

CANTERBURY CHRIST CHURCH UNIVERSITY

Committee/Group Name:	Education and Student Experience Committee	Meeting Date:	14 November 2018	Item No:	20
Report Title: Module evaluation questionnaires: final recommendation.					
Author:	Dr Susan Kenyon	Sponsor:	Dr Alison Eyden		
Purpose:	For approval				
Prior Consideration:	Progress reports have been provided and approved by LTAWG on the following dates:				
	11 October 2017	Module evaluations assigned to Susan Kenyon.			
	6 December 2017	LTAWG update. LTAWG approves results of Delphi and Discussion Groups, namely: the purpose of module evaluations; progression to Pilot; and Pilot questionnaires.			
	31 January 2018	LTAWG update. LTAWG approves Pilot proposal.			
	18 April 2018	LTAWG update on ongoing research.			
	6 June 2018	LTAWG update. All present participate in discussion group.			
	3 October 2018	LTAWG update.			
	31 October 2018	LTAWG approval and recommendation to ESEC.			
Strategic Framework Reference:	Student Experience / Education	High Level Risk Reference:	n/a		
Executive Summary					
<p>This paper proposes a module evaluation questionnaire (MEQ), to be used across our Institution. The proposed MEQ has been developed through a four-stage, mixed-method research study involving students, academics and professional services colleagues from all Faculties and Levels, including Foundation, Undergraduate and Postgraduate Taught.</p> <p>The proposed MEQ has been designed to meet the following, research-informed, core principles.</p> <ul style="list-style-type: none"> (1) The MEQ is designed to achieve module improvement. (2) The MEQ is designed to achieve longitudinal, formative improvement, as well as cross-sectional, summative improvement. (3) The MEQ is designed to maximise the student voice. (4) The MEQ is designed to be administered at the end of the module, after timetabled teaching has completed and before the assessment period. (5) The MEQ is designed to be administered centrally and electronically. (6) The MEQ is designed to facilitate a Programme-level approach to learning and teaching. (7) The MEQ is designed to work for all Levels, Subjects and Faculties. (8) The MEQ is designed for CCCU Learning and Teaching Strategies, Policies and Processes. 					
Recommendation					
<p>ESEC is invited to approve the module evaluation questionnaire and agree to cross-Institutional implementation.</p>					

CANTERBURY CHRIST CHURCH UNIVERSITY

FOR THE MEETING OF THE EDUCATION AND STUDENT EXPERIENCE COMMITTEE:

14 NOVEMBER 2018

Module evaluation questionnaires – final recommendation

Introduction

Canterbury Christ Church University (CCCU) would like to introduce a standardised, centralised University Module Evaluation Questionnaire (MEQ).

This has been a policy aim for many years. Many drafts have been written in the last five years, including three that were submitted to the Learning, Teaching and Assessment Working Group (LTAWG) in 2017 alone (March, May and October). None have been approved.

The need for a standardised, centralised MEQ is now urgent. Teaching excellence has never been more important to the future of Higher Education Institutions (HEIs) in the UK, economically and politically. Effective module review is central to ensuring teaching excellence¹.

Standardised MEQs are used by many of our Gold TEF rated comparator institutions, including Aston², Edge Hill³, Hertfordshire⁴ and Portsmouth⁵.

We cannot delay the introduction of standardised, centralised MEQs any longer.

This paper proposes an evidence-based, standardised, centralised MEQ. The proposed MEQ has been developed through a four-stage, mixed-method research study involving students, academic colleagues and professional services colleagues from all Faculties at CCCU, across all Levels, including Foundation Year, Undergraduate and Postgraduate Taught.

The proposed MEQ is supported by a coalition of students, academics and professional services colleagues from across our University.

This paper, firstly, presents the core principles that have informed the design of the proposed MEQ. These core principles have been developed through the research. The paper then briefly summarises the methodology, before presenting the proposed MEQ.

Full details of the methodology are provided in the Appendices.

¹ Alhija, 2017; Nielsen and Kreiner, 2017; Soffer et al 2017; Utriainen et al, 2018.

² <https://www2.aston.ac.uk/current-students/module-evaluation>, viewed 23 October 2018.

³ Personal conversation.

⁴ <https://youtu.be/fxA0o0qoOMw>, viewed 23 October 2018.

⁵ http://policies.docstore.port.ac.uk/policy-069.pdf?_ga=2.97381528.644603817.1540289954-1186030190.1540289954, viewed 23 October 2018.

Core principles

The proposed MEQ has been designed to meet the following, research-informed, core principles.

- (1) The MEQ is designed to achieve **module improvement**.
- (2) The MEQ is designed to achieve **longitudinal, formative improvement**, as well as cross-sectional, summative improvement.
- (3) The MEQ is designed to **maximise the student voice**.
- (4) The MEQ is designed to be administered **at the end of the module**, after timetabled teaching has completed and before the assessment period.
- (5) The MEQ is designed to be administered **centrally and electronically**.
- (6) The MEQ is designed to facilitate a **Programme-level approach** to learning and teaching.
- (7) The MEQ is designed to work for **all Levels, Subjects and Faculties**.
- (8) The MEQ is designed for **CCCU Learning and Teaching Strategies, Policies and Processes**.

This section discusses each of these research-informed core principles in turn.

(1) The MEQ is designed to achieve module improvement

Senior leaders of learning and teaching (L&T), module leaders and students all agree that the primary purpose of module evaluation questionnaires (MEQs) is to enable module improvement.

Modules are the foundations of our Programmes. We cannot achieve Programme enhancement unless we enhance our modules.

This research demonstrates that **only qualitative data** can provide the detail needed for module improvement. Module leaders are **unanimous** in their demand for open, qualitative questions. The pilot study revealed unanticipated areas of student satisfaction and dissatisfaction, which no module leader had foreseen. These data suggest **minor enhancements**, which could make substantial difference to satisfaction, which could not have been revealed through closed, quantitative questions.

