

Universiteit Stellenbosch

Reglement vir die afneem en gebruik van studenteterugvoer oor programme, modules en dosente

1. Inleiding

Studenteterugvoer is 'n belangrike institusionele proses gemik op die ondersteuning en bevordering van gehalte onderrig aan Universiteit Stellenbosch (US). Hierdie reglement gee die detailregulering met betrekking tot die afneem en gebruik van studenteterugvoer. Dit sluit aan by die strategiese prioriteit van die US met betrekking tot die behoud van die momentum ten opsigte van uitnemendheid, ook binne die leer- en onderrigomgewing.

2. Terminologie

2.1 STUDENTETERUGVOER

Inligting verskaf deur studente aangaande hul leer- en onderrigervarings binne modules en programme

2.2 FORMATIEWE TERUGVOER

Studenteterugvoer wat gedurende die onderrigproses in die module of program afgeneem word

2.3 SUMMATIEWE TERUGVOER

Studenteterugvoer wat na afloop van die onderrigproses in die module of program afgeneem word

3. BEGINSELS

Die US se benadering tot die gebruik van studenteterugvoer berus op die volgende beginsels:

3.1 Die gebruik van studenteterugvoer het dit eerstens ten doel om individuele dosente te bemagtig om hul eie onderrig te bevorder; enige ander gebruik van studenteterugvoer is onderhewig hieraan. In die lig hiervan word daar aanvaar dat:

3.1.1 dit nodig mag wees om dosente (veral onervare dosente) te ondersteun met die interpretasie en gebruik van

- studenteterugvoerdata, ten einde die rol daarvan in die ontwikkeling van individuele onderrig te optimaliseer;
- 3.1.2 studenteterugvoerdata nuttig kan wees in die saamstel van personeel-ontwikkelingsplanne vir doserende personeel. Dit is egter van kardinale belang dat die data binne konteks hanteer en saam met ander databronne gebruik word;
 - 3.1.3 studenteterugvoerdata nooit ongetoets, in isolasie, of buite konteks in die meet van onderrigprestasie, vir watter doel ook al, gebruik behoort te word nie.
- 3.2 Aangesien studenteterugvoer anoniem afgeneem word, kan studente hul opinies vrylik uitspreek, sonder vrees vir benadeling of risiko van verdraaiing van die resultate.
 - 3.3 Dosente behoort ook geleentheid te kry om terugvoer te gee oor hul eie onderrig-ervarings, ten einde 'n meer afgeronde beeld van die konteks te verkry.
 - 3.4 Verantwoordelikheid vir die afneem van studenteterugvoer berus by elke fakulteit en departement.

4. DETAILREGULERING MET BETREKKING TOT DIE AFNEEM EN GEBRUIK VAN STUDENTETERUGVOER

4.1 Elektroniese afneem van studenteterugvoer

Die gebruik van elektroniese terugvoer word baie sterk aanbeveel en sal die verstekopsie vir die institusionele stelsel wees. Dit laat nie alleen groter soepelheid toe nie, maar kan ook teen 'n aansienlik laer koste en met groter spoed geprosesseer en beskikbaar gestel word.

4.2 Bepalings met betrekking tot die **frekwensie van studenteterugvoer**

Studenteterugvoer word met die volgende frekwensies afgeneem:

4.2.1 Die lynfunksiebestuur in die omgewing sien toe dat studenteterugvoer oor alle modules en dosente minstens op 'n jaarlikse basis afgeneem word. Studenteterugvoer kan ook by meer as een geleentheid gedurende die verloop van 'n module afgeneem word sodat studente self die effek van hul eie terugvoer kan ervaar, met dien verstande dat vraelysuitputting nie plaasvind nie.

4.2.2 Studenteterugvoer oor leer- en onderrigprogramme (uitgesluit die hoofsaaklik navorsingsgebaseerde programme op M- en D-vlak) word jaarliks aan die einde van die finale akademiese jaar van die program afgeneem. Die opname word gedoen onder finalejaarstudente. Dit is die verantwoordelikheid van programkomitees en -koördineerders om toe te sien dat dit geskied. In die geval van gestruktureerde M-programme, moet die terugvoer aan die einde van die gestruktureerde deel van die

program afgeneem word.

4.3 Bepalings met betrekking tot die **aanvra** van studenteterugvoer

4.3.1 Voordat dosente terugvoer oor hul eie onderrig en modules aanvra, moet hulle eers die aanlyn dosenteterugvoervraelys voltooi.

