feedback reports for my modules?

Your *Instructor portal* allows you to view and download current and historical data for your module(s). At the **top right-hand-side corner** of your evasys *Instructor portal* homepage, there is a 'Period' dropdown menu, which allows you to access current and historical survey data.



Current data will appear in the **'Open Surveys' tab**, whilst historical data will appear in the **'Closed Surveys' tab**, as illustrated below;



Q43. My results have disappeared from the Instructor portal - what do I do?

By default, the *Instructor portal* shows only results from the current academic period. Refer to **Q42** above for how to retrieve previous results.

Q44. Can the HoD/HoS access my results?

Certain parts of the data are shared with the HoD/HoS, depending on the survey, as follows:

	HoD/School
TRUST- **EM**	Results to all questions shared via Dashboard
TRUST-**SET**	Results to only the Teaching questions shared via Dashboard. Results to open question not shared.

Q45. Can the Dean access my results?

Certain parts of the data are shared with the Dean, depending on the survey, as follows:

	Dean
TRUST- **EM**	Results to all questions shared via Dashboard
TRUST-SET	Results to only the Teaching questions shared via Dashboard. Results to open question not shared.

Q46. I am not the module leader, but I do teach on the module and wish to access the TRUST-EM survey feedback reports. Who do I contact?

Contact the module leader. Even if you are an '*Instructor Manually-Added* ' on Brightspace, you will not be able to access the results on the evasys *Instructor portal*; only the module leader as listed on SI when the TRUST-EM survey is launched can access the results. Module leaders are requested to share the report with any additional faculty who may also be involved in the delivery of the module.

Q47. I am a module leader, and I want to give another lecturer who teaches on the module access to the TRUST-EM survey feedback reports. How do I do this?

Please share the results with any colleagues who may also be involved in the delivery of the module as appropriate. Whilst only the module leader that is listed on SI when the survey is launched can access the reports on the evasys *Instructor portal*, s/he can download/export a copy of the results from the *Instructor portal* and share with colleagues.

Q48. TRUST-EM Access Matrix for Individualized TRUST Reports

The following table outlines the access to individual module TRUST-EM Reports (see **Q55** - **Q62**).

TRUST-EM Report	Instructor	Instructor Manually-Added	Head of Dept	Dean
Module	√		√	√
Learning Environment	√		√	√
Student Engagement	√		√	√
Overall	√		√	√
Open Questions	√		√	√

Q49. TRUST-SET Access Matrix for Individualised TRUST Reports

The following table outlines the access to individual TRUST-SET reports.

Note: Instructor and Instructor Manually-Added can only see their own TRUST-SET results

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

Q50. TRUST-EM Access Matrix for Aggregate Reports

The following table outlines the access to aggregate TRUST-EM reports.

Note: the aggregate analysis excludes open-ended questions

Aggregate level (Excludes Open-Ended Questions) Role	Course	Department	Faculty	Institution
Individual Lecturer	√			
Head of Dept	√	√		
Dean	√	√	√	√
Course Director	√			
ULTAC			√	√
FLTAC			√	
Quality Committee	√	√	√	√
Academic Council	√	√	√	√
Executive Committee	√	√	√	√

Q51. TRUST-SET Access Matrix for Thematic Aggregate Reports – Quantitative Questions

(Note: Open-ended questions not included)

Aggregate level (Excludes Open-Ended Questions) Role	Course	Department	Faculty	Institution
Individual Lecturer	√			
Head of Dept	√	√		
Dean	√	√	√	√
Course Director	√			
ULTAC			√	√
FLTAC			√	
Quality Committee	√	√	√	√
Academic Council	√	√	√	√
Executive Committee	√	√	√	√

Q52. TRUST-SET Access Matrix for Aggregate Reports - Thematic analysis of Qualitative Questions

(Note: individuals will not be identified)

Aggregate level Role	Course	Department	Faculty	Institution
Individual Lecturer	√			
Head of Dept	√	√		
Dean	√	√	√	√
Course Director	√			
ULTAC			√	√
FLTAC			√	
Quality Committee	√	√	√	√
Academic Council	√	√	√	√
Executive Committee	√	√	√	√

Q53. Who sees the results and are they confidential?

TRUST-EM	TRUST-SET
The results for any one module are confidential to the group of individuals listed in the access matrices in **Q48** and **Q50**.	You can access your own feedback. The HoD/HoS and Dean can access the quantitative feedback but not the comments. The results for any one module are confidential to the group of individuals listed in the access matrices in **Q49**, **Q51** and **Q52**, with qualitative feedback only shared with the individual teacher.

There are occasions when aggregate data is required to be shared with external stakeholders such as accreditation bodies, quality review/accreditation panels or similar. Designated system administrators can access the raw data to manage the survey process and reporting.

Reporting and Publication

Q54. What reports are available?

A number of reports are available as part of the TRUST process. These include:

- Individualised TRUST Reports for *Instructor*s and *Instructor*s *Manually-Added* (via *Instructor portal*)
- Department Reports for HoD/HoS (via dashboard)
- Faculty Reports for the Deans (via dashboard)
- Institutional Summary Reports (via web)
- Aggregate Reports - quantitative, at course, department, faculty and institutional level (via dashboard – *in development)*
- Aggregate Thematic Reports - qualitative, at course, department, faculty and institutional level (via dashboard – *in development)*

Please refer to access matrices in **Q48** - **Q52**

Artificial Intelligence (AI) may be used to assist in the analysis of data, particularly qualitative data. Use of AI will be in accordance with University and other public sector guidelines.

Q55. Are the survey results published?

Yes. An institutional summary report will be published online on the QSU website.

