



**University College Dublin**

**Academic Council Committee on Quality**

**Examples of Good Practice identified in UCD Quality Review Reports  
and other quality related activities**

**September 2014 – September 2015: Issue 6**

**UCD Quality Office  
October 2015**

## 1. INTRODUCTION

UCD is committed to the principle of continuous quality enhancement. **Quality enhancement** is taking deliberate steps to bring about improvement in the activities of the University. The dissemination of good practice is one way of doing this. This report, therefore, presents examples of good practice identified in University Quality Review Reports during the review period 2014-15 (published to date). The examples are organised under a number of broad themes, which parallel the structure of the Self-assessment Reports and the Review Group Reports. Some of the examples highlighted will, however, be subject/location specific, and so this schedule is not intended to be exhaustive, nor a 'standard practice' guide. The schedule will be updated annually.

UCD Quality Office  
October 2015

## 2. PLANNING, ORGANISATION AND MANAGEMENT

### *UCD School of Philosophy*

- The Review Group got the impression that there is a very good collegial and collaborative atmosphere in the School and that this extends to the wider Philosophy community in Ireland. There is a culture among staff that allows flexibility, workload sharing (for example, to facilitate time for research teaching is often organised into blocks) and a collaborative and supportive approach to grant writing even where there is competition for limited funds.
- The effective and collaborative management of the School, and the inclusion of all members of staff in the decision-making and administrative process, has helped the School weather a particularly hostile financial climate during the recent economic crisis in the Republic of Ireland.
- There is a very good Philosophy Society run by the students.

### *UCD School of Mechanical and Materials Engineering*

- The School has a good, operational Strategic Plan that informs their activities.
- The School has an effective, appropriate, inclusive committee structure in place.
- The School is well embedded into the management structures of the College.
- The Review Group was impressed that when the School has identified a gap in their management structures, they have acted to address them.
- A detailed work-load model has been developed to help even out work burden between staff members.

### *UCD School of Veterinary Medicine*

- The Head of School has provided strong leadership and innovation in dealing with the worsening national economic conditions. She has developed structures and organised the School into coherent subject areas, with teaching supported by the Veterinary Hospital and clinical disciplines. The RG commends the Dean and her colleagues for their visionary and forward-looking approach to management, which has allowed the School to flourish even under the recent adverse external conditions and to retain its high standing in the international academic veterinary and professional veterinary communities.
- The RG commends the commitment of the School to engaging openly with staff and to disseminating management information within the School in a timely fashion.

### *UCD Library*

- The Review Group found an impressive commitment and motivation to deliver on the University Strategy. Restructuring and realignment of staff responsibilities has moved staff into other roles or created new roles for existing staff. The management structure has empowered some individuals to speak with passion about their views of what could be possible for the Library and its contribution to the University. The Review Group commends the leadership success in changing roles and expanding the skill sets of some library staff. These achievements were evidenced by the Review Group's interviews with University stakeholders, professional and academic and with a representative group of students. The University units that work with the Library have highly favourable impressions of their professionalism, abilities, and flexibilities. The Library is seen as "open" by other units and a University service willing to innovate, collaborate and offer the highest quality of services to its users.
- The Review Group commends the full review of Library communications undertaken in 2012 which realised improvements in the way that the Library interacts with internal and external stakeholder.

### *UCD IT Services*

- Good leadership, well organised team structure.
- IT Services is providing an excellent service despite significant staff shortages and budget cuts.
- There is an existing plan to develop an integrated approach to eLearning.
- Leaders of IT Services and UCD Teaching and Learning have a strong relationship and are committed to providing a seamless experience for academic staff without confusion about organisational structures and responsibilities.

*UCD School of History (formerly UCD School of History & Archives)*

- The School is commended on the high levels of satisfaction that was evident among the undergraduate, postgraduate and post-doctoral cohorts that the Review Group met. Equally, all of the external stakeholders that the Review Group met were effusive in their praise of the School and were strongly supportive of its work. This outcome should be viewed as a major achievement given the financial and other restrictions within which the School operates.
- The School is commended for managing itself effectively. The vast majority of staff expressed very high levels of satisfaction with the School's management and are conscious of the restrictive external financial and employment controls within which the School management must operate.
- The School's administrative staff is highly commended for its continued high level of professionalism in the face of long-term under-resourcing and a continuing difficult financial climate.
- The School is commended for establishing a well-developed transparent structure of multiple committees that are responsible for decision making, strategic planning and the core activities of Teaching and Learning, Research and Financial management.
- The School is commended for operating an innovative no-cost internal system for one-semester research leave for its academic staff. The Review Group noted that this facility now extends to staff in Archivistics.

