

GUIDANCE

Guidance for Use and Dissemination of Module Evaluation Results

Contact Officer

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Purpose

This guidance sets out expectations on how Institutes can most effectively use module evaluation data for the purposes of quality assurance and enhancement. It is focused on ensuring that the feedback loop is closed, that good practice is recognised, and that areas of concern are addressed.

It is the responsibility of Institutes to have in place robust systems for the conduct and follow up of module evaluations, and to report regularly through Institute Quality Committees on the effectiveness and outcomes of the processes.

Guidance

1 Purpose of Guidance

1.1 The University Module Evaluation Policy expects staff will seek student views on the learning experience of a module at appropriate points, (eg following induction, mid-module, at the end of key sessions), and using whatever mechanisms are deemed appropriate. It is also expected that staff are pro-active in responding to such feedback and keeping students informed of any action to be taken.

1.2 The University Module Evaluation Policy requires that modules must be formally evaluated each time they are run using a standardised anonymous questionnaire administered towards the end of the module. Evaluations are normally administered through the Evasys survey system which generates a report on the results and collates student comments, and sends this direct to the module leader. The reports for each module are also available to the Head of Institute and other staff members with specific responsibilities, eg course leaders.

1.3 It is expected that Institute senior management teams will review summary results in terms of response rates, overall satisfaction and identification of any common strengths or matters to be addressed, and have in place action plans to address identified issues of dissatisfaction.

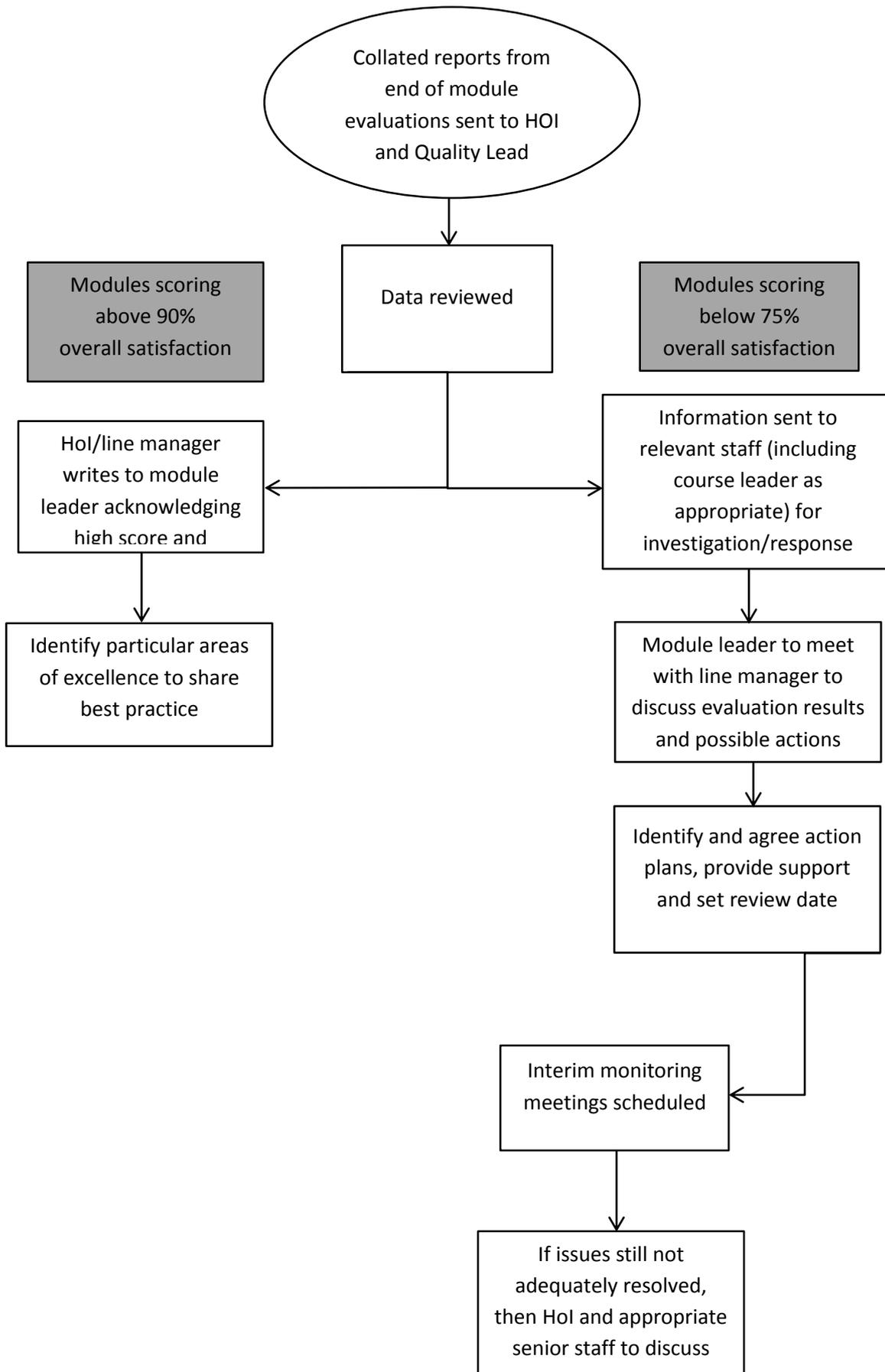
1.4 The following responsibilities can be identified in following up on the results of module evaluations:

