Policy for Module and Teaching Evaluations

This document sets out the King's procedures for evaluating 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.

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. 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.

Module evaluation

3. 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
3.1. To provide the module lead/coordinator with feedback on the quality of the teaching, supervision and assessment on their module(s).
3.2. To provide the module lead/coordinator with information to support education enhancements.
3.3. To provide individual teachers with timely student feedback to support immediate and responsive improvements.

Management of education provision within faculties and across the university
3.4. 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.
3.5. To enable the quality of individual modules at department, faculty and university level to be reviewed on a consistent basis.
3.6. To enable good practice to be identified, so that it can be promulgated to other areas.
3.7. 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.

4. Module Evaluation Baseline Requirements
4.1. Module Evaluations must be anonymous\(^1\) and be undertaken online using EvaSys, the university's standard module evaluation software
4.2. Module Leaders are accountable for the initial analysis of responses.
4.3. 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

\(^1\) Placement based modules are not required to retain student anonymity
process must be approved by the appropriate Faculty Education Committee.

4.4. Quality, Standards & Enhancement (QSE) will ensure that the results of module evaluations will be distributed to the Executive Deans, Deans/Vice-Deans Education and Faculty Education Managers (for their faculties), the Provosts (for relevant faculties), and the VP Education. Faculties are responsible for ensuring that QSE have the correct faculty-based role-holder information by 30th September. After this date, Faculties remain responsible for notifying QSE of any changes to the roles.2

4.5. The quantitative scores from module evaluation along with Module Convenor feedback on action to be taken must be released to students through the Engagement Portal (the EvaMetrics system) within four weeks of the closure of the relevant survey. Outcomes must also be discussed at Staff-Student Liaison Committees3. Qualitative data, i.e. free text comments – are not released to students.

4.6. 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.

4.7. 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.

5. Module Evaluation Design and Delivery
5.1. 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”).

5.2. All module evaluation questionnaires must include the standard sets of questions that were agreed by the College Education Committee in 2018/19 (see Appendices).

Teaching evaluation

6. The purpose of teaching evaluation
6.1. 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.

6.2. To improve our ability to recognise and reward individuals with a consistent track record of delivering high quality education.

6.3. To improve our ability to identify trends and patterns in student feedback on modules which require further exploration.

7. Individual Teaching Evaluation Baseline Requirements
7.1. Individual Teaching Evaluations must be anonymous4 and be undertaken online using EvaSys, the university’s standard module evaluation software.

7.2. 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.

7.3. Results regarding individual teachers are collected to support individual developmental and therefore not released to students.

7.4. 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.

8. Evaluation of Individual Teaching Design and Delivery
8.1. Evaluation of individual teaching is carried out via EvaSys as part of the module evaluation surveys.

8.2. Evaluation of individual teaching is undertaken for teaching staff on all classroom and lab-based taught modules (see definition above).

8.3. All evaluation of individual teaching must include the standard set of questions that were agreed by the College Education Committee in 2018/19 (see Appendices).

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2 Process to be reviewed at the end of Semester 1 evaluations.
3 Faculties should also consider publishing outcomes on the virtual learning environment.
4 Placement based modules are not required to retain student anonymity
Appendices

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

1. This module was intellectually stimulating
2. This module has provided me with opportunities to explore ideas or concepts in depth
3. The criteria used in marking for this module have been made clear in advance
4. Feedback on my work for this module so far has been received within the published timeframe
5. I have received helpful and informative feedback on my work within this module so far
6. This module has been well organised
7. Learning materials (e.g. handbooks, study guides, teaching materials and online content) for this module have effectively supported my learning
8. I have received good study advice and support when I have needed it
9. I have felt included in this module through having been encouraged to ask questions and participate in discussions
10. Staff value students' views and opinions about this module
11. This module has helped me develop knowledge and skills which will be of use to me in future
12. Overall, I am satisfied with the quality of 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 clear guidance on how to select my dissertation/project topic
2. I received sufficient guidance for planning my dissertation/project (e.g. developing project outline, literature search)
3. It was made clear to me in advance what was required to successfully complete a dissertation/project
4. I was provided with sufficient support for independent study
5. The criteria used in marking my dissertation/project were made clear in advance
6. Interactions with my supervisor provided me with sufficient feedback on my progress
7. I was able to meet with my supervisor at pre-arranged times
8. I was able to access subject-specific resources necessary to complete my dissertation/project
9. I was clear about who to contact if problems arose with the organisation of my dissertation/project
10. My dissertation/project was intellectually stimulating
11. My dissertation/project has helped me develop knowledge and skills that will be of use to me in future

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 which will be of use to me in the future
18. Overall, I was satisfied with the quality of the 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. This module has provided me with opportunities to explore ideas or concepts in depth
3. The criteria used in marking for this module have been made clear in advance
4. Feedback on my work for this module so far has been received within the published timeframe
5. I have received helpful and informative feedback on my work within this module so far
6. This module has been well organised
7. Learning materials (e.g. handbooks, lab manuals, teaching materials and online content) for this module have effectively supported my learning
8. I have received good study advice and support when I have needed it
9. I have felt included in this module through having been encouraged to ask questions and participate in discussions
10. Staff value students’ views and opinions about this module
11. This module has helped me develop knowledge and skills which will be of use to me in future
12. I have received clear instructions during the module of what is expected of me during the class
13. I have been given sufficient time to complete what was expected of me during the sessions
14. There is a good ratio of staff to students during the sessions
15. I received useful help from demonstrators when I asked for it
16. The equipment was sufficient to complete the expected tasks
17. Overall, I am satisfied with the quality of 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 pace of the lectures/seminars was too slow/too fast/about right