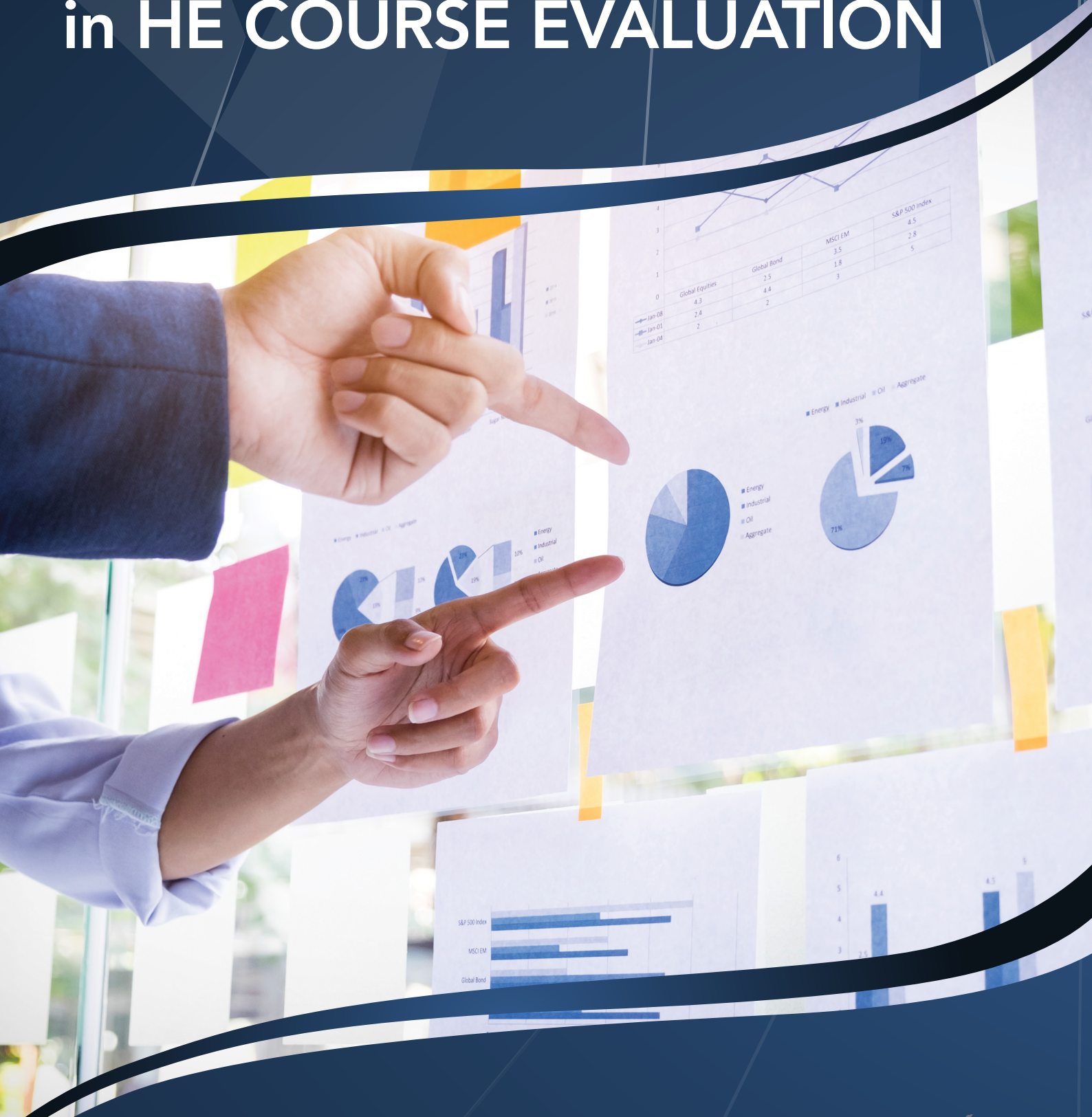


# How to Deliver BEST PRACTICE in HE COURSE EVALUATION



## ●●● ACKNOWLEDGEMENTS

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- Professor Bernie Morley, Pro-Vice-Chancellor for Learning and Teaching, University of Bath
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- Julie Irwin, Academic Enhancement Manager, Bucks New University
- Ian Dunn, Deputy Vice-Chancellor (Student Experience), Coventry University
- Ravinder Bassi, Quality Manager (Student Engagement), University of East London
- Debi Hayes, Deputy Provost, GSM London
- Professor Chris Davies, Pro-Vice-Chancellor, University of Kent
- Deborah Mattock, Director of Human Resources and Marketing, University of Northampton
- Felicity Miller, Student Academic Experience Manager, Nottingham Trent University
- Eleanor Alty, Head of Student Registry, Regent's University London
- Dr Neil McKay, Dean of Students, Sheffield Hallam University



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## ●●● INTRODUCTION

In recent years the Higher Education (HE) sector has gone through several fundamental changes – politically, structurally and regulatory. From the rise in tuition fees to adding international students to the immigration stats and the lifting of the student cap more recently, consistent governmental and policy changes have kept the sector in a state of flux. In response to this volatile and ever-changing environment, monitoring and evaluating student attitudes has become absolutely imperative.

Achievability has previously commissioned two reports looking into the importance of course and modular evaluation at universities and how it fits in with this context of constant change. Our first report, in 2011, investigated approaches universities were taking to course evaluation surveys. Two years later, we moved the debate forward by looking into how universities were acting on survey findings and 'closing the loop' through student feedback.

Now, in 2015, and following another General Election result of which the only certain outcome is more upheaval for universities, we are again looking forward – this time into best practice and how potential barriers to effective course evaluation are being broken down.