Role	Responsibility	Output
Module Leader	<ul style="list-style-type: none"> • Report on outcomes from evaluation process for each module • Provide results and response to students to points raised • Develop action plan if results are below 75% overall satisfaction with quality (in collaboration with course leader where appropriate) • Provide summary of results and any action taken in next version of the module outline document 	<ul style="list-style-type: none"> • Module evaluation response form • Action plan if required • Response for students
Course Leader	<ul style="list-style-type: none"> • Review module evaluation results and response forms • Identify any implications for the course • Provide summary of results and responses for course management committee if appropriate • Refer any relevant matters to be addressed by Heads of professional support services or other departments 	<ul style="list-style-type: none"> • Summary of results and responses for course management committee
Quality and/or Learning and Teaching Lead (as agreed within Institute)	<ul style="list-style-type: none"> • Identify those modules where action plans are required • Monitor action in relation to modules with below 75% overall satisfaction with quality • Review effectiveness of module evaluation process, including response rates • Provide report to IQC on module evaluation process 	<ul style="list-style-type: none"> • Report on process for IQC • Draw up Institute action plan
Head of Institute	<ul style="list-style-type: none"> • Ensure appropriate systems in place for effective module evaluation and action planning • Review module performance summary for Institute with Institute senior management team • Ensure follow-up for modules with very high overall satisfaction with quality and those where satisfaction falls below 75%, and modules with less than 50% response rate 	<ul style="list-style-type: none"> • Congratulation letters • Institute-level action plans (where required)

1.5 While there may be specific circumstances relating to individual modules that require a more tailored approach, it is assumed that the majority of modules will follow the post-evaluation action process as detailed below.

1.6 The process is not intended to be prescriptive, but rather to provide information and guidance gathered from best practice across the University. The process below intends to capture the key steps in the period following completion of module evaluations.

Post-Evaluation Institute Review Process



2 Module evaluation results reports

2.1 For each module that is evaluated using the EvaSys software, a PDF document is produced giving % response to each question by scale, as well as a visual tracking line for the responses as a whole. Open comments by students are included in this document. This document is automatically emailed to module leaders using online evaluation or once scanning of paper forms is complete. Each module leader will therefore have a complete summary of the overall student satisfaction with their module.

2.2 The PDF reports for modules are also made available to senior members of the Institute, and to course leaders as appropriate.

