

ISS

THE
LEARNING
TECHNOLOGY
GROUP

LANCASTER UNIVERSITY
MODULE EVALUATION SYSTEM
GUIDE 2009

Produced by
Tim Ellis

Table of Contents

Table of Contents	1
Version History	2
Lancaster University Module Evaluation System (LUMES) Guide	3
<i>Summary of Major Modifications</i>	3
<i>Logging In</i>	5
<i>The Main Window</i>	5
General Administration	6
<i>Departmental Defaults</i>	6
Creating Questionnaires	7
<i>Additional Question Authoring</i>	7
<i>Modifying Questionnaires</i>	11
Evaluation Schedules	16
<i>View/Edit Groups</i>	16
<i>Multiple Evaluations</i>	18
<i>Email Template Editor</i>	21
The Student Perspective	23
Reports	24
<i>Create/Edit Report Templates</i>	24
<i>Access Control</i>	25
<i>View/Create Reports</i>	26
<i>Statistics</i>	27
Appendix A – Default Questionnaires	29
1) <i>Lecture-based questionnaire</i>	29
2) <i>Dissertation-based questionnaire</i>	31
3) <i>Project-based questionnaire</i>	32
4) <i>Placement-based questionnaire</i>	33
Appendix B – List of Optional Questions	34
Appendix C – Example Report	36

Version History

Version 4 (September 2009)

- Modified all screen shots to reflect new user interface
- Amended section on logging in to reflect new access controls

Version 3 (October 2008)

- Added section on Departmental defaults
- Amended section on Reporting to describe the new reporting features
- Added section explaining the use of event demographics in reports

Version 2.01 (January 2008)

- Amended “Stage 2 – Questionnaire editing pages” to include information about editing previously created questionnaires. This new feature was implemented in January 2008

Lancaster University Module Evaluation System (LUMES) Guide

This guide will explain the whole process of online module evaluation using the LUMES software. It will explain how the system works and how it can be reconfigured to meet departmental requirements. This document is a step-by-step guide designed to complement the training sessions run throughout the year by LTG of ISS.

LUMES, more commonly called online module evaluation, was designed to give staff faster and more standard feedback to improve their modules, ease the administrative burden on departmental teaching and support staff, make it easier for staff to gather feedback, and provide some comparative data among module evaluations, all while providing departments and/or individual staff with the ability to get answers to the questions they need answered. It underwent two years of piloting to assure that it met the needs of all teaching staff.

In July 2008, the LTA committee endorsed recommendations that the online module evaluation system be used **for all Undergraduate and taught Postgraduate modules** where it is practicable to do so.

As an institution wide system it is designed to be as automated as possible and is closely linked to the student registry database, LUSI. For this reason, it is important that all the information in LUSI regarding a module is accurate and current. Particular attention should be given to the end week, course convenor, administrators and delivery mode of the module.

Summary of Major Modifications

User Interface

In line with the other LUVLE tools, LUMES has undergone an overhaul to its look and feel. The overall structure has been changed to give a new user interface. The underlying functionality of LUMES has not changed and all the features previously found in the tool still work in the same way.

Standard Student Report

A new report template, which is available to all departments, has been created. This new report template will exclude all free text responses from the report and is designed to accommodate departments/staff who wish to distribute the results of the module evaluation process to their students. A new option in the report template editor has also been created allowing the exclusion of free text responses in custom created templates.

Access Changes

Access to LUMES has also changed this year to give all teaching and administrative staff access to LUMES via their MyModules page. Previously, a separate login to LUMES was required in order to modify evaluations or view reports. This year, **all** teaching and administrative staff can login in to LUMES via MyModules. Each function of LUMES will be dependent upon the staff role, e.g. Course Convenors will

be able to gain access to all features of module evaluation for their own modules but not for modules they do not teach on. Heads of Departments will have access to all features of LUMES for their department and have the ability to change the departmental defaults and also nominate representatives who can have the same permissions (e.g. departmental administrator with responsibility for collating module evaluations).

Accordingly, all access to LUMES is now via MyModules and so all staff will need to login to MyModules and click on the link to LUMES.

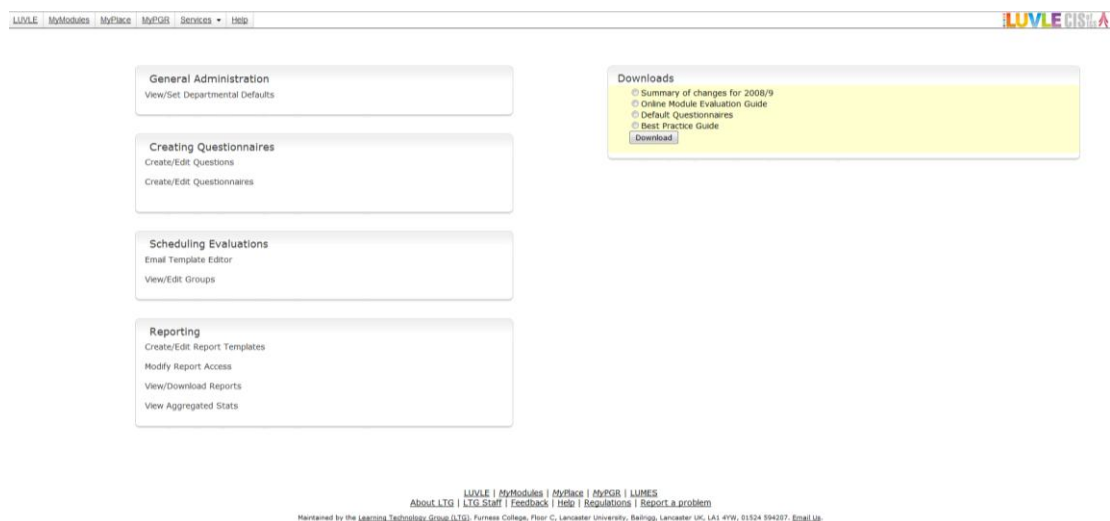
Logging In

All teaching and administrative staff can access LUMES. This is accessed via the MyModules page in LUVLE (<http://domino.lancs.ac.uk/luvle.nsf>) using the link in the “personal information” section entitled “Module Evaluation”. The availability of each of the functions of LUMES will be dependent on the role assigned to each member of staff in the Courses Handbook.

Each of the sections below may look differently depending on the role of the logged in user. An explanation of which roles have access to each function is described within each section.

The Main Window

Once logged in you will be presented with a window that looks similar to this:



The list of available features will depend on the roles that each individual staff member has in the department. Staff who are only listed as “Teaching Staff” in the course handbook will only see a subset of these features. The downloads section on the right hand side is available to all staff.

