

# Module Evaluation at UWL

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## Staff Guidance



## The structure of Module Evaluation at UWL

### 1. Overview/Timeline

Key dates for Semester 1 and Semester 2 are provided on the UWL Teaching Hub website. Check also for updates and extensions to deadlines.

### 2. Informal Mid-Semester Evaluation

For all modules, there will be a **mandatory mid-module evaluation in semesters 1 and 2**. This is different from the end of module evaluation survey (see p. 3), and is intended to ascertain views **in a quick and informal way** e.g. using Poll Everywhere. To avoid survey fatigue it is essential not to use surveys or questionnaires for any informal evaluation activities.

It is the responsibility of each School to decide on appropriate tools and methods to use. ExPERT Academy can also advise on methods for gaining feedback from students where required. Some suggestions for informal in-class feedback activities are given in Appendix 3.

As far as possible, the module leader should action any changes immediately for the remainder of the module. It is essential that module leaders feed back to students how their views have been acted upon.

### 3. (End of semester) Module Evaluation Surveys (MES)

#### 3.1 About the Survey

The MES uses the system EvaSys and is comprised of a set number of questions (see Appendix 1). (At the time of writing there are 24 questions, but the number and content may be reviewed from time to time.) These questions are not to be personalised and no additional questions are permitted.

#### 3.2 Administering the MES

MES are carried out at the end of **each semester in class during a designated week** (Semester One and Semester Two may have slightly different weeks) - see timeline, p. 2. The MES will remain open for a set number of weeks to enable students who were absent during the first week to complete the survey. Any deviations from this timeline or exclusions must be agreed in advance with Sara Raybould, PVC Student Engagement.

The MES is to be completed in class, online, where possible using students' mobile devices. A link to the MES will be provided within a PowerPoint slide to be used in class time by the teaching staff.

Students will also have access to the survey from their student emails and the Blackboard homepage throughout the designated open weeks as appropriate for that Semester.

#### **What do I need to do in class?**

- ✓ Give students 5-10 minutes in class during the designated week (Semester One or Two) to complete the evaluation survey for your module
- ✓ Introduce the survey to students. A PowerPoint slide will be provided for download on the ExPERT Academy website for Module Leaders (see link below).
- ✓ A video link is included containing a motivational message from the UWLSU President
- ✓ Students complete the survey online on their laptop, smart phone or tablet. Visit the ExPERT Academy website to locate the relevant resources:  
<http://campuspress.uwl.ac.uk/teaching/how-to/module-evaluation/>

#### **Notes**

- Students without access to the Internet in class can complete the survey online at any time during the 2 week period it is open.
- Students will have access to a survey for each module they are studying, you only need to give them time to complete your module survey in your class.

### **3.3 Use and Access to Evaluation Data**

Results will be made available to the Heads of Schools, who are then expected to forward these to the respective course/module leaders.

Module leaders should share the evaluation data with co-teachers on the module, *including HPL colleagues*. In addition, Heads of School, Heads of Subject and course leaders should be given access to all modules. (These results appear on the Planning SharePoint site around 3-5 working days after the survey closes.)

Guidance on how to access the results is available via the ExPERT Academy webpage given above.

### **3.4 Feedback**

Please refer to the timeline on page 2 for information on when results will be available and when feedback should be provided to your students. Feedback should be given to students **via Blackboard** using the guidance in Appendix 2.

### **3.5 Targets**

The University has a target **participation rate of 50%** and a **satisfaction rate of 86%**.

## Appendix 1: Module Evaluation Survey Questions 2017-18

Section	Statement	Response Options					
		SA	A	NA ND	D	SD	N/ A
<b>General</b>	1. Overall I'm satisfied with the quality of the module						
<b>Teaching Quality</b>	2. Teaching sessions have been well structured.						
	3. Teaching staff have explained things clearly.						
	4. Teaching staff encourage students to ask questions.						
<b>Learning Opportunities</b>	5. My course has provided me with opportunities to explore ideas or concepts in depth.						
<b>Assessments</b>	6. It is clear what is expected of me in my assessments.						
	7. I have had sufficient time to prepare for my assessments.						
<b>Feedback on my studies</b>	8. Feedback I have received has been helpful						
<b>Resources</b>	9. Teaching rooms are of a good quality.						
	10. My access to IT hardware and software has been sufficient for this module.						
	11. The library resources for this module are good enough for my needs.						
	12. The timetable for this module is appropriate.						
	13. Access to specialised facilities provided by the School/College has been sufficient for my needs.						
<b>Module Study Guide</b>	14. The module study guide is useful, clear and comprehensive.						
<b>Blackboard</b>	15. The Blackboard site for this module is useful and well-designed.						
<b>My opinions</b>	16. In addition to this survey, I have had the opportunity to give the teaching staff feedback on this module.						
	17. It is clear how students' feedback on the course has been acted on.						
<b>Workload</b>	18. The workload on this module is appropriate.						
<b>Engagement</b>	19. I always come to class prepared, having completed any required reading or assignments.						
	20. This module has challenged me to do my best work.						
	21. I have frequently discussed ideas about this module with others outside of taught sessions.						
	22. I have asked questions or contributed to course discussions in other ways during this module.						
<b>Your Comments</b>	23. If there were one thing on this module you would change, what would it be?						
	24. If there were one thing on this module you would keep, what would it be?						