2.3 The PDF report, minus the free text responses, can be published in full for students via Blackboard, together with a response to any particular successes as well as to issues raised. Students must, however, be provided with summary results and an initial response fairly quickly after the module evaluation, eg within two weeks; a specific section of the module evaluation response form provides guidance for this.

3 Module Evaluation Response Form

3.1 Institutes are encouraged to support module leaders in taking a holistic review of module performance data (eg module assessment results and assessment turnaround data, as well as student evaluation data).

3.2 It is expected that module leaders will complete a module response form summarising and commenting on evaluation results, and reviewing other data to identify any actions to enhance the module.

3.3 A sample module response form is provided in the annexe to this document; this can be modified by Institutes.

3.4 The 'summary response to students' section should cover:

- summary of results, eg of overall satisfaction, any very high or very low results on particular questions
- summary of qualitative responses, any particular strengths or issues identified
- response to questions scoring less than 75%.

3.5 The summary response should be published to students via Blackboard as soon as possible after the module evaluation has been completed – usually within two weeks. The summary response should also be published in the next iteration of the module outline for the next cohort of students. (See annexe for example of a response to students.)

3.6 Institutes should be clear to whom completed module evaluation response forms should be forwarded and who should review them – eg course leader, head of subject, Quality Lead etc.

4 Action Plans

4.1 Once data from all module evaluations for a given semester has been processed, a summary report on response rates and overall satisfaction scores is produced by the Project Manager (Student Surveys and Quality Enhancement). This allows Institutes to take an overview of the effectiveness of the process and to identify modules where follow-up action may be necessary; this usually includes all modules with less than 50% response rate and less than 75% overall satisfaction.

4.2 Heads of Institute or Quality/Learning and Teaching Leads should normally facilitate a short meeting with module leaders for modules with less than 75% overall satisfaction to discuss the response and possible actions. Explanations should be sought for modules with less than 50% response rates.

4.3 It is good practice, wherever possible, to discuss results which raise significant concerns with students so that they can be given an opportunity to make suggestions for action. Given the timing of module evaluations towards the end of semesters course leaders may need to give some consideration to how this is best achieved.

4.4 It is expected that Institutes record action to be taken for each module where there are issues resulting in significant dissatisfaction in such a way that progress can be reviewed and tracked, and is effective. Actions identified should be:

- **Specific:** designed to address a particular issue
- **Measurable:** allow progress to be quantified
- **Achievable:** action proposed is attainable
- **Relevant:** will impact on what matters
- **Time-bound:** includes a commitment to a time-frame.

4.5 Action planning should not sit in isolation from the wider course and Institute enhancement objectives and therefore actions may reflect part of a larger programme of continuous improvement being put in place on a particular course or subject area. Where issues are raised in relation to matters that relate to support services (eg Library Services), there should be liaison with the relevant service to discuss action.

4.6 Additionally, action planning should not focus exclusively on negative outcomes, but instead can be used as a useful way of highlighting and promoting best practice in a particular subject and/or Institute. Action plans should form part of the larger Institute quality and learning and teaching management process and should provide a positive and sustainable means of improving areas of concern identified during the module evaluation process.

Example Institute Module Action Plan

Module Code	Title	No. of enrolled students	Response rate %	Overall satisfaction %	Comment	Identified action	Target date	Action completed/ additional follow up
MODU1234	Fundamentals of Zoology	25	65	63	Changes of staff during the delivery of the module led to issues over assessment information and feedback response	Staffing for future semesters confirmed and module information updated with additional details on assessment and feedback	For Sem 1 2016, and review after module evaluation	
MODU5678	Advanced Zoology Practice	30	78	52	Information not provided on VLE, and students unhappy with lack of response to emails from module tutor	Module leader will work with course leader to establish effective VLE pages for module, and will adhere to 48 hour response time for emails	VLE pages established for start of Sem 1 2016, and review after module evaluation	
MODU3213	Recent Development in Zoology	30	95	100	Blended learning module with live project brief; students very positive about learning mode	Identify further modules that can be (re)developed into blended mode and/or use live projects	For 2016/17	

