Procedures for Implementing Student Evaluation of Teaching:

Institutional Surveys

Purpose
1. These procedures provide guidance to staff at Newcastle University (the University) in relation to participation in institutional student surveys. They should be read in conjunction with the Policy on Student Evaluation of Teaching (the Policy).

Scope
2. These procedures apply to all surveys run internally by the University. This includes stage evaluations, module evaluations and mid-module evaluations.

Stage Evaluation
3. Stage evaluations will be conducted in each semester on all undergraduate and postgraduate taught programmes. Students undertaking the National Student Survey (NSS) and Postgraduate Taught Experience Survey (PTES) are asked to complete a shortened version of the stage evaluation.

4. Stage evaluations are set up and administered centrally by LTDS. Academic units should identify a nominated individual who will act as point of contact with LTDS in relation to all stage evaluation activity. This will usually be the School Manager but may be another member of professional support staff if deemed more appropriate.

5. Stage evaluations will take place within the specified survey window:
   First semester: two teaching weeks before Christmas; one after and the first three teaching weeks of semester two.
   Second semester: three weeks before the exam period, three weeks after the exam period.

   Academic units should identify their chosen dates and communicate these to LTDS by the deadline provided.

6. Stage evaluation questions closely align with the NSS as well as containing some University-added questions. This should help academic units to identify and understand their students’ issues with learning, teaching and the student experience at an early stage. It will also allow for consistency in student feedback on programmes across all of the undergraduate stages. One free text question per module is included in each stage evaluation to allow students the opportunity to provide feedback on individual modules. A full set of stage evaluation questions is available on the LTDS website.

7. Results of stage evaluations will be sent from the University’s online survey system to the academic unit’s nominated contact after the survey window has closed. Module leaders will receive a report of all free text comments relating to their module once these have been processed and collated at the end of the survey window. LTDS will provide quantitative data for all academic units through Power BI reporting.
8. It is extremely important that the results of stage evaluations are shared with students, and that the student cohort is made aware of what is being done in response to their feedback. Academic units are required to provide all students with consolidated feedback on stage evaluation results at the start of each new semester, along with information on any key actions taken in response to student feedback. Guidance on what should be included is available on the LTDS website, as are template slides on how the feedback can be provided.

Mid-Module Evaluation

9. Mid-module evaluations should be conducted approximately half-way through any active module. They should give students the opportunity to comment on their experience of the module so far, including any areas where they feel the module could be improved, and allow time to positively change aspects of the course based on students’ feedback. For modules that run across the year, feedback should be sought towards the end of semester one.

10. It is expected that module leaders will conduct a mid-module evaluation at least once per academic year in which the module runs. Students should be advised in advance that feedback will be requested to allow time to reflect on aspects of their learning and suggest improvement.

11. Academic units are asked to conduct mid-module evaluations using one of a number of agreed methods. Details of these methods can be found on the LTDS website and include in-class questionnaires and group session feedback. If academic units wish to use a different approach to evaluation, they should contact LTDS to discuss their proposed method. Academic units should report on their chosen methods within the Annual Monitoring and Review (AMR) process.

12. Mid-module evaluations should capture a snapshot of student satisfaction and allow changes to be made quickly in line with existing University processes. Academic units should ensure that the outcomes of mid-module evaluations are shared with students as quickly as possible and that changes are made where feasible in a timely fashion.

Module Evaluation

13. The University no longer runs module evaluations at the end of each module. However, academic units may request that a module be evaluated if this is felt to be necessary; for example where a module is new or has undergone a major change, or where formal evaluation is required in support of Professional, Statutory and Regulatory Body (PSRB) accreditation. There is no expectation that individual module surveys are compulsory under these circumstances, and any decision regarding module evaluations should be made at the discretion of the academic unit.

14. If an academic unit does wish to conduct a module evaluation, they should submit a request to LTDS by completing the relevant form, available on the website. This should be submitted no later than four teaching weeks prior to the end of the module. LTDS will then contact the academic unit to confirm whether the request has been approved and to agree dates for the survey.

15. Results from the module evaluation will be sent to the relevant module leader after the survey closes. These should be considered by the academic unit and reported at Board of Studies (BoS) and Student Staff Committees (SSCs). Academic units should also close the feedback loop by sharing outcomes and any actions taken with the student body.

16. A full set of questions for module evaluation, including the module evaluation structure, is available on the LTDS website. LTDS will set up the survey with standard questions. Appendix A provides an overview of the set up and the possibility of tailored questions.
17. Individual module survey requests will be considered and approved by LTDS on an ongoing basis. LTDS will be responsible for the set up and running of any approved module evaluations.