*UCD School of Mathematics and Statistics (formerly UCD School of Mathematical Sciences)*

- Leadership in the School appears to be strong and provides robust representation of the School at both College- and University- level.

**3. STAFF AND FACILITIES**

*UCD School of Philosophy*

- The collegiality and warmth of staff is an important asset of the School, and has created an environment in which students feel both challenged and supported, and which fosters fertile and productive exchange of ideas across some of the usual internal boundaries within the discipline.

*UCD School of Mechanical and Materials Engineering*

- Hard-working and dedicated staff overall, delivering high class education and research in spite of a high work load.
- Good cooperation between technical staff members in sharing expertise.

- Early career academic staff seem to be embedded in already ongoing research projects and are introduced to established academic and industrial contact networks.

#### *UCD School of Veterinary Medicine*

- The RG commends the high quality of the facilities for education, training, research and clinical service in the Veterinary School / Hospital complex at UCD; these are comparable in standard to those in peer Schools worldwide. The clinical facilities are of high quality and sufficient for the student numbers. The teaching space is of high quality and is maintained in an excellent condition. There is good quality space supporting the teaching and learning environment. The laboratory space is of high quality and supports the School's research portfolio. The farm is an excellent resource and the building of the new dairy facility will further support student teaching and the student experience.
- The RG commends the school on its clinical skills laboratory and the range of material supporting student teaching within the unit.

#### *UCD School of History (formerly UCD School of History & Archives)*

- The high levels of dedication of all academic and archives staff, is evidenced in very strong teaching and research profiles.
- The School is commended for its use of technology to facilitate discussions and collaboration with international colleagues.

#### *UCD School of Mathematics and Statistics (formerly UCD School of Mathematical Sciences)*

- The administrative infrastructure and support in the School is very positive and student-centred. There appears to be a high level of collaboration and flexibility within and across the administrative function.
- Members of the School Office and Technical support are to be commended for their efficiency and collegiality. Their dedication and good humour is apparent and appreciated by colleagues and students alike.

### **4. FUNCTIONS, ACTIVITIES AND PROCESSES**

#### *UCD Library*

- The Library has responded extraordinarily well to the changing nature of academic libraries. This is particularly worthy of note given the environment of rationalisation and economy in which it is operating. The last Library Strategic Plan was forward thinking, and has served to foster a climate of constant change; this is the only way in which the Library can successfully align itself to the strategic aspirations of the University. A proactive approach has led to the development of an impressive range of services given the resources available.
- The Library's extremely positive focus on customer service is to be congratulated. The widespread willingness to embrace new ways of doing things, particularly using automation,

online support and self-service is to be celebrated, and opportunities should be sought to do even more in this way.

#### *UCD IT Services*

- IT Services delivers a range of high availability core services, with customers appreciating the robustness, capacity and availability of these.
- The end-user support process is highly regarded, providing in general exceptionally responsive action (often same-day) to address user issues and requests. IT Services staff are regarded as knowledgeable, helpful and willing to go the extra mile to assist staff and student users.

### **5. MANAGEMENT OF RESOURCES**

#### *UCD Library*

- The Library has demonstrated its strategic use of the budget by managing resources in such a way as to allow for some small upgrades to facilities. These have been very important as a way of demonstrating the potential of a renovated library to become a more vibrant hub of university learning and research. These projects have significantly and positively affected the footfall and they have enabled new services that are particularly relevant to the university's research aspirations.
- The Review Group found the benchmarking of UCD library data against a comparable set of both UK libraries and Irish libraries to be particularly useful in helping it understand the nature of the resources of the library. Library staff provided a very rich set of data to the Review Group, and this was instrumental in its preparation for the visit and in the Review Group's ability to carry out our work.
- Both the Library Annual Staff Training Day and the Library's participation as a key partner in the Working Smarter Together university professional development day are excellent examples of mechanisms for increasing the understanding of all staff about current issues, motivating staff to explore innovations, and increasing morale.

