
Policy for Module and Teaching Evaluations

I. Purpose & Scope

This policy sets out how King's will undertake evaluation of modules and teaching. It is designed to facilitate existing good practice. It locates responsibility for the evaluation process in departments and faculties whilst establishing baseline requirements with which all faculties must comply.

II. Definitions

Modules Programmes of study at King's are normally made up of discrete blocks of learning, consisting of a defined number of credits. These blocks are known as modules. Where programmes do not consist of discrete credit-rated modules, module evaluation baseline requirements can be applied to any coherent block of learning that exists within the programme. Each module must include the opportunity for formal evaluation by students enrolled on that module each year.

Teaching Within the context of this policy, teaching staff are defined as a member of staff who is substantially responsible for delivering the teaching on a module. It is at the Faculty's discretion to determine which staff meet this criterion.

III. Policy

1. Scope of the Policy

The policy is applicable to:

- 1.1. All modules taught within the classroom
- 1.2. All modules taught online
- 1.3. Modules in which a project or dissertation constitutes the majority of the assessment
- 1.4. Modules that are either 100% placement based or incorporate both teaching and placement(s)

2. Purposes of Module Evaluation

The primary purpose of module evaluation is the enhancement of teaching quality and students' learning experience. Within that overarching heading there are a number of specific current and prospective roles and purposes it fulfils for undergraduate and postgraduate provision:

Management of individual modules and programmes

- 2.1. To provide the module lead/coordinator with feedback on the quality of the teaching, supervision and assessment on their module(s).
- 2.2. To provide the module lead/coordinator with information to support education enhancements.
- 2.3. To provide individual teachers with timely student feedback to support immediate and responsive improvements.

Management of education provision within faculties and across the university

- 2.4. To provide useful indicators of teaching quality and student satisfaction that are subject to less lag time relative to end-of-study surveys like the NSS.
- 2.5. To enable the quality of individual modules at department, faculty and university level to be reviewed on a consistent basis.
- 2.6. To enable good practice to be identified, so that it can be promulgated to other areas.
- 2.7. To provide a systematic and transparent means through which students can contribute

to the design and development of modules, in keeping with our commitment in Goal 6 of the Education Strategy to work with students as co-creators.

3. Module Evaluation Baseline Requirements
 - 3.1. Module Evaluations must be anonymous¹ and be undertaken online using EvaSys, the university's standard module evaluation software
 - 3.2. Module Leaders are accountable for the initial analysis of responses.
 - 3.3. Each Departmental Education Committee (or equivalent) must outline a process for consideration of module evaluation for each module. This must include a systematic process for identifying actions to be taken as a result of module evaluation for each module. This process must be approved by the appropriate Faculty Education Committee.
 - 3.4. Academic Regulations, Quality and Standards (ARQS) will ensure that the results of module evaluations will be distributed to Heads of Department (or their equivalent for Single-Faculties), Executive Deans, Deans/Vice-Deans Education, Associate Directors Education, Quality Assurance Managers and Student Experience Managers (for their faculties), Senior Vice-Principal Academic and the Vice Principal Education. If a staff member requires access to the full data, their Executive Dean, Director (or equivalent) can request access from the Vice-Principal Education. Faculties are responsible for ensuring that ARQS have the correct faculty-based role-holder information by 30th September. After this date, Faculties remain responsible for notifying ARQS of any changes to the roles.
 - 3.5. The *quantitative* scores from module evaluation along with Module Convenor feedback (a reflection on the student feedback) must be released to students through the Instructor Portal (the EvaSys+ system) within four weeks of the closure of the relevant survey. Outcomes must also be discussed at Staff-Student Liaison Committees². Qualitative data, i.e. free text comments – are not released to students.
 - 3.6. Module evaluation leaders are expected to consider module evaluation as part of their own PDR and append their module evaluation reports to their PDR paperwork. Module leaders are accountable for the educational experience of students on their module(s). In the case of group taught modules, they achieve this through their leadership of the module team.
 - 3.7. Colleagues who contribute to group-taught modules are expected to reflect on the student module evaluations for the modules that they teach on as part of their PDR.
4. Module Evaluation Design and Delivery
 - 4.1. Module evaluation is carried out via an online questionnaire. Most questions are “scale” questions, asking students to rate their level of satisfaction in each area on a scale of 5 (“strongly agree”) to 1 (“strongly disagree”).
 - 4.2. All module evaluation questionnaires must include the standard sets of questions. An updated list of standardised questions was agreed by the College Education Committee in 2021/22 (see Appendices).

Teaching evaluation

5. The purpose of teaching evaluation
 - 5.1. To provide information that can support discussions in Performance Development Reviews for teaching staff, academic promotion applications, and probation decisions, and for identifying training/development requirements.
 - 5.2. To improve our ability to recognise and reward individuals with a consistent track record of delivering high quality education.
 - 5.3. To improve our ability to identify trends and patterns in student feedback on modules

¹ Placement based modules are not required to retain student anonymity

² Faculties should also consider publishing outcomes on the virtual learning environment.

which require further exploration.