**Inappropriate Free Text Comments**

18. If a member of staff identifies feedback on an evaluation in the form of an anonymous open comment that they believe breaches the *Dignity at Work and Study Code of Practice*, they are to inform their Director of Excellence in Learning and Teaching/Head of Excellence in Learning and Teaching (DELT/HELT). Should the member of staff prefer to approach a different person, the Head of School or Faculty Dean could be informed. The DELT/HELT is responsible for establishing whether the anonymous open comment is inappropriate and is to make the decision for it to be removed.

19. Where a comment is deemed by the DELT/HELT to be inappropriate, they must communicate this to LTDS who will remove the comment from the master copies of free text comments. LTDS retains an action log of removed anonymous open comments and will occasionally organise a central meeting to share approaches to cases. It is not possible to match responses to an individual student.

**Additional Surveys**

20. Survey design and implementation should safeguard against ‘survey fatigue’ by avoiding over-surveying students. The timing and nature of national surveys must be considered before students are asked to provide similar feedback. Academic units and services are also encouraged to consider other methods for obtaining the required data (e.g. focus groups). Additional student surveys should only be considered when the benefits derived from them are determined to outweigh the burden of participation for students, academic units, or services. These surveys should be professional in design and, where appropriate, encourage both qualitative and quantitative feedback.

21. The University recognises that it can be beneficial to academic units to collect student feedback on specific issues via additional surveys. Any survey where the population is within a single School needs authorisation only in that School from the Board of Studies. Surveys involving more than one School within a single Faculty require authorisation by Faculty Education Committee, who should be asked to decide whether to authorise Faculty-wide surveys. Approval from Student Experience Sub-Committee (SESC) should be sought for surveys that are intended to involve students from more than one Faculty.

**Reporting on Institutional Survey Outcomes**

22. Academic units are expected to share the outcomes of all institutional evaluations with their students, and to identify any actions taken in response to student feedback. More guidance on closing the feedback loop is available on the LTDS website.

23. Academic units should reflect on the outcomes of surveys and actions taken in response to student feedback within the AMR process. They should also consider their results at Boards of Studies (BoS) and Student Staff Committees (SSCs).
| Intended for use by:                              | All academic staff  
|                                                 | UG and PG Deans  
|                                                 | Heads of Academic Units  
|                                                 | Director/Head of Excellence in Learning and Teaching  
|                                                 | Degree Programme Directors  
|                                                 | Module Leaders  
| Contact (for queries about this document):      | ltds@ncl.ac.uk #83978 |
Appendix A - Stage Evaluation Questions

A. Module-specific question

Question to be used for the single module specific question, per module taken that. This will appear in every stage evaluation questionnaire:

1. Please comment on how effectively this module has supported you to learn during this semester (open)

B. Undergraduate Stage 1 Semester 1

The following would be asked of all students on all programmes, plus the module specific-question in 1 above that will be asked for each module taken in Semester 1:

1. My previous studies have provided a good foundation for Stage 1 (scaled)
2. The information I have received about my programme and modules has been useful (scaled)
3. Staff in the school/programme have made me feel welcome (scaled)
4. I have received sufficient advice and guidance in relation to my course (scaled)
5. If you have any comments on your induction to your programme as a new student, please include them here (open)
6. Staff are good at explaining things (scaled)
7. Staff have made the subject interesting (scaled)
8. The course is intellectually stimulating (scaled)
9. The criteria that will be used for marking my work have been made clear to me (scaled)
10. I have been able to contact staff when I needed to (scaled)
11. I have had a meeting (either as individual, or as part of a group) with my personal tutor (Yes/No)
12. If you have comments on how the personal tutor system has worked for you, please include them here (please note that you should not include the name of your tutor (open)
13. I have met with my peer mentor (Yes/No)
14. If you have comments on how the peer mentor system has worked for you, please include them here (please note that you should not include the name of your peer mentor) (open)
15. I feel part of a community of staff and students (scaled)
16. Overall, I am satisfied with the quality of the course this semester (scaled)
17. Please use the box below to add any further comments about your course. (open)

C. Undergraduate Stage 2 Semester 1; Stage 3 and 4 Semester 1 (where these are the penultimate stages on four or five year programmes)