This said, many module leaders also requested the ability to track the impact of improvements, with quantitative data. The proposed MEQ therefore includes a **small number of quantitative** questions, with the option to add up to two further quantitative questions of the module leader's own design.

It is essential that **qualitative questions are asked first**, to maximise response rates. This research finds that students feel that their opinion is valued more through qualitative questions than through quantitative questions. The number of additional questions is restricted to two, to prevent an unacceptable increase in respondent burden.

The proposed MEQ will provide evidence to support the enhancement of teaching excellence, which will feed into improvements in scores recorded in national surveys, including those used

in the **Teaching Excellence Framework (TEF)**⁶. In addition to quantitative survey data, which informs the initial hypothesis for the TEF, the TEF requires evidence that institutions are taking positive steps to enhance excellence in teaching, assessment/feedback, academic support and student outcomes.

The implementation of the proposed MEQ will provide **persuasive case study evidence** to support our Institutional narrative. The data that will be collected will be invaluable in demonstrating progress, before national metrics begin to move.

The proposed MEQ does not include questions included within other Institutional surveys. It does not include questions from National surveys, such as the National Student Survey (NSS)⁷. This is an **evidence-based decision**, informed by the research findings. Neither staff nor students believe that such questions will provide the evidence needed to improve modules and enhance teaching excellence, nor do they believe that it is appropriate to use MEQs to practise for national surveys. Evidence suggests that to do so would **reduce response rates** and would **reduce the quality** of the qualitative data collected.

Qualitative responses focused overwhelmingly on perceptions of teaching methods, teaching resources, teaching staff and subject content. Using the findings from Stage 3 of this research, **we can map these responses to the majority of NSS questions**, to demonstrate that an uplift in NSS scores is highly likely, if action is taken to address concerns revealed by the qualitative questionnaire.

Adding a small number of quantitative questions will address the data gaps that may emerge from a purely qualitative survey, ensuring that we gather feedback from students on all important areas of L&T. The quantitative questions that have been chosen focus on four areas that are key to enhancement, but which did not naturally emerge in qualitative data. These are: overall satisfaction; module aims / learning outcomes; feedback; and engagement.

Finally, considering module leader reactions to qualitative data.

Module leaders did **not** find the volume of qualitative data to be **overwhelming**. All expressed that the qualitative data forced a **deeper engagement** with feedback than would occur with quantitative data. To draw an analogy with student interactions with feedback, our colleagues were unable to see their 'grade' without first interacting with their feedback.

Module leaders were unanimous in their technique for analysing the qualitative data. Firstly, colleagues read the data for a general sense of how the module had been received and to identify 'quick wins'. Secondly, colleagues returned to the data to identify broad themes, which could improve future teaching for the cohort, as well as teaching on their specific module.

(2) The MEQ is designed to achieve longitudinal, formative improvement, as well as cross-sectional, summative improvement

⁶ <https://www.officeforstudents.org.uk/advice-and-guidance/teaching/>, viewed 23 October 2018.

⁷ <https://www.officeforstudents.org.uk/publications/the-national-student-survey-2019/>, viewed 23 October 2018.

A key weakness in traditional MEQs is that they provide cross-sectional, summative feedback. Students are asked to review a module, so that improvements can be made for the following cohort.

There are a number of problems with this.

Firstly, whilst this can give useful feedback on academic content, such cross-sectional data tells us about the learning experience and preferences of the completing cohort. This **cannot necessarily be mapped** to the following cohort, who are likely to have different prior experience, knowledge, preferences and styles. In consequence, teaching enhancements can be made on the basis of feedback from cohort A, which do not necessarily meet the learning needs of cohort B.

A further consequence is that, knowing this, **module leaders can be sceptical of the value of MEQs**. Colleagues feel that the different characteristics and learning styles between cohorts means that feedback from (for example) the 2017 cohort bears little relevance to the needs of the 2018 cohort. This was observed to undermine engagement with MEQs during discussions regarding the utility of the Pilot data, in Stage 4 of this research.

Secondly, focusing on improvements for the following cohort is likely to reduce response rates (Stage 2 finding). There is **less incentive** to take the time to summatively review a module for the benefit of others than there is to provide a formative review of your learning and teaching experience that will benefit your own experience, going forward.

Thirdly, evidence from Study 4 reveals that module leaders view summative module feedback in a similar way to how our students view summative assignment feedback: as a post-hoc judgement that **closes a chapter**, rather than as a learning experience to be taken forward. Scepticism about the value of cross-sectional MEQs, mentioned above, compounds this, reducing the potential impact MEQ findings.

Finally, it emerged, in Stage 4, that colleagues feel that, currently, MEQs are an assessment of their performance. The majority are aware that MEQs cannot provide valid or reliable assessment of their teaching, or of student learning⁸. Re-positioning MEQs as for longitudinal, formative improvement will be essential, if we are to **change colleagues' perceptions of the value of MEQs**, leading to colleagues' behaviour change in analysing the data and making necessary changes.

Therefore, the proposed MEQ is designed for longitudinal, formative feedback. It is designed to be used to improve the Programme for the *completing* cohort.

The concept of longitudinal feedback is best illustrated in Figure 1, below. This illustrates that teaching on every module becomes progressively more tailored to the learning needs of that cohort.

The Class of 2018 take three Level 4 modules in Semester⁹ 1, which we will call modules A, B and C. They provide feedback on Modules A, B and C at the end of timetabled teaching. Figure 1 shows that two types of action are taken. (1) The module leader makes revisions to

⁸ Boring et al, 2016; Darwin, 2017; Utzl et al, 2017.

