Standardised Module Review Process, Mid-Module Review and Module Evaluation Questionnaires

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Standardised Module Review Process, Mid-Module Review and Module Evaluation Questionnaires

# Introduction

* 1. The purpose of this code of practice is to articulate the University’s requirements for the evaluation of modules and teaching quality using a mid-module evaluation process, and a separate, standardised module evaluation questionnaire which students **must** be given the opportunity to complete towards the end of the delivery of a module. The standardised approach to module review is an important part of the University’s quality assurance and enhancement system. The aim of obtaining feedback from students at the module level is to enhance the student experience by identifying and acting on areas that need to be addressed, as well as identifying and sharing good practice across relevant programmes.
	2. It is recognised that the Module Evaluation Questionnaire (MEQ) is just one method for obtaining feedback on the student learning experience. Academic Units (or equivalent) seek and obtain feedback from their students in a range of ways, both at module level and in broader terms. These include through Student Staff Forums; student involvement in programme amendments; and the use of informal mid-module review feedback mechanisms.
	3. The standardised Module Evaluation Questionnaire is specifically designed to provide evaluative feedback to module leaders (or equivalent) and does not seek student opinion on the wider student experience which is gained in other ways. Information derived from the questionnaires needs to be interpreted in the context of other relevant information such as external examiners’ reports and module assessment and progression data.

## Scope

* 1. The Code applies to all taught modules whether offered self-standing for credit or as part of a programme of study leading to an award of the University (excluding those programmes leading to a joint award of the Universities of Hull and York). This definition includes postgraduate taught modules, including those which are offered as part of the research postgraduate training scheme (PGTS).
	2. The Code does not apply to modules offered as part of degrees classified as research and falling under the scope of the Research Degrees Committee.
	3. The standardised Module Evaluation Questionnaire comprises a set of core questions that are mandatory for all modules and **must** be present in every Module Evaluation Questionnaire. These questions are published as Annexe 1 to the Code.

# Applications to Collaborative Provision

* 1. Partner institutions **should** have in place methods for obtaining student feedback at the module level. This Code is provided **for information** to partner institutions.

# Mid Module Review

* 1. All students **must** be given the opportunity to provide mid-module feedback. This allows module leaders to address the needs of current students whilst they are still studying the module.
	2. Module leaders (or equivalent) **must** establish a process to administer mid-module review for all those modules that they coordinate
	3. Module leaders (or equivalent) **must** critically reflect on mid-module feedback given by students. This critical reflection **must** be posted on the module VLE site under the heading “You said, we did” within 3 weeks of receiving the student feedback. When completing their response to the mid-module review, module leaders **must** structure the reflection around the three statements below. “You” in the statements below refers to the cohort of students on the module and “We” refers to the module teaching team:
		1. What you say you like and what we are keeping.
		2. What you would like changed and how we have responded: The module leader **must** list any actions that the module teaching team has put in place to benefit the students on the module at the time, as a result of receiving the mid-module evaluation feedback.
		3. What you asked for and why we cannot change it: The module leader **must** list any actions that the module teaching team cannot put in place as a result of regulatory requirements, inclusivity or time restrictions.

# Structure of the Standardised Questionnaire

* 1. The Module Evaluation Questionnaire has five sections, each section comprising of both quantitative and qualitative questions. The university has two standard questionnaires\*, one for modules with a placement variant and one for all other module types. **All** modules are limited to the core set of questions published in Annexe 1 of this Code; no other questions can be added:
1. Ten of these core questions are designed to capture quantitative feedback; seven mirror the National Student Survey (NSS) question themes, eight can be benchmarked against the sector at module level and five are open comment boxes, providing the opportunity to capture qualitative feedback that relates to the quantitative questions.
2. Each section consists of one open-ended question which is standard for **all** modules. These questions are mandatory and **must** be present in every evaluation. These questions are designed to capture qualitative feedback on the quantitative questions in each section.

\* Whilst the University recognises the need to allow for some variation to satisfy discipline-specific requirements, a set of standardised questions permits the comparison, and evaluation, of cross-Institution data, and enables effective benchmarking at programme, school, faculty and Institutional level.

* 1. The format of the questionnaire and the standardised questions are reviewed annually, to ensure that relevant data is being captured.

# Completion of the Questionnaire

* 1. The faculty is required to establish a process to administer standardised online Module Evaluation Questionnaires for all those modules that the faculty delivers
	2. A full timeline of the Module Review process is published in Annexe 2 of this Code.
	3. All students **must** be given the opportunity to complete the standardised Module Evaluation Questionnaire online and **must** be made aware of the arrangements for completing the questionnaire.
	4. Module Evaluation Questionnaires **should** be conducted during teaching weeks 10, 11 and 12. Questionnaires for modules with a compressed delivery **should** be scheduled towards the end of delivery.
	5. Questionnaires **must** be distributed via email and VLE links to students. A reminder email will be sent to students that have not completed the survey by one week after the MEQ has opened
	6. Module leaders **should** allow students 10 minutes at the start of a timetabled session to complete the survey
	7. Module Leaders will receive an automated email notification one week after the MEQ has opened if their response rate is lower than 50%. The minimum response rate for the completion of evaluations is 50% of students registered on the module. If the response rate is lower than this threshold, the module leader (or equivalent) **must** reflect on the reasons and take action to increase the response rate.
	8. Academic Units **must not** ask students to complete an evaluation for the same module more than once.