General Administration

Departmental Defaults

The departmental defaults page is only available to designated Heads of Department and members of staff designated as LUMES administrators by the department. This page allows them to set various parameters to be used as default in LUMES. These settings will override the University defined settings but in turn can be overridden by changing the settings for each individual module or schedule. It is therefore recommended that setting the departmental defaults is performed before setting any other module specific parameters. It should also be noted that changes to the defaults could take up to 24 hours to take effect.

The various parameters that can be set are as follows:

1. Email Templates
 - a. Initial Email
 - b. Reminder Email
2. Questionnaires
 - a. Standard questionnaire
 - b. Dissertation questionnaire
 - c. Project questionnaire
 - d. Placement questionnaire
3. Reporting
 - a. Report template
 - b. Report recipients

LUVLE MyModules MyPlace MyPGR Services Help

Departmental defaults

Choose the what level you wish to set the default
 All levels

Choose the delivery mode of the module
 All delivery modes

Email Templates

Select which email templates you wish to use by default

Initial email:

Reminder email:

Reporting

Please choose which report template you would like to use as default and also the default recipient list

Report Template:

Recipient list

HOD

Course Convenor

Administrators

Additional recipient's email address (separate multiple emails with ";")

Each of the parameters can be assigned to different tiers of modules and also to different delivery modes, so that it is possible to set different values for Undergraduate lecture based modules and to Postgraduate dissertation based modules.

Begin by selecting the level; this can take the value of:

- “all levels” (i.e. all undergraduate and postgraduate),
- “all undergraduate”,
- “all postgraduate”, or

- Choose from range of 100 to 900 level modules.

Once the level has been chosen, select the delivery mode of the module, or choose “all delivery modes” to apply the defaults to all types of module.

If departmental defaults have already been set, then selecting any of the options above will show the current set defaults.

Once the level and delivery mode has been selected, use the drop down boxes to select the email templates that you wish to be used as default. Clicking on **Preview Email** will show the wording used in the template.

Default questionnaires can only be set if a delivery mode is specified. Once a delivery mode is specified in the top section, then the Questionnaire section will be shown and the default questionnaire can be set. Additional questionnaires can be created using the questionnaire editing tool (see page 12).

Pick the default report template from the drop down list. Additional report templates can be created using the report editor tool (see page 26). After choosing the default report template, the recipient list can also be modified. Additional email addresses can be added if required.

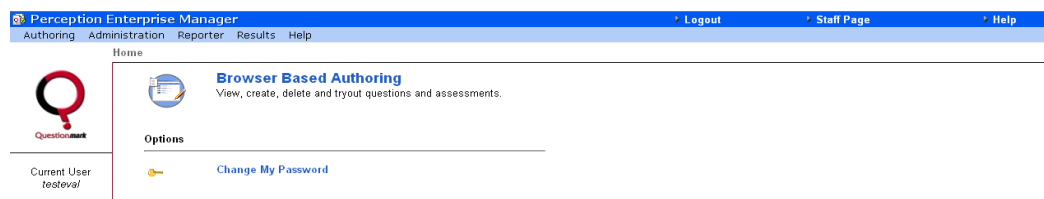
Once all the defaults have been created, click **Save** to save the changes. The new values will be applied to individual modules when the update scripts run (usually overnight).

Creating Questionnaires

There are four standard questionnaires that will be automatically assigned to modules depending on their delivery mode (specified in LUSI): Lecture based, Dissertation based, (lab) Project based, or Placement based. A separate questionnaire has been devised for each of the delivery modes and contains questions that should cover most aspects of the modules (see Appendix A). Each questionnaire has two pages. A set of core questions is on the first page which will be asked of all modules and cannot be altered. The second page contains additional questions that can be modified as necessary by adding/removing questions from a pre-created list of additional questions (see Appendix B). If there are questions that are not included in the core or additional questions, it is possible to create bespoke questions that can be added to page two. Creating and editing questions is only available to staff with admin privileges, course convenors and heads of departments. Course convenors and admin staff can only create and modify questionnaires for their own modules.

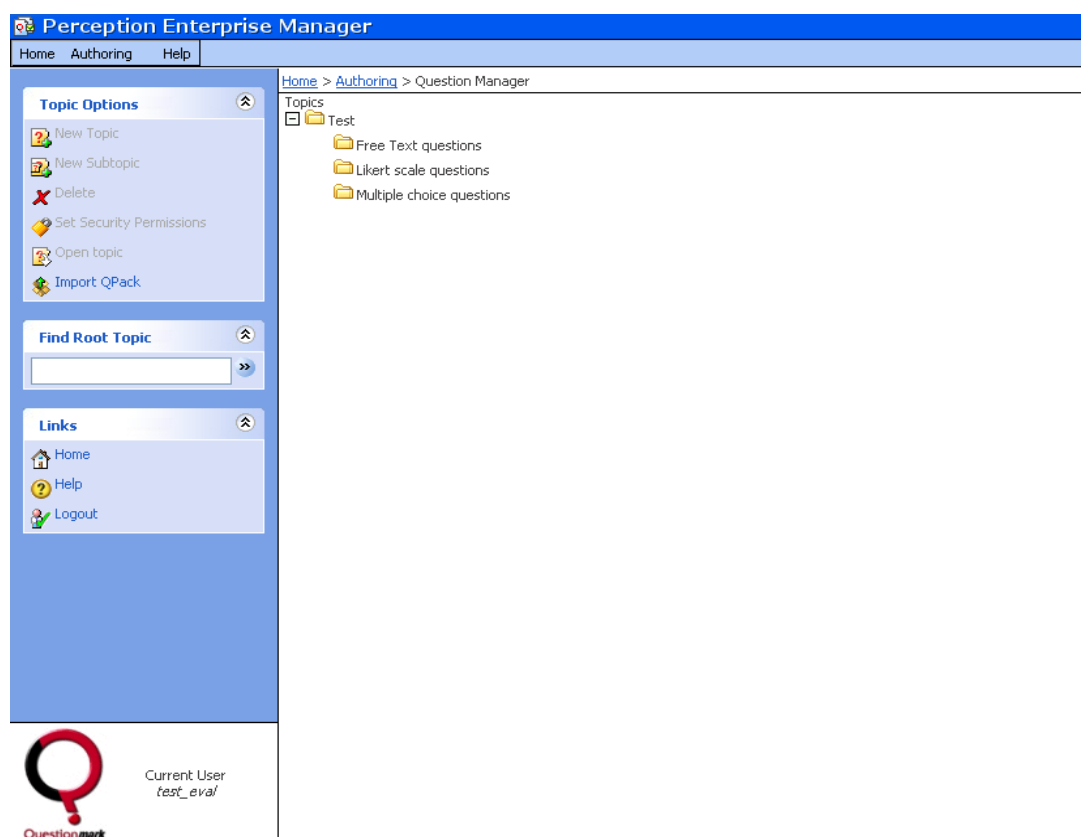
Additional Question Authoring

Click **create/edit questions** link to open the questionnaire authoring page:



From here additional questions can be authored.