⁹ 'Semester' is used for brevity, but this example is equally applicable for Trimesters.

content and teaching for the next time that they teach the module, in this case to the Class of 2019. (2) The Programme team takes action, adjusting teaching and learning for the next modules that the Class of 2018 will take, namely, modules D, E and F in Semester 2 of Level 4. Feedback from Semester 2, Level 4 modules then feeds into Level 5, Semester 1 Modules and so on.

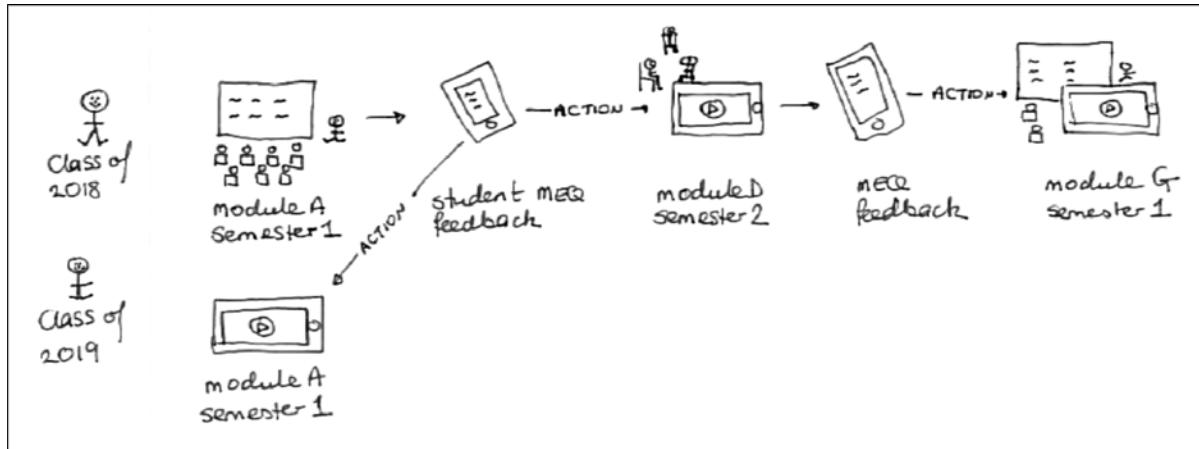


Figure 1. Longitudinal module enhancement: an illustration of the process of cohort-based teaching enhancement.

(3) The MEQ is designed to maximise the student voice

The proposed MEQ gives students a **direct, anonymous and confidential voice**, allowing honest, unstructured feedback on the aspects of their learning experience that matter to them. It empowers the student voice, improving students' ability to think clearly and critically about the learning process, enabling students to be **true partners in learning**. The student voice is a key area within the National Student Survey.

This qualitative data provides the module leader with valuable insights into how to enhance teaching excellence. Quantitative data allows module leaders to track progress.

Students were not asked directly about their perceptions of the reliability and validity of MEQs, or how they are used. However, the wide range of themes that emerged from the qualitative Questionnaire 3 in Stage 3 of this research, which cannot be mapped to the quantitative questions asked in Questionnaires 1 and 2, suggests that **students have much more to contribute to module improvements than our current MEQs allow**.

(4) The MEQ is designed to be administered at the end of the module, after timetabled teaching has completed and before the assessment period

Evaluations of teaching and learning during module delivery are very important. However, the proposed MEQ is for end of module evaluations, for the following reasons.

- (1) Administering a mid-module MEQ will reduce **response rates**. Students will be asked to complete six end-of-module evaluations per year; increasing this to twelve will unreasonably increase the participant burden and decrease engagement.

- (2) Stage 4 of this research highlighted that mid-module evaluation is better done in other ways, both formally and informally, using **other data sources**. These include: conversations, in class or in PATs; student/peer observation and review of classes; student engagement data e.g. attendance, attainment, interaction with Blackboard, progression; Student-Staff Liaison Meetings¹⁰.
- (3) By focusing on longitudinal feedback on L&T, the proposed MEQ enables end-of-module feedback to be taken forward from previous modules into the following semester/trimester.

(5) The MEQ is designed to be administered centrally and electronically

The proposed MEQ can be administered centrally and electronically, to ensure **consistency** across Programmes, student **anonymity** and **confidentiality**. Data can be pooled and analysed beyond the module level, providing valuable data to support Institutional processes such as Annual Programme Monitoring Review, submission to the Teaching Excellence Framework (TEF), monitoring of Key Performance Indicators (KPIs) and development of the Strategic Framework¹¹, cross-cutting themes and underpinning strategies. MEQs are administered centrally by many Universities, including Aberystwyth¹², Hertfordshire¹³, St Andrews¹⁴. All three are Gold TEF institutions.

In their keynote presentation at the CCCU Learning and Teaching Conference, June 2018¹⁵, Helen Barefoot and Nathan Ghann stated that module evaluations data is central to **the development of an inclusive curriculum and further understanding of the attainment gap**. Centralised, electronic administration will enable the MEQ data to be combined with other student data, allowing data to be segmented by demographics.

IT Services are confident that there are **no significant technical barriers to this**. IT Services are confident that demographic data can be integrated in this way, whilst preserving anonymity and confidentiality.

(6) The MEQ is designed to facilitate a Programme-level approach to learning and teaching

¹⁰ PAT and Peer Observation policies are currently under review. The Student Engagement in Learning Policy is at: <https://canterbury.ac.uk/learning-and-teaching-enhancement/docs/Student-Engagement-in-Learning-Policy.pdf>, viewed 23 October 2018. SSLM Policy: <https://www.canterbury.ac.uk/quality-and-standards-office/docs/student-staff-liaison-meetings.pdf>, viewed 23 October 2018.

¹¹ <https://www.canterbury.ac.uk/about-us/docs/Strategic-Framework-2015-2020.pdf>, viewed 23 October 2018.