4.4 Bepalings met betrekking tot die **afneem** en **hantering** van studenteterugvoer

4.4.1 Die Universiteit onderskei tussen studenteterugvoer wat na afloop van die onderrigproses (in die module of program) afgeneem word (summatiewe terugvoer), en studenteterugvoer wat tydens die proses afgeneem word (formatiewe terugvoer).

4.4.2 Die US se amptelike stelsel maak gebruik van drie tipes vraelyste vir die afneem van summatiewe terugvoer:

- i. Voor-/Nagraadse terugvoervraelys
- ii. Vraelys oor Leer- en Onderrigprogramme
- iii. Dosenteterugvoervorm

Die Voor-/Nagraadse en Programvraelyste word deur studente voltooi, terwyl dosente terugvoer oor hul eie ervaring van die onderrigsituasie in die betrokke module, op die Dosenteterugvoervorm gee.

In uitsonderlike gevalle waar die summatiewe gebruik van die universiteitswye Voor-/Nagraadse terugvoervraelys grotendeels onvanpas is, mag fakulteite 'n pasgemaakte vraelys gebruik, met dien verstande dat die vraelys, na aanbeveling van die betrokke fakulteitsraad, deur die Komitee vir Leer en Onderrig goedgekeur is.

Die Sentrum vir Onderrig en Leer (SOL) kan ook van hulp wees in die ontwikkeling van ander metodes vir die verkryging van studenteterugvoer.

Let wel: SOL self is op geen wyse betrokke by die beoordeling van die gehalte van onderrig, modules of programme nie.

4.4.3 Dit is noodsaaklik dat die akademiese personeellid nie self betrokke is by die afneem van summatiewe studenteterugvoer van 'n module wat hy/sy aanbied nie.

4.4.4 Studenteterugvoer word vertroulik hanteer deur die departementele persone wat die vraelyste beskikbaar stel, asook deur SOL wat vir die verwerking van die data verantwoordelik is. Elektroniese vraelyste sal anoniem hanteer word en dosente sal geen toegang hê

tot enige inligting of data waarvolgens die identiteit van studente gekompromiteer kan word nie. Dit impliseer dat:

- a. resultate van summatiewe studenteterugvoer oor dosente en modules aan die betrokke dosent, die dekaan en departementele/modulevoorsitter (en, waar van toepassing, afdelingshoofde) ter insae gegee word;
- b. die resultate van studenteterugvoer oor modules, met voorsiening vir die beskerming van vertroulike-inligting, ook aan programkoördineerders beskikbaar gestel word;
- c. die resultate van studenteterugvoer oor leer- en onderrigprogramme aan die dekaan en die programkoördineerder beskikbaar gestel word;
- d. die diskresie by die dekaan lê om, via die departementele of modulevoorsitter, en die programkoördineerder (in die geval van leer- en onderrigprogramme):
 - i. relevante inligting op toepaslike wyse aan die studente en ander belanghebbendes beskikbaar te stel;
 - ii. effektief van klasvertegenwoordigers gebruik te maak ten einde relevante studenteterugvoer-inligting aan studente beskikbaar te stel; en
 - iii. waar nodig, gepaste opvolgaksies te loods;
- e. die identiteit van studente wat aan die studenteterugvoerproses deelneem, onbekend bly.

4.5 Bepalings met betrekking tot die gebruik van studenteterugvoer vir navorsingsdoeleindes

Die primêre doel van die studenteterugvoerproses is om 'n bydrae te lewer tot onderrig- en personeelontwikkeling. Verder kan studenteterugvoerdata 'n bydrae lewer tot institusionele leer met die oog op onderrig-effektiwiteit op program- of institusionele vlak. Vir hierdie doel mag slegs geaggregeerde studenteterugvoerdata gebruik word, met voorbehoud dat inligting ten opsigte van responskoerse, betroubaarheid, geldigheid en die tydstip wanneer die data versamel is, te alle tye verskaf word. Onder geen omstandighede mag die beskerming van studente en dosente se identiteit gekompromiteer word in die gebruik of publikasie van studenteterugvoerdata nie.

