

Annex D.3: Student Evaluation Framework

Policy owner:	Northern School of Contemporary Dance: Quality Office
Lead contact:	Head of Quality & Compliance
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Approving body:	Northern School of Contemporary Dance: Senate
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Further information:	

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Student Evaluation Framework

1. Introduction

- 1.1. Northern School of Contemporary Dance (NSCD) is committed to ensuring that its students receive the highest quality learning experience. Student opinion is highly valued on all aspects of the provision at NSCD including the academic programmes, student support and the broader student experience.
- 1.2. The school has a range of formal and informal mechanisms for obtaining student feedback of which student surveys, focus groups and consultation are crucial components.
- 1.3. Regular staff and student consultation, both formal and informal are key mechanism to ensure continual improvement of the offering and experience at NSCD.

2. Key Principles

- 2.1. Student Course Representatives should be elected by the student body each academic year to ensure representation from all courses and cohorts.
- 2.2. Student Diversity Representatives should be appointed each academic year.
- 2.3. All decision-making committees, affecting the provision to students, should have student representatives included within the membership of the Committee.
- 2.4. Student Voice Forum meetings should be scheduled a minimum of once per term and 3 times per academic year.
- 2.5. Data arising from surveys should be as meaningful as possible, therefore efforts should be made to ensure that the data collected is representative of the whole student cohort.
- 2.6. Actions taken in response to feedback from students must be communicated back to students, for example, via the VLE, the school action plan and through Senate and the Student Voice Forum (SVF). Where appropriate, staff should also detail why changes have not been implemented in response to student feedback.
- 2.7. Outcomes of Academic and Student Experience evaluations should be considered alongside other sources of module/programme information, for example External Examiners reports.

3. Scope

- 3.1. The Evaluation Framework applies to all taught undergraduate and postgraduate courses leading to an award from Northern School of Contemporary Dance. **This policy is applicable to partner institutions** and whilst it is recognised that partners may have their own methods for Academic and Student Experience Evaluation in place, it is expected that the stated principles are followed in evaluation processes.

4. Quality Review & Enhancement

- 4.1. All students registered on programmes must have the opportunity to feed into the review process of course design, content, delivery and assessment. NSCD recognises that good practice actively engages students, individually and collectively, in the quality of their educational experience and by so doing encourages a culture of student engagement within institutional policies and

- practices.
- 4.2. The aim of Student Module Feedback is to help staff and students understand and enhance the student academic experience on a module, by working in partnership to identify strengths and changes to be introduced during and after the delivery of a module.
 - 4.3. NSCD has two formats for gathering student feedback in relation to their academic experience. Firstly, there are sessions led by tutors to gather the first wave of reflection around the module. Secondly, all students have access to an anonymised module feedback survey on the VLE, in each module.
 - 4.4. Feedback and data is used by the module leader to reflect upon and discuss changes with the student body before implementing change for the following year. It is process rather than the result of a single output or opportunity to provide feedback.
 - 4.5. The Quality Office will collate all Module Evaluation Reports to ensure there is a consistent and coherent approach to evaluation and action tracking.
 - 4.6. Staff are asked to review module feedback and annotate their approach to making change through the Annual Programme Monitoring process.

5. Curriculum Design & Validation

- 5.1. As part of the Periodic Programme Review process, new course validation process and major revisions process of all programmes, NSCD has implemented a phase of student consultation which seeks student feedback around the ideas, proposal and changes being made to the programme portfolio and curriculum. There are a variety of mechanisms employed:
 - Staff student meeting, followed by an online questionnaire to capture the feedback for audit purposes.
 - Focus groups with students and representatives from the sector to capture internal and external responses to what is proposed.
 - From these early consultations, an action plan is drawn and changes made before implementation and validation stages can happen.
 - During each validation event, there is student representation on the panel.

6. Policy Review

- 6.1. Senate has oversight to student-facing policy reviews and changes.
- 6.2. During the review process we will seek student feedback on policy changes before these are adopted. Usually this is undertaken through email, focus groups, whole school meetings or online survey polls.
- 6.3. Student feedback is considered in the writing and implementation processes and their engagement is audited as part of good practice and policy governance.
- 6.4. The consultation methods will be presented to Senate to ensure major policy review has followed appropriate consultation methods.

7. Committee Representation

- 7.1. All decision-making committees, affecting the provision to students, should have student representatives included within the membership of the Committee.
- 7.2. Representatives from the Student Union Council, including appointed Diversity Representatives will be members on the following school committees as a minimum:

- Access and Participation Committee
 - Equality, Equity, Diversity & Inclusion Committee
 - Learning and Teaching Committee
 - Senate
- 7.3. The Board of Governors includes within its membership the Student Union President and invites one other student member to act as a student representative.