Date Policy Approved	27/04/2016
Approval Authority	Academic Board
Date of Commencement	01/09/2016
Amendment Dates	n/a
Date for Next Review	01/09/2019
Related Policies, Procedures, Guidance, Forms or Templates	Module Evaluation Policy Module Evaluation Response Form
Policies/Rules Superseded by this Policy	Policy on Student Evaluation of Modules, dated September 2012



Module response form

Module Code and Title	
Course/Subject (and location if not UW)	
Name of Module Leader	
Date of survey	

Number of students enrolled on module	
Number of students responding to evaluation survey	
% response rate	
Overall module satisfaction %	

Assessment information

Marking turnaround (days)	Assignment 1	Assignment 2	Assignment 3
(ASU to complete)			

Achievement (%)	Pass	A	B	C	D	Fail	Mean
Assignment 1							
Assignment 2							
Assignment 3							

Tutor comments on response rate, evaluation results and responses to open questions

Response rates less than 50% require explanation, and questions scoring less than 75% normally require comment

Tutor comments on assessment outcomes

Tutor reflections on overall module following review of evaluation data

Key issues to be followed up via action plan

Summary response to students on outcomes of module evaluation to be sent to students (via Blackboard/other agreed communication channel) and included in updated module outline

- *Summary of results, eg of overall satisfaction, any very high or very low results on particular questions*
- *Summary of qualitative responses, any particular strengths or issues identified*
- *Response to questions scoring less than 75%*

Comments from HoI or nominee

Example of response to students on outcomes of module evaluation

Thank you for your responses to the end of module evaluation processes. There was an 88% response rate from the cohort, which is appreciated.

All aspects of the questionnaire received 90%+ positive response, with 6 of the 15 areas scoring 99 or 100%. It was particularly gratifying to see that the cohort felt the module was relevant and enabled you all to develop skills that will help your employability.

The areas that scored lowest (90% each) were ability to obtain advice from tutors; the provision of helpful feedback; and the clarity of assessment requirements and marking criteria. We have held whole cohort lectures, provided the SAF from the beginning of the module in a folder marked "Assessment" on Blackboard and offered tutorials; in light of your feedback we also offered a drop-in tutorial the week after the final seminar which was open to all and attended by just over 10% of the cohort. The assessment procedure was changed to online submission to address student concerns regarding the timing of the hand-in during half-term, a situation that arose due to a change based on the previous year's feedback that students would appreciate more time between essay submission across the module.

The majority of qualitative comments were positive and included:

- Module was engaging and interactive with practical tasks
- Learnt a lot about the subject; subject knowledge has developed as a result across a wide range of topics
- Topics and resources were relevant and furthered learning
- Practical link to classroom
- Assignment structure: poster and essay
- Good assignment support
- Positive comments about lecturing staff, including access and inspiration
- Well-organised
- Storytelling session (external speaker)
- Useful whole cohort sessions
- Use of peer assessment
- Use of support materials eg handouts
- Developed confidence and encouraged new ideas.

Areas suggested for development actually included some aspects raised as positive by other students, for example more tutor guidance; clearer assignment title; more support for profile; more practical tasks during lectures. This would seem to suggest that individuals have engaged with the module in different ways. In order to address this, the module team will try and work more closely with the StARs as an ongoing part of module development, and we would encourage the whole cohort to use this system to communicate with lecturers throughout if they feel unable to speak to the module tutor directly. One further aspect that we will be discussing as a module team is how to recap on phonics schemes, not just Letters and Sounds (Read Write Inc mentioned) in a way that addresses individuals' concerns.

If anybody wishes to discuss the module or the feedback further please do not hesitate to speak to me as the module leader.

Regards, xxxxxxx