¹² <https://survey.aber.ac.uk/en/meq>, viewed 23 October 2018.

¹³ <https://youtu.be/fxA0o0qoOMw>, viewed 23 October 2018.

¹⁴ <https://www.st-andrews.ac.uk/staff/teaching/monitoring/moduleevaluation/>, viewed 23 October 2018.

¹⁵ <https://youtu.be/fxA0o0qoOMw>, viewed 23 October 2018.

The proposed MEQ supports a Programme-level approach to learning and teaching. The Programme-level approach is central to the L&T strategies at institutions including Kent¹⁶, Sheffield¹⁷ and York¹⁸. Kent and York are Gold TEF institutions.

With a Programme-level approach, every aspect of the Programme is designed as part of an holistic whole. Modules, in terms of content, teaching methods and assessments, are viewed as independent but integrated parts of the whole Programme.

In this sense, modules are events in the students' learning journey. Concepts and skills are carefully sequenced, assessments are constructively aligned, colleagues work together as a team to ensure learning across the Programme.

To do this, teaching, learning and assessment methods must be considered across modules. MEQs must be structured to allow student feedback on teaching and learning preferences, understanding of content and assessment, to **feed forward** into future modules.

The proposed MEQ will gather the right data to enable this Programme-level approach, to enable students to get the most out of their learning.

(7) The MEQ is designed to work for all Levels, Subjects and Faculties

The MEQ has been designed with input from staff and students from all Levels and Faculties and from a broad mix of Subjects. Please see the sample details in the Methodology section and Appendix 3, below.

As mentioned above, many Universities have found that standardisation works. It is no barrier to applicability. However, this MEQ includes the option of adding up to two questions, which adds flexibility to a standardised questionnaire.

(8) The MEQ is designed for CCCU Learning and Teaching Strategies, Policies and Processes

This is a CCCU Module Evaluation Questionnaire. It is rooted in our learning and teaching strategies, policies and processes.

Considering strategies: the proposed MEQ is both rooted in and will enhance progress towards the vision set out in the **CCCU Learning and Teaching Strategy, 2015-2020**¹⁹. By creating the opportunity for **meaningful dialogue** between students and staff, it speaks, in particular, to the following Principles: Building Learning Communities; Curriculum Design for Transformation; Flexible and Responsive Learning Environments; Outstanding Learning and Teaching Practices; Students as Partners in Learning.

¹⁶ Personal conversation.

¹⁷ <https://www.sheffield.ac.uk/staff/learning-teaching/our-approach/programme-level>, viewed 23 October 2018.

¹⁸ <https://www.york.ac.uk/staff/teaching/themes/the-york-pedagogy/>, viewed 23 October 2018.

¹⁹ <https://canterbury.ac.uk/learning-and-teaching-enhancement/docs/Learning-and-Teaching-Strategy-2015-2020-Web-copy-January-2017.pdf>, viewed 23 October 2018.

This study and its findings demonstrate that **we live our Learning and Teaching Strategy**. The depth of student and staff involvement in the development of this evidence-based policy demonstrates student-staff partnership and an Institutional commitment to enhancement.

Considering policies: the MEQ embraces **Student Engagement in Learning Policy**²⁰ by encouraging thoughtful engagement with module evaluation and enabling students to tell us what they need to tell us about their learning, rather than constricting replies to a short series of quantitative questions to which we wish to know the answers.

Considering the **Student Retention and Success Framework**²¹, the MEQ speaks directly to Strategic Objectives 3, 4 and 8.

Considering processes: the MEQ has been designed with input from IT Services. IT Services are fully supportive of this initiative and, as mentioned above, have stated that there are no significant technical barriers to implementation at CCCU.

The **Modernising Our Student Information**²² (MOSI) team are fully informed of this research. A number of other Universities, including Bath and Sheffield, deliver their MEQs directly to students, via SITS. Bath is a Gold TEF institution. This MEQ has been designed to be integrated into the new Student Records System, as soon a scope allows.

²⁰ <https://canterbury.ac.uk/learning-and-teaching-enhancement/docs/Student-Engagement-in-Learning-Policy.pdf>, viewed 23 October 2018.

²¹ <https://canterbury.ac.uk/learning-and-teaching-enhancement/docs/Retention-and-Success-Framework-June-2018.pdf>, viewed 23 October 2018.

²² <https://cccu.canterbury.ac.uk/registry/student-record-system/modernising-our-student-information.aspx>, viewed 23 October 2018.

Method

This research took a mixed-methods approach. I employed an exploratory sequential design approach²³, combining qualitative and quantitative research over four Stages. Research design was emergent. The results from Stage 1 were used to determine the research questions, methods and population for Stage 2; results from Stage 2 determined Stage 3; and Stage 3 determined Stage 4. Data analysis was inductive.

The results from every Stage of the research were presented to and approved by the Learning Teaching and Assessment Working Group (LTAWG) (Appendix 1 and 2). Every Stage of the research design was approved by LTAWG. LTAWG members were active participants in the research at every Stage.

Figure 2 summarises the methodology, highlighting the depth and breadth of this research. Methodology, including sample, is discussed in full in Appendix 3.

Stage 3, which involved our students, received full ethical clearance from the Faculty of Social and Applied Sciences Ethics Review Committee.

