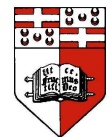


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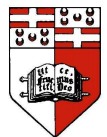
Study-unit Feedback: *the outcomes*

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Introduction (1)

- Study-unit feedback is held twice-yearly: towards the end of the first semester, in February, and towards the end of the second semester, in June.
- Feedback is collected *after* students have been assessed on that particular unit, but *prior* to publication of results.
- Lecturers do not have access to study-unit feedback prior to publication of results.



Introduction (2)

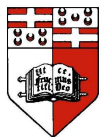
Study-unit feedback (in its current format) is in its fourth cycle. So far, this exercise has been implemented as follows:

June 2008

Feb 2009

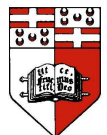
June 2009

Feb 2010



How are study-units selected for feedback?

- Study-units are selected for inclusion in the exercise on a cyclical basis, with the aim that over an approx 4-year period, all study-units on offer in a programme will have been included at least once in order to allow for a complete review of the programme
- So far, only lecture-type study-units have been reviewed. However, the exercise is being extended to include other types of study units, e.g. practical study-units were included as from June 2010



Response Rates (1)

Achieving healthy response rates has been one of the **major challenges** so far.

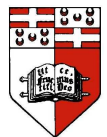
Response rates for past exercises (across the University) to date were as follows:

June 2008 39.07%

February 2009 47.9%

June 2009 38.2%

February 2010 37.7%



Response Rates (2)

What were the response rates in each F/I/C?

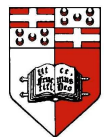
FEMA: lowest 28% (Banking and Finance); highest 54% (Social Work & Social Policy)

Laws: lowest 21% (European & Comparative Law); highest 46% (Public Law)

Arts: lowest 28% (Translation & Interpreting Studies); highest 73% (Faculty of Arts)

Education: lowest 16% (Youth & Community Studies); highest 70% (Mathematics, Science & Technical Education)

FICT: Lowest 28% (Faculty ICT); highest 61% (Artificial Intelligence)



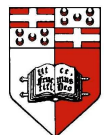
Response Rates (3)

Built Environment: lowest 20% (Masonry & Construction) ; highest 42% (Various)

Engineering: lowest 30% (Systems & Control Engineering); highest 69% (Faculty of Engineering)

Theology: lowest 30% (Sacred Scripture, Hebrew and Greek); highest 68% (Church History, Patrology and Palaeochristian Archaeology)

Science: lowest 14% (Faculty of Science); highest 52% (Biology)



Response Rates (4)

Medicine & Surgery: lowest 15% (Family Medicine);
highest 93% (Pathology)

Dental Surgery: lowest 13%; highest 50%

IHC: lowest 27% (Various departments); highest 64%
(Radiography)

Linguistics: lowest 31%; highest 62%

Edward De Bono Institute: lowest 31%; highest 44%

Mediterranean Institute: lowest 36% (Music Studies);
highest 66% (Geography)

CCT: lowest 36% (Various); highest 59%
(Communication & Instructional Design)



Response Rates (5)

Islands & Small States: lowest 18%; highest 56%

Physical Education & Sport: lowest 32%; highest 58%

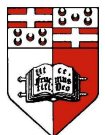
Baroque Studies: lowest 16%; highest 43%

Agriculture: lowest 34%; highest 56%

Gerontology: lowest 83%; highest 100%

Diplomatic Studies: lowest 17%; highest 25%

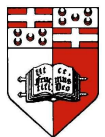
EDRC: lowest 37%; highest 50%



Main Problems Identified (1)

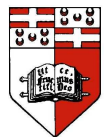
The main problems identified by students across the University over the course of these exercises were as follows:

1. Library resources are considered to be insufficient
2. Dissatisfaction with assessment methods in terms of the amount of work and time allowed to complete assessment tasks



