



STUDENT MODULE EVALUATION POLICY

Version No.	Description	Author	Approval	Effective Date
1.0	A policy confirming arrangements for the University-wide student evaluation of modules.	Education Enhancement	Senate	2 nd August 2021



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GLOSSARY OF TERMS

Aggregate reporting	<i>Reports which combine the responses for a specified group or groups of respondents into a whole entity e.g. a Department/School report shows a summary of the results from all student responses from modules evaluated in that Department/School.</i>
Demographics	<i>Characteristics used to describe a population group or sub-group of individuals e.g. gender, age, ethnicity, domicile etc.</i>
Department/School Report	<i>The report produced showing the aggregated student feedback for all modules in a Department/School (see Appendix A).</i>
Module	<i>The individual components of a programme, normally worth 10 or 20 credits.</i>
Module Evaluation	<i>The process of obtaining feedback from students on all aspects of teaching, learning, and assessment within a module.</i>
Module Leader	<i>The person responsible for gathering Student Module Evaluation feedback (see also Assessment and Feedback Policy). May also be known as: Module Coordinator, Year Coordinator, Module Registrar, Class Coordinator, Class Organiser. This individual must hold the Class Organiser role in Pegasus to view and access module reports.</i>
Module report	<i>The report produced showing the aggregated student feedback for an individual module. See Appendix A.</i>
Myplace Dashboard	<i>This is displayed as the home page when a user is logged on to Myplace, found by clicking on Home in the main menu or Dashboard in the Navigation bar.</i>
Programme	<i>The full degree programme leading to an award.</i>
Questionnaire	<i>The set of questions students are asked to complete to provide feedback on a module. This normally refers to the standardised set of core and optional questions provided by the central system.</i>
Redaction	<i>The removal of offensive or inappropriate comments from a module report. This will be carried out by the Education Enhancement Directorate, normally upon the request of the Head of Department/School or nominee.</i>
Response rate	<i>The responses received as a percentage of the invitations sent out by the system</i>
Student Report	<i>The report produced for students showing the aggregated student feedback for a module along with the reflections from teaching staff. See Appendix A.</i>
Survey	<i>Method of gathering feedback from a given sample of individuals; in terms of module evaluation this is the method of gathering quantitative feedback from students enrolled in a particular module, administered via online questionnaire.</i>
Working days	<i>The University's standard working week is normally Monday to Friday, covering five working days.</i>

INTRODUCTION

1. This policy sets out the University's approach to Student Module Evaluation at the University of Strathclyde (hereafter University), defined in the University's [Assessment and Feedback Policy](#) as *the process of obtaining feedback from students on all aspects of teaching, learning, and assessment within a module*.
2. This policy on Student Module Evaluation reflects many years of work, in consultation with staff and students across all four Faculties. Our focus for Student Module Evaluation is to obtain and act on feedback to help enhance the Strathclyde student experience. As agreed by the Education Strategy Committee, Student Module Evaluation will form an important element of in fulfilling our ambitious aims for education in our strategy and vision for 2025.
3. Student Module Evaluation at the University is an enhancement-led activity, carried out to provide a means for staff to listen and respond to the Strathclyde student voice, supporting improvements to learning and teaching.
4. This policy supports our institutional objective for consistency in the review of learning and teaching across all disciplinary areas. The student voice is at the heart of our contextualised, data-led approach to enhancement, it informs our decision-making, and provides greater understanding of student feedback and its impact on the student experience.
5. Student Module Evaluation is carried out as part of wider module and programme reflective review processes across Departments/Schools.
6. This Policy should be read in conjunction with the University's [Assessment and Feedback Policy](#), Student Guidance on the [Use of Social Media and Virtual Learning Environments](#), the [Dignity and Respect Policy](#), the [Student Representation Policy](#), the [Student Discipline Procedure](#) and the University's Data Protection Policy, which can be accessed from the [University's Data Protection pages](#) on the website.
7. The policy applies to all credit-bearing undergraduate and postgraduate modules offered by the University, including but not limited to projects, placements, dissertations and work-based learning. The policy can also be applied to other modules where it is deemed appropriate to use the institutional approach to help obtain student feedback.