8. Student Voice Forum

- 8.1. The NSCD Student Voice Forum (SVF) is responsible to Senate with reports from SVF being received by Senate at each meeting as part of the Order of Business.
- 8.2. Its purpose is to provide a structured platform for open dialogue between students and staff, enabling the collaborative discussion of academic and student experience matters, and ensuring the student voice actively informs decision-making, policy, and practice at all levels of the institution.
- 8.3. The committee is designed to support the on-going quality of the student learning experience and actively seek views from students on strengths of the school and programmes and areas for change.
- 8.4. The SVF key duties and membership are defined within the Terms of Reference which are regularly reviewed.

9. Student Survey Requirements

9.1. Module Evaluations

- 9.1.1. Each module should be formally evaluated each time it is delivered. Surveys are administered at an agreed milestone of the module's delivery, in an appropriate week as determined by the faculty team.
- 9.1.2. Students may remain anonymous throughout the process should they wish and outcomes should not be analysed in a way that could identify individual students from their responses.
- 9.1.3. Actions arising from the module evaluations will be detailed in the Annual Programme Monitoring Report.

9.2. National Student Survey & Student Experience Surveys

- 9.2.1. In line with statutory requirements, all final year undergraduate students are invited by an external party to complete the National Student Survey (NSS), this includes final year undergraduate students at a franchise partner provider. NSCD actively encourages student engagement in the process. The school receives this data and comments from the NSS anonymously.
- 9.2.2. All other levels of undergraduate programme and all postgraduate programmes complete a 'mirror' version of the NSS survey. By asking all students the NSS questions, we are able to analyse and note trends and comparisons, influences against actions taken and identify appropriate actions. The Quality Office co-ordinates the administration of the NSCD surveys.
- 9.2.3. The use of data from student surveys is vital to evaluating trends in student satisfaction of learning and teaching at the School, considering all areas of the provision.
- 9.2.4. Through the Student Experience Surveys students are asked to make comment

on and reflect upon the following areas:

- Teaching
- Workload
- Assessment
- Feedback
- Timetabling
- Resources & facilities
- Student Support
- Student Voice

10. Evaluation Reporting

- 10.1. Evaluation is key in enhancing student experience and it is vital that meaningful responses are gathered in relation to multiple aspects of that experience - teaching, learning and assessment; student support; resources and facilities. NSCD recognise that gathering both quantitative and qualitative data is key. In the case of small, specialist institutions narrative is vital in supporting the potentially large percentage shifts associated with small cohort numbers.
- 10.2. NSCD recognise that evaluation methods need to be accessible to all students in order to ensure engagement and the capturing of meaningful data. Student experience surveys should be carefully reviewed to ensure questions are succinct, easy-to-read, cover key areas of student support, resources and facilities, as well as questions about the student's overall experience of teaching, learning and assessment.
- 10.3. The usefulness of student survey data is/can be enhanced through capturing students' personal data as mapped against APP targets and underpinning strategic EEDI work, to mirror the approach taken by the National Student Survey.
- 10.4. Module evaluations have the dual purpose of supporting students to reflect on and consolidate their learning, whilst also providing information around ways in which teaching, learning and assessment could be enhanced from the student's perspective.
- 10.5. A report on each Student Survey is analysed at cohort level and presented to LTQAC for scrutiny. Data is benchmarked against School averages and Sector averages where appropriate for comparison. The result look beyond the % agreed measure and takes account of neutral and negative responses.
- 10.6. Data from Student Experience, NSS and module surveys are analysed with trends and themes developed to be included in the NSCD Annual Programme Monitoring Report (APMR). From the APMR, an action plan is drawn up and overseen by the appropriate Learning, Teaching & Quality Assurance Committee (LTQAC) and then approved by Senate.

11. Responsibilities

- 11.1. The content of the questionnaires and the evaluation process are reviewed annually and approved by LTQAC. LTQAC also explores levels of student engagement with the evaluation processes to ensure data collected is representative of the whole student body and/or to discuss any mitigating factors should it not be representative.
- 11.2. The Vice Principal and the Quality Office has overall responsibility for Academic and Student Experience Evaluation management and administration. Heads of Faculty

oversee module leaders adherence to the model of an evaluative session followed by the completion of the online module survey.

12. Retention of module evaluation data

- 12.1. Module evaluation and Student Experience Survey response data will be retained securely in accordance with the time frames set out in NSCD's Data Schedules.
- 12.2. Evaluation data which identifies staff or students will be treated as personal data and processed in accordance with the School's Privacy Notices.