Become a Feedback Master

Training 23-24

The Feedback Cycle

Collect it

Represent it

Share it
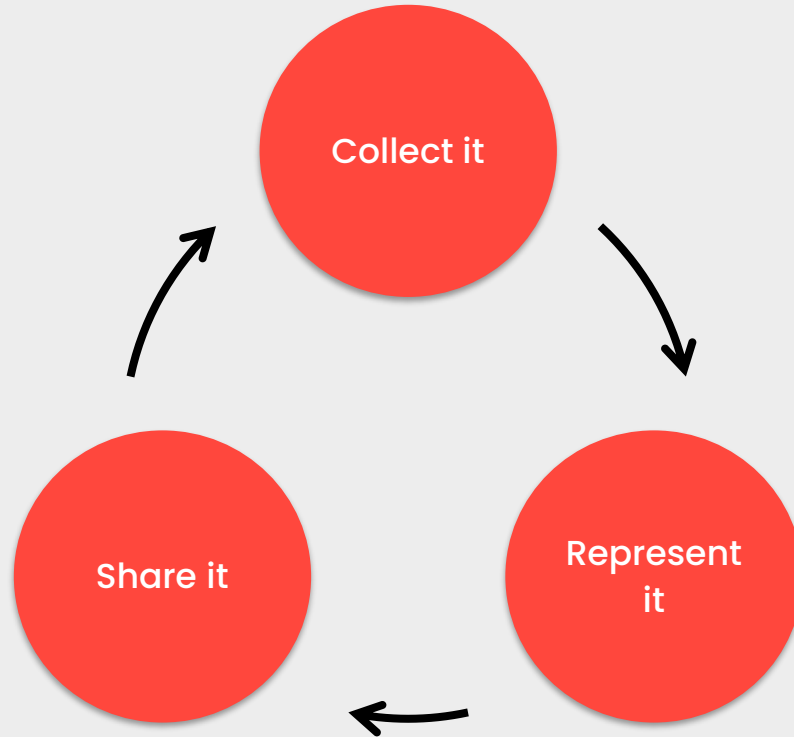
You may remember this from your 101 training but today we will mostly be focusing on **collecting** good feedback and how to present it.

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Here are some pros and cons of common feedback gathering methods...

Surveys

Can hold information from a lot of people; open text comments give great insight. Data is often hard to argue against if collected correctly.

Timing is key – there are lots of survey going out and students can get fatigued. Consider do I need all this data to achieve change?

Polls

Easy for people to fill in; great for a single question; open text comments on some platforms; quick way to gather feedback.

Not good for understanding complex issues; might not be able to include an open text comment.

Social Media

Most people have it, so it's a sure-fire way to contact the people you represent; create videos, take photos, post polls.

Not everyone has it, so it's best to always supplement your social media stuff with an email using the SU messaging function.

Feedback Box

People can drop information in it whenever they want; can be moved to key points dependent on where traffic is.

If anonymous, you won't be able to let the specific person know what you've done.

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Here are some pros and cons of common feedback gathering methods...

Talking to People

You will hopefully talk to people regularly anyway; getting a small groups of students together in a room to discuss a common or collective issue a common or collective issue or idea will give you detailed feedback. You will also be able to further probe comments easily.

You may need to ask probing questions to get conversation flowing, such as "how did you find that lecture?" or "did you get X essay back" to get a good response.

Get Creative

Students always respond best to creative and innovative ways of collecting feedback! Host an event, make it fun, get silly!