6. Individual Teaching Evaluation Baseline Requirements
 - 6.1. Individual Teaching Evaluations must be anonymous³ and be undertaken online using EvaSys, the university's standard module evaluation software
 - 6.2. Module Leaders are accountable for the initial analyzing of feedback regarding themselves and those of the other teachers on the module. Module leaders are expected to review the individual feedback with the teachers on their modules.
 - 6.3. Results regarding individual teachers are collected to support individual development and therefore *not released to students*.
 - 6.4. Student evaluation of individual teaching should be considered alongside other relevant and contextual information as part of individuals' PDRs to support development, and not taken in isolation as an indicator of teaching quality.
7. Evaluation of Individual Teaching Design and Delivery
 - 7.1. Evaluation of individual teaching is carried out via EvaSys as part of the module evaluation surveys.
 - 7.2. Evaluation of individual teaching is undertaken for teaching staff on all classroom and lab-based taught modules (see definition above).
 - 7.3. All evaluation of individual teaching must include the standard set of questions that were agreed by the College Education Committee in 2021/22 (see Appendices).

Appendices

The following questions/statements are mandatory for inclusion on all surveys issued for classroom taught modules:

1. This module was intellectually stimulating
2. The criteria used in assessment for this module have been made clear in advance
3. The written/verbal feedback I have received has been helpful
4. This module has been well organised
5. Learning materials (e.g. handbooks, study guides, teaching materials and online content) for this module have effectively supported my learning
6. I have received helpful study advice and support when I have asked for it
7. I have felt included in this module through having been encouraged to ask questions and/or participate in discussions
8. Staff value my views and perspectives in this module
9. This module has helped to broaden my knowledge and/or skill set
10. I feel part of a community on this module
11. The design and approach of the module made me feel included
12. Overall, I am satisfied with this module
13. What has been the most positive aspect of this module for you, and if you could recommend one improvement to the Module Organiser what would it be? (Free text answer, limited to 500 characters)

The following questions/statements are mandatory for inclusion on all surveys issued for modules delivered online:

1. This module was intellectually stimulating
1. The criteria used in assessment for this module have been made clear in advance
2. The written/verbal feedback I have received has been helpful
3. This module has been well organised
4. Learning materials for this module have effectively supported my learning
5. I have received helpful study advice and support when I have asked for it
6. I have felt included in this module through having been encouraged to ask questions and/or participate in discussions

³ Placement based modules are not required to retain student anonymity

7. Staff value my views and perspectives in this module
8. This module has helped to broaden my knowledge and/or skill set
9. I feel part of a community on this module
10. The design and approach of the module made me feel included
11. The online elements of this programme are easy to use
12. Overall, I am satisfied with this module
13. What has been the most positive aspect of this module for you, and if you could recommend one improvement to the Module Organiser what would it be? (Free text answer, limited to 500 characters)

The following questions/statements are mandatory for inclusion on all surveys issued for Dissertation and/or Project Based Modules:

1. I was given sufficient guidance on how to select my dissertation/project topic
1. I received sufficient guidance for planning my dissertation/project
2. The criteria used in assessment for this module has been made clear in advance
3. My supervisor provided me with sufficient support to progress with my project/dissertation
4. I was able to meet/communicate with my supervisor at pre-arranged times
5. I was able to access subject-specific resources necessary to complete my dissertation/project
6. I was clear about who to contact in my department if problems arose with my dissertation/project
7. I found purpose and meaning in my dissertation/project
8. My dissertation/project has helped me develop knowledge and skills

The following questions/statements are mandatory for inclusion on all surveys issued for Placement Based Modules:

1. My placement was based at (drop down/free text answer)
2. Prior to my placement I received all the information I needed
3. The placement setting was welcoming and prepared for my arrival
4. The placement was well organised [free text box for further details]
5. I felt supported in obtaining my placement / elective
6. I felt supported during my placement
7. Key contact points took place as intended (e.g. mid-point interview, visit, sign-off)
8. I knew who to contact if I needed help or support during my placement
9. The quality of the facilities for students in this placement was good
10. My placement teachers/instructors provided appropriate teaching and supervision
11. Prior learning on my course prepared me well for the placement
12. The placement provided me with opportunities to explore ideas or concepts in practice
13. The placement provided me with positive professional experience
14. I understand how the placement learning is linked to assessment
15. During my placement I received useful feedback on my progress
16. The placement was intellectually stimulating
17. The placement has helped me develop knowledge and skills
18. Overall, I was satisfied with my placement
19. I would recommend this placement to other students
20. Please feel free to comment on any aspect of your placement (Free text answer, limited to 500 characters)

The following questions/statements are mandatory for inclusion on all surveys issued for Lab Based Taught Modules:

1. This module was intellectually stimulating
2. The criteria used in assessment for this module have been made clear in advance
3. The written/verbal feedback I have received has been helpful
4. This module has been well organised
5. Learning materials (e.g. handbooks, laboratory manuals, teaching materials and online content) for this module have effectively supported my learning

6. I have received helpful study advice and support when I have asked for it
7. I have felt included in this module through having been encouraged to ask questions and/or participate in discussions
8. Staff value my views and perspectives in this module
9. I feel part of a community on this module
10. The design and approach of the module made me feel included
11. This module has helped me develop my knowledge and laboratory skills
12. I have received clear instructions about what I need to do during my laboratory practicals
13. Time allocated for each laboratory practical was sufficient and I did not feel rushed
14. I received useful help from demonstrators when I asked for it
15. The equipment was sufficient to complete the expected tasks
16. Laboratory practicals helped me better understand the material, and therefore learn more
17. Overall, I am satisfied with this module
18. What has been the most positive aspect of this module for you, and if you could recommend one improvement to the Module Organiser what would it be? (Free text answer, limited to 500 characters)

The following questions/statements are mandatory for the purpose of Teaching Evaluations:

1. The lecturer has been good at explaining the subject
2. The lecturer has made the subject interesting
3. The lecturer has been well prepared for their classes
4. The lecturer cares about my learning experience
5. The pace of the lectures/seminars was too slow/too fast/about right