1. **Introduction**
   This policy sets out Cardiff University’s approach to student evaluation of modules (and equivalent units for non-modular programmes) and the principles that underpin it. It sets out a framework for module evaluation that defines the minimum requirements with which all Schools must comply and identifies when variation in practice may be appropriate to accommodate relevant differences in academic provision between Schools. The policy covers all taught programmes, including clinical non-modular programmes for which appropriate blocks of teaching and learning should be identified\(^1\).

2. **Key principles**
   Cardiff University’s module evaluation framework is based on the following key principles:
   
   i. Module evaluation is a core element of the suite of practices and processes through which Cardiff University can be assured of the excellence of its academic provision.
   
   ii. The primary purposes of module evaluation are to:
       - Assist Schools in reviewing and enhancing their taught programmes through direct engagement with the views of current students;
       - Support staff in the continual improvement of their teaching practice;
       - Enable the University to review and enhance the student experience of learning and teaching, share evidence of good practice and identify areas for improvement.
   
   iii. Staff and students engage in module evaluation in a spirit of partnership and use the results constructively to support the continuous enhancement of academic programmes.
   
   iv. Schools work in partnership with students to ensure they have a clear understanding of the module evaluation process and its place within the University’s quality system and share with students the School’s response to their feedback.
   
   v. Student module evaluation data are held securely and are not reported in a way that could identify individual respondents.
   
   vi. Students complete module evaluations with consideration and respect and the module evaluation process is conducted in line with the University’s *Dignity at Work and Study* policy.

3. **Cardiff University’s approach to module evaluation**
   The UK Quality Code for Higher Education requires that “(t)he provider actively engages students, individually and collectively, in the quality of their educational experience”. Cardiff University regards module evaluation by students as a key element of its fulfilment of this expectation. The University’s module evaluation framework sets out the common requirements of all Schools. Schools are also encouraged to provide students with suitable opportunities to give informal in-module feedback.

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\(^1\) During 2018/19, the College of Biomedical and Life Sciences will undertake a focused piece of work to consider how best to gather student feedback on learning and teaching for non-modular clinical programmes and will bring forward a proposal to ASQC for a shared approach across the two programmes that is consistent with the key principles and requirements of this policy.
i. **All Schools must undertake module evaluation for all modules or equivalent units for non-modular programmes.**

All undergraduate and postgraduate taught modules must be evaluated at least once per cohort. The minimum requirement is for one student module evaluation opportunity towards the end of the module. Schools should identify appropriate additional evaluation and student feedback opportunities during the module.

The primary method for conducting module evaluation for ALL Schools is the University’s Online Module Evaluation Survey tool\(^2\). The tool provides an easy to use interface for students, as well as a range of analysis and reporting options. Guidance and training on the effective use of the tool, including on how to maximize response rates, is available via the Centre for Education Support and Innovation.

ii. **All module evaluation questionnaires must use the agreed institutional core question set, to which may be added a limited number of further questions.**

In order to ensure comparability of data both over time and between modules, programmes and Schools, AQSC has agreed a core question set to be used across all academic Schools and Programmes (Appendix 1). The core question set will be reviewed periodically by ASQC to ensure ongoing fitness for purpose.

From 2019/20, Schools will be permitted, if they wish, to insert up to three additional questions per module. The Centre for Education Support and Innovation can assist Schools in identifying and framing suitable additional questions.

iii. **Reporting will not identify individual students.**

Students must feel safe in the knowledge that they can express opinion without being identified.

Schools should also exercise discretion when sharing free text comments made about individual members of staff in any forum other than within the module team or on a one-to-one basis with the member(s) of staff concerned. Redaction of free-text (qualitative) comments can be undertaken within the Online Module Evaluation Survey tool, if appropriate.

The Online Module Evaluation Survey tool provides a mechanism through which inappropriate remarks made by students can be flagged and the respondent sent some general advice regarding more appropriate behaviour.

This functionality can also be used in situations where respondents make a comment that raises concerns for their wellbeing or otherwise alerts the School to an issue that requires further action. Specific user rights are required to undertake this task that do not include the ability to identify individual respondents. Schools will need to allocate a specific member(s) of staff to the role.

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\(^2\) Schools must have in place contingency arrangements so that any exceptional circumstances (e.g. IT failure) do not compromise the consistent approach to module evaluation. Where it becomes necessary to implement contingency arrangements, Schools must first secure the approval of the relevant College Dean for Education and Students. Schools must also upload the data to the Online Module Evaluation Survey tool, to facilitate analysis and feedback to students in a consistent manner, and so that results can be used to support College and/or institution-wide trend analysis, where appropriate.
iv. The importance of module evaluation must be communicated to students.