All authoring is done by clicking on the **Browser Based Authoring** link in the main window. Questions are authored using the **Question Manager** link. Questions are organised into topic folders and you will notice that you have access to at least one main topic folder. The root topic that you have access to should be your department name. In this topic folder you are able to create sub-topics in order to organise your questions. You may see other sub-topics in your departmental topic, usually given a module code. These topics contain questions to other E-learning material that your department is using; **do not edit any of the material in these topics.**



To add a sub-topic, highlight the main root topic (typically your department name) and select **New Subtopic** from the left hand toolbar. You will be prompted to give the subtopic a name (e.g. module evaluation). Click the **Create** button to create the subtopic. Further subtopics can be added to this subtopic, if required, in order to organise your questions, otherwise, all questions can be authored in this topic.

To view, edit and create questions, highlight the topic where the questions are or will be placed and click **Open topic**. This will show all the questions already created in

this topic. To create a new question, select *New Question* from the left hand toolbar. This will open up the question wizard. The question wizard has the following steps:

1. Choose from the following question types:

- Multiple Choice
- Yes/No
- True/False
- Likert Scale
- Numeric
- Multiple Response
- Essay
- Text Match

For evaluation questionnaires, the majority of question types will be Likert scale, multiple choice, multiple response and essay. Choose the question type by selecting it and clicking *Create*.

2. The first screen is the same for all question types and is where the question wording is placed. The wording can be in plain text, or to give extra formatting to the text, html can be used. An optional name or label can be placed in the box at the bottom of this screen, called the title of the question. This is the name that will be shown when a list of all questions in a topic is shown. If this box is left empty, the question name will default to the question wording entered in the main text box. When the question wording and name have been entered, click *Next >>*.

3. The details of the next window will depend on the type of question chosen.

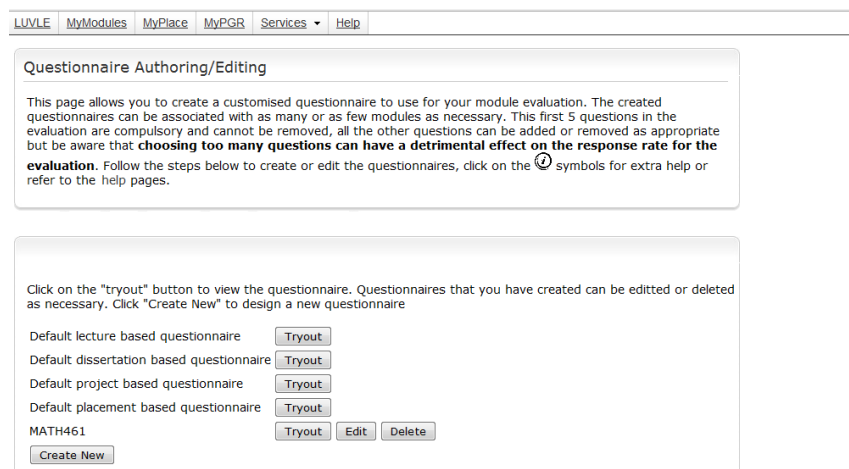
- For multiple choice or multiple response questions, you will be given the opportunity to enter all the choices that will be presented to the participant. To enter a choice, type it into the top box and click *Add*. Choices can also be removed by highlighting them and clicking *Remove*. Any optional choice to shuffle the choices can be selected by ticking the checkbox at the bottom of the page. This means that the order the choices are presented to the participant is random.
- For Likert scale questions, this window will give you the opportunity to choose the layout presented to participant. For module evaluation, all Likert scale questions must use a scale of “Strongly agree” to “Strongly disagree”. Select the box *Use Layout* and choose the “module evaluation1” or “module evaluation reverse” layout. This will show 5 choices labelled from 5 to 1 (“module evaluation reverse” scale has the same scale but in reverse order so that Strongly agree scores 1 and strongly disagree scores 5. Use this scale for negatively worded questions). Failure to use one of these layouts will adversely affect the formatting of the questionnaire. If you wish to use another scale, then it is suggested that a multiple choice question type is used instead. This is the last window for Likert scale questions and when all the choices are entered, click *Finish* to save the question.

- For essay questions, this window will allow you to define the size of the text box that participants will see. The size of this text box will give participants an idea of the length of expected text. This size is not restrictive and if a participant wishes to enter more text into the box than is shown, it will automatically grow as the participant types. This is the last window for essay questions and when all options are set, click ***Finish*** to save the question.
4. In multiple choice and multiple response questions, the next window will allow you to set scores for each of the choices added in the previous window. This is optional and scores should only be added if quantitative statistics are required for this question. Click ***Next >>*** when done.
 5. The last window allows you to add feedback for each of the choices. For module evaluation, the participants will never see the feedback to questions and so it is not necessary to add anything in this final window. Click ***Finish*** to save the question.

Once a question has been created it will appear in the topic that it was created in. This question can then be previewed by highlighting it and selecting ***Tryout*** in the left hand toolbar. The format of the tryout question may not reflect the final formatting of the question when added to a questionnaire. Questions can be edited by selecting ***Edit*** and deleted by clicking the ***Delete*** option. Creating a new question does not modify any module evaluation questionnaires. To see how to use this question in a questionnaire, see the next section.

Modifying Questionnaires

Select *Create/edit Questionnaires* from the LUMES homepage and this will launch the new questionnaire editing tool in a new window.





When the page is first opened, a list of previously created questionnaires is listed along with the default questionnaires. Existing questionnaires can be edited, deleted or tried out using the appropriate buttons next to the questionnaire title (The standard questionnaires can only be tried out and cannot be edited). Any questionnaires attached to modules currently undergoing evaluation cannot be edited or deleted. Alternatively a new questionnaire can be created by clicking the *Create New* button. By default HODs can create and edit all questionnaires in their department. Course convenors can create new questionnaires and can only edit and delete questionnaires which they have created. All other staff can view questionnaires but not create, edit or delete them.

The following screen shots all show examples for creating a new questionnaire (editing an existing questionnaire is similar, the only difference being that all fields are completed, not empty). Firstly use the pull-down box to alter the questionnaire type. Choose from Lecture based, Dissertation based, Project based or Placement based. Changing the question type automatically changes the core questions shown in section 1 (and also the optional questions shown in section 2). If editing an existing questionnaire, this option will be unavailable. Once a questionnaire has been created, its type cannot be changed.