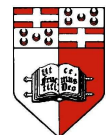
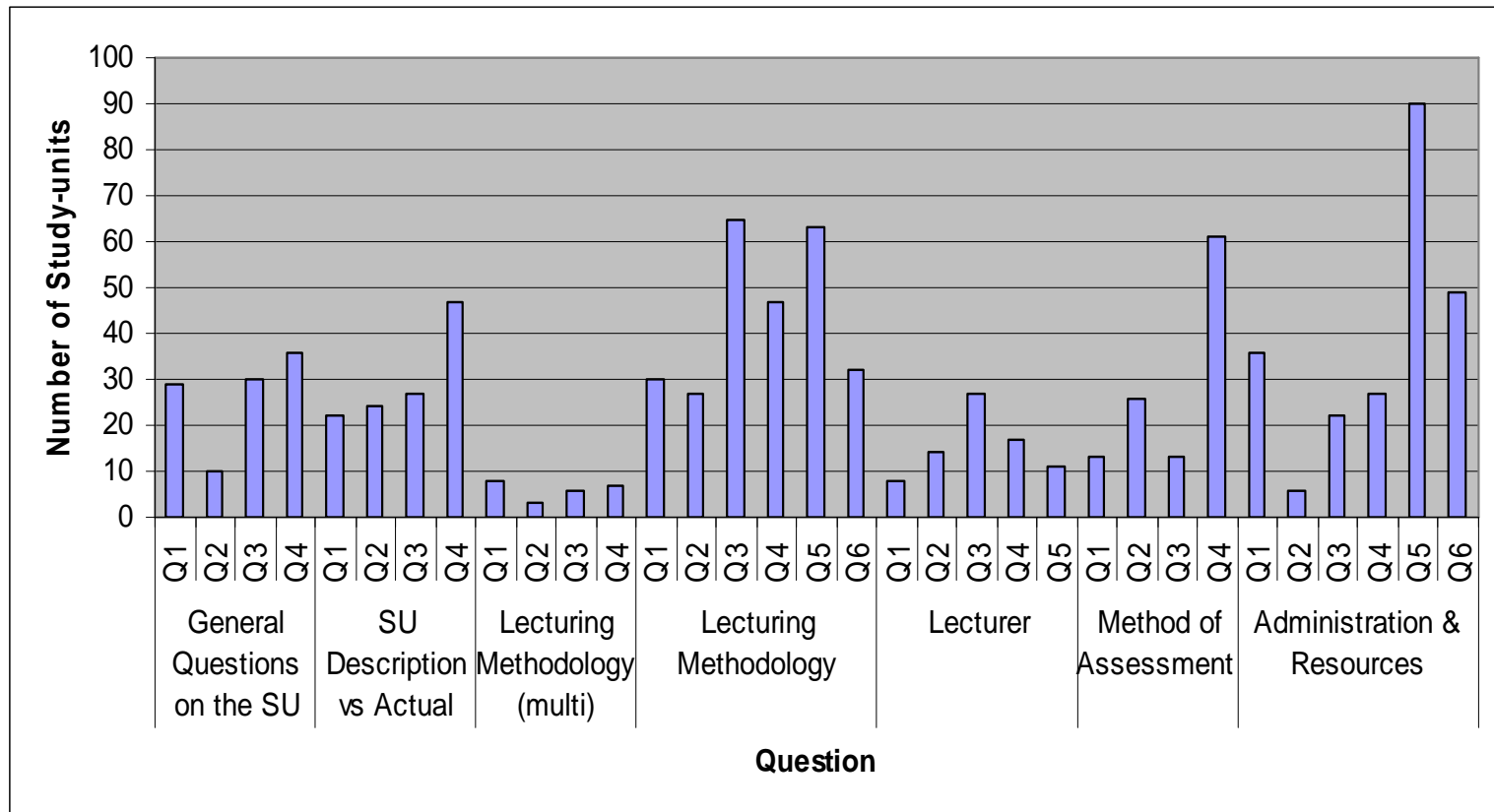
Main Problems Identified (2)

3. Lectures need to be more understandable and stimulating and student participation needs to increase
4. Amount of work involved in relation to the credit-value of study-units is often considered excessive
5. The science/computer and/or other laboratories available are considered to be insufficient for students to carry out their work



Main Problems Identified (3)