Q56. TRUST PDF report

The TRUST PDF report is made available to the *Instructor* or to the *Instructor Manually-Added* via the *Instructor portal*. Each report contains the following information (see also **Q58**):

- Name of *Instructor,* Module Code – Module Name, number of responses
- Overall indicators (TRUST score and TRUST score by question group)
- Survey Results (Average, standard deviation and number of responses per question)
- Verbatim report on student comments

Access to TRUST reports are outlined in the access matrices in **Q48** and **Q49**

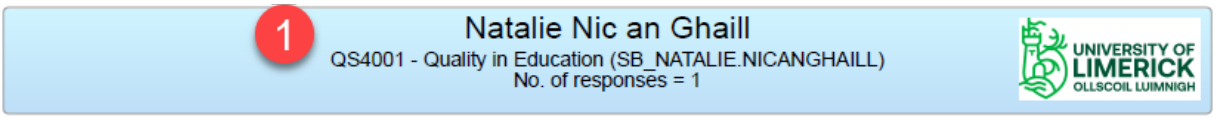
Q57. What TRUST report formats are available for download?

Currently, PDF and CSV file types are available to download.

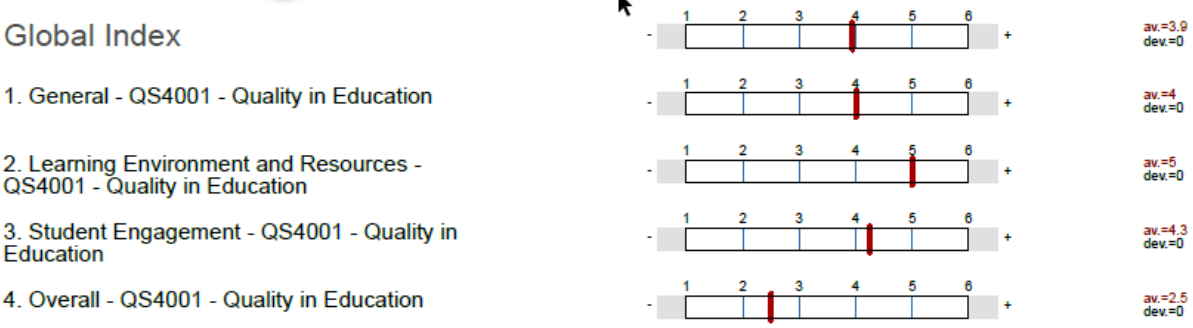
Q58. What does a TRUST PDF report look like?

The TRUST PDF report consists of the following sections:

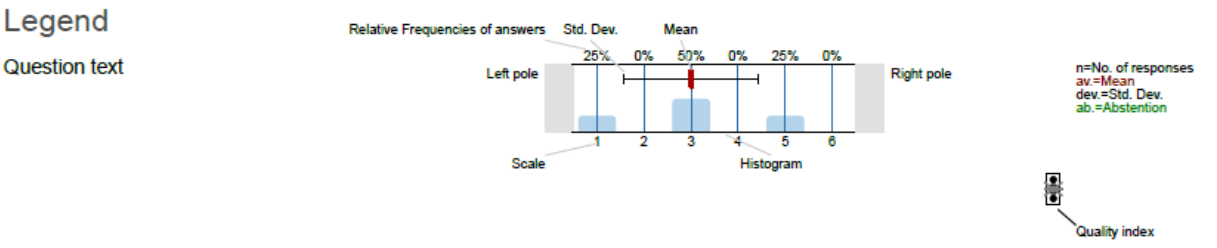
1. Header: Teacher Name, Module Code and Title, Number of Responses
2. Overall Indicators Section (see **Q59**)
3. Survey Results Section (see **Q60**)
4. Comments

