Module Evaluation Process Review – 06.06.18

Contents

1. Key Findings

This report on City's module evaluation process and operation is based on a detailed evaluation undertaken with colleagues in Schools, LEaD and Student and Academic Services, and feedback from staff and students. The review evaluated the effectiveness of current practice to identify what is working well, and the challenges and opportunities for enhancement to ensure that module evaluation meets City's ongoing requirements and align with current priorities and external developments.

Benefits of the current process

Overall the feedback on the current process was largely positive:

- It provides a University-wide process and overview
- Students complete surveys together as a cohort
- There are good response rates (although the timing of the surveys can impact on these)
- It provides an early indication of potential issues

Challenges

Understandably there are challenges associated with the overall process:

- The impact of data quality (see **Section 7**)
- Logistical management of 3,000 survey packs per year
- Confusion about whether the lecturer or module is being evaluated
- Parameters for module evaluation requirements are unclear
- Students' concerns about anonymity
- Concerns about students being over-evaluated (completing several questionnaires for the same module if there is more than one lecturer)

Future developments

A number of actions and recommendations for future developments are proposed as detailed in the **Action Plan** summarised in this report and in full in **Appendix 4**. In brief these relate to:

1. development of a Module Evaluation Policy setting out the aims and purposes, and use of data, to make the process more transparent (see **Recommendation 1**)
2. providing clarity on parameters to be used for module evaluation (e.g. the scope of modules and individual roles that should be evaluated, maximum evaluations per module, requirements for surveys for individuals and/or tutorials) (see **Recommendation 2**)
3. development of guidance on the roles and responsibilities of stakeholders to support consistency of practice (see **Action 1**)
4. dissemination of best practice (see **Action 2**, **Action 3** and **Action 4**) for:
    - pre-survey communication with staff and students
    - engaging staff and students with module evaluation
    - reporting and dissemination of results and action
5. improvement to data quality provided for module evaluation (see **Recommendation 3**)
6. use of online surveys to reduce results production time and environmental impact (see **Recommendation 4**)
7. consideration of survey timings to maximise participation (see **Recommendation 5**)
8. consideration of additional reporting methods to enhance oversight to support monitoring of KPIs (see **Recommendation 6**)
9. measures to increase accessibility of surveys (see **Recommendation 7**)
10. exploring the feasibility of additional reporting requirements in relation to equality and diversity (see **Recommendation 8**)
11. improving record and data management systems (see **Action 5**).

2. Aims and objectives of the review

The review considered the following to inform the report and recommendations:

- **communication -** how module evaluation information is provided to staff and students, both before and after the surveys
- **engagement –** the extent to which staff and students are engaged in the process
- **non-standard requirements** - how parameters for evaluating modules with multiple lecturers or groups, placements and/or separate tutorials are decided by Schools
- **operational details** – including SITS data quality, technical and systems issues, survey formats, timings
- **alignment with City's Vision and Strategy, quality framework and other surveys –** e.g. annual programme monitoring and periodic review and the overall quality framework, Your Voice 1&2 and the NSS
- **use of results** – how results are disseminated to staff and committees, reporting formats and how the results are used
- **action planning** – how measures taken to improve low scores are managed
- **good practice** – how good practice for high scoring modules is shared
- **feedback to students -** how actions taken in response to survey feedback is disseminated to students

The review also provided an opportunity to refresh the question set used for module evaluation. ExCo and Senate approved a revised set of questions for use from 2017/18.

Schools and LEaD were invited to respond to a series of questions covering the life-cycle of the module evaluation process, from the initial data gathering stage through to dissemination of results from individual surveys. The questionnaire was supplemented by direct feedback from academics and students, and opportunities to discuss the review at the Associate Deans Education Forum and via the termly liaison termly meetings between Student and Academic Services and key School Professional Staff responsible for module evaluation.

The recommendations and actions arising from the review are noted in the relevant section of this report and detailed in **Appendix 4.**

3. Purpose of module evaluation

Establishing an institution-wide approach to module evaluation by students was one of City's Educational Priorities for 2010/11. Following consultation, the approach was approved by ExCo and Senate in December 2010 to enable consistency in the collection, reporting and use of student satisfaction measures at module level.

Module evaluation offers students the opportunity to provide anonymous feedback on their modules and teaching staff. The original question set introduced in 2011 was designed to align with questions in the National Student Survey (NSS).

In practice, module evaluation at City informs a range of functions and currently generates data for three main purposes:

(i) **to evaluate a module** (to inform ongoing development and identify where action plans are needed);

(ii) **to evaluate the performance of individual lecturers** (to inform staff development and appraisal); and

(iii) **for inclusion in Academic CVs** (as an element considered to support applications for promotion)

A single module evaluation questionnaire format is used which aims to fulfil all three requirements, but this frequently causes confusion (amongst staff and students) and difficulties with effectively interpreting data as noted in this report.

Module Evaluation Policy

At present there is no Module Evaluation Policy setting out the overall purpose and approach to the module evaluation process to underpin its operation. This has led to lack of clarity in certain areas of the process, for instance whether the module or lecturer is being evaluated. It is proposed that a Module Evaluation Policy is produced which will articulate:

- the purpose of module evaluation
- how it relates to the student experience and City Vision and Strategy
- the baseline requirements for evaluation of modules and lecturers
- how data is stored, shared (with students and for internal use), and retained
- reporting requirements and how the data is used to inform development
- how data is used at appraisal and during applications for promotion

The policy will also link with the existing *Student Feedback Policy* and to the *Guidance Notes for Discussions with Academic Staff on Student Module Evaluation* to emphasise the developmental aspect of module evaluation.

Recommendation 1: Module Evaluation Policy

Develop a Module Evaluation Policy to provide clarity on the purpose and approach.

Note: the policy should reflect what City aims to achieve through module evaluation rather than focus on the process

4. Current scope and practice

The current common approach to evaluation was implemented for undergraduate modules in 2010/11, and subsequently expanded to include postgraduate modules. Paper-based questionnaires are utilised for all surveys except for Cass PG and others with an agreed rationale.

4.1. Current documentation

The following documents are published:

- A ***Student Feedback Policy***[1] which describes the types of surveys used at City for inviting feedback from students and broadly notes how actions are taken in response to their comments.
- The ***Module Evaluation Process and Guidance Notes***[2] produced to support Professional Staff involved in operational aspects of survey production.
- A flow diagram indicating the ***Process for consideration and management of data arising from module evaluation in Schools –*** see **Appendix 2**
- An information note for Schools outlining ***Guidance for discussions with Academic Staff on Student Module Evaluation***[3]

4.2. Determining which modules should be evaluated

The ExCo requirement is that every module must be evaluated. In practice, many modules are evaluated more than once, particularly where there are multiple lecturers, separate tutorial groups or other rationale such as Schools requiring all lecturers to be evaluated. This can be confusing for staff and students alike, as it is unclear whether it is the module or the lecturer being evaluated. Consequently, students are often unsure who they are evaluating and combine comments for various lecturers on a form.