#### *UCD IT Services*

- Impressive results in a highly resource-constrained environment.
- Good progress in adoption of cloud services as opportunities arise.
- Vision of reallocating IT resources from operations to mission.

## **6. TEACHING, LEARNING & ASSESSMENT**

### *UCD School of Philosophy*

- The tutorial system is an important tool for teaching philosophy within the School and has a number of strong points. The UG students who receive it and the PhD students who deliver most of it are very appreciative, and the Principal describes it as exemplary within the College.
- The 'Philosophers Café', that is, debates around a suitable topic of general interest was mentioned repeatedly by students as a great recruitment tool for Open Days.

### *UCD School of Mechanical and Materials Engineering*

- Lab equipment and workshop facilities available for student projects are very impressive. Some of this equipment is one-of-a-kind in the country.

### *UCD School of Veterinary Medicine*

- The RG commends the school on the investment in new initiatives in e-learning technologies and support of a learning technologist, and also the excellent clinical skills laboratory with a good range of material for student learning.

### *UCD School of History (formerly UCD School of History & Archives)*

- The recent regularisation of module handbooks and information (achieved over the last four years or so) is strongly commended, and means (for example) that learning outcomes are clearly defined.
- The School is commended for having careful mechanisms in place to review course details and related examinations.
- The School is commended for its use of external advisors and models where appropriate.
- The School is commended for its commitment to academic and pedagogic progression through the levels of learning experience, to research-led teaching, to a diverse curriculum and to small group teaching (where resources permit).

### *UCD School of Mathematics and Statistics (formerly UCD School of Mathematical Sciences)*

- The Mathematics Support Centre is hugely successful and valued by students. The support for the Centre from within the School, and by the University (via the Registrar), is to be commended and should continue.

## **7. CURRICULUM DEVELOPMENT AND REVIEW**

### *UCD School of Philosophy*

- The School teaches a broad and exciting curriculum that attracts good student numbers and is generating very positive student satisfaction.
- There is a reflective, innovative and collaborative approach to curriculum design and review has ensured that the curriculum remains lively and fresh and responsive to student needs and academic staff research interests.

### *UCD School of Mechanical and Materials Engineering*

- In addition to a rigorous grounding in the basic areas of mechanical and materials engineering, the curriculum provides several design-build-test opportunities for undergraduates. These are really appreciated by undergraduates.
- The fourth year project provides a significant opportunity for undergraduates to develop as an autonomous independent engineer.

### *UCD School of History (formerly UCD School of History & Archives)*

- The School offers a curriculum that is remarkable for its breadth and depth. It reflects the strengths and expertise of a very productive group of scholar-teachers. The curriculum's chronological and geographical span is impressively wide when considered in light of the relatively small number of academic staff employed by the School.
- The curriculum is aligned with the School's and the University's strategic objectives and it provides for a stimulating and diverse educational experience. The School is committed to maintaining such an alignment.
- The curriculum emphasizes the acquisition of critical skills and underlines the contemporary relevance of history in a fast-changing national and global environment.
- The curriculum is delivered and supported by a wide and appropriate range of delivery methods and assessments.

### *UCD School of Mathematics and Statistics (formerly UCD School of Mathematical Sciences)*

- The School reviews and updates the content and structures of its programmes and modules on an annual basis. When doing so, it takes into consideration advances and progress in research and new challenges that its graduates are likely to meet in employment. The curriculum as taught by the School is broad, diverse, and covers all main areas very well.



## 8. RESEARCH ACTIVITY

### *UCD School of Philosophy*

- The School has an unusually rich and vibrant programme of research events (conferences, workshops, seminars).
- The weekly Work-in-Progress research groups provide many opportunities for both staff and students to try out new ideas and get feedback from colleagues on their work in progress.
- The School's track record on grant-income is impressive relative to its size and to norms within the discipline, and the School has adopted a commendable strategy for ensuring broad participation in the grant-writing and grant-review process, and to ensure transfer of expertise from senior to junior members of staff.
- The editing and publication of *Perspectives: International Postgraduate Journal of Philosophy* provides opportunities for post-graduate students to participate in the editing process, gaining both valuable transferable skills and insight into the academic publication process.
- Even during the recent period of economic challenge, post-graduate students have been supported both through GRIF (*Graduate Research Innovation Fund*) and through School funding for participation in academic conferences.

