

Module Evaluation Scheme

Guidelines for the use and dissemination of evaluation results

Introduction

In 2011/12 a central module evaluation scheme was implemented at Queen Mary. This gives all undergraduate and taught postgraduate students the opportunity to feedback on their experiences of the modules they have taken in their School or Institute. It is expected that Schools and Institutes will use this information in the development and enhancement of the student experience.

The use of module evaluation data should enable improvements to be made which enhance education and the student experience at Queen Mary. The 2030 Strategy sets out an ambition to 'deliver an outstanding, inclusive, world-class education and student experience, co-created with our diverse student body, enhanced by our world-leading research and latest technological developments'. Use of module evaluation, among other data sources, supports the delivery of this aim. This document aims to set out the expectations for how module evaluation results should be used.

Publishing evaluation results

1.1 Reporting of module evaluation results

Results are primarily reported via a Power BI dashboard. This brings together the data previously provided through a series of standalone reports. Access to the dashboard will be granted to staff in Schools/Institutes and Faculties as required. The dashboard shows results at both a module and cohort level. It also allows for year-on-year analysis at both a module and School/Institute level. Staff in Schools/Institutes will be able to see module evaluation data relating to modules owned or taught by their School/Institute.

1.2 Internal dissemination of reports in Schools/Institutes

Access to the data will be granted to those staff designated by the School/Institute at the start of the year – this is expected to be senior members of staff such as the Head of School/Institute Director, the Director of Education and the School/Institute Manager. It is expected that these roles will lead on disseminating and discussing results with colleagues.

In the case of module reports with fewer than five respondents, a decision should be made at a senior level as to whether or not to pass on the full report to module leaders in order to protect student anonymity. The Power BI dashboard allows for a filter to be applied which can exclude modules with few respondents, and can also aggregate the results of multiple modules to mitigate for low response rates. In some instances, it may be more appropriate for summarised results to be discussed or for the evaluation to be held back until after all marking and moderation has completed for the module. If the module leader is provided with the full report they must not forward or misuse this information.

1.3 Reporting results to students

The results of the eleven core Queen Mary statements (questions 1 to 11) should be available for viewing by all students in the School/Institute.

Schools and Institutes are required to discuss module evaluation reports with course representatives on their Student-Staff Liaison Committees (SSLC) as soon as they become available and consider any comments made by the SSLC when reviewing the module.

Where Schools/Institutes wish to make available information on how they have responded to the results they are encouraged to publish this, along with the module evaluation results on QMplus. Additionally, Schools and Institutes may also do the following (subject to the considerations below):

- post individual module reports posted on an internal website and/or QMplus
- post the combined averages report on noticeboards, website and/or QMplus

Module organisers are encouraged to add a summary of their responses to the module evaluation to the relevant QMplus page, and to also include this on the subsequent year's QMplus module page, in order that students from successive cohorts can see the results of the feedback given in the preceding year and the actions taken to close the feedback loop.

1.4 Free text questions

The results of the free text questions should not be published in their printed form to students. Free text comments are likely to include sensitive and personal comments and care should be taken that these are handled sensitively and with consideration for the members of staff teaching the modules.

It is suggested that the Head of School or Institute Director put in place a process to review the free-text results for each module to identify any key findings and determine the best way for their School or Institute to review the comments and overall reports with the module leaders, in order that the feedback be effectively incorporated into local quality assurance processes.

1.5 Identifying modules for discussion

All module evaluation feedback should be given consideration, whether to highlight areas of good practice or identify potential issues which require further investigation. However, particular consideration should be given, for established modules, to the trajectory in the average evaluation score. Where this is declining or remaining unchanged between years, actions should be put in place.

For new modules, Schools/Institutes should agree an appropriate minimum baseline. Where the average module evaluation score is below the baseline, further discussion should take place. Some Schools/Institutes may wish to apply this approach to both established and new modules.

Closing the feedback loop

It is expected that Schools and Institutes adopt a co-creation approach to using module evaluation results. Heads of School/Institute Directors and Directors of Education should ensure that the feedback for each module is actively addressed and subsequent action is fed back to students. It is encouraged that the results of each round of feedback are discussed with students both shortly after publication (to give an opportunity for students to make suggestions for action) and again later in the year, or early in the following year, to report back on what action has actually occurred, therefore finding a mechanism for holding the School or Institute accountable for any commitments made in response to evaluation results.

Discussions held at SSLCs should be published to all students in order that a culture of co-creation is celebrated across the student body and encourages further participation in the evaluation scheme.

Celebrating successes

An important part of effectively using evaluation results should be the celebration of School and Institute successes and highlighting positive findings. Sometimes, an evaluation process can encourage students to ponder on the negative aspects of their experience and it is important that Schools/Institutes promote those areas of good and outstanding performance to both staff and students.

Limitations on the use of module data

Module data should only be used as outlined above. Any subsequent uses or disclosures, including providing data to sources external to Queen Mary, should be referred to ARCS. Decisions on whether to release data will be considered on a case-by-case basis in compliance with data protection legislation.

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