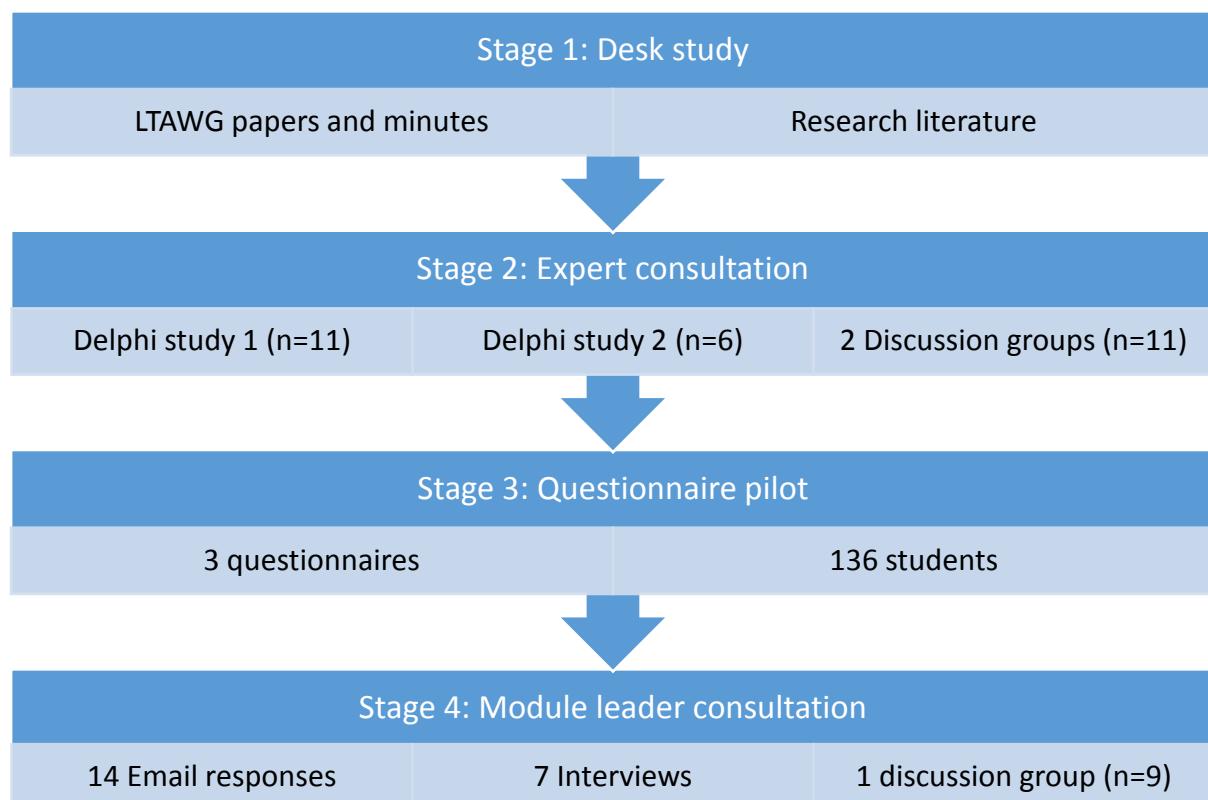


Figure 2. Methodology.

²³ Creswell and Plano Clark, 2007.

Proposed Module Evaluation Questionnaire

Core qualitative, open text:

- (1) What worked well on the module?
- (2) What worked less well?
- (3) If you could change one thing about the module to make it better for you, what would it be?

Core quantitative, 1-5 Likert scale with don't know/not applicable:

- (4) Overall, I was satisfied with this module.
- (5) I understood the aims of this module.
- (6) I was given useful feedback on how to improve, throughout the module.
- (7) I felt involved and engaged in my learning.

Optional:

Up to 2 optional questions, designed by the Programme team.

Other data, collected behind the scenes:

- (8) Module code.
- (9) Student ID to link to student demographic and attainment data.

Next steps

The next steps for the implementation of this centralised, standardised MEQ are:

- (1) Work continues to develop an IT solution, involving Data Management, IT, LTE, Planning, Student Survey Unit and Susan Kenyon.
- (2) 14 November 2018: paper considered by Education and Student Experience Committee.
- (3) 26 November 2018: paper submitted to Technology Enhanced Learning Advisory Group, considering options for soft roll out 2018/19 and full roll out 2019/20.
- (4) December 2018: soft roll out of standardised questions, with full communications about rationale and forward plans. Module leaders may begin to use the standardised questions, at their discretion, at the end of timetabled teaching in Trimester 1/Semester 1.
- (5) End March-April 2019: Trimester 2/Semester 2 modules complete timetabled teaching. Module leaders encouraged to use standardised questions, at their discretion. If appropriate and possible, selected modules may pilot IT solution.
- (6) June-August 2019: evaluation of process and outcomes. Amendments made where necessary.
- (7) September-November 2019: full communications, training if necessary.
- (8) End Trimester 1/Semester 1 2019/20: full solution implemented.

Communications to staff will begin as soon as we know how the MEQ will be distributed at the end of Trimester 1/Semester 1.

This said, there has been widespread communication to academic and professional services colleagues already, via: Faculty Directors of Learning and Teaching; presentations by Susan Kenyon at Faculty Learning, Teaching and Assessment Committees (or equivalent); frequent updates to Learning, Teaching and Assessment Working Group; extensive communication with Programme Directors and Module Leaders during recruitment to the study, to staff participants during the study and regular communication of results, at every stage; fortnightly meetings with the MOSI team; and regular meetings with representatives from Planning and Academic Administration.

Appendix 1. Timeline to date.

11 October 2017	Module evaluations assigned to Susan Kenyon.
20 October 2017	Delphi 1.
6 November 2017	Delphi 2.
November 2017	2 x Discussion Groups with Senior Leaders of Learning and Teaching.
6 December 2017	LTAWG approves results of Delphi and Discussion Groups. Approves purpose of module evaluations, progression to Pilot and Pilot questionnaires.
31 January 2018	LTAWG updated on Pilot study; Pilot proposal approved.
2 February 2018	Pilot study submitted to Ethics Committee for ethical approval.
12 March 2018	Ethical approval granted.
March 2018	Online questionnaire open to staff for comment.
March-April 2018	Recruitment of Module Leaders.
18 April 2018	LTAWG update.
April-May 2018	Face-to-face meetings with every module participating in the study.
16 April 2018	Pilot study open.
6 June 2018	LTAWG update.
18 June 2018	Pilot study closed.
13 July 2018	Pilot study results emailed to all participating module leaders for comment.
18 July 2018	LTAWG update and discussion group. N=9.
August-September 2018	Interviews with module leaders.
3 October 2018	LTAWG update.
31 October 2018	Findings presented to LTAWG. Approval given. Paper agreed to be recommended to ESEC.
14 November 2018	Paper considered by ESEC.

