



STUDENT FEEDBACK CODE OF PRACTICE

Note about this Code of Practice

- This document sets out School policy and recommended practice for collecting and following up on feedback from students about their experience at the School. Generally this means feedback collected from students through surveys, questionnaires, discussion sessions, etc. Such exercises are often referred to as 'evaluations' (but should not be confused with assessment mechanisms).
- The guidance here is intended to be applicable for all types of provision, across both London-based and Distance Learning programmes including Masters degrees, modules, award-bearing Diploma and Certificate courses, non-award-bearing short courses, and research degrees.
- The document is divided up into sub-sections for different types of provision (e.g. face-to-face modules, distance learning courses, etc.) so that interested parties like Module Organisers or Course Directors can see information relevant to them grouped together in one place.

Related Codes of Practice

- Staff should make themselves aware of other relevant Codes of Practice, including those on Annual Monitoring (which covers how student feedback should be integrated into annual reporting and action-planning), Assessment, Tutoring and Module and Course Management (which cover items including feedback *from staff* to students, e.g. about assessed work – again this should not be confused with 'student feedback' in the sense otherwise used below).

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POLICY

Aims of gathering student feedback at LSHTM

1. The School will use feedback from students regarding their learning, teaching and associated experiences to support ongoing enhancement of any and all aspects of provision.

Objectives of student feedback at LSHTM

2. Specific objectives in relation to student feedback are to:
 - (i) Cultivate an environment in which all students have the opportunity and are encouraged to provide open and honest feedback in relation to all aspects of their studies and student experience.
 - (ii) Ensure feedback is collected, considered and acted on through appropriate mechanisms for different levels of provision – including modules, courses and experience at the School more generally.
 - (iii) Inform staff and students about the perceived success of teaching, support services and any other aspects of the student experience, particularly to aid review and enhancement of these areas.

Key areas of policy

3. The School recognises the need for regular student feedback on all programmes to ensure and improve their quality. Specifically, policy is that:
 - (i) Student feedback and the 'student voice' is an important component of quality assurance and enhancement.
 - (ii) The School will have clear guidance for gathering student feedback in all forms of teaching and training (including modules, MScs, Diplomas, Certificates, research degrees, and non-award-bearing short courses).
 - (iii) The precise questions asked of students will vary over time and for different areas of provision, but should usually address teaching quality and learning opportunities. This may include the quality of teaching staff, the relevance of content, the effectiveness of services and resources, and how well the range of provision offered meets student needs and forms a coherent whole.
 - (iv) Approaches to gathering student feedback should be flexible enough to suit the diversity of programmes and address emerging themes. They should also operate in a harmonised way, minimising any duplication in what is asked of students, particularly through careful management of the scope and timing of different feedback exercises.
 - (v) It should be possible for feedback to be provided both individually (with the opportunity for comments to be given anonymously) and through group views where appropriate.
 - (vi) Student feedback systems should complement student representation systems.
 - (vii) Both staff (via key committees) and students (via representatives) should be involved in the ongoing design, management and evaluation of student feedback systems.
 - (viii) The School will have clear processes for considering student feedback, including at course, Faculty and School-level committees, and taking appropriate action in response to matters identified. Relevant outcomes should be communicated to both students and staff.

Anonymity and confidentiality

4. It is recommended that all students be given the opportunity to provide feedback anonymously, although they may identify themselves through comments if they wish to do so.
5. Whenever student feedback is collected, the students involved should be clearly told what will be done with their responses, including whether they may be personally identified (anonymity) and who the feedback will be made available to (confidentiality). It is recommended that:
 - Raw data should be held securely and only be seen by the key staff involved in organising the evaluation, e.g. Module Organiser/Course Director and relevant administrators – one of whom should be the nominated ‘data controller’ for information collected. Raw data held on file should normally be destroyed after one year, or after the next time the evaluation is run.
 - For any standard student feedback exercise run at the School, it should be expected that anonymised summary information (including data and selected comments) may be published to all staff and students, and potentially made available on publicly-accessible web pages. Exceptions to this should be made clear.
 - For wider reporting, data should usually be reported at aggregate not individual levels.
 - For wider reporting, qualitative comments should be checked and anonymised to attempt to remove anything inappropriately personally identifiable – although such comments must ultimately be students’ own responsibility and not the School’s. Any other inappropriate comments may also be edited before circulation, at the discretion of responsible staff.
 - For wider reporting, recommended practice is that *names* (e.g. particular staff) mentioned in comments should generally be anonymised, but *job titles* need not be anonymised even if they are potentially personally identifiable to members of staff.
 - Where demographic data is collected, it should only be used for aggregate reporting and never to identify any individuals.
6. Evaluation feedback sometimes includes negative comments about individual members of staff. These should be handled sensitively and help sought in giving feedback to these individuals if needed. In cases where staff such as Module Organisers or Course Directors may not be best placed to raise issues (e.g. with a more senior member of staff) or is dissatisfied with the response of the individual, they should contact their Taught Course Director or Research Degrees Director as appropriate, who may liaise with the relevant Head of Faculty if appropriate.

Feedback on modules and short courses

General approach to the evaluation of modules and short courses

7. **All types of module** should gather student feedback, via a questionnaire, survey or other such exercise. This is the responsibility of the Module Organiser, who may delegate where appropriate, and should have administrative support from a Module/Course Administrator.
 - For modules which have undergone major changes or are new, it may be appropriate to amend the standard evaluation approach and add some further module-specific questions.
 - Structured evaluation discussion with the students may also provide useful feedback.
8. **Short courses** which are similar to modules in size/depth should gather feedback on broadly the same basis, but doing things differently where appropriate (for example, adapting standard questionnaires to make them more specifically relevant).
9. **Feedback received through other ad-hoc channels** should be recorded or held more systematically where this is warranted. This might include notable items raised by students in person, by email, or through systems such as virtual learning environments (VLE discussion boards being a particularly important source of additional feedback for distance learning courses). Module Organisers should work with Module/Course Administrators, Course

Directors and other relevant staff to ensure that clear systems are in place for dealing with such issues where they arise.

10. **Reporting and acting on student feedback**, for both London-based and distance learning modules, should be done via the 'Annual Module Review and Action Plan' (AMRAP) process.
- Full instructions are given in a separate document on 'completing the AMRAP form', and in the School's Code of Practice for Annual Monitoring.
 - The Module Organiser is primarily responsible for following this up, with clerical assistance from relevant Administrators.
 - Progress in carrying out agreed actions should be carefully monitored, with action plans reviewed by the Taught Course Director and Faculty Teaching Committee throughout the year (for distance learning modules this may be delegated to the Course Director and Course Committee).
 - Any revisions or updates to module content, pedagogical methods or assessment elements should be completed before module outlines for the next academic year are finalised.
 - Annual Module Review and Action Plan forms, including anonymised student feedback about the module overall, should be made available to the following year's students to aid module choice.

Evaluation of face-to-face modules

11. **Approach and questionnaire:** All face-to-face modules should use the standard 'student evaluation questionnaire', provided at **Annex 1**, on an annual basis.
- This is intended to be delivered as a hardcopy evaluation. It may also be distributed electronically, via the VLE or email, especially to give any students who may have missed the final 'in-person' session a chance to feed back.
 - The permission of the relevant Taught Course Director must be sought to adapt or amend the standard questionnaire where appropriate for a particular module. As a standard minimum, questionnaires should always ask for ratings and comments regarding module content, teaching quality and the module overall.
12. **Timing of evaluation:** Module evaluations should be carried out / collected immediately as teaching finishes at the end of each module.
- As part of the introductory session for each module, Module Organisers should let students know that they will be asked to give their evaluations in this way, and stress the importance of the exercise. The evaluation form may be given out at this point, or provided as a pull-out sheet in the module handbook/reader, so as to allow students to record comments about individual sessions as the module proceeds (these go on the second page of the form).
 - A specific 'evaluation' slot should be a timetabled at the end of the module, for students to complete evaluation forms in a classroom-type environment and hand them in at the end of the session. This approach is strongly recommended in order to ensure a high response rate. Sufficient time should be allowed for students to fill out both sides of the form, i.e. about the module overall and individual sessions/lectures – even if some students have already noted comments about specific sessions on the second side of the form.
13. **Collating feedback:** Evaluation forms should be collected up and passed to the relevant Module Administrator in TSO.
- The Module Administrator should calculate aggregate ratings and type up overall comments so as to create a 'Student feedback information' file for the module.
 - This will become an annex to the 'Annual Module Report and Action Plan' (AMRAP form) which the Module Organiser must complete for the module, and will be published to staff and students.
 - TSO are only expected to type up student comments on 'good' and 'bad' things about the module. However having done this, the Module Organiser should be sent the full set of hardcopy forms for their module to read through.

14. **Following up feedback:** Module Organisers have primary responsibility for following up on any feedback received about their module.
- The comments and intended actions Module Organisers set out in their 'Annual Module Report and Action Plan' should be informed by the full range of student feedback received (including reading through the full set of evaluation forms).
 - Student views may be discussed further when considering the AMRAP form at relevant Faculty Teaching Committees. Individual Course Committees may also wish to review feedback and reports from specific modules.
15. **Timing for reporting:** AMRAP forms for face-to-face modules should normally be considered at Faculty Teaching Committees as follows (or as close as meeting scheduling allows):
- Term 1 modules – early in term 2.
 - Term 2 C-slot modules – late in term 2 or early in term 3.
 - Term 2 D-slot modules – early in term 3.
 - Term 3 E-slot modules – late in term 3 or early in term 1 of the next academic year.

Evaluation of distance learning modules

16. **Approach and questionnaire:** Distance learning modules should not normally be evaluated on an individual basis. Rather, it is recommended that a single end-of-year DL student survey (as described later in this document) should integrate module evaluation – offering students the opportunity to give a satisfaction rating and comments for each individual module they took during the year – with evaluation of courses and students' overall study experience. Such surveys should normally be delivered online.
17. **Timing of evaluation:** As described later in this document, DL surveys are generally expected to take place in the summer period (July to early August) after June exams have finished.
18. **Collating feedback:** Results will be collated centrally by the Quality & Management team.
- Feedback about individual modules (both quantitative data and qualitative comments) will be provided to Module Organisers.
 - This will become an annex to the 'Annual Module Report and Action Plan' (AMRAP form) which the Module Organiser must complete for the module, and will be published to staff and students.
19. **Following up feedback:** Module Organisers have primary responsibility for following up on any feedback received about their module.
- This includes not just outputs from the end-of-year survey, but any other feedback received through the year which has been collected in a structured way (e.g. via a VLE discussion board conference).
 - The comments and intended actions Module Organisers set out in their 'Annual Module Report and Action Plan' should be informed by this full range of student feedback.
 - Student views may be further discussed at the relevant Course Committee and/or Faculty Teaching Committee when considering the AMRAP form.
20. **Timing for reporting:** AMRAP forms for DL modules should normally be considered at Faculty Teaching Committees either in term 3 or early in term 2 of the next academic year.

