



UNIVERSITY OF
LINCOLN

SECRETARIAT ACADEMIC POLICY SUMMARY SHEET

NAME OF ACADEMIC POLICY:	Module & Programme Evaluation Policy
PURPOSE OF POLICY AND WHOM IT APPLIES TO:	The policy sets out the University's approach to module and programme evaluation which applies to all taught undergraduate and postgraduate programmes leading to a University award.
RESPONSIBLE BOARD/ COMMITTEE WITH ROUTE OF APPROVAL:	Academic Board and the Education & Student Life Committee
LEAD STAFF MEMBER RESPONSIBLE FOR ITS UPDATE:	Professor Liz Mossop – Deputy Vice Chancellor (Student Development and Engagement)
PERSONS CONSULTED IN DEVELOPING POLICY:	The policy was considered by members of the Education & Student Life Committee.
POLICY FINALLY APPROVED BY:	Chair of Academic Board on 8 November 2016
DATE OF ORIGINAL IMPLEMENTATION:	November 2016
DETAIL OF DISSEMINATION:	Circulated, publicised and uploaded to policy portal page on 22 November 2016
PROPOSED DATE OF REVIEW	Annually in July
SECRETARIAT OFFICER – MAIN CONTACT	Officer to Education & Student Life Committee
DATE:	15 November 2022

Programme and Module Evaluation Policy

Principles & Purpose

1. The primary purpose of all evaluation activities is to assess and consider the ongoing student learning experience and, where appropriate, make enhancements to address student engagement and satisfaction with their learning, and in turn progression and achievement. Evaluation data further informs on key quality assurance and enhancement processes and can be used to improve the quality of educational provision within the institution.
2. As an important feedback tool, obtaining student views on learning-related issues through both informal and formal mechanisms is central to enriching, enhancing and maintaining the student learning experience and an essential component of the student feedback process. Evaluation activities will be enabled in the form of decentralised informal school-led activities (for module evaluation) and a formal annual programme survey for Year 1 and Year 2 students. This approach to module and programme evaluation activities will support autonomy at programme level for module feedback; reduce the number of surveys being undertaken by students; improve programme-level intelligence; and create a culture of reflection for students in Year 1 and Year 2.
3. This policy sets out the requirements and expectations for both staff and students in the facilitation, delivery and participation in evaluation activities. Unless otherwise stated, information throughout this policy applies to all UG and PG taught programmes.
4. Working in partnership with the SU to amplify the student voice at Lincoln, the University is committed to ensuring that all students, as partners in their learning, have the opportunity to provide feedback on and throughout their learning experience.
5. Obtaining student views on their experience on their learning is integral to building a dialogue about how enhancements can be achieved, while making use of measures of success and satisfaction, all of these are fundamental to the achievement of this commitment. Whether formally or informally captured, students need to have appropriate instructions about the purpose and format of any survey or activity – this importantly needs to include information about how and where responses to that feedback, and actions taken, will be made available. Engagement should at a minimum include SU appointed School and Programme Academic Representatives; School Subject Committees and other School-led forums for discussion and peer review.
6. For the duration of their enrolment on a programme of study at Lincoln, the onus is on the student as an independent learner to engage with and utilise all opportunities made available to provide their feedback. By identifying any necessary adjustments to educational provision, enables them to work in partnership with staff to make these a reality. In supporting this, clear instructions about how students access a survey or activity must always be made available.

Frequency & Structure

7. All module evaluation activities should be School-led, thereby allowing programme staff to drive the question set and monitoring of progress locally, and at a time and in a manner which suits their students. Central reporting of module evaluation activities will not be required and Schools can determine the format and mechanism for obtaining feedback which does not have to be survey-led.
8. The Lincoln Academy of Learning & Teaching (LALT) will host resources to design and support evaluation enhancement work, and programme teams are encouraged to work with and use their Academic Representatives to promote student understanding of engagement in all these activities.
9. A centralised annual programme survey will be facilitated by the LALT for Year 1 and Year 2 students, based on a question set mirroring elements of the current NSS to inform programme level intelligence. Survey facilitation will follow on from the Year 3 NSS campaign (normally in February) and central dashboard reporting will be provided in May, following survey closure in April.
10. Annual guidance will be disseminated through Programme Leader and School Director of Teaching & Learning forums by LALT confirming timescales and availability of evaluation data each academic year.

Student Engagement

11. Schools are required to inform their students of their responsibility to engage with evaluation activities and ensure that they understand their purpose as a reflection on teaching and learning, as well as a reflective and developmental process for students and staff. Student guidance and feedback etiquette can be found in Appendix 1¹ and Schools should decide how best to promote and use this for their students.

This guidance includes confirmation that evaluation activities should not be used as a medium for abusive and defamatory comments about academic staff. While schools may choose to deliver some of their activities via an anonymous process, students need to be reminded of their responsibility to remain courteous and constructive.

