**Student Evaluation of Teaching Policy**

**1. Aims and Objectives**

It is a University requirement that every School and Institute must have procedures in place for collecting student views on both teaching and modules. The student evaluation of teaching consists of two key areas; the evaluation of the module and the evaluation of the lecturer or tutor. Schools are required to ensure that students are clear when they are evaluating the module and how it is delivered and when they are evaluating the lecturer or tutor’s approach to teaching. The student evaluation of the module is to be conducted each time a module is delivered. These procedures should:

1. Meet the requirements of the University’s academic quality assurance framework.
2. Give students an opportunity to comment on:
	1. The quality of teaching provided by individual lecturer/tutor.
	2. The design and content of modules, their aims and learning outcomes and whether or not these were achieved.
	3. The organisation and methods of teaching.
	4. Learning resources for the module.
	5. Methods of assessment.
	6. The student’s own assessment of his or her progress and mastery of the subject.
3. Provide both teaching staff and managers with meaningful and useful information, and
4. Require the student to provide constructive feedback and should not be in conflict with their responsibilities as outlined in the Student Charter.

The Head of School is responsible for ensuring that the School’s procedures are followed.

**2. Format of questionnaires**

There are certain core questions which should be included in each survey:

 a) The evaluation of the lecturer/tutor:

 The proposed questions for the evaluation of the lecturer/tutor cover the following areas:

* + Preparation and organisation.
	+ Explanation of terms and concepts.
	+ Quality of engagement.
	+ Provision of advice and support to students.
	+ Overall satisfaction.

Core questions for the evaluation of the lecturer/tutor are available at Appendix 1.

 b) The evaluation of the module:

The proposed questions for the evaluation of the module cover the following areas:

* + Preparation and organisation.
	+ Learning resources.
	+ Quality of intellectual challenge.
	+ Assessment and feedback.
	+ Overall satisfaction.

Core questions for the evaluation of the module are available at Appendix 2.

In addition to the core questions, Schools will probably wish to ask some more subject-specific questions on, for example, project work, presentation skills, field or practical work or group activities as appropriate to the individual context.

Questions should be kept simple, each involving one clear idea, and should be answerable on the basis of the student’s observation. It is for Schools to decide whether to use the same form for both teacher and module evaluation, or whether to have two separate forms. The number of overall surveys a student has to complete should inform decision making in this area, with awareness that we should aim to avoid ‘survey-fatigue’.

In some cases, it may be more appropriate to use a series of questionnaires, dealing separately with lectures, tutorials and modules.

**3. Conducting the student evaluation of teaching**

The Head of School is responsible for ensuring that appropriate arrangements are in place for delivering their own surveys in order to address their own particular circumstances and needs.

Care should be taken to ensure that students’ anonymity is protected**.** Members of staff who deliver or teach on the module should be aware of the questions which are to be used in the student evaluation of teaching and they should be fully engaged with the process.

Every student must be given an opportunity to participate in a module and teaching evaluation, however participation is not mandatory.

It is recommended that:

* A School Administrator (or other appropriate School staff member) is responsible for the online setup using the approved survey tool. Guidance, training and support will be available from the Support and Oversight Group.
* Online evaluations should be issued directly to all students assigned to the module via email. All students should be provided with an equal opportunity to provide feedback.
* Online evaluations should remain open to students for at least 5 days, and ideally up to 10 days.
* Lecturers/tutors should provide a dedicated slot during class time for evaluation completion.
* Module Leaders should close the feedback loop by discussing module and teaching evaluations with students once the survey has closed. This provides an opportunity to discuss results and actions that will be taken in response to feedback.

**4. Distribution of results**

The Head of School and the Director(s) of Education have the right to see the results of all evaluation questionnaires. Individual members of staff should have access to their results. School staff and the School Education Committee should have access to summary module evaluation data and anonymised teacher evaluation data. Members of staff who are responsible for PDRs should have access to lecturer/tutor student evaluation data for those staff whom they appraise.

The lecturer/tutor evaluation element may be used as part of the PDR process.

The analysis of module and teaching evaluation questionnaires is an important part of the evidence required for module review, and must be fed into the module review process.

**5. Responding to the data**

Individual Schools and subject areas should clearly identify who is responsible for acting on any issues or concerns emerging from the student evaluation of modules and teaching. This includes clearly outlining ways in which student evaluation of teaching data can be acted upon. Heads of School are responsible for ensuring that any actions arising from the evaluation of teaching are properly addressed. Directors of Education are responsible for policy and practice development associated with the Student Evaluation of Teaching. The School Education Committee will support the Head of School and Director of Education to identify and implement actions emerging from the student evaluation of teaching.

**6. Frequency and timing**

Under the academic quality assurance framework, a module must be evaluated every time it is delivered.

