

# Student Online Learning Teaching Surveys (SOLTS)



## Closing the Loop 23-24

This following document provides general information regarding Closing the Loop, along with access information and guidance.

### What is Closing the Loop?

The Student Online Teaching Survey (SOLTS) is a means of garnering module specific student feedback on learning and teaching. It can provide valuable insight into how well a module is running and help shape the future running of the module.

**Note:** SOLTS is used for academic modules, or **modules that have a taught element, only**. It is **not designed** to be used **to evaluate clinical or project modules**.

### Accessing the Instructor Portal

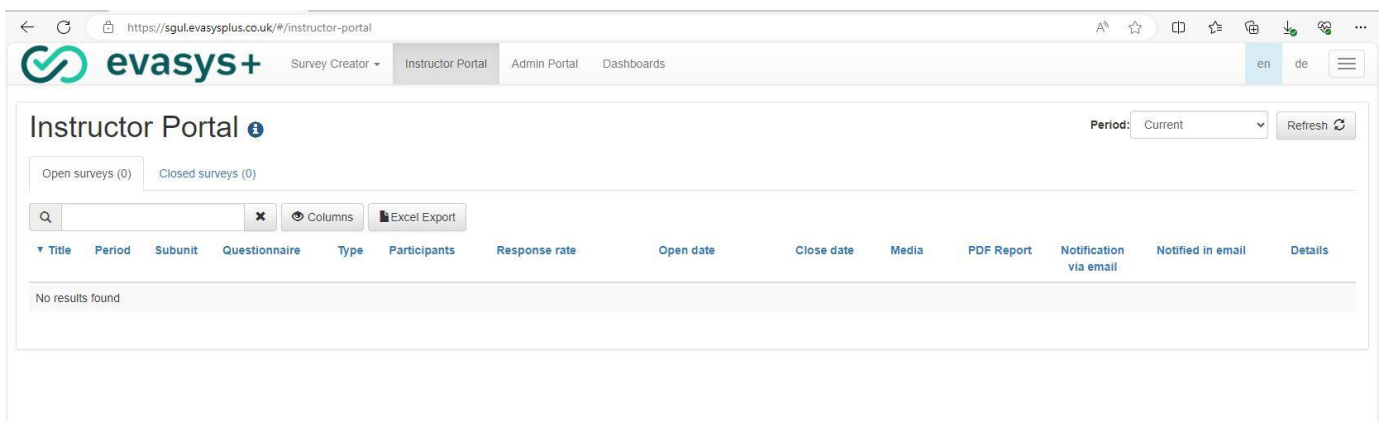
Surveys are created and scheduled by the Student Experience Team on the platform Evasys.

To access the Instructor Portal, please paste the following link into your browser:

<https://sgul.evasysplus.co.uk/>

1. Click on 'Login with Uni-ID'
2. Use your **SGUL e-mail address and password** to access Evasys+

The landing page should look like this:



If it doesn't look like the above, please click on the 'Instructor Portal' tab at the top of the page.

## Accessing your Module Survey

There are two tabs under the Instructor Portal:

- ‘Open surveys’ – this tab will show you the module surveys that are currently running and have not yet closed.
- ‘Closed surveys’ – this tab will show you the module surveys that are now closed. You can access the results by downloading it under ‘PDF Report’, and can also Close the Loop.

PDF Report



If you have no surveys displayed under either tab, or are unable to find the relevant survey, please ensure the ‘Period’ is correct.

### Periods

These are timeframes set up on the platform, but do not reflect the actual semester the module may have run.

The internal semesters are reflective of two months, and the module survey is put under the relevant period dependent on when the survey invitation is scheduled.

Semester in Evasys	Months the Module End Date is Found
SEM1 23-24	September - October
SEM2 23-24	November - December
SEM3 23-24	January - February
SEM4 23-24	March – April
SEM5 23-24	May – June
SEM6 23-24	July - August

E.g. If module A runs from 27 Aug – 29 Oct, the module survey will be found in SEM1 23-24 as it ends in October and the survey invitation is sent out then. If module B runs from 13 Nov – 26 Feb, the module survey will be found in SEM3 23-24.