However, in the context of this report, we found that 'closing the loop' is very much a top priority for all institutions. All interviewees say that making sure a university is acting on the feedback being provided is the only way to make sure students participate in the system, otherwise the process will break down altogether.

One of the overriding observations from this report is a need for sector-wide collaboration in this area. Although many in HE believe the aforementioned changes have created a more commercialised, customer-focused sector, many are also in agreement that a culture of sharing success is more important than competing. After all, it is important that we remember that students make the university, not the university that makes the student – this is an ethos that has been repeated throughout all the reports we have developed so far and continues to be a constant in relation to developing best practice.

However, there are still debating points – including online versus paper. All participants are in agreement that online provides quick and easy survey administration and turnaround which is key. But going online invariably leads to a drop in participation – can this be remedied? This report also finds social media is a factor in how students themselves evaluate and feed back to universities – is this something that should now be incorporated into course and modular evaluation practices?

In an ever changing and ever more demanding sector, both from an academic and student perspective, adaptability is paramount and we at Electric Paper Ltd. are always looking at how our innovative EvaSys products can help our client universities. And we will always work with the sector to help adapt, improve and enhance the evaluation process.

## ●●● EXECUTIVE SUMMARY

This report commissioned, by Electric Paper Ltd. , is the third in a series of publications investigating and promoting effective course and modular evaluation in HE. It follows Effective Course Evaluation: The Future for Quality and Standards in Higher Education (2011) and Closing the Loop:

Are universities doing enough to act on student feedback from course evaluation surveys? (2013). In-depth interviews have been conducted with 12 Pro-Vice-Chancellors, senior level academics and staff who are responsible for quality assurance, teaching and learning and student engagement. The participants come from institutions in the Russell Group, from modern universities and private HE providers.

