The SCEF is the cornerstone of the University’s mechanisms for seeking feedback from students. The SCEF exercise aims to:

- enhance the student's experience of learning and teaching, and encourage self-reflection
- monitor the quality of teaching and learning
- improve the quality of teaching and learning
- ascertain how well a course or programme of study is doing
- identify good practice

The SCEF is only one stage in the overall process. Once the form has been completed, the collated results are analysed, discussed and acted upon.

The SCEF, approved by the UCTL, is divided into two parts, both of which consist of sub-sets of questions:

- Part A is common to all courses and contains a small number of key questions together with space for students’ written comments.
- Part B of the SCEF allows for Schools to develop their own questions to meet their individual needs for each course, subject to approval by the relevant Head of School.

Students should be asked to complete the form online (www.abdn.ac.uk/scef). Any additional comments can be added to the free text boxes.

Normally, SCEF should be made available online towards the end of a course. Course coordinators should ensure students are fully informed of the objectives of the SCEF exercise; the process of course review to give the SCEF exercise context; and how the outcome of the SCEF exercise will be communicated to them.

The outcomes of SCEF should be discussed at the next Staff-Student Liaison Committee. There are two types of feedback which should be relayed back to students at SSLCs:

(i) The results of the SCEF exercise
(ii) Any action taken as a result of the survey

In addition, minutes of SSLCs are posted on the MyAberdeen SSLC site.

UCTL in May 2015 agreed to the redaction of comments of a personalised, non-academic nature before circulation of documentation amongst course teams and committees, and in advance of posting to MyAberdeen.

Whilst the expected, and minimum, methods for Schools to gather student feedback are The SCEF exercise and SSLC, Schools are encouraged to consider different and innovative methods to give students the opportunity to provide feedback. The use of mid-term questionnaires can be used to identify any issues which could be acted upon before the course ends. Student focus groups and informal feedback sessions could be established to allow students to express any concerns or raise issues with the staff throughout the academic year.