Feedback on award-bearing courses

General approach to the evaluation of award-bearing courses

21. **All larger award-bearing courses** such as MScs and Diplomas, which are generally made up of individual modules plus other components such as exams and projects, should gather structured course-level student feedback in addition to feedback on module components. This is the responsibility of the Course Director, who may delegate where appropriate, and should have administrative support from the Course Administrator.

- For courses which have undergone major changes or are new, it may be appropriate to amend standard approaches, e.g. asking further specific questions.

22. **Other award-bearing courses** such as Certificates should gather feedback on broadly the same basis, but varying practice as appropriate depending on the nature and timescale of the course (note that the guidance presented below is most applicable to MSc courses).

23. **Feedback received through other ad-hoc channels** should be recorded or held more systematically where this is warranted. This might include notable items raised by students in person, by email, or through systems such as virtual learning environments (VLE discussion boards being a particularly important source of additional feedback for distance learning courses). Course Directors should work with Course Administrators, Module Organisers, tutors and other relevant staff to ensure that clear systems are in place for dealing with such issues where they arise.

24. **Reporting and acting on student feedback**, for both London-based and distance learning modules, should be done via the annual 'Feedback and Action Plan' process.

- Full instructions are given in the School's Code of Practice for Annual Monitoring.
- The Course Director is primarily responsible for following this up, with clerical assistance from relevant Administrators.
- A summary of all student feedback collected for each course should be considered by the relevant Course Committee, so agree an action plan, then reported to the relevant Faculty Teaching Committee.
- Action plans should be reviewed by the Course Director and Course Committee during the year, with the Taught Course Director monitoring progress in implementing them.
- Course Directors should keep their students informed regarding course-level results and agreed actions arising from annual evaluations and surveys. The value which the School places on student views should be stressed, highlighting any examples of changes made in response, and encouraging students to continue to give high-quality feedback.
- Agreed Feedback and Action Plan forms will also be made available on the School website, alongside External Examiner reports.

Evaluation of face-to-face courses

25. **Approach:** The experience of students on individual (MSc) courses should be evaluated either once or twice a year, through formalised structured discussions regarding both 'good things' about the course plus 'suggestions for change'. This should be carried out according to the guidelines provided at **Annex 2**.

- All such sessions should be timetabled and communicated to students well in advance – for example, with dates provided in the course handbook at the start of the year. The importance of the exercise should be stressed to students.
- The permission of the relevant Taught Course Director must be sought if any course wishes to carry out evaluation by a different method. It may be possible for course-specific questions to be included in School-wide surveys or similar.

26. **Term 1 evaluations:** Where appropriate, evaluation sessions may be held at the end of Term 1 to capture any emerging issues.

- Where run, such sessions should usually take place in the last week of Term 1 teaching.
- Whether to run such sessions is at the discretion of Course Directors. If a course has other appropriate mechanisms in place to capture such feedback – e.g. if all students take a single large module in Term 1 for which the module evaluation can be used to ask about their wider experience, or if the course arranges open student meetings plus discussions with student reps during the term – then a specific further evaluation session should not be necessary.

27. **End of year evaluations:** All courses should hold an end-of-year evaluation session.

- This should take place towards the end of the teaching year in Term 3, normally timetabled for some point between the fourth week of E-slot and the end of the last week of written examinations (the day of the class photo is generally a good opportunity to reach everyone).
- For courses where there are good reasons to do so, end-of-year evaluation sessions may be held around the time of project hand-in, rather than ahead of the summer exams.

28. **Specific methodology:** The structured discussion approach is designed to minimise bias and encourage equal input from all students. These sessions should be organised and facilitated by the Course Director, and may be divided into three stages:

- Firstly, students are asked to complete an individual evaluation of the course, identifying both 'good things' and any 'suggestions for change' on a standard form (which should be distributed in hardcopy).
- Secondly, the class is asked to divide up into small groups, with each group discussing all their members' individual answers.
- Thirdly, each group is asked to report on the same elements in turn so as to formulate a class consensus regarding the course. The Student Representative for the class should chair this session, but the Course Director may remain as an observer.

29. **Collating feedback:** After the structured feedback session, a summary of findings should be prepared by the Student Representatives and given to the Course Director. The form given as part of **Annex 2** may be used as a template for this.

- The feedback summary should set out the consensus factors identified, listing each as either a current 'good thing' or a 'suggested change', with priority scores for each. It should also specify the number of students participating/responding.
- Original forms filled out by individual students may be destroyed by the Student Representatives once the summary has been produced and checked by the Course Director.

30. **Following up feedback:** Course Directors have primary responsibility for following up on any feedback received about their course.

- The comments and intended actions Course Directors set out in their annual 'Feedback and Action Plan' should be informed by the full range of student views.
- Further discussion of student feedback may take place at relevant Course Committees and/or Faculty Teaching Committees when considering annual course reports and agreeing action plans.

31. **Timing for reporting:** Feedback and Action Plan forms for face-to-face courses should normally be considered at Course Committees late in term 3 or early in term 1 of the next academic year.

Student representative liaison for face-to-face courses

32. In addition to timetabled discussion sessions for all students on the course, Course Directors should meet regularly with Student Representatives to discuss the progress of the current course cohort(s) and any matters raised in feedback to date.

33. Faculty Taught Course Directors should also hold a joint meeting with all the MSc Student Representatives for their Faculty at least once a year, or ideally once per term. This may cover the main points raised in recent or previous year's course evaluations and associated action plans, and any other matters raised by the students. Attendance by Heads of Faculty at some of these meetings is encouraged.

34. All Student Representatives for individual taught courses, along with the Student Representative Council Executive, will be invited to a 'Director's lunch' meeting with senior management once per term. This is intended to provide an open and reasonably informal channel of communication between student representatives and the School's senior management.

Evaluation of distance learning courses

35. **Approach:** Distance learning courses should normally be evaluated via a single end-of-year DL student survey (as described later in this document) that integrates feedback on individual modules plus the overall course and study experience.
- Such surveys should normally be delivered online.
 - While a standard School-wide questionnaire template should be used, surveys may be made more course-specific (e.g. including an introductory message co-signed by the relevant Course Directors), and additional course-specific questions may be added at the discretion of the relevant Course Director(s) in liaison with the Associate Dean of Studies.
36. **Timing of evaluation:** As described later in this document, DL surveys are generally expected to take place in the summer period (July to early August) after June exams have finished.
37. **Collating feedback:** Results will be collated centrally by the Quality & Management team.
- Comprehensive feedback about individual courses (both quantitative data and qualitative comments) will be provided to Course Directors.
38. **Following up feedback:** Course Directors have primary responsibility for following up on any feedback received about their course.
- This includes not just outputs from the end-of-year survey, but any other feedback received through the year which has been collected in a structured way (e.g. via a VLE discussion board conference).
 - The comments and intended actions Course Directors set out in their annual 'Feedback and Action Plan' should be informed by the full range of student views.
 - Further discussion of student feedback may take place at relevant Course Committees and/or Faculty Teaching Committees when considering annual course reports and agreeing action plans.
39. **Timing for reporting:** Feedback and Action Plan forms for distance learning courses should normally be considered at Course Committees late in term 3 or early in term 1 of the next academic year.

Student representative liaison for distance learning courses

40. In addition to opportunities for all students on each course to provide feedback via structured surveys, Course Directors should also liaise regularly with Student Representatives to discuss any current developments or matters raised in feedback.
41. It is recognised that the extent to which distance learning Student Representatives can be actively involved in channelling feedback from other students may vary greatly depending on their personal circumstances; and that there are particular challenges in gaining an understanding of the range of issues which may be relevant across the DL student body.
- Course Directors should encourage input and involvement by Student Representatives to whatever extent best fits for them individually. This may include sharing some or all feedback gathered through surveys, the use of dedicated feedback web-conferences, etc.
 - As standard, Student Representatives should be expected to have input to the Course Committee's discussion of the previous year's student feedback. However, DL Student Representatives are not expected to liaise above course level.

School-wide surveys

General approach to School-wide student surveys

42. **Approach:** Structured student surveys are carried out regularly on a School-wide basis for all taught course and research degrees students.
- Surveys will usually be carried out online, using web-based questionnaires.
 - However practice may vary year-on-year, and the questions asked may change.

- Where appropriate, course-specific variations may be integrated into a School-wide survey.
- LSHTM may also choose to participate in surveys co-ordinated by external bodies, including adopting specific externally-coordinated surveys as the School's primary means of gathering feedback from particular groups of students.

The various specific School-level surveys currently undertaken centrally are outlined very briefly in sections further below, with copies of current questionnaires provided in annexes.

