Annex M: Student Evaluation

1. This section of the Code of Practice is concerned with arrangements for obtaining the views of students on matters related to learning and teaching and for consideration of the views of students.

2. Schools should seek the views of students on each of the modules they have taken (see 3 below) and consider the feedback on the programme they have taken (see 4 below) as obtained via the questionnaires administered centrally by the University and by the NSS (National Student Survey). Schools should also establish one or more Staff/Student Liaison Committees (see 5 below).

3. Module Evaluation

The purpose of module evaluation is threefold.

With regard to quality assurance, it should:

- inform the annual monitoring of courses.

With regard to quality enhancement, it should:

- provide short-cycle, developmental feedback to assist staff reflect on course design and teaching, and allow them to make changes as appropriate;
- encourage students to reflect on their own learning.

There are two main methods.

a. End of module evaluation

Opportunity must be provided for anonymous student evaluation by an end of module questionnaire each time a module is offered.

For quality assurance purposes, a questionnaire should be made available containing closed choice questions regarding:

- the provision of resources (departmental and central, e.g. computing, library);
- the adequacy of the physical setting (lecture rooms and other facilities);
- the information provided about a module both before and during the module;
- the organisation and delivery of material,
- the setting and punctual return of assessed work
- the helpfulness of all forms of feedback and opportunities for discussion on individual work.

For quality enhancement purposes, the same questionnaire may include open-ended questions which allow students to express their views freely.

b. Other forms of evaluation and feedback

In addition to any quality enhancement material collected in the second part of the questionnaire, other forms of evaluation and feedback should be collected especially in the early and middle part of a module (see appendix for examples). These allow students to express their views and provide short-cycle feedback to staff. In addition separate forms of evaluation may be used for different components of a module (e.g. lectures, seminars, laboratory classes or components taught by different persons).

Each teacher/module convenor will determine procedures for collecting enhancement data, analysing responses, and providing feedback to students.

c. Use of evaluation data

- Teachers or module convenors will include a statistical summary of fixed choice question responses, and responses to such data where appropriate, as part of the annual monitoring process (see Annex E).
- Teachers or module convenors will include a report of enhancement data as part of the annual monitoring process. (The method used to solicit it should be stated.)
- All staff should be given an opportunity to respond to questionnaire and feedback data.
- Students should be informed of how their views have been considered and with what result, for example by making available to them through the annual monitoring process and minutes of meetings of Boards of Studies.

4. Programme Evaluation

Directors of Studies should summarise in their annual reports the feedback on their programmes obtained via both the in-course questionnaire administered centrally by the University and the exit questionnaire undertaken by the NSS (National Student Survey).

5. Staff/Student Liaison Committees (SSLCs)

5.1. Staff-Student Liaison Committees should be regarded by Schools as a forum for engaging students in the quality management and enhancement of their programmes of study. Liaison Committees should be seen as an opportunity for staff members to consult with students on all aspects of their student learning experience and involve them in discussions with regard to future developments in the School.

5.2. Each School should establish one or more Staff/Student Liaison Committees. It is for Schools to decide whether it is appropriate to have a single such Committee or whether, for example, there should be a Liaison Committee corresponding to each Board of Studies.

5.3. The membership of a Liaison Committee should include at least one student from each stage of each programme or group of programmes falling within the remit of the Committee and, for each programme or group of programmes, at least one member of staff who has a detailed knowledge of the programme(s).

5.4. Liaison Committees should meet at least once per term. Dates of meetings should be widely publicised within the School and students and staff should be invited to submit, through their representatives, items of business for consideration by the Committee.

5.5. Agendas for meetings and associated papers should be sent to all members in advance of meetings.

5.6. Agendas for meetings of Liaison Committees should ensure that there is opportunity for consideration of matters which are of concern to students and for consideration of suggestions from staff or from students for enhancement of programmes. Agendas should be comprehensive and provide scope for discussion of all aspects of student learning (including, for example, programmes and modules of study (inc. teaching, learning and assessment methods), the Personal Academic Support System (PASS), learning resources, disability support and curriculum development. Specific items discussed by Liaison Committees might include NSS and other internal survey results. Recommendations from external examiners should be discussed by Liaison Committees (as required by Annex K (External Examiners) of this Code of Practice).

5.7. Minutes of meetings should be made available to all students taking the programme(s) falling within the remit of the Committee and to all staff teaching on the programme(s).

5.8. Liaison Committees should report to and make recommendations to the appropriate Board(s) of Studies.

5.9. Students should be informed of how their views have been considered in a timely fashion following each Liaison Committee Meeting.

Appendix

There are many ways in which feedback beyond what is currently collected in the module evaluation form may be obtained.

Some examples are:

- **Concept maps**
  - Students are asked to reflect on the course so far and to map what they consider they have learned so far.

- "**Classroom Assessment Tests**" (or CATs) e.g.
  - *Start, Stop, Continue*

    Each student is given three post-it notes and asked "Please help me assess how the module is going. Take one post-it note for each category and write down what you would like to *Start* doing in the module what you'd like to *Stop* doing and what you'd like to *Continue* doing. Your collective feedback will help shape the current and future versions of the course"
  - *Muddiest Point*

    Each student is given an index card and asked to write on it the thing that they found most incomprehensible/confusing during the module so far. (This may be used on multiple occasions and at various scales – from "this lecture" to "the module so far")
  - *One Minute Paper*

    At the end of a lecture (or after a set number of weeks of a module) students are asked to prepare a one-minute summary of what they have learned so far.

- **"Live" Evaluation**
  - In a lecture, ask the students to generate statements about the course. They must be single-issue statements that someone else could agree with or disagree with. (*Lecture five was boring*, is fine: *I didn't like lecture five because I'd covered that material at school*, is not). The lecturer collates all the statements (on OHP or powerpoint or whatever). Each student present then takes a piece of paper and, for each statement, marks their agreement according to the rubric:
    - Strongly agree ++
    - Agree +
    - Neutral 0
    - Disagree -
    - Strongly disagree --

    They may add any other comments they wish. These papers are collected and results collated by the lecturer.

    The first time students encounter this technique, it is important that its power is made clear to them. If, for example, they think that you are a terrible lecturer, they can say "*I think you are a great lecturer*" and then strongly disagree with the statement, thus expressing what they want to say without embarrassment. Also, the questions are about what they think about the module, not what we expect them to think (although lecturers can easily and transparently add statements of their own).

- **"Write-in" questionnaires**. Commonly used prompts used are:
  - *What are three best aspects of the course? What are three aspects that could be improved?*
  - *Would you recommend this module to other students? Why?*
  - *What did you like best/least?*
  - *Please comment on the strengths of the course. Please make suggestions for improvements.*

  "Live" evaluation and "write in" questionnaires may be used together. Questionnaires may use local or central mechanisms for deployment and the collation of responses, and may be paper-and-pencil, as OCR forms or online.

- Staff-student liaison committees

- Focus groups

- One-on-one interviews