



**Faculty of Business Studies & Finance
Wayamba University of Sri Lanka**

**Procedure Manual
on
Student Assessment of Course units and Teaching (SACT)**

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1. Introduction

The main objective of obtaining student feedback is to improve the effectiveness and quality of teaching in the undergraduate academic program through helping the teachers to identify their strengths and weaknesses, identifying the limitations of resources in carrying out the teaching program, improving teaching methods and effective use of teaching aid. The strengths and weaknesses of a given course indicated by the evaluation could be used as a guide in curriculum revision in the future. In order to improve the quality of teaching and the students' learning experience, the faculty requires all the lecturers to obtain formal feedback from students on a regular basis.

Our main purposes in gathering student feedback are:

- to enhance the students' experience of learning and teaching
- to contribute to monitoring and review of quality and standards

Other objectives include:

- Measuring student satisfaction with course design and delivery in terms of coherence and workload
- Finding out what worked and what did not and ways in which it might be improved next time
- Helping students to reflect upon their experiences
- Identifying good practice.

We rely on the feedback from our students to guide us and to confirm that the enhancements we make to our teaching learning provision translate to enhancement of the student learning experience. Effective student feedback relies on engagement of both staff and students. University places a number of expectations on the two groups.

Staff are expected to:

- explain the purpose of collecting feedback, the methods that will be utilised, how the feedback will be analysed, how and when the findings will be considered and how actions taken as a result of the findings will be communicated back
- encourage students to reflect on their learning experience
- communicate responses to students and staff

Students are expected to:

- reflect on their learning experience
- provide feedback on their learning experience and other relevant/associated matters
- engage with representatives of the Students' Unions and communicate in responsible manner.

2. Student Assessment of Course units and Teaching (SACT)

The Faculty encourages staff to use a variety of mechanisms to obtain student feedback to promote ongoing dialogue between students and staff. All departments must use course evaluation questionnaire as a method of gathering student feedback. To ensure practice is consistent, the University sets out guidelines for gathering course evaluation data from students. These guidelines cover the means of collecting, presenting, and responding to questionnaire data.

Student assessment of course units/module and teaching (SACT) carried out every semester, and all registered students have the opportunity to take part in the survey. The outcomes of SACT are summarised and reviewed by SSLCs, and inform Annual Review of Course reports. Departments also let students know what action was taken in response to previous surveys before they complete their own.

2.1. Scope and timing of SACT:

- a) Each course unit/module must be assessed every year during the semester in which the course unit is offered.
- b) All registered students should have the opportunity to respond to the paper-based or online survey
- c) Faculty should undertake the survey in the last three weeks of the course unit/module

2.2. The key elements of the Guidelines on course evaluation are:

- a) All courses must use a course questionnaire as one of the methods to obtain feedback from students. (Research and internship/industrial training also should be evaluated by students returning from work-based learning or internships.)
- b) Questionnaire for the course evaluation (Annexure 1) and Teacher Evaluation (Annexure 2.1 & 2.2) are annexed. If desired, the questionnaire may be extended by adding further questions.
- c) Students should be given clear instructions on how to complete the questionnaire and advised when it will be circulated.
- d) For each course evaluation and teacher evaluation, the data from the completed questionnaires should be summarised in a 'Summary and Response' (Annexure 3) document which is made readily available to students during the first 3 weeks of the following semester to demonstrate to students that their feedback is valued.
- e) All individual data will be treated confidentially. Aggregated data will be more widely distributed and used for institutional purposes.
- f) In completing Summary and Response documents, staff are encouraged to reflect on the feedback provided and to follow up on issues identified in more detail and greater depth, if necessary, to ensure their responses are targeted and result in a real improvement to the learning experience. Some of the different options for doing this

are described in the QAAC's Code of Practice on Obtaining and Responding to Student Feedback. Summary and Response documents should be used in Staff Student Liaison Committees but staff and student representatives also have a responsibility to communicate the responses to matters raised more widely to all students and other relevant members of staff.

