University Guidance on End of Unit Evaluation

Annex B to the University Policy on Unit Evaluation

1. Introduction

Unit evaluation is part of the University's continuing process of evaluating and improving the quality of its unit and programmes.

End of unit evaluation outcomes should be used by the Unit Director to monitor and enhance the learning experience and by the Programme Director, School Education Director (SED) and Head of School or their nominees/s to monitor and enhance provision across the school.

The SED (or equivalent role) should ensure the operation of this policy within their school and report periodically to the Faculty Education Director (FED).

2. End of Unit Evaluation Questions - mandatory

The following questions should be used for all taught units each time they are run, except for placement and year abroad units. Please see Annex C for guidance on the evaluation of these types of units.

<table>
<thead>
<tr>
<th>Quantitative questions</th>
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<tbody>
<tr>
<td><strong>1</strong> The unit is well organised and running smoothly</td>
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<tr>
<td><strong>2</strong> The unit is intellectually stimulating</td>
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<tr>
<td><strong>3</strong> The teaching methods used were effective in helping me learn</td>
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<tr>
<td><strong>4</strong> The unit has provided me with opportunities to participate e.g. ask questions, give responses, solve problems, discuss ideas</td>
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<tr>
<td><strong>5</strong> I was able to apply what I learnt</td>
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<tr>
<td><strong>6</strong> I have actively engaged with this unit (e.g. consulted tutors in office hours, made use of feedback, followed up materials outside of timetabled hours etc)</td>
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<tr>
<td><strong>7</strong> The unit has challenged me to achieve my best work</td>
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<tr>
<td><strong>8</strong> The learning objectives and assessment of the unit were clear</td>
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<tr>
<td><strong>9</strong> I have received helpful and timely academic advice and feedback during this unit</td>
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<tr>
<td><strong>10</strong> The content of the unit complements and positively contributes to my overall degree programme</td>
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</tbody>
</table>
11 Overall, I am satisfied with the quality of the unit

**Qualitative question**

12 Is there anything else you would like to contribute? For instance, how has this unit changed your view of the subject? How has this unit changed you as a learner?

Quantitative questions should be answered using a Likert scale with the following options:

5. Definitely agree
4. Mostly agree
3. Neither agree nor disagree
2. Mostly disagree
1. Definitely disagree
N/A Not applicable

It is recommended that the quantitative responses are displayed as the percentage of respondents that agreed with the positive statements, i.e. the percentage that responded to each question with a 4 or a 5.

**3. End of Unit Evaluation Questions - Optional**

You may add up to four additional questions, either from the optional question bank below (as set out or modified) or questions designed by the unit / programme / school. Questions can be open text or quantitative, the latter should be phrased so they can be answered using a Likert scale with the options as detailed above:

**Optional question bank (add no more than 4)**

<table>
<thead>
<tr>
<th>Question</th>
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<tbody>
<tr>
<td>I've had the right opportunities to work with other students as part of this unit</td>
</tr>
<tr>
<td>The knowledge and skills I have gained in this unit are relevant to my intended career</td>
</tr>
<tr>
<td>Unit-specific resources supported my learning well (e.g. library resources, handouts IT software and/or other supporting materials)</td>
</tr>
<tr>
<td>Unit / programme / school specific question – may include asking about seminars / labs / practicals / content or other unit specific features.</td>
</tr>
</tbody>
</table>

**4. End of unit evaluation format**

Paper or electronic questionnaires may be used to collect end of unit evaluation from students.

All students registered on the unit should have the opportunity to take part, therefore:

- if using paper questionnaires handed out in a lecture, students who did not attend that session should be given the opportunity to give their feedback; this may be via collection of and return of the paper questionnaire via the School Office.
- if using an electronic tool, this should be kept open for a reasonable timeframe, normally up to a week, to allow participation.
If using paper consideration should be given as to how these will be processed, who has capacity to undertake the work and how quickly it can be done.

Students should not be asked to identify themselves in any feedback / evaluation. If using an electronic tool with pre-populated student information, responses should be held as confidential in the School Office and individual student responses should not be shared with academic staff. If using an electronic tool please ensure you consider how this will fit within the University’s Data Protection Policies.

5. **Recommended electronic tools**
If you do choose to use an electronic tool to undertake mid-unit evaluation these tools are supported / recommended:
- Blackboard
- JISC online surveys (formerly Bristol Online Surveys (BOS))
- Microsoft Office 365 Forms
- TurningPoint

Guidance around which might be the most appropriate electronic tool for your situation and associated tool user instructions and question templates can be found at [www.bristol.ac.uk/digital-education/guides/unit-evaluation/](http://www.bristol.ac.uk/digital-education/guides/unit-evaluation/).

6. **Timing**
Time should be allocated within a regular teaching session to collect the evaluation; normally in one of the last two regular teaching weeks.

7. **Reviewing evaluation feedback**
The Unit Director should review the feedback and discuss with other unit teaching staff where appropriate and agree appropriate actions. The Unit Director should produce a summary of the end of unit evaluation responses.

Where timing permits a teaching session following the completion of end of unit evaluation should be used to discuss responses with students and agree any actions.

8. **Communicating evaluation feedback and outcomes**
To students:
- The summary of the unit evaluation responses should be reported to students who provided the feedback within 3 term time weeks of being completed; this should include any actions agreed and a timeline to achieve them. Ideally these should also be posted to the Blackboard unit site and carried forward to the following year so that future students are aware of feedback and how it has been acted upon.
- The summary of unit evaluation responses and actions agreed should be taken to Student Staff Liaison Committee for information and/or discussion as appropriate so that student academic representatives are aware of actions being taken in response to student voice.
- The first teaching session of the unit in the next teaching block should include reference to the evaluations received from the previous student cohort and outline how
these have helped shape the unit, demonstrating that the student voice is valued and acted upon appropriately.

To staff:

- The Unit Director should share the student evaluation responses and summary with the Programme Director(s) and flag any issues and areas of best practice.
- It is expected that the Programme Director(s) will include an agenda item regarding end of unit evaluation results and recommendations arising at the annual programme review meeting should have; actions should be captured in the school education action plan (EAP). The Programme Director(s) should raise with the SED and/or HoS any issues as appropriate.