This report finds that:

- a) A majority of universities now favour a more centralised form of course and modular evaluation.
  - This is because it delivers a ‘helicopter view’ of institutional performance and provides a more consistent and reliable data-set, which in turn provides better outcomes for teaching quality and enhancement.
  - However, adaptability and flexibility are still outlined as areas that need to be recognised within an institution for maintaining relationships with faculty at a departmental level.
- b) Though participation is improving, there are still several key issues affecting participation.
  - Survey fatigue has become an issue amongst students and one that is having a fundamental effect on student evaluation participation rates.
  - Social media is also affecting course feedback and evaluation as it provides students with an instant and more public forum for feedback outside traditional university quality measuring mechanisms.
  - The use of paper versus online for surveys is still being debated across the sector, though some institutions have found ways to improve online.
- c) Any use of student evaluation in staff development and performance review needs to be transparent and put through proper consultation.
  - All institutions say that course and modular evaluation isn’t used to monitor or evaluate individual academic performance on its own, but does make up one aspect of a multi-faceted approach.
  - For institutions, student evaluation is about supporting and enhancing academic achievement and identifying best practice, not for singling out individual performance or highlighting negative results.
- d) The commercialisation of HE is having a growing effect on the way students evaluate universities and academics.
  - A collaborative approach to course and modular evaluation and sharing best practice is a top priority across the sector.

## ●●● CENTRALISING STUDENT EVALUATION

### Is survey standardisation best practice for the sector?

All interviewees agreed that course and modular evaluation is now an embedded practice and accepted part of the HE sector. It is a 'culture' that has long been established for many institutions, but one that has taken on more importance and greater emphasis in recent times.

The next step is finding the best possible practice to incorporate course evaluation into an institution's teaching and learning process, and wider quality enhancement policy. "One of the main issues is that course evaluation is just one element of a much larger range of practices which universities are moving into to improve their teaching and learning provision," said Professor Chris Davies, Pro-Vice-Chancellor at the University of Kent.

Debi Hayes, Deputy Provost at GSM London, shares the view that course evaluation is now just one part of a multifaceted approach that universities need to adhere to: "It needs to be integrated as part of the enhancement strategy. It's one of a number of ways of reviewing what you're doing, but it's also how that data and information is then progressed around the organisation."

How that evaluation and feedback is collated and then translated into action is still one of the underlying and fundamental points of the process across the sector. Professor Bernie Morley, Pro-Vice-Chancellor for Learning and Teaching at the University of Bath, agrees: "I think most universities 'do' course evaluation now. But the effective part of the evaluation is not necessarily the evaluation; it's the response to the evaluation and the communication of that response."

Whilst there is agreement on the importance of 'closing the loop', one of the fundamental debating points within the sector is what are the best processes and practices for delivery and analysis of such evaluation – a centralised/standardised approach or a faculty-by-faculty system. Overall, a majority of interviewees agreed that a centralised process of evaluation is the best model for it to be most effective at any one university. Of those interviewed for this

report, most are implementing such systems or have already done so, though a minority still favour a more devolved system.

For those in favour, centralisation is seen as a crucial part of the multi-faceted approach to enhancing teaching and learning, academic quality and the overall student experience. This is because it gives a crossinstitution data-set, providing a 'helicopter view' of an institution as well as the traditional, individual departmental data and allows for benchmarking. This is a point highlighted by Ian Dunn, Deputy Vice-Chancellor (Student Experience) at Coventry University: "We have a standardised course and module evaluation process. We have a response rate of about 70 per cent and therefore we have an enormous amount of data which means that we can monitor and understand what's going on across our institution even better."



DR NEIL MCKAY

“ Whilst centralisation is important, engagement and input from across the institution is also vital to the process. ”

The idea of such a system being used as a tool to implement institution-wide change and then encourage dialogue and engagement at a departmental level is supported by many of those interviewed.

Mark Atlay, Director of Teaching and Learning at the University of Bedfordshire, explains: "The localisation of results is useful, but if we can apply the data across the entire university it provides consistency. Studying the information across faculties, students are self-contained and the data doesn't mean anything in isolation, this way means we can benchmark results and it makes monitoring feedback results across the university a lot easier."

