

Quality Assurance Framework for Education (QAFE)

Education quality reference guides



The Rectorate  
Vice-Rector for Academic Affairs

# Feedback at course level

Framework and application

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This document is subject to regular review. To make suggestions for improvement or to share feedback, please contact the University's Education Quality Office at [ego@uni.lu](mailto:ego@uni.lu).

Available on [University Intranet- Student feedback](#) (internal access) and on [ULwebpage – Student and graduate feedback](#).

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## About this reference guide

The purpose of the present reference guide is to outline the framework for course-level feedback at the University of Luxembourg, to present its guiding principles, and to describe the instruments that the University uses to collect feedback from students at course level.

The guide is available in the documentary repository of the Vice-Rectorate for Academic Affairs (VRA) on the [University intranet – Student feedback](#) (internal access) and can alternatively be accessed on the [ULwebpage – Student feedback](#).

For a general overview of the different dimensions and channels used to solicit feedback from current and former students currently in place at the University of Luxembourg, please also refer to the University's guide *Student and graduate feedback. Framework and application*, also accessible on the intranet and on the [ULwebpage – Student and graduate feedback](#).

For further questions or suggestions, please contact the University's Education Quality Office (EQO) at [ego@uni.lu](mailto:ego@uni.lu).

# Overview

Feedback at the course level is an essential part of the University's Quality Assurance Framework for Education (QAFE), within which it is continuously developed. It is a crucial component for assessing the quality of all courses offered at the University of Luxembourg, gathering input from students about their studies and learning experiences.

Course-level feedback at the University of Luxembourg is defined as follows:

- It is feedback from students to teaching staff concerning their study and learning experience in individual courses.
- It is a structured context for communication about course quality, with the purpose of informing reflection and triggering development.
- It is part of teaching and of the instructor's responsibility for developing their teaching, course content and assessment methods.
- It contributes to the learning process of students, insofar as it requires a reflection on what students have learned, the effectiveness of assessment methods, and on the possible reasons for the success or challenges in the respective learning processes.
- It includes informing students about the instructor's response(s) to the feedback received, as well as any decision or actions that follow.

Feedback on courses is anonymous and treated confidentially. In cases where feedback is not anonymous, this is clearly stated.

## Guiding principles

The following principles govern the collection of feedback from students regarding courses offered as part of the University's study programmes (master and bachelor). These principles apply uniformly across all course types, teaching staff, study programmes, and faculties. Defined by a University-wide steering group for course-level feedback, they are listed below in Box 1. Within the framework established by these principles and the collection procedure, faculties retain the flexibility to tailor course feedback processes to their quality assurance processes to address both the quality of the courses and of the assessment methods used.

Box 1. Guiding principles for feedback at course-level at the University of Luxembourg

1. The purpose of the collection of course-level feedback from students is to enhance the learning process and to contribute to the development of the quality of courses, the study programme in which they are offered, and the overall educational experience at the University.
2. Course-related feedback from students is part of their learning experience. Adequate feedback activates learners, supports the co-construction of the learning experience and can significantly contribute to meaningful and lasting learning. It helps students in reflecting on their learning progress and study experience, address concerns, and ensure that their feedback leads to actionable changes.
3. Feedback is an integral component of quality assurance and enhancement in teaching and learning. As an instrument for educational development, student feedback complements other feedback mechanism at the course level, such as staff feedback, peer observation, collaborative course design, or the systematic analysis of student participation and performance using assessment and institutional data. It also supplements feedback gathered through University-wide student surveys.
4. Student feedback on courses can be solicited through various methods, including written commentary ('mini-feedback', open text course session feedback), student questionnaires, micro-surveys, or dialogues in formats such as focus groups, quality circles, or informal discussions between students and teaching staff.
5. All forms of student feedback should be understood as a channel for communication with the purpose of triggering and informing reflection and dialogue about course quality. They are not direct measures of how well the course or the instructor(s) have contributed to the attainment of learning outcomes or impacted the student's learning progress.
6. The reflection and dialogue sustained through student feedback involve course participants (students and teaching staff). They may also include Study programme directors, faculty leadership, quality management staff, and student representatives.
7. The primary focus of student feedback is the preparation, delivery, and development of courses from the perspective of the student's learning process. Feedback may also refer to questions of coherence of the curriculum, the alignment between course content and assessment methods, and the adequacy of advising and other study guidance offered, among other topics. It should not be used solely as an instrument for impact analysis. Students should nonetheless be encouraged to relate aspects of course design and delivery to their learning outcomes.
8. Quality, as developed through student feedback, is a relational concept influenced by a large variety of institutional, social, cultural and personal factors. It is determined by both the learner's experiences and the instructor's practices within the institutional setting in which learning takes place. Feedback instruments should animate students to reflect on their expectations and provide reasoned judgements wherever possible.
9. Feedback and the reflection that should follow is most useful where expectations and intended outcomes have been clarified in advance or early on in a course on both sides. Used as a summative instrument, feedback can contribute to a better understanding of why expectations have or have not been met. As a formative instrument, used during a course, it can contribute to the clarification of expectations and to improving their alignment.
10. The choice of feedback instrument(s) and the frequency of use should be carefully adapted to the specific circumstances of a given course, to avoid feedback overload and fatigue. As a matter of rule, course instructors exercise this choice. Study programme directors, Study programme representatives and the Steering committee of the respective programme as well as the Deans of the respective faculty and the Rector or Vice-Rector for Academic Affairs (VRA) have the right to request that at least one form of feedback be offered for a given course.
11. Before soliciting feedback, students and staff should be informed about the purpose and methodology of the instrument used.
12. Where feedback is not anonymous, this must be clearly highlighted. It is part of the professional ethics and academic honour code that staff do not use or consider student feedback in student assessment. The University's honour code for students as expressed in