43. **Specific planning:** The Associate Dean of Studies is primarily responsible for developing and managing plans for School-wide student surveys.
- Plans for such survey should be reviewed ahead of each time one is run, to ensure that the approach, delivery method, questions asked etc. all remain fully appropriate and up-to-date. Updates may be made to address emerging themes, remove elements that are no longer required, etc. However efforts should also be made to ensure appropriate consistency with previous approaches, so as to allow longitudinal comparison of results over time.
 - Relevant student representatives should be given the opportunity for input to survey design.
 - Relevant staff, such as Course Directors or Research Degree Directors, should also be consulted where appropriate – e.g. about adding any specific elements for their areas.
 - Agreed plans for School-wide surveys should be reported to an appropriate committee (e.g. Quality & Standards Committee, Research Degrees Committee, Teaching Management Group) before taking place. Where notable changes are proposed to survey approaches, such committees may be asked to give their agreement; otherwise plans may be implemented on the authority of the Associate Dean of Studies.
 - Other functional areas in the School, for example Library Services, may also run their own surveys. Plans for these should be discussed in advance with the Associate Dean of Studies so as to co-ordinate and minimise potential 'survey fatigue' among students.
44. **Timing:** Individual surveys will run at various different times of the year. These should be carefully planned to fit with relevant study calendar (e.g. launching taught student surveys after summer exams rather than at the height of the pre-exam revision period), and to co-ordinate with one another (to minimise survey fatigue).
45. **Specific methodology:** The Quality & Management team will manage survey implementation for most standard School-wide surveys, or they may alternatively be carried out by other functional areas.
- The target population of students to be surveyed should be identified via a download from the Registry database of all currently-registered students for the relevant courses. Generic email lists, which may contain errors, should not be used.
 - Web-based questionnaires should be carefully checked before being made public, to ensure that they contain no errors and are working correctly.
 - Online surveys should normally be launched via a 'blind-copied' email to all relevant students, containing a message (generally signed by the Dean or Associate Dean of Studies) about the survey and encouraging students to complete it. The message should give relevant information about the purposes of the survey, and provide a link to the web-based questionnaire.
 - Approaches which personalise emails, or which track which students have or have not responded, may be appropriate. It will be important to give appropriate assurances about confidentiality in such cases.
 - Surveys should remain open for long enough for all target students to have had a reasonable opportunity to check their email and complete the survey – e.g. a six-week period might be appropriate for end-of-year surveys after students have completed exams and are undertaking project work. Reminder emails should be sent at planned intervals.
46. **Collating feedback:** Survey results should be collated and analysed by individuals or teams as specified in the survey plan. An overall summary or report should be produced, which may recommend actions. Appropriate breakdowns of responses (for example, course-level data and comments) should also be distributed to relevant staff.

47. **Following up feedback:** Survey reports should be considered by appropriate School-level committees, agreeing or referring on any action points as a result. Faculty and course-level committees may also be asked to consider results and take action where appropriate.
- All students who were asked to complete the survey should be sent a message to thank them for their input and report any main results or actions which have emerged.
 - The completion of all action points should also be reported back in due course to the committee which agreed them.
48. **Timescale for reporting:** Survey results should be analysed and reported in a timely manner – typically with results and an overall report being produced within 4 to 6 weeks of a survey closing, and distributed to interested parties by email, ahead of being considered at the next meeting of the responsible School-level committee.

Face-to-face taught student surveys

49. An end-of-year survey of all London-based MSc students is run in June and July (after summer exams). A recent example questionnaire is appended at **Annex 3**. Note that face-to-face Diploma and Certificate courses are only evaluated individually.

Distance learning student surveys

50. An end-of-year survey of all distance learning MSc/Diploma/Certificate students is run in July and August (after summer exams). A recent example questionnaire is appended at **Annex 4**. This also integrates feedback on individual modules and courses.
- The University of London International Academy also run separate specific surveys of students registered on the School's DL programmes – including an annual survey of 'newly-registered' student. Such exercises are co-ordinated between LSHTM and ULIA wherever possible.

Research degree student surveys

51. A survey of all research degree students is carried out biennially. In recent years, this has been run in March-April as part of the national Postgraduate Research Experience Survey (PRES) co-ordinated by the Higher Education Academy; the questionnaire includes both standard 'national' questions and School-specific questions. A recent example questionnaire is appended at **Annex 5**.

Orientation/induction surveys


52. A short 'orientation period' survey of all London-based MSc and research degree students is run in October each year, directly after their first week at the School. A recent example questionnaire is appended at **Annex 6**.

Alumni surveys

53. Surveys of graduates and alumni are also undertaken on an irregular basis, co-ordinated by the Alumni Office. These may include surveys of all alumni for whom the School holds contact details, or just those on specific courses (specific alumni surveys are often carried out linked to periodic review of courses).

LSHTM Teaching Policy on Student Feedback:

- Last updated February 2012, approved by the Associate Dean of Studies.

London School of Hygiene & Tropical Medicine (University of London)						
Student evaluation questionnaire – for modules taught face-to-face						
This evaluation questionnaire is in two parts: <ul style="list-style-type: none"> • Section 1 asks for ratings and comments about the module overall. • Section 2, overleaf, asks for comments on individual module sessions. Some modules may distribute the form in advance, so you can fill this part in after each session. We encourage you to make constructive criticisms and/or positive comments, together with any suggestions for change. All comments will be collated and made available to staff (via the Faculty Teaching Committee) and next year's students (on Blackboard/Moodle).						
Year	2010-2011					
Module Title						
Name of your MSc						
(if you are not on an MSc, please indicate whether you are a Module-as-Short-Course student, Research Degree student, Intercollegiate student, or any other student type)						
SECTION 1 – OVERALL FEEDBACK						
<i>Please tick the most relevant boxes with <input checked="" type="checkbox"/></i>	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Not applicable
1. Quality of module notes and reading material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Comments:</i>					
2. Teaching quality: lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Comments:</i>					
3. Teaching quality: practicals/seminars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Comments:</i>					
4. Overall opinion of module	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Comments:</i>					
In summary, what were the good things about this module?						
What could be improved?						

Thank you for completing this questionnaire. Further pages may be added, if needed.

Please return completed questionnaires to: Team Leader, TSO, Room 5

GUIDANCE FOR CONDUCTING COURSE EVALUATIONS BY STRUCTURED DISCUSSION

Introduction

1. While individual modules are evaluated through questionnaires, MSc and Diploma courses are evaluated with a structured class discussion. For MScs, these should be held twice during the year – at the end of term 1, and at the end of the E-slot or at the time of the class photo, as appropriate. For Diploma courses, these should be held towards the end of teaching. Discussion sessions should be carefully scheduled, and the details clearly communicated to students in advance, to maximise participation.
2. Informal class discussion is a very powerful tool for analysis, with several advantages over questionnaires. In particular, it allows students themselves – rather than the person who designed the questionnaire – to formulate the agenda. However, it has one big drawback; unstructured discussion typically means that only the most vocal students get heard, and the bigger the group, the smaller the proportion that can actively participate. This MSc evaluation approach is therefore organised so that everyone has an opportunity to express their views, but only the views that are held by a majority of students get through to the final stage of the Class Evaluation.
3. The discussion should be facilitated by the Course Director(s), handing over to student representatives to chair the final part.

How to have a structured discussion

4. The class discussion should be structured in three distinct parts. This may appear complicated on first reading, but flows naturally in practice – this approach has been used successfully at the School for many years. Allow about an hour to an hour-and-a-half for the session, depending on class size.

PART ONE: Individual evaluation (*allow ten minutes*)

- The evaluation begins with a small piece of individual work: every student should be given a copy of the form overleaf, and asked to write in what they feel have been ‘good things’ about the course (so far!), and what suggestions they would make for change. As a prompt to get suggestions for change, sometimes it can be effective to ask the students to consider whether they encountered anything either unsatisfactory or surprising in their experience so far. The answers should be listed, where possible, in order of priority.

PART TWO: Small group evaluation (*allow twenty minutes*)

- The class should then break into small groups of about 4 or 5 students, with each group either given another blank form or a flip-chart. Groups should discuss all their members' individual answers to identify the points on which they agree, and fill in the new form or flip-chart (having labelled it as a ‘small group evaluation’) with these consensus themes – again in order of priority. Each group should also elect a spokesperson.

PART THREE: Full class evaluation (*allow thirty to sixty minutes*)

- In the third stage, the whole class comes together. The class Student Representative should chair this session, although the Course Director may remain as an observer. Each group should report in turn on both good things and suggestions for change, with all themes identified being written up on a whiteboard or flip-chart so that everyone can see them.
 - A general discussion is then held about each topic. As discussion proceeds, the Student Representative should use a flip-chart (labelled as ‘Class Evaluation’) to list the issues chosen by the majority of the class (indicating each as either currently ‘good’, or a suggested ‘change’).
 - A simple voting system should then be used to prioritise the issues for inclusion in the overall class evaluation: each student may vote for six good items and six suggestions for change. As there will almost invariably be more than this number of factors under each topic heading, the factors considered most important by the class overall will emerge.
5. A summary of the final results and priority scores (also specifying the number of students participating/responding) is then prepared by the Student Representatives and given to the Course Director, who will submit it to the Course Committee for consideration and to agree any actions.

London School of Hygiene & Tropical Medicine
(University of London)



Course evaluation form for structured discussion sessions.

Course:		Year:	
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<i>Please tick <input type="checkbox"/> to indicate whether this response is from an individual, a group or the whole class. You may identify yourself or your group if you wish.</i>	Individual	Group	Class
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>In priority order, please identify below what you feel are the key 'good things' and/or 'bad things' about the course, plus any suggestions for change.</i>	<i>Count of mentions / priorities</i>		
	Individual	Group	Class
<u>Good things about this course are:</u>			
<u>Suggestions for change to this course are:</u>			

FACE-TO-FACE MSc STUDENT SATISFACTION SURVEY 2010-11

INTRODUCTION (webpage 1)



MSc STUDENT SATISFACTION SURVEY 2010-11

Welcome,

Thank you for logging in to the LSHTM MSc student satisfaction survey 2011.

This is a substantial opportunity for you to comment on your overall experience of studying at the School. Please give your honest opinions, whether positive or negative, and any further suggestions you would like to make.

The survey is fully anonymous and should take about 10 to 15 minutes of your time. It is divided across several short pages, with tick-box questions asking for satisfaction ratings, followed by the opportunity to give written feedback, and some brief demographic questions which will help us to analyse the responses overall.

NB that it is **not possible to return to a page once it has been completed**, so please consider your responses carefully before you click the 'continue' buttons at the bottom of each page. However, if you want to stop at any point you can click the 'finish later' button which also appears at the bottom; this will save the answers you have already filled in, and give you a link to be able to resume later.

Your participation is much appreciated. Please click 'continue' to go to the first section of the survey.

Yours sincerely,

Professor Sharon Huttly
Dean of Studies
London School of Hygiene & Tropical Medicine

CONFIDENTIALITY AND DATA PROTECTION (webpage 2)

Confidentiality and Data Protection

Please be reassured that all data collected in this survey will be held securely and in confidence. Data will be reported at aggregate levels and any comments you give will be anonymised. The full set of comments will only be seen by a small number of senior School management staff, though selected non-personally-identifiable comments may be quoted in reports published more widely, including to all staff and students. Demographic data collected at the end will only be used for the purposes of this survey and cannot be used to identify any individuals.

The Data Controller for all information collected is Rory Donnelly, Quality Officer, phone (020) 7299 4691, or email rory.donnelly@lshtm.ac.uk . Please contact him if you have any further questions.