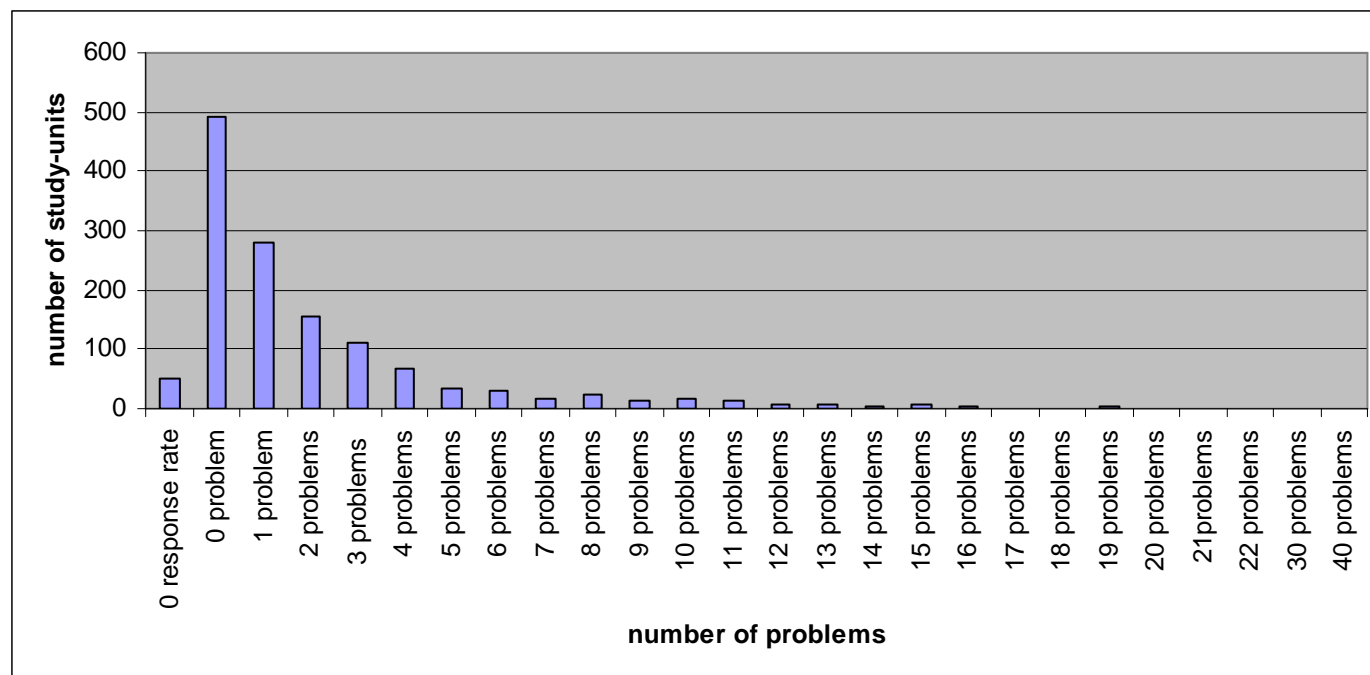
The graph shows the distribution of **negative responses per question** in study-units reviewed from June 2008 to February 2010 (n = 1338)



Main Problems Identified (4)