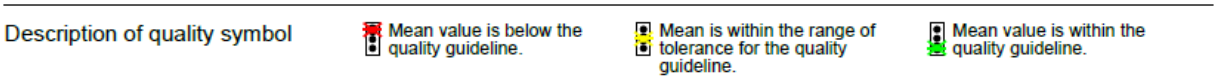


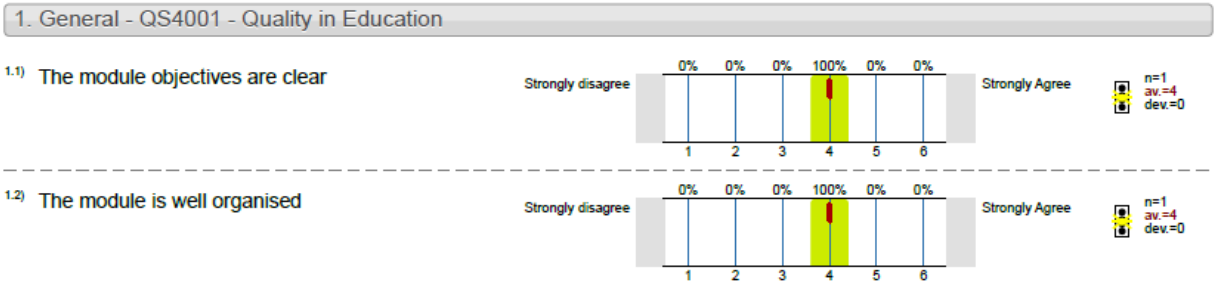


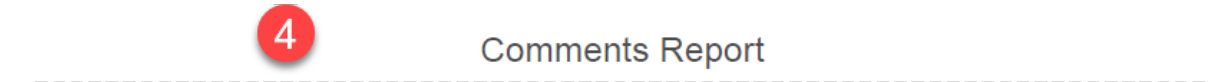


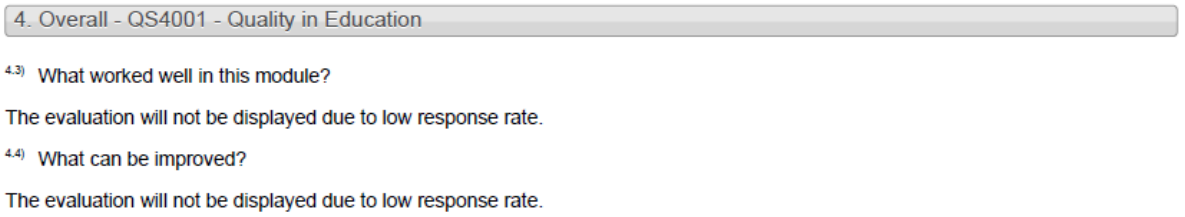










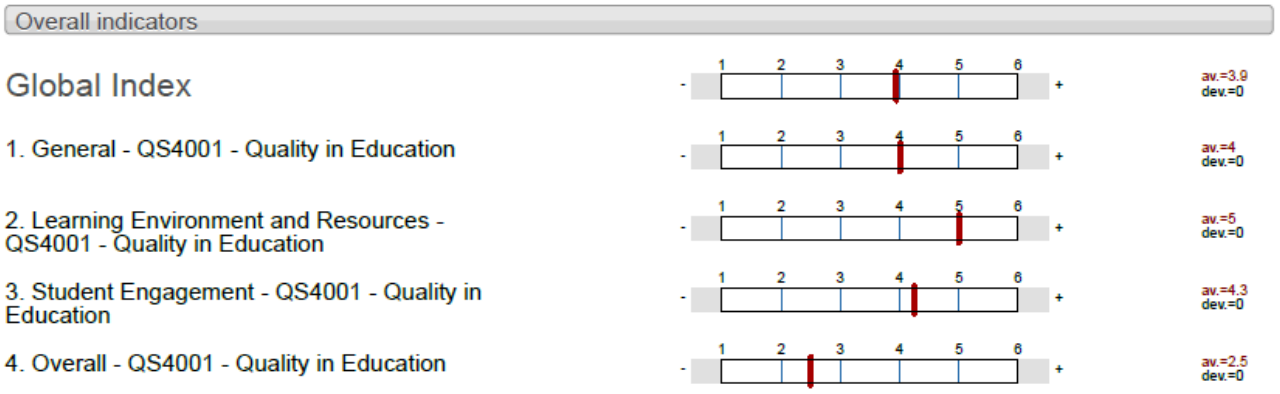


Q59. TRUST PDF report - Overall Indicators Section

For TRUST-EM, the survey is split into 4 question groups (*General, Learning Environment and*

Resources, Student Engagement and Overall). For TRUST-SET, there is only 1 question group.

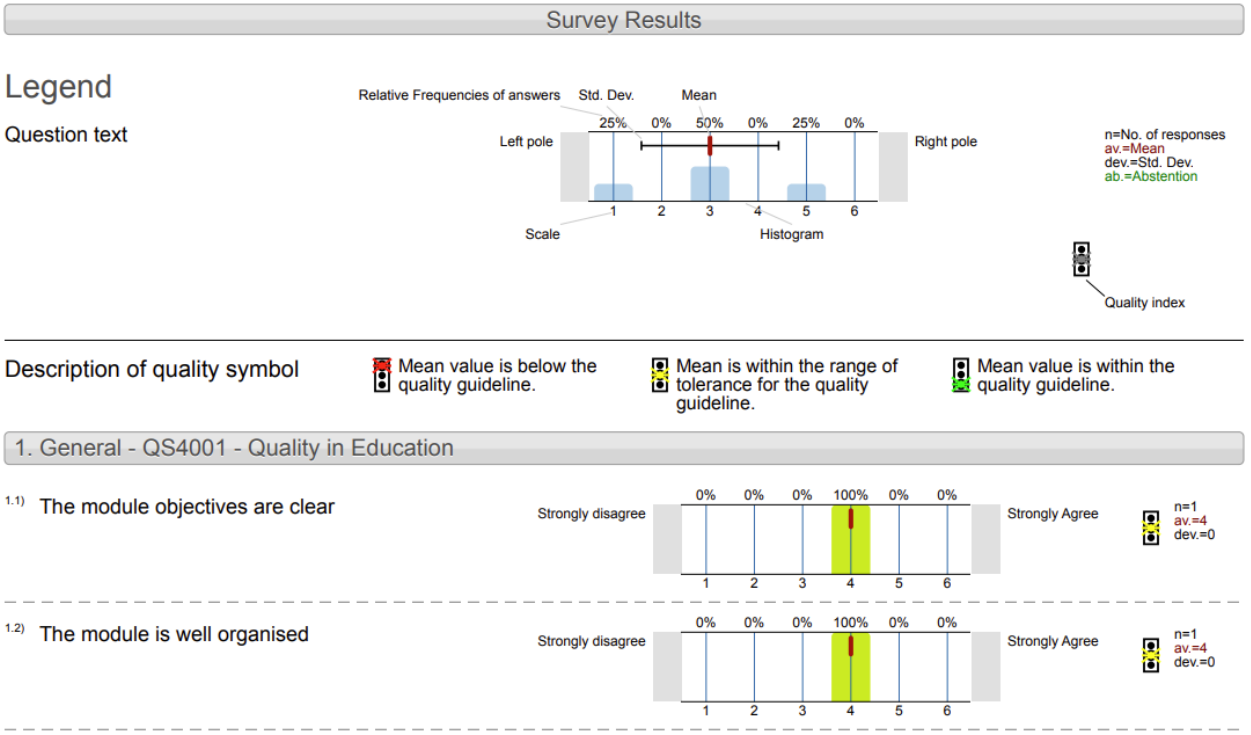
The Overall Indicators Section provided the TRUST score (Global Index) followed by an overview of TRUST scores for each of the question groups, by way of weighted average (refer to **Q69** - **Q73**). The image below shows a TRUST-EM report; the same layout applies to TRUST-SET reports.



