University of Glasgow Policy on Course Evaluation Questionnaires: V1.1

List of changes made to Version 1.0.[1]

1. **Throughout:** use of the word 'feedback' is avoided; 'evaluation' is used instead.
2. **Background to the Policy:** a section has been added listing the changes made to the policy (in general terms). Information about the accompanying 'Operational Guidance' document is given.
3. **Summary of the Policy:** "Access to data associated with individual courses" -> "Access to all data associated with individual courses." This emphasises that data access restrictions apply to all data.
4. **Basic Questionnaire: the requirements of the policy:** The anonymity of the evaluation process has been emphasised (having been assumed in the previous version).
5. **Basic Questionnaire: the requirements of the policy:** This section has been revised to include the options to divide courses into 'meaningful blocks' and to use variations of the CORE1(teaching) question – as advised in the policy amendment of November 2015. Footnotes have been added to justify these options.
6. **Basic Questionnaire: the requirements of the policy:** It has been emphasised that the core questions should be at the top of the questionnaire, in order (this is to ensure consistency across all questionnaires).
7. **Basic Questionnaire: the requirements of the policy:** 'Course coordinator' has been included as an option for CORE1(supervision), to cater for academic leadership of a course covering a range of activities.
8. **Advise students:** The requirement that students be told at the start of each course (or course-block) on what date the survey will be administered has been included – a recommendation from the PWC audit.
9. **Provide a response to student evaluations:** The 'Feedback Response' document has been renamed the 'Summary & Response document' (S&RD) for clarity. The fact that this document should summarise the student comments (rather than simply identify issues that needs resolving) has been emphasised, so as to ensure that positive comments are included in the S&RD.
10. **Make sure the students see it as soon as possible:** This section has been updated to include the recommendations of the PWC audit. The Policy now says that S&RDs should ideally be distributed to students within three weeks, and that their discussion should be a standing item on all SSLC agendas.
11. **Access to data:** A footnote has been added to clarify that the automatic access to data being referred to in the second paragraph relates to the pdf reports created by EvaSys for each survey.
12. **Access to data:** A footnote has been added to clarify that the administrators' privileged access to data being referred to in the third paragraph relates to the data stored internally in the EvaSys system.

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[1] Approved by Frank Coton on behalf of EdPSC, July 2016.

13. **Access to data:** A line has been added to emphasise that the policy does not allow for league tables of courses to be created. In the version 1.0 of the Policy, this was implicit in the data access restrictions, but it is useful to re-emphasise it here.

14. **Extended Questionnaires: Options and additions covered by the policy:** The motivation for optionally extending the questionnaires has been clarified, so that it is clear that extensions should be 'purposeful.'

15. **Principles of extended questionnaire design:** Clarifications are made with respect to the order of the core questions and the dangers of 'cherry-picking' questions from a question set.

16. **Selecting Optional Question Sets:** Additional clarification is provided on the use of the 'Ad-Hoc' set for purposeful questioning.

17. **Collect evaluations on all teaching staff:** "Feedback specifically relating to other teaching staff is not included in the *Core Question* Set" -> "Evaluations specifically relating to other teaching staff need not be included in *Core Question 1."* This change emphasises that other teaching staff may be included in Core Question 1 if desired, and that it is only Core Question 1 that may be affected by the presence of other teaching staff.

18. **THE CORE QUESTION SET: '**Course coordinator' has been included as an option for CORE1(supervision), to cater for academic leadership of a course covering a range of activities.

19. **Suggested Summary& Response Template and Example:** The headings of the template have been changed to:
    - emphasise that the S&RD should summarise both positive and negative comments;
    - require an expected completion date;
    - require that the action be associated with a named person (as recommended by PWC);
    - indicate the response rate.

20. **Principles of Data Access:** The footnote has been extended to indicate that members of a course team are encouraged to discuss their evaluation data between them.

21. **Data Access Summary:** The table has been revised for clarity; in particular, it now refers more explicitly to the data as stored in EvaSys. The creation of S&RDs is now included in this table, and the responsibility for creating aggregated reports is extended to include ITS and the Senate Office.

25th July 2016