Module Evaluation Scheme – 2022/2023

Guidance notes for the module evaluation process

1. Overview of the module evaluation scheme

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, as well as providing guidance on the process.

The module evaluation survey is offered to students through an online system, which sends the students an email (to their Queen Mary student email address) with a survey link to complete. Once the student has completed the survey, the response is stored within the survey system (Evasys), and they will not receive any more reminders.

2. Survey questions

See the Student Module Evaluation webpage for the core questionnaires. These will be reviewed at the end of every academic year.

3. Timescale for module evaluation process

See Appendix 1 for the timescale of the module evaluation process for Semesters 1/A and 2/B for 2022/23. Details for Semester 3/C will be confirmed later in the 2022/23 academic year.

4. Tasks for survey process

The module evaluation process is coordinated centrally by the module evaluation team, working closely with the nominated contact in each School/Institute. See Appendix 2 for the list of tasks associated with the module evaluation process and who is responsible for each task.

5. Promoting the survey

To achieve a satisfactory response rate where feedback is meaningful and credible it is important to promote both the availability and the purpose of the module evaluation survey to students. Students will receive an email link to their student email address when a module evaluation survey is 'live' for them to complete, as well as reminder emails if they have not completed the survey. Response rates to the module evaluation survey have been generally dropping over the last few academic and it is likely that students may not either be checking their email in general, nor even aware that a module evaluation survey is available for them to complete using their email link. Therefore, to increase the response rate, it is important that students are offered both a variety of methods to complete the survey, as well as a clear understanding as to the importance of the survey, through promotion by those School staff with whom students interact with most often.

Access to the survey through the QMplus block
Within the module QMplus page, there is an option to include a link to any live/open module evaluation surveys. This offers a far more direct option for a student to complete the survey. It is strongly recommended that Schools/Institutes enable this option, and a separate guidance document will be provided (by the Technology Enhanced Learning Team) to advise Schools/Institutes on how to enable the block.

Promotion of the purpose of the survey
Research by the *UCL Centre for Learning and Teaching Economics* has shown that response rates to course feedback surveys increases with the use of the following aims:

- Students being informed as to why the data is being collected and how it is going to be used
- Students understand that their feedback will be responded to and considered valuable
- Students are asked questions that provide the opportunity to give feedback that they consider ‘matters’
- Students see those receiving the feedback acting upon it in a meaningful way

The following suggestions are therefore offered as ‘best practice’ to raise the response rate to the module evaluation survey:

- Enable the QMplus block on the module page so that students have alternative methods of completing the survey.
- Set the timing of the survey early enough (in the semester) so that feedback from the survey can be reported before the end of the semester – this keeps channels of communication open so that any obvious and straightforward changes can be addressed and acted upon before the end of students’ learning experience on that module.
- Offering an ‘in-class prompt’ for students at some point during learning time where students are allocated a short period of time to complete the survey, (ideally in addition to) being directed to the QMplus link to complete the survey.
- Provide School/Institute staff (both Academic and Professional Services) with key messages to promote the purpose and value of the survey which can be used when promoting the survey to students.
- Routinely and purposefully feed back outcomes from the survey data to students, highlighting areas of progress and areas for focus, which clearly demonstrate to students the value of completing the survey. This could be via newsletters, Student-Staff Liaison Committee meetings, or ‘town hall’ style meetings.

6. Using the Module Evaluation App to confirm module data

See Appendix 3 for process guidance as to how to use the Module Evaluation App to confirm module data.

7. Publishing evaluation results

7.1 Reporting of module evaluation results

The ME team will provide a PDF report per module (or module occurrence) which will be sent to School Co-ordinators which summarises data for both the closed (1-12) and open questions. Additionally, the ME team will produce an excel spreadsheet summarising the data for the closed question (1-12) for the batch of PDF reports distributed.
At the end of the semester, results are also 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.

7.2 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 to pass on the full report to module leaders 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.

7.3 Reporting results to students

The results of the eleven core Queen Mary statements (questions 1 to 12) 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.

7.4 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.

7.5 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, 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.

7.6 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 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.

7.7 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 the Module Evaluation team. Decisions on whether to release data will be considered on a case-by-case basis in compliance with data protection legislation.