TEACHING AND LEARNING EXPERIENCE (webpage 3)

1. Which MSc course are you studying? **[Mandatory question]**

Drop-down list: Biology & Control of Disease Vectors

	Community Eye Health Control of Infectious Diseases Demography & Health Epidemiology Health Policy, Planning & Financing Immunology of Infectious Diseases Medical Microbiology Medical Parasitology Medical Statistics Molecular Biology of Infectious Diseases Public Health (Environment & Health stream) Public Health (Health Economics stream) Public Health (Health Promotion stream) Public Health (Health Services Management stream) Public Health (Health Services Research stream) Public Health (Public Health stream) Public Health in Developing Countries Public Health Nutrition Reproductive & Sexual Health Research Sexually Transmitted Infections & HIV Tropical Medicine & International Health Veterinary Epidemiology
<i>Note: If you use the 'mouse wheel' on your computer mouse to scroll down the page, please double-check that this has not changed the answer you selected above.</i>	

How satisfied are you with the following? <i>Note: if any of the items below were not relevant to your experience this year, or you did not use a particular service, please tick 'Not applicable'.</i>	Very satisfied	Somewhat satisfied	Neutral	Somewhat dissatisfied	Very dissatisfied	N/A
2. Pre-arrival and start of session information						
2a. Course-specific information made available on the website before your arrival at the School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b. Other information (inc. about living in London) made available on the website before your arrival at the School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Teaching and learning						
3a. Guidance from your MSc Course Director(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b. Guidance from your Personal Tutor(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c. Usefulness of your MSc Course Handbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3d. Information and study materials available via Blackboard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3e. The amount of time your MSc course has allowed you to understand the things you had to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Module experience (including feedback on assessed work)						
4a. Range of module choice available for	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How satisfied are you with the following? <i>Note: if any of the items below were not relevant to your experience this year, or you did not use a particular service, please tick 'Not applicable'.</i>	Very satisfied	Somewhat satisfied	Neutral	Somewhat dissatisfied	Very dissatisfied	N/A
your course						
4b. Guidance and information to help you choose your modules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4f. The workload your modules required for assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4g. Timeliness of feedback from staff on your assessed work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4h. Usefulness of feedback from staff on your assessed work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. If you were dissatisfied with the feedback you received for any module/s, please give the name of the modules and a brief description of the issue:						
6. Main MSc summer exams						
6a. Advance guidance about the exams, including revision and study skills sessions, and details about what the exam content would cover	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Project preparation and support						
7a. Guidance for selecting a project topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7b. Process of identifying or being assigned a project supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7c. Process of getting your project proposal approved (using the CARE form)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7d. Usefulness of your course's Project Handbook and related guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUPPORT AND FACILITIES (webpage 4)

How satisfied are you with the following?	Very satisfied	Somewhat satisfied	Neutral	Somewhat dissatisfied	Very dissatisfied	N/A
8. Teaching Support Office (MSc Course Administrators and Module Administrators)						
8a. How well the Teaching Support Office has met your needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8b. How effective the Teaching Support Office has been in disseminating study materials for your MSc course and modules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How satisfied are you with the following?	Very satisfied	Somewhat satisfied	Neutral	Somewhat dissatisfied	Very dissatisfied	N/A
8c. Information about timetables (including Teaching Support Office timetable notice board) and changes to modules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The Registry						
9a. How well communications from Registry met your needs prior to your arrival at the School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9b. How well Registry has met your needs since your arrival at the School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Student support						
10a. Support from the Student Advice & Counselling Service (<i>non-academic e.g. welfare, personal finances, housing, or personal problems</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10b. Disability support at the School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Careers Office						
11a. Individual advice and guidance from a careers adviser (not informal advice from tutors and academics)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11b. Sector-specific panel discussions ('Career Forums') and individual career presentations from external speakers, arranged by the Careers Office. (<i>Careers Forum sessions were: Academic Careers – 18th Nov; Global Health & Development – 1st Dec; Health Careers in the Developed World - 16th Mar; Commercial Clinical Research & Pharmaceuticals – 10th May</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11c. The Charities and NGOs Careers Fairs arranged by the Careers Office (<i>1st December 2010 and 23rd March 2011</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11d. The Careers Office web pages (Vacancies, Online Careers information)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Financial support information						
12a. Information available to you about further sources of financial support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Student representation						
13a. MSc course representation - getting your views heard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13b. School-wide representation - the Student Representative Council	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How satisfied are you with the following?	Very satisfied	Somewhat satisfied	Neutral	Somewhat dissatisfied	Very dissatisfied	N/A
14. Opportunities to meet other students						
14a. Activities organised through your course to get to know other students on your course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14b. Opportunities to meet other students at events organised by SRC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14c. Other informal opportunities to meet fellow students from across the School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Teaching and learning facilities/space						
15a. Classrooms, lecture theatres and teaching space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15b. Audio-visual facilities in teaching rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15c. [Lab courses only] Laboratory facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15d. Availability of group study space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUPPORTING YOUR STUDIES AT MASTERS LEVEL (webpage 5)

Before moving on to ask about your overall experience of course, please could you share your experience of coping with the demands of MSc-level study.

16. Which of the following did you have experience of in the five years before starting your MSc at LSHTM? (please tick all that apply)

<i>Multiple choice tick-boxes:</i>	Undergraduate studies (e.g. BSc, BA) Postgraduate studies (e.g. another MSc, MA, PhD) Medical or Veterinary degree (e.g. MBBS, MBChB, MB BCh, BMed, MD, BVetMed, BVMS) Employment in a role directly related to current MSc Employment in a role not directly related to current MSc More than six months not in employment or study (e.g. due to maternity/paternity, gap year, unemployment) Other (please specify.....)
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17. Overall, how did you find the academic level of your MSc?

<i>Drop-down list:</i>	It was harder than I had expected It was about what I had expected It was easier than I had expected
------------------------	--

18. During your MSc, to what extent did you feel you knew how well your studies were progressing (e.g. by means of written or verbal feedback from staff, groupwork or conversations with other students, etc.)?

<i>Drop-down list:</i>	Very easy to know how I was doing Mostly easy to know how I was doing Mostly difficult to know how I was doing Very difficult to know how I was doing
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19. Each MSc course has a number of opportunities to take assessments which **don't** count towards the degree result (for example, progress tests). How many such 'optional' assessments did you do?

<i>Drop-down list:</i>	All that were offered for my MSc course Some of those offered None of those offered I'm not aware of having been given any such opportunities
------------------------	--

19a. How did you feel about the opportunities you were given to take assessments or tests that wouldn't count towards the degree result?

<i>Drop-down list:</i>	There were too many such opportunities There were about the right number of such opportunities There were too few such opportunities I'm not aware of having been given any such opportunities
------------------------	---

20. Can you suggest anything more the School could have done to give you a better idea of how your studies were progressing during the year?

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20a. Can you suggest anything more the School could have done to help you cope with the demands of MSc-level study, or that you wish you had done yourself?

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OVERALL EXPERIENCE (webpage 6)

21. Overall, how would you rate the quality of the teaching you experienced at the School?

<input type="checkbox"/> It is consistently good
<input type="checkbox"/> It is variable but generally good
<input type="checkbox"/> It is variable but generally poor
<input type="checkbox"/> It is consistently poor

How satisfied are you with the following?	Very satisfied	Somewhat satisfied	Neutral	Somewhat dissatisfied	Very dissatisfied
22. Your MSc Course overall					
22a. Whether you are getting good value for money from your LSHTM MSc Course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22b. Likely benefit to your career development arising from your studies at LSHTM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22c. Overall satisfaction with your MSc course at LSHTM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. If a friend wanted to do a relevant Masters degree (not necessarily the one you took), would you recommend that s/he come to LSHTM?

<input type="checkbox"/>	Definitely would recommend
<input type="checkbox"/>	Probably would recommend
<input type="checkbox"/>	Not sure
<input type="checkbox"/>	Probably would not recommend
<input type="checkbox"/>	Definitely would not recommend

24. General feedback

24a. Please give up to 3 suggestions for change which you feel would improve the MSc experience at LSHTM

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24b. Are there any particularly useful or enjoyable parts of your LSHTM study experience (especially your course or the modules you took) which you would like to highlight?

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24c. Would you like to make any further comments, including on any of the items mentioned above?

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ABOUT YOU (webpage 7)

Note, the following demographic questions are being asked to help us in analysing responses (trends for different types of student). Data will be treated confidentially and will not be used to identify any individuals.

25. Are you registered as a full-time or a part-time student?

<i>Drop-down list:</i>	Full time Part time, in the first year Part time, in the second year
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26. For fees purposes, what is your normal place of residence registered as (i.e. what type of fees do you pay)?

<i>Drop-down list:</i>	Home/UK (government-subsidised fee rate) EU (government-subsidised fee rate) Overseas (non-subsidised fee rate)
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27. Which region of the world do you come from (i.e. which of the following covers your nationality)?

<i>Drop-down list:</i>	UK Western Europe (exc. UK) Eastern Europe Africa
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	North America Central America & the Caribbean South America Middle East Central Asia Southern Asia Eastern Asia Southeast Asia Oceania Other, or would prefer not to say
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Info: You may look at this list and think “which category does my country fit into?”. If in doubt, a long list of countries matched to regions is available (open in a new tab) at http://www.lshhtm.ac.uk/edu/qualityassurance/countries_worldregions.pdf - NB that this is just an analysis tool, and does not denote any political position on the part of the School. To answer some common queries:

- China, Japan and Korea would come under ‘Eastern Asia’.
- India, Pakistan and Bangladesh would come under ‘Southern Asia’.