### *UCD School of Mechanical and Materials Engineering*

- The Review Group commends the School for identifying a vision for their future and for developing a strategic plan to achieve that vision.
- All newly recruited members of academic staff have strong research focuses strengthening ongoing research initiatives at the School.

### *UCD School of Veterinary Medicine*

- The School's objective to build on translational research opportunities afforded by potential synergies between the clinical and basic areas, thus ensuring its research outcomes have direct impact on the animal health area.
- Highly successful research staff are fully engaged with education at both a postgraduate and undergraduate level helping to ensure teaching is research-led and informed.
- The presence of strong research role models within the School.

### *UCD School of History (formerly UCD School of History & Archives)*

- The School's research achievements are particularly impressive in the light of the relatively high Student-Staff ratio, and it is clear that this research activity has not had a negative impact on

teaching quality in the School, rather it has enhanced it. The successful new 10-credit modules were designed to showcase staff research and to encourage postgraduate applications from the undergraduate cohort.

- A key component of the School's research success lies in its collegial and supportive research community into which all, both staff and postgrad students, are welcomed. The RG was extremely impressed by the testimony of the postdocs, postgrads, new staff and visiting colleagues of the warmth and vitality of the School's research community. Research activity is fostered by the impressive number of research centres, embedded in or linked to the School, such as Centres for War Studies, for the History of Medicine and for the History of the Media.
- It was clear from meeting the postgraduates that individual PhD supervision is well conducted. The students were effusive in their praise of their supervision and of the general availability of other staff for consultation about their research.

#### *UCD School of Mathematics and Statistics (formerly UCD School of Mathematical Sciences)*

- For its size, the School has about the right degree of granularity into research groups, spanning a wide range of mathematical and statistical sciences, and (just) achieving critical mass in most of the research groups. By usual international standards virtually all faculty are active in research.
- The partnership with members of the School in valuable and high-profile cross-discipline activities such as INSIGHT, CASL, the Conway Institute (and, formerly, the Shannon Institute) is highly valued by the other schools involved.
- The Review Group strongly welcomes the recent formation of the School Research Innovation & Impact Committee, and is impressed by the early thoughts emerging from the Committee.

### **9. MANAGEMENT OF QUALITY AND ENHANCEMENT**

#### *UCD School of Philosophy*

- Feedback from External Examiners is considered and appropriate actions are taken by the School in addressing any issues therefrom. Indeed the Self-assessment Report of the School is an excellent document and mirrors the self-reflection that pervades within the School.
- Following the previous Quality Review Process, recommendations were considered and the School responded to all issues in the previous Quality Review report.

#### *UCD School of Mechanical and Materials Engineering*

- Active and successful engagement with external formal review and accreditation procedures for ensuring the School can deliver internationally recognised training to undergraduate and postgraduate students.

- The School has engaged in measures to reduce potential Health & Safety risks by limiting some laboratory lessons to observation rather than experimentation as a result of the reduced numbers of technical staff available.

#### *UCD School of Veterinary Medicine*

- The RG commends the School's awareness and use of feedback from a wide variety of sources.
- The RG commends the extent to which the School takes measures to inform students and other stakeholders of its responses to issues emerging from their feedback, and thus to 'close the feedback loop' effectively.
- The RG commends the establishment of the External Advisory Board.

#### *UCD School of History (formerly UCD School of History & Archives)*

- The RG commends the School's spirit of robust self-appraisal manifest in a questioning, critical stance that challenges the status quo.
- The RG commends the School's commitment to review and reform of its curriculum and pedagogy.

#### *UCD School of Mathematics and Statistics (formerly UCD School of Mathematical Sciences)*

- The School is to be commended for the quality of its SAR and for its efficiency in provision of detailed statistics, minutes, records and other materials, in particular the Appendix material on the USB key and the well-organised ancillary material provided for perusal in the Review Group meeting room.
- Feedback from industry members on the quality of graduates is noteworthy.

