Module Evaluation Policy

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1. Introduction

This policy sets out expectations and principles for module evaluation. Module evaluation outcomes will form part of the overall evidence-base for Subject Directors and School Management Groups to reflect on in terms of the design and delivery of programmes, and to gauge the success of programmes in meeting their aims and objectives. Module evaluation will feed into the Subject Annual Monitoring Report process.

Students' feedback on their experience(s) is a central component in our approach to module evaluation. In addition to opportunities for students to feedback on their learning experience(s) through programme- and School-level academic representative meetings, students provide specific feedback on their experience(s) at module level in two ways:

i) mid-module evaluation - a focus on the current strengths of a module, and aspects of a module liable to immediate change and improvement.

Decisions about the nature and format of mid-module evaluation are made at School level; and

ii) an end of module perception survey – a focus on ways in which, in strategic terms, we can make continuous improvement to students’ learning experiences, their engagement, and success. This forms part of our institutional approach to working with students, as partners in the assurance and enhancement of their educational experience, as outlined in the UK Quality Code Advice and Guidance: Monitoring and Evaluation, and Student Engagement. Students are encouraged to provide honest and frank feedback on their experience of a module.

The end of module perception survey comprises an anonymous questionnaire, administered through the EvaSys survey system.

Support with the process for administering the end of module perception survey, and to respond to general enquiries about the process, is available from the Strategy and Planning Team, and via engagementsurvey@yorks.ac.uk

Evaluation of the range of data from module evaluation(s) serves multiple purposes; for example:

- to provide evaluative information, from students, to inform future programme and module design;
- to help identify where improvements can be made at modular level, and where there are unexpected problems that need to be resolved;
to support the deliberate steps we take to ensure that the quality of teaching is sustained, and improved;
• to identify where teaching staff might need additional support or resources;
• to provide a comparative description of how students experienced modules within Schools, and across the University;
• to highlight existing good practice;
• to highlight exceptional quality that can provide evidence for individual staff member’s Teaching Excellence awards or promotion, for the TEF submission, or be usefully referred to in marketing and recruitment activities.

2. **Scope**

The policy applies to all York St John University taught awards, undergraduate and postgraduate; this includes taught research modules e.g. in the educational doctorate, and may also apply to credit-bearing continuing professional development modules.

3. **Mid-module evaluation – requirements**

Mid-module evaluation should be conducted at, or around, week 6 of taught provision\(^1\). Decisions about the nature and format of mid-module review(s) are made at School-level. Established practices include the use of ‘minute papers’, online surveys, informal discussions, use of post-it notes etc.

Following mid-module evaluation, there is an expectation that students will be informed of any actions taken in response to their feedback, via Moodle, within 10 working days\(^2\).

4. **End of module perception survey – requirements**

Students’ experience of all modules is formally surveyed each time a module runs, using an anonymous questionnaire administered through the EvaSys system.\(^3\) Students are asked to rate their responses to a standardised core set of closed questions on a 5-point Likert-type scale (Appendix 1). Students also feedback on their experience of the module through open question(s). Students are able to complete the end of module perception survey usually from the beginning of week 10\(^4\) of each Semester.

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\(^1\) or approximately half-way through modules that are taught over less, or more, than 12 weeks.

\(^2\) advice on methods of gathering mid-module feedback and summarising the outcome to students is available through School Learning & Teaching Leads, or the Learning & Teaching Team, and also on the University web-pages [at this link](https://www.yorksj.ac.uk/learning/learning-and-teaching/student-experience/mid-module-evaluation/)] Feedback to students may include that no action/s followed the mid-module review.

\(^3\) While normal practice will be that modules are surveyed individually this may be adjusted at the discretion of the Head of School, where programme structure requires it. For example, a subject module (related) and professional practice module could be surveyed together, where appropriate.

\(^4\) Usually, the survey will remain ‘open’ for three weeks, closing on the Sunday of the third week.
Student feedback is most helpful when it can be considered as representative of as wide a group of students as possible. Outcomes can be compromised by low response rates; there is, therefore, an expectation that response rates will be no lower than 75%, in line with the strategic priorities for Inspiring Learning in 2018-9.