The importance of module evaluation is to be communicated to students appropriately and consistently, to ensure that they are confident in the use of the online tool, understand the importance of their feedback, and feel confident that their views are taken seriously. This should include discussion with students of the risks of unconscious bias in the completion of evaluations.

As part of this process, at the start of each module, Schools must communicate to the new cohort the outcome of the previous cohort’s module evaluation and the actions taken in response.

The Student Engagement Team can provide advice on how to raise student awareness of the importance of module evaluation and of the positive impact their feedback can have on the student experience. Student Academic Representatives can also provide valuable support to Schools in promoting participation in module evaluation and sharing outcomes with the wider student body.

v. Students must be given adequate opportunity to complete the module evaluation.

The evaluation window must span at least two weeks, to allow students the opportunity to complete the evaluation. This, in turn, will allow sufficient time to remind students of the evaluation and its importance. Ideally, module evaluation will not fall during examination periods.

It is for Schools to determine the most appropriate approach to enabling students to undertake module evaluation activities. The Centre for Education Support and Innovation can advise Schools on the promotional activities and practices that encourage higher response rates.

vi. Schools and Colleges must take active steps to consider module evaluation results, to determine appropriate actions to be taken in response and to provide feedback to students.

Schools are provided with a number of standard reports to support the analysis of module evaluation results. Data can also be extracted for further analyses as required.

Schools and Colleges should use module evaluation data to support the regular review of their academic provision. An overview report of module evaluation data should be considered at appropriate junctures by appropriate Boards of Studies and School Boards. The module evaluation process also feeds into the Annual Review and Enhancement process.

Schools should also present and discuss the results of module evaluations at Student-Staff Panels to help to inform the actions that are taken in response. Schools can create overview reports for each module to support this discussion.

vii. Results and agreed actions must be communicated to all students.

Schools will make summary quantitative data from the module evaluation process available to all students. This is beneficial because it enables individual students to situate their own views in the context of those of their wider cohort and provides evidence to them of the basis on which any associated changes to modules and/or programmes are made. The Online Module Evaluation Survey tool provides a suitable report, which can be published on a variety of
platforms. Students can also review the data directly in the Online Module Evaluation Survey tool for their own cohort and previous cohorts.

Individual qualitative (free text) comments will not routinely be made available to students to review. However, a summary of key comments and issues raised will be included in the module leader response report, which will be made available to students (see below). This approach enables the module leader to share richer information with students about how the module has been received, what students valued and the basis for any changes being made, whilst ensuring that the anonymity of respondents is safeguarded and that any inappropriate comments are removed.

Schools will make available to all students a summary report of the module evaluation feedback that has been provided, including highlights and lowlights from both the quantitative and qualitative data. This will be accompanied by a considered module leader response to students on feedback received and any actions planned and carried out in response. Commentary on any changes that cannot be made must also be included. Schools must put in place suitable local mechanisms to ensure that module leader reports are drafted appropriately for the intended student audience and reflect wider Programme and/or School-level considerations where relevant.

The module leader response report must be made available to students at the earliest opportunity. Schools will publish the timeframe for releasing the report to students in advance. The timeframe will allow module leaders to consider other relevant contextual data (e.g. student performance in assessments) in preparing their response.

At the start of each module, students will be made aware of the preceding cohort’s feedback on the module and action taken in response and will have access to the report from previous year. Schools may wish to extend this to a longer retrospective window. In doing so, Schools will support students’ understanding of how the School has responded to the views of previous cohorts in the continuous review of provision and will encourage students to participate in the module evaluation process.

viii. Module evaluation data can be used in a variety of ways to enhance the quality of academic provision and of the student experience of learning and teaching.

Module evaluation data provide a rich source of information regarding the student experience of learning and teaching. Such data can highlight evidence of good practice and provide early warning of issues of concern, be that at module, programme, School or University level. However, data must not be used or viewed in isolation from other contextual information about the student learning experience or the quality of academic provision within Schools.

Results of module evaluations may be used by academic staff as evidence of excellence in learning and teaching for a range of purposes including academic promotion, Performance Development Review (PDR) and applications for internal or external awards. Module evaluation data may also be used by line managers alongside other relevant contextual data in performance-related discussions with individual members of staff. In reviewing results, Schools should also be alert to the risk of unconscious bias on the part of students in completing the evaluation process.

Aggregated data may be reviewed and analysed to support the University’s quality processes and may be considered alongside other relevant datasets (e.g. internal and external surveys,
equality and diversity, tariff, progression data) to inform institutional thinking regarding the student experience of learning and teaching. Appropriate reports will be shared routinely with relevant professional services to aid continuous improvement of services.