### **10. USER PERSPECTIVE**

#### *UCD Library*

- The customer/user driven approach by the Library is exemplary. Staff are recognised as being helpful, engaged, committed, motivated, professional, efficient, open and hard working. The Review Group commends the introduction of College Liaison Librarians to connect with Colleges, Schools and associated units, and the focus on academic programmes requirements and the mix of communications channels it uses to communicate with Library users.
- The establishment of an Outreach Team has energised and facilitated a greater strategic and operational commitment to effective user communication and feedback.
- The Review Group commends the high quality and range of Library publicity materials. The breadth of information displayed on the Library plasma screens is of particular note.

#### *UCD IT Services*

- IT Services have responded to strategic initiatives such as UCD Online, Global Engagement and have shown flexibility and commitment to deliver the applications and infrastructure required to enable these.
- Together with Buildings & Services, IT Services have provided standard Teaching Technology equipment and support in bookable rooms. This works well and lecturers now have a uniform platform with which to work.

### **11. SUPPORT SERVICES**

#### *UCD School of Philosophy*

- The existence of an Engagement Committee within the College whereby 2<sup>nd</sup> and 3<sup>rd</sup> year students engage in peer mentoring is to be commended.
- The UCD Library has managed to sustain its collection through an extremely challenging period of drastically limited budgets and is making innovative use of its facilities.

#### *UCD School of Mechanical and Materials Engineering*

- Excellent support structure and services provided by the Student Advisor.
- Staff engagement with the Research Repository is a positive development.
- Positive engagement at College level with opportunities for international student recruitment.

#### *UCD School of Veterinary Medicine*

- The RG commends the School on the commitment to student welfare and wellbeing. The School has recently hired a Student Advisor who articulated a very strong commitment to supporting students, providing pastoral care, engaging closely with School members where issues of student welfare are concerned and liaising with University support units dealing with all aspects of student health and wellbeing. Feedback from the undergraduate students relating to communications with staff in the School and student supports was very favourable.
- The RG commends the University on the range of staff development opportunities available to all staff through the HR Department, as well as the flexibility and responsiveness of HR to requests for new training options.

#### **Veterinary Hospital**

- Modern purpose-built hospital facilities and clinical staff operating at the leading edge of the profession ensure an excellent environment for teaching a range of clinical and professional skills to undergraduates, interns and DVMS students.

- Significant potential for future growth bolstered by recent improvements in cost control, efficient business management practices and profitability.

#### *UCD School of History (formerly UCD School of History & Archives)*

- The RG commends the diligence, commitment and dedication of the school's administrative staff. Academic and student feedback was consistently positive. The School Manager, in particular, is commended for her ability to maintain operations in a very challenging environment.
- The RG commends the willingness of academic staff to engage in key administrative activities.

#### *UCD School of Mathematics and Statistics (formerly UCD School of Mathematical Sciences)*

- The School is to be commended for establishing and maintaining good communication channels between the School and University-wide service providers.

## **12. EXTERNAL RELATIONS**

#### *UCD School of Philosophy*

- The School organise many seminars workshops and conferences. Also, members of the School are commended for undertaking *The Conscience Project* as part of the President of Ireland's initiative on *Ethics*.

#### *UCD School of Mechanical and Materials Engineering*

- The School has extensive positive links with industry and alumni.
- Industry collaboration is very successful in particular cases and industry partners very well disposed to the school.

#### *UCD School of Veterinary Medicine*

- The RG commends the School's evident commitment to and success in developing sustained and meaningful engagement with the University community and with national / international partners in a diverse range of activities.
- The RG commends the School's contribution to the UCD internationalisation agenda through the creation of the graduate entry route into veterinary medicine and the increase in non-EU student intake associated with this programme.

*UCD School of History (formerly UCD School of History & Archives)*

- The School has played and remains committed to playing a significant role in the life and administration of the College and the University.
- The School has made and continues to make a significant contribution to public life and debates in Ireland and has fed into policy-making processes at national and European levels.
- The School makes very good use of new and social media to promote its scholarship and activities. The History Hub is particularly impressive in this regard.

