Kingsley Module Evaluation Policy

1.0 Introduction and background

1.1 Kingsley is committed to the capture of feedback from its students on various aspects of the learning experience and the learning environment.   This will permit the Kingsley to learn from student feedback with the aim of enhancing the learning experience and environment. One core area where feedback is critical is on the modules studied by students.

2.0 Purpose and scope

2.1 This Policy sets out Kingsley's institutional approach to the establishment, delivery and management of module evaluations.

2.2 This policy aligns with other policies and guidance on surveying students, including the Surveys Policy. It also aligns with the QAA Quality Code.

2.3 This policy applies to all students studying taught modules awarded by the Kingsley.

3.0 Definitions

3.1 Module evaluation – a survey undertaken by students at the end of a module.

3.2 Evaluation survey system – a system used to support the implementation of module evaluation.

4.0 Key principles

4.1 All taught modules will be subject to one module evaluation per cohort. These module evaluations will be delivered in the penultimate week of classroom-based teaching on a module, which means:

a) If a module's teaching pattern includes group sessions (lectures/seminars/group tutorials) right up to the end of a term/teaching block, the evaluation should be completed in the penultimate week of that term/teaching block.

b) If a module's teaching pattern condenses the group sessions into a smaller number of weeks and has other forms of engagement after that (e.g. supervisions, group project activity, presentations/vivas, portfolio

development, online learning), the evaluation should be completed in the penultimate week of the main teaching.

4.2 All modules are expected to utilise this question set, with the following exceptions:

a) Where modules comprise placement/work-based learning activity only, an evaluation managed by the programme/module leaders will be designed, used and analysed locally.

b) Where modules are non-standard (for example involve delivery by other organisations), those programme/module leaders may request the incorporation of additional questions to the institutional question set if these are required to meet the needs of external stakeholders

c) Where modules comprise a mixture of placement/work-based learning and taught content, the taught content must be evaluated using the institutional question set. The placement/work-based learning component should be managed in accordance with 4.2a) or 4.2b).

4.3 In addition to the completion of an end of module evaluation, module leaders are required to seek qualitative feedback on students' experiences whilst the module is underway. This feedback is designed to support immediate action being taken where issues are identified that can be resolved quickly.

4.4 Module evaluations for modules delivered on-site may be done on paper or online, with the approach agreed in advance. Module evaluations for modules delivered via distance learning.

Module leaders for modules delivered only do so where:

a) Kingsley staff are on site delivering the relevant session(s).
b) Processes are put in place to ensure the ethical completion of surveys and to ensure anonymity of responses is maintained. In particular, completed surveys should not be collected by the staff member.
c) Completed surveys are returned to the Tutor.

4.5 All module evaluations using Kingsley question set will utilise the approved evaluation survey system.

4.6 Module evaluation results will normally be shared with Module, Programme and Subject Leaders.

Module leaders will provide feedback to students on the results of evaluations and the actions that will be taken to respond to those results. This will normally be provided within four working weeks of the end of the module. Actions can be taken as a result of any module evaluation scores but are expected where a question or overall category receives a definitely agree/agree percentage lower than 80%.

4.7 Quantitative data arising from module evaluations will be considered at appropriate Committees:

   a) Discussions on module evaluation scores and actions planned or taken in response to module evaluation at Student Staff Liaison Committee meetings.

   b) The Provost will monitor completion of module evaluations and response rates; will assure itself that module evaluations are occurring and that response rates are appropriate.

   c) The Provost will consider actions being undertaken to respond to issues identified in module evaluations as well as to note any examples of good practice

4.8 All those involved in module evaluations, whether students or staff, are expected to participate ethically and with due regard for the confidentiality and security of the information with which they are dealing. Students will commit to providing honest and respectful comments on the forms. Staff will respect student anonymity and will encourage but not require students to complete an evaluation.

4.9 Completion of module evaluations will be monitored and action taken where evaluations have not been completed.

Revised 24/5/22