**Module Leader Guidance for Module Evaluations**

The following ‘Guidance’ has been developed to provide further support to Module Leaders around the area of Module Evaluations.

**Overview of Module Evaluations**

Module Evaluations are an integral component of the University’s Continuous Monitoring and Enhancement (CME) process and together with other sources of evidence can have a significant impact around enhancing our student learning experience. They provide Module Leaders and Course Teams with valuable student insights allowing them to respond constructively to the student feedback and to make enhancements (where appropriate) throughout the delivery of the Module.

Background information including timelines and the survey questions can be found [here](https://blogs.tees.ac.uk/lteonline/projects/surveys/evasys-module-evaluations/) (see also below for further supporting documentation). You should be familiar with these questions and you may want to consider how you have conversations with your students about the importance of their ‘voice’ and that you will seeking their feedback around various aspects of the Module through the survey. You should let them know that this allows you, and the team, to make enhancements while they are still on the Module.

The intention of this guidance is twofold:

1. To help provide a greater understanding around Module Evaluations and in particular the role of the Module Leader in ensuring the effective communication and operation of Module Evaluations.
2. Provide further support around the narratives Module Leaders provide in the Module Reflections and Module Reviews.

**Module Leader Responsibilities**

It is essential to ensure the Module Leader data against the Module in SITS is correct. This will mean that the correct person will receive the information from the outset and checks are undertaken by Schools in advance of any surveys.   Ensuring the correct Module Leader is against the Module in SITS has additional benefits with other systems e.g. Blackboard will also have the correct ML enrolled.

If colleagues receive any communication around Module Evaluations for a Module that they do not deliver on, then please let your School know as soon as is possible – your School will confirm the correct route for raising any queries.  Likewise, your School will be able to confirm whom SITS currently records as Module Leader for any Module.

**What do I need to do as the Module Leader?**

* Communicate with your students about the Survey, not just when it is running but before. At the start of the Module, Module Leaders should reference Module Evaluations and ensure their students are aware that these will take place during the Module. Talk to your students about the survey and about the questions and what the questions mean; it is important that the questions are contextualised in terms of your Module. It is useful to stress how important their feedback is and that it helps to make enhancements to the Module while the students are still on it (see above).
* As Module Leader you should be engaged with the survey from launch which is week 8 of each Semester. The survey runs weeks 8 and 9.
* During the survey window please promote the survey to students to ensure a high response rate. You will be able to see, in real time, response rates.
* When the survey closes, the following morning, Evasys will send a statistical breakdown to Module Leaders.
* Module leaders then have normally 3 weeks to:
  1. **Complete Module Reflections** which go to the Students
  2. **Complete Module Reviews** which go to the Course Leader

Further detail is provided below around these two areas, it is key to remember that they are for different audiences and as such the tone of the narrative should reflect this.

**Module Reflections**

* A reflective commentary for students on the results from the survey, completed by Module Leader but should be a collaborative approach amongst the teaching team for the Module.
* This is the narrative that goes back to students along with the numerical survey results; they are emailed directly to the students on a specific date (this part of the process is managed by the Systems Team in SLAR (Student Learning and Academic Registry).
* Include what was good, what was not so good and what needs to be done better in terms of actions.
* Adopt a constructive, professional, and supportive tone, appreciative of the student feedback. It is important to remember that this is what the students see and as such should be written in such a way.
* Note that any form of feedback containing gratuitously offensive or aggressively offensive comments should be reported immediately back to your line manager. Hostile language should not be engaged with or reflected back within the body of the module reflections.
* Please ensure that the ‘publishing button’ is ticked – this ensures that the results and your comments go back to the students.

**Module Review**

* Module Reviews are completed following the closure of the surveys and provide a critical commentary for Course Leaders on the results. While completed by the Module Leader they should be a collaborative approach amongst the teaching team for the Module.
* This goes to The Course Leader; and as such there is likely to be additional detail included here that you would not necessarily include in the ‘Reflections’ that students receive.
* While it has a similar format, it should adopt a more critical approach. For example, if concerns were raised around organisation management in the ‘Reflections’ you might thank students for raising this and that steps have been put in place to address this concern. However, in the ‘Review’ you might say that a low score was received around organisation and management because a tutor was off ill, and it took a while to arrange consistent cover.
* The start of this document references Module Evaluations being an integral component of the University’s Continuous Monitoring and Enhancement (CME) process. It is the Module Review that is used by Course Leader to complete their Course Journals. Course Journals are the foundation of the CME process and inform and shape School Department Reports, School Reports which subsequently inform overarching University Reports in addition to the Students and Library Services Report culminating in the Institutional Report.
* **Please Note:** Clear Guidance around accessing the Module Review Section and how to send Module Reviews to Module Leaders are provided in this document: [Module Leaders – Completing Module Reviews](https://blogs.tees.ac.uk/lteonline/files/2017/10/Module-Leaders-Completing-Module-Reviews.docx). Please remember that where a Module appears on multiple Courses, all relevant Course Leaders should receive the Module Review.

**Further Supporting Documentation**

The above Guidance should be read in conjunction with other supporting documentation. Background information including timelines and the questions that are asked to students can be found at this link:

<https://blogs.tees.ac.uk/lteonline/projects/surveys/evasys-module-evaluations/>

There are also user guides available at the above link or via the embedded links below. These user guides support Module Leaders in accessing the Instructor Portal to monitor response rates and complete their Module Reflections and Module Review.

[Module Evaluation flowchart](https://blogs.tees.ac.uk/lteonline/files/2019/11/Module-Evaluation-Flow-Chart.docx)

[Module Leaders – Accessing the Instructor Portal](https://blogs.tees.ac.uk/lteonline/files/2018/11/Module-Leaders-Accessing-the-Engagement-Portal.docx)

[Module Leaders – Completing Module Reflections](https://blogs.tees.ac.uk/lteonline/files/2019/11/Module-Leaders-Completing-Module-Reflections.docx)

[Module Leaders – Completing Module Reviews](https://blogs.tees.ac.uk/lteonline/files/2017/10/Module-Leaders-Completing-Module-Reviews.docx)