

## Module Evaluation Policy

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**Yellow highlighted text** identifies the most recent revisions to the document/regulations. If you require these revisions to be identified in an alternative format, please contact the responsible Policy Officer.

### **Purpose**

The policy sets out expectations and principles for student evaluation of modules. The purpose of module evaluation is to enhance the student learning experience in order to make continuous improvements to levels of student satisfaction, engagement, and student success. Obtaining student views on their learning experience, through formal and informal mechanisms, is central to module evaluation.

### **Overview**

The University is committed to being an inclusive and outstanding place at which to be a student. Obtaining student views on their experience, entering into a dialogue about how enhancements can be achieved, and making use of measures of success and satisfaction are all fundamental to the achievement of this commitment.

The University makes use of a range of formal and informal mechanisms for collecting student views; including use of a standardised anonymous end of module evaluation questionnaire and sets clear expectations for responding to module evaluations.

The term module throughout this policy is taken to apply to course units, where the term module is not used.

### **Scope**

The policy applies to all University of Worcester awards, including those taught through collaborative arrangements at partner organisations, although the precise arrangements for partners may be subject to variation in practice. Module evaluation outcomes from partner organisations should be shared with Link Tutors.

### **The Policy**

1.1 The University expects all staff to seek student views on the learning experience of a module at appropriate points, and using whatever mechanisms are deemed appropriate. This is particularly important for modules that are scheduled over the full academic year and to enable immediate adjustments to be made to the module or learning experience where necessary.

1.2 As a minimum student feedback should be collected towards the mid-point of each semester of the module. This is of particular benefit for year-long credit modules and provides an opportunity for module leads to react quickly and efficiently to feedback from students.

1.3 Module leads may wish to select from a variety of methods of mid-module evaluation, including (but not restricted to):

- i) verbal feedback gathered informally, perhaps by a Course Rep during a taught session
- ii) use of post-its, online Padlet, Vevox polling software etc to capture responses to key questions/identify areas for further discussion
- iii) short, informal survey (no more than 5 questions using MS Forms or equivalent) that asks students to identify what is working well/what could be improved.

1.4 In addition, all modules will be formally evaluated each time they are run using a standardised anonymous questionnaire administered towards the end of the module, via the Explorance Blue online survey system.

1.5 For modules run at partner organisations, an end of module evaluation should take place using a standardised questionnaire and appropriate means of administration. Where Explorance Blue is used for the administration of module evaluation for a partner organisation, the host School will brief partner staff and make clear the process and requirements for completion of module evaluation forms, communications with students and access for partner staff to module evaluation reports.

1.6 Each School will have in place robust and effective arrangements for module evaluation, including for reporting on results, making use of outcomes for enhancement planning, and communicating results and responses to students.

1.7 Students will be provided with timely information about the outcomes of end of module evaluations together with responses to any issues raised. These will normally be published on the VLE via Explorance Blue within two weeks of the evaluation. A summary of the feedback and any action taken should be published in the next version of the module outline.

1.8 Draft responses to students relating to module evaluation outcomes will be reviewed and signed off by the Head of Department before publication to students.

1.9 Reporting of end of module evaluations will be managed via the Explorance Blue Feedback Dashboard, where (depending on identified roles within Schools) staff will be able to see outcomes from evaluations including response rates, scores relating to core evaluation questions (and where selected, optional questions), and qualitative comments.

1.10 It is expected that School senior management teams will review summary results provided via the Feedback Dashboard 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.

1.11 School senior management teams have discretion in issuing letters or other acknowledgements of high performance in evaluations to staff. Response rates and

scores in all core questions should be taken into consideration when considering performance.

1.12 Modules with particularly low scores should always be followed up by School senior management teams.

1.13 The following responsibilities are identified in following up on the outcomes from end of module evaluations:

Module leader:

- Provide results and discuss with students possible actions in response to points raised using the Explorance Blue reporting process
- Provide action plan if required to address areas for improvement raised by students
- Summarise results and any response or actions in the module outline

Course leader:

- Review module evaluation results for course
- Identify any implications for the course and action appropriately
- Provide summary of results and proposed responses for Student Staff Liaison Committee if appropriate

Head of Department and Quality and/or Learning and Teaching Coordinator (as agreed within School):

- Review response rates and overall results
- Identify any modules where action plans are required
- Monitor action in relation to modules with consistently low scores
- Provide report to College LTQEC on module evaluation process

Head of School and College Director:

- Review module performance summary including response rates with School senior management team

1.14 College Learning Teaching and Quality Enhancement Committees will review the overall School performance following the completion of each semesters' evaluation and reporting cycle. This should cover, inter alia:

- commentary on number and proportion of module evaluation reports received
- commentary on response rates
- commentary on overall outcomes
- commentary on outcomes from any module or School-specific optional questions
- commentary on overall response rates, particularly where there are large numbers of modules with low (<50%) response rates
- key issues and any School level responses/actions to be taken.

**Related Policies, Documents or Webpages**

Link to Explorance Blue (*to be provided when system is live*)

## Approval/Review Table

Item	Notes
Version Number	1.2
Date of Approval	13/10/2021
Approved by	Academic Board
Effective from	01/09/2021
Policy Officer	Student Surveys Manager
Department	Directorate of Quality and Educational Development
Review date	01/09/2024
Last reviewed	August 2021
Policy/procedure/guidance superseded by this version	Module Evaluation Policy v 1.1 (August 2020), Module Evaluation - Guidance for use and Dissemination of Results (Sept 2020), Module Evaluation Response Form (Dec 2018)
Equality Impact Assessment (EIA)	Not actioned at time of approval
Accessibility Checked	Sept 21

## Recent changes

Committee	Date	Change
LTSEC	22 September 2021	Full review of policy in light of move to Explorance Blue