PRINCIPLES

8. The purpose of Student Module Evaluation is to enhance learning and teaching and the experience of our students through a clear and consistent institutional approach, with agreed procedures for gathering, analysing, acting upon and responding directly to student feedback. To this end, Student Module Evaluation is expected across all credit-bearing modules.
9. Student Module Evaluation should normally be carried out online using the central facility delivered via Myplace. The central facility ensures a consistent and systematic approach for staff and students, enables aggregate reporting and supports the University Strategic Plan.

10. The University strongly encourages students to respond to Student Module Evaluation questionnaires, however they are not mandatory. Staff should encourage students to participate in module evaluation surveys and to share their honest feedback, however students should not feel pressured to complete an evaluation. Care must be taken to avoid leading students to respond in a particular way. Survey results, in the form of a Student Report, will be available to all students enrolled on that module.
11. Staff must provide a response to acknowledge student feedback, normally using the central online facility. Responding to student feedback will contribute positively to the overall student experience and to the provision of excellent teaching at the University. It is good practice to highlight to students where their feedback has resulted in changes to learning and teaching delivery and, where relevant, to explain why suggested changes are not implemented. Student Module Evaluation is part of the wider module evaluation process carried out over a longer period, therefore further actions to fully close the feedback loop with students should also be considered.
12. Students are encouraged to be honest, professional and timely in their feedback while adhering to the University's [Dignity and Respect Policy](#), the [Student Representation Policy](#) and University Guidance on the [Use of Social Media and Virtual Learning Environments](#). Any student who is in breach of these policies may be subject to action under the University's [Student Discipline Procedure](#).
13. All student feedback is confidential and responses are anonymised for reporting purposes. Student and staff data is gathered and used in line with the University's [Data Protection Policy](#) (see para 29) and the University's [Student Module Evaluation Privacy Notice](#) is available on Myplace, through module evaluation surveys and via email notifications.

HOW STUDENT MODULE EVALUATION IS UNDERTAKEN IN THE UNIVERSITY

14. Module level feedback from students is gathered via Myplace as part of online and face-to-face learning and teaching delivery. Staff members should encourage students to complete the evaluation during class time where possible e.g. lectures, seminars, labs, tutorials etc, to ensure engagement and high response rates as part of a strong student-staff partnership.
15. Module evaluations can take place at mid-semester, at end-of-semester, or at both mid- and end-of-semester. A summer semester evaluation option is also available for modules that do not follow the two-semester calendar.
16. The Education Enhancement Directorate maintains and periodically reviews a set of core and optional module evaluation questions, which allow question sets for individual modules to be tailored with a limited number of additional optional questions.
17. A questionnaire is produced for each student on every credit-bearing module being surveyed in a Student Module Evaluation period. The questionnaires provide students with an opportunity to feed back and comment on various aspects of their modules, e.g. content, structure, presentation, workload, and provision of resources and give staff evaluation information with which to enhance the module. Students can access module evaluation surveys from any device via personalised email notifications and from Myplace.

18. Student module evaluation data is used for reflection by staff, who prepare a response to students as part of closing the feedback loop. Once student responses have been gathered, a report is produced for the Module Leader. This report determines the format and timeline for the student report (see paragraph 24).
19. If the Module Leader has not provided a response to acknowledge student feedback within the required deadline (normally 6 working days after the survey has closed for mid-semester evaluations and 10 working days after the survey has closed for end-of-semester evaluations), it is escalated to the Head of Department/School or nominee. If no Departmental/School response is then issued within a reasonable timescale, a generic Faculty response to acknowledge the feedback received will be included in the student report. The Vice Deans Academic for each Faculty will receive a report each semester highlighting the modules where no response to student feedback was provided.
20. The Education Enhancement Directorate is responsible for the coordination of Student Module Evaluation surveys. Please contact modules@surveys.strath.ac.uk for further information.