Once you have selected the correct period, please click on the ‘Closed surveys’ tab to view the relevant module survey. You can search for the module code or title to find it faster if you have multiple surveys.

If the period is set to ‘Current’ you may not see any surveys. Please change this to the relevant period for your module survey.

Period:

Current

▼
Refresh

Period:

SEM1 23-24

▼
Refresh

## Closing the Loop - Reflections

To Close the Loop, please click on the blue icon (speech bubble) under the 'Reflections' column.



This should open a new tab that will look like this:

A screenshot of a web form titled 'Instructor's Reflections: [redacted]'. The form has two tabs: 'Reflections' (selected) and 'Internal Review'. Below the tabs, there is a paragraph of text: 'Even if there are no responses to the survey, or the number of responses is below the threshold set, reflections for students can still be added below, with the Student Feedback Report sent out to participants.' This is followed by two numbered sections. Section 1 is '1. General reflections on student and teacher feedback (including good practice identified, areas for development, and degree of student engagement):' and section 2 is '2. As a result of your feedback we will take the following actions:'. Each section has a rich text editor with a toolbar containing icons for bold (B), italic (I), underline (U), and bulleted list (☰). Below the editors are 'Cancel' and 'Save' buttons. At the bottom, there is a section titled 'Student Feedback Report Actions' with a paragraph of text and a checkbox labeled 'Reflections ready to be Published'. Below this is another paragraph: 'The Student Feedback Report is not available for sending: please make sure to save any pending changes to your reflections and mark them as ready for publishing.' At the very bottom are two buttons: 'View Student Feedback Report' and 'Send Student Feedback Report'.

Please write your answers to the two reflective questions, and save it as you go.

Once you have written your answers and saved them, please tick the box against 'Reflections ready to be Published'. This should allow access to the 'Send Student Feedback Report' button.

### Student Feedback Report Actions

Please mark the following checkbox when you are ready for your reflections to be included in the Student Feedback Report. Adding or editing reflections is not possible while the "Ready to be Published" is marked. After the Student Feedback Report has been sent, the marking can only be reverted by users with the role of department manager or administrator.

Reflections ready to be Published

View Student Feedback Report

Send Student Feedback Report

To preview what the students will receive, please click on 'View Student Feedback Report'. If you are happy with this then proceed to click on 'Send Student Feedback Report' and 'Yes' if it asks you to confirm.

### Guidance for Writing Reflections

Module Leader Reflections should include a clear action plan based on the feedback given and changes made to the module based on historical feedback. Responses should include:

- The specific area/issues arising in student comments
- The specific actions taken to address these issues (along with owners of these actions)
- The expected timeline for addressing student issues
- Any relevant follow-up information.

Some examples of good practice are below:

#### **Example response for prompt 1 ("General reflections on student and teacher feedback"):**

"The quantitative feedback was overall good where most answers were within the 'strongly agree / agree' section of the Likert Scale. The poorest performing statement was 'This module has been well organised' with an average score of 3.7. There was a mid-module change in timetable which was beyond the control of the module (room booking for another module did not work out, and therefore requested changes with this module).

Qualitative feedback included: content covered was interesting but reported to be too much. My response is that this module was designed at Level 6, with self-directed learning to reflect the module credits. We will, however, review and compare quantity of content across optional yr6 modules."

#### **Example response for prompt 2 ("As a result of your feedback, we will take the following actions...")**

"For 2022/23, we expect to be delivering on-site sessions for the final two weeks (this was online due to changes in module timetable as explained above). This may help improve response rate by providing time during the session to complete feedback.

Overall, there will be more signposting of how the module fits together and why each component is important. We will also be comparing the content across optional modules to ensure some equality of workload and determine what changes may be needed across modules. We will also highlight that where pre-session work directly supports students' preparation for their in-course assessments."

If you would like any help or guidance with writing the reflections, feel free to reach out to us. Thank you for engaging with these processes and for your support in helping SOLTS to run effectively. We hope this information is helpful and in the case of any queries please contact us via **[experience@sgul.ac.uk](mailto:experience@sgul.ac.uk)**.