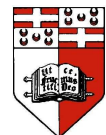
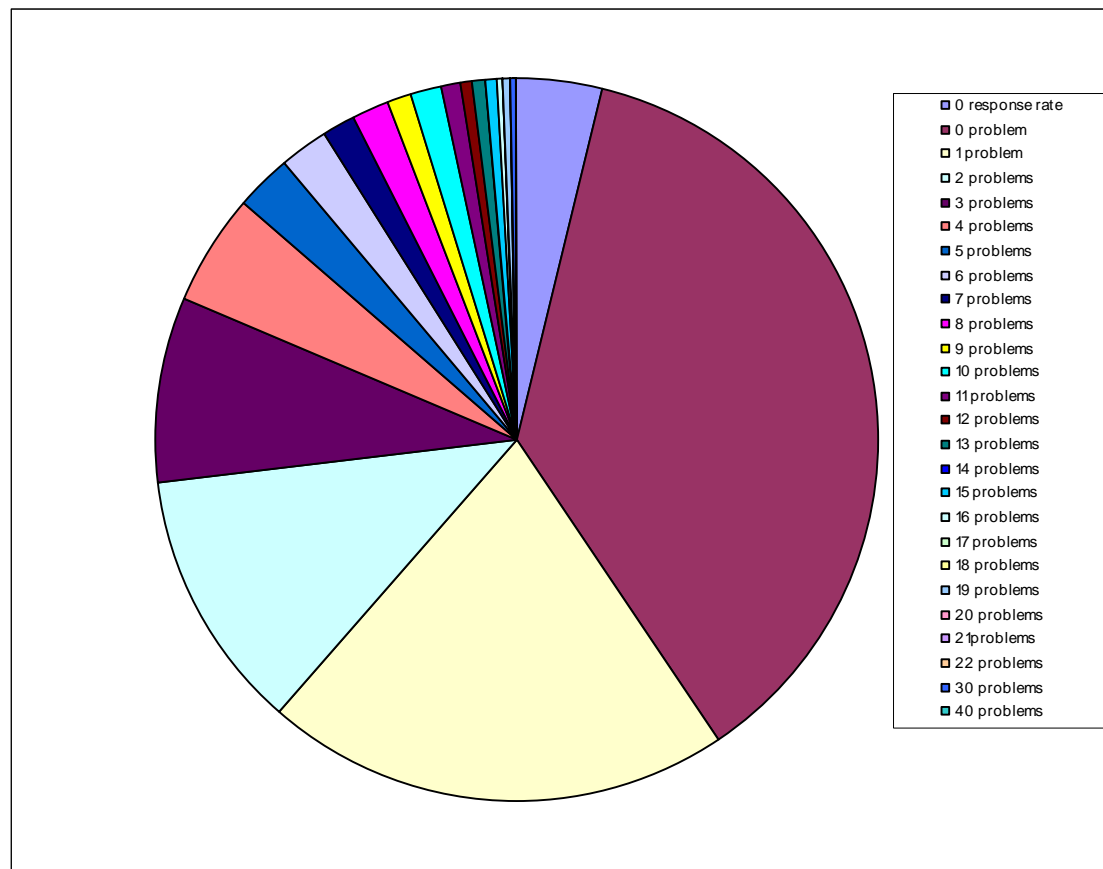
Graph shows distribution of **negative responses per question** in study-units reviewed from June 2008 to February 2010 (n = 1338).

Very few study-units show evidence of widespread problems.



Main Problems Identified (5)

The pie-chart below shows the distribution of negative responses achieved per study-unit reviewed during June 2008 to February 2010 (n = 1338). Very few study-units show evidence of widespread problems.



What Action is Taken? (1)

The results of the feedback exercises are communicated to the following:

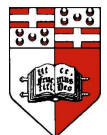
1. Lecturer/s of the study-units reviewed – this ensures that lecturers are made aware of any problems which arose during the delivery of a study-unit and **provides opportunity for self-evaluation and improvement**



What Action is Taken? (2)

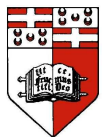
2. Heads of Departments & Directors of Institutes/Centres – this allows for **detection and consideration of any emergent trends** at departmental level.

It is the responsibility of Heads to discuss issues with teaching staff and to ensure that they are addressed. There is evidence of such dialogue taking place as a result of feedback, for example, with respect to punctuality and attendance.



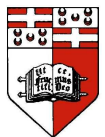
What Action is Taken? (3)

3. Director Library Services – provided with feedback pertinent to library resources, indicating which areas are considered by students to be lacking. Recent improvements in library resources have taken place.
4. Registrar – any feedback relevant to administration and resources are communicated to the Registrar.