1. Stage X [i.e. the stage the student studied the previous year] has provided a good preparation for Stage Y [i.e. the stage the student is currently studying] (scaled)
2. If you have any comments on how effectively your previous stage of study prepared you for your current stage of study, please include them here (open)
3. Staff are good at explaining things (scaled)
4. Staff have made the subject interesting (scaled)
5. The range of approaches to teaching has helped me to learn (scaled)
6. If you have comments on how effectively the teaching you have experienced has supported your learning, please include them here (open)
7. The course is intellectually stimulating (scaled)
8. My course has provided me with opportunities to explore ideas or concepts in depth (scaled)
9. My course has provided me with opportunities to bring information and ideas together from different topics (scaled)
10. If you have comments on how effectively your course has motivated your learning, please include them here (open)
11. The criteria that will be used for marking my work have been made clear to me (scaled)
12. I have received helpful feedback during this semester (scaled)
13. I have been able to contact staff when I needed to (scaled)
14. I feel part of a community of staff and students (scaled)
15. I have had the right opportunities to work with other students as part of my course (scaled)
16. Overall, I am satisfied with the quality of the course this semester (scaled)
17. Please use the box below to add any further comments about your course. (open)

D. Undergraduate Semester 2 for all stages except the final stage
1. Stage X [i.e. the stage the student studied the previous year] has provided a good preparation for Stage Y [i.e. the stage the student is currently studying] (scaled)
2. If you have any comments on how effectively your previous stage of study prepared you for your current stage of study, please include them here (open)
3. Staff are good at explaining things (scaled)
4. Staff have made the subject interesting (scaled)
5. The course is intellectually stimulating (scaled)
6. My course has challenged me to achieve my best work (scaled)
7. My course has provided me with opportunities to explore ideas or concepts in depth (scaled)
8. My course has provided me with opportunities to bring information and ideas together from different topics (scaled)
9. My course has provided me with opportunities to apply what I have learnt (scaled)
10. The criteria used in marking have been clear in advance (scaled)
11. Marking and assessment has been fair (scaled)
12. Feedback on my work has been timely (scaled)
13. I have received helpful comments on my work (scaled)
14. I have been able to contact staff when I needed to (scaled)
15. I have received sufficient advice and guidance in relation to my course (scaled)
16. Good advice was available when I needed to make study choices on my course (scaled)
17. If you have comments on how the personal tutor system has worked for you, please include them here (note that you should not include the name of your tutor) (open)
18. The course is well organised and running smoothly (scaled)
19. The timetable works efficiently for me (scaled)
20. Any changes in the course or teaching have been communicated effectively (scaled)
21. The IT resources and facilities provided have supported my learning well (scaled)
22. The library resources (e.g. books, online services and learning spaces) have supported my learning well (scaled)
23. I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to (scaled)
24. If you have comments on the resources and IT facilities referred to in questions 19 – 21, please include them here (open)
25. The VLE (Blackboard/LSE) was a useful part of my learning (scaled)
26. If you have comments on the VLE, or suggestions as to how it could be more useful, please include them here (open)
27. I feel part of a community of staff and students (scaled)
28. I have had the right opportunities to work with other students as part of my course (scaled)
29. I have had the right opportunities to provide feedback on my course (scaled)
30. Staff value students’ views and opinions about the course (scaled)
31. It is clear how students’ feedback on the course has been acted on (scaled)
32. The students’ union (association or guild) effectively represents students’ academic interests (scaled)
33. I have been able to access opportunities outside my course to help me to develop a range of skills and attributes (scaled)
34. Please use the box below to add any comments you have about access to University services (e.g. student well-being) and facilities (e.g. sport) (open)
35. Overall, I am satisfied with the quality of the course (scaled)
36. Please use the box below to add any further comments about your course. (open)

E. Undergraduate final stage Semesters 1 and 2; taught postgraduate Semester 2

UEC agreed that in order to avoid the risk of ‘cutting across’ NSS and PTES for these student groups, the stage evaluations for these students should only ask a single question about their overall educational experience, plus one free text question (Q1 above) per module taken. The proposed single question relating to overall experience is:

1. Thinking about your experience across your degree course, please comment on your overall experience of your course (open).

2. Please comment on how effectively careers advice and support has helped you plan for your future career (open)
Appendix B: Module Evaluation Questions

Each module must be assigned a modules type: 1. Standard; 2. Independent Study (normally used for project/dissertation modules); 3. Fieldtrip (where a fieldtrip(s) comprise the full module), 4. Design/Studio/Performance (DSP) (where the module is comprises primarily of DSP activities); 5. Clinical Case Based Problem Solving (CBPS), or 6. Distance Learning.

A Likert scale, where 1 = strongly disagree and 5 = strongly agree, is used to gather all quantitative responses. The majority of response options are quantitative; however, some qualitative responses are available. All questions/statements below are quantitative using a Likert scale unless [open] appears after it.

Centrally-Owned Compulsory Core Question Sets

The module type dictates which centrally-owned compulsory core question set applies.