12. When any evaluation activities are undertaken (whether formally or informally) it is the responsibility of those leading the activity to inform students about how to provide their feedback. This includes the provision of the date by which it should be completed and the mechanisms in place to share and discuss that feedback with students. Instructions should also include confirmation whether feedback is being captured anonymously (and that this anonymity will be preserved) and similarly where feedback provided is not anonymous.
13. Results of evaluation activities should not be published in a way that could identify individual students from their responses.

¹ Appendix 1 requires the addition of a School statement confirming a minimum position on how evaluation data will be used to inform module/programme enhancement/review, and the mechanisms for sharing/feeding this back to students and reps. This can be refreshed annually as required.

Reporting

14. Following close of the Programme survey and redacting/validation processes undertaken by LALT and PBI, both quantitative and qualitative data will be hosted centrally on the University's Dashboards.
15. The timely communication of the results of School-led evaluation activities and the subsequent academic response to students is key to its value. Feedback gathered from students must be responded to within a timescale appropriate to student needs, and actions taken in response to feedback must be communicated to students within a suitable and agreed timescale. Schools are to be responsible locally, working closely with the SU and Student Reps, to determine how best to manage this for their students and subject disciplines.
16. Module feedback and evaluation data, including any agreed actions/plans, must be discussed at Subject Committee meetings and College Academic Boards.
17. While evaluation activities are not a formal performance indicator for staff, it should be used to inform discussions about training and development needs, as well as recognise achievements and exemplars of good practice in teaching and learning. Data should be acknowledged as one element of the suite of reflective measures of practice which can be applied to support academic development.

Review

This policy will be subject to an annual review through Education & Student Life Committee ahead of the start of the new academic year to ensure it remains in line with LALT and PBI processes for facilitation.

Appendices - Student Guidance on Module Evaluation

APPENDIX 1

Student Guidance on Module & Programme Evaluation

2022/23 Academic Year

During your studies at Lincoln you will be asked to provide feedback on the modules you are studying, reflecting on your experience of, and engagement in this learning. Evaluation format and timescales will be determined by your School and include information on how your feedback will be used and the actions taken as a result of feedback given.

The main purpose of module evaluation is to hear your voice as a student and enable academics to direct developments in their educational provision, as a result of your feedback. Such reflective processes are aimed to improve your learning experience, in partnership with you. It is equally an opportunity to capture positive feedback, allowing teaching teams to use this to enhance the module content, and where the evaluation activity has been designed to encourage student reflection, enable you to consider your own engagement within the curriculum.

Module evaluation provides a means of understanding the student impact of educational provision, and is a way of planning for the next delivery of a module. Your input is key as this helps module development for future cohorts, as well as allowing you to reflect on your learning and the ways in which you have developed and grown as a consequence.

The results of module evaluation are carefully considered by teaching teams in order to support efficient and meaningful module development. A cohort of students who have experienced a difficult semester may respond differently to a happier cohort, where the emphasis here will be on correcting the issues behind the overall experience, and not on the feedback in isolation.

It is expected that all feedback provided will conform to the provisions of the [Student Charter](#) in terms of language and content.

You will also be invited to complete an annual programme survey in Year 1 and Year 2 which will replicate elements of the question set of the National Student Survey (NSS), undertaken by all final year students. This will be facilitated centrally in Semester B and feature questions over the following categories: teaching on my course; learning opportunities; assessment and feedback; academic support; organisation and management; learning resources; learning community and student voice. This survey will also provide you with the opportunity to add other observations or comments in a final open-ended question.

Your Feedback

It is really important that feedback you provide in all evaluation activities is constructive. The helpful comments and suggestions you provide feed into a range of academic/student forums and are key to informing changes that enhance learning. This feedback should also contribute to your own understanding of your learning style and response to various types of learning setting.

In giving feedback, you should bear in mind the learning you have derived from receiving feedback on your work, and ensure that you are offering a fair insight and constructive suggestions for future change. If you found a module or your programme particularly

engaging it is important to share what you enjoyed most, and if this didn't meet your expectations it is also really helpful to explain why and how you think it could be improved.

Please remember to ensure that any comments you do make are polite and considered for those who will be reading these. Providing feedback is an opportunity for reflecting on your own learning preferences, and how you may have adapted these to the different types of teaching you have experienced.

You should also take time to reflect on the long-term value of learning, as well as your immediate response to it. An exceptional lecturer delivering education in a fascinating subject is easy to evaluate (as is the opposite), but a rigorous and professional approach to a difficult or unfamiliar area of study may be more challenging to rate. Please take time to reflect on these issues, and please feel free to explore them in your written comments.

Student Engagement

In order to obtain a representative picture of student views it is really important that evaluation engagement and response rates are as high as possible. If for any reason you can't complete an activity let your tutor know so that you may be able to feed in through another mechanism. Student Reps will also be able to support you if need be.

It is important to be aware that your experience of learning is a complicated outcome of your own engagement, personal situation and the learning and educational provision you experienced. Module and programme evaluation is an opportunity to consider all of these and to use this personal reflection to help academics develop their curriculum.

Feedback and Follow Up

School specific text needs to be agreed/added here, which confirms a minimum position statement as how each School will use modval data to inform module enhancement/review and the mechanisms for sharing/feeding this back to students and reps.