Once the questionnaire type has been chosen, enter a name for the questionnaire. If the name of the questionnaire matches a name already in the database, the newly created (or edited) questionnaire will have a number attached as a suffix to the name to distinguish it from the existing questionnaire.


Questionnaire Authoring/Editing

This page allows you to create a customised questionnaire to use for your module evaluation. The created questionnaires can be associated with as many or as few modules as necessary. This first 5 questions in the evaluation are compulsory and cannot be removed, all the other questions can be added or removed as appropriate but be aware that **choosing too many questions can have a detrimental effect on the response rate for the evaluation**. Follow the steps below to create or edit the questionnaires, click on the  symbols for extra help or refer to the help pages.


Select the type of questionnaire to deliver: Lecture 

Please enter the name for the newly created questionnaire: 

Questions

Section 1 - These questions are compulsory and cannot be changed. Students will be asked these questions first and be asked to submit them. 


Question name	Order
How do you rate the following aspects of the module?	
The module as a whole	1
The quality of teaching	2
The helpfulness of teaching staff	3
Your own involvement (e.g. attendance, engagement) in the module	4
What were the most valuable parts of the module?	5
How could the module be improved?	6

Section 2 - These questions are optional. You can pick any questions from the list below and choose the order that you want the questions delivered. 

Question Name	Order
Please state whether you agree or disagree with the following statements:	
A. General	
<input type="checkbox"/> I learnt a lot from this module	<input type="checkbox"/>
<input type="checkbox"/> The module was intellectually challenging	<input type="checkbox"/>
<input type="checkbox"/> The module was well organised	<input type="checkbox"/>
<input type="checkbox"/> The aims of the module were clear	<input type="checkbox"/>
<input type="checkbox"/> The teaching staff were well prepared	<input type="checkbox"/>
B. Module Aims	
<input type="checkbox"/> I understood the aims of this module	<input type="checkbox"/>
<input type="checkbox"/> The aims of the module were appropriate	<input type="checkbox"/>
<input type="checkbox"/> This module had a coherent structure	<input type="checkbox"/>
C. Module Organisation	
<input type="checkbox"/> The module administration was effective in supporting my learning	<input type="checkbox"/>
<input type="checkbox"/> The organisation of this module was excellent	<input type="checkbox"/>
<input type="checkbox"/> The recommended reading was appropriate	<input type="checkbox"/>
D. Module Outcomes	
<input type="checkbox"/> I developed new knowledge on this module	<input type="checkbox"/>
<input type="checkbox"/> I developed new skills on this module	<input type="checkbox"/>
<input type="checkbox"/> This module stimulated my enthusiasm for further learning	<input type="checkbox"/>
E. Teaching	
<input type="checkbox"/> I learnt a lot from the laboratory sessions	<input type="checkbox"/>
<input type="checkbox"/> The demonstrators were helpful	<input type="checkbox"/>
<input type="checkbox"/> The laboratory sessions were well organised	<input type="checkbox"/>
<input type="checkbox"/> The laboratory sessions were well supervised	<input type="checkbox"/>
<input type="checkbox"/> The practicals were worthwhile	<input type="checkbox"/>
<input type="checkbox"/> The seminars were worthwhile	<input type="checkbox"/>
<input type="checkbox"/> The tutors were helpful	<input type="checkbox"/>
<input type="checkbox"/> The workshops were worthwhile	<input type="checkbox"/>
F. Workload	
<input type="checkbox"/> I was given enough time to understand the things I have to learn	<input type="checkbox"/>
<input type="checkbox"/> The workload on this module was more than on other modules	<input type="checkbox"/>
<input type="checkbox"/> The workload on this module was too heavy	<input type="checkbox"/>

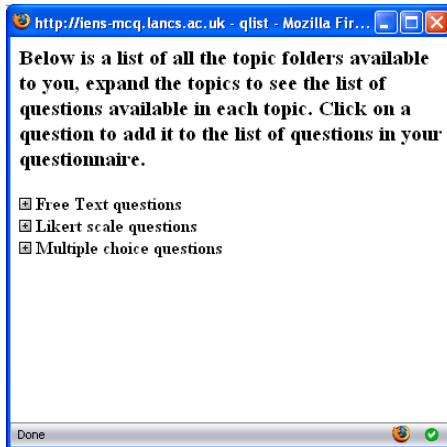
G. Learning Community	
<input type="checkbox"/> I benefited from being in contact with active researchers	<input type="checkbox"/>
<input type="checkbox"/> I was able to explore academic interests with staff and students	<input type="checkbox"/>
<input type="checkbox"/> Students ideas and suggestions are listened to during the module	<input type="checkbox"/>
H. Learning Resources	
<input type="checkbox"/> The handouts from this module were helpful	<input type="checkbox"/>
<input type="checkbox"/> The library resources are appropriate for my needs	<input type="checkbox"/>
<input type="checkbox"/> The virtual learning environment supported my learning on this module	<input type="checkbox"/>
I. Assessment and Feedback	
<input type="checkbox"/> I enjoyed completing the assessment for this module	<input type="checkbox"/>
<input type="checkbox"/> I learnt a lot from the assessment of this module	<input type="checkbox"/>
<input type="checkbox"/> I was given appropriate guidance on the assessment for this module	<input type="checkbox"/>
<input type="checkbox"/> Tutor feedback on this module helped me to learn	<input type="checkbox"/>
J. Learning Activities	
<input type="checkbox"/> I enjoyed the learning activities on this module	<input type="checkbox"/>
<input type="checkbox"/> I found this module intellectually stimulating	<input type="checkbox"/>
<input type="checkbox"/> I worked hard on this module	<input type="checkbox"/>
<input type="checkbox"/> There were sufficient opportunities for discussion on this module	<input type="checkbox"/>
K. Generic Skills	
<input type="checkbox"/> The module has developed my problem-solving skills	<input type="checkbox"/>
<input type="checkbox"/> The module has helped me to develop my teamwork skills	<input type="checkbox"/>
<input type="checkbox"/> The module has helped me to develop the ability to plan my own work	<input type="checkbox"/>
<input type="checkbox"/> The module has improved my skills in written communication	<input type="checkbox"/>
<input type="checkbox"/> The module has sharpened my analytic skills	<input type="checkbox"/>

Section 2 lists all the optional questions available to the questionnaire type specified at the top of the page. For new questionnaires, no questions are initially selected. To include a question in the questionnaire, first tick the checkbox next to the questionnaire, this will enable the box to the right of the question. In the box, enter a number corresponding to the order that you want the question entering (i.e. 1 will be the 1st question, 2 the second etc). You can choose as many or as few questions as necessary, but note that choosing too many questions may adversely affect the response rate of the evaluation).