[1] https://www.city.ac.uk/__data/assets/pdf_file/0015/135150/Student_feedback-Dec-2017.pdf
[2] https://www.city.ac.uk/__data/assets/pdf_file/0007/376099/Module-Evaluation-Guidance-and-Process-2017-18.pdf
[3] https://www.city.ac.uk/__data/assets/pdf_file/0005/112919/student-module-evaluation-guidance.pdf

The parameters used by Schools vary and are summarised as follows:

(i) Modules

Some Schools exclude:

- final year or individual projects
- modules with small cohorts
- research project and publication modules (where students have individual supervision)
- dissertations (in some programmes)

30 credit modules are generally evaluated in Term 2 if taught by one lecturer, or in each term if taught by more than one.

Some block taught modules had been excluded in the past but have now been incorporated into the standard process.

(ii) Lecturers (single or multiple)

Schools determine the parameters for which lecturers should be evaluated and can nominate unlimited numbers of multiple lecturers on a module. This is frequently the case as the surveys are also used for appraisal and promotion. The parameters for deciding who is evaluated vary depending on each School's approach and may include:

- all lecturers who contribute to teaching/assessment on a module
- only those who teach more than 3 lectures
- all academics who teach being evaluated at least once per year
- different requirements depending on the programme

The following are also evaluated:

- Visiting Lecturers (although there are inconsistencies in engagement with this process)
- Teaching Assistants (for some modules/programmes)
- PhD students (for some modules/programmes)
- Guest speakers (on some programmes)

There is no maximum number of lecturers that could be evaluated for a single module, which can contribute to the over-surveying of students. The total number of module and lecturer surveys undertaken each year is around 2,500-3,000. In 2016/17, 123,784 individual questionnaires were generated. Requests for split group or multiple lecturer surveys are often followed by requests for combined results to reflect the whole module.

During 2016/17, the number of multiple surveys (i.e. more than one survey per module) requested and produced were:

SMCSE	SASS	LAW	SHS	CASS
81	164	45	98	67

It is possible to produce a combined survey which includes more than one lecturer name on the questionnaires (rather than the current practice of one form per lecturer). For combined surveys to be produced, Schools would need to be able to provide accurate data on all teaching staff required for that module in time for survey production. As the survey questionnaire would include the names of all those teaching, the timing of distribution would need to be considered to ensure that students could respond in relation to each. A 'whole module' results report would be generated, together with separate results for each element.

(iii) Large group teaching

Large module cohorts are generally divided into groups, each of which are attributed to the relevant lecturer. The report results are created based on the individual lecturer or group, rather than the module as a whole, so do not provide overall combined feedback for the module. Feedback from Schools indicates that data for modules as a whole is preferable to data for individual groups.

(iv) Tutorials/Seminars

Tutorials and seminars are evaluated in addition to their corresponding modules using the standard survey questionnaire and results are produced for each individual group. This means that the students are completing several surveys for the same module. It may be more appropriate to develop a separate questionnaire for tutorials and seminars so that the focus of questions can be tailored to each. This could be informed by the Personal Tutoring Policy on group tutorial expectations to gather data on effectiveness.

(v) Placements

A specific form for placements is utilised by one School. Following student concerns about anonymity and delays in receipt of completed forms from providers, these evaluations are now conducted online.

(vi) Shared Modules

Modules shared by more than one degree are evaluated, however it is difficult to ascertain which programme the students are from when they are taught as a group. It is possible to create different ID codes for the different programme groups within a class but not easy to ensure that students complete the correct form for their programme at the time they are surveyed.

(vii) Online Modules

Modules that are wholly delivered online (e.g. distance learning) are evaluated using the online module evaluation form.

Recommendation 2: Clarity on parameters to be used for module evaluation

Policy decision to be made relating to the scope of modules and individual roles that should be evaluated, maximum evaluations per module, bespoke surveys for individuals and/or tutorials.

5. Resource requirements

The module evaluation process generates approximately 2,500-3,000 paper surveys per year for of which up to 125,000 sheets are returned for scanning. The production, distribution and collation, reporting and follow up activity requires significant resource input from Schools, Student and Academic Services and students:

- **Management and oversight of the framework,** central administration, distribution and institutional reporting falls is the responsibility of key staff within Student and Academic Services.
- **Within Schools**, responsibility for coordinating and checking the data for module evaluation is assigned by the School to Programme Administration and Quality Teams, and Academic Staff. Quality Teams also coordinate the briefing of staff and students in relation to the process and to monitor distribution, monitoring and return of packs.
- **Students** are asked to complete the paper-based surveys within lectures, taking c. 10 minutes per survey (at least one survey per module, often more and can be up to 8-10).
- **Software and scanning -** City uses bespoke software provided by Evasys which enables personalised paper or online surveys to be produced for named modules/lecturers. Completed surveys are scanned offsite which generates raw data for download within the software.
- **Cost –** module evaluation costs are outlined in **Appendix 3** and are made up of
  - Software – annual fee
  - Printing 55,500 sheets p.a.
  - Scanning 55,500 sheets p.a.
  - Staff (e.g. data checks, survey production, distribution, collection, logging and verification, data extraction and analysis, reporting, follow up activity within Schools and Professional Services)

Whilst the resource implications for production of paper surveys are significant, migration to online surveys would still require extensive checking to ensure that the underlying data is accurate for survey production (see **Section 7 – Data Quality**).

6. Summary of current operational processes

(i) Operational Oversight

Measures in place to manage the overall process effectively include regular liaison between Student and Academic Services and key School Quality Team contacts, and Associate Deans Education. Feedback from Schools on the operational management has been positive overall and is facilitated by open communication and termly reviews designed to share practice and facilitate planning, which are particularly valuable in managing continuity during staff changes.

Analysis of written and verbal feedback from Schools, LEaD and students has highlighted aspects of the current process that are working well, and some disadvantages and areas for improvement as detailed within this report.

(ii) Initial data gathering, survey production and distribution

Student and Academic Services produces a detailed annual planning schedule to support efficient management of the process. Schools have also developed tracking systems to monitor the complex operation of internal data checking, distribution and collection of hundreds of survey packs each term, which requires involvement from Course Officers, Programme Directors, teaching staff and students throughout the process. Good practice exists where Schools clearly communicate the responsibilities of the various staff involved at each stage of the process.

In order to produce surveys in time for distribution, each stage of the process is carefully timed; delays in one stage (e.g. due to late or erroneous data – see **Section 7 Data Quality**) impact greatly on the following stages and staff involved in each, delaying key parts of the process.

Survey packs are held in a designated central area in the School (e.g. programme office or reception), and lecturers notified (usually by email and staff meetings) when they are ready to collect. All Schools have a signing out process to track the outgoing/incoming packs (see **Section 10 Communications**).

(iii) Late request for surveys

The main survey periods are week 8/9 of the Autumn and Spring terms, plus a Summer period. Many modules require evaluation outside these main survey periods. Where this is identified in advance, the process can be managed and embedded within the production schedule. Ad hoc requests are frequently made for survey packs, sometimes at extremely short notice (e.g. 2-3 hours). This impacts on the effective operation of the process and workload of School staff and Student and Academic Services (particularly as a single survey takes the same time to produce as an entire School list, due to the system data upload process and multiple stages required).

Surveys that are requested and returned late also miss the standard reporting periods as data is not available when the Board of Studies and Senate reports are produced, impacting on overall oversight, analysis and action planning.

Reasons for late requests can include corrections for errors in the original requests (names or numbers), requests for duplicates, identification of new requests, or late confirmation of teaching allocations. In order to effectively manage the operation of the process, there needs to be reasonable justification for late requests and reasonable notice given.

