The University of Glasgow
EvaSys Advisory Board
University-wide use of EvaSys for Course Evaluation:
Implementation Plan

This document outlines the current two-year plan for rolling out the use of EvaSys for Course Evaluation across the university; as with all plans, it is subject to change. In particular, it is expected that the tasks specified to be undertaken in Phases 3 & 4 will become more detailed as a result of the experiences of the early phases.

Phase 1: September 2015-April 2016
- Lead administrators will be identified in each School (or subject) and enrolled as EvaSys SubUnit Administrators.
- All lead administrators will be trained in:
  - EvaSys use, sufficient for policy implementation
  - Course Evaluation Policy
  - Data Access principles
- All schools will use at least the minimal version of policy: some schools or lecturers may expand their questionnaires, and this will be done by the administrators.
- School LTC convenors (both at undergraduate and postgraduate level) will be advised on policy and responsibility, and on mechanisms for feedback to students.
- Quantitative data will not be aggregated: at this stage, there will be no information flow upwards, only downwards.
- Feedback will be given to students.
- Training materials will be prepared by SDS.

Phase 2: January 2016-June 2016
- Administrators will be trained in how to give access to academic staff. Co-opted administrative staff will be trained.
- Academic staff will be able to extend their own questionnaires, while retaining the CORE questions.
- School LTC convenors (both at undergraduate and postgraduate level) will be advised on policy, responsibility and allowable questionnaire extensions.
- Training materials will be prepared by SDS.

Phase 3: September 2016 – June 2017
- Further training will be done, as necessary, by SDS.
- Data will be aggregated at school/subject level, and fed upwards to college and university LTC.
- All schools will be encouraged to move to online forms (in or out of class)
- Issues arising from experiences so far will be collated, and individual schools/lecturers asked to provide input about boundary cases as necessary.

Phase 4: From September 2017
- Staff and students will be asked to comment on their experiences over the prior two years.
- The policy will be reviewed and amended in the light of experiences, and of staff and student comments.