*UCD School of Mathematics and Statistics (formerly UCD School of Mathematical Sciences)*

- The School has a good record of collaboration in UCD cross-disciplinary institutes, and joint degrees. Members of the School are good citizens in and contributors to Science and Arts undergraduates programme and, for example, have made a substantive contribution to the apparent dramatic improvement in recruitment to the undergraduate Science programme.
- The School's contribution to schools liaison and outreach is outstanding and the faculty undertaking that work are to be commended for their commitment and ingenuity in that regard.

**13. STRATEGIES FOR 'CLOSING THE FEEDBACK LOOP' WITH STUDENTS**

Academic Council Committee on Quality (March 2015) considered a paper on 'Closing the Feedback Loop' with students based on an Irish Higher Education Quality Network workshop held in December 2014. The paper is attached at Appendix 1 for information.

Issue 6: October 2015

**University College Dublin**

**Academic Council Committee on Quality**

**(March 2015)**

**Strategies for 'closing the feedback loop' with students**

**1. Introduction**

When students participate in an evaluation process their main concerns are whether their opinions matter, what happens to their responses, and whether the outcomes are communicated to the following cohort of students. If we expect students to take the evaluation process seriously then we must take their concerns seriously and close the feedback loop with them by indicating:

- Which comments/suggestions will be acted upon and how.
- Which comments/suggestions we would like to act on but are unable to and the reasons why.
- Which comments/suggestions we will not be acting on and why.

**2. Examples of how to close the loop with students are set out below:**

- Share formative feedback gathered during the semester on e.g. Blackboard / Moodle or similar platform.
- Set aside some face to face time with your students as soon as practicable after you gathered the feedback to discuss the feedback with them.
- Ask your students to select a student representative(s), discuss your evaluation outcomes with the representative(s) and then give the student(s) an opportunity during teaching time to report back to the students they represent.
- Place summaries on notice boards or online e.g. Question/Answer or 'You said / We did' (See UCD Library example in Section 3 below).
- Construct posters and display these where students will see them.
- Include articles in a College/School newsletter or social media.
- Send an email about your outcomes to students.

- Establish a staff-student liaison committee and report your evaluation outcomes to that committee – ask student representative to feedback to students.
- Discussion at the first class of the semester followed by on-going conversations over the semester.
- Four models of ‘Closing the Feedback Loop’ with students has been developed by UCD Teaching and Learning – see Section 4 below.

### 3. An example of a ‘You Said/We Did’ approach

A UCD Library example of ‘Closing the Feedback Loop’ with students using a ‘You said...We Did’ online approach is set out below:

- **You said: "More library services and transactions should be accessible online."**

Following the success of online booking of group study rooms, in early 2015 we have introduced online bookings for both individual study rooms and the Postgraduate Research Centre at James Joyce Library.

- **You said: "A simple addition that would help a lot for group work would be to add white boards to the group study rooms. Often I have wished for a large board to write on while planning out a group project."**

We added whiteboards to the group study rooms in James Joyce Library and these are receiving plenty of use, so thanks for that input to our last general survey.

- **You said: "more seats and larger tables in the James Joyce Library Hub" to facilitate the way you work.**

We listened and now there are sixteen additional study spaces, with new larger tables, and we've also adjusted the size of some of the existing tables.

- **You said: there are too many places we have to go online to search and find information.**

We have now introduced OneSearch, which pulls in information from many of our collections and offers quick access to a selection of articles and full texts on your topic online.

- **You said: "(we need) more access to plugs at more study desks" for those with laptops.**

In keeping with the many requests we have received from our users for increased access to power sockets on the study desks in our Libraries, we are pleased to let you know that access to power is being added to yet again, with 182 further desks in the James Joyce Library having power fitted for start of the new academic year in September 2014.



These desks are located on level 1 (in short loan area), on Level 2 beside the Confucius collection, and on level 3 near the Research Services offices

- **You said: "Please open earlier - and later".**

In the run-up to exam periods we now open from 7am in the morning. Check the opening hours pages for full details.

#### **4. UCD Teaching and Learning**

The four models of 'Closing the Feedback Loop' (UCD Teaching and Learning) refers to the process of letting students know how their comments from the Student Feedback on Modules survey have been used. The following models of closing the feedback loop were developed and tested by four different schools and may provide some inspiration for your own module or school. The models are set out in Appendix 2.

