

## Policy on Student Evaluation of Modules

### 1 Preamble

1.1 The University is committed to providing an outstanding student experience and has set out the following aims and objectives in its Strategic Plan 2007-2011:

- to provide an academically rewarding, personally fulfilling experience for students
- to further our reputation for excellent inclusive higher education, in order to meet the diverse needs of students, employers and society in the 21<sup>st</sup> Century
- to maintain a high level of academic and personal support for all students which takes full account of the diverse and changing nature of the student body.

Consulting students systematically on all aspects of the student experience is fundamental to achieving these aims, and a key success measure is to increase existing high levels of student satisfaction as evidenced by measures such as the National Student Survey and internal surveys.

1.2 The University has a range of formal and informal mechanisms for collecting student feedback; this policy is concerned with student evaluation of modules. The term module throughout this policy is taken to apply to course units, where the term module is not used. The policy applies to all University of Worcester awards, including those taught through collaborative arrangements at partner organisations, unless alternative arrangements have been agreed and specified in the course agreement.

1.3 The intended audience for the policy is academic staff and students. It includes staff teaching on University of Worcester awards at partner organisations. The policy relates to the key institutional risks of: failure to provide an outstanding experience, leading to decline in levels of recruitment, retention and achievement, and student satisfaction (2); failure to achieve (and meet the needs of) a diverse student population (3); and poor quality assessments (8)<sup>1</sup>.

### 2 University Policy

2.1 The main purpose of gathering student feedback and evaluating modules is to enhance the student learning experience in order to make continuous improvements to levels of student satisfaction and student success as measured through retention, progression and achievement.

2.2 The University has made a distinction between:

- **Student feedback:** obtaining student views (through informal or formal mechanisms) on their experience for a variety of purposes, particularly to identify issues which require immediate action, and to inform the ongoing review and development of learning and teaching experiences at module level
- **Student evaluation:** structured and formal mechanisms for measuring student satisfaction with their experience, which are used to inform quality enhancement at module, course and Institute level.

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<sup>1</sup> University of Worcester – Institutional Risk Register

- 2.3 The University wishes to demonstrate to students that their views are valued and listened to, so it is expected that students are provided with timely information about the outcomes of student feedback and module evaluation on an ongoing basis.
- 2.4 The University will provide guidance to Institutes and course teams on effective ways of managing and responding to student feedback and module evaluations.
- 2.5 The University encourages all staff to make use of mid-module and continuous student feedback on the learning and teaching experience of students, using whatever means are deemed appropriate. Formal module evaluation is in addition to this.
- 2.6 All modules should be formally evaluated each time that they are run using a standardised anonymous questionnaire administered towards the end of the module.
- 2.7 An institutional set of [module evaluation questions](#) will form the core of the questionnaire (Annexe 1). Module/course leaders and Institutes may decide to add to the standard set of module evaluation questions but the standard set will always be used.
- 2.8 Institutes are responsible for the effective arrangements for administration of the questionnaire.
- 2.9 Module leaders will be responsible for forwarding a completed [module evaluation report](#) form (Annexe 2) to the Head of Institute or nominee by a date to be set by the Institute.
- 2.10 It is considered good practice for module evaluation results to be discussed at course management committees with student representatives.
- 2.11 Institutes are responsible for agreeing arrangements to ensure students who completed the module evaluation receive a timely summary of the module evaluation results and initial response (for example through the VLE and/ or email communication via SOLE). There is no prescribed format for such summaries.
- 2.12 It is also considered good practice for module outlines to include a standard section summarising previous module evaluation results, response and any actions taken.
- 2.13 Institute Quality Committees should receive a report from the Head of Institute or nominee on the module evaluation process following each exercise. This should cover, inter alia:
- the effectiveness of the administration
  - commentary on (and preferably quantitative analysis of) number and proportion of module evaluation reports received
  - commentary on response rates
  - commentary on overall results, eg number of modules where overall satisfaction falls below 80%
  - key issues and any Institute level responses/actions to be taken.