REPORTING AND RESULTS

21. Student Module Evaluation results are produced at module, Department/School, Faculty and Institution level. Report templates are designed and prepared by the Education Enhancement Directorate, in consultation with Faculties, Departments and Schools. Reports are automatically generated by the module evaluation system within a set period after evaluations have closed, as outlined in Appendix A. Requests for new reports or amendments to a report's design will be managed as outlined in the accompanying procedures document.
22. When interpreting results, it should be noted that student module evaluation data is opinion-based, therefore may contain biases towards staff with certain protected characteristics. To account for this, it is important that data is contextualised and interpreted with care (see also Para 24).
23. Department/School reports with module level detail will be made available to Heads of Department/School and nominees; data contained in this report should be managed sensitively, with a focus on enhancement activity, and onward distribution only as required.
24. In addition to Module, Department/School and Faculty reporting, aggregate reports will be created as part of wider thematic insight on particular topics of interest (including, but not limited to: Estates, Demographic reporting, International students etc.). These thematic aggregate reports will be shared with Quality Assurance Committee and Learning Enhancement Committee annually and any other relevant committees and working groups where appropriate. Module level results will be anonymised in aggregate reports beyond Department/School level to account for any bias in responses and avoid module-level data being de-contextualised.
25. In aggregate reports, if a breakdown of results would include a sub-group of fewer than 5 responses, the data from that sub-group will not be shown.
26. All students registered on the module will receive a report summarising the student feedback along with the Module Leader's response. In order to preserve confidentiality for staff and students, the student report will not contain free-text responses.

27. Permissions access is managed within the Student Module Evaluation system. The types of reports and to whom they are accessible is outlined in Appendix A. The raw data used to produce the reports outlined in Appendix A can be exported to allow staff to conduct their own further analyses.
28. Partial completions, i.e. surveys that students have started but not submitted by the closing date, will be included within the final module report.
29. Free text responses are not redacted before reports are issued, therefore comments pertaining to named individual staff members may be included. Any comments not adhering to the University's [Dignity and Respect Policy](#) can be manually redacted by contacting the Education Enhancement Directorate and may be followed up as indicated in paragraph 32.

DATA PROTECTION

30. All data gathered via student module evaluation is processed in accordance with the University's [Data Protection Policy](#), the [Student Module Evaluation Privacy Notice](#) and the University's [Privacy Notice – Staff and Other Categories](#). The University's [Student Module Evaluation Privacy Notice](#) is available on Myplace and links to the Privacy Notice are provided in module evaluation surveys and email notifications.
31. As operators of the University's module evaluation system, the Education Enhancement Directorate have access to all data and reporting information, including individual survey responses. Access to personal data, including identifiable survey responses, is restricted to individuals who have administrator-level access to the student module evaluation survey system. Student responses to evaluation surveys will be kept confidential by the Education Enhancement Directorate as detailed in the [Student Module Evaluation Privacy Notice](#).
32. The core questionnaire encourages constructive and professional feedback from students, referencing the University's [Dignity and Respect Policy](#). Responses will remain confidential, except where prior permission is obtained from the student. Where free text comments require further investigation, for example in accordance with the University's [Dignity and Respect Policy](#), the [Student Discipline Procedure](#) or where safeguarding concerns are raised, this will be done at the request of, and in conjunction with, the Head of Department/School or nominee.
33. All response data from the survey will be retained electronically for up to five years, from the end of the academic year in which the feedback was given, to provide trend information. At the end of the retention period, data will be anonymised and retained until no longer required. Staff and student contact information will be managed as per the [University Records Retention Schedule](#).