4.1 Conducting end of module perception surveys
The survey can be completed online, on paper, or a hybrid approach where students can choose between paper and online completion (further detail of each method can be found below in sections 4.1.1 to 4.1.3). It is recommended that time is made available in a scheduled teaching session for students to reflect individually and collectively on their learning, and to complete the questionnaire. When the survey closes, the Strategy and Planning Team distributes module-specific data to module leaders.

4.1.1 Online
This is the most straightforward method of conducting the survey. An email with a bespoke link to the survey is sent to all students studying a particular module. The students click on the link and complete the survey, either in a scheduled session with the module leader or in their own time.

The quantitative results are presented graphically in a PDF format. Any comments are attached to the end of the survey. All surveys are anonymous and results cannot be traced back to particular students within the EvaSys system.

Despite it being the most straightforward to administer, online completion leads to the lowest response rates overall. Stronger response rates can be encouraged by scheduling sessions for the cohort in which the survey can be completed and by talking to students, in advance, about what the survey is for. Any students who have not completed the survey can be sent an email reminder.

4.1.2 Paper
The same survey as above can be printed out. These can then be given out to students in a session and collected back in. The batch is then scanned and uploaded to the EvaSys cloud.

The results are presented in the same format as the online survey, with the exception of the comments, which are scanned in as images and attached to the end of the summary as a series of pictures.

This method generally gives the best response rates providing students attend the classes. However, reminders cannot be sent out, as we have no way of knowing who has already completed the survey.
4.1.3 Hybrid
This version is a combination of the above two methods. It creates surveys that are both online and on paper. The participants receive both a paper questionnaire and a login to take part in the questionnaire online. The login and the paper survey are linked; if the login has been used, any data from the paper version is not evaluated and vice versa.

The survey can be distributed in two ways:

- An email is sent to the students with a link to the survey. The paper version is attached for them to print out if they wish. It is possible to send email reminders to the students using this method.
- The paper questionnaires are distributed to the students with the login printed on if they wish to take part online. It is not possible to send email reminders to students using this method.

Results are presented in a similar way to the above two options, with the format of the comments depending on how the survey was administered.

Subject to the way the survey is set up, reminders can be sent out for the online version.

Moodle links to the survey
For the online versions of the survey, a link should appear on the module’s Moodle site, provided the EvaSys block is still present on the page.

Responding to students
Following an end of module perception survey, there is an expectation that a response will be shared with the participating students. EvaSys has an in-built system of responding to students following the close of the survey. This method allows the module leader to send their reflections on the survey directly to the students, along with a copy of the survey results (minus the open comments). This system is accessed through https://yorksj.evametrics.co.uk and using staff’s usual YSJ login details (see Appendix 2 for screenshots of this process). There is an expectation that responses will be shared with the participating students no later than the end of Week 1 of the following Semester.5

5 For students in Semester 2 of their final year of study, where a module survey has been administered, responses should be shared with participating students within a timeframe that is meaningful to students; typically this should be within one week of cohort marks being approved at a SAP.

5. Module evaluation as part of the annual monitoring process
At the end of each Semester, and in support of the annual monitoring process, Module Evaluation, should be completed by module tutors, coordinated through Subject Directors, and the outcomes considered by School Management Group (SMG)/School Assessment Panel (SAP). (An exemplar Module Evaluation template is included in Appendix 3).
At the end of each Semester, aggregations for each of the core closed questions by School, for each year level, will be produced by the Strategy and Planning Team from the end of module student perception survey. These will be distributed to Heads of School to discuss at the School Management Group/School Assessment Panel meeting(s). Satisfaction rates and response rates will also be monitored as part of the University’s academic governance and management, and will be considered alongside other evaluation data at the University Learning and Teaching Committee.

Individual module tutors should also reflect on the student feedback relevant to the modules they have taught. It is expected that this will feed through into the University’s Performance Development Review (PDR) process to provide evidence of good practice, and/or identify any areas for development.

Evaluation data that identify staff will be treated as personal data and processed in accordance with the University’s Data Protection Policy. Any such personal data shall be kept securely and be accessible only by those in the roles that are set out in Table 1 below. Any such personal data shall only be accessible by Deputy/Heads of School⁶ in respect of staff in their own School for whom they have line management responsibility. The data will be shared with those highlighted in Table 1 and for the reasons specified. If data is shared outside the School, staff names will be redacted.