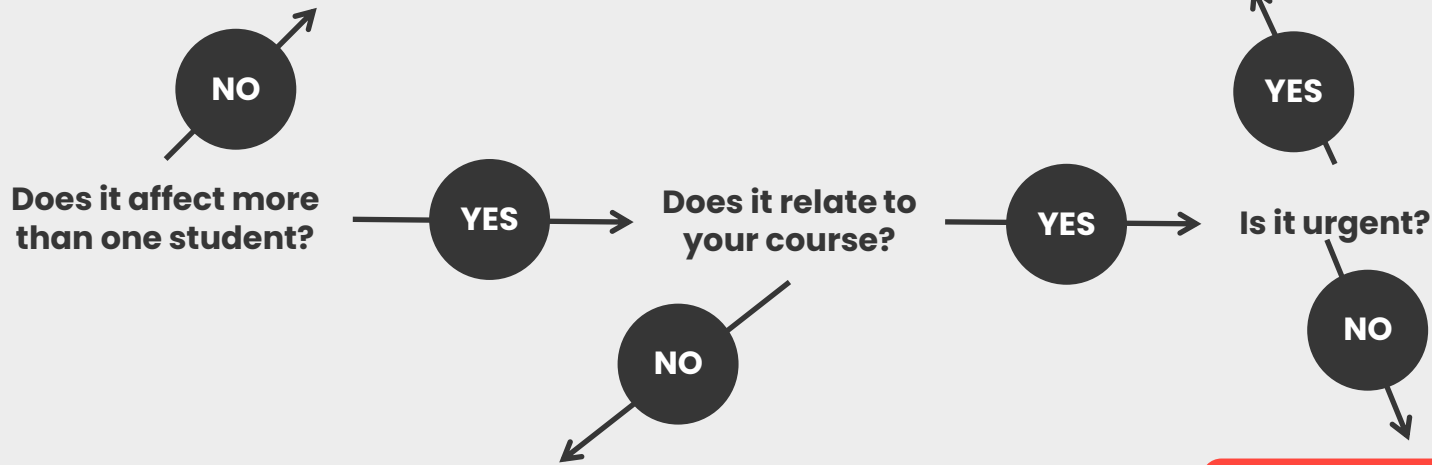If you are not sure about what you are doing, talk to the SU Voice Team or one of your Officers.

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Feedback Flowchart

Sign post them to the relevant service or staff members who can help them with your issue. If you are unsure contact the SU for support

NO

Does it affect more than one student? → **YES** → **Does it relate to your course?** → **YES** → **Is it urgent?**

NO (from "Does it relate to your course?")

Speak with the relevant SU officer on the topic, they can give you advice on what to do.

YES (from "Is it urgent?")

Email or speak with your Director or study or appropriate staff member

NO (from "Is it urgent?")

Raise it at your next SSLC

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Simple Signposting

If in doubt, direct students to
studentservices@bath.ac.uk
or **suadvice@bath.ac.uk**
and they will be able to help.

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Which Officer?

Figure out who the relevant SU Officer is for the issue you have

SU President
Student Media, leadership, governance, democracy, finance

Community Officer
Housing, wellbeing, diversity, international, community relations

Sports Officer
Sport development and support, coaching and volunteering opportunities

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Which Officer?

Figure out who the relevant SU Officer is for the issue you have

Activities Officer

Societies, volunteering, arts, sustainability, development

Education Officer

Academic representation, educational welfare, national HE issues

Postgraduate Officer

Support and develop postgraduate community

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Emailing Staff with Feedback

Below is a template on how to share urgent feedback you have received

To [staff name],

Recently, I have received feedback from several students on the course that [details of issue]. To resolve these concerns, I suggest that we [details of potential solution]. If you would like to speak further on this issue, I would be happy to organise a meeting with you.

Many thanks,
[your name]

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Raising it in an SSLC Meeting

- You have two option when raising an issue in an SSLC Meeting...
  - Submit an agenda item with a paper
  - Raise during a Rep agenda item or Any Other Business
- Make sure to mention all relevant information as well as a suggestion solution

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Check out our Paper Writing 101 training through our training and development page

[Click here](#)

Make sure your feedback is...

Accurate

Balanced

Constructive

Depersonalised

Evidenced

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ACCURATE - Is there enough detail in the feedback to clearly explain what the issue/good practice is, and what the impact on students is?

BALANCED - Is it inclusive of everyone's views? Have you made sure to check with minority groups of students

CONSTRUCTIVE - Is it worded in a way that clearly highlights any problem but in a moderate and practical way

DEPERSONALISED - Names are massive NO-NO! If there is an issue with a member of staff, SSLC meetings are NOT the forum to raise it. A confidential meeting with your Director of Study in the first place is the right way to start

EVIDENCED - You should always evidence the feedback you have received whether by using comments, data, statistics, reports, University policy, or practice from elsewhere.