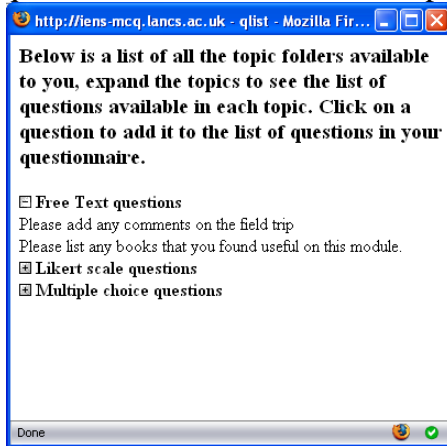
Section 3 - These are questions that you have authored yourself. Choose which folder contains the required questions. 

Question name	Order
<input type="button" value="Add Questions"/>	
<input type="button" value="Create Questionnaire"/>	
<input type="button" value="Cancel and return to questionnaire list"/>	

Section 3 allows you to add questions that you have authored yourself. To add additional questions, click **Add Questions**. A new window should appear:



This lists all the topics in the database that contain questions. In this there are 3 topics based upon the question type used. Click the + button next to each topic to view the questions contained within the topic.



To add a question to the list of additional questions, just click on the question required and it will be added to the list on the main page. When you have added all the questions that are required, close the pop-up window.

The additional questions behave in exactly the same way as the optional questions in the previous section and you can add your additional questions anywhere, including before or in the middle of some of the optional questions. When the questionnaire is created, both the pre-defined optional and your own questions will appear on the same page in the order that you specify. When you have selected all the appropriate questions, click the **Create Questionnaire** button. To cancel any changes and return to the list of questionnaires, click the **Cancel and return to questionnaire list** button.

LUVLE MyModules MyPlace MyPGR Services Help

Questionnaire Administration

the new questionnaire (test101) has been created and associated with the selected modules. Click on the link below to tryout the new questionnaire to ensure it works correctly.

Tryout test101

If you are happy with the questionnaire, use the box below to select which modules you wish to associate with the questionnaire. If you wish to change the questionnaire, click the "Return and Edit" button.

Return and Edit

Please choose which modules to associate with the new questionnaire. ?

Add/Remove Modules **Finish**

Once the new questionnaire has been created, you will see this screen. You can try it out by clicking on the link with the name of the questionnaire. This will launch a new window to view the newly created questionnaire. If you want to make further changes, click the **Return and Edit** button which will return you to the previous page enabling changes to be made. If you are happy with the new questionnaire, you next need to specify which modules it will be associated with. If this is an edited questionnaire, a list of the currently attached modules will be shown in the box. To add or remove modules from the list, click the **Add/Remove Modules** button. This will launch a new window which will show all the available modules. When you launch the select module page, only the modules that match the questionnaire type will be shown e.g. if the questionnaire is a dissertation based one, only modules with a dissertation delivery mode will be shown. HODs will be able to see and add all modules from their department. Course convenors will only be able to add/remove modules which they convene.

http://mens-mcq.lancs.ac.uk - iflist - Mozilla Fir...

Highlight the modules that you wish to include or remove and click the appropriate button (-> or <-) to move the module to the correct box (hold the ctrl key to select multiple modules). When you are satisfied with the changes, click the "Make Changes" button to make the changes.

Not Used	Used
CELT101	

-> <-

Make Changes

Done

In this example, CELT101 is a Lecture based module and so is the only one shown because the questionnaire created is a lecture based questionnaire. To include a module, click on the mnemonic and click the -> button to move it to the "used" column. When all the modules required have been selected, click the **Make changes** button. This will close the pop-up window and automatically enter the chosen modules into the box on the main page. When all the modules have been selected, click the **finish** button to conclude the process. This will associate the new questionnaire with the chosen modules.

Evaluation Schedules

The next stage is the email schedule which is created for each module. When a module finishes, an email is sent out to students containing a hyperlink which will allow the student to complete the evaluation. A schedule is created which defines when the email is sent, how often reminders are sent, the email template used, and the date when the evaluation process for this module will finish.

Modules that finish together in one department are grouped together into one schedule and students who are registered for more than one of these modules will only receive one email.

View/Edit Groups

Click this option to view all the modules that you have access to:

Module List				
Select to view All				
Module Name	Questionnaire Name	Next email	End of evaluation	Status
CELT101a	CELT101 questionnaire			Inactive View Details
CELT203	CELT101 questionnaire	03/05/2010	16/05/2010	Inactive View Details
CELT101	CELT101 questionnaire	21/06/2010	04/07/2010	Inactive View Details

This page shows a brief overview of your modules including: which questionnaire is associated, when the next email will be sent and whether the module evaluation is inactive (not started), active or finished. Use the “Select to view” option to restrict the view to only active, inactive or finished modules. Click the *View Details* button next to a module to view additional information or to alter its schedule.

CELT101

Mnemonic: CELT101

Module Title: Introduction to teaching

Delivery Mode: Lecture based

UG/PG: UG

Start week (start date): ()

End Week (end date): ()

Current response rate: 0 out of 0 have completed

Questionnaire Name: CELT101 questionnaire Change Questionnaire

This module is currently set to be evaluated multiple times. Click the button below to view or edit the multiple evaluations.

Click here if you wish to view/edit the additional evaluations

Schedule

Date of next email: 21/06/2010 select using Default_Initial template

Email Templates:

Initial Email: Default Initial Preview Email

Reminder Email: Default Reminder Preview Email

End Date: 04/07/2010 select

Send confirmation?: No

Confirmation Email address: t.ellis@lancaster.ac.uk

Other modules using this schedule:

Edit Schedule

Return to module list

The information at the top of the page is taken directly from LUSI. To alter any of this information, contact Registry. To change the delivery mode of a module contact either Registry or your departmental TQSO representative.

The current response rate shows how many students have completed the evaluation for this module. This is the total number.

The questionnaire to be used is listed underneath the module information and has been automatically assigned based upon the module delivery mode. This can be changed as long as the evaluation has not already started. Changing the questionnaire will only make the change for this module. Use the pull down menu to select a different questionnaire and click ***Change questionnaire***.

Underneath the questionnaire name is the option to specify whether this module will be evaluated multiple times. If there are no current additional evaluations, then a button giving the option to specify additional evaluations is shown. If the module is already part of a multi-evaluation, then this will be stated and a button offering to edit the evaluations will be shown. See **Multiple Evaluations** below for more details.

Below the multiple evaluation button is the schedule for the emails for this module. If there is no schedule for this module, this will be blank. These values can be changed as needed. The date of the next email is listed along with which email template will be used. The date can be adjusted to delay or bring forward when the email is sent. *The*

earliest an email can be sent is the start date of the module and the latest an email can be sent is 2 months after the end date. To change either the date of the next email or the date of the deadline, click on the **Select** button next to the field. This will display a calendar from which you can choose the relevant date.