Q60. TRUST PDF report - Survey Results Section

The Survey Results Section first presents a legend for interpreting survey results, specifically designed to explain how to read and understand the visual and statistical elements of a survey report. Following the legend, the survey results for each question are provided, presented by question group.

Here is a breakdown of its components:



Legend Elements

***Question Text**:* Indicates the actual survey question being analysed.

***Histogram Scale (1 to 6)**:* Shows the distribution of responses across a scale, with labelled poles on the left and right to represent extremes (e.g., strongly disagree to strongly agree).

Relative Frequencies: Visual representation of how often each response option was selected.

***Mean (av.)**:* The average score for the question.

***Standard Deviation (dev.)**:* Indicates the variability or spread of responses.

***Number of Responses (n)**:* Total count of responses received.

***Abstention (ab.)**:* Number of respondents who skipped the question.

Quality Symbols 🟢 🟡 🔴 (please see **Q73**)

Green: Mean value is within the quality guideline.

Yellow: Mean value is **within the tolerance range** of the guideline.

Red: Mean value is below the quality guideline.

Q61. TRUST PDF report - Comments Section

The TRUST PDF Report Comments Section provides the verbatim comments provided by students. If there are no comments, then the text "*The evaluation will not be displayed due to low response rate*".

Please note that apart from basic redaction (expletives etc.) inbuilt in the software, the comments are not reviewed or redacted.

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.


Comments Report

4. Overall - QS4001 - Quality in Education

4.3) What worked well in this module?

The evaluation will not be displayed due to low response rate.

4.4) What can be improved?

The evaluation will not be displayed due to low response rate.

Q62. Are student comments reviewed / redacted prior to release?

Apart from basic redaction (expletives etc.) inbuilt in the software, the comments are not reviewed or redacted.

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.

Q63. TRUST-SET *Instructor*/*Instructor Manually-Added* reporting at module level

Each report contains the following information:

- Name of Instructor or Instructor Manually-Added
- Overall indicators by question group
- Overall score
- Average, standard deviation and number of responses per question
- Verbatim report on student comments

Access to reports is via the *Instructor portal*.

	Instructor	Instructor Manually-Added
TRUST-SET	Results to all questions shared via *Instructor* Portal. PDF and CSV format available for download. (Note: *Instructor* and *Instructor Manually-Added* can only see their own TRUST-SET results)	

Q64. Aggregate Reporting

At University-level, the aggregate survey data provides an evidence basis for assuring the quality of its modules. It also assists faculties, departments, course boards and professional service divisions in identifying actions to improve the student experience, the learning environment, programme design and delivery. The survey also acts as a data source for evidence-based quality reviews or professional and statutory body accreditation.

The access matrices for aggregate reports are outlined in **Q50** to **Q52**.

Q65. Institutional Summary Reporting

A high-level institutional summary report is made available on the TRUST website at www.ul.ie/quality/trust

Calculations (Response rates, TRUST scores, Indicators, Targets and Thresholds)

Q66. How is the response rate calculated?

The response rate is always calculated as follows:

$$Response\ Rate = \frac{Number\ of\ Responses}{Number\ of\ students\ registered\ on\ module\ site\ (Brightspace\ Role = Learner)}$$

Please note that for the TRUST-SET, the denominator will always be the Number of students registered on the module site, irrespective of the number of students actively taught by the *Instructor/Instructor Manually-Added.* This may be of relevance in cases where groups of students of split into different groups and taught by different people.

Q67. What is the target response rate?

The target response rate is 50%. Results with a low response rate should be considered carefully and for small class sizes, the Head of Department and/or Faculty Dean will be expected to use their discretion to determine the reliability of the results in consultation with those who teach on the module.

Q68. What is the scale that is used in the quantitative responses?

The quantitative questions use a 6-point Likert scale, with a "No Opinion" option as follows:

1 = Strongly disagree

2 = Disagree

3 = Disagree somewhat

4 = Agree somewhat

5 = Agree

6 = Strongly Agree

Excluded in calculations: No Opinion

Q69. What is the TRUST score?

The TRUST score is the weighted average across all question groups, using the response scale outlined in **Q68**. The TRUST score is represented as the Global Index in the top section of the TRUST report (see **Q59**).

Q70. What is the TRUST score for TRUST-SET?

For the TRUST-SET, as there is only 1 question group, this is the weighted average of all responses. See **Q72** for how the TRUST score is calculated.

Q71. What is the TRUST score for TRUST-EM?

For the TRUST-EM survey, the overall TRUST score is calculated as the weighted average of all question groups. Each question group score is itself a weighted average of the responses to its individual questions.

Q72. How is the TRUST score calculated?

- The weighted average of each question group is calculated, to give the question group score.
- The weighted average of the question group scores is calculated and this is the TRUST score.

For TRUST-EM, there are 4 question groups, all equally weighted.

Example:

Step 1 – Calculate 1st question group score

The "Overall" question group contains 2 questions. Let's say that we have 2 responses as follows:

Question	Student 1 Response	Student 2 Response
Overall I am satisfied with my experience on this module	Agree somewhat (4)	Strongly Agree (6)
I have learned a lot during this module	Strongly Agree (6)	Disagree somewhat (3)

Number of Agree somewhat *[score value of 4]* responses = 1

Number of Strongly Agree *[score value of 6]* responses = 2

Number of Disagree somewhat *[score value of 3]* responses = 1

The Overall question group score (weighted average) is 4.8, calculated as follows:

$$Overall\ Question\ Group\ score\ (weighted\ average) = \frac{(4\ x\ 1) + (6\ x\ 2) + (3\ x\ 1)}{4}$$