# Evaluation of Results

* 1. The University’s survey management system will generate a report for each module that analyses each quantitative question and display qualitative comments provided in each section
	2. Module leaders (or equivalent) **must** critically reflect on feedback (both quantitative and qualitative) given by students via Module Evaluation Questionnaire. This critical reflection (hereafter ‘Module Reflection Report’) **must** be completed using the template provided in the Engagement Portal which serves as a means of recording the reflection which has taken place, setting out actions which will be taken as a result of that reflection, which includes the dissemination of good practice across the programme(s)/Academic Unit. All Module Reflection reports will be disseminated to students on the module by the Faculty through the Engagement Portal.

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| Temporary suspension to para 6.2 whilst a wider review is conducted:The requirement to use Evasys to release module reflection reports to students is temporarily suspended.Module leaders must continue to provide a module reflection. The module reflection must be released to students by the following academic year at the latest. |

* 1. This Module Reflection report of Module Evaluations **may** be part of a wider module review process which includes consideration of module assessment and retention data, external examiner comments as well as collated student evaluation results.

# Access to the Feedback

* 1. A full table of access to the Module Evaluation Questionnaire results is published in Annexe 3 of this Code.
	2. A University-level summary report based on aggregated data from Module Evaluation Questionnaires will be made available by the Teaching Excellence Academy to the President (Academic Experience), Hull University Student Union and the University Education Committee.

# Feedback to Students

* 1. Academic Units **must** have a clear feedback mechanism in place for reporting action taken in response to issues raised in Module Evaluation Questionnaires.
	2. Students **must** be sent the Module Reflection reports, including the aggregated data from Module Evaluation Questionnaires and a reflection completed by the module leader for all those modules on which they are registered.

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| **Temporary suspension to para 8.2 whilst a wider review is conducted:**The requirement for module reflection reports to include a reflection completed by the module leader is temporarily suspended.Module reflection reports to only include the aggregated data from Module Evaluation Questionnaires. |

* 1. All Module Reflection reports **should** be sent via the University’s survey management system by week 2 of the following trimester (closing the loop).
	2. The relevant Student-Staff Forum **must** be given the opportunity to consider issues raised in Module Reflection reports.
	3. Module Reflection reports **must** be appropriately anonymised\* prior to consideration by the relevant staff student committee and to publication.

\*It may not be beneficial or reasonable for some comments, for example personal comments about lecturers, to be in the public domain.

* 1. In addition, the University Code of Practice on Student Handbooks requires that feedback on previous student feedback on the module (obtained by Module Evaluation Questionnaires, focus groups or other) **must** be provided to students, whether through module handbooks/module VLE.

# Faculty Education and Student Experience Committee (FESEC) Responsibilities

* 1. The Faculty Education and Student Experience Committee is responsible for deciding how it will oversee the feedback gained via Module Evaluation Questionnaires within the faculty and will analyse and summarise an action plan based on each Academic Unit’s programme journal as part of the Continual Monitoring, Evaluation and Enhancement (CMEE) process.

# University Education Committee Responsibilities

* 1. At the end of each academic session the University Education Committee will review a university-level summary report based on aggregated data from Module Evaluation Questionnaires.
	2. The Education Committee will consider this data alongside trends in the National Student Survey results and, where necessary, decide appropriate action to be taken.

# Version control

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| **Version** | **Author** | **Date approved** | **Relevant sections** |
| 1 06 | Lisa Tees, Quality Manager, Quality Support Service | Housekeeping, reported to Feb 2025 Education Committee  | Correction of error noted in the temporary suspension at para 8.2. Temporary suspension applies to para 6.2 and 8.2. |
| 1 06 | Lisa Tees, Quality Manager, Quality Support Service | Nov 2024, ESEC | Temporary suspension to para 8.2 in relation to the release of module reflection reports.Update to Committee Structure. Education Student Experience Committee replaced with Education Committee.  |
| 1 05 | Lisa Tees, Quality Manager, Quality Support Service | Sept 2023, Housekeeping | * Updated Committee Structure.

Incorporates full version control. |
| 1 04 | Lisa Tees, Quality Manager, Quality Support Service | Nov 2021, Housekeeping | Updated template. |
| 1 04 | Emma Thornton and Joanna Carter, Academic Data Managers, Learning Teaching and Enhancement | Dec 2019, Education Committee | Revisions as part of a MEQ working group. The revised code introduces the following changes:* Module Leaders must collect informal mid-module feedback.
* Module Leaders must reflect on the informal feedback collected as part of “you said, we did”.
* All module evaluations will be administered online in a standardised format.
* Module leaders must use the online system to write a Module Reflection report for their students.
* Closing the feedback loop will be administered online in a standardised format.
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| 1 03 | Lisa Tees, Quality Manager, Learning and Teaching Enhancement | April 2018, Housekeeping | Replaces Learning Enhancement & Academic Practice (LEAP) with Learning and Teaching Enhancement (LTE). |
| 1 02 | Lisa Tees, Quality Manager, Learning and Teaching Enhancement | Jan 2017, Housekeeping  | Makes explicit the process for the completion and submission of module and teaching quality evaluation questionnaires. |
| 1 01 | Jane Iddon, Quality Manager, Learning and Teaching Enhancement | Aug 2015, Housekeeping | Updated to reflect change to Learning Enhancement and Academic Practice (LEAP) Directorate. |
| 1 00 | Quality Office | Sept 2012, ULTAC | New. The code sets out the University’s requirements for the formal evaluation of modules using a standardised questionnaire which students must be given the opportunity to complete towards the end of the delivery of a module. |