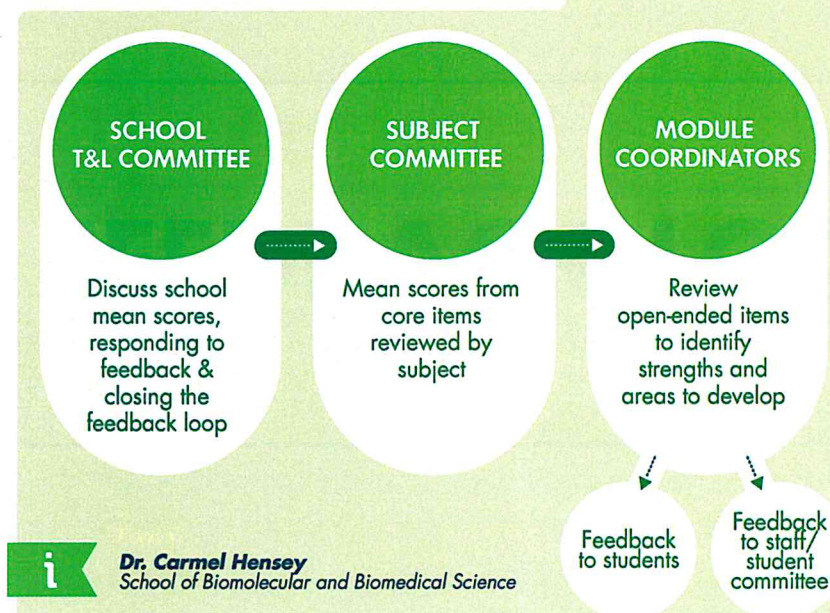
4. Four models of 'Closing the Feedback Loop' (UCD Teaching and Learning) are set out for information.

# CLOSING THE FEEDBACK LOOP



Closing the feedback loop refers to the process of letting students know how their comments from the Student Feedback on Modules survey have been used. The following models of closing the feedback loop were developed and tested by four different schools and may provide some inspiration for your own module or school.

## MODEL 1



### Process

Feedback was discussed at a school-level, at a subject level and also reviewed by individual lecturers before related back to students.

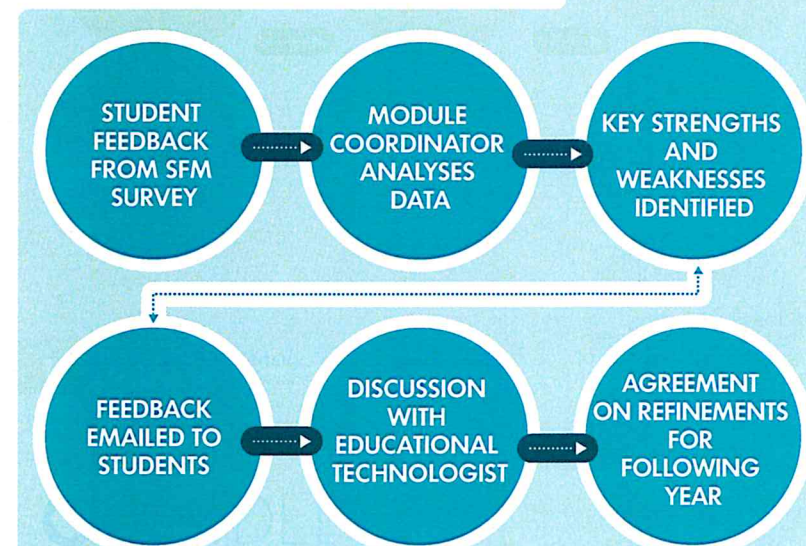
### Benefits

- Provided a comprehensive overview of issues affecting module, school, and subject.
- Communication to students via a staff-student committee.

### Considerations

- Students who provided the feedback were not likely to receive immediate feedback on their contribution or changes informed by this.

## MODEL 2



### Process

Five strengths & weaknesses were identified from the survey. This information was emailed to students. Potential changes were discussed with an educational technologist.