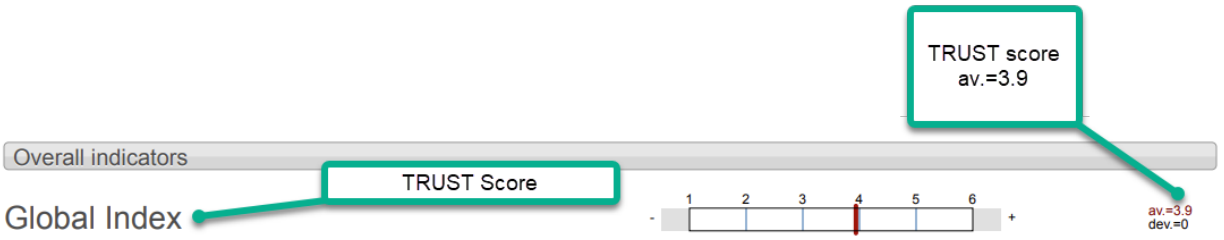
Step 2 – Repeat calculation for other question groups

Step 4 – Calculate the weighted average of the question group scores

Question Group	Score	Weighting
General	4.4	1
Learning Environment and Resources	4.5	1
Student Engagement	3.7	1
Overall	3.0	1

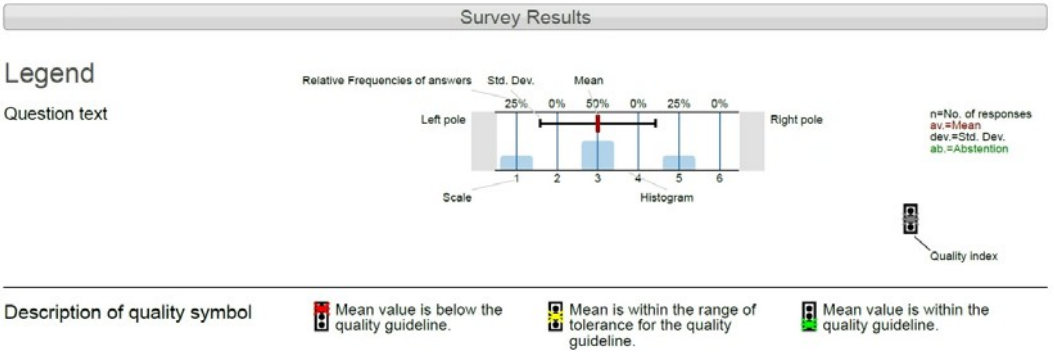
$$TRUST\ score\ (weighted\ average) = \frac{(4.4\ x\ 1) + (4.5\ x\ 1) + (3.7\ x\ 1) + (3.0\ x\ 1)}{4}$$

The TRUST score (TRUST-EM) for this module is 3.9 This would appear as the Global Index at the top TRUST Report



Q73. What are the TRUST score response thresholds?

The TRUST score thresholds are available on TRUST Reports using a "traffic light" colour-coding system on the *Instructor portal*.



The UL reporting parameters are as follows:

- **Red** if the average mean is below 3.5 (below 60%) – below the quality guideline.
- **Amber** when the average is between 3.5-4.2 (between 60% and 70%) – within the range of tolerance for the quality guideline.
- **Green** is shown when the average is above 4.2 (more than 70%) – within the quality guideline.

Sharing and Use of Results

Q74. What about Data Protection and GDPR?

All data is processed in accordance with the University's Data Protection Policy and our Student Privacy Notice. Further information on Data Protection at UL

Q75. Can I include TRUST feedback reports as part of my CV, academic portfolio or promotion application?

Yes, you may include TRUST survey data in material such as your CV, portfolio or progression application to illustrate how student feedback directed reflection and positive change.

Closing the Feedback Loop

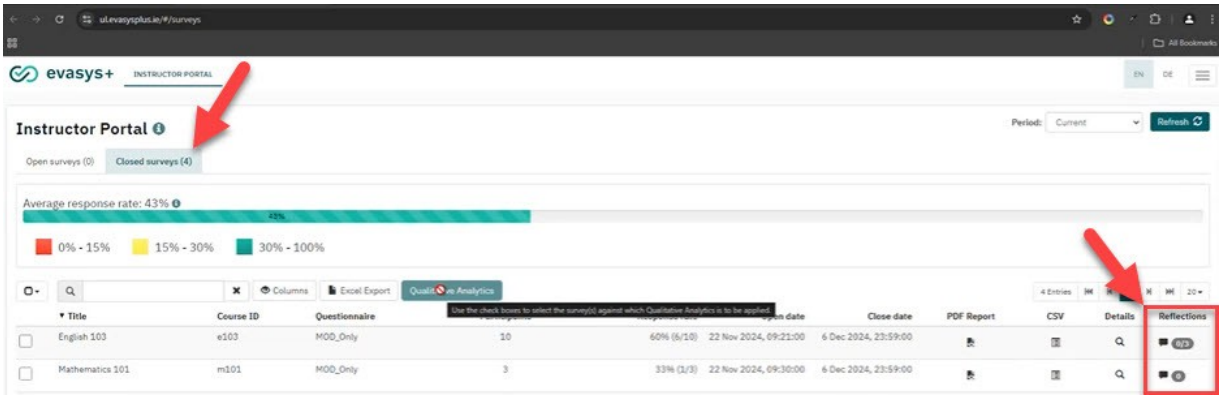
Q76. How do I close the feedback loop by submitting my reflections?

Once a TRUST survey is **closed**, the module leader will be given the opportunity to reflect on the student 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. Reflections will be formally captured on the evasys *Instructor portal* and shared with students collectively.

Q77. The response rate was too low – do I have to submit reflections?

Reflections can be completed regardless of the student response rate. This mutual engagement of giving feedback and providing reflections will strengthen the concept of TRUST between both students and those teaching them.