Appendix 1 Timescale for module evaluation process

Module evaluation tasks				School	Module Leader	Module Evaluation contact
Sem	**Week**	**Date**	**Activity**			
1	Week 0	19.09.22	Induction			
	Week 1	26.09.22	Teaching	Data entry into app	Confirm dates of surveys	
	Week 2	03.10.22	Teaching	Data entry into app	Confirm dates of surveys	
	Week 3	10.10.22	Teaching	Data entry into app	Confirm dates of surveys	
	Week 4	17.10.22	Teaching	Data entry into app	Confirm dates of surveys	
	Week 5	24.10.22	Teaching	Data entry into app		End of week - Deadline for data entry
	Week 6	31.10.22	Teaching			Data entry in evasys
	Week 7	07.11.22	Teaching			Data entry in evasys
	Week 8	14.11.22	Teaching		Promote surveys	Surveys open
	Week 9	21.11.22	Teaching		Promote surveys	Surveys open
	Week 10	28.11.22	Teaching		Promote surveys	Surveys open
	Week 11	05.12.22	Teaching		Promote surveys	Surveys open
	Week 12	12.11.22	Teaching		Promote surveys	Surveys close -end of week
	Week 13	19.12.22	Study week			Reports to schools
		26.12.22	Holiday			
	Week 14	03.01.23	Assessment		Feedback to students	Reports using PowerBI to schools/planning
	Week 15	09.01.23	Assessment		Feedback to students	Reports using PowerBI to schools/planning
	Week 16	16.01.23	Assessment			Reports using PowerBI to schools/planning

	Week 1	23.01.23	Teaching	Data entry into app	Confirm dates of surveys	
	Week 2	30.01.23	Teaching	Data entry into app	Confirm dates of surveys	
	Week 3	06.02.23	Teaching	Data entry into app	Confirm dates of surveys	
	Week 4	13.02.23	Teaching	Data entry into app	Confirm dates of surveys	
	Week 5	20.02.23	Teaching	Data entry into app		End of week - Deadline for data entry
	Week 6	27.02.23	Teaching	Data entry into app		Data entry in evasys
	Week 7	06.03.23	Teaching			Data entry in evasys
	Week 8	13.03.23	Teaching		Promote surveys	Surveys open
	Week 9	20.03.23	Teaching		Promote surveys	Surveys open
	Week 10	27.03.23	Teaching		Promote surveys	Surveys open
2	Week 11	03.04.23	Teaching		Promote surveys	Surveys open
	Week 12	10.04.23	Teaching		Promote surveys	Surveys close - end of week
		17.04.23	Holiday			Reports to schools
		24.04.23	Holiday			Reports to schools
	Week 13	02.05.23	Assessment		Feedback to students	
	Week 14	08.05.23	Assessment		Feedback to students	Reports using PowerBI to schools/planning
	Week 15	15.05.23	Assessment			Reports using PowerBI to schools/planning
	Week 16	22.05.23	Assessment			Reports using PowerBI to schools/planning
	Week 17	29.05.23	Assessment			
	Week 18	06.06.22				

Appendix 2: Module Evaluation tasks

Prior to survey opening				**During survey period**						**Post survey closure**	
1 - SITS		**2 - Module Eval App**		**3 - Evasys**		**4 - QM+**		**5 - Power BI - response rate**		**6 - Evasys/Power BI**	
Task	***Owner***	**Task**	***Owner***	**Task**	***Owner***	**Task**	***Owner***	**Task**	***Owner***	**Task**	***Owner***
Module - period	*School*	Data from SITS	*School*	Set up surveys	*ME team*	Enabling block to survey link	*School*	Provide daily response rate	*ME team*	Evasys - Distribution of survey PDF reports to schools	*ME team*
Module leader	*School*	Survey dates	*School*	Confirm dates	*ME team*	Promote survey	*School*	Check daily response rate and promote survey as necessary	*School*	Evasys - Distribution of excel summary reports to schools	*ME team*
Students registered	*School*	Survey type	*School*	Confirm students	*ME team*					Power BI - summary of results	*ME team*
		Group numbers	*School*	Distribute survey	*ME team*					Distribution of results to students	*School*
		Confirm module	*School*	Distribute reminders	*ME team*						
		Notify ME team by email	*School*								
		Download data	*ME team*								

Appendix 3 Guidance process for confirming modules using the ME app

<u>**Process for confirming modules to be surveyed for module evaluation using the module evaluation app**</u>

Pre-requisites

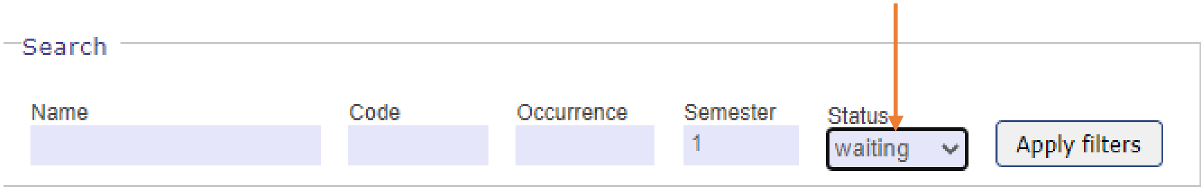
1. Modules are correctly set up on SITS for the 2022/23 academic year
2. Students are fully and correctly registered onto modules through SITS
3. Module leader names are updated as necessary on SITS