Table 1

<table>
<thead>
<tr>
<th>Data accessible to</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy and Planning Team</td>
<td>Access to scores and comments in order to distribute, and aggregate, as outlined below.</td>
</tr>
<tr>
<td>Module Tutor</td>
<td>Access to scores and comments in order to review, with the Module Leader, the quality of the student experience on the module.</td>
</tr>
<tr>
<td>Module Leader</td>
<td>Access to scores and comments in order to review the quality of the student experience on the module.</td>
</tr>
<tr>
<td>Subject Director</td>
<td>Access to scores and comments in order to review the quality of the student experience across the programme.</td>
</tr>
<tr>
<td>Learning and Teaching Lead</td>
<td>Access to scores and comments in order to review the quality of the student experience on all programmes within the School to identify areas of good practice and to highlight areas of concern to the Head of School through SMG.</td>
</tr>
<tr>
<td>Head/Deputy Head of School or Dean/Deputy Dean YBS</td>
<td>Line management responsibility and access to scores and comments in order to review the quality of the student experience within the School.</td>
</tr>
<tr>
<td>Executive Board, Pro-Vice Chancellor: Academic, Head of Learning and Teaching</td>
<td>Access to scores and comments in order to review the quality of the student experience across the University.</td>
</tr>
</tbody>
</table>

The University retains the data for a period of 10 years

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⁶ or Dean/Deputy Dean in York Business School
Appendix 1

Question set
Unless otherwise stated, all questions use the scale:
Strongly Agree □ □ □ □ □ Strongly Disagree

About you
1. I came to class prepared to learn (e.g. advance reading, directed study, practising etc.)
2. I feel I contributed to and engaged with the module.

About your lecturer(s)
1. The lecturer(s) made the subject interesting.
2. I have been able to contact the lecturer(s) when I needed to.
3. The lecturer(s) provided feedback on my academic progress during the module that was useful and timely.

About the module
1. The criteria used in marking have been made clear in advance.
2. The module challenged me to do my best work.
3. The module was well organised and ran smoothly.
4. I was able to access the resources I needed.
5. The module provided opportunities to engage with research and/or contemporary practice.

Your thoughts
1. What did you like most about this module?
2. What suggestions do you have for the future running of the module?
3. What advice would you give to help a student get the most out of this module in the future?

Overall Satisfaction
Overall, I was satisfied with the quality of the module.
Appendix 2

Example Closing the Loop process
This is the view Module Leaders have when logging into the EvaMetrics Engagement Portal (through https://yorksj.evametrics.co.uk/). The speech bubble which starts the Closing the Loop process is located on the right hand side.

Clicking on the speech bubble opens a text box for the instructor’s reflections on the module.
Clicking on the button at the bottom of the screen produces a sample of the report that will be sent to students. The tutor’s reflections go at the top under the ‘Reflections’ heading. All open comments from the students are removed.

This is a sample report - the actual format is slightly different.
Appendix 3

**Indicative End of Module Evaluation Summary template**

Programme: 

Academic Year: 

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Module Leader |              |
|               |              |

| Staff Contributing |              |
|                   |              |

| Semester of Delivery |              |
|                     |              |

| Form of Assessment |              |
|                   |              |

<table>
<thead>
<tr>
<th>Mark Profile and Statistics</th>
<th>Mean, Standard Deviation, mark profile (number of firsts 2.1s etc) plus brief analysis. This information is available from the mark spreadsheets produced for SAPs. (We are investigating if this section can be prepopulated)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Review of Actions from Previous Years</th>
<th>Reflection on action taken and effect including impact of any curriculum development/modifications. (We are investigating if this section can be pre populated with the list of actions from the previous review)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Research and Scholarly Activity</th>
<th>Reflection on impact of any such activity on this module. (This connects “Inspiring Learning” and “Impactful Research”)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Themes in the Qualitative Data</th>
<th>This includes positive themes and those requiring attention.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Proposed Actions to Enhance the Student Experience</th>
<th>Including any proposed major or minor modification resulting from evaluation and reflection on resources levels including any staffing and physical resources and library resources identified. This section will inform feedback to students taking the module in the next year.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Other Comments</th>
<th>This may include dissemination of good practice based on experience; issues that may be School- wide or even University wide that warrant consideration.</th>
</tr>
</thead>
</table>