2.3. Method

- a) Faculty must conduct course evaluation using paper-based or online questionnaires.
- b) There are central questionnaires for Course evaluation (See Annexure 1) and Teacher evaluation (See Annexure 2.1 & 2.2).
- c) Surveys should be conducted Centrally by the Faculty Office in the last three (3) weeks of the semester. Dean, in consultation with Heads of Departments and/or Teaching-Learning Committee of the Faculty should assign an officer (preferably the Assistant Registrar) for this purpose. She/he co-ordinate with all course in-charges/ Quality Assurance Coordinators of Departments and conduct the survey.
- d) This questionnaire contains 5 core questions (First 5 Questions) and additional questions can be added if the teaching team wants to gain more specific information.
- e) Questions can be added at the discretion of the Dean in liaison with Teaching & Learning Committee of the faculty, and on recommendation by the Head of Department; however, the maximum number of questions on a survey is 20 (not including repetition of questions one to five).
- f) The threshold for including staff members in SACT is 25% of teaching time on the module. Should a staff member who delivers less than 25% wish to be evaluated, they could nonetheless be included. The Head of Department can decide whether the department specifies a minimum number of teaching sessions that a staff member has to contribute to in a module before being part of the SACT questionnaire as long as all staff teaching more than 25% are included.
- g) Data analysis will be performed by the Dean's Office and feedback will be given to respective course in-charges individually with the authorization of the Dean or Heads of Departments.

2.4. Reporting

- a) Processed results (see under 'Confidentiality' below) of course evaluation should be discussed at a departmental meeting to look at themes and trends and to consider any changes that might be appropriate in the light of the survey outcomes. A summary of the results should be reported to the faculty teaching and learning committee.
- b) Processed results (see under 'Confidentiality' below) of the teacher evaluation should be discussed by Heads of the Departments with individual lecturers to look at the improvements that might be appropriate in the light of the survey outcomes.
- c) The Student Staff Liaison Committee should receive a summary report on the student assessment of course units/modules, in order to inform students of the

action resulting from each individual module survey. After discussion at Student Staff Liaison Committee, the summary report should be published on the web and accessible to all students.

- d) The Head of Department must ensure that the outcomes of SACT are considered as part of Annual Review of Courses.
- e) All students should be informed of the outcomes of the previous SACT results. Course Unit / Module Coordinators should inform students at the start of teaching of any changes to the structure, content and/or assessment of the course unit / module made as a result of the previous year's SACT.

2.5. Confidentiality

- (a) Responses will be anonymous and results will be treated confidentially.
- (b) Evaluation is carried out within departments or by a central unit attached to the Dean's Office. SACT reports can nonetheless be used as individual evidence for staff promotion.
- (c) SACT generates raw and processed data and different levels of confidentiality apply to these forms of data.
- (d) SACT questionnaires include questions about the quality of the module, teaching, assessment and feedback. Particular attention should be given to maintaining the confidentiality of data relating to the quality of teaching by individuals.
- (e) The Dean / Head of Department should ensure teaching staff are aware of how the data will be reviewed.
- (f) Raw data - Students' responses to SACT questionnaires represent raw data which should be confidential between the individual member(s) of staff teaching on a course unit/module or course in-charge.
- (g) Processed data - Processed data, such as reports written about the outcomes of SACT, will form part of the Annual Review of Courses process. Such reports are not need to be confidential and should be disseminated in a timeframe which aligns with the requirements set out in the reporting section above.

2.6. Monitoring

- a) The primary responsibility for ensuring that department-based SACT is being carried out in accordance with Senate policy rests with Dean / Heads of Department or other teaching units. Faculty Teaching and Learning Committee will receive reports on the annual SACT exercise as part of its review of Annual Review of Courses reports.
- b) The questionnaire is reviewed annually by Faculty Teaching and Learning Committee to consider the optional questions used by departments in order to remove unused questions and include new questions relating to new modes of study.
- c) Given feedbacks on course evaluation can be used as a guide in next curriculum development.

2.7. Access and use to the data

All individual data will be treated confidentially. Aggregated data will be more widely distributed and used for institutional purposes.

The results of a course questionnaire should only be made available to the lecturer/course team for the course, and the Head of Department and Dean (those in a position to affect change and to influence the individual's subsequent behaviour by offering additional support, praise, encouragement for promotion, etc.)