Data entry for schools for module evaluation process

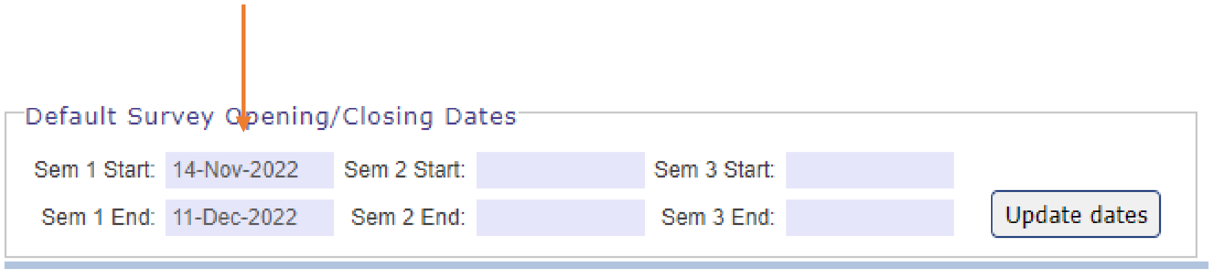
4. Schools to check with module leaders the chosen opening/closing dates for the module evaluation survey period

5. School ME contacts go onto the app to do the following:

   a. Within the ‘search’ box - Select the respective semester – then select status ‘waiting’ – then select ‘apply filters’. This should pull up all of the modules registered on SITS for that semester within your school.



   b. Within the ‘Default Survey Opening/Closing dates - Input the opening/closing dates for the modules you have pulled up – press update dates and it will update all of the dates for the ‘waiting modules’ – (these can be changed for individual modules if needed)



c. Select the type of module it is – taught or dissertation (this will dictate which questionnaire is assigned to the survey).

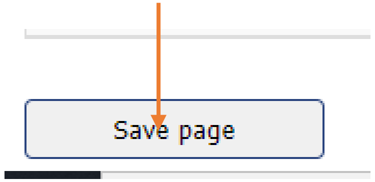
Name	Code	Occurr	Level	Semester	Last year start	Last year end	Survey start	Survey end	Questionnaire type
Applied Anatomy for Prehospital Medicine	IHS7204	B21	PGT	2					Taught

d. If there are more than 1 group per module (e.g.: multiple seminar groups) – input the number of groups per module (See *** - groups** below for how to add students to these groups)

e. Select 'confirm' which modules you wish to be surveyed (if the module is not being selected for surveying, then you don't need to change the status)

Name	Code	Occurr	Level	Semester	Last year start	Last year end	Survey start	Survey end	Questionnaire type	Groups	Status
Applied Anatomy for Prehospital Medicine	IHS7204	B21	PGT	2					Taught	1	confirm

f. Ensure you 'save the page' – at the bottom of the screen – this will save the changes you have made.



g. If any additional questions to be added to the COREQ21/COREQ21D questionnaire (University standard) then questions should be added below – although schools will need emailed permission from the Faculty Dean of Education to confirm the requested additional questions.

h. Please then notify the ME team that the modules have been confirmed, by email, as there is not an automatic function on the app which notifies the ME team of new modules having been confirmed.

Groups

If you have selected MORE THAN 1 group, click on the module title and you will see a screen where you can input names of different module leaders (seminar leaders).

Applied Anatomy for Prehospital Medicine (IHS7204)

STAFF GROUPS

Group	Module leader
1	Dawn Hopper
2	Johnny Dixon

Survey start

Survey end

Semester 2

Then select 'Save Group'.

This will generate multiple codes per module – e.g.: ISH7024/1 – Module leader Dawn Hopper; ISH7024/2 – Johnny Dixon.

You then have the option to assign each student registered on the module to one of the groups, as shown below:

STUDENTS

Student code	Name	Email	Group no
123456	John Smith	XX@qmul.ac.uk	1
123445	Anne Jones	YY@qmul.ac.uk	2
123556	Fatima Ahmed	ZZ@qmul.ac.uk	1

However – this is an extremely manual process and we appreciate that this would be very time-consuming. Therefore, if you have your students email address already assigned to module/seminar leader groups in a spreadsheet format, please send us the lists as you have them and we will amend the upload data. Please ensure that the group numbers assigned through the app correspond exactly with your students' groups on the spreadsheet.