Die volgende kriteria geld vir beide die interne en eksterne gebruik van studenteterugvoerdata vir navorsingsprojekte soos bv nagraadse studies, kongresbydraes en publikasies:

4.5.1 In die geval van nagraadse studies, moet 'n navorsingsprotokol deur die betrokke fakulteit goedgekeur word. Die navorsingsprotokol moet ook uiteensit watter sekuriteitsmeganismes gebruik gaan word om die vertroulikheid van data te beskerm;

4.5.2 Volle etiese klaring vir die navorsingsprojek moet verkry word via die toepaslike komitee(s);

4.5.3 Goedkeuring vir die gebruik van die Universiteit se databasisse moet via die Afdeling Institusionele Navorsing en Beplanning verkry word.

4.6 Beheer oor hierdie reglement

4.6.1 Verantwoordelikhede

- a. Die eienaar van hierdie reglement is die Viserektor (Leer en Onderrig) as lynhoof van die gehalteversekeringsfunksie van die Universiteit en hy/sy is verantwoordelik dat die reglement bestaan, opgedateer en geïmplementeer word en dat 'n kurator en verbandhoudende strukture en rolle aangewys is en effektief funksioneer.
- b. Die kurator van hierdie reglement is die Direkteur: Sentrum vir Onderrig en Leer en hy/sy is verantwoordelik om te sorg vir die formulering, goedkeuring, hersiening, kommunikasie en beskikbaarstelling van hierdie reglement. Die kurator roep periodiek, soos nodig, 'n taakspan bymekaar vir die hersiening van die reglement.

4.6.2 Monitering en verslagdoening

- a. Die eienaar van hierdie reglement is aanspreeklik en die kurator is verantwoordelik om die nodige kontroles daar te stel vir die monitering en verslagdoening van die reglement en om jaarliks aan die Rektor se Bestuursplan verslag te doen.
- b. In gevalle van nie-nakoming van hierdie reglement sal die normale lynbestuurspraktyke van toepassing wees.

Stellenbosch University

Rules for obtaining and utilising student feedback about programmes, modules and lecturers

1. Introduction

Student feedback is an important institutional process aimed at the support and promotion of quality teaching at Stellenbosch University (SU). This document provides the detail regulations with regard to obtaining and utilising student feedback. This links to the strategic priority of SU with regard to sustaining the momentum of excellence, also within the learning and teaching environment.

2. Terminology

2.1 STUDENT FEEDBACK

Information provided by students about their teaching and learning experiences within modules and programmes

2.2 FORMATIVE FEEDBACK

Student feedback obtained during the teaching process within the module or programme

2.3 SUMMATIVE FEEDBACK

Student feedback obtained upon completion of the teaching process within the module or programme

3. PRINCIPLES

The following points of departure form the basis for obtaining and utilising student feedback at the University.

3.1 The use of student feedback should firstly aim to empower individual lecturers to improve their own teaching. Only thereafter should feedback be used for any other purpose, and then with great circumspection. In view of this it is assumed that:

3.1.1 it may be necessary to support lecturers (especially inexperienced lecturers) with interpreting and utilising student feedback results in order to optimise the role feedback could play in the development of individual teaching;

3.1.2 student feedback data could be useful when drawing up suitable staff development plans for teaching staff. However, it is essential to handle the data in context and to use data in conjunction with other data sources;

- 3.1.3 student feedback should never, for whatever purpose, be used without being tested, in isolation, or out of context within the appraisal of teaching performance.
- 3.2 As students give feedback anonymously, the feedback system allows students to express their opinions freely, without fear of retribution or risk of misrepresentation of the results.
- 3.3 Lecturers should also have the opportunity to provide feedback about their own teaching experiences, in order to attain a more well-rounded image of the context.
- 3.4 Each faculty and department is responsible for obtaining student feedback.

4. DETAIL REGULATION WITH REGARD TO OBTAINING AND UTILISING STUDENT FEEDBACK

4.1 Electronic collection of student feedback

The use of electronic feedback is strongly recommended and will be the default option for the institutional system. Electronic feedback allows not only for greater flexibility, but also costs less to administer and can be processed and distributed quicker.

4.2 Stipulations with regard to the **frequency** of student feedback

Student feedback is obtained at the following frequencies:

4.2.1 The line function management in a particular environment ensures that student feedback on all modules and lecturers is obtained on an annual basis. Student feedback could also be collected on more than one occasion within the duration of the module in order for students to experience the effects of their own feedback, permitted that questionnaire fatigue does not happen.