(iv) Return of surveys

All modules should be evaluated, and completed surveys returned for processing. In practice, a significant proportion (13%) of requested surveys are not returned as shown in Table 1, impacting on School and Senate oversight of module feedback on student satisfaction.

Monitoring staff participation in surveys is managed either by Heads of Department, Divisional Leads, Deputy or Associate Deans, Programme Directors or the Course Office.

Table 1: Surveys requested/sent out to Schools & Surveys producing reports (PRD1, PRD2 and PRD3, includes online surveys)

School	Surveys requested/sent out to Schools			Surveys producing reports					
	2016-17	2015-16	2014-15	2016-17		2015-16		2014-15	
				No.	%	No.	%	No.	%
SASS	889	649	648	706	79%	640	99%	638	98%
Cass	657	750	563	648	99%	523	70%	490	87%
SMCSE	535	725	535	388	73%	632	87%	500	93%
CLS	598	751	789	539	90%	644	86%	621	79%
SHS	579	564	542	537	93%	380	67%	416	77%
Total	**3258**	**3439**	**3077**	**2818**	**87%**	**2819**	**82%**	**2665**	**87%**

Figures contact all late returns and online surveys for all periods

(v) Non-or late return of surveys

The introduction of detailed logging sheets in Schools has improved oversight of the reasons for non-return of surveys which include:

- Requests for survey packs based on inaccurate SITS data (module and/or lecturer names, student numbers, modules not running) which were then not used (see **Section 7 - Data Quality**)
- Additional copies of the same survey being requested outside the main survey period creating duplicates
- Survey packs not being collected by staff or distributed to students (then discarded)*
- Survey packs not being returned for processing*

**of particular concern as feedback is not being received for these modules*

School staff send reminders, and some attempt to hand deliver the remaining packs directly to lecturers creating additional resource issues. One School reported that meetings are conducted with academics to establish why surveys had not been completed. If online surveys are requested/created as an alternative, this impacts on the results data.

Where survey packs have not been collected for distribution to students or returned for processing, the opportunity to collect data on student feedback is lost for those modules. In addition, the resource and environmental costs of producing surveys are considerable. Feedback from Schools indicates that sanctions should be in place for staff who do not fulfil the requirement to ensure their evaluations are completed and returned.

These issues would be mitigated greatly by improved SITS data quality and provision of timely information to School Professional Staff on the survey requirements for each module, together with improvements to the checking mechanisms to reduce duplication and late requests.

(vi) Student response rates

City's target response rate for module evaluation is 70%. Over 40% of surveys returned have student response rates in excess of this (over 80%) but since 2014/15, 16% of surveys each year record response rates of lower than 40%. Table 2 below shows responses for all Schools based on paper surveys (with the exception of Cass PG which are conducted online).

Table 2: Response Rates above 80% and below 40%

School	2016/17 Module response rate		2015/16 Module response rate		2014/15 Module response rate	
	80% and above	below 40%	80% and above	below 40%	80% and above	below 40%
	%	%	%	%	%	%
SASS	30%	19%	26%	22%	27%	27%
CASS	56%	16%	52%	14%	49%	17%
SMCSE	21%	22%	24%	26%	23%	24%
CLS	5%	12%	46%	11%	46%	8%
SHS	43%	6%	46%	9%	83%	3%
Total	**31%**	**15%**	**40%**	**16%**	**45%**	**16%**

In practice cohort sizes vary considerably and sector research indicates that percentages should be viewed in context so lower response rates can still be significant. For instance a response rate of 75% would be required in a cohort of 10, 48% for 50, 21% for 100 and 12% for 200 to be significant as suggested by Nulty (2008) and similarly in Zumrawri A et al (2014).[4] The surveys also gather qualitative free text comments which can provide greater direct insight into the feedback.

(vii) Operational issues

The main issues identified are:

- Data quality and timeliness of information on module survey requirements
- Costs of printing and scanning, and environmental impact
- Administrative burden of the manual distribution methods and report production
- Lecturers forgetting to collect or return survey packs
- Lecturers using forms generated for somebody else (so results are attributed to the wrong person)
- Survey results cannot be scanned and produced if students mark responses outside the designated areas or fill them in incorrectly, or staff manually alter or photocopy the forms
- Blank forms have to be removed from packs to avoid being included as nil responses, and incurring unnecessary scanning costs. This is a time-consuming manual process but failure to do so means that blanks are included in response rates so figures are inaccurate

Action 1: Guidance on the roles and responsibilities of all stakeholders to be developed to support consistency of practice

[4] Nulty Duncan D., (2008) The Adequacy of response rates to online and paper surveys: what can be done? (Assessment & Evaluation in Higher Education) Vol. 33, Issue 3

Zumrawi, A.A., Bates, S.P. and Schroeder, M. (2014) 'What response rates are needed to make reliable inferences from student evaluations of teaching', Educational Research and Evaluation: An International Journal on Theory and Practice, 20(7-8), pp. 557-563.

7. Data Quality

Module evaluation survey packs are produced for undergraduate and postgraduate taught modules, and other specified provision, based on data held in SITS. A module evaluation survey form is produced for each student on each module being surveyed. The results are calculated based on individual student responses and overall response rates for each module.

The accuracy of the data held in SITS is crucial to the quality of the module evaluation process, as well as statutory reporting, timetabling and examination planning. Module evaluation data quality has improved significantly since the institution-wide process was implemented, following development of a bespoke e:Vison screen for module evaluation, improved verification processes within Schools and Student and Academic Services, and production of a training manual for Course Officers supporting the process.

Issues with the underlying data impacts on the accuracy of Senate reports and oversight of the process. To minimise the potential for error, additional checking stages have been built into the production schedule. Common issues are outlined below:

- Lack of clarity on whether modules should be evaluated and when to enable information to roll over each year.
- Provision of inaccurate student numbers, which impacts on response rate results and wastes resources, e.g. numbers given for large groups are often the number for whole cohort rather than the actual group size
- Lecturer names missing from SITS e:Vision fields, as HR SAP records are not embedded and have to be manually uploaded periodically
- SITS limitation of 5 lecturer names per module – some modules have more than this (however note **Section 4.2 (ii) - multiple lecturer modules**)
- Module information provided late or not provided to Course Officers. If key data is missing from SITS, it will not appear in the survey request lists. This means that the module is not surveyed, or a late ad hoc survey request is made.
- Multiple sources of information regarding lecturers, e.g. change of lecturers recorded in timetabling system, it is difficult to cross reference this information with SITS/module evaluation data
- Course Officers/Operations Managers not realising that modules or staff need evaluating due to inaccurate SITS entries or lack of timely information.
- Inability in SITS to identify year-long modules
- Missing or erroneous data
- Insufficient checking of survey requirements
- Extent of manual checking necessary

The above highlights the importance of academic and professional staff involved with evaluations being aware of:

- their roles (e.g. guidance note and process flowchart)
- parameters and deadlines for the information needed, and
- the implications of not providing this, to avoid last minute urgent requests for surveys that could have been on the original list.

Deadline dates are published to ensure surveys and reports are produced when needed by Schools and Senate so adherence to deadline dates is important; late additions or amendments should be limited and based on the significance to their impact on the data required.