Appendix 2. Extracts from LTAWG minutes.

October 2017	<p>Paper LTA 17/05 presented.</p> <p>Extract from Minutes of 11 October 2017 meeting of LTAWG.</p> <p>13. Module Evaluation</p> <p>Members received paper LTA17/05, being the module evaluation proposal considered by the group in May 2017, the minutes showing the changes requested and an appendix of the draft module evaluation policy dated 2014.</p> <p>The group discussed the actions needed to move this forward as soon as possible following the delay of the latest proposal in light of the LTE restructure. The changes required by the minutes had not yet been implemented.</p> <p>Members agreed that despite the need to avoid further delay in the surveys being released, there was need to review the questions. Academic staff with expertise in quantitative research should be involved. The group reviewed the questions and agreed that a small sub-group should undertake a 'sense check' to ensure the language is appropriate and that questions provide the information staff need to improve their programmes, address performance issues and support subject TEF.</p> <p>The contract for Snap Surveys was due for renewal and different methods of collecting survey data were discussed. The Students' Union representative highlighted the increasing importance of apps and need to provide students with evaluations in a user-friendly way as near to the point of delivery as possible.</p> <p>Members discussed the interface between the survey questions and the policy, and the changes to the questions would mean policy changes to ensure alignment. The group discussed practice across the sector and other institutions that build a shared understanding between staff and students with regard to engagement and evaluation.</p> <p>In addition to the comments above, the following detailed amendments are required:</p> <ul style="list-style-type: none"> • change the heading of the student engagement section to be more reflective of the questions; • ensure sufficient coverage of blended learning; • ensure the amendments agreed last academic year are made. <p>RESOLVED</p> <p>That a small group, led by the FDLT (Social and Applied Sciences), should review the questions to ensure they deliver what is required. Report back to the December meeting, with a view to conducting a pilot at the end of Semester 1. The group should involve:</p> <ul style="list-style-type: none"> • Rayya Ghul, Senior Academic Developer • Julie Taylor, FDLT (Health and Wellbeing)
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	<ul style="list-style-type: none"> • Dr Jonathan Pratt, University Student Survey Manager / Darren McGee, Senior Survey Research Officer • Jordan Howard, Students' Union President (Education and Wellbeing) • Academic representative in Psychology with experience in qualitative research.
December 2017	<p>Paper 17/20 presented.</p> <p>Extract from Minutes of 6 December 2017 meeting of LTAWG.</p> <p>24. Module Evaluation</p> <p>Members received paper LTA17/20, being a proposal to pilot three module evaluation questionnaires. The Faculty Director of Learning and Teaching (Social and Applied Sciences) gave a presentation on how the sub-group commissioned by the last meeting had undertaken its work, using the Delphi method.</p> <p>By participating, the group involved agreed on the purpose of module evaluation but had struggled to reach a consensus on the questions. The proposal was to pilot three questionnaires and evaluate them to develop a standard University module evaluation template. This approach would enable an evidence-based final recommendation, avoiding an unethical and counterproductive imposition of a false consensus, which would have risked reducing staff engagement with the results and any further consultations. Members discussed the methodology and plan to involve 12 modules (4 per questionnaire). Blackboard would be used to conduct the pilot.</p> <p>There was some disappointment that this method could not be implemented earlier to evaluate modules from the first semester. It was agreed, however, that it would not be appropriate to use the results of the pilot to draw conclusions about module performance. The findings would be used for research purposes only, which would be highlighted to staff and student participants. The final module evaluation may use an amalgamation of all three questionnaires, combining qualitative and quantitative questions.</p> <p>Members discussed the proposed questionnaires and requested the following amendments:</p> <p><u>Questionnaire 1</u></p> <ul style="list-style-type: none"> • Question 9 – change 'learning objectives' to 'learning outcomes' • Language – ensure this is student friendly, for example changing 'standard expected' to 'what I required' • Correct typographical errors <p><u>Questionnaire 2</u></p> <ul style="list-style-type: none"> • Some members preferred this version for its clearer use of language. • Members agreed the current "n/a" column meant the questions were inclusive enough to encompass modules not taught face-to-face. • Question 10 – learning spaces. Members debated the ability to affect change in liaison with central services through this question and

	<p>concluded it would help flag up learning space issues to central University departments.</p> <p>Questionnaire 3</p> <ul style="list-style-type: none"> • Question 3 – consider using a more open question. <p>Members asked that the questionnaires be piloted with different student groups including GMS and postgraduate students. One member requested an ethics approval of the research to take place before its implementation.</p> <p>A module evaluation policy would need to be developed outside of the sub-group once the research is complete and the final questionnaire has been agreed. This would need to include guidance about the timing of module evaluation, for example whether it takes place mid-module or end of module. Members were reminded that module evaluation remained one source of evidence for module review amongst other information. Thanks were expressed to the FDLT (Social & Applied Sciences) and the sub-group for their work.</p> <p>RESOLVED</p> <p>That, subject to the amendments suggested, the proposal in paper LTA17/20 be approved and taken forward by the FDLT (Social & Applied Sciences).</p>
January 2018	<p>Paper LTA 17/40 presented.</p> <p>Extract from Minutes of 31 January 2018 meeting of LTAWG.</p> <p>47. Module Evaluations Pilot update</p> <p>The Group received paper LTA17/40, being an update on the module evaluations pilot proposal provided at the meeting of 6th December 2017 (paper LTA17/20, minute 24).</p> <p>The Group welcomed the update and recorded their recognition of the work done to date.</p> <p>NOTED</p>
April 2018	<p>Paper LTA 17/51 presented.</p> <p>Extract from Minutes of 18 April 2018 meeting of LTAWG.</p> <p>69. Module Evaluation Questionnaires Update</p> <p>The Group received paper LTA17/51, being an update on the pilot of the module evaluations questionnaires.</p> <p>The pilot had just started, with 10 of the 40 trial modules having been completed. The pilot includes a good spread of Schools, levels, types of programme, teaching methods and cohort sizes. Initial experiences shows a potential lack of student engagement, although this may change as the trial progresses.</p>