Aggregated data will also be analysed periodically for equality and diversity purposes, in order to identify any specific issues regarding the experience of students or staff with protected characteristics.

ix. Module evaluation data are held securely on the University network and are managed accordance with the University’s Information Security Framework.

Details of the University’s Information Security Framework can be accessed at http://sites.cardiff.ac.uk/isf/.
Appendix 1 – Core question set

Module evaluation question set, 2018/19

Standard template question set

Teaching and learning
1. The module has been interesting and intellectually stimulating
2. The module has provided me with opportunities to explore ideas, practices or concepts in depth
3. Staff have been good at explaining things

Assessment and feedback
4. The criteria used in marking have been made clear in advance
5. Marking and assessment has been fair
6. I have received helpful comments on my work
7. Feedback on my work has been timely

Organisation and management
8. The module has been well organised and is running smoothly
9. Any changes in the module or teaching have been communicated effectively

Learning resources
10. The library resources for the module (e.g. books, articles, journals, online services and learning spaces) have supported my learning well
11. I have been able to access module-specific resources (e.g. equipment, facilities, resources on learning central, software, collections) when I needed to

Learning community
12. I have felt part of a community of staff and students whilst undertaking this module

Student voice
13. I have opportunities to provide feedback on the module
14. Staff on this module have welcomed and responded to student feedback

Overall satisfaction
15. Overall, I am satisfied with the quality of the module

Optional questions (from 2019/20)
16. [Optional locally-defined question 1]
17. [Optional locally-defined question 2]
18. [Optional locally-defined question 3]

Please comment on any aspects of the module you would like to highlight:

19. What do you consider the best thing about the module?
   [Free text]
20. What would you like to see changed?
   [Free text]

Thank you for taking the time to complete this evaluation. Your feedback is highly valuable to us and is used to improve both the teaching of this module and your degree as a whole.
Set cwestiynau gwerthuso modiwlau, 2018/19

Templed safonol set cwestiynau

**Dysgu ac addysgu**
1. Mae’r modiwl wedi bod yn ddiddorol ac wedi fy ysgogi’n ddeallusol
2. Mae’r modiwl wedi rhoi cyfleoedd i mi archwilio syniadau, arferion neu gysyniadau yn fanwl
3. Mae staff wedi bod yn dda am esbonio pethau

**Aesesiad ac adborth**
4. Mae’r meini prawf a ddefnyddir wrth farcio wedi bod yn glir ymlaen llaw
5. Mae’r marcio a’r asesu wedi bod yn deg
6. Rydw i wedi cael sylwadau defnyddiol am fy ngwaith
7. Mae’r adborth am fy ngwaith wedi bod yn amserol

**Trefnu a Rheoli**
8. Mae’r modiwl wedi’i drefnu’n dda, ac yn rhedeg yn hwylus.
9. Mae unrhyw newidiadau o ran y modiwl neu'r addysgu wedi cael eu cyfathrebu’n effeithiol

**Adnoddau dysgu**
10. Mae adnoddau’r llyfrgell ar gyfer y modiwl (e.e. llyfrau, erthyglau, chylchgronau, gwasanaethau ar-lein a mannau dysgu) wedi cefnogi fy nysgu’n dda
11. Rywf wedi gallu cael mynd i adnoddau penodol i’r modiwl (e.e. offer, cyfleusterau, adnoddau ar Dysgu Canolog, meddalwedd, casgliadau) pan oedd angen hynny arnaf

**Cymuned ddysgu**
12. Rydw i wedi teimlo’n rhan o gymuned o staff a myfyrwyr wrth wneud y modiwl hwn

**Llais y myfyrwyr**
13. Mae gen i gyfleuoedd i roi adborth ar y modiwl
14. Mae staff ar y modiwl hwn wedi croesawu ac ymateb i adborth gan fyfyrwyr

**Boddhad cyffredinol**
15. Ar y cyfan, rwy’n fodlon ar ansawdd y modiwl

**Cwestiynau dewisol (o 2019/20)**
16. [Optional locally-defined question 1]
17. [Optional locally-defined question 2]
18. [Optional locally-defined question 3]

**Rhowch sylwadau am unrhyw agweddu ar y modiwl yr hoffech dynnu sylw atynt:**
19. Beth ydych chi’n ystyried yw’r peth gorau am y modiwl?  
   [Free text]
20. Beth hoffech chi ei weld yn cael ei newid?  
   [Free text]

Diolch am roi o’ch amser i gwbllhau'r gwerthusiad hwn. Mae eich adborth yn werthfawr iawn i ni, ac rydym yn ei ddefnyddio i wella addysgu ar y modiwl hwn a’ch grad yn gyffredinol.