28. Which of the following ethnic groups do you class yourself as? (note, groupings have been drawn from standard UK equal opportunities legislation)

<i>Drop-down list:</i>	White (inc. British, Irish, any other white background) Black (inc. Black British, Caribbean, African, any other black background) South Asian (inc. Asian British, Indian, Pakistani, Bangladeshi, any other West Asian or South Asian background) East Asian (inc. Chinese or any other East Asian or South-East Asian background) Middle Eastern Latin American Mixed ethnicity Would prefer not to say Other (Please specify)
------------------------	---

29. Please indicate your gender -

<input type="checkbox"/> Male	<input type="checkbox"/> Female	
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30. Please indicate your age -

<i>Drop-down list:</i>	Age 24 or younger Age 25 to 29 Age 30 to 34 Age 35 to 39 Age 40 or older
------------------------	--

**31. Do you consider yourself to have a disability?
If yes, please choose one from the following options:**

 Yes

 No

<i>Drop-down list:</i>	Dyslexia, dyspraxia or other learning difficulties Blind/visually impaired Deaf/hard of hearing Wheelchair user or mobility/dexterity impairment Chronic medical condition Mental health difficulties Autistic spectrum disorder Unseen disability Multiple disabilities Would prefer not to say Other (please specify)
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FINAL PAGE (webpage 8)

THANK YOU FOR YOUR HELP

Thank you for taking the time to complete this survey. Your answers have been recorded and will be held securely, confidentially and anonymously as mentioned in the introduction. If you have any questions, please contact Rory Donnelly (Quality Officer), phone (020) 7299 4691, or email rory.donnelly@lshtm.ac.uk

LSHTM DISTANCE LEARNING STUDENT SURVEY 2010-11**LSHTM DISTANCE LEARNING STUDENT SURVEY 2010-11**

Survey title: “[Clinical Trials / Epidemiology / Infectious Diseases / Public Health and Health Systems Management] student survey 2011”

DISTANCE LEARNING STUDENT SURVEY [webpage 1]

Welcome,

Thank you for logging in to the annual Distance Learning student survey for [Clinical Trials / Epidemiology / Infectious Diseases / Public Health and Health Systems Management]. This asks about your learning experience during the academic year from September 2010 to June 2011. Your responses will help us to develop and improve the course for subsequent years, for the benefit of both you and future students.

The survey should take about 5 to 10 minutes of your time, depending on how much detail you'd like to give. We are particularly keen to get feedback about the individual modules you studied during the year, and there is space to give both ratings and comments. Questions towards the end allow you to comment on the course overall.

Please click the 'continue' buttons at the bottom of each page to go through the survey - the questions all appear on web-page 3. Please note that it is **not possible to return to a page once it has been completed**, so we would ask you to consider your responses carefully before you click 'continue'. However, if you want to stop at any point you can click the 'finish later' button which also appears at the bottom; this will save the answers you have already filled in, and give you a link to be able to resume later.

Your participation is much appreciated and we look forward to sharing the findings with you in a few months time.

CONFIDENTIALITY AND DATA PROTECTION [webpage 2]Confidentiality and Data Protection

Please be reassured that all data collected will be held securely and in confidence. Quantitative and demographic data will be reported at aggregate levels so as not to identify any individuals, and will only be used for the purposes of this survey. Full comments will be seen by relevant staff only; but selected non-personally-identifiable comments may be quoted in reports published more widely, including to all staff and students.

The Data Controller for all information collected is Rory Donnelly, Quality Officer, LSHTM. Please contact him via dvaluation@lshtm.ac.uk if you have any further questions.

QUESTIONNAIRE [webpage 3]**MODULE FEEDBACK**

- Below, please select the names of modules you have studied **during the 2010-11 academic session**; indicate whether or not you have completed your studies (i.e. submitted assessed assignments and/or sat the examination, as relevant); give an overall rating for each based on your experience; and give any further comments.

* The comments boxes will let you type multiple lines of text. Please use these to give feedback on areas such as **module content**, **learning materials**, **WebBoard or Blackboard usage**, **tutor feedback on assessments**, and **exam preparation/experience** - including any changes you suggest we might make to the module in future years.

* If you are not satisfied with a particular module, please tell us why so that we can make improvements. We would also welcome any comments about any module sections or sessions that you felt were harder to understand or follow.

	Module title	Completed?		Rating					Any comments or suggestions
(i)	[Module titles – see full list at end of this document]	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Very satisfied	Some-what satisfied	Neutral	Some-what dis-satisfied	Very dis-satisfied	
(ii)	[Module titles – see full list at end of this document]	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Very satisfied	Some-what satisfied	Neutral	Some-what dis-satisfied	Very dis-satisfied	
(iii)	[Module titles – see full list at end of this document]	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Very satisfied	Some-what satisfied	Neutral	Some-what dis-satisfied	Very dis-satisfied	
(iv)	[Module titles – see full list at end of this document]	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Very satisfied	Some-what satisfied	Neutral	Some-what dis-satisfied	Very dis-satisfied	
(v)	[Module titles – see full list at end of this document]	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Very satisfied	Some-what satisfied	Neutral	Some-what dis-satisfied	Very dis-satisfied	
(vi)	[Module titles – see full list at end of this document]	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Very satisfied	Some-what satisfied	Neutral	Some-what dis-satisfied	Very dis-satisfied	
(vii)	[Module titles – see full list at end of this document]	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Very satisfied	Some-what satisfied	Neutral	Some-what dis-satisfied	Very dis-satisfied	
(viii)	[Module titles – see full list at end of this document]	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Very satisfied	Some-what satisfied	Neutral	Some-what dis-satisfied	Very dis-satisfied	
(ix)	[Module titles – see full list at end of this document]	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Very satisfied	Some-what satisfied	Neutral	Some-what dis-satisfied	Very dis-satisfied	
(x)	[Module titles – see full list at end of this document]	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Very satisfied	Some-what satisfied	Neutral	Some-what dis-satisfied	Very dis-satisfied	

[For MSc Epidemiology only]

- Note: For students currently working on **EP105**, **EP201** or the **Project**, we would welcome any comments you may wish to give on your experience so far. However we will also ensure that you have the opportunity to give full feedback after the submission deadlines for EP105/EP201 assignments or the Project, and will contact you again about this in October.

[2.] Elluminate online exam revision sessions:

Did you participate in one or more of these sessions?

Yes No

a. If you participated, did you find the sessions helpful? If so, what aspects of the sessions did you find helpful?

<i>[Free Text]</i>

b. If you participated, are there any aspects of the sessions you would like to improve in some way (e.g. timing, length, content, format etc.)? If so, please specify.

<i>[Free Text]</i>

c. If you did not participate in any of the Elluminate sessions offered for the modules you studied, why was this? (e.g. the times of the sessions were not suitable, not offered for the modules you studied, or you did not wish to participate, etc.)

[Free Text]

d. Did you view any of the recorded sessions?

[Free Text]

[For MSc Infectious Diseases only]

- Note: For students currently working on the **Project**, we would welcome any comments you may wish to give on your experience so far. However we will also ensure that you have the opportunity to give full feedback after the submission deadline, and will contact you again about this in September.

[For MSc Public Health only]

- Note: For students currently working on the **Project**, we would welcome any comments you may wish to give on your experience so far. However we will also ensure that you have the opportunity to give full feedback after the submission deadline, and will contact you again about this in October.

[For MSc Clinical Trials only]

- Note: For students currently working on CT210, we would welcome any comments you may wish to give on your experience so far. However we will also ensure that you have the opportunity to give full feedback after the submission deadlines for the CT210 Integrating Report and will contact you again about this in September.

[2.] Elluminate online exam revision sessions:

Did you participate in one or more of these sessions?

Yes No

a. If you participated, did you find the sessions helpful? If so, what aspects of the sessions did you find helpful?

[Free Text]

b. If you participated, are there any aspects of the sessions you would like to improve in some way (e.g. timing, length, content, format etc.)? If so, please specify.

[Free Text]

c. If you did not participate in any of the Elluminate sessions offered for the modules you studied, why was this? (e.g. the times of the sessions were not suitable, not offered for the modules you studied, or you did not wish to participate, etc.)

[Free Text]

d. Did you view any of the recorded sessions?

[Free Text]

OVERALL EXPERIENCE

2. Are there any **particularly useful or enjoyable** parts of the course or modules you would like to highlight?

[Free Text]

3. Are there any **unhelpful or unsatisfactory** parts of the course or modules you would like to highlight?

[Free Text]

4. Is there **anything else you would like to highlight** about the course or modules based on your experience so far (including any aspects that could be improved to help your future studies)?

[Free Text]

LEARNING RESOURCES

5. Distance Learning students have had full access to LSHTM library resources since Autumn 2010.

i	Have you used these	<input type="checkbox"/>	<input type="checkbox"/> No, because	<input type="checkbox"/> No, because I	<input type="checkbox"/> No, because I
---	---------------------	--------------------------	--------------------------------------	--	--

	resources?	Yes	I didn't need to	couldn't access these	wasn't aware of these	
a	If yes, which of the following resources and services have you used? (you can choose more than one)					
	<i>Multiple answer</i>	Electronic journals Electronic books Databases Document Delivery Service Read about the library at www.lshtm.ac.uk/library				
b	If you used Library resources, how satisfied were you with these?	Very satisfied	Some-what satisfied	Neutral	Some-what dis-satisfied	Very dis-satisfied
c	Please give any further comments about electronically-accessed Library resources	[Free Text]				

ABOUT YOU

6. Finally, please could you indicate the **country you are primarily based in**. This is for analysis purposes, to help us identify any particular or differing needs for students in different parts of the world. Please be reassured that data will be treated confidentially and will not be used to identify any individuals.

Drop-down list:	[Country names – see full list at end of this document] *allow “Other” (please specify) option
-----------------	--

- Note: country names as given in the above list are presented in English based on standard UK Home Office lists. The inclusion, exclusion or naming of any politically disputed countries or regions does not denote any political position on the part of LSHTM.

