Module Evaluation

All modules are evaluated every time they are delivered, informed by students' feedback collected through the University of Suffolk module questionnaire.

Module evaluation is recorded on a module evaluation form. A summary of the key findings from module evaluations, and identification of any resultant changes, should be included in student module guides.

Planning questionnaire deployment

Course committees are responsible for agreeing when module feedback will be collected. In particular, at the first meeting of an academic year the course committee should determine:

- <u>How the questionnaire will be deployed</u>. In Ipswich this will be through the University of Suffolk online survey tool, but some partners may employ paper-based collection.

- <u>When students will be asked to complete the questionnaires</u>. The committee should seek to encourage high response rates, usually opening and promoting the survey to students when all students are expected to be present, whilst enabling students to comment on as much of the module as possible (including final assessment and feedback).

Online deployment

When courses use online questionnaire delivery, they will need to determine dates during which students are able to complete questionnaires for each module. These dates should be reported to the University of Suffolk Planning and Management Information (PMI) team as early as possible, preferably by the end of the sixth teaching week of the academic year. Results for each module will be provided by email to the module and course leaders following the end of each module's survey period.

Paper-based deployment

In accordance with the course committee decisions, the course team will publish a schedule for students indicating when they will have an opportunity to provide feedback for each module. To protect the anonymity of students' feedback, completed paper-based questionnaires should be collected by either the course administrator or by the student representative and passed to the course administrator. The course administrator will complete a standardised report on the feedback, indicating satisfaction ratings for each question and including students' written comments. Where the student cohort is large, students' comments will be summarised rather than reported in full, capturing common themes and those issues that were raised by more than one student. This report will be provided to the module leader and course leader, and shared with the student cohort through the module area on Brightspace.

Sharing results

The quantitative results for the module questionnaires should be shared with those students who were invited to complete it through publication on the module's area on Brightspace. Qualitative results should also be shared with the course leader to enable common themes and issues to be identified and addressed.

Module evaluation is completed by the module team, reported to the course committee, and reported to students through their module guide

Recording the evaluation process

All module teams are expected to be reflective academic practitioners. Module evaluation prompts module tutors to evaluate each module's delivery methods and approaches, assessment components (formative and summative), and tutorial and other support mechanisms in enabling student learning and achievement. Completing module evaluations is an opportunity to record such reflections and to make explicit the findings and resultant planned developments and enhancements.

Module evaluation should consider module achievement rates and profiles, student attendance and engagement indicators, and pertinent feedback from the external examiner. Students provide feedback informally in-class, through tutorials and via student representatives. This informal feedback should be explored alongside the results received through the module questionnaire (see overleaf).

Where possible, module teams are encouraged to involve students in the evaluative process, possibly through student representative involvement or through focus groups or other gatherings. This will facilitate deeper understandings of feedback received, and the exploration of proposed improvements or enhancements.

The module evaluation form (available on the Quality Monitoring and Enhancement pages on the University website) should be used to record key findings and reflections emerging from the evaluative process under a series of headings ('Curriculum', 'Teaching and Learning', 'Assessment', and 'Resources'). The form provides tables in which good practice and future actions should be recorded.

Sharing the evaluative findings

Module evaluation forms should be shared within course teams to enable common themes to be identified, good practice to be replicated or developed, and the completion of proposed actions monitored. To facilitate this monitoring, actions proposed should be added to the course action plan.

Results of module questionnaires should be shared in the module's Brightspace area with the students who recently completed the module. A summary of the findings of each Module Evaluation, and any planned actions or modifications should also be shared with the course committee, and with students in the next cohort taking the module through inclusion in the module guide. Copies of the module evaluation form should be lodged in the module file. It is also good practice to draw external examiner's attention to module evaluation forms, providing them with evidence of the course team's developmental processes and allowing them to comment on the effectiveness of planned innovations and enhancements.