Overall, participants highlighted certain best practice steps and activities with regards to implementing a more centralised system. One of these being a thorough consultation with relevant stakeholders. Deborah Mattock, Director of Human Resources and Marketing at the University of Northampton, says that this is paramount: "We went centralised in 2013. Prior to that, we really engaged with staff to make sure we had the right set of questions. We gave individual areas the opportunity to add questions but there is a core bank that everybody has to follow." The process at Northampton is consistent with the approach taken by several institutions.

The standardised, benchmarking process is yielding beneficial results for Julie Irwin, Academic Enhancement Manager at Bucks New University. "I've already started having that helicopter view and seeing some fantastic good practice. Had we not had that overview from across the university, it would have just stayed where it was at departmental level. So there is a benefit from having a central aspect to it all as well."

However, any centralisation of course and modular evaluation does need to complement and work in synergy with faculties and departments, otherwise it becomes redundant. Dr Neil McKay, Dean of Students at Sheffield Hallam University, added: "Whilst centralisation is important, engagement and input from across the institution is also vital to the process."

Felicity Miller, Student Academic Experience Manager at Nottingham Trent University (NTU), concluded: "A centralised approach to course evaluation is important, but there is still a need for departmental involvement as well as it is not a one-size-fitsall scenario for many institutions."



**DEBORAH  
MATTOCK**

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## ●●● ENGAGING STUDENTS IN EVALUATION

### What is the best way to talk to students?

Whilst generally improving sector wide, one of the fundamental problems for evaluation remains student participation, according to those interviewed. So, why is student engagement in relation to feedback still a problem? Professor Rob Campbell, Pro-Vice-Chancellor (Academic) at the University of Bolton until April 2015, puts it frankly: "Students are being asked to fill in a lot of questionnaires – probably too many." It is a concern shared by Debi Hayes at GSM London: "I think there are issues of survey fatigue for students; it's a really big issue."

It is a problem that has been raised by student forums, course representatives and Students' Unions at many of the participating institutions. One university has gone so far as to revise their entire surveying policy. It has implemented a system that means any survey needs official approval from senior management. Kent's Professor Davies echoes the need for a more stringent surveying policy at universities to quell the problem: "You can ask questions too often. So one of the things you have to do, and this is what many universities are now doing, is to look at a more joined-up approach of how and when you ask your questions."

But the issues go beyond simply being asked to fill in too many surveys. It is also how students themselves are now asking and answering such questions. In today's digital age there are other outlets for students to voice their opinions and social media is now a permanent factor, and challenge, in relation to evaluation. "It plays a huge part in students feeding back about their experiences," says Debi Hayes.

Professor Campbell admits that universities need to be aware, now more than ever, of the issue. He said: "We have to be a bit smarter about continuously monitoring social media feeds and providing mechanisms which allow the universities to respond. Very often issues can actually be nipped in the bud before they get a momentum of their own."

GSM London advocates the use of social media as a device for student feedback, but is aware there are possible

repercussions for higher education institutions. "We actually maximise the use of social media," explains Debi Hayes. "That also has its downside because if you have a student that has a not-so-satisfactory experience, you have to manage that. Social media is a constant opportunity but obviously a constant challenge too."

So what are universities doing to remedy these issues? For many institutions the answer is even better and stronger engagement with students. This involves students actually being a part of every aspect of university life rather than simply filling in surveys about it. Coventry's Ian Dunn thinks improvements are still needed, saying: "The engagement of students in the design of courses and in the general life at university is still woeful and we need to move on from engagement to partnership. I think that if a university is not listening to its students then it gets very poorly rated very quickly."



PROFESSOR  
ROB CAMPBELL

“

Students are being asked to fill in a lot of questionnaires – probably too many.

”

## ●●● ONLINE OR PAPER

### What is best practice for improving engagement with students?

The choice between online and paper-based evaluation is still an active debate in the sector. Almost all interviewees that have tried to implement a totally online system have seen participation rates then go down amongst students.