## Appendix 2: Guidance to module leaders for the provision of initial feedback to students on Blackboard following module evaluation

The purpose of this document is to provide some suggestions for feedback to students following their responses to the module evaluation survey.

What follows is a **suggestion only** about how you might go about providing some initial feedback via Blackboard. Please feel free to frame your feedback in whatever way suits you, but we do request that whatever you say, you are as **constructive** and as **specific** as you can be and that your feedback is up on Blackboard before the end of the semester (see p. 2 for deadlines).

Examples are provided below simply as suggestions as to how this might be done.

### *Suggested feedback*

Content	Example
A brief comment to thank students for taking the time to complete the survey and the purpose of providing some initial feedback at this stage.	<i>"Thank you for your responses to the evaluation of this module. This message is to let you know that I have read every response, which will now go on to inform the annual course report and planning for the future. One or two things raised can be addressed immediately and I will take these forward straight away."</i>
A few sentences giving a flavour of the overall feedback provided and some specific indication of what you are planning to do with it. Try to frame things in positive language and avoid being defensive. Better to say nothing at all about potentially sensitive aspects at this stage than to say something that might aggravate the situation. If sensitive issues are indicated in your data, these will be best addressed only after careful reflection and discussion with colleagues.	<i>"Overall, you indicated that the module has gone well. Several of you particularly liked the way the sessions were structured and the feedback you have received so far. Of course, you will receive more feedback once your final assignment has been marked. There was some concern expressed about the timetable and the information in the module study guide. In relation to the module study guide, your feedback suggests that the description of the assessment may have caused some confusion. I will look into amending the way this is explained to make it clearer for the next cohort of students. In the meantime, I will add some additional guidance on Blackboard. I will also raise the timetable issue with my colleagues on the course team. I suggest that course reps take this to the course committee meeting, as this may be a wider issue."</i>
A closing remark about what happens next.	<i>"Thanks again for your responses. Further feedback will be provided through course committees and school boards. Your course reps can ensure any ongoing issues are followed up in those contexts. At the end of the year I will produce a module report which will include detail as to what actions have been taken in light of your responses to this evaluation."</i>

## Appendix 3: Ideas for mid-module evaluation

The following activities are designed as starting points for informal in-class discussions.

### *1 Post-its*

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Give out post-its in two different colours.

#### **Variation 1: positive and developmental feedback**

Use one colour for positive feedback, the other colour for developmental feedback. Ask students to write down 1) one aspect they particularly liked about the module and 2) one aspect that could be improved about the module. Display the post-its for everybody to see.

#### **Variation 2: word associations**

Ask students to write on one post-it one word (e.g. on a post-it or on the whiteboard) that they associate the most with the module. On the other post-it, ask students to write one word they associate the most with an ideal module.

If you wish to capture, organise and share your post-its after class, you can use the Post-it Plus App [http://www.post-it.com/3M/en\\_US/post-it/ideas/plus-app/](http://www.post-it.com/3M/en_US/post-it/ideas/plus-app/).

### *2 Sentence completion*

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Ask students to complete sentence starters.

#### **Variation 1**

- a) "What I like the most about this module is ..."
- b) "I would enjoy this module more if ..."

#### **Variation 2**

Using similes: "This module is like ... because..."

### *3 Classroom poll*

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Run an in-class poll using Poll Everywhere. Support on using the tool is provided on the website <http://www.uwl.ac.uk/tel-support/poll-everywhere>.

#### 4 Suggestion box

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Set up a box where students can submit their suggestions for how the module could be improved. Work with students to group suggestions and discuss them in class.

#### 5 Target

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Decide which aspects of your module you would like to evaluate (e.g. assessment, workload, classroom, teaching style, student engagement, resources). Draw a target (see example below) on the whiteboard and give out board pens to students. Ask students to come to the whiteboard and mark where they score the module in each category (e.g. if they are satisfied, they should put the mark towards the centre of the target). Use this display as a starting point for an informal discussion.