It would be helpful for designated individuals e.g. Heads of Department or Heads of Academic Services to sign-off data at a particular date and changes have been proposed to the spreadsheets to improve the format.

Recommendation 3: Improvement to data quality to be achieved

Liaison with Schools to be undertaken with Schools on how data quality can be improved and to highlight IT system limitations where applicable. Key findings to be shared with the MAfS Management Information project.

(see also Action 1 on development of guidance outlining roles and responsibilities of stakeholders).

8. Questionnaire design and format

Surveys are conducted using pre-printed paper questionnaires. The survey format was updated for 2017/18 both to align with the revised NSS questions and address issues relating to the previous assessment questions. The revision of the *Assessment and Feedback* questions to alter the focus on *My Progress on this Module* now enables students to complete the questionnaire regardless of whether assessment has taken place at the time of the survey and provides results that can be used alongside other progression data.

The current questions (**Appendix 1**) were designed in liaison with staff and the SU and should be better suited to the variety of module types and formats. Due to the complexities of managing 3,000 surveys each year, the requirement for consistency of practice for reporting purposes and the potential for confusion amongst staff and students, the creation of different versions of the survey has not been proposed, although some additional survey formats could be considered as outlined in **Section 8 – Questionnaire Design and Format** subject to policy decisions being made on:

- Separation of module and lecturer surveys
- Separate surveys for tutorials/seminars

(i) Further revision of standard module evaluation questions

Early indications are that results from responses based on the new module evaluation question set are positive with fewer scores below 3.5 being recorded to date (118 Action Plans required for modules in Autumn 2016/17, reducing to 98 in Autumn 2017/18). It is suggested that students (for instance at SSLCs) be asked about their understanding of the question wordings to ascertain whether further revision of these questions is necessary.

There is potential to adjust the question set further to, for example, enable data relevant to future TEF reporting requirements (see also **Section 12 – Reporting**), support the production of data for Personal Tutoring and assessment of the impact of the Undergraduate Assessment Review. Feedback indicates that inclusion of a question on student engagement would be beneficial.

(ii) Paper based surveys v. online surveys

Schools and students frequently enquire whether the surveys can be conducted online. The paper-based system requires a complex logistical operation of distribution and collection of up to 3,000 packs a year. The environmental cost and impact of paper surveys is considerable, particularly when they are requested but not used.

Research exists indicating that, whilst response rates are generally lower for online surveys, the quality of qualitative comments is greater as noted by e.g. Venette, S, Sellnow, D and McIntyre, K. (2010)[5]

City's aim is to achieve 70% response rates and this achieved in many cases using predominantly paper-based surveys, but a proportion of surveys (16%) achieve less than a 40% response rate. Typically, universities using online surveys return 20-30% response rates (22% at City based on 51 City online surveys in 2016/17), compared to an average of 60-70% for paper-based in the sector. The exception is for Cass PG Programmes, for which online surveys are conducted and response rates of 99% (2016/17).are achieved

[5] https://www.researchgate.net/publication/233191095_Charting_new_territory_Assessing_the_online_frontier_of_student_ratings_of_instruction

(e.g. based on 491 surveys in 2016/17). The successful response rates are a result of concerted continued efforts by programme and professional staff in direct contact with the students. Student results are not withheld pending completion of the surveys.

Sector research has indicated that direct engagement with students during online surveys (e.g. when conducted during a teaching session) increases response rates by up to 40%. This also depends on availability of technology and students being willing to log in to the survey and use their mobile devices during the teaching session. The advantage of this method is that results are available instantly and can be viewed live on screen in the teaching room. The closing date of the survey can be set to enable students not present in the class to respond.

The process of extensive checking and verification of underlying data is the same for both paper-based and online surveys but there would be significant benefits in time savings on survey distribution and collection. Should City decide to use online surveys, investment in additional software would be recommended to support in-class participation and live results data being shown.

Schools would additionally need to provide full lists of students' City email addresses with the data set, and have plans in place to maximise student participation and engagement in class.

Recommendation 4: Implement online surveys to reduce results production time and environmental impact

Development of guidance to support implementation and Cass PG online strategies to be shared across Schools.

Note: group/timetable information cannot be stored on SITS which would impact on ability to produce separate email lists for groups.

9. Timing

The timing of survey circulation to students is determined by Schools depending on the requirements of the programme. There are two main survey periods, one in each term. Modules falling outside of these periods and identified in advance are evaluated at the appropriate point.

The timing of survey distribution can impact on both survey response rates and survey results. In general, Schools distribute the surveys between Week 8-11 each term to enable students to experience sufficient teaching and maximise participation rates, as student attendance can diminish later in the term. The Student Attendance and Monitoring work may provide more information on the reasons for low attendance at this point.

(i) Mid Module Evaluation

Some institutions evaluate at the mid module point to gather feedback to inform delivery during the current period (in addition to, or as an alternative to end of module surveys). A review of sector practice indicates that an informal 'Stop, Start, Continue' dialogue with students at an early or mid-point is an opportunity for students both to provide early feedback on what is working well, or should be improved, and engage them with their learning. If this takes place early enough students can be informed about what will be done in the short or planned in the longer term in response to their feedback.

Recommendation 5: Consider survey timings to maximise participation

To enable early feedback to be collected and in-module actions taken where applicable

e.g. to replace end of module with mid-module surveys or as an additional informal opportunity for feedback

10. Preparation for Module Evaluation – Communications to Staff and Students

Ensuring staff and students are aware of the purpose of module evaluation and their respective roles is a key factor in the success of the process.

(i) Pre-survey Student Communication

The approach taken to informing students about in preparation for the surveys is varied and may include:

- Programme Handbooks
- During student welcome talks
- Student-Staff Liaison Committees (three Schools)
- Student Experience Committees (one School)
- Programme Committees (one School)
- Student timetable (one School)
- Individual lecturers during induction or lectures
- No specific preparation so that students answer questions with an open mind (one department)

Some Schools routinely send reminders to students prior to the evaluations (via a newsletter or by email) noting that student feedback is valuable to the programme and its continual improvement.

(ii) Pre-survey Staff Communication

The approach to briefing staff (Heads of Department/Divisions, Programme Teams, Individual Lecturers) on their responsibilities with regard to managing modules evaluations also varies and may include:

- Email communications (group and/or individual) providing information on purpose and/or process
- Requests to Module Leaders for details of preferred timings
- Discussions at School meetings and committees
- In person briefings and/or staff training
- Written guidance
- Email reminders to staff regarding completion and return of survey packs

A combination of in person and email communications have been found to be most effective, particularly where Programme Directors have directly engaged with the preparation process.

Action 2: Guidance on best practice for pre-survey communication to be shared

Guidance to be developed in liaison with key stakeholders

11. Staff and Student Engagement with Module Evaluation

(i) Staff Engagement

Module evaluation relies on engagement by Deans, Heads of Department/Divisions, Programme Directors, academic and professional staff.

The process is established within Schools and participation rates by lecturers have improved over time. However in 2016/17 13% of surveys requested are not completed or returned. Possible reasons for this are noted in **Section 6 –Operational Processes** however Schools cite that engagement may also be impacted by:

- Confusion over expectations around surveys (particularly for visiting lecturers, who are not subject to appraisal)
- Concerns about the 'dual purpose' of module evaluation (module and lecturer)
- Concerns about the use of data (see **Section 12.8 Staff Development and Appraisal**),
- Survey questions in relation to timings (particularly for assessment related questions)

Suggestions for increasing engagement include having:

- a clear and transparent policy in place
- clear information in place for all staff involved on their respective roles in the survey process
- a designated School coordinator, supported by the Deans and Programme Directors
- standard staff communications to be in place for Deans to promote

Clarity and transparency about the aims of the process and use of data in a new Policy would support the above.