Below the email date is the email template that will be used; this can be previewed and changed if necessary. Custom email templates can be created using the Email Template Editor (see below).

The End date of the evaluation is automatically set to the Sunday after the module finishes. For example, if the module finishes in week 5, the evaluation will end on Sunday week 6. For modules that end in week 10 or 20, the deadline will be automatically adjusted to the end of week 1 of the following term. The end date can be adjusted to give students longer if necessary.

A confirmation email can be sent to the administrator if required. This will be a summary of the emails sent. By default this is de-selected but can be selected if required.

The Confirmation Email Address is the address to which any confirmation is sent. This is set to the address of the HOD by default but can be altered here.

The last line shows all the other modules that share the same schedule as this module. Any changes made to the email schedule will affect all these modules by default. If you only wish to change the schedule for this module, select the **only change this module** option before clicking **Edit schedule**. This will create a new schedule for this group only with all the new settings, however the original schedule will remain unchanged for other modules.

All staff associated with a module will be able to view this information but only departmental level administrators, HoDs, course convenors and administrators will be able to modify the data. Teaching staff will only be able to view the information.

Multiple Evaluations

For modules that run over multiple terms it may be necessary to evaluate a single module multiple times throughout the module. This is now possible by clicking the multiple module evaluation button from the “**View/Edit Groups**” page. This shows a page similar to this:

LUVLE MyModules MyPlace MyPGR Services Help

CELT101

Advanced Teaching

Module Start Week = 1 (05/10/09)
Module End Week = 10 (11/12/2009)

Final Questionnaire: **Lecture based questionnaire**

Currently this module is only evaluated once. If you wish to specify additional evaluations before the end week of this module, choose the number of additional evaluations from the box below, complete the relevant fields and click "Save Changes".

No Additional Evaluations

Save changes

Return to module list

The module mnemonic is shown in large text at the top of the page and details from LUSI start and end weeks are also shown. The questionnaire that will be used at the end of the module is shown but cannot be changed from this page. This page cannot be used to change any of the details for the automatically created evaluation for the end of the module; the **View/Edit Groups** page should be used for this.

Use the pull down box to specify how many additional evaluations are required (a maximum of 3 additional evaluations is permitted). This will reveal the selected number of forms to complete.

LUVLE MyModules MyPlace MyPGR Services Help

CELT101

Advanced Teaching

Module Start Week = 1 (05/10/09)
Module End Week = 10 (11/12/2009)

Final Questionnaire: **Lecture based questionnaire**

Currently this module is only evaluated once. If you wish to specify additional evaluations before the end week of this module, choose the number of additional evaluations from the box below, complete the relevant fields and click "Save Changes".

2 Additional Evaluations

Name (e.g. CELT101a)	Date to begin evaluation	Date for deadline	Questionnaire
CELT101a	23/10/2009 <input type="button" value="select"/>	04/11/2009 <input type="button" value="select"/>	Lecture
CELT101b	07/01/2010 <input type="button" value="select"/>	20/01/2010 <input type="button" value="select"/>	Lecture

Save changes

Return to module list

Complete each of the boxes with the requested information; the name for the additional evaluation (a suggestion is made), the date to begin the evaluation, the date for the deadline, and the questionnaire that will be used. To select the dates, click the **Select** buttons next to the form field. When a date to begin the evaluation is chosen the deadline field will automatically be adjusted to the Sunday of the following week, this can be amended if necessary. *The week to begin the evaluation cannot be before the start date or after the end date for the module.* When all the information is completed, click **Save changes**. To abandon the changes, click **Return to module list**.

LUVLE | MyModules | MyPlace | MyPGR | Services ▾ | Help

CELT101

Advanced Teaching

Module Start Week = 1 (05/10/09)
Module End Week = 10 (11/12/2009)

Final Questionnaire: **Lecture based questionnaire**

Currently, this module is being evaluated more than once. Below are the details of the additional evaluations for this module. These evaluations are in addition to the automatically created one currently set for week 10.

Name	First/Next Email	Deadline	Questionnaire	Status
CELT101b	07/01/2010	20/01/2010	Lecture based questionnaire	Not Active
CELT101a	23/10/2009	04/11/2009	Lecture based questionnaire	Not Active

Once the changes have been made, the additional evaluations will be listed here along with whether the evaluation is inactive, active or finished. To change any details click ***Edit***.

LUVLE | MyModules | MyPlace | MyPGR | Services ▾ | Help

CELT101

Advanced Teaching

Module Start Week = 1 (05/10/09)
Module End Week = 10 (11/12/2009)

Final Questionnaire: **Lecture based questionnaire**

Currently, this module is being evaluated more than once. Below are the details of the additional evaluations for this module. These evaluations are in addition to the automatically created one currently set for week 10.

Name	First/Next Email	Deadline	Questionnaire	
<input type="text" value="CELT101b"/>	<input type="text" value="07/01/2010"/> <input type="button" value="select"/>	<input type="text" value="20/01/2010"/> <input type="button" value="select"/>	<input type="text" value="Lecture"/> ▾	<input type="button" value="Delete this evaluation"/>
<input type="text" value="CELT101a"/>	<input type="text" value="23/10/2009"/> <input type="button" value="select"/>	<input type="text" value="04/11/2009"/> <input type="button" value="select"/>	<input type="text" value="Lecture"/> ▾	<input type="button" value="Delete this evaluation"/>

The additional evaluations can be either edited or deleted as long as they are not active. To delete an evaluation, click the ***Delete this evaluation*** button. To edit the name, week, or questionnaire, make the changes in the appropriate boxes and click ***Save changes***. To add an additional evaluation, click ***Add additional evaluation*** and complete the boxes that are presented before clicking ***Save changes***. Any alterations can be abandoned by clicking ***Return to module list***.

Additional evaluations will appear in the list of modules in the View/Edit groups page and can be edited individually from here.

Email Template Editor

If you do not wish to use the default email template, a custom template can be created that is department specific. Opening the template editor will show you a list of all the current templates you have created.

Email Templates

Welcome to the design page for setting up email templates. From this page you will be able to create, preview and edit email templates

Available templates are listed below:

Name	Author			
Default_Initial	ellist	<input type="button" value="Preview"/>		
Default_Reminder	ellist	<input type="button" value="Preview"/>		
Maths leavers	ellist	<input type="button" value="Preview"/>	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Maths leavers-reminder	ellist	<input type="button" value="Preview"/>	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

These templates can be previewed, edited or deleted as appropriate. Select **Create New Template** to create a new template. The default emails can be viewed but not edited or deleted. All staff, except staff whose only role is “Teaching Staff”, can create and edit their own templates. HoD’s and departmental LUMES administrators can modify and delete all templates in their department.

