University Guidance on Mid-unit Feedback
Annex A to the University Policy on Unit Evaluation

1. Introduction

Unit evaluation is part of the University's continuing process of evaluating and improving the quality of its unit and programmes.

Mid-unit feedback should enable Schools to gather more informal feedback from students to ensure any unit issues are raised early and acted on appropriately and swiftly.

The School Education Director (SED, or equivalent role) should ensure the operation of this policy within their School and report periodically to the Faculty Education Director (FED).

2. Mid-unit Feedback Questions

Each unit should carry out mid-unit feedback each time it runs. Mid-unit feedback should be a nimble and informal process; therefore, the number of questions should be limited.

If you already have a successful method for this, please carry on using it. The method used should be creative and open. While we recommend that students write their reflections individually in time set aside for this during a class, so that all voices are captured, the approach should lead to a dialogue among all participants.

Colleagues should be clear that certain suggestions / requests cannot be implemented quickly or in-year for practical reasons beyond the tutors’ control (e.g. dissatisfaction with a teaching room, teaching slot or request to change the assessment format beyond the approved unit specification, etc.), but can be reflected in proposals for change in the following academic year.

A toolkit of possible approaches is set out below – you may wish to select some or all from each approach or adopt another set of questions which will work in your own discipline or for your particular teaching methodology. You may also wish to use different approaches in different units so that students are encouraged to reflect in a variety of ways.

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<tr>
<th>Approach A – Amended version of the Critical Incident Questionnaire</th>
<th>1 method</th>
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<tr>
<td>When in this unit have you felt most engaged with what was happening?</td>
<td></td>
</tr>
<tr>
<td>When in this unit have you felt most distanced from what was happening?</td>
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1 Liam Phelan (2012) Interrogating students’ perceptions of their online learning experiences with Brookfield’s critical incident questionnaire, Distance Education, 33:1, 31-44, DOI: 10.1080/01587919.2012.667958
Annex A – University Policy on Unit Evaluation
Guidance on mid-unit feedback

<table>
<thead>
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<th>Question</th>
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<tr>
<td>What action that anyone (whether tutor or fellow student) has taken in this unit have you felt most helpful?</td>
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<tr>
<td>What action that anyone (whether tutor or fellow student) has taken have you found most puzzling or confusing?</td>
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<tr>
<td>What about this unit has surprised you the most? (This could be something about your own reactions to what went on, or something that someone did, or anything else that occurs to you.)</td>
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**Approach B** – RAG, Stop, Start, Continue method – *these questions are designed to prompt reflection for all participants as a collective - staff and students*

In this unit…

- What should we stop doing?
- What should we start doing?
- What should we continue doing?

**Approach C**

Is there anything you would like to see improved within the unit?

What is working well and should be continued?

Do you understand how the intended unit learning outcomes relate to class content and assessment methods?

Unit or school specific question (this might include questions about the unit’s breadth of coverage and inclusivity)

Is there anything else you would like to contribute? For instance, what is exciting you, what has surprised you, what is challenging you?

**Approach D**

What is exciting you, what has surprised you, what is challenging you?

What do you like best about the unit and teaching?

If there was one thing you could change about this unit, what would it be?

Is there an area where you would need more guidance/support to enhance your learning?

Do you understand how the intended unit learning outcomes relate to class content and assessment methods?

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2 Alice Hoon, Emily Oliver, Kasia Szpakowska & Philip Newton (2015) Use of the ‘Stop, Start, Continue’ method is associated with the production of constructive qualitative feedback by students in higher education, Assessment & Evaluation in Higher Education, 40:5, 755-767, DOI: 10.1080/02602938.2014.956282
3. Mid-unit feedback format

Time should be allocated within a regular teaching session to collect mid-unit feedback.

Schools should consider the type of teaching session used to collect and discuss feedback, for example a very large lecture session will often be inappropriate, whereas associated parallel seminars or practical sessions would be better suited.

Students who are not able to attend the teaching session should be given the opportunity to feedback within a short timeframe and which still allows the feedback discussion to be held with students in the next available teaching session.

Feedback can be collected in a number of ways, these include:

- Paper - post-it notes, blanks sheets of paper or pre-printed paper questionnaire handed out in class and dropped off (the questions could be displayed in PowerPoint)
- Electronic tool
- Student cohort meetings

Students should not be asked to identify themselves in any feedback. If using an electronic tool with pre-populated student information, responses should be held as confidential in the school office and individual student responses should not be shared with academic staff. If using an electronic tool please ensure you consider how this will fit within the University’s Data Protection Policies.

4. Recommended electronic tools

If you do choose to use an electronic tool to undertake mid-unit evaluation these tools are supported / recommended:

- Blackboard
- JISC online surveys (formerly Bristol Online Surveys (BOS))
- Microsoft Office 365 Forms
- TurningPoint

Guidance around which might be the most appropriate electronic tool for your situation and associated tool user instructions and question templates can be found at www.bristol.ac.uk/digital-education/guides/unit-evaluation/.

5. Timing

Mid-unit feedback should be undertaken around the mid-point of the unit; this will vary depending on the length of the unit, so it is at the discretion of the Unit Director to decide the most opportune timing. Even in very short teaching events (e.g. two-day intensive courses) a quick reflection such as the RAG method at the end of an early session will enable all participants to reflect on the teaching and learning experience. Where, for example, units have taught sessions in early weeks before students move to independent or placement work, the mid-unit feedback should be undertaken before the end of the taught element.
6. **Reviewing feedback**

The Unit Director should review the feedback, discuss with other unit teaching staff where appropriate, and create a summary to share with students.

A teaching session following the completion of mid-unit feedback (where practical, normally the next session) should be used to share the responses and outline how the feedback will be acted on with students. Normally and where this is practical this will be a group discussion to agree any immediate actions; it is this dialogue which provides the greatest benefit of mid-unit evaluation, and which will encourage the greatest degree of reflection about learning for all participants – students and tutors. Sometimes colleagues will need to be clear with students that certain requests cannot be implemented quickly or in-year for practical reasons beyond the tutors’ control (e.g. dissatisfaction with a teaching room, request to change the assessment format beyond the approved unit specification, etc.), but can be reflected in proposals for change in the following academic year.

Responses to mid-unit feedback may additionally be recorded on Blackboard for students to access.