(ii) ***Student Engagement***

Response rates for surveys vary between 0-100%. The timing of the surveys in relation to attendance in class have a bearing on response rates but also

- the number of surveys the students are asked to complete throughout their programme, contributing to 'survey fatigue'
- an increasing minority of students unwilling to complete module questionnaires (reported by one School)
- lack of confidence by students in what happens to their feedback

Examples of measures used by some Schools to maximise participation include:

- communication with student representatives
- letting students know in advance when surveys will run
- SU reps talking to students in class
- reminders that students' opinions are valued
- sharing results with student reps in SSLCs, explaining the value of evaluation on their learning experience and programme development

It would be useful to include information about the purpose or module evaluation and what happens to student feedback in standard Programme Rep guidance to support broader participation.

Within the sector, the following are used:

- discussions with students on how to give constructive feedback (focussing on issues not people)
- You Said, We Did pages to explain process and how to give constructive feedback
- online video interviews with staff on how to give constructive feedback and avoid inappropriate comments
- Reps being asked to share information and shout outs on social media
- students manning pop up stalls in week 8 to share reflections on module evaluation with peers
- good practice being circulated e.g. student newsletters
- staff photos on the VLE so students get right name where groups teach
- a Student Charter includes giving feedback as part of professional development

Feedback from the NUS advises that students:

- do not come to university knowing how to learn and give feedback, they need coaching
- need to trust that feedback is being acted on
- need student leadership for module evaluation
- are all part of the academic community (not consumerists) and issues should be solved collaboratively

Consideration of the above measures to engage students with the module feedback process could include informal mid-module dialogue (**Section 9 – Timing**) and information about how their feedback informs module and staff development. See also **Section 12.6 Reporting to Students.**

(iii) In-class introductions and distribution

Schools do not monitor how lecturers introduce the surveys to students in class and explain how to complete them, but some provide a standard Powerpoint slide to show when they are being completed.

One School advised that staff explain to students how to complete the forms, and how feedback from previous evaluations has influenced their module.

Surveys should be distributed and collected in class the preserve confidence in anonymity, but in practice this is often done by the lecturers. Completed questionnaires should be sealed into the pack envelope but these can be easily opened, and students have raised concerns about their anonymity. Online surveys would address this concern.

(iv) Student understanding of survey questions

Feedback indicates that there is confusion over whether students are evaluating staff members or the module, and they may not be aware of the impact of their responses on staff appraisal and promotion.

Students are asked to rate each question on a scale of 1-5 or 'not applicable'. Students completing surveys can be encouraged to answer all questions but may decide not to answer each individual one which impacts on the overall aggregate scores for the teaching, assessment and overall satisfaction questions. If all students tick n/a for a particular question, all the outcomes for that one are discounted in the data (if any students do answer the question, the data will be recorded); it would be beneficial to establish a threshold for whether n/a response are counted at the reporting stage.

It would be helpful for students to have the opportunity to provide feedback on what they understand both the purpose of module evaluation and the survey questions to mean. This could be through discussion at Staff Student Liaison Committees and would inform future refinement of the questions to ensure that students and staff have a shared understanding of what is being asked, and the student responses are as informative as possible. Discussions could also cover tips about giving constructive feedback.

Action 3: Best practice to be developed on staff and student engagement

Guidance to be developed in liaison with key stakeholders to support staff and student engagement

feedback from students to be sought ascertain what students understand both the purpose of module evaluation and the survey questions to mean.

feedback from staff to inform guidance on staff engagement with module evaluation (paper-based or online methods as appropriate), which will need to be supported by a clear distinction between lecturer and module focussed questions, and clarity on the use of data.

12. Results data collection, analysis and reporting

12.1. Results data collection and analysis

When a survey questionnaire is created for a specific module and lecturer, it includes a bespoke bar code which appears on all forms for that survey. An optical reader scans each completed form and stores the raw data. Once scanned, the Evasys software generates the survey results; the raw data for the statistics used in the results spreadsheets, plus an individual pdf report.

Once survey results are available, Student and Academic Services produces spreadsheets for use by Schools, for overall results broken down by question and action plan templates for those modules with low scores (below 3.5 out of 5 for overall *Teaching, Assessment* and *Overall Satisfaction* scores). The schedule for report production is agreed with Schools to align with Board of Studies dates and timings are factored into the planning schedule.

Reports are produced as soon as possible following survey completion and return of the survey packs to Student and Academic Services, scanning, data extraction and collation of results.

If surveys have very low response rates, data cannot be generated and is reflected in the spreadsheets as zero responses. The nil response format will be revised in response to distinguish these from low scores to facilitate action planning.

Survey result data shows that many respondents do not answer every question; this is reflected in the summary results where the scores shown are averages based on all responses received (but excluding blanks and zeros).

On occasion, response rates of >100% are recorded; these are generated when e.g. groups are surveyed together and complete a form for one other than their own, or where students are permitted to attend other sessions for interest or if they miss their own group session

(i) Group taught modules and programme level data

Where large cohorts or tutorial groups have been split, data is produced at a granular level for each group, attributed to the lecturer delivering those sessions, rather than for the module as a whole. Whilst this enables scrutiny of each group's experience, it is not an indication of the overall module quality which makes broader module oversight more difficult unless results are aggregated.

Schools note that it is time-consuming to identify how large groups should be split and inform the individual academics about their module details. One School also reported that 9,423 of 16,850 questionnaires were wasted due to incorrect information being given to Course Officers in relation to group survey requirements and student numbers.

For group taught modules it also means that action plans may need to be generated for individuals who have delivered only specific elements of the module.

Data and results are generated at module level. In order to produce programme or department level data, or to aggregate results for team taught modules, additional data would need to be provided by Schools when requesting surveys so that results could be aggregated at the right level. The software provider is able to offer a Module Evaluation Dashboard at additional cost which would enable results to be reviewed at each level, and compare year on year results.

12.2. Reporting – Individual level

When questionnaires are scanned, individual reports are produced for each completed survey. Academic staff receive these personalised individual reports which encompass both the detailed breakdown of numerical scores, and the collated free text comments provided by students. Current *Guidance for Consideration of Module Evaluation Data* (**Appendix 2**) notes that the reports should be provided to the Dean for dissemination to Heads of Department and the route of actions to be taken for removal of defamatory comments, further dissemination of the reports to the individual lecturers, inclusion in appraisal and addressing any issues (see **Section 12.8 Staff Development and Appraisal**) .

The individual reports are provided to the key School contacts on a private shared drive. Access to the drive should be restricted to key personnel such as the Dean, Associate Dean Education and Quality contact and others authorised to see the full range of individual reports. Currently access to the drives by Schools is broader than this and it access should be restricted to ensure that GDPR requirements are satisfied and so that reports can be disseminated and cascaded via the line manager structures rather than be open access to staff.