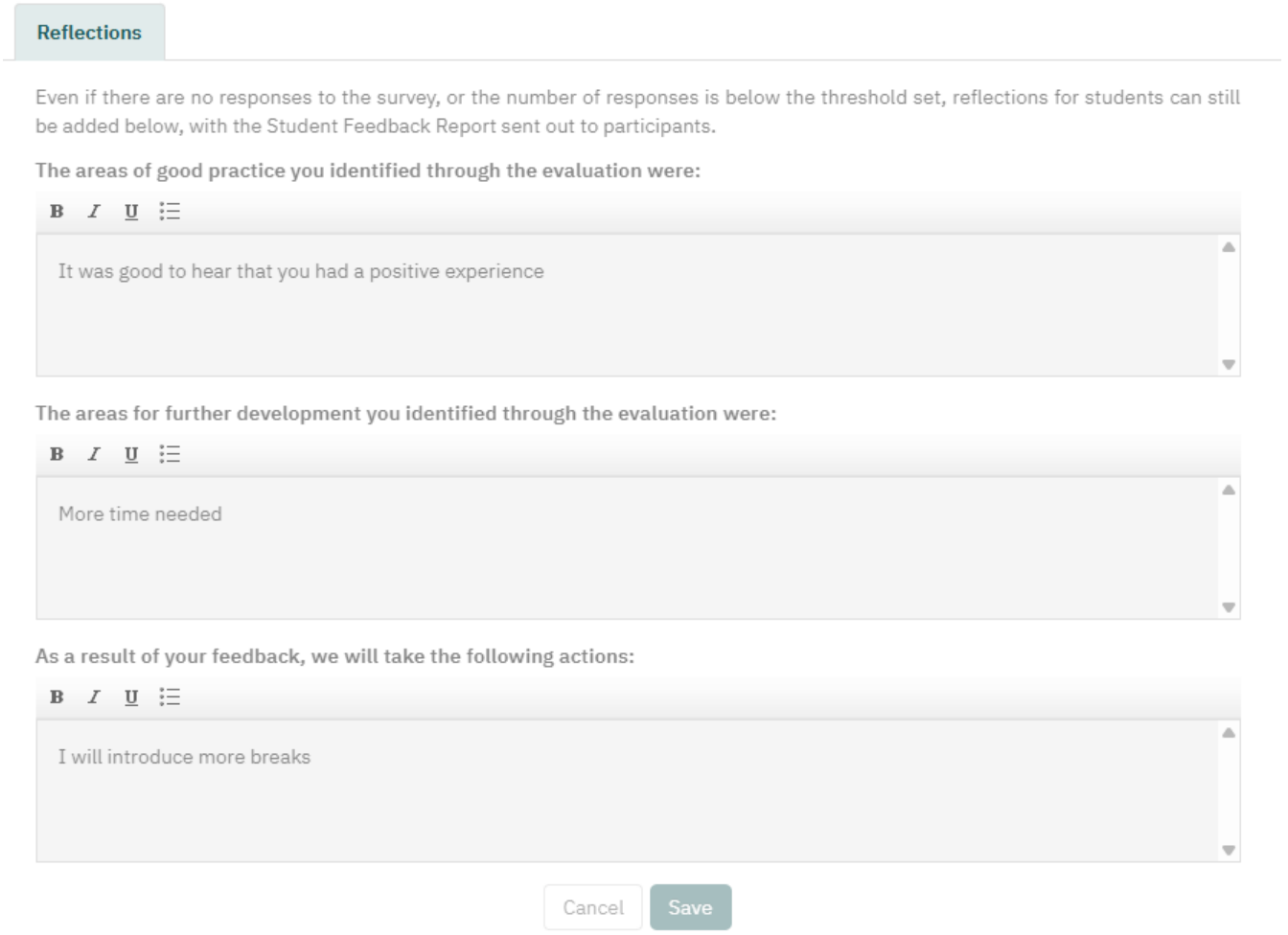
You can access the reflection for your survey on your evasys *Instructor portal* homepage; each survey listed for you as module leader (under 'Closed surveys') has a reflection button/column on the right-hand-side, as highlighted below:



The *Instructor* portal reflection (as below) has three text sections for completion:

- The areas of good practice you identified through the evaluation were:
- The areas for further development you identified through the evaluation were:
- As a result of your feedback, we will take the following actions:

Text can be entered against each heading, saved and returned to.



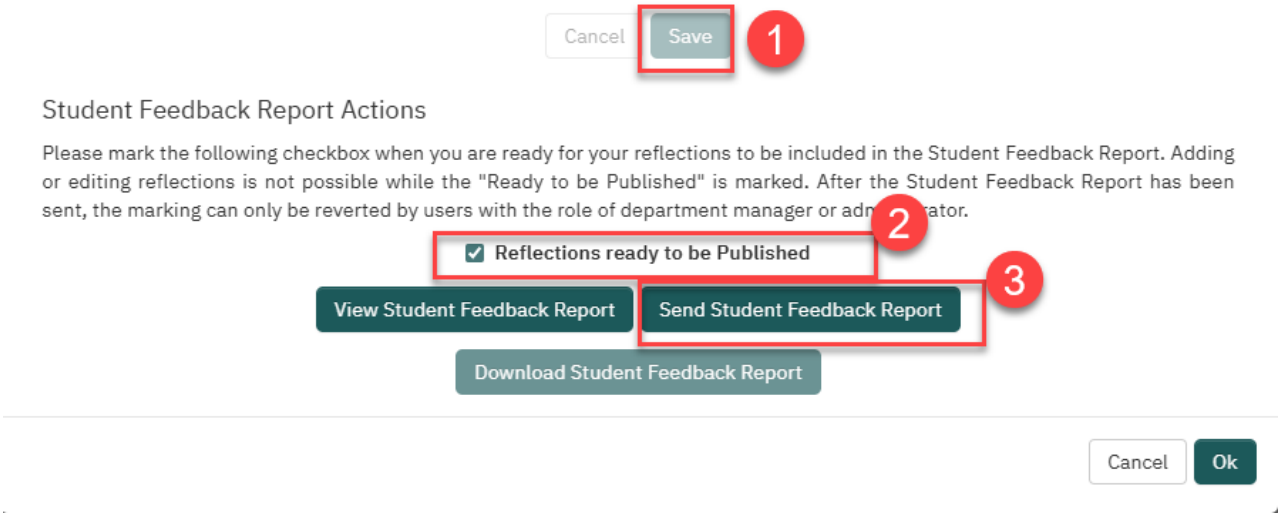
Once you are happy, press SAVE and then the “Reflections ready to be Published” can be checked.