2.8. Feedback to Students

- a) Students should be given the feedbacks for their evaluation through
 - the Student Staff Liaison Committee;
 - posting details on student notice-boards;
 - including in the Course Specifications;
 - utilizing the departmental web site/LMS.

3. Summary and Response document

Members of staff are encouraged to write a narrative reflecting on the questionnaire results to ensure accurate contextual interpretation of data.

For each course, the data from the completed questionnaires should be summarised in a 'Summary and Response' (Annexure 3) document which is made readily available to students during the first 3 weeks of the following semester to demonstrate to students that their feedback is valued.

In completing Summary and Response documents, staff are encouraged to reflect on the feedback provided and to follow up on issues identified in more detail and greater depth, if necessary, to ensure their responses are targeted and result in a real improvement to the learning experience.

Summary and Response documents should be used in Staff Student Liaison Committees. Staff and student representatives also have a responsibility to communicate the responses to matters raised more widely to all students and other relevant members of staff. Any issues to be addressed academically should be referred to Teaching-Learning or Curriculum development Committee by the Dean of the Faculty or Head of Department.

4. Reference

Academic Quality Enhancement Framework, Wayamba University of Sri Lanka

Annexure 1: Course Evaluation



Department of

Faculty of Business Studies & Finance

Wayamba University of Sri Lanka

Course Evaluation

Course :

Year :

Date :

Instructions:

01. Do not write your name
02. This is a confidential evaluation
03. Please take your time in filling this form
04. Your critical evaluation of the course is essential to assure its quality
05. Respond to each of the statements below by marking the number which most closely corresponds to your observation.
06. Your genuine evaluation is highly appreciated and this feedback will be kept strictly confidential.

Scoring Plan

Strongly agree	5	4	3	2	1	Strongly disagree
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1	The lecturer / teaching staff explained things well	5	4	3	2	1
	My project/dissertation/placement supervisor was helpful	5	4	3	2	1
2	The course was intellectually stimulating	5	4	3	2	1
3	I am satisfied with the overall quality of the course	5	4	3	2	1
4	What was good about the course?					
					
5	How could this course be improved?					
					

6	The assignments were designed to reinforce the learning from course	5	4	3	2	1
7	The course positively changed my attitude towards work	5	4	3	2	1
8	The sequence (order) in which the lessons were conducted was satisfactory	5	4	3	2	1
9	Your additional comments					
					
					

Thank you for your valued evaluation!

Annexure 2.1: Teacher Evaluation - Onsite Teaching



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Wayamba University of Sri Lanka

Teacher Evaluation Form – Onsite Teaching

Course :
Year :
Name of the Teacher :
Date :

Instructions:

01. Do not write your name
02. This is a confidential evaluation
03. Please take your time in filling this form
04. Your critical evaluation of the course is essential to assure its quality
05. Respond to each of the statements below by marking the number which most closely corresponds to your observation.
06. Your genuine evaluation is highly appreciated and this feedback will be kept strictly confidential.

Scoring Plan

Strongly agree	5	4	3	2	1	Strongly disagree
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	Attributes	Score				
1	Lecturer communicates and conducts class effectively					
	Gives clear explanations	5	4	3	2	1
	Makes good use of teaching methods (i.e. Lectures, Discussions, Presentations, Tutorials, Case studies) for better understanding.	5	4	3	2	1
	Sufficiently uses available digital tools & technologies	5	4	3	2	1
	Makes good use of teaching aids for better communication	5	4	3	2	1
	Makes available course materials using appropriate formats	5	4	3	2	1
2	Lecturer generates students' interest					
	Conducts sessions in interesting ways	5	4	3	2	1