	<p>The Group discussed the need for this trial to link with the Modernising Our Student Information (MOSI) project, and agreed to recommend that MOSI considers how this might be achieved. It was noted that currently there is no means of linking the questions and information to a student's profile, and that this would need to be addressed by MOSI.</p> <p>The Group noted a concern over data protection where module staff have access to the evaluation data, given the potential for individuals to be identified from their comments, and it was agreed that this should be raised as part of a module evaluation policy.</p> <p>It was further noted that the policy will have to be raised with unions, and that the unions have already been made aware of this.</p> <p>RESOLVED</p> <p>That Cathi Fredricks will raise the need to link module evaluation with MOSI with the Education and Student Experience Directorate Senior Management Group.</p>
June 2018	<p>Module evaluation verbal report presented.</p> <p>Extract from Minutes of 6 June 2018 meeting of LTAWG.</p> <p>85. Module evaluation</p> <p>Dr Kenyon presented an update on progress. Analysis of the trial is ongoing, and module leaders are to be asked what questionnaire information would have been most useful to them. A report will be brought to the next meeting.</p> <p>RESOLVED:</p> <p>That an additional meeting of the Group will be held during July so that the evaluation process can be approved before the start of the new academic year.</p>
July 2018	<p>Paper LTA17/66 presented.</p> <p>Extract from Minutes of 18 July 2018 meeting of LTAWG.</p> <p>3. Module evaluation pilot update</p> <p>The Group received paper LTA17/66, a summary of the results from the pilot survey that had been sent to involved module leaders on 13 July. Dr Kenyon summarised the position.</p> <p>The report, sent to the 35 module leaders who had taken part in the pilot, was intended to illustrate what the reports that they would receive from a full evaluation and to allow them to give feedback on which questions, or</p>

	<p>types of questions, provided useful information. It was emphasised that the purpose of the evaluation would be to allow modules to be improved, and so questions should not be closed, with just 'yes / no' options.</p> <p>There were three pilot questionnaires, and modules were assigned one of these. No module received more than one questionnaire. The tables reporting the outcomes are an amalgamation of all responses, so do not apply to any single module.</p> <p>In discussion a range of points were noted:</p> <ul style="list-style-type: none"> • The three questionnaires allowed both qualitative and quantitative information to be gathered, and that there is value in each. Qualitative information allows the way that students value things, while qualitative data is useful for reporting. • The use of extensive free text can be a problem, as it allows lots of individual personal statements. • Looking at the way the module was taught has value as it provides actual feedback on teaching rather than a general impression, and so provides an identifiable route to enhancement. • A mixed approach allows both types of question; members suggested that qualitative questions followed by quantitative. It was agreed that having only quantitative data would make identifying improvements difficult, while free text needs data to put it into context. • Student feedback showed that there was greater engagement with, and preference for, Questionnaire 3. However the Group felt that Questionnaire 2 would be more useful in supporting improvement. • There may be value in mapping questions to the NSS questions to allow any areas that might have been missed to be identified, although this should not be seen as in any way replicating the NSS. <p>Meetings with module leaders will continue, to provide information to support the final decisions. Options for on-line surveys are also being considered.</p> <p>Once the pilot is complete a report will be brought to LTAWG.</p> <p>NOTED</p>
3 October 2018	Update presented; minutes TBC.
31 October 2018	Findings presented. Findings approved. Paper agreed to be recommended to ESEC. Minutes TBC.

Appendix 3. Methodology and sample.

Stage 1

The first stage of the research aimed to understand the barriers to progress on module evaluations to date. This involved a desk study of papers discussing module evaluations, submitted to the Learning, Teaching and Assessment Working Group from 2014 onwards, plus minutes from these meetings.

Stage 2

The second stage of the research aimed to develop a consensus regarding the purpose of module evaluation questionnaires, amongst senior leaders of learning and teaching (L&T). Two Delphi studies were conducted, followed by two discussion groups.

A Delphi study asks a panel of experts to answer questionnaires in two or more rounds²⁴. After each round, a facilitator analyses and summarises responses, returning a group consensus to the panel. The Panel then provide further answers, in light of the replies from other member of the panel. The purpose is to encourage the group to converge towards a single, group consensus on the key issue under discussion.

In the first Delphi, participants were asked to identify up to three purposes of module evaluation questionnaires. They were then asked to identify up to three things that the questionnaire needs to tell us, to achieve these purposes. The second Delphi asked participants to review a proposed questionnaire from the perspective of the group consensus on purpose and needs, to assess the extent to which the questionnaire achieves this. If it did not, participants were asked to identify specific improvements, to achieve the agreed purpose and needs.

Two discussion groups were then held. The groups were convened with the express purpose of achieving consensus and producing a questionnaire, which could be piloted. As such, whilst the discussions were not structured by a topic guide, they took place within a controlled framework. Participants were asked to consider the extent to which the questions in the previously proposed questionnaire should be retained, amended or withdrawn. Participants were then asked to consider if any new questions should be added and, if so, how these should be worded. When participants disagreed, they were asked to work towards a position that they could all agree on. If this wasn't possible, the majority view was taken.