**Standard Core** These questions relate to the module, course or unit as displayed in the evaluation title.

1. The module, course or unit was well structured
2. The content was intellectually stimulating
3. I have received helpful feedback during the module, course or unit

**Independent Study Core**

1. This module stimulated my interest in conducting independent work
2. This module increased my confidence in carrying out an investigation
3. This module increased my knowledge of the discipline
4. The requirements of the module were clearly explained
5. The module materials supported my study
6. The staff on the module facilitated my study
7. If you would like to provide feedback on the resources available to support your study (e.g. IT, library, lab) please do so here [open]

**Fieldtrip Core**

1. I was well briefed before the trip
2. The trip was well organised
3. There was a clear link between the fieldtrip and my programme
4. There were sufficient opportunities to discuss the work with academic staff during the fieldtrip
5. The fieldwork equipment and other facilities (if relevant) were satisfactory
6. I was given sufficient information about assessment
7. The accommodation and catering (if provided) were good

**Design/Studio/Performance Core**

1. The module stimulated my interest in my chosen field
2. The module was well structured/organised
3. The module requirements were sufficiently challenging
4. The teaching and/or guidance I received was effective
5. The teaching and/or guidance helped me to develop my skills
6. The method of assessment was clearly explained
7. There were sufficient resources available to support my learning

Clinical CBPS Core
1. The module was well structured
2. There was sufficient library resource to support my learning on this module
3. My learning was enhanced by the materials available to me on Blackboard or LSE
4. The collaborative activities in this module increased my understanding and/or developed my skills
5. I felt supported by staff in my group work
6. The group functioned effectively to meet the requirements/objectives of the task
7. Please elaborate on your response to question 6 here [open]
8. I have received helpful feedback, both written and verbal, on group work during the module

Distance Learning Core
1. I understood the aims and requirements of the module from the introductory materials
2. The content was intellectually stimulating
3. The topics were presented in an appropriate order
4. The materials were easy to navigate
5. The materials supported my learning
6. I have received timely feedback during the module
7. The level of feedback was sufficient
8. I was given sufficient instructions concerning assessment
9. I was able to access technical support if I needed it
10. I was able to access sufficient online library resources
11. There were adequate opportunities for collaborative work within the module
12. The collaborative activities in this module increased my understanding of the subject area
13. Collaborative groups were the right size for the task
14. I felt supported by staff in the collaborative activities
15. My experience of collaboration was positive
16. Please elaborate on your response here

Staff-specific (compulsory for all Standard modules only)
1. This teacher stimulated me to learn
2. This teacher was approachable if I needed help with this module
3. Free text box for additional comments about the teacher

Summary (compulsory for all module types)
1. Overall I am satisfied with this module
2. What are the best features of this module? [open]
3. How could this module be improved? [open]

**Centrally-Owned Optional Question Sets**
The module type dictates whether a centrally-owned optional question sets can be used.

**Seminar Core** (only optional for Standard modules)
1. The seminars furthered my knowledge of relevant topics
2. I understood what was expected of me during seminars
3. There were adequate opportunities to interact with my fellow students
4. There were adequate opportunities to interact with the seminar leader
5. If you would like to provide some feedback any individual seminar leader please do so here (remember to include their name/s). [open]

**Practical Sessions Core** (only optional for Standard modules)
1. The practicals were clearly linked to the rest of the module
2. The instructions for the practicals were helpful
3. There were sufficient staff available in the practical classes
4. If you would like to provide feedback for any individual demonstrator please do so here (remember to include their name/s). [open]

**Group/Teamwork Core** (only optional for Standard modules)
1. The collaborative activities in this module increased my understanding and/or developed my skills
2. There were adequate opportunities to interact with supervisory staff
3. I felt supported by staff in my team work
4. The team functioned effectively to meet the requirements/objectives of the task
5. My experience of team work was positive
6. Please elaborate on your response here. [open]

**Supervision-focused** (only optional for Independent Study, Fieldtrip, DSP, and Distance Learning modules)
1. The expected relationship between the supervisor and student was explained to me
2. My supervisor had relevant subject expertise to support my study
3. The support I received from my supervisor was constructive
4. My supervisor usually responded to queries in a timely manner
5. If you would like to provide feedback for your supervisor please do so here (remember to include their name). [open]

**Summary** (only optional for Independent Study, Fieldtrip, DSP, Clinical CBPS and Distance Learning modules)
1. Overall I am satisfied with this module
2. What are the best features of this module? [open]
3. How could this module be improved? [open]
**Appendix C: Module Evaluation Structure**

Each column shows the order in which question sets appear in an evaluation. Boxes shaded indicate a centrally-owned compulsory question set; while boxes shaded indicate a centrally-owned optional question set; and boxes shaded indicate a School-owned or module-specific optional question(s).

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