	Tries to maintain student's interest in online lectures.	5	4	3	2	1
	Encourages & praise good work	5	4	3	2	1
3	Lecturer makes objectives/outcomes of the course clear					
	Makes available the Course specifications and lesson sequence at the beginning of the course	5	4	3	2	1
	Makes it clear how each topic fits into the subject as a whole	5	4	3	2	1
	Highlights knowledge and skill expected under each topic/lesson	5	4	3	2	1
	Stresses important points.	5	4	3	2	1
4	Lecturer supports student learning					
	Concerns the needs of students & ready to provide academic support	5	4	3	2	1
	Concerns & addresses the students' matters relating to online learning	5	4	3	2	1
	Gives opportunities to students to participate in the online learning	5	4	3	2	1
	Encourages students to participate in online learning.	5	4	3	2	1
	Encourages self-learning and guide the self- learning process	5	4	3	2	1
5	Lecturer gives feedback to students					
	Ask questions/ gets feedback to check students' progress	5	4	3	2	1
	Releases results of assignments and discusses the answers	5	4	3	2	1
	Gives constructive feedbacks & shows willingness to help	5	4	3	2	1
	Suggests/shows ways to improve	5	4	3	2	1
6	Lecturer is accessible by students					
	Tolerates student responses & reacts friendly in online sessions.	5	4	3	2	1
	Shows flexibility and willingness to negotiate.	5	4	3	2	1
	Maintains impartiality towards the gender & cultural differences of students	5	4	3	2	1
	Allows students to contact the lecturer at any required time.	5	4	3	2	1
7	Additional Comments					
					
					

Thank you for your valued evaluation!

Annexure 2.2: Teacher Evaluation - Online Teaching



Department of
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Wayamba University of Sri Lanka

Teacher Evaluation Form – Online Teaching

Course :
Year :
Name of the Teacher :
Date :

Instructions:

01. Do not write your name
02. This is a confidential evaluation
03. Please take your time in filling this form
04. Your critical evaluation of the course is essential to assure its quality
05. Respond to each of the statements below by marking the number which most closely corresponds to your observation.
06. Your genuine evaluation is highly appreciated and this feedback will be kept strictly confidential.

Scoring Plan

Strongly agree	5	4	3	2	1	Strongly disagree
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	Attributes	Score				
1	Lecturer communicates and conducts class effectively					
	Gives clear explanations	5	4	3	2	1
	Makes good use of teaching methods (i.e. Lectures, Discussions, Presentations, Tutorials, Case studies) for better understanding.	5	4	3	2	1
	Sufficiently uses available digital tools & technologies	5	4	3	2	1
	Makes good use of teaching aids for better communication	5	4	3	2	1
	Makes available course materials using appropriate formats	5	4	3	2	1
	Conducts online sessions at an appropriate pace	5	4	3	2	1

2	Lecturer generates students' interest					
	Conducts online sessions in interesting ways	5	4	3	2	1
	Tries to maintain student's interest in online lectures.	5	4	3	2	1
	Encourages & praise good work	5	4	3	2	1
3	Lecturer makes objectives/outcomes of the course clear					
	Makes available the Course specifications and lesson sequence at the beginning of the course	5	4	3	2	1
	Makes it clear how each topic fits into the subject as a whole	5	4	3	2	1
	Highlights knowledge and skill expected under each topic/lesson	5	4	3	2	1
	Stresses important points.	5	4	3	2	1
4	Lecturer supports student learning					
	Concerns the needs of students & ready to provide academic support	5	4	3	2	1
	Concerns & addresses the students' matters relating to online learning	5	4	3	2	1
	Gives opportunities to students to participate in the online learning	5	4	3	2	1
	Encourages students to participate in online learning.	5	4	3	2	1
	Encourages self-learning and guide the self- learning process	5	4	3	2	1
5	Lecturer gives feedback to students					
	Ask questions/ gets feedback to check students' progress	5	4	3	2	1
	Releases results of assignments and discusses the answers	5	4	3	2	1
	Gives constructive feedbacks & shows willingness to help	5	4	3	2	1
	Suggests/shows ways to improve	5	4	3	2	1
6	Lecturer is accessible by students					
	Tolerates student responses & reacts friendly in online sessions.	5	4	3	2	1
	Shows flexibility and willingness to negotiate.	5	4	3	2	1
	Maintains impartiality towards the gender & cultural differences of students	5	4	3	2	1
	Allows students to contact the lecturer at any required time.	5	4	3	2	1
7	Additional Comments					
					
					

Thank you for your valued evaluation!

Annexure 3: Summary & Response Document



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Summary & Response Document

Course code and name:

Response rate:

Date comments received:

Summary of Student comments	Response from Academic Staff	Expected completion date (if required)	Responsible person (if required)