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Author of the document: Dr Marie Stowell, Director of Quality and Educational Development

Date document is due for review: 2012/13

#### Revision History

Committee	Date	Change
N/A	October 2011	Updated Appendix 2 Report Of Module Evaluation - Response From Module Leader



## University Module Evaluation Questionnaire

**Module title:**

**Module code:**

**Date:**

Your responses to the following questions are **very important** as they will help the module team consider what aspects of the module worked well, and which aspects might be **improved** upon. Please take some time to think about your responses and to give constructive feedback. Your answers will be treated as **confidential** – this questionnaire is anonymous.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>N/A</b>
<b>1</b> The module outline/guide made it clear what I was expected to do on this module	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2</b> The module was relevant and intellectually stimulating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3</b> The learning and teaching activities on the module helped me to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4</b> The learning materials (eg handouts etc) and the use of technology (eg Blackboard/Moodle, online assessments etc) helped me to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5</b> I was able to obtain advice from staff to support my studies when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6</b> I was provided with helpful feedback on my progress during the course of the module	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>7</b> I was provided with helpful information and guidance on the assessment requirements and marking criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>8</b> The assessment on the module gave me a fair opportunity to demonstrate what I had learned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Continued .....**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>N/A</b>
<b>9</b> The learning resources (eg library, IT, and specialist facilities) for the module were accessible and readily available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>10</b> The module helped to develop my personal skills and qualities (eg problem solving, group working, time management and communication)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>11</b> Overall, I am satisfied with the quality of the module	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Two things that I liked most about this module were:
Two things I would like to see improved about this module are:

**Thank you for your comments and feedback.**



### REPORT OF MODULE EVALUATION - RESPONSE FROM MODULE LEADER

This form<sup>2</sup> is intended to be completed following module evaluations, to provide a summary of the results<sup>3</sup> and responses and any proposed actions in relation to these. It should be completed and forwarded to the Head of Institute (or nominee) by the date set by the Institute.

Module Code and Title		
Course/Subject (and location if not UW)		
Date of Survey (eg 21/05/10)		
Number of possible respondents (students registered for module)	Number of actual respondents	% response

**Summary of results** (indicate the % of replies in each category, and in the final column calculate the % of positive replies)

Question	Strongly agree	Agree	Disagree	Strongly disagree	% Strongly agree/ agree
1 The module outline/guide made it clear what I was expected to do on this module					
2 The module was relevant and intellectually stimulating					
3 The learning and teaching activities on the module helped me to learn					
4 The learning materials (eg handouts etc) and the use of technology (eg Blackboard/Moodle, online assessments etc) helped me to learn					
5 I was able to obtain advice from staff to support my studies when needed					
6 I was provided with helpful feedback on my progress during the course of the module					
7 I was provided with helpful information and guidance on the assessment requirements and marking criteria					
8 The assessment on the module gave me a fair opportunity to demonstrate what I had learned					
9 The learning resources (eg library, IT, and specialist facilities) for the module were accessible and readily available					
10 The module helped to develop my personal skills and qualities (eg problem solving, group working, time management and communication)					
11 Overall, I am satisfied with the quality of the module					

<sup>2</sup> Note – the form can be modified, for example to insert any additional questions used in the evaluation survey.

<sup>3</sup> If results are provided by eg Institute administrators, then simply attach them, calculate the % strongly agree/agree in the section summarising results and complete the section on response and action.

### Response and actions to be taken

For all questions that received less than 80% positive response, please provide a response in the first table and indicate any actions that will be taken. The tables below can be expanded and/or rows deleted as necessary. This section of the report should not normally exceed two pages.

Question number	Issue	Action/response	By whom and by when

Summary of main positive comments	Response

Summary of main suggestions for improvement	Response and actions

Any other comments on the module evaluation results

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Name of module tutor:

Signature of module tutor:

Date: