**Terms of Reference for 2014 Review of the SFS**

**What is in scope of the review?**

The review’s Terms of Reference (TOR) focus on review of the SFS instrument and its implementation:

1. Develop a statement of purpose with a focus on learning, engagement and impact for the next phase of the SFS
2. Propose a revised set of core SFS items aligned with the UTS Model of Learning, Learning2014 and Objective 1 of the UTS Strategic Plan 2009-2018 (2014 Update), taking into account the impact on any changes to current SFS data sets and time series, and flow on impacts on KPI and other reporting (see **Attachment 1** for current core items)
3. Consider a number of potential enhancements to the administration of the SFS:
   1. Develop separate SFS instruments for undergraduate and postgraduate coursework students
   2. Introduce a voluntary or compulsory formative evaluation early in the semester to complement the summative evaluation currently carried out at the end of semester
   3. develop a variation of the SFS appropriate to specialised contexts such as piloting new subjects or piloting major change to an existing subject (i.e. “an innovator option”) to be used instead of the standard SFS
   4. Introduce a staff version of the SFS for the teaching team to reflect on student learning opportunities in that subject
   5. any other enhancements identified by the Reference Group
4. Review the appropriateness of the form of Likert scale currently used in the SFS
5. Consider opportunities to improve administration of the SFS in terms of procedures and the online system interface
6. Advise of any necessary changes to the SFS VC Directive arising from recommendations associated with Terms of Reference 1-5
7. Propose elements of an integrated implementation, communication and engagement strategy for both students and staff to explain agreed changes to the SFS, encourage improved response rates and improve engagement with SFS results.

The review may also consider the scope for introducing survey questions where the more appropriate unit of analysis for feedback is the course rather than the subject.

Development of a broader evaluation framework for teaching and learning at UTS is considered to be out of scope of the review, although the review’s findings would serve as a major input to development of such a framework in the future. Feedback gathered from staff and students regarding such a framework, or other matters outside the Terms of Reference, will be incorporated into the report arising from the review.

**What is out of scope of the review?**

While the review will be wide ranging, some aspects of how the SFS is administered are outside the scope of the review given that the University would like to preserve some of the basic features of the SFS in terms of scope, frequency and administration. These features include:

* Delivery mode - the default mode for delivery of the SFS will remain online
* Coverage - the SFS will continue to retain separate items to evaluate subjects and teaching
* Tracking overall satisfaction - the SFS will continue to retain at least one overall satisfaction item
* Frequency - the current requirement that all subjects, including those offered offshore, are surveyed via the SFS at least once a year will be retained
* Single teacher subjects – an arrangement to give teachers of single teacher subjects the option of restricting reporting of aggregated responses to subject items back to students will be retained.

**Attachment 1**

**Student Feedback Survey (SFS) – Core Items**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **SFS Item** | **NA** | **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
| 1 | The subject was delivered in a way which was consistent with its stated objectives. |  |  |  |  |  |  |
| 2 | My learning experiences in this subject were interesting and thought provoking. |  |  |  |  |  |  |
| 3 | I found the assessment fair and reasonable. |  |  |  |  |  |  |
| 4 | There were appropriate resources available to support the subject. |  |  |  |  |  |  |
| 5 | I received constructive feedback when needed. |  |  |  |  |  |  |
| 6 | Overall I am satisfied with the quality of this subject. |  |  |  |  |  |  |
| 7 | The teacher appears to be well prepared and presents the material in a well organised manner. |  |  |  |  |  |  |
| 8 | The teacher is able to explain concepts clearly. |  |  |  |  |  |  |
| 9 | Overall, I am satisfied with the teaching of this staff member. |  |  |  |  |  |  |
| What did you like particularly in this subject? | | | | | | | |
| Please suggest any improvements that could be made to this subject. | | | | | | | |

1-6: Subject Items (961, 963, 964, 965, 966, 717)

7-9: Teaching Items (3068, 3099, 3100)

Open-ended Items (1053, 1070)