12.3. Reporting - School level

Spreadsheets detailing collated results for all modules are provided to Schools and are received by:

- Deans
- Heads of Department
- Associate Deans
- Boards of Studies

And in some Schools

- Programme/Course Directors
- Programme Committees
- Staff Student Liaison Committees
- Student Experience Committee

There is significant variation in how fully scores are discussed at these meetings, and lack of clarity in relation to how anonymous the discussions should be relating to individual staff members. Guidance on the use of data for different purposes will support staff and the quality of action planning. This would include how relevant data is shared between Schools. Guidance has also been requested on how to present results at SSLCs, and how outcomes might be linked with those of other reports such as feedback turnaround.

The original expectation outlined in the *Guidance for Consideration of Module Evaluation Data* (**Appendix 2**) was that the spreadsheets would be shared with Learning and Teaching fora prior to Boards of Studies, then communicated to students, Programme Committees and SSLC - in practice this does not happen systematically.

Whilst Boards of Studies receive termly data on survey outcomes, there is also an opportunity for embedding the monitoring and action planning purposes into the governance structures. Sharing the collated results with Staff Student Liaison Committees and or Student Experience Committees consistently across Schools would enable greater student engagement with oversight of their feedback on modules.

Circulating the results to Programme Directors for discussion at Programme Committees would also facilitate greater oversight of module performance at programme level and inform the Annual Programme Evaluation process.

12.4. Reporting – Institutional

Senate receives termly data and reports on module evaluation which provide institutional oversight. The reports outline the numbers of surveys produced and completed, response rates, overview of high and low scores and comparison with NSS results for the most recent term compared with previous years.

ExCo receives termly reports detailing action plans for low scoring modules as noted in **Section 12.5.**

This review is an opportunity to review and enhance the formats of reports provided to Schools, Senate and ExCo. It should be noted however that reports are based on the data produced by the surveys, which are anonymous and based on data as held in SITS and provided by Schools.

Senate has indicated that the following would be useful:

- numbers of students on the module, in addition to response rates for that particular survey (note, many evaluations are sub-divided by individual groups)
- mean and median scores, in addition to the highest and lowest scores
- year on year comparisons
- data for different groups on shared modules (e.g. home programme and other programme data)

Associate Deans Education have indicated the following would be useful:

- Programme level data
- Distinction between responses from home and international students
- Gender and ethnicity information (staff and students)
- A later survey to invite students to comment on assessment and feedback

The Module Evaluation Dashboard, if purchased, would enable results to be reviewed at each level, and compare year on year results. This may also be beneficial for TEF preparation and oversight of subject level reporting and the prospect of more granular data. Reporting would need to preserve confidentiality for small groups and cohorts.

12.5. Action Planning

The survey questionnaires ask students to rate their response to each module evaluation question out of 5. If a module receives average scores of below 3.5 in the aggregate *Teaching, Assessment and Feedback* or *Overall Satisfaction* score sections, the School is required to produce an action plan outlining the measures to be taken to address and resolve the issue(s) before the next delivery of the module.

Associate Deans Education coordinate the action plan responses in liaison with Heads of Department and Quality Staff and the lecturer concerned. The plans must be focussed, and not personal in nature, and be suitable for dissemination in APEs and sharing with SSLCs, and must be signed off by the Dean.

The quality of the action plans has improved over time and should provide a clear statement of what will be changed before the next delivery in order to improve student satisfaction for each module. There are some inconsistences in particular areas, and further guidance will be provided to support effective action plan production and consistency of approach.

The completed action plans are attributed to a module not the lecturer and may relate to one of several groups for that module. The action plans are received by ExCo for sign-off but are not formally received by School committees (one School receives the plans at its Board of Studies). The expectation is that the plans are monitored to ensure any issues are resolved satisfactorily but this not currently monitored locally or centrally. It is suggested that responses to action plans and ongoing monitoring is managed through the Annual Programme Evaluation process with revisions being made to the guidance and form to facilitate this.

Library and physical environment actions

Actions arising from the library resources question and feedback are communicated directly to the Library.

If the issue relates to room/technical issues these should be reported to PAF, IT or LEaD immediately as appropriate.

12.6. Reporting to students: survey results and actions taken

(i) Direct communication

Communicating information to students about the reasons for module evaluation, and the actions taken in response to their feedback are key elements in the process. Students need to be assured that their feedback is valued and acted upon. Where possible this would take place early enough in the module for the students to benefit from the change although the feasibility of this would depend on the issue raised.

The impact of 'survey fatigue' on the students' engagement and experience is greater if actions taken in response to feedback are not disseminated to current and future cohorts. In addition to face-to-face communications, inclusion of details in module guides, handbooks and on Moodle can be used. There is potential to use quotes from free text for promotional material.

Two Schools advised that they report back to students in class as soon as possible once results are received and one is planning to include details in a student newsletter and podcasts. One School noted the challenge of providing feedback to students on one-year programmes.

(ii) Availability of results

Schools prefer to conduct evaluations around week 8/9, or later depending on when particular lecturers teach. Packs then need to be collected, logged and returned for scanning. Once results are available, they require manual download and electronic circulation to and within Schools. A challenge of the current module evaluation process is the time lag between completion of surveys and the availability of results means that students have already completed the module. This could be addressed by use of online surveys to enable earlier availability of results.

(iii) Committee communication and formal processes

The high-level data is received by Boards of Studies with student membership and although it is recommended in the guidance framework, only two Schools use the SSLCs or Programme Committees to communicate information. Details of actions should also be recorded in APEs, however feedback indicates this is inconsistent.
Some institutions publish full results to students. There is no requirement at City to publish collated or individual survey results (excluding the free text results to inform, e.g. students module choices), but Schools are able to do so if they wish.

12.7. Sharing Good Practice

Data illustrates that the majority of modules score well, with a significant percentage of surveys recording scores of over 4.5 in each category, as shown in Table. 3

Table 3: High and Low Scoring Modules (by percentage)

% of modules recording scores below 3.50 or 4.50 and above										
School	**Overall score**	**Teaching**			**Assessment**			**Overall satisfaction**		
		14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
SASS	<3.50	2	2	2	22	20	19	8	7	3
	>4.50	46	44	47	18	18	20	32	30	28
CBS	*<3.50*	5	5	2	10	6	5	11	9	6
	>4.50	30	34	23	11	15	7	19	20	13
SMCSE	*<3.50*	3	3	3	8	9	9	9	8	9
	>4.50	38	42	38	16	21	22	21	27	26
CLS	*<3.50*	1	2	2	4	6	3	3	5	2
	>4.50	60	60	25	35	40	10	35	41	17
SHS	*<3.50*	2	3	2	16	20	9	6	4	4
	>4.50	63	61	52	33	33	34	45	48	35

Where surveys have received high aggregate scores (4.5 or above) individuals are able to cite this at appraisal and in promotion applications. In some Schools, there is also formal recognition by Heads of Department. One School noted that Heads of Department review literal comments to report good practice to Programme Committees and inform teaching tips sessions and School Teaching Awards.

There does not appear to be any formal committee recognition for well performing modules or methodology for sharing good practice, but some local practice in reviewing individual reports for positive themes and discussing these at Programme Committees and SSLCs or publishing details on Moodle. Feedback indicates that module evaluation currently focusses on identifying and mitigating student dissatisfaction rather than sharing good successes and good practice.