Email Template Design

Please Enter the Name of the Template

Select who the email will be sent to

Please enter the wording for the subject of the email.

Please enter the body text of the email. To insert the link to the questionnaire use #link# in the text.

Please enter the wording for the link

Enter a name for the template which will identify it in the list. It is suggested that *DEPT_initial* and *DEPT_reminder* are used for templates that you wish to reuse for most modules (where *DEPT* is replaced with the mnemonic of the department). Email templates can be specified in the departmental default section to be used by all modules.

For the majority of cases, “only participants who have not completed the evaluation” is the best choice of who receives the email. This means that only those students who have not yet evaluated a module will receive the email.

Enter the wording for the subject of the email in the next box.

The large text box is for the body of the email and can be used to explain more about the evaluation process and to encourage students to complete the evaluation. It is important that the keyword *#link#* is placed somewhere in the body as this is where the hyperlink to the evaluation will be placed.

The wording for the link is used to replace the *#link#* keyword in the body and made into a hyperlink that can be clicked.

When all the fields are entered, the template can be previewed and then saved. Use the view/edit groups page to change which email template is sent to each module.

The Student Perspective

From a student point of view, when a module finishes, they will receive an email requesting that they evaluate the module. At the same time, a link will appear in the student's MyModules page. When they click on the link they will be taken to a page similar to this:

The screenshot shows a web interface for module evaluation. At the top, there is a navigation bar with links for LUVLE, MyModules, MyPlace, MyPGR, Services, and Help. Below this is a section titled "Module Evaluation" containing a welcome message and instructions. The message states that feedback is anonymous and should be used to improve courses, but it should not be used for personal attacks. It also provides a link to the university complaints procedure. Below the message is a list of modules with their current status and an expiry date. The first module listed is "Celt101 Introduction to teaching" with a "Start" button and an expiry date of 11/10/2009.

Module Evaluation

Thank you for taking the time to evaluate your completed modules. We keep track of the modules you have evaluated in order that you are not asked to respond more than once, but the feedback that you give is kept completely anonymous. All student feedback on modules is sent to departments who use this data to review and improve their courses. Please be careful if you choose to write any comments about individual members of staff and do not submit comments that could cause offence, particularly if it is based on gender, sexual orientation, nationality, colour, ethnic group, disability or other personal characteristics. Such could be classed as abuse or harassment which are both counter productive and against University rules. Any complaints regarding a module or individual members of staff should be processed through the university complaints procedure which can be accessed [here](#).

Below are a list of all your modules and their current status. Click the "START" button next the module to complete the evaluation.

Thank you again for your time, your input is greatly appreciated

Module Code	Module Title	Status
Celt101	Introduction to teaching	<input type="button" value="Start"/> (expires on 11/10/2009)

This page will list all the modules that are available for this student to evaluate. If they have already completed this module evaluation then they will not be able to redo it. The expiry date for the evaluation process for each module is also shown to the student. Clicking the **Start** button will open the evaluation questionnaire. Once they have completed the evaluations for all their modules, they will not receive any more reminder emails.

There is guidance given to students at the top of the page regarding anonymity and making unwarranted comments. If a module contains fewer than 6 students, then a warning will be shown which points out the possibility that anonymity could be compromised with so few respondents. There is also a reminder to students that the purpose of this feedback is to improve modules but making personal attacks on staff is unacceptable and will result in their feedback being deleted.

Reports

Reports will be generated automatically on the Monday after an evaluation period finishes. These reports will be emailed by default to the HOD, Course convener and to administrators specified in LUSI. Departments will be able to specify additional or alternate people to receive reports if required.

The reporting interface has been modified significantly this year giving much more functionality to departments. There are four parts to reports which can be accessed individually from the main staff page or from within the report editing page itself.

Create/Edit Report Templates

The screenshot shows the 'Templates' tab selected in a navigation bar. Below the navigation bar is a 'Create New Report' button. A list of report templates is displayed, each with a 'View Details' button and, for some, a 'Delete' button.

Report Name	View Details	Delete
Standard Report	View Details	
Standard Student report	View Details	
test3	View Details	Delete
Math_report	View Details	Delete

The Templates tab is used to create, edit or delete report templates. A report template is used to determine the look of the report and which features are included. The first page shows a list of all templates that are available. Some templates have been pre-created and are available to use and view but cannot be edited or deleted. HoD's and departmental LUMES administrators can create, view and delete all templates in their department. Course convenors and admin staff will be able to create new templates but are only able to modify and delete templates which they have created. All other staff can view the template details but not modify them. To view and/or edit a template, click the **View Details** button next to the relevant template or to create a new template, click **Create New Report**.

The screenshot shows the 'View Details' page for a report template named 'test3'. It includes a 'Report Name' field with 'test3' entered. Below this are sections for 'Statistics' and 'Display' with various checkboxes and a dropdown menu.

Report Name: test3

Statistics

- Show mean values
- Show median values
- Show mode values
- Show Standard Deviation
- Show Interquartile Range

Display

- Show Free Text Responses
- Graph choices
- Breakdown by group

Select group type: Tutorial

Select how to display the group data:

- Inline
- Grouped
- Breakdown individual results *N.B. This could give a very large report*

Buttons: Save Changes, Return to report list

Irrespective of whether you are editing an existing template or creating a new one, the next page will show the same features. The only difference will be the pre-selected options. When creating a new report, first give the report a name so that it can easily

be identified on subsequent pages. The feature choices are separated into two main themes: Statistics and Display. Under the Statistics options it is possible to choose any (or none) of the supplied statistical choices. *N.B. The statistics options apply only to Likert Scale questions.*

In the Display options the possible choices are:

- Show free text responses – If de-selected, this option will remove all free text response from the report and only report on the quantitative data. This option may be de-selected if delivering reports to students or posting on the internet.
- Graph choices – This option will add a small histogram next to each choice in a question showing the percentage number of respondents who chose each option giving a graphical representation of the responses. Deselecting this option will only show the results in a numerical form.
- Breakdown by group – This option is new for this year and allows for more flexible reporting. Using this option allows for reports to include a breakdown by events in LUSI such as seminar, tutorials, etc. Once the “breakdown by group” option has been selected, choose the group type to report on from the pull down list. Only one event type can be reported on at a time. A related option asks how the group data should be displayed. There are two options: inline or grouped. The inline option will display the breakdown at the question level and will produce a smaller report. If they are “grouped” then an individual report will be created for each group; this can be useful if a report is to be given to the leader of each group (seminar or tutorial tutor).
- Breakdown individual results – This option will create individual reports for each respondent so that a correlation between choices can be seen. *N.B. If there is a large number of responses, this option will create a very large report containing many pages.*

Once all the options have been set, click **Save changes** to create (or amend) the template. To cancel changes and return to the list, select **Return to report list**.

