

# Making Better Use of CEQs

This item is to discuss whether we can make better use of the results of the course enhancement questionnaires completed by our students. The goal here is to look at opinion on whether there is any appetite in the School to make more use of the questionnaire results. There is justified skepticism on the validity of the results because they are completed by a minority of students and the difficulty of capturing student experience in a simple questionnaire.

Some questions/suggestions (please feel free to raise more questions at the meeting):

- Should we attempt to promote wider completion of the CEQs amongst students?
- Should we more actively consider what additional questions we would like to include in the Informatics CEQs?
- How should we use the CEQs? Some suggestions:
  - Should we support mentoring that staff could elect to use if they felt the CEQ had identified an issue that could be improved via mentoring?
  - Should InfHR provide a copy of the CEQ reports to the PDR reviewer as a matter of course so they could be easily included in the PDR discussion?

The policy on CEQs includes the following paragraph on the use of CEQ data:

- *14. Staff data (as defined by point 17) collected through Course Enhancement Questionnaires is for use by the member of teaching staff named in the report, their line manager (or their peer reviewer for their annual review, if different to their line manager), the Course Organiser, and the Head of School and/or nominee. Course organisers will only see Staff data as it is presented in the Course Organiser report. Data will not routinely be made available more widely, although it may be used in other standard HR processes where appropriate.*

The overall policy is here:

<https://www.ed.ac.uk/files/atoms/files/courseenhancementquestionnairepolicy.pdf>