### Benefits

- Enabled an insight into students' perceptions.
- Showed students their input is taken seriously.
- Discussions with colleagues provided ideas for changes.

### Considerations

- Process was lengthy.
- Process requires several iterations before substantial changes can be made.

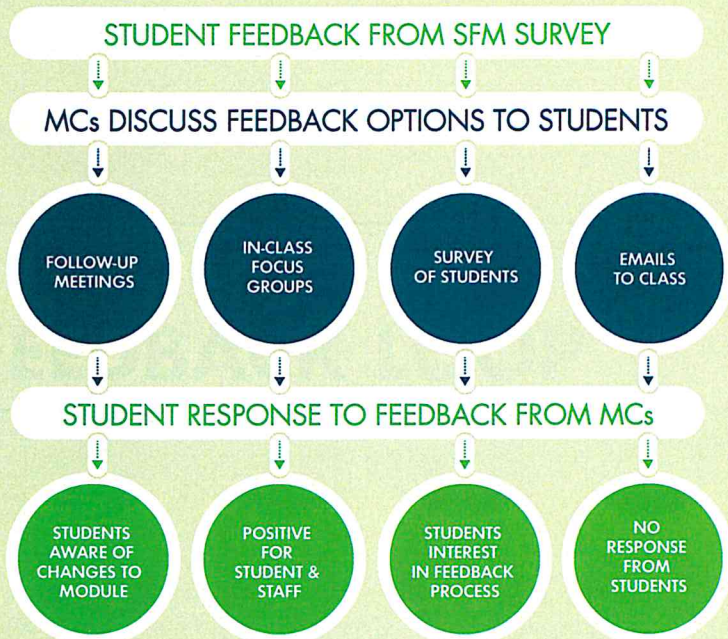




# CLOSING THE FEEDBACK LOOP



## MODEL 3



### Process

Four module coordinators (MCs) met to discuss how to close the loop. Three MCs met students and one emailed them, responding to SFM feedback and exploring their views on closing the feedback loop.

### Benefits

- Students appreciated being kept informed & knowing feedback was used.
- Discussions with students were informative & insightful.

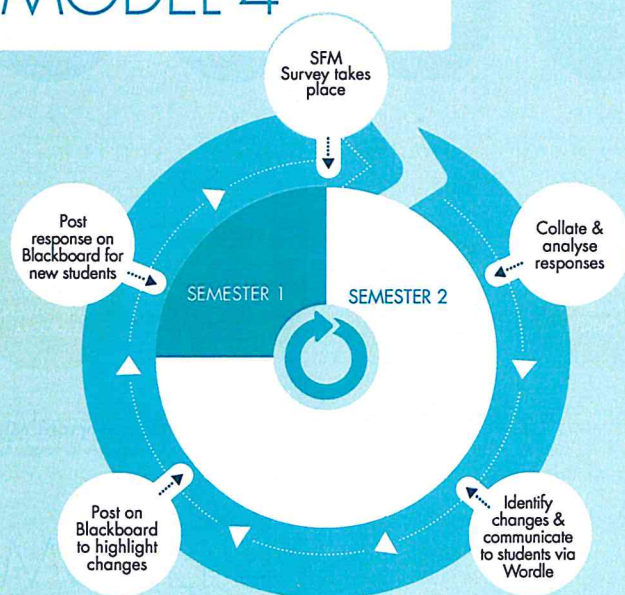
### Considerations

- Views only representative of those who completed the surveys or participated in class discussions.



**Dr. Mary Forrest**  
School of Agriculture & Food Science

## MODEL 4



### Process

Word clouds ([www.wordle.net](http://www.wordle.net)) were made from responses to open-ended items to show most common suggestions & posted on Blackboard. A version will also be posted for incoming students.

### Benefits

- Open-ended questions provided feedback on issues that may not have been considered problematic.
- Word clouds show the main issues at a glance.

### Considerations

- In a service teaching module, students will not see the impact of their own feedback.
- Low response rates.



**Dr. James Sullivan**  
School of Chemistry & Chemical Biology



More information can be found at [www.ucd.ie/teaching](http://www.ucd.ie/teaching)  
[teachingandlearning@ucd.ie](mailto:teachingandlearning@ucd.ie)

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