If lecturer/tutor evaluation is to be conducted as a separate exercise, the Head of School will decide how often it is to be carried out.

The timing of the exercise is a matter for the School to decide but the timing must allow adequate duration for students to respond and also for the feedback loop to be closed.

 **7. Service and access teaching**

Where staff from one School provide teaching elsewhere in the University, the Head of the “host” School may require that student evaluation of the lecturer/tutor be carried out and that the consequent results be made available to him or her.

Where staff from a School provide teaching of a franchised module or access course, the Head of School may require student evaluation of the lecturer/tutor to be carried out and the results to be made available to him or her.

 **8. Feedback**

Students should be provided with timely feedback regarding the student evaluation of modules and teaching. At the level of the module, students should have access to summary data, and details of any issues arising from and outcomes of module evaluation. With respect to the evaluation of the lecturer/tutor, students should be provided with timely anonymised, aggregated data which is presented in a manner which allows the student to ascertain how teaching staff have been evaluated within their subject area. This should be discussed with the students enrolled on the course along with any actions to be taken in response to the survey.

**9. Survey design**

Schools are recommended to review the format of their questionnaires at least once every five years, in consultation with the Centre for Educational Development (CED). CED can help Schools devise suitable questionnaires, if required, and can provide further guidance on the core questions.

APPENDIX 1

Teaching Evaluation Questionnaire Core Questions

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| **THE EVALUATION OF THE LECTURER/TUTOR** |
| Module Code: |  |
| Module Name: |  |
| Lecturer name: |  |
| **1. The Lecturer/Tutor:** |
|  | Strongly Agree | Mostly Agree | Neither | Mostly Disagree | Strongly Disagree |
| 1.1 | Was generally well prepared and well organised |  |  |  |  |  |
| 1.2 | Explained new terms, concepts and principles clearly |  |  |  |  |  |
| 1.3  | Motivated me to do my best work |  |  |  |  |  |
| 1.4 | Encouraged participation from students |  |  |  |  |  |
| 1.5 | Made the subject interesting |  |  |  |  |  |
| 1.6  | Was enthusiastic about what they taught |  |  |  |  |  |
| 1.7 | Offered sufficient advice and support |  |  |  |  |  |
| 1.8  | Was contactable when needed |  |  |  |  |  |
| **2. Overall Satisfaction** |
| 2.1 | Overall, I am satisfied by the quality of teaching given by this Lecturer/Tutor |  |  |  |  |  |
| **3. Attendance** |
| 3.1 | Please indicated the percentage of scheduled teaching sessions in which you have participated  | 0-25% | 25-50% | 50-75% | 75-100% |
| **4. Comments** |
| 4.1 | Please identify any good teaching practice that should be more widely adopted: |  |
| 4.2  | Please identify any improvements the lecturer/tutor could make regarding their current approach to teaching: |  |
| 4.3 | Please make any further comments that you may have in the space below:  |  |

APPENDIX 2

Module Evaluation Questionnaire Core Questions

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| **THE EVALUATION OF THE MODULE** |
| Module Code: |  |
| Module Name: |  |
| **1. Module Structure and Learning Resources** |
|  | Strongly Agree | Mostly Agree | Neither | Mostly Disagree | Strongly Disagree |
| 1.1 | The module was well prepared and well organised |  |  |  |  |  |
| 1.2 | The module learning resources (notes, web-based material, software, etc.) were accessible, clear and helpful |  |  |  |  |  |
| 1.3  | The module was intellectually stimulating and challenging |  |  |  |  |  |
| 1.4 | The module content met my expectations |  |  |  |  |  |
| **2. Assessment and Feedback** |
| 2.1 | The criteria used in marking have been made clear in advance |  |  |  |  |  |
| 2.2 | Assessment arrangements and marking have been fair |  |  |  |  |  |
| 2.3 | Feedback on my work was received in line with School policy |  |  |  |  |  |
| 2.4  | I have received helpful comments on my work |  |  |  |  |  |
| **3. Overall Satisfaction** |
| 3.1 | Overall, I am satisfied with the quality of the module |  |  |  |  |  |
| **4. Required work** |
| 4.1 | Relative to other modules, the amount of work required for this module (reading, preparation, assignments, etc.) was: | Less | Similar | More |
| **5. Attendance** |
| 5.1 | Please indicated the percentage of scheduled teaching sessions in which you have participated | 0-25% | 25-50% | 50-75% | 75-100% |
| **6. Comments** |
| 6.1 | What did you find most valuable on the module? |  |
| 6.2 | Can you identify any improvements that you would like to see made to the module? |  |
| 6.3 | Can you please give an indication of the total number of hours spent studying this module each week (please include formal face to face engagement or private study)? |  |
| 6.4 | Please make any further comments that you may have in the space below: |  |