Northampton's Deborah Mattock said: "As an institution we are trying to go paperless, yet it is actually more difficult to get a student to complete an online feedback form than it is if you actually just go into the classroom." It is a problem shared by Julie Irwin at Bucks New University who also saw a significant decrease in participation: "We did an overview of module evaluations and of the modules in which we had been evaluated we had about a 78 per cent participation rate. We went to an online to make it easier to analyse and our participation rates dropped to 23 per cent," she says.

The University of Bath has moved entirely to an online system and also saw their participation rate fall. But how can the issue be overcome? Bath's Professor Morley thinks accessibility and adaptability are key factors: "Making online more accessible has improved participation and now we have moved it onto an app that has improved participation again."

For some in the sector the debate of paper verses online goes beyond participation rates and is now also an issue of longer term sustainability. Professor Morley continues: "The amount of paper that's generated and stored – what do you do with it? Then you have to copy it to send to somebody else, whereas the online evaluations are available to everybody. It is about availability and sustainability."

Whether you have an extremely effective online system or a paper one with excellent participation, it still falls back to the issue of 'closing the loop', according to Professor Morley. "You can improve response rates online and there are bonuses and benefits as I've said, but I think the key thing is whether you respond and respond visibly to the feedback and if you don't, then it's a waste of time."

Ravinder Bassi, Quality Manager (Student Engagement) at the University of East London (UEL), agrees the priority

should be finding what works best for your own students. "Paper copies work well here, but other institutions may have better success online. It is about adaptability and flexibility more than anything, finding a system that suits your university, your staff and most importantly your students."

Kent's Professor Davies thinks that, as a sector, HE is still trying to find best practice: "I think the reason why it's still a problem is we're still trying to find the best way of going from the old traditional paper-based into a quicker more responsive electronic version."



**JULIE  
IRWIN**

“ We did an overview of module evaluations and of the modules in which we had been evaluated we had about a 78 per cent participation rate. we went to an online to make it easier to analyse and our participation rates dropped to 23 per cent. ”

## ●●● STAFF TRANSPARENCY & STUDENT EVALUATION

### How is student evaluation affecting staff review and development?

Across the sector transparency is seen as a fundamental driver for quality in relation to the implementation and dissemination of course and modular evaluation feedback. The need to be seen to act on the responses that have been collected is the core principle of evaluation.

But another crucial area for transparency has been identified and that is how any data-set is used in relation to academics' performance and overall staff development: "This is something again which the sector is still working on and one of your problems is, 'how do you measure teaching quality?'" asks Professor Chris Davies from the University of Kent.

It is an issue that has been highlighted across most of the institutions interviewed for this report. Eleanor Alty, Head of Student Registry at Regent's University London, explains why it may still be a problem. "For academics, they agree with the concept and aim of course evaluation, but it comes down to process, and an agreement of what that process looks like."

The need to clearly outline and clarify an institution's intentions on the use of student evaluation in staff development is a point shared by Julie Irwin at Bucks New University. "With the academics there is still some unease and some trepidation about actually having your work criticised if you like – when in reality, these processes are not about criticising people's performance at all. It's about improvement, enhancement and support. But there is still some anxiety around that we need to work on."

According to the participants, one of the best ways to overcome these obstacles is to have buy-in from staff into the entire process. This can be achieved by a full and proper consultation process that staff can actively partake in and are also aware of. All the institutions interviewed agreed that a combined top-down, bottom-up approach is needed – especially in relation to allowing academics to better understand how any data collected will be used in relation to staff performance and development.

UEL's Ravinder Bassi believes this reverts back to a

centralised and joined-up process: "To implement this culture it is important to have oversight from a central level and to do this you need a senior level sponsor and an effective stakeholder group. At UEL we have a senior level surveys working group that incorporates all relevant stakeholders across all schools."