Participants were instructed to adopt the group consensus that had been established in the two mini-Delphi studies. Where the discussion strayed from this consensus, participants were reminded of the previously-established group consensus and were instructed to return to this consensus.

Whilst there was broad consensus on key issues, the two discussion groups took very different approaches in the discussions. Group One replaced the previously proposed questionnaire in its

²⁴ RAND corporation. Nd. Delphi Method. Available online via: <https://www.rand.org/topics/delphi-method.html>, viewed 2 November 2017.

entirety with one that draws heavily on the questionnaire used at the University of Leeds²⁵. Group Two amended the proposed questionnaire, but retained the broad structure.

It would have been unethical to impose a false consensus. It would also have been counterproductive, reducing staff engagement with the module evaluation process and in future consultations. Therefore, the decision was taken to pilot three questionnaires, to assess the benefits of each based on evidence from our own students and colleagues, to ensure that the final questionnaire is fit for purpose and has the support of our colleagues.

Stage 2 included representatives from all 4 Faculties, central services and the Students Union. It included academics and professional services staff.

15 were invited to participate in the Delphi studies. 11 participated in Delphi 1. 6 participated in Delphi 2. All who participated in the Delphi studies were invited to take part in a discussion group. 12 were invited and 11 participated.

Stage 3.

In Stage 3, three questionnaires were piloted with students.

Students were recruited via module leaders. In every Faculty, the Faculty Director of Learning and Teaching (FDLT) was asked to contact Module Leaders and/or Programme Directors, to ask if they would be willing to participate in the study. The researcher visited every module, whilst the class was in session, to inform students about the study. Module leaders then sent an email to all students registered on the module, on the researcher's behalf, with a url link to one of three Bristol Online Survey (BOS) questionnaires.

Participating modules were selected to give a maximum variation sample, in terms of Faculty, Subject, Level, CCCU campus, number of students on the module and teaching delivery.

The sample includes 19 distinct disciplines. There is a range of module sizes, from 2 to 200, with a mean average module size of 34. Session types include lectures, workshops, seminars and laboratories.

Considering location of study: 29 modules were taught on the North Holmes Road campus, 2 at Augustine House, 2 at Medway, 2 at Polo Farm.

Further sample details are given in Table 1.

Student s	Level (assigned module)*	Faculty
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²⁵ University of Leeds Student Education Service. Nd. Module evaluation survey statements. Available online via: http://ses.leeds.ac.uk/info/21040/academic_review/828/module_evaluation_survey_statements, viewed 5 December 2017.

		Modules (declared)	Modules (assigned)	0	4	5	6	7	A& H	Ed	HW B	SA S
Questionnaire 1	45	11	10	1	3	2	2	2	2	4	2	2
Questionnaire 2	43	19	13	2	4	3	2	3	2	3	2	6
Questionnaire 3	48	14	12	1	4	3	1	3	2	4	2	4
Total	136	44	35	4	1	8	5	8	6	1	6	12

*N=36 because one module was taught at Level 6 and 7.

Table 1. Stage 3 sample.

Modules were assigned to one of the three questionnaires to ensure maximum variation, as above. Questionnaires were completed online, using BOS. The questionnaires are given below.

Questionnaire 1.

	1	2	3	4	5	DK/NA
1. Overall, I was satisfied with the quality of the module.						
2. I was fully engaged with this module.						
3. Teaching on this module was of a high standard.						
4. Teaching staff were enthusiastic.						
5. The module content was stimulating.						
6. Support materials and resources were of a high standard.						
7. Guidance from module staff was available when I needed it.						
8. In assessments, understood the standard that was expected of me.						
9. The Learning Objectives of this module were clear to me.						
10. The feedback that received was useful to me.						
11. I learnt a lot on this module.						

Questionnaire 2.

	1	2	3	4	5	DK/NA
1. I understood the aims of this module.						
2. The way that this module was taught worked for me.						
3. I felt involved and engaged in my learning.						
4. I learned a lot from the taught sessions on this module.						
5. I learned a lot from the resources that were provided outside of the taught sessions on this module.						
6. I was encouraged to do my best work.						
7. The teaching prepared me for my assessment(s).						
8. I was given useful feedback on how to improve, throughout the module.						
9. Teaching staff were available if I needed them.						
10. I was satisfied with the rooms and/or learning spaces that I was taught in.						
11. There was a respectful atmosphere in class.						
12. I put my best effort in during this module.						
13. I would recommend this module to other students.						

Questionnaire 3.

1. What worked well on the module?

2. What worked less well?

3. If you could change one thing about the module, what would it be?

After completing the MEQ, all participants were asked the following, additional questions:

1. Thinking about the questions you've just answered, did they let you say what you wanted to say about your module? Yes/no.

2. If not, what else would you have liked to tell us?

3. Do you think that the questions asked were the right ones to help us make positive improvements to your module? Yes/no.

4. If not, why not – and what questions would you like module evaluation questionnaires to ask, which could make a difference?

Stage 4.

In Stage 4, all participating module leaders were asked to review the results from all three questionnaires. They were asked to consider what action they would take, if they had received each of the three set of results for their module.

36 participants were contacted. 19 replied: 11 sent comments by email; 8 were interviewed. The participant profile is given in Table 2.

In addition, 9 members of LTAWG participated in a discussion group on 18 July 2018. Participants were from all four Faculties, Central Services and Professional Services.

	Level					Faculty			Questionnaire			
	0	4	5	6	7	A&H	Ed	HWB	SAS	1	2	3
Number of participants	3	6	3	4	5	4	6	3	8	7	9	4

Table 2. Stage 4 Module Leaders sample.