UCPL-4-253

Teaching, Course and Programme Surveys Policy, Procedures and Principles

Last Modified   June 2019
Review Date   June 2021

UCPL

beyond the course level (e.g., bunching of assessments). This reflection process should involve the relevant course co-ordinators and teaching staff

Related Documents and Informatio   n

UC Regulation s

[Discipline Regulations (University Regulations website)](#)

UC Policy Library

[Prevention of Harassment and Bullying Policy (PDF, 227KB)](#)

[Student Community Online Survey Policy (PDF, 300KB)](#)

UC website and Intranet

[Student Evaluation of Teaching (SET) Calendar (University About UC website)](#)

Appendices

Operational Information

[Appendix 1](#): Guidelines on Feedback to Course Evaluations

[Appendix 2](#): Courses with Low and High-Rating Evaluations

Document History and Version Control Table			
Version	Action	Approval Authority	Action Date
For document history and versioning prior to 2013 contact ucpolicy@canterbury.ac.nz			
1.00	Converted document onto current template. Removed reference to 2012 review. Updated hyperlinks.	Policy Unit	Oct 2013
1.01	Document review date pushed out.	Policy Unit	Feb 2014
1.02	Review date pushed out.	Policy Unit	Sep 2014
2.00	Scheduled review by Contact Officer.	Policy Unit	Feb 2015
2.01	Contact Officer updated.	Policy Unit	Apr 2015
3.00	Major review. Document retitled from Teaching and Course Surveys Policy, Procedures and Guidelines.	DVC(A)	Oct 2016
4.00	Scheduled review by CO, policy rolled over for 12 months as substantive review pending. Approval Authority changed to DVC.	DVC	Oct 2017
4.01	Scheduled review date pushed out for 6 months, hyperlinks updated.	Policy Unit	Oct 2018

APPENDIX 1

Guidelines on Feedback to Course Evaluation   s

Research has shown that telling students about how previous feedback has been used and acted on is the single action that most positively influences students to undertake surveys. The following points may be useful to consider:

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Your responses should be within three months of the results being released and should help inform those who responded to the survey as well as future students.

You may choose to summarise the main points covered in student comments and provide information alongside (see examples below). Your feedback could be uploaded into the course management system or LEARN.

Consider carefully what studen   ts say

convenor and the HoD/S to discuss the particular circumstances and context relating to the course. The course will automatically be re-surveyed the following year.