4.2.2 Student feedback on learning and teaching programmes (excluding the mainly research-based programmes at M and D level) is obtained annually at the end of the final academic year of the programme. Final-year students participate in the survey. Programme committees and coordinators are responsible for overseeing this feedback process. In the case of structured M-programmes, the feedback must be obtained at the end of the structured part of the programme.

4.3 Stipulations for **requesting** student feedback

4.3.1 Before lecturers request feedback about their own teaching and modules, they must first complete the online lecturer feedback form.

4.4 Stipulations for **obtaining** and **handling** student feedback

- 4.4.1 The University distinguishes between student feedback obtained upon completion of the teaching process in the module or programme (summative feedback) and student feedback obtained during the teaching process (formative feedback).
- 4.4.2 The official system at SU makes use of three types of questionnaires for obtaining summative feedback:
- i. Under-/Postgraduate feedback questionnaire
 - ii. Questionnaire for Learning and Teaching Programmes
 - iii. Lecturer feedback form

The Under-/Postgraduate and Programme feedback questionnaires are completed by students, whilst lecturers provide feedback about their own experiences of the teaching situation (within the particular module) on the Lecturer feedback form.

In exceptional cases where the summative use of the university-wide Under-/Postgraduate feedback questionnaire remains largely inappropriate, faculties may use a customised questionnaire, provided that these questionnaires are recommended by the appropriate faculty board and approved by the Committee for Learning and Teaching.

The Centre for Teaching and Learning (CTL) can also assist with developing other methods of obtaining student feedback.

Please note: CTL is in no way directly involved in the evaluation of the quality of teaching, modules or programmes.

- 4.4.3 Academic staff should never be involved in the collection of summative feedback on a module which he/she teaches.
- 4.4.4 Student feedback is handled confidentially by the departmental staff that distribute the questionnaires, as well as CTL, which is responsible for the processing of the data. Electronic questionnaires will be dealt with anonymously and lecturers will have no access to any information or data that could compromise the identity of students. This implies that:
- a. the results of summative student feedback on lecturers and modules are made available to the lecturer involved, the dean and the departmental/ module chairperson (and, where applicable, divisional heads);
 - b. the results of student feedback on modules may also be made available to programme coordinators, provided that there are sufficient measures in place to protect confidential information;

- c. the results of student feedback on learning and teaching programmes are made available to the dean and the programme coordinator;
- d. at his/her discretion the dean may, via the departmental or module chairperson and the programme coordinator (in the case of learning and teaching programmes):
 - i. provide the students and other stakeholders with the relevant information in a suitable manner,
 - ii. make effective use of class representatives in order to make relevant student feedback information available to students; and
 - iii. where necessary, launch appropriate follow-up actions;
- e. the identity of students who participate in the student feedback process, remain undisclosed.

4.5 Stipulations for the use of student feedback data for **research purposes**

The primary aim of the student feedback process is to contribute to the development of teaching and staff. Student feedback data can also make a contribution to institutional learning with a view to enhancing teaching efficacy at either programme or institutional level. Only aggregated student feedback data may be used for this purpose, on condition that information regarding response rates, reliability, validity and time when the feedback was collected, be supplied at all times. Under no circumstances may the protection of the identity of students and lecturers be compromised by the use or publication of student feedback data.

The following criteria apply for both internal and external use of student feedback data for research projects such as postgraduate studies, conference presentations and publications:

- 4.5.1** In the case of postgraduate studies, a research protocol must be approved by the applicable faculty. The research protocol must also indicate which security mechanisms will be used in order to protect the confidentiality of data;
- 4.5.2** Full ethical clearance for the research project must be obtained via the appropriate committee(s);
- 4.5.3** Approval for the use of the University's databases must be obtained via the Division Institutional Research and Planning.

4.6 Governance over these rules

4.6.1 Responsibilities

- a. The owner of this document is the Vice Rector (Learning and Teaching) as line manager for the quality assurance function of the University and he/she is responsible that the document exists, is updated and implemented and that a curator and relevant structures and roles are identified and function effectively.

- b. The curator of this document is the Director: Centre for Teaching and Learning and he/she is responsible for the formulation, approval, revision, communication and distribution of this document. The curator periodically, as deemed necessary, calls together a task team for the revision of this document.

4.6.2 Monitoring and reporting

- a. The owner of this document is accountable and the curator is responsible for establishing the necessary control mechanisms for monitoring and reporting regarding this document and to report to the Rector's management team on an annual basis.
- b. In cases of non-compliance with these rules, normal line management practices will be applicable.