the *Charte des usagers* commits students to treating all staff and fellow students with respect, including when giving anonymous feedback.

13. To ensure the quality of feedback, the University's Education Quality Office (EQO) provides the necessary tools and offers methodological guidance for their application.
14. EQO, in collaboration with the Luxembourg Centre for Educational Testing (LUCET) and the Office of Statistics and Institutional Research (OSIR), conducts standardised analyses of survey data in line with the underlying research design and applicable rules of inference. Feedback interpretation must always reflect the purpose and methodological limits of the applied instrument. It should equally respect the complexity of response varieties and patterns.
15. Feedback must lead to action. It should inform course and curriculum development. Instructors are primarily responsible for using feedback for quality enhancement. Whenever possible, instructors should receive comparative data to help them interpret their own feedback. To preserve student motivation, they should be informed about how their feedback will be used in course or programme development. Study programme steering committees are responsible for monitoring and promoting the use of feedback.
16. The access to and publication of data from student feedback is defined for each instrument in advance of its application. As a matter of rule, producers of data (e.g. respondents to a survey) receive access to anonymised data on the full set of items concerning the course for which they have given feedback. Data may be shared in the form of averages, summaries, or samples with those who have taught the course.

# Instruments for feedback at course level

In general, course-level feedback provides students with the opportunity to share their perceptions of course quality and their overall learning experience. Consequently, this feedback is crucial for informing our teaching staff and study programmes about the students' learning experience and offering insights into the quality of teaching and learning at the University.

The possibilities for collecting student feedback on courses are many and varied. The University of Luxembourg currently offers several methods for collecting student feedback on courses:

- Course feedback questionnaire (formerly known as Course evaluation). For more information on this topic, please refer to the reference guide about *Course feedback questionnaire*, accessible in the documentary repository of the Vice-Rectorate for Academic Affairs (VRA) under Student feedback on the [University intranet](#) (internal access) and on the [ULwebpage – Course feedback](#).
- Assessment questionnaire (formerly known as Fairness in Assessment questionnaire). For more details, please check the document about *Assessment feedback questionnaire*, accessible in the documentary repository of the Vice-Rectorate for Academic Affairs (VRA) on the [University intranet](#) (internal access) and on the [ULwebpage – Assessment feedback](#).
- Doctoral candidates can provide feedback about their courses, including transferable skills, and disciplinary or interdisciplinary training, via specific forms after each course. For further information, please visit the [Moodle pages](#) dedicated to Doctoral Education.
- As mentioned above, student feedback on courses can be collected through a variety of methods, such as written commentary, student questionnaires, micro-surveys, or dialogues in formats such as focus groups, quality circles, or informal discussions between students and instructors. Although not all these methods are currently institutionally supported, feedback remains a crucial component of quality assurance and continuous improvement of teaching and learning. Therefore, instructors are encouraged to use any of these instruments that they find beneficial for their specific context.

## List of links

- Charte des usagers. Annexe 1. Règlement des études du 6 septembre 2022. <https://www.uni.lu/wp-content/uploads/sites/9/2023/07/2.2.5-Reglement-des-etudes-du-6-septembre-2022-2022A.pdf>
- Doctoral Education: <https://moodle.uni.lu/course/index.php?categoryid=81>
- Documentary repository of the Vice-Rectorate for Academic Affairs (VRA) on the [University intranet – Student feedback](#) (internal access): <https://uniluxembourg.sharepoint.com/sites/tr/SitePages/VRA-Documents.aspx>
- ULwebpage – Assessment feedback: <https://www.uni.lu/en/education/student-feedback/assessment-feedback-questionnaire/>
- ULwebpage – Course feedback: <https://www.uni.lu/en/education/student-feedback/course-feedback-questionnaire/>
- ULwebpage – Student and graduate feedback: <https://www.uni.lu/en/education/student-feedback/>
- ULwebpage – Student feedback: <https://www.uni.lu/en/education/student-feedback/course-feedback-questionnaire/>