You may view the Student Feedback Report before sending.

NB: you must press ”Send Student Feedback Report” after checking the “Reflections ready to be Published” box, or else your reflections will not be shared with your students.

You may also download the Student Feedback Report for your own records.

Note that the Student Feedback Report is shared with all students registered on the module, not just those that responded.



Q78. I’m a module leader whose TRUST-EM results were poor, due to facilities issues not under my control, yet the disappointing results are linked to my name. Is this fair?

The TRUST-EM questions are designed to capture feedback on the student learning experience within a module as a whole, rather than with module delivery in isolation. It is not valid for any party to interpret feedback on elements of the module that are outside the control of the lecturer as reflecting on the lecturer. HoDs are requested to pass on feedback pertaining to such aspects (e.g. scheduling, facilities, resource issues etc.) to the appropriate UL unit.

Q79. What good practice recommendations can I follow in completing my module leader or teacher reflections?

The key purpose of your reflections is to provide an acknowledgement of your students’ feedback and the actions that may result.

- ✓ Focus on constructive comments and meaningful reflection with a student audience in mind.
- ✓ For quantitative questions, reference particularly high or low percentage agree results.
- ✓ Contextualise by referencing cohort size if it helps i.e., was it a majority opinion or mixed?
- ✓ Draw on qualitative results to back up quantitative results and summarise themes from the feedback. Don’t feel the need to respond to every free-text comment; pick out the main trends.

- ✓ Give the reflection on good practice as much emphasis as on areas for development and thank students for any positive feedback received.
- ✓ Acknowledge areas of student concern.
- ✓ Inform students of any improvements that will be made as a result of their feedback, where these are under your control.
- ✓ Be clear if there are issues where action is not possible, in a way that meets student expectations, and offer the reason behind this (e.g. regulatory requirements).
- ✓ Do outline where there are issues outside of your control that need to be discussed with colleagues first, or where you will raise it with the relevant committee. However – don't play "the blame game"; it needs to be phrased positively.
- ✓ If you are concerned by any comments and need advice or support, please contact your HoD.

Further resources and support to assist teaching staff with considering and responding to feedback are available on UL's Centre for Transformative Learning (CTL) website.

Q80. Which students on my module receive my reflection and the Student Feedback Report?

All current students in your module will receive an email with access to the Student Feedback Report and your reflection, whether they have completed feedback or not. Disengaged or cynical students are more likely to engage with a TRUST-EM survey next time, if they see feedback loops closed, meaningful feedback valued and resulting action taken by the university and its staff.

Q81. Any advice on interpreting and following up on TRUST-EM or TRUST-SET results?

TRUST results for a module should not be considered as an end point but rather as a starting point in terms of reflecting upon, evaluating and enhancing the quality of a module.

Please see the following resources for guidance on Closing the Feedback Loop and Reflecting on Student Feedback.

When interpreting the results, the absolute number of respondents and the percentage response rate achieved should be considered. Of course, it would be unsafe to assume that a handful of responses could be considered a reliable indicator of overall student satisfaction levels within a large class. However, it would be equally inappropriate to automatically dismiss survey feedback on the basis of a low response rate.

As outlined in **Q76**, you can share reflections on the feedback received with the students enrolled on the module.

Whatever the response rate/respondent numbers recorded, following up with students can only help clarify their feedback and, in turn, allow you to respond to that feedback. You might also find it useful to talk to your HoD or a trusted colleague, or to contact UL's Centre for Transformative Learning (CTL) for advice or support.

Q82. Any advice for HoDs in relation to interpreting and following up on TRUST results?

With local knowledge of the module's context and delivery, you, as HoD, are best placed to determine what follow-up action is appropriate. Where student feedback suggests a significant degree of dissatisfaction, you should immediately discuss this with the relevant faculty member(s). 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 3.5.

If faculty themselves have not initiated an exploratory discussion with the students, it is appropriate that you request that they do so. Depending on the circumstances, you may feel it appropriate to explore the issues independently.

In consultation with relevant academic staff, you may wish to avail of assistance from UL's CTL, course directors or course boards, the faculty Dean or the faculty Assistant Dean Academic Affairs.

Please see the following resources for guidance on Closing the Feedback Loop and Reflecting on Student Feedback.

Finally, you are asked to pass on TRUST feedback pertaining to aspects of a module outside of your control (e.g. scheduling, facilities, resource issues etc.) to the appropriate UL unit [3].

Q83. I'm a module leader whose results are disappointing. Although I'm only one of several faculty delivering the module, the results are linked to my name. Is this fair?

The TRUST-EM results are sent to the module leader in their capacity as an administrative contact point for the module. It is not valid for any party to automatically assume that the student feedback reflects one way or the other on the module leader. The exact involvement of the module leader will be understood locally by the team delivering the module and by the HoD.

System Access and Technical Queries

Q84. How do I access this survey?