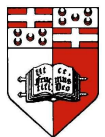
What Action is Taken? (4)

5. Rector & Pro-Rector for Academic Affairs – the main issues highlighted during any feedback exercise are communicated. Any urgent/serious matters are discussed with Heads of Departments and problems are monitored during subsequent exercises. *Study-units which consistently show evidence of problems are re-assessed to monitor developments.*



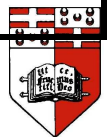
KSU's Report on Quality Assurance (1)

- As part of their report on Quality Assurance Measures at the UM (May 2010), KSU's Education Commission conducted a survey on lecturer accountability.
- This survey consisted of 15 statements, with a 5-point likert scale ranging from “strongly agree” to “strongly disagree”.
- This report is available online through KSU website.
- Over 550 students participated in the study.



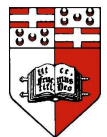
KSU's Survey: Results (1)

Question	AG %	N %	DIS %
Following an increase in the salary of lecturers, there was an increase in the quality of education being offered by the University.	14	11	75
Lecturers follow the outline of the study-unit description and assess students according to the method of assessment indicated on eSIMS.	69	2	28
In general the amount of work in a particular study-unit is not compatible with ECTS value (but is frequently greater)	37	3	60
Lecturers are knowledgeable about the subject.	88	1	11
Lecturers are well prepared for lectures.	73	1	26
Lecturers treat students in a fair and equal way.	67	1	32
Lecturers are available to help students with any difficulties.	71	2	27
The delivery of lectures is adequate and lecturers are good public speakers.	57	1	42



KSU's Survey: Results (2)

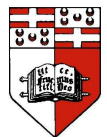
Question	AG %	N %	DIS %
Lectures are well delivered.	58	1	41
Lecturers are punctual for lectures.	54	1	45
Lecturers use appropriate resources and materials for lectures.	63	2	35
Lectures are understandable and stimulating.	43	1	56
Lectures are intellectually challenging.	54	2	44
Lectures are delivered in such a way that they encourage student participation.	36	2	62
When lectures are cancelled, lecturers inform students via email or mobile phone in a timely manner.	49	2	49



KSU's Survey: Results Summary (1)

The following issues were seen as the most problematic:

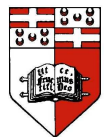
1. The majority of respondents (75%) did not believe there was an increase in the **quality of the education** following the increase in salaries of lecturers at UoM
2. 60% of respondents found the **amount of work** involved in study-units incompatible with **ECTS assigned**
3. 56% of respondents indicated that **lectures were not understandable and stimulating**
4. 62% of respondents felt that in general, the way lectures are delivered at UM does not encourage **student participation**



KSU's Survey: Results Summary (2)

The following issues were thought to be in need of improvement:

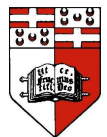
1. 42% of respondents disagreed that **delivery of lectures** is adequate and that **lecturers are good public speakers**
2. 41% of respondents disagreed that **lectures are well delivered**
3. 45% of respondents indicated that **lecturers are not punctual**
4. 44% disagreed that lectures are **intellectually challenging**
5. 49% indicated that lecturers **do not inform students in a timely manner prior to missing a lecture**



KSU's Survey: Results Summary (3)

The following were considered mostly positively:

1. 69% of respondents indicated that lectures follow the outline of SU descriptions and assess students according to the method of assessment indicated on eSIMS
2. 88% agreed that lecturers are knowledgeable about their subjects
3. 73% indicated that lecturers are well prepared for lectures
4. 67% felt that lecturers treat students fairly
5. According to 71%, lecturers are available to help with any difficulties
6. 63% indicated satisfaction with the use of resources and materials for lectures



Comparison of KSU survey with SU feedback

Considering that KSU survey:

- * adapted a number of questions from the SU feedback which allows comparison of corresponding results in the two exercises
- * was completely independent of UM and is free of any fear of retribution resulting from participation (an issue which probably continues to bedevil SU feedback)



Comparison of KSU survey with SU feedback

We note that corresponding results obtained from the two surveys are **congruent** in their identification of the **main problems** as being:

The need to make lectures more understandable and stimulating

The need to encourage student participation during lectures

The need to ensure that amount of student workload involved in study-units is not in excess of the ECTS value

