

v1

Module Evaluation Policy



1. Purpose

- 1.1 This policy sets out the principles and expectations for the student evaluation of modules. The key purpose of module evaluation is twofold:
- a. to enhance the student learning experience in order to make improvements to levels of student engagement, satisfaction and success.
 - b. to support staff to enhance their teaching practice and support promotion and progression opportunities.

2. Overview

- 2.1 The University makes use of a range of formal and informal mechanisms for collecting student views. These include the National Student Survey, Unitu, the student representation system, SSLCs and thematic internal surveys. Standardised module evaluations are an important part of this feedback system and enable the University to work with students to enhance the learning experience and the quality of our academic programmes.
- 2.2 This policy applies to all Bath Spa University awards, including those taught through collaborative arrangements at partner organisations, although the specific arrangements for partners may be subject to variation in practice. Module evaluation outcomes from partner organisations should be shared with Link Tutors.

3. The Policy

- 3.1 The University expects all staff to seek student views on the learning experience of a module at appropriate points.
- 3.2 Feedback should be collected around the mid-point of each module. This can be undertaken in a number of ways and enable immediate adjustments to the module or learning experience.
- 3.3 Feedback should also be collected at the end of each module, to enable adjustments to be made in preparation for the next cohort of students. For students on Bath and BSUL-based modules, this formal evaluation will take place using a standardised questionnaire administered via the University's module evaluation platform. For modules run at partner organisations, an end of module evaluation should take place using a standardised questionnaire and appropriate means of administration.
- 3.4 The end of module evaluation should normally consist of a standardised core set of questions, with additional questions chosen by the module team from the optional question bank. Exceptions to this may include placement and work-based modules, where the survey can be designed and delivered locally.

- 3.5 Student free text comments will be anonymised for the academic staff viewing the results.
- 3.6 Students will be provided with a summary of the module evaluation results (for both mid-point feedback [see point 2], and end of module feedback [3]), together with responses to any issues raised. For the end of module feedback, Module Evaluation Student Summaries will normally be published on the Virtual Learning Environment (VLE) via the module evaluation system within four weeks of the end of the survey window, and students will be notified of this via email. A summary of the end of module feedback and any action taken should also be published in the next version of the module on the VLE.
- 3.7 The programme leader is normally responsible for finalising and approving the Module Evaluation Student Summary.
- 3.8 Module evaluation results will be considered within schools of study, with summaries of results and actions discussed at School Quality Management Committees.
- 3.9 Module feedback and actions should be shared with External Examiners.
- 3.10 Summary results will be reviewed at the Student Feedback Management Group, in terms of response rates, overall satisfaction, and identification of any thematic strengths or issues to be considered.
- 3.11 Quantitative data from module evaluations will be benchmarked against school and university averages and considered at SQMCs, SFMG and the Education Committee.
- 3.12 The Head of School has discretion in issuing acknowledgements of high performance in evaluations to staff.
- 3.13 Modules with particularly low scores should be reviewed by the Programme Leader in the first instance, followed by potential escalation to the Head of School.
- 3.14 Module evaluation scores and themes should be aligned with staff development review objectives and staff development activities.
- 3.15 Results of module evaluations should be used by staff in building their evidence of excellence in teaching for promotion and awards, e.g. VC Awards, HEA Fellowships, NTFS, and promotion pathways to Reader and Professor.
- 3.16 Module evaluation data will be retained in accordance with the [University's Data Protection Policy](#).

Document Details

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