

- Programme evaluation goes beyond aggregating the student feedback gained at module level to provide feedback on the programme as a whole, for example:
 - o the coherence of the programme
 - o the inclusivity of the programme (i.e. the extent to which the programme meets the need of all students)
 - o the range and balance of pedagogic approaches and assessments across the

functionality, and the data added to an online repository. Students are asked to respond using a five-point Likert scale and are also given the option of offering responses to open-ended questions.

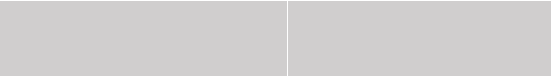
12. The questionnaires comprise of a set of core questions, in both quantitative (general scaled)

School/Department which owns the module (and other individuals as nominated by the SDTL/DDTL via the Admin Portal in EvaSys).

feedback, drawing out the key considerations that need to be acted upon and noting suggestions for changes to the programme(s).

39. The Summary Report will be reviewed by

	Mid Module Evaluation	End-of-
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	Mid Module Evaluation	End-of-Module Evaluation Using EvaSys	Programme Evaluation
How will the feedback loop be closed?	Module convenors must ensure that timely action is taken in response to mid-module evaluation and communicate and share the outcomes with all students enrolled on the module.	a ůŠŦPŞ / ůŦŦŞŦŦŦŦ ō reflections and the results of the quantitative questions will be emailed directly to students from EvaSys. Reflections (not the results of the quantitative questions) will be made available for subsequent cohorts at the beginning of the next teaching session for the module.	The Summary Report and associated actions will be uploaded to Blackboard. Participants who had graduated, and other alumni of programmes will have access to the outcomes on request.