THANK YOU FOR YOUR HELP [webpage 4]

Thank you for taking the time to complete this survey. Your answers have been recorded and will be held securely, confidentially and anonymously as mentioned previously. If you have any questions, please contact dvaluation@lshtm.ac.uk

OTHER DATA / LISTS TO BE INTEGRATED IN QUESTIONNAIRE

List of available modules

Clinical Trials:

CT101 Fundamentals of Clinical Trials (Core)
 CT102 Basic Statistics for Clinical Trials (Core)
 CT103 Clinical Trials in Practice (Core)
 CT104 Reporting and Reviewing Clinical Trials (Core)
CT201 Protocol Development
CT202 Trial Designs
CT203 Project Management and Research Co-ordination
CT204 Regulatory Affairs, Good Clinical Practice and Ethics
CT205 Data Management
CT206 Data Monitoring and Interim Analyses – Adv
CT207 Design and Analysis of Epidemiological Studies
CT208 Further Statistical Methods in Clinical Trials
CT209 Cluster Randomised Trials
CT210 Integrating Module [CT Students]

Epidemiology:

EP101 Fundamentals of Epidemiology (Core)
 EP102 Statistics with Computing (Core)
 EP103 Practical Epidemiology (Core)
 EP105 Writing and reviewing epidemiological papers (Core)
EP201 Study design: Writing a Grant Application
EP202 Statistical Methods in Epidemiology
EP301 Epidemiology of Communicable Diseases
EP303 Epidemiology of Non-communicable Diseases
EP304 Advanced Statistical Methods in Epidemiology
EP306 Human Genetic Epidemiology

EPPROJ Project Report [EP Students]***Infectious Diseases:***

ID101 Principles of Public Health, Biostatistics and Epidemiology (Core)

ID102 Principles of Biology (Core)

ID103 Biology of Infectious Diseases (Core)

ID104 Control of Infectious Diseases (Core)

ID201 Bacterial Infections**ID202 Nutrition and Infection****ID203 Parasitology****ID204 Viral Infections****ID205 Hospital Infection****ID209 Food Microbiology****ID210 Water and Sanitation****ID212 Diagnostic Methods****ID213 Immunology of Infection and Vaccines****ID301 Epidemiology and Control of Infectious Diseases in Developing Countries****ID501 AIDS****ID502 Tuberculosis****ID503 Malaria****ID601 Research Design, Management and Analysis****ID701 Introduction to Public Health and Control of Infectious Diseases****IDPROJ Project Report [ID Students]*****Public Health:***

PH101 Basic Epidemiology (Core)

PH102 Basic Statistics for Public Health and Policy (Core)

PH103 Introduction to Health Economics (Core)

PH104 Principles of Social Research (Core)

PH105 Issues in Public Health (Core)

PH106 Environment, Health and Sustainable Development (Core)

PH107 Health Promotion Theory (Core)

PH108 Health Services (Core)

PH109 Health Policy, Process and Power (Core)

PH201 Analytical Models for Decision Making**PH202 Communicable Disease Control****PH203 Economic Analysis for Management and Policy****PH204 Economic Evaluation****PH205 Environmental Epidemiology****PH206 Environmental Health Policy****PH207 Health Care Evaluation****PH208 Financial Management****PH209 Globalisation and Health****PH210 Managing Health Services****PH211 Medical Anthropology in Public Health****PH212 Organisational Management****PH213 Principles and Practice of Health Promotion****P305 (PHPROJ) Project report [PH students]*****Other option applicable for all courses:*****Other blended learning modules taken at the School in London****List of countries**

Afghanistan	El Salvador	Liechtenstein	Seychelles
Albania	Equatorial Guinea	Lithuania	Sierra Leone
Algeria	Eritrea	Luxembourg	Singapore
Andorra	Estonia	Macao	Slovakia
Angola	Ethiopia	Macedonia	Slovenia
Anguilla	Falkland Islands	Madagascar	Solomon Islands
Antigua & Barbuda	Faroe Islands	Malawi	Somalia
Argentina	Fiji	Malaya	South Africa
Armenia	Finland	Malaysia	Spain
Australia	France	Maldives Islands	Sri Lanka
Austria	French Guiana	Mali	St Helena &
Azerbaijan	French Overseas	Malta	Dependencies
Bahamas	Territories	Mauritania	St. Kitts & Nevis
Bahrain	French West Indies	Mauritius	St. Lucia
Bangladesh	Gabon	Mayotte	St. Vincent &
Barbados	Gambia	Mexico	Grenadines
Belarus	Georgia	Moldova	Samoa
Belgium	Germany	Micronesia (Fed	Sudan
Belize	Ghana	States)	Surinam
Benin	Gibraltar	Monaco	Swaziland
Bermuda	Greece	Mongolia	Sweden
Bhutan	Greenland	Montenegro	Switzerland
Bolivia	Grenada	Montserrat	Syria
Bosnia-Herzegovina	Guatemala	Morocco	Tadjikistan
Botswana	Guinea	Mozambique	Taiwan
Brazil	Guinea Bissau	Myanmar	Tanzania
British Antarctica	Guyana	Namibia	Thailand
British Indian Ocean	Haiti	Nauru	Togo
Territory	Honduras	Nepal	Tonga
Brunei	Hong Kong	Netherlands	Trinidad & Tobago
Bulgaria	Hungary	Netherlands Antilles	Tunisia
Burkina (Upper Volta)	Iceland	New Caledonia	Turkey
Burundi	India	New Zealand	Turkmenistan
Cameroon Republic	Indonesia	Nicaragua	Turks & Caicos
Canada	Iran	Niger	Islands
Cape Verde Islands	Iraq	Nigeria	Tuvalu
Cayman Islands	Ireland (Eire)	Norway	Uganda
Central African	Israel	Oman	Ukraine
Republic	Italy	Pakistan	United Arab
Chad	Ivory Coast	Palestine	Emirates
Chile	Jamaica	Panama	United Kingdom
China (People's	Japan	Papua New Guinea	United States of
Republic)	Jordan	Paraguay	America
Colombia	Kampuchea	Peru	United States Pacific
Comoros	Kazakhstan	Philippines	Territories
Congo (Democratic	Kenya	Pitcairn Islands	Uruguay
Republic of)	Kiribati	Poland	Uzbekistan
Congo (Republic of)	Korea, North	Portugal	Vanuatu
Costa Rica	Korea, South	Puerto Rico	Venezuela
Croatia	Kosovo	Qatar	Vietnam
Cuba	Kuwait	Reunion	Virgin Islands
Cyprus	Kyrgyzstan	Romania	(British)
Czech Republic	Laos	Russia	Virgin Islands (U.S.)
Denmark	Latvia	Rwanda	Wallis & Futana
Djibouti	Lebanon	San Marino	Windward Isles
Dominica	Leeward Islands	Sao Tome &	Yemen
Dominican Republic	Lesotho	Principe	Zambia
East Timor	Liberia	Saudi Arabia	Zimbabwe
Ecuador	Libyan Arab	Senegal	Stateless
Egypt	Republic	Serbia	

PRES standard questionnaire 2011 inc. LSHTM institutional questions**PAGE 1 of WEB-BASED PRES SURVEY – INTRODUCTORY NOTE****PRES 2011: QUESTIONNAIRE****Postgraduate Research Experience Survey (PRES) for LSHTM**

Welcome,

Thank you for logging in to the PRES survey 2011 for LSHTM research degree students.

PRES is the national Postgraduate Research Experience Survey, co-ordinated by the Higher Education Academy. LSHTM has chosen to take part in 2011 along with nearly ninety other UK institutions.

This is a substantial opportunity for you to comment on your research degree experience, and your input will be used to help identify areas of improvement not just at the School, but also for research degrees across the UK. Please give your honest opinions, whether positive or negative, and any further suggestions where relevant.

The survey should take about 20 minutes to complete, or a little longer if you want to give comments. There are three main sections: standard questions asked nationally, questions specific to LSHTM and questions to support demographic analysis (which help to confirm the representativeness of responses). Where you see a 'More Info' button, we have given additional guidance relevant to LSHTM specifically.

NB that it is **not possible to return to a section once it has been completed**, so please consider your responses carefully before you click the 'continue' buttons. However if you want to stop at any point, you can click the 'finish later' button at the bottom of each section, to be able to return later whilst saving the answers you have already filled in.

Your participation is much appreciated. Please click 'continue' to go to the first section of the survey.

Yours sincerely,

Professor Sharon Huttly
Dean of Studies (and Chair of Research Degrees Committee)
London School of Hygiene and Tropical Medicine

PAGE 2 of WEB-BASED PRES SURVEY – DATA PROTECTION STATEMENT**Data Protection**

Please be reassured that your data will be securely held and treated in strict confidence. Responses will not be linked back to individuals, and all results will be presented in an aggregated and anonymised form. The full set of anonymised free text comments will be seen only by research degrees management staff at the School, though selected and anonymised comments may be quoted in reports published to all staff and students.

Individual-level response data will only be used for the purpose of sending survey reminders. The only person with access to individual data will be Hazel Young, Quality & Management Administrator. Please contact her via email hazel.young@lshtm.ac.uk or phone (020) 7958 8247 if you have any queries.

Aggregated institutional results (but not comments) will feed into a national aggregate available to all institutions taking part in PRES, for benchmarking purposes only. The anonymised full PRES dataset will be available to the Higher Education Academy in order to conduct national level analysis. All such results will be presented only in an aggregated and anonymised form.

PAGE 3 of WEB-BASED PRES SURVEY – NATIONAL QUESTIONS

SECTION 1: SUPERVISION

1. For each statement, please rate the extent of your agreement or disagreement. (1 = Strongly Disagree and 5 = Strongly Agree)

	1	2	3	4	5	NA
a. My supervisor/s have the skills and subject knowledge to adequately support my research						
b. My supervisor/s make a real effort to understand any difficulties I face						
c. I have been given good guidance in topic selection and refinement by my supervisor/s						
d. I have received good guidance in my literature search from my supervisor/s						
e. My supervisor/s provide helpful feedback on my progress						
f. My supervisor/s are available when I need them						

SECTION 2: SKILLS DEVELOPMENT

2. For each statement, please rate the extent of your agreement or disagreement. (1 = Strongly Disagree and 5 = Strongly Agree)

	1	2	3	4	5	NA
a. As a result of my experience so far I feel confident about managing a research project						
b. My experience so far has improved my analytical skills						
c. My experience so far has helped me to develop a range of communication skills						
d. As a result of my experience so far I have improved my ability to learn independently						
e. There are adequate opportunities available for me to further develop my research skills						
f. There are adequate opportunities available for me to further develop my transferable skills						

SECTION 3: INFRASTRUCTURE

3. For each statement, please rate the extent of your agreement or disagreement. (1 = Strongly Disagree and 5 = Strongly Agree)

	1	2	3	4	5	NA
a. I have adequate access to the equipment necessary for my research						
b. I have a suitable working space						
c. There is appropriate financial support for research activities						
d. There is adequate provision of computing resources and facilities						
e. There is adequate provision of library facilities						
f. I have the technical support I need						

- **Info:** Please be aware that a separate survey is due to be carried out later in the year to give you an opportunity to feed back in detail on the Library. In the meantime, please use this question to give an overall rating.