The APE process enables Programme Directors to comment more broadly about module performance but this is not implemented systematically and the APE form will be revised to facilitate this. Discussion at Learning and Teaching Committees to highlight and share good practice would provide oversight. Some institutions use module evaluation to inform student led teaching awards.

12.8. Staff Development and Appraisal

The Academic CV includes fields for module evaluation results as part of the standard template. Guidance notes are published by HR in relation to the use and consideration of module evaluation feedback in appraisal and applications for promotion. It is important to note that module evaluation is one of a broad range of data considered during these processes and the HR guidance confirms this.

During the process review, concerns were noted that module scores frequently reflect group taught or whole module feedback and not all questions relate to individual lecturers. The review has indicated that many staff are anxious about module evaluation. The reasons for this include the possibility of feedback relating to other staff teaching on the same module being attributed to them and subsequently being used for appraisal, promotion applications or for performance management.

The revised questions for 2017/18 indicate which questions relate to the named lecturer and the whole module respectively, and this can be noted for appraisal and promotion purposes. To increase transparency, clear policy statements in relation to the use of data and its relationship to the Academic CV and appraisal should be made available.

Where modules have received scores of less than 3.5 for Teaching, Assessment or Overall Satisfaction, some School action plans identify staff development requirements. Actions taken frequently include supporting the member of staff through coaching, peer observation or enrolment on modules from City's MA Academic Practice. Guidance notes produced by LEaD are published for managers discussing module results with academic staff that support this developmental approach.

12.9. Benchmarking against other institutions

The software provider offers a module benchmarking service (for an additional fee) which would enable City to benchmark core questions with module and programme level results of other institutions and equivalent NSS questions as well as between departments internally. The central areas of focus would include teaching quality and learning opportunities with reports showing institutional and sector quartiles and quality indicator for each question, based on percentage responses of 'definitely agree' or 'mostly agree' in module evaluations. In addition to the core benchmark questions, additional institution specific questions can be included.

The module benchmarking service also aims to help institutions preparing for discipline level assessment to identify modules and module clusters or programmes that fall below the desired standard, even where the overall results for the institution have not resulted in the award of negative flags to date. Results can be exported for further data analysis, integrated with Moodle and presented in graphical format against an institution's KPIs or other chosen parameters. This service could also be beneficial for longitudinal reporting to support Annual Programme Evaluation and Periodic Review, and year on year comparison. Initial enquiry into the service has indicated that it may be a viable option, subject to the technical details of its relationship with extraction and processing of City's SITS data being explored.

Action 4: Guidance and best practice to be shared relating to reporting and dissemination of results and actions

Recommendation 6: Consider additional reporting methods to enhance oversight to support monitoring of KPIs

Noting timings of availability of data in relation to paper-based survey method, the sequence of reporting to relevant committees for educational oversight, and confidentiality requirements.

Specific guidelines to be agreed relating to the appropriate scope of use of data during staff appraisal and promotion.

13. Alignment with Institutional strategy, frameworks and other surveys

(i) City's Vision and Strategy KPIs

Primarily, Module Evaluation enables City to collect data on student satisfaction and to provide assurances that actions will be taken to address issues identified. The data indicates that this has been effective, with a high proportion of modules receiving scores above 4.5 and those scoring less than 3.5 for overall satisfaction reducing from 20% in 2011 to 5% in 2016/17.

The revised survey questions for 2017/18 in the Assessment and Feedback category were re-worded to provide an indication of students' progress on the module at the point of evaluation.

(ii) Alignment with other surveys and measures

- **Your Voice 1&2** – the nature of questions support those used in these surveys and module evaluation
- **National Student Survey** – module evaluation questions mirror relevant NSS as closely as possible. Module evaluation results had not indicated an imminent reduction in the NSS satisfaction scores in recent years; many students have not completed assessments at the time of module evaluation, so it may be that reasons may be more closely attributed to Assessment and Feedback Turnaround times.

Module evaluation data is frequently collected at a granular lecturer or group level, rather than for the whole module. Collection of whole module data to evidence module or programme level feedback would be difficult to manage on this basis.

(iii) Alignment with City's quality framework

Reflection on module feedback should routinely take place to inform

- Annual Programme Evaluation
- Periodic Review

In practice, many APEs and Reflective Reviews omit detailed consideration of module feedback, so guidance and forms will be updated to facilitate this.

14. Equality and Diversity

(i) Accessibility

There are occasional requests for alternative formats for students with visual impairments or other disabilities. Feedback from individuals indicates that students with specific learning requirements or disabilities may choose not to complete surveys or ask for assistance. With paper-based format, students are not able to change colour or font size.

As at March 2018, around 300 students register with City's Neurodiversity Support facility each year in addition to those already registered. Students with visual impairments register separately with Disability Support. The proportion of these students able to engage fully with the module evaluation surveys in their current format is unknown at present but additional data will be sought.

(ii) Protected Characteristics

Each survey questionnaire is associated with a defined member of staff as requested by the Schools. Discussions and research within the sector indicate concerns about gender bias against female staff in module scores which may impact on appraisal and promotion applications. Senate has enquired whether staff and student gender and protected characteristics could be identified within the process to support equalities monitoring:

- **Staff data:** The data used to produce the module evaluation surveys is drawn from SITS and verified by Schools; each School confirms their list of modules and lecturer names to be used each term. In order to produce results that enable data on module evaluation scores to be examined for bias in relation to protected characteristics such as gender or race, the initial lists from Schools would also need to include data on these characteristics for each lecturer, i.e. for the purposes of reporting the software upload data drawn from SITS used for the module/lecturer lists would need to be linked with HR records. Currency and accuracy of data are paramount for accurate module evaluation surveys to be produced, and considerations regarding staff permissions and data protection would need to be taken into account should City wish to add equality and diversity monitoring to the standard reporting process. Additional resource would be needed to define the scope of, and undertake, the research and data analysis required for the reporting.

- **Student data:** Module evaluation questionnaires are completed by students anonymously. In order to collect systematic data on protected characteristics, students would need to disclose this information on every questionnaire they complete via additional question fields. It would not be possible from the raw results data to attribute specific scores to particular comments or individual students who have indicated that they have a protected characteristic. Detailed reporting to Senate on student characteristics data is managed separately in order to assess progress against City's KPIs and the Education and Student Strategy.

  It is important that feedback is collected from students with protected characteristics on the quality of their learning experience but it may be more informative to collect this through inclusion of an additional free text box to enable students to provide qualitative comments, rather than an additional set of tick-box questions.

Recommendation 7: Consider measures to increase accessibility of surveys

Recommendation 8: Consider feasibility of additional reporting requirements in relation to equality and diversity

15. Retention of records

Data and survey results are held in:

- the Evasys software
- Student and Academic Services
- Schools

Data protection and access to the reports and results should be clarified to ensure that the appropriate systems are in place.

