University Policy on Unit Evaluation

Annex A - Mid-unit Feedback

1. Overview

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

1.2. Gathering mid-unit feedback is designed to;
- enable Unit Directors to understand how the unit is being received by students;
- enable Unit Directors to identify any issues early, identify the most appropriate course of action and ensure this is communicated to students;
- encourage students to reflect on their own academic engagement in the unit.

1.3. It is important that students understand that the outcomes from mid-unit feedback will be limited to optimising the unit while it is running and cannot trigger significant changes to the unit's design or scope.

1.4. The School Education Director (SED, or equivalent role) ensures the operation of this policy within their school.

1.5. Each unit must gather mid-unit feedback each time it runs. The following exceptions apply:
    a.   Independent study units (e.g. project/dissertation/case study/portfolio);
    b.   Placement units;
    c.   Fieldwork-only units;
    d.   Units with over 120 credits;
    e.   Units delivered by a partner institution;
    e.   Summer school/pre-sessional units.

1.6. Schools should use the University's online unit evaluation tool known as 'Blue' (Bristol Live Unit Evaluation) to gather mid-unit feedback, in line with the University Policy for Unit Evaluation. Mid-unit feedback should be a nimble process and therefore, the number of questions are limited compared to the evaluation undertaken at the end of a unit.

1.7. This annex outlines the principles and high-level actions around mid-unit feedback, the detail of how to undertake mid-unit feedback using Blue can be found in the Bristol Education Administration Manual (BEAM).

1.8. [Flowchart TBC]

2.   Mid-unit Feedback Question Sets

2.1.   Mid-unit feedback will be collected using Blue. For further information about how to use Blue, please visit: https://uob.sharepoint.com/sites/beam/SitePages/unit-evaluation.aspx

2.2.   Mid-unit feedback will be based on one of the standard question sets below (see Section 6). School Education Directors will consult with Programme and Unit Directors to determine which set is most appropriate, and to decide which optional questions might be added. Normally, the owning school will specify the same set of questions for all units in the same year of each programme. Where units are shared across multiple programmes, the unit's owning school determines which question set applies to the unit.

2.3.   The University-wide question sets can be supplemented by optional questions, one set quantitative question and up to two questions which can be specific to the school, discipline or programme; these can be quantitative or qualitative.

2.4.   It is the responsibility of the Unit Director or administrators in the school that owns the unit to implement the agreed question set and add any agreed additional optional questions.

3.   Timing

3.1.   Mid-unit feedback should normally be undertaken around the mid-point of the unit; this will vary depending on the length of the unit. School Education Directors will consult with Programme and Unit Directors to determine the most opportune timing, aiming for consistency across each programme.

3.2.   Some units may have a structure which would suggest earlier operation of mid-unit feedback, for instance if there is a natural division based on activity type or content coverage. Where, for example, units have taught sessions in early weeks before students move to independent or placement work, the mid-unit feedback should be undertaken before the end of the taught element. In year-long units, it may be useful to operate mid-unit feedback around the midway point of Teaching Block 1.

3.3.   Students will be emailed the mid-unit feedback link to encourage higher response rates. Ideally, time should be allocated within a regular teaching session to allow student to complete their mid-unit feedback. Unit Directors should advise students that the feedback from mid-unit evaluation cannot alter fixed elements of the unit specification in-year (e.g. timetable, assessment arrangements, etc.).

4.   Reviewing mid-unit feedback

4.1.   The Unit Director will review the feedback via standard reports provided within Blue. They should discuss this with other unit teaching staff where appropriate and agree any appropriate actions.

4.2.   A teaching session following the completion of mid-unit feedback (where practical, normally the next session) should be used to review the light touch summary of student responses and agree any actions. In smaller or medium-size units where this is practical, teachers should run this as a group discussion to agree any immediate actions; this dialogue provides a significant benefit of mid-unit feedback and encourages active reflection about learning for all participants – students and tutors. In

larger units, it may be possible to include a similar discussion in smaller parallel groups, though the focus of mid-unit feedback is essentially at the level of the unit overall.

5.   Responding to students

5.1.   A pro-forma is available within Blue for the Unit Director to add a light touch summary of student responses from the survey and the class discussion, and any appropriate actions on to share with students. For further information about this please visit: https://uob.sharepoint.com/sites/beam/SitePages/unit-evaluation.aspx. This will be made available to students within Blackboard, and students are automatically notified when it is available.

5.2.   The pro-forma should be completed within 10 working days from the date of the survey closing (normally one week from the class discussion).

5.3.   Sometimes colleagues will need to be clear with students that certain requests cannot be implemented quickly or in-year for practical reasons beyond the tutors' control (e.g. dissatisfaction with a teaching room, request to change the assessment format beyond the approved unit specification, etc.), but can be reflected in proposals for change in the following academic year.

6.   Question Sets

Italics indicates an opt in/out question.

Question Set A	Question Set B	Question Set C	Question Set D
I am actively engaging with the content of this unit [Likert scale]	I am actively engaging with the content of this unit [Likert scale]	I am actively engaging with the content of this unit [Likert scale]	I am actively engaging with the content of this unit [Llikert scale]
What is working well and should be continued?	What do you like best about the unit?	What should we do more of?	When have you felt most engaged with your learning in this unit?
Is there anything you would like to see improved within the unit?	If there was one thing you could change about this unit, what would it be?	What should we do less of?	When have you felt most disengaged from your learning in this unit?
What is exciting you?	Is there an area where you would need more guidance/support to enhance your learning?	What should we continue doing?	What action that anyone has taken have you felt most helpful in this unit?
What is challenging you?	Is there anything else you would like to say?	Is there anything else you would like to say?	What has been most puzzling or confusing in this unit?
Is there anything else you would like to say?			Is there anything else you would like to say?
[Optional 1] I am broadly happy with the way the unit is going [numerical Likert scale 1-5 agreement]	*[Optional 1] I am broadly happy with the way the unit is going [numerical Likert scale 1-5 agreement]*	*[Optional 1] I am broadly happy with the way the unit is going [numerical Likert scale 1-5 agreement]*	*[Optional 1] I am broadly happy with the way the unit is going [numerical Likert scale 1-5 agreement]*
[Optional 2] School/Prog/Unit own question 1, can be qualitative or quantitative [numerical Likert scale]	*[Optional 2] School/Prog/Unit own question 1, can be qualitative or quantitative [numerical Likert scale]*	*[Optional 2] School/Prog/Unit own question 1, can be qualitative or quantitative [numerical Likert scale]*	*[Optional 2] School/Prog/Unit own question 1, can be qualitative or quantitative [numerical Likert scale]*
[Optional 3] School/Prog/Unit own question 2, can be qualitative or quantitative [numerical Likert scale]	*[Optional 3] School/Prog/Unit own question 2, can be qualitative or quantitative [numerical Likert scale]*	*[Optional 3] School/Prog/Unit own question 2, can be qualitative or quantitative [numerical Likert scale]*	*[Optional 3] School/Prog/Unit own question 2, can be qualitative or quantitative [numerical Likert scale]*

Note: 5 point Likert scale 1 -5 from strongly disagree to strongly agree