Senior management and executive level involvement is seen as imperative, but this has to marry with a strong understanding and engagement with both academic and support staff from the ground up. Northampton's Deborah Mattock said: "Our policy was led from a very senior member of the management team. But it was absolutely core at both institutional committees and course-based committees." It is a tactic echoed by Felicity Miller at NTU: "We had a working group chaired by the Pro-Vice-Chancellor which engaged with academics and administrators from across all colleges and departments. That is how we got buy-in. The process has to engage and it has to be open."



ELEANOR ALTY

“ For academics, they agree with the concept and aim of course evaluation, but it comes down to process, and an agreement of what that process looks like. ”

## ●●● COMMERCIALISATION OF STUDENT EVALUATION

### Is a 'consumer culture' in HE affecting student evaluation?

"I think student satisfaction measures are becoming much more important and that partly reflects the change in the culture which has been deliberately engineered by the government to create a consumer culture among students," said Professor Rob Campbell, formerly of the University of Bolton. It is a theme echoed by Coventry's Ian Dunn: "The sector is definitely much more customer-focused and commercial now."

But how has this impacted on the way staff interact with students, academic performance and overall student evaluation? Professor Campbell adds: "Each member of staff has had to become more customer-focused and I think it's led to students having a greater sense of entitlement."

This, in turn, has had an effect on the way students now evaluate their tutors and other academic staff. And it is something academics have to become accustomed to,

according to Bedfordshire's Mark Atlay. He said: "I've found some academics see teaching as a private act between students and tutor. It is a trusted bond between the pair and one that shouldn't be open to external scrutiny. Moving to a more consumerist approach has completely changed this now and academic staff must see it as a natural part of the review and evaluation process of their own practices."

However, some in the sector think seeing students as customers is incorrect. Debi Hayes from GSM London said: "Students are not customers, they're co-creators of learning. They are part of a community of practice and it's very dangerous to go down this transactional approach that's implied by the notion of customer."

Professor Morley, from the University of Bath, argues that whilst processes may change the way the students think, it shouldn't ultimately change a university's evaluation and outcomes: "I think there will be some changes but I don't think it effects how we evaluate courses. I mean our goal has always been to give the best possible experience, that hasn't changed."

Sheffield Hallam's Dr McKay believes a customer focus and the transactional learning debate is something that will go on for longer: "Certain behaviours have changed, yes. Value for money and the issue of fees has started to come through in feedback. They are important issues and it has made universities more aware of that element and how we relate our work back to students."

As the issue of HE commercialisation becomes a key debating point, the student voice has become louder and expectations even higher and, this is reflected in the evaluation process. Therefore, to enhance academic performance, actively working with students is seen as best practice by all the institutions contributing to this report. Eleanor Alty, from Regent's University London, concluded: "We need to show the improvements and demonstrate our worth. Open sessions, workshops to encourage debate - we should welcome these challenges by inviting comments and feedback."



DEBI HAYES

“ Students are not customers, they're cocreators of learning. They are part of a community of practice and it's very dangerous to go down this transactional approach that's implied by the notion of customer. ”



IAN  
DUNN

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## ●● PRIORITIES FOR STUDENT EVALUATION

### Targets and approaches for evaluation best practice

In this report academics and quality managers from Russell Group, modern universities and private HE providers have outlined their views on, approaches to, and priorities for course and modular evaluation. All institutions accept there will be differences at an organisational level in the actual physical delivery of surveys, whether that be online or paper or from the centralised management team or a faculty.

Nevertheless, there are differences in some of the priorities at various institutions. For Ian Dunn at Coventry, one of the main aims for evaluation is how it relates to the National Student Survey (NSS): “For me it’s about monitoring interim performance towards the NSS. If I can eventually build up a sufficient database to allow me to predict where we are on NSS that would be where I would want to get to.”

Sheffield Hallam’s Dr McKay agrees that understanding student feedback and its relationship with the NSS is extremely relevant: “We have to actively engage with the feedback we receive because if students suspect nothing is getting done they will disregard the evaluation process all together and that could reflect badly on universities later through other student surveys.”