RESPONSIBILITIES

All Staff	<ul style="list-style-type: none"> Responsible for encouraging students to complete the survey and to give honest feedback. Where possible, academic staff should give students the opportunity to complete their questionnaires during live contact time, whether face-to-face or online. Responsible for ensuring their personal information and teaching records (e.g. Pegasus Roles and Responsibilities) are up-to-date.
Module Leader	<ul style="list-style-type: none"> Responsible for setting up mid- and/or end-of-semester evaluations on the Myplace class site, decision making and ensuring appropriate permissions on Myplace for those who require access. Responsible for ensuring module evaluation takes place as an active part of learning and teaching, clearly and objectively with a focus on enhancement. Responsible for reviewing and reflecting on module evaluation as part of the wider module review process Producing comments to acknowledge student feedback by the required deadline, adhering to the University's Dignity and Respect Policy.
Head of Department/ School	<ul style="list-style-type: none"> Responsible for reviewing and reflecting on module evaluation and all decision-making at a Department/School level. Responsible for determining the distribution of Department/School reports. Responsible for ensuring that staff responses to student feedback adhere to the University's Dignity and Respect Policy. Responsible for ensuring that participation in module evaluation does not affect students' standing in the University. Responsible for ensuring that staff promote and encourage responses to Student Module Evaluations.
Deans / Vice Deans Academic	<ul style="list-style-type: none"> Responsible for providing summary reports on satisfaction and response rates at Faculty Academic Committee and other committees and working groups as required. Responsible for championing the use of the central online facility for Student Module Evaluation across the Faculty.
Education Enhancement Directorate	<ul style="list-style-type: none"> Business owners and data custodians. Responsible for the administration and operation of the central Student Module Evaluation system and module evaluation settings in Myplace. Responsible for communicating key requirements and deadlines. Responsible for developing and sharing information and guidance materials related to the Student Module Evaluation process and system. Responsible for preparing an Annual report on Student Module Evaluation for QAC and Surveys and Metrics Working Group.
Quality Assurance Committee	<ul style="list-style-type: none"> Responsible for reviewing and reflecting on the Module Evaluation Report Responsible for overseeing the implementation of the Module Evaluation Policy
Students	<ul style="list-style-type: none"> Participating students are responsible for providing constructive and professional feedback in line with the University's Dignity and Respect Policy.

Appendix A

Reports Produced and Access within System

Direct access to the module evaluation system will be provided to the users specified in the table below.

TYPE OF REPORT	WHAT THE REPORT WILL COVER	SYSTEM ACCESS PROVIDED TO*
Response rates	Real-time reporting of student response rates Closing the feedback loop (staff) response rates	Lecturers and Class Organisers (Module Leaders) Head of Department/ School and nominees Head of Department/ School and nominees
Module Reports (Staff)	Aggregated module summary and frequency analysis of results by question (for rating questions) Mean scores by question and comparison to Department/School or Academic Unit mean Free text responses Summary of key elements for free text responses Reflective comments from module leaders (in final version issued after response provided to students)	Module Leaders (Class Organisers) Head of Department/ School and nominees
Student Reports	Reflections from module leaders Aggregated summary of responses to ratings questions (not included in short format reports) *Note that students do not receive free text comments	All students enrolled on a module being evaluated
Department/ School Reports	Aggregated Department/School summary and frequency analysis of results by question (for rating questions) Mean scores by question and comparison to Department/School or Faculty mean Free text responses Summary of key elements for free text responses Module level breakdown of results (included in separate summary)	Head of Department/ School and nominees
Faculty Reports	Overall aggregate satisfaction score for Faculty and Departments/Schools Student response rates broken down for Faculty and Department/School level Staff response rates to closing the feedback loop broken down by Faculty and Department/School level	Dean Vice Deans Academic
Demographic Reporting	Interpretation of feedback from students by gender, ethnicity, etc. Can be done at	Education Enhancement Directorate – distribution to QAC,

	institution level then broken down by Faculty, Department/School to identify trends.	LEC and other relevant Committees and audiences as required
Aggregate Reporting	<p>Module-anonymised reports produced e.g. for Estates Services, ISD and on topical themes, e.g. teaching facilities to compare before and after launch of new learning and teaching building.</p> <p>Free text comments provided by students can be mined for aggregate and thematic reporting, e.g. to count number of comments referencing a particular word/phrase and produce summary of content or to contribute to aggregate reporting, e.g. comments from a particular Department/School related to computing labs.</p>	Education Enhancement Directorate – distribution to QAC, LEC and other relevant Committees and audiences as required

* Access is provided to the individual's own module, Department/School or Faculty only.