There are a number of ways module leaders and teaching staff can access the surveys when open:

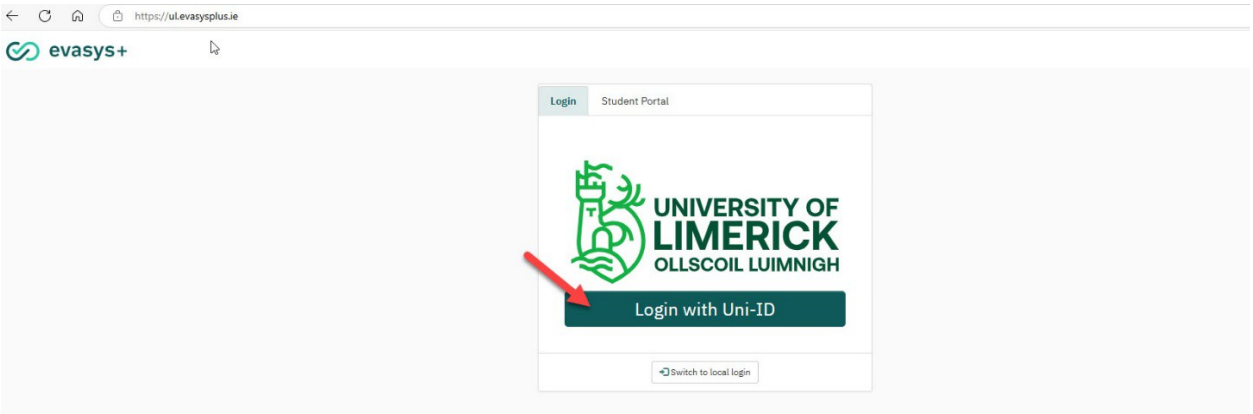
- All surveys can be accessed in the evasys Instructor Portal
- At survey launch, you will receive a personalised email from TRUST-EM@ul.ie to your UL staff email account, with a link to the Instructor portal.
- Survey widgets for each of your modules will appear on the homepage of your university virtual learning environment (VLE), Brightspace.

Both Brightspace and evasys are responsively web designed, hosting content that can be viewed comfortably, no matter what device you are using.

[3] Where analysis of aggregate data indicates information for a particular service.

Q85. How do I log into the evasys *Instructor* Portal?

As evasys is integrated with UL's VLE, Brightspace, it uses your university single sign-on (SSO) to log-in. Clicking on the Instructor Portal link on Brightspace, or within your launch email, you will be prompted to 'Login with Uni-ID' i.e. your usual institutional credentials (email address and password).



Q86. I can't log into the evasys *Instructor* Portal. What do I do?

If you are having issues logging on to the *Instructor Portal* with your university single sign-on (SSO), please contact TRUST-em@ul.ie

Q87. How are the survey results accessed and how are they used?

Access to results will be provided via the *Instructor Portal* and will be provided to Instructors and *Instructors Manually-Added*.

Survey results may be used for reporting purposes at programme, department, faculty or university level (see Reporting and Publication section). Examples of such reports include the summary institutional-level report produced by the QSU, the Executive Committee report and reports that individual departments may wish to include in, for example, their quality review self- assessment report.

Appendix A – TRUST-EM Survey

Module Theme
1. The module objectives are clear 1 = Strongly disagree 2 = Disagree 3 = Disagree somewhat 4 = Agree somewhat 5 = Agree 6 = Strongly agree 0 = No opinion
2. The module is well organised 1 = Strongly disagree 2 = Disagree 3 = Disagree somewhat 4 = Agree somewhat 5 = Agree 6 = Strongly agree 0 = No opinion
3. The learning outcomes for the module are achievable. 1 = Strongly disagree 2 = Disagree 3 = Disagree somewhat 4 = Agree somewhat 5 = Agree 6 = Strongly agree 0 = No opinion
4. This module is relevant to my overall programme of study. 1 = Strongly disagree 2 = Disagree 3 = Disagree somewhat 4 = Agree somewhat 5 = Agree 6 = Strongly agree 0 = No opinion

Learning Environment and Resources Theme

1. The study materials were useful in helping me to learn.

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

0 = No opinion

2. Classroom Facilities are appropriate [note this may be lab, work learning environment etc.]

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

0 = No opinion

Student Engagement Theme

1. I have worked hard to succeed in this module.

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

0 = No opinion

2. I submitted all necessary coursework on time.

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

0 = No opinion

3. I did all I could to contribute to my learning within this module.

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

0 = No opinion

4. I attended most or all the required contact hours for this module (both online and on- campus)

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

0 = No opinion

Overall Experience Theme

1. Overall, I am satisfied with my experience on this module.

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

0 = No opinion

2. I have learned a lot during this module.

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

0 = No opinion

3. What worked well in this module? (open question)

4. What could be improved? (open question)

Appendix B – TRUST-SET Survey

1. **Overall, the teacher is effective in teaching this module.**

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

   0 = No opinion

2. **The teacher communicates effectively and can explain difficult material.**

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

   0 = No opinion

3. **The teacher is well prepared for teaching this module.**

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

   0 = No opinion

4. **The teacher is approachable and made time for questions inside and outside of formal class time.**

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

   0 = No opinion

5. **Would you like to add anything else? (open question)**

Revision History

Rev. No.	Date	Approved by	Details of changes
1	20th March 2025	Director of Quality	Initial release document
2	11th September 2025	Director of Quality	Updated to reflect TRUST-SET
3	11th November 2025	Director of Quality	Appendix question responses updated
4	18th November 2025	Director of Quality	Q72 TRUST score calculations updated
5	2nd April 2026	Director of Quality	- AI update added to Q54. - Q79 CTL link updated.
6	30th April 2026	Director of Quality	Q42 improved and expanded with 2nd screengrab
7	13th Oct 2026	Director of Quality	Q8 updated to reflect current opt-in status of TRUST-SET