Module Evaluation Policy

Responsibility for Policy:	Registrar and Chief Operating Officer
Relevant to:	All LJMU Staff and Academic Partnerships
Approved by:	Academic Board, 29 September 2021
Responsibility for Document Review:	Dean, Teaching and Learning Academy
Date introduced:	September 2015
Date(s) modified:	September 2017, September 2021
Next Review Date:	July 2024

RELEVANT DOCUMENTS

- Data Protection Act 1988
- The UK Quality Code for Higher Education

RELATED POLICIES & DOCUMENTS

- LJMU Data Protection Policy
- Programme Annual Monitoring and Validation/Review documentation

Module Evaluation

Background

Liverpool John Moores University is committed to ensuring that its students receive the highest quality learning experience. Student opinion of their academic programmes is highly valued by the institution. The University has a range of formal and informal mechanisms for obtaining student feedback of which module evaluation is a crucial component. The module evaluation survey seeks feedback from students on learning-related issues and is a key indicator in the institutional processes for the enhancement and assurance of academic quality. Module evaluation is a required element of the evidence base for programme annual monitoring and validation /review.

Key Principles

· Data should be as meaningful as possible therefore efforts should be made to ensure that the data collected is representative of the student cohort as a whole. *Guidance on module evaluation process and increasing response rates is provided on Teaching and Learning Academy website at: https://www.ljmu.ac.uk/~/media/files/ljmu/microsites/teaching-and-learning-academy/moduleevaluation/module-evaluation-guide-for-module-leaders-_updated.pdf?la=en*

 · Students should be fully engaged in module evaluation and improvement process. Therefore actions taken in response to feedback from students must be communicated to students, for example, in Boards of Study and programme or module guides. Where appropriate, staff should also detail why changes have not been implemented in response to student feedback.

 · Outcomes of module evaluation should be considered alongside other sources of module/programme information, for example external examiners reports.

 · Evaluation data which identifies 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 accessible only by those in the positions that are set out in Table 1.

 · The survey methods used should not disadvantage any student from participating. Therefore students may request different survey formats and the survey approach must be aligned with module delivery, for example distance learning courses should be appraised using on-line surveys.

 · Results of module evaluations should be used by academic staff in building their evidence of excellence in teaching for PDPR and internal and external prizes/awards e.g. Vice-Chancellor's Award for Excellence in Teaching Innovation, HEA professional recognition. School Directors may choose to discuss the results with academic staff in the context of learning and teaching quality assurance, PDPR or performance management.

Module Evaluation Policy

Scope

The module evaluation policy applies to all taught undergraduate and postgraduate modules leading to a University award, including continuing professional development modules. The policy does not apply to modules offered as part of degrees classified as research or falling under the scope of the Research Degrees Committee.

This policy is circulated to partner institutions. Whilst it is recognised that partners may have their own methods for student module evaluation in place it is expected that the four core institutional questions are covered in their evaluation processes.

Requirements

Module evaluation must be conducted within strict ethical guidelines. Students must remain anonymous throughout the process and outcomes must not be analysed in a way that could identify individual students from their responses.

Each module must be formally evaluated every time it is delivered. Surveys are administered towards the end of the module in an appropriate week as determined by the module leader. Faculty Registrars work with the Teaching and Learning Academy to co-ordinate the administration of the questionnaire.

An institutional set of module survey questions will form the core of the questionnaire and these will be reviewed annually and approved by Education Committee. Questions will focus on students' perceptions of the content and delivery of the module. Module leaders must use these questions. They may also choose to include up to five additional questions either from the institutional question bank or bespoke module-related questions.

The Teaching and Learning Academy has overall responsibility for module survey management and administration. Registry will provide programme leaders with module specific details of the module leader and anticipated timing of the survey. To ensure that these records are accurate and allow for effective survey distribution and reporting, the programme leader should approve this data at the beginning of the academic year.

Outcomes from module evaluation

Results from core questions

Module evaluation results and free text comments are made available to the module leaders and line managers via Canvas. Access to the different parts of the evaluation data is described below and in Table 1. Two quantitative measures are provided; the mean and the average satisfaction. These are benchmarked against Faculty and School averages. The mean looks beyond the % agree measure and takes account of neutral and negative responses. Inappropriate and offensive comments are removed from the qualitative data. Individual staff names are retained in positive comments to recognise excellent teaching and for use by academic staff in PDPR or as evidence for internal/external recognition. Where comments are negative in tone, names are replaced by "[name removed]".

The general principle used in determining access to quantitative and qualitative data is that those staff responsible for a module (line managers and module leaders) are entitled to see all the data and all academic staff are entitled to see all the module overall scores. Responsible for the

academic oversight of the student experience, the PVC Education has access to all the evaluation data. Improvements that are made to the module as a consequence of student feedback to survey questions must be communicated to students through Board of Study meetings and module/programme guides.

Table 1 Staff access to module evaluation data

	Scores	Comments *[names included]*	Comments *[names removed]*	Rationale
PVC Education	Yes	Yes	Yes	Institutional academic oversight of the student experience.
Faculty PVCs	Yes	Yes	Yes	Line management responsibility for Faculty.
Associate Deans	Yes	Yes positive No negative	Yes	Access to scores/comments in order to review quality of content.
School Director[1]	Yes	Yes	Yes	Line management responsibility for School.
Programme Leader	Yes	Yes positive No negative	Yes	Access to scores/comments in order to review quality of content.
Module Leader	Yes	Yes positive No negative	Yes	Access to all scores/comments in order to monitor quality of content and teaching.
Academic staff	Yes	No	No	Access to scores in order to compare module outcomes.
Module team	Yes	Yes Positive No negative	Yes	Access to scores/comments to facilitate discussion with relevant academic staff in order to improve quality of teaching and content.
T&L Academy survey team	Yes	Yes	Yes	Access to data required for administrative purposes [to remove offensive /inappropriate comments and proper names].
Faculty Registrar	Yes	Yes	Yes	Access to data required for administrative purposes [quality check].

Results from bank/bespoke questions

Results from bank/bespoke questions are available to the module leader only as a separate report accessed via Canvas. Improvements that are made to the module as a consequence of this feedback should be communicated to students through Board of Study meetings and module guides.

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[1] School Directors may forward free text data to relevant line managers.

<u>Retention of module evaluation data</u>

Module evaluation data will be retained (and ultimately destroyed) in accordance with the time frames set out in the University's Document Retention Schedule.