Action 5: Records management system requirements to be clarified

To ensure that appropriate access and data protection systems are implemented

16. Future developments

The proposed recommendations and actions in this report are outlined in full in Appendix 4 (*to be added)*. They aim to:

- to develop a policy setting out the aims and purposes of module evaluation and use of data to make the process more transparent
- facilitate enhancement of the operational and reporting processes, with smarter use of data
- support curriculum enhancement
- support staff and students with understanding and engagement
- strengthen working relationships through building trust and understanding, listening to feedback from staff and students
- reduce inconsistencies, administrative burden and increase sustainability

17. Next Steps

Following consideration of this report and recommendations, the following are proposed:

- consideration of the draft action plan by Educational Quality Committee
- consideration of the report by Senate/ExCo
- consultation on the draft Policy
- consultation with staff/students to progress agreed actions
- consultation on reporting formats and possible additional software requirements
- seek SU feedback on the clarity of the revised questions in practice
- await outcome of TEF lessons learned and UG Assessment Review to inform possible further updates to question set.
- Implementation of recommendations, including production of guidance to support consistency of practice.

Helen Fitch, Assistant Registrar (Quality)
Student & Academic Services

April 2018

Appendix 1: Module Evaluation Questions

Revised Module Evaluation Questions for 2017/18 - as approved by ExCo June 2017 and Senate July 2017

Question 1 - for this member of staff only

This lecturer/tutor/supervisor:

1.1 is good at explaining things and has helped me understand the module
1.2 has made the module interesting

Question 2 – my progress on this Module (assessment and feedback)

2.1 I understand the assessment criteria and what is required of me to perform well in this module
2.2 I have received helpful comments on my progress and/or work I have submitted
2.3 Staff have been available to respond to my queries about the module and/or my work

Question 3 – for this Module

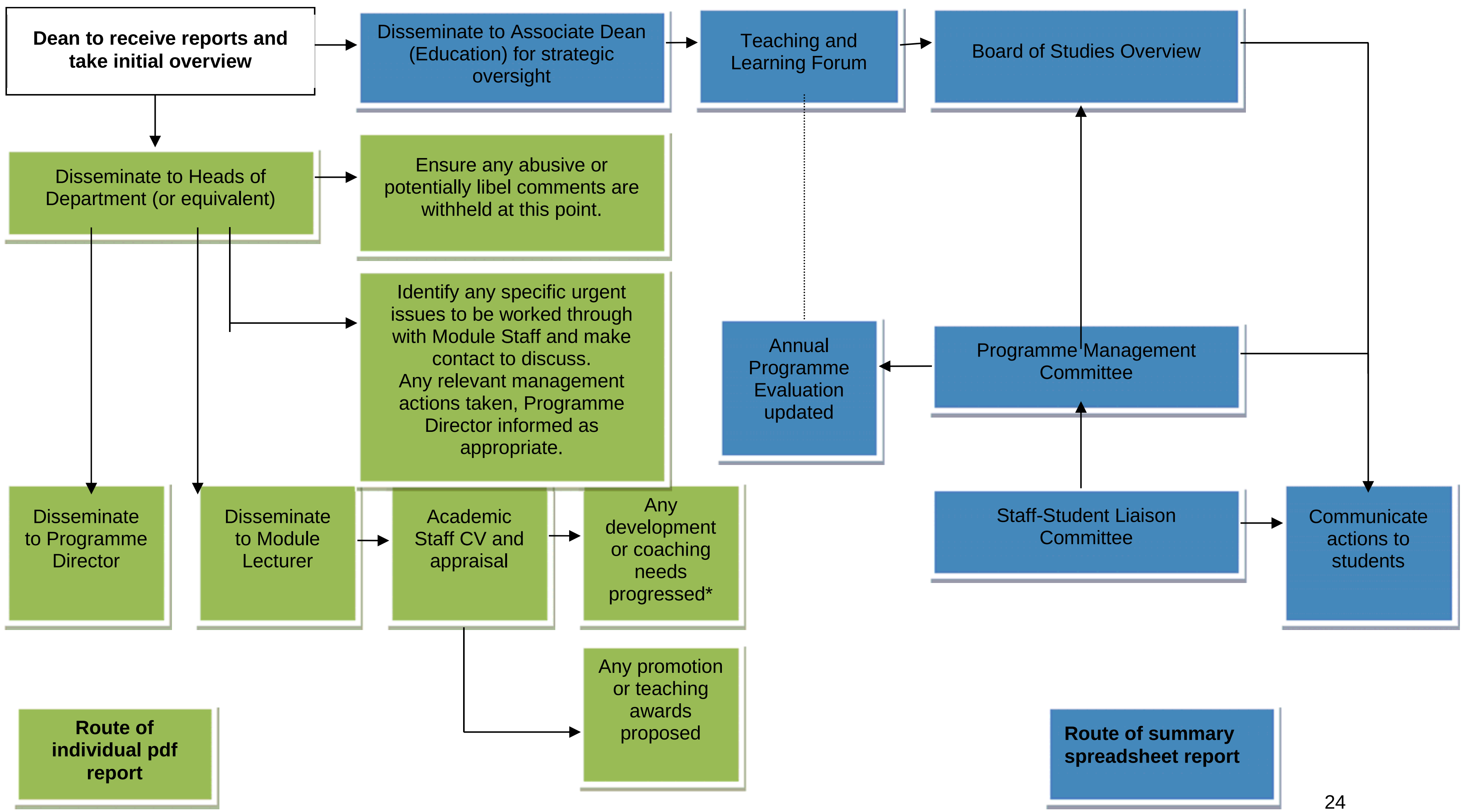
3.1 This module is well organised and is running smoothly
3.2 I have been able to access the library resources I need for this module
3.3 The Moodle resources for this module have supported my learning
3.4 Overall I am satisfied with the quality of the module

Students are also able to provide free text comments on

- the best features of the module
- how the module could be improved

Appendix 2: Process Chart for Reporting - Consideration and Management of Data arising from Module Evaluation in Schools

* support is available from Learning Enhancement and Development (LEaD)



Appendix 3: Module Evaluation Costs 2010 to 2017

	Licence Cost (Electric Paper/EvaSys)*	VAT	**Licence total**	Scanning Credit (Electric Paper)	VAT	**Scanning total**	Printing Costs (Rapidity)	VAT	**Printing total**	TOTAL	S&AS total (note Information Services have paid the licence fee since 2013/14
2010/11				9,625.00	1,925.00	**11,550.00**					
2011/12	9,377.00	1,875.40	**11,252.40**	3,500.00	700.00	**4,200.00**	12,877.00	2,557.00	**15,434.00**	30,886.40	**30,886.40**
2012/13	9,377.00	1,875.40	**11,252.40**	12,000.00	2,400.00	**14,400.00**	33,918.00	6,783.60	**40,701.60**	66,354.00	**66,354.00**
2013/14	9,377.00	1,875.40	**11,252.40**	15,750.00	3,150.00	**18,900.00**	25,000.00	5,000.00	**30,000.00**	60,152.40	**48,900.00**
2014/15*	9,377.00	1,875.40	**11,252.40**	9,450.00	1,575.00	**11,025.00**	9,561.50	1,912.30	**11,473.80**	33,751.20	**22,498.80**
2015/16**	9,377.00	1,875.40	**11,252.40**	9,450.00	1,575.00	**11,025.00**	10,246.67	2049.33	**12,296.00**	34,573.40	**23,321.00**
2016/17	9,377.00	1875.40	**11,252.40**	14,000.00	2,800.00	**16,800.00**	25000.54	6,250.10	**31,250.64**	59,303.04	**48,050.64**
			67,504.4			**87,900**			**141,156.04**	**285,020.44**	**240,010.84**

Appendix 4 – Action Plan

Action Plan will be added following consideration by EQC.