SECTION 4: INTELLECTUAL CLIMATE

4. For each statement, please rate the extent of your agreement or disagreement. (1 = Strongly Disagree and 5 = Strongly Agree)

	1	2	3	4	5	NA
a. My department provides opportunities for social contact with other research students						
b. My department provides opportunities for me to become involved in the broader research culture						
c. The research ambience in my department or faculty stimulates my work						
d. I feel integrated into my department's community						
e. My department provides a good seminar programme for research students						

SECTION 5: GOALS AND STANDARDS

5. For each statement, please rate the extent of your agreement or disagreement. (1 = Strongly Disagree and 5 = Strongly Agree)

	1	2	3	4	5	NA
a. I understand the required standard for the thesis						
b. I understand the standard of work expected						
c. I understand the requirements of thesis examination						
d. I understand the requirements and deadlines for formal monitoring of my progress						

SECTION 6: THESIS EXAMINATION

6. Have you sat your final viva examination?

<input type="checkbox"/>	No (If No please go to section 7)
<input type="checkbox"/>	Yes (If Yes please respond to the following statements:)

For each of the following, show the extent of your agreement or disagreement. (1 = Strongly Disagree and 5 = Strongly Agree)

	1	2	3	4	5	NA
a. The thesis examination process was fair						
b. The examination of my thesis was completed in a reasonable time scale						
c. I was given adequate support and guidance in preparation for my <i>viva voce</i>						
d. I was given adequate support and guidance to make any changes to my thesis following my <i>viva voce</i>						

SECTION 7: PROFESSIONAL DEVELOPMENT AND CAREER

7. For each statement, please rate the extent of your agreement or disagreement. (1 = Strongly Disagree and 5 = Strongly Agree)

	1	2	3	4	5	NA
a. I am encouraged to think about the range of career opportunities that are available to me.						
b. I am encouraged to reflect on my professional development needs						
c. I am encouraged to reflect on my career development needs						

SECTION 8: ROLES AND RESPONSIBILITIES

8. For each statement, please rate the extent of your agreement or disagreement. (1 = Strongly Disagree and 5 = Strongly Agree)

	1	2	3	4	5	NA

a. I know who to approach, or where to find this out, if I am dissatisfied with any element of my research degree programme						
b. My institution values and responds to feedback from research degree students						
c. I understand my responsibilities as a research degree student						
d. I am aware of my institution's responsibilities towards me as a research degree student						

SECTION 9

9. For the following items, please rate how important, in terms of successfully completing your research degree programme, you consider them to be (1 = Not at all important and 5 = Very important)

	Importance					Comment
	1	2	3	4	5	
a. Supervisory support and guidance						
b. Opportunities to develop a range of research skills						
c. Opportunities to develop a range of transferable skills						
d. Access to appropriate facilities						
e. The research environment						
f. Provision of guidance on institutional standards and expectations for your research degree programme						

SECTION 10: TEACHING OPPORTUNITIES

10. I have had adequate opportunity to gain experience of teaching [e.g., lectures, seminars or workshops] whilst doing my research degree programme (1 = Strongly Disagree and 5 = Strongly Agree)

	1		2		3		4		5	NA
--	---	--	---	--	---	--	---	--	---	----

11. I have been given adequate support and guidance for my teaching (1 = Strongly Disagree and 5 = Strongly Agree)

	1		2		3		4		5	NA
--	---	--	---	--	---	--	---	--	---	----

12. I think the experience that I have gained through teaching has been a worthwhile aspect of my research degree programme (1 = Strongly Disagree and 5 = Strongly Agree)

	1		2		3		4		5	NA
--	---	--	---	--	---	--	---	--	---	----

13. Please provide further information regarding your teaching experience

.....

SECTION 11: PERSONAL FACTORS

14. Please state to what extent you agree with the following statements (1 = Strongly Disagree and 5 = Strongly Agree)

	1	2	3	4	5	N/A
a. My friends and family are supportive of my research degree programme						
b. My employer is supportive of my research degree programme						
c. The financing of my research degree programme places a strain on my						

personal finances.							
--------------------	--	--	--	--	--	--	--

SECTION 12

15. Please rate the following broad aspects of your research degree programme in terms of how your experience of them has met with your expectations (-3 = it is much more negative, 0 = it has met my expectations, +3 = it is much more positive)

	-3	-2	-1	0	1	2	3
a. Supervisory support and guidance							
b. Opportunities to develop a range of research skills							
c. Opportunities to develop a range of transferable skills							
d. Access to appropriate facilities							
e. The research environment							
f. Provision of guidance on institutional standards and expectations for your research degree programme							
g. Overall experience of my research programme							

- o **Info:** NB that this is a question about your expectations – rather than giving a 'general' rating, please tell us the extent to which your LSHTM experience has been better or worse than what you had expected prior to starting your degree.

16. I am confident that I will complete my research degree programme more or less within the planned timescale. (1 = Strongly Disagree and 5 = Strongly Agree)

	1		2		3		4		5	NA
--	---	--	---	--	---	--	---	--	---	----

SECTION 13

17. Please provide further information about your experience of your research degree programme. For example, what would further improve your experience?

.....

.....

.....

PAGE 3 of WEB-BASED PRES SURVEY – INSTITUTIONAL QUESTIONS

LSHTM institutional questions

Please comment on your experience of the Research Degrees programme at LSHTM by answering the questions below.

Research Degrees handbook

18. Please state to what extent you agree with the following statement (1 = Strongly Disagree and 5 = Strongly Agree)

	1	2	3	4	5
a. The Research Degrees handbook is helpful for guidance about Research Degrees procedures and regulations					

- o **Info:** Currently available online only as webpages. This was previously known as the 'yellow book'.

Support from academic staff and other staff

19. Please state to what extent you agree with the following statements (1 = Strongly Disagree and 5 = Strongly Agree)

	1	2	3	4	5	N/A
a. Academic support and advice from my Advisory Committee is a useful addition to my supervision						
b. Department/Faculty progress monitoring meetings (with Dept Research Degrees Coordinator or Faculty Research Degrees Director) are useful to						

me						
c. Faculty and Department support staff are helpful in meeting my needs						
d. Registry staff are helpful in meeting my needs (after registration - not considering the admissions process)						
e. The Student Advice & Counselling Service is helpful in meeting my needs						

- o **Info:** Tick 'N/A' if you have not used a particular support function, e.g. have not had contact with an Advisory Committee, have not yet had a progress monitoring meeting, have not dealt with Registry since registration, or have not had occasion to use the Student Advice & Counselling Service

Professional Development & Transferable Skills Opportunities (for employability and getting started with your research degree)

20. Please state to what extent you agree with the following statements (1 = Strongly Disagree and 5 = Strongly Agree or tick "N/A" if you have not yet participated/used).

	1	2	3	4	5	N/A
a. Information on available in-house, external and online resources for professional development is sufficient and easy to access						
b. The in-house programme of transferable skills workshops is comprehensive and meets my current transferable skills training and development needs						
c. I plan in discussion with my supervisor which transferable skills workshop(s) to take						
d. In selecting which transferable skills workshop(s) to book reference is always made to the information in the course descriptors and guidance documents						
e. I plan to use the Bloomsbury Postgraduate Skills Network/BPSN programme of external transferable skills workshops to meet my transferable skills needs						
f. The BPSN programme offers me access to workshops on a wider range of topics relevant to my transferable skills needs than those offered at LSHTM						
g. I am usually successful in booking a place on a BPSN workshop						

- o **Info:** These questions relate to the School's Transferable Skills Training Programme (TSP) and the training support offered by the Bloomsbury Postgraduate Schools Network (BPSN).

21. If you could suggest one topic for a new in-house transferable skills workshop what would it be and why?

.....

Online Research Skills

22. Please state to what extent you agree with the following statements (1 = Strongly Disagree and 5 = Strongly Agree or tick "N/A" if you have not yet participated/used).

a. The pilot of the set of Research Skills On-line courses has increased my training and development opportunities						
b. The Research Skills On-line guidance materials provided in the Getting Started section were useful in helping my selection of course materials to study						

23. Please comment on your overall experience of using the online training courses for self-study. If you have not used any of the online training courses for self-study yet, please also indicate "Not applicable" below.

.....

-
-
- **Info:** In mid-December the School launched a pilot of online courses available on Blackboard as *Research Skills Online*.

PhD Upgrading or DrPH Review

24. Please state to what extent you agree with the following statement (1 = Strongly Disagree and 5 = Strongly Agree)

- Tick **N/A** if you have **not** yet been through Upgrading or DrPH Review.

	1	2	3	4	5	N/A
a. Going through PhD Upgrading or DrPH Review (preparation and subsequent feedback, as well as the meeting itself) has benefitted my studies and/or research planning						

For DrPH students only

25. Please state to what extent you agree with the following statements (1 = Strongly Disagree and 5 = Strongly Agree)

- Tick **N/A** if you are a DrPH student who has **not** yet completed the taught component or professional attachment. Please skip this question completely if you are an MPhil/PhD student.

	1	2	3	4	5	N/A
a. The DrPH taught component was a positive experience that met my expectations						
b. The DrPH Organizational and Policy Analysis (OPA) was a positive experience that met my expectations						

Questions about you

26. Do you come under either of the following RD student categories?

- (skip or leave blank if none apply)

<i>Multiple choice tick-boxes:</i>	Staff PhD (or Staff DrPH) Graduate Teaching Assistantship Research Council Studentship Bloomsbury Colleges Studentship Collaborative site student PRI/IRL student
------------------------------------	--

Info:

- Staff PhD - primarily a member of LSHTM staff, but also registered for a research degree at the School
- Collaborative site or PRI/IRL - special form of registration primarily based at a designated collaborative site away from the School

27. Where are you currently based for your studies?

<i>Drop-down list:</i>	London Elsewhere in the UK Europe outside the UK Outside the UK or Europe
------------------------	--

- **Info:** Please tell us where you are working at present, e.g. preparing or writing up work at the School in London, or on Research Study leave elsewhere.

28. Where is your usual office or desk based at the School?

<i>Drop-down list:</i>	Keppel Street Tavistock Place Not currently at or do not have an office at LSHTM
------------------------	--

Overall experience of your Research Degree at LSHTM

29. Please state to what extent you agree with the following statement (1 = Strongly Disagree and 5 = Strongly Agree)

	1	2	3	4	5

a. An LSHTM research degree represents good value for money					
---	--	--	--	--	--

30. If a friend wanted to do a research degree, would you recommend that s/he come to LSHTM?

Drop-down list:	Definitely would recommend Probably would recommend Not sure Probably would not recommend Definitely would not recommend
-----------------	--

31. Please give any further comments about your research degree experience at LSHTM which you have not given previously at question 17 (e.g. good things, bad things, suggestions for change)

[Free Text]	
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PAGE 4 of WEB-BASED PRES SURVEY – DEMOGRAPHIC / PERSONAL QUESTIONS

DEMOGRAPHICS

32. I am registered as doing a:

<input type="checkbox"/>	PhD
<input type="checkbox"/>	Professional doctorate
<input type="checkbox"/>	PhD by published work
<input type="checkbox"/>	New Route PhD
<input type="checkbox"/>	MPhil with transfer to PhD
<input type="checkbox"/>	MPhil
<input type="checkbox"/>	Master in research
<input type="checkbox"/>	Other.....