However, for others in the sector, though useful, the strength of course evaluation isn’t always in statistical data, rather the qualitative feedback such surveys also provide. Kent’s Professor Davies explained: “If you talk to many academics on the ground about the value of a questionnaire, one thing they’ll tell you is the most valuable thing you get is not the numbers, not the put a circle around one to five, but the written comments from students.” Professor Campbell believes there are some variations in priorities, depending on the kind of student your institution is trying to attract: “There is a difference between what we might call recruiting universities and selecting universities. There are those universities whose issue is trying to identify the best possible candidates and those who are trying to make sure that the services they can offer are made available to the people who might benefit from them.”

Despite some differences, there are priorities where the institutions are in full agreement. One is that course and modular evaluation is more important than it has ever been and involving students in all aspects of the process is now a must. Bath's Professor Morley says: "Students are not just passive receivers of knowledge, if they're not involved in the receipt of the knowledge, and not involved in the process then they're not going to learn as well."

The sector is also unified when it comes to the ethos and importance of course and modular evaluation. All agree that finding and sharing best practice with fellow colleagues and institutions is of the utmost importance to enhance teaching quality and the student experience. Bath's Professor Morley continued: "With regards to principles and targets I would say that all universities are aiming to provide the best experience that they can within the resources that they have available."

Coventry's Ian Dunn agrees that there shouldn't be any difference in the sector with regards to sharing evaluation feedback best practice, adding: "I don't think it's the Russell Group/post-92 dichotomy; it's just an institution-by-institution question." For Kent's Professor Davies a collaborative approach is the optimum way to enhance best practice. And it is something that he is already seeing happening in the sector:

"One of the things that I find when I visit different universities is how open we are with each other on best practice. It's not seen as we are competing with each other, we're actually all out to try and give the best educational experience we can, so there is a lot of best practice sharing at many levels."

However, whilst such examples of best practice have been identified, it is still widely accepted that HE will continue to be in a 'state of flux' for many years to come, so course and module evaluation best practice is still a work in progress: "This is all part of an ongoing process, right from Pro-Vice-Chancellor's comments to staff's concerns of change. But this is the way we do it and that is how you know you have succeeded, when 'the change' becomes the norm," Professor Davies adds.



PROFESSOR  
CHRIS DAVIES

“ One of the things that I find when I visit different universities is how open we are with each other on best practice.” ”

## ●● THE LAST WORD

The big challenge for HE providers in a large-scale system like ours in the UK is how to engage students as individuals as they experience a personal intellectual journey while systematically understanding and enhancing the quality of the learning environment at the level of the whole institution.

The debates around course evaluation in this report get to the heart of the tension: it must be able to generate comparable, systematized information and be authentic to individual students and staff working across diverse subjects and contexts.

As several participants in this research have indicated, students thrive when they are approached as partners and co-creators in learning and teaching. What might this mean for designing course evaluation?

The efforts involved on the part of students and staff to generate and manage all that feedback creates the responsibility to ensure that feedback systems lead to real and sustained change, and are able to respond effectively to student survey fatigue, staff concerns about the uses of student evaluation and the challenges of data interpretation.

The answer lies in part in ensuring students have a developed understanding of the role of their feedback in enhancing their learning environment. Few of us are born with the ability to give (or receive) thoughtful, constructive feedback; it is a professional skill that we develop over time.

Course evaluation is not solely an opportunity for HE providers to collect data, it is a development opportunity for students and a time when they can reflect on and evaluate their own learning journey and what helped them progress, not simply their levels of contentment with what they were provided. As such the questions themselves should reflect a balance of what is important to both students and providers.

Further, students must have confidence that their feedback is part of a wider and effective system of enhancement in

which students have a meaningful stake. Student representatives can play a crucial role in the interpretation of feedback data, the planning of follow-up action and in communicating outcomes back to the student body.