Note: PhD includes DPhil courses.

- o **Info:** MPhil/PhD students, if you have not yet Upgraded then please tick 'MPhil with transfer to PhD'.
DrPH students, please tick 'Professional Doctorate'.

33. The main motivation for me pursuing a research degree programme was:

<input type="checkbox"/>	my interest in the subject
<input type="checkbox"/>	improving my career prospects for an academic/research career
<input type="checkbox"/>	improving my career prospects outside of an academic/research career
<input type="checkbox"/>	I was encouraged by a former academic tutor/supervisor
<input type="checkbox"/>	the funding was available
<input type="checkbox"/>	it felt like a natural step for me
<input type="checkbox"/>	I felt inspired to work with a particular academic
<input type="checkbox"/>	Other (Please specify.....)

34. What type of career do you have in mind for when you complete your research degree?

<input type="checkbox"/>	Academic career in higher education (either research and teaching, or teaching only)
<input type="checkbox"/>	Research career in higher education
<input type="checkbox"/>	Research career outside higher education (e.g. in a private research organisation, a charity or in an industrial environment)
<input type="checkbox"/>	Teaching (at a level below higher education)

	Any other professional career
	Self-employment (including setting up own business)
	Returning to or remaining with employer who is sponsoring your degree
	Other (including not planning to enter employment - please specify.....)

35. I am:

	25 years old or younger
	26-30 years old
	31-35 years old
	36-40 years old
	41-45 years old
	46-50 years old
	51-55 years old
	56 years old or older

36. I am

	Male
	Female

37. Do you consider yourself to have a disability?

	Yes
	No

37a. If yes, please choose one from the following options: (as a drop down list)

	Social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder
	Blind/serious visual impairment uncorrected by glasses
	Deaf/serious hearing impairment
	Long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy
	Mental health condition such as depression, schizophrenia or anxiety disorder
	Specific learning difficulty such as dyslexia, dyspraxia, or AD(H)D
	Physical impairment or mobility issues, such as difficulty using your arms or using a wheelchair or crutches
	A disability, impairment or medical condition that is not listed above
	Two or more impairments and/or disabling medical conditions

38. My discipline is:

	Medicine and Dentistry
	Medical Science and Pharmacy
	Nursing
	Other subjects allied to Medicine
	Biology and related Sciences
	Sport Science
	Psychology
	Veterinary Sciences
	Agriculture and related subjects

Physical sciences
Physical Geography and Environmental Science
Mathematical Sciences
Computer Science
Mechanically-based Engineering
Electronic and Electrical Engineering
Civil, Chemical and other Engineering
Technology
Architecture, Building and Planning
Economics
Politics
Sociology, Social Policy and Anthropology
Social Work
Human and Social Geography
Law
Business
Management
Finance and Accounting
Tourism, Transport, Travel and others in Business and Administrative Studies
Media Studies
Communication and Information studies
English-based studies
European Languages and Area studies
Other Languages and Area studies
History and Archaeology
Philosophy, Theology and Religious studies
Art and Design
Performing Arts
Other Creative Arts
Teacher Training
Education studies
Combined

- **Info:** Please choose ONLY the first option, Medicine and Dentistry – this is what all LSHTM students are coded at at national level, because we are a medical school.

39. Which LSHTM Research Department are you in?

<i>Drop-down list:</i>	Department of Global Health & Development (PHP) Department of Health Services Research & Policy (PHP) Department of Social & Environmental Health Research (PHP) Department of Population Studies (EPH) Department of Infectious Disease Epidemiology (EPH) Department of Medical Statistics (EPH) Department of Non-communicable Disease Epidemiology (EPH) Department of Nutrition & Public Health Intervention (EPH) Department of Clinical Research (ITD) Department of Disease Control (ITD) Department of Immunology & Infection (ITD)
------------------------	--

	Department of Pathogen Molecular Biology (ITD) Other PHP - in PHP but not associated with a specific Department Other EPH - in EPH but not associated with a specific Department Other ITD - in ITD but not associated with a specific Department Would prefer not to say
--	---

- **Note:** This is the only mandatory question in the LSHTM survey.

40. I am currently registered as studying:

	Full time
	Part time

41. What year of your research degree programme are you in?

	Drop down list from 1 to 9 years
	Other.....

- **Info:** Please count from the year in which you registered for your LSHTM research degree – any periods of Interruption of Studies should be ignored.

42. I currently:

	am planning or doing my research
	am writing up my thesis
	have submitted my thesis and I am awaiting my viva
	am making amendments to my thesis following my viva
	am awaiting my doctoral award following my viva
	Other.....

- **Info:** If you are currently 'planning or doing your research', whether at the School or on Research Study Leave, then please select that option. If you are 'writing up' then please select that option. If you are on Interruption of Studies then please select 'other' and write 'IoS'.

43. I am:

	Primarily a face to face learner [e.g., based at my institution]
	Primarily a distance learner

44. For fees purposes, is your normal place of residence registered as:

	Home
	Other EU
	Non EU

- **Info:** This is not a question about where you live, it's about what type of fees you pay – i.e. whether the fees rules classify you as 'Home' (UK, paying government-subsidised fees), 'EU' (qualifying for the same government-subsidised rate as UK students) or 'Overseas' (paying full fees).

45. Where is your normal place of residence?

	Drop down list of 140 countries
	Other (Please specify).....

46. I class myself as:

	White: British/Irish/Any other white background
	Mixed: White and Black Caribbean/White and Black/White and Asian/Any other mixed background
	Asian or Asian British: Indian/Pakistani/Bangladeshi/Any other West or South Asian background
	Black or Black British: Caribbean/African/Any other Black background
	Chinese: Chinese/Any other East Asian background

	Other (<i>Please specify</i>)

47. Are you currently in paid employment?

	Yes
	No

47a. If yes, how many hours of paid employment do you undertake in a typical week (term time): (as a drop down list)

	1-10 hours
	11-20 hours
	21-30 hours
	More than 30 hours

48. You are (*Select all that apply*)

	Self-funded
	Research Council funded
	Charity
	Institution funded
	UK industry funded
	UK Government funded
	EU/EC funded
	Funded overseas
	Other.....

Note: Institution funded = Higher Education Institution funded.

Note: Funded overseas = funded by an overseas organisation

49. In the year before starting my research degree programme I

	Completed my undergraduate studies
	Completed my postgraduate studies [for example, MSc, MA]
	Took a gap year
	Worked in the same organisation that I currently work in
	Worked as a researcher
	Worked in a non research role
	Other (please specify.....)

PAGE 6 of WEB-BASED PRES SURVEY – FINAL PAGE

Final Page

Thank you for taking the time to complete this survey.
Your answers have now been recorded in our database.

ORIENTATION PERIOD EVALUATION 2010-11**PAGE 1****For new MSc and Research Degrees students**

The following questions ask for your opinions on activities during Orientation Week (Monday 27 September to Friday 01 October 2010); and also, where relevant, International Student Welcome (Thursday 23 to Friday 24 September).

Please answer by ticking one box per question. Written comments may be given at the end.

The survey is completely anonymous, and all data collected will be held securely and in confidence. Aggregate results plus written comments will be made available to course staff. Selected non-personally-identifiable comments may also be quoted when the results are reported.

PAGE 2**About You**

<p>1. Please indicate the MSc course or Research Degree you have registered for</p>	<p><i>Drop-down list:</i></p> <p>MSc Biology & Control of Disease Vectors MSc Community Eye Health MSc Control of Infectious Diseases MSc Demography & Health MSc Epidemiology MSc Health Policy, Planning & Financing MSc Immunology of Infectious Diseases MSc Medical Microbiology MSc Medical Parasitology MSc Medical Statistics MSc Molecular Biology of Infectious Diseases MSc Public Health MSc Public Health in Developing Countries MSc Public Health Nutrition MSc Reproductive & Sexual Health Research MSc Sexually Transmitted Infections & HIV MSc Tropical Medicine & International Health MSc Veterinary Epidemiology PhD/MPhil (Faculty of Public Health & Policy) DrPH (Faculty of Public Health & Policy) PhD/MPhil (Faculty of Epidemiology & Population Health) DrPH (Faculty of Epidemiology & Population Health) PhD/MPhil (Faculty of Infectious & Tropical Diseases) DrPH (Faculty of Infectious & Tropical Diseases)</p>
<p>2. Please indicate whether you are an International student (i.e. resident abroad before beginning the course) or a UK student</p>	<p><input type="checkbox"/> International student <input type="checkbox"/> UK student</p>
<p>3. Please indicate whether you are studying full-time or part-time</p>	<p><input type="checkbox"/> Full-time <input type="checkbox"/> Part-time</p>

Your initial experience of LSHTM

How satisfied are you with the following? -	Very satisfied	Somewhat satisfied	Neutral	Somewhat dissatisfied	Very dissatisfied	Not Applicable
4a. Helpfulness of pre-registration information you were sent or which was made available via the internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b. Helpfulness of the International Students' Welcome on Thursday 23 - Friday 24 September	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4c. Formal registration, with Registry staff, on Monday 27 September	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4d. Helpfulness of School-wide orientation activities (including Welcome to the School and Life & Work at LSHTM talks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4e. Helpfulness of course-specific orientation activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4f. The way the contents of your course have been explained to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4g. Opportunities to meet staff who are involved in your course, inc. Course Directors and tutors or supervisors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4h. Opportunities to discuss any concerns or difficulties with a member of staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4i. Opportunities to meet other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MORE INFO: Please tick the 'Not Applicable' box if there were particular activities you did not attend or take part in, e.g. International Students' Welcome, School-wide talks, course-specific activities.						

General Feedback
5. If you would like, please give up to 3 suggestions for change which you feel would improve Orientation Week or International Students' Welcome (and please make clear which of these you are referring to in your comments)
5a. If you would like, please give any further comments, including on any of the items mentioned above

Those are all the questions - please click the 'Continue' button below to submit your answers (NB that it is not possible to edit your answers after clicking 'Continue')

Thank you for your help

Your responses have now been recorded. All data collected in this survey is anonymous, and will be held securely and in confidence. If you have any questions, please contact Hazel Young, Quality Management Team Administrator, email hazel.young@lshtm.ac.uk or phone 020 7958 8247.