Surveying at the mid-point of a module enables student representatives and course leaders rapidly to address students' minor concerns and encourages confidence in the system. At the same time, system-wide comparable data should point to areas for deeper exploration, perhaps undertaken by student researchers working alongside academic staff, gaining direct experience about how evidence-based change works.

Debbie McVitty directs the Student Engagement Partnership, an NUS-hosted sector-wide partnership that develops and champions student engagement policy and practice in English higher education: [www.tsep.org.uk](http://www.tsep.org.uk)



**DEBBIE MCVITTY**  
Head of Policy  
NATIONAL UNION OF  
STUDENTS

“ The efforts involved on the part of students and staff to generate and manage all that feedback creates the responsibility to ensure that feedback systems lead to real and sustained change. ”

## ●●● HOW CAN ELECTRIC PAPER LTD. HELP?

Electric Paper Ltd., a commercial education provider based in the UK, Germany and Switzerland, has developed EvaSys Survey Management Suite, a hybrid paper and online survey automation system which enables Higher Education institutions to improve and efficiently manage their module evaluations and other student feedback surveys. Here are some examples of universities we are working with.

### ABERTAY UNIVERSITY

"Abertay University has been using the EvaSys system institution-wide, across four academic schools for the past four years. We wanted a system that was flexible and adaptable for our needs and could be rolled out quickly and efficiently across the University and our partner colleges. We chose EvaSys because it catered for all of those requirements and provides excellent support and additional advice if and when it is needed. The introduction of EvaSys has considerably reduced the amount of staff resource spent on collating different survey methods and delivering the results. The ability to send standard

surveys to the whole student population at once makes the entire process significantly more efficient. Now all module tutors, division leaders and heads of schools receive relevant reports which are easy to understand and digest. EvaSys is an extremely efficient system, not only in compiling data, but also in its analysis. One of the key factors we have found useful is the ability to automatically analyse module performance as soon as the survey has closed. The data collected from the surveys allows us to inform future curriculum development and encourage dialogue between staff and students as to how the University's provision can be enhanced." -David Mackland, Web Services Team Leader

### NEWCASTLE UNIVERSITY

"Newcastle University has always had an embedded culture of evaluation and feedback. However, before we adopted the EvaSys system, each Faculty had different processes and would send out surveys at different times across an academic year. This, in turn, would affect how they collected and collated the data, which staff saw it and how it was used. As a University we decided we wanted a different approach that promoted consistency and efficiency across all academic departments in the institution. We looked at what was needed and what was scalable across an institution of our size and that brought us to EvaSys. We recently moved to online-only evaluation. The

benefits of online are efficiency and ease of data collection and then how this can be analysed, used and applied. But we have also found online gives more reflective and honest feedback from our students. Rather than just ticking boxes, they will take more time to provide a more in-depth qualitative answer on the online form. The University now has have a very clear policy on how we gather and use information and how we want – and expect – our academics to feed back to students. The entire process helps us reflect on our teaching and learning in a more focused way and that means we can support colleagues and students." - Dr Richard Harrison, Head of Learning and Teaching Development

### UNIVERSITY OF ROEHAMPTON

"At Roehampton we use the EvaSys for both undergraduate and postgraduate modular evaluation, using its paper-based provision for both. We have used a mixed-model of online and paper evaluation in the past, but we have found a paper-only option is best suited for our institutional needs. It provides us with better engagement and participation with our student-base which, in turn, gives us a better understanding of what they want and how we, as a University, can provide and deliver it. We have been using the system for five years across the University's ten academic departments. EvaSys gives us the

ability to crossanalyse module and course performance in a very efficient and in-depth manner across these varying departments. Once the information has been collected and collated we can then use it to monitor areas of success and best practice and use this data-set for curriculum planning and performance management in the University. Our goal was to introduce a standardised module evaluation process across all our taught modules which would allow us to make comparisons of all of our modules in an easy, efficient and effective manner – EvaSys offered us that solution." - Mark Ellul, Interim Registrar and Director of Planning



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