Access Control

The Access Control tab is used to determine the level of access to each individual module. Any setting modified on this page will override any departmental defaults, which in turn override the university set defaults for access. University defaults use the standard report template and reports are made available to HOD’s, Course Convenors and Module administrators which are all defined in LUSI (If the information recorded in LUSI is incorrect, the reports will be sent to the wrong individuals).

Module Mnemonic	Report template	HOD access	Course Convener access	Administrator access	Additional email addresses
Celt101	Standard Report	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text"/>
Celt102	Standard Report	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text"/>

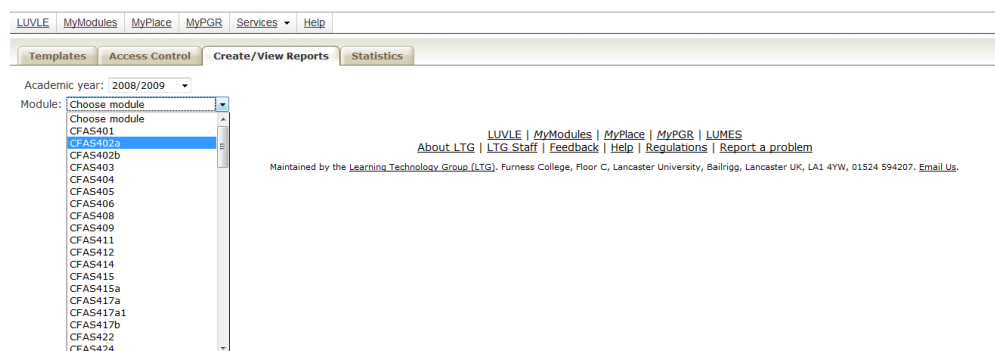
The opening page will show all modules, the report template currently set, and their current level of access. If departmental defaults have been defined, these will automatically be applied to this page.

To modify the report template, use the drop down box and select which report to use. To modify the access level, either select or de-select the role (HOD, Course Convenor, Administrator) by clicking in the appropriate box. If additional email addresses of individuals who are not one of the pre-defined roles are required, they can be added (or removed) from the Additional email addresses field. Multiple email addresses should be separated by a semi-colon (;). Once all modifications have been made, click **Save Changes**. N.B. Removing a HoD or course convenor access from this page will only apply to the automatic email which is sent at the end of the evaluation. Heads of Department and course convenors will still be able to view and create reports for modules from the *view/create Reports* screen on this page. Removing and admin access from this page will also remove the admin's privilege to view and create reports from the *view/create Reports* page.

View/Create Reports

This new feature available this year will allow staff to access past reports for modules and also to be able to create new reports using different templates. HoD's and departmental LUMES administrators will be able to view and create reports for all modules in the department. Course convenors and Directors of studies will be able to create and view reports for their own modules. Administrators, by default will also be able to create and view reports for the modules which they administer unless this is removed from the *Access Control* page. By default teaching staff will not be able to view and create reports for their modules unless their email address is added to the access control list on the *Access Control* page.

First select the academic year that you wish to see, this will then generate a list of modules with results for this particular year. If the module you wish to report on is not in the list, then there are no results for this module/year combination.



Next, select the module that you wish to report on. If a report has previously been created for this module/year combination, this will appear in the list below.

The filename of the report shows the module mnemonic, the academic year of the report and an ID number which corresponds to the report template used to create the report. The date that the report was created is also shown in the list. If you wish to view any of the available reports online, click the **View** button next to the chosen report. This will open a new window with the report (this can then be saved if required). Instead of viewing the report, it is also possible to save the report to your own computer for viewing later by clicking the **download** button; this will open a dialog box asking where you wish to save the file.

Alternatively, if a report hasn't already been created or if you wish to create a new report using a different template, then use the drop down box to select the report template and click the **Create New Report** button. You will receive a waiting page while the report is being generated, and then the new report will open in a new window to view. This report will then be available at a later date as one of the reports listed.

Statistics

A new feature this year is the availability of aggregated statistics so that module scores can be compared with Department, Faculty and University averages. All members of staff have access to this feature.

Only the responses to the core questions are currently reported on, so any optional or bespoke questions will not be included in these statistics.

Begin by selecting University, Faculty or Department statistics. Then choose whether you wish to restrict to either Undergraduate or Postgraduate modules only. Use the pull down box to select "All", "All Undergraduate", or "All Postgraduate". Finally, select the academic year that you wish to view. *N.B. If the current academic year is selected, then the statistics will continue to change as the year proceeds and so the final statistics will be different at the end of the year than they are in the middle.* Once all options have been selected, click **Get Statistics**. A "Please Wait" screen will appear

while the statistics are being generated. Once completed, a screen similar to the one shown below will appear.

The screenshot shows a web interface with a navigation bar at the top containing links for LUVLE, MyModules, MyPlace, MyPGR, Services, and Help. Below the navigation bar are tabs for Templates, Access Control, Create/View Reports, and Statistics. The main content area is titled "Aggregated Statistics for Department of Studies" and includes a note that the statistics are for the academic year 2008/2009, excluding optional questions. It states an Average Response Rate of 61.02%. A table displays statistics for four core questions: Mean, Standard Deviation, Mode, Median, and Inter-Quartile Range. A "Return" button is located at the bottom left of the table.

Question description	Mean	Standard Deviation	Mode	Median	Inter-Quartile Range
The module as a whole	3.98	0.98	4	4	2
The quality of teaching	3.94	1.1	5	4	2
Helpfulness of teaching staff	4.05	1	5	4	1
Your involvement in the module	4.13	0.91	4	4	1

The Aggregated Response Rate is shown above the table and then a list of all the core questions that have been used in questionnaires is shown within the table. Mean, mode, median, standard deviation, and inter-quartile range are all quoted for each question. Quoting all the statistics allows teaching staff to compare individual module reports with the aggregated statistics for department, faculty or university quickly and easily.

Appendix A – Default Questionnaires

This appendix contains examples of the four types of default questionnaires that are presented to the students when they click on the link in their MyModules page. The four types are Lecture-based, Dissertation-based, Project-based and Placement-based. Examples of default questionnaires for all four module types can be found below. In all questionnaires, Page 1 contains the standard questions (which cannot be modified) for that module type, while Page 2 contains the questions that can be deleted or modified, including questions chosen by the department.

1) Lecture-based questionnaire

This is the default questionnaire for lecture-based modules. The questions on page 2 can be modified to remove any of the default questions and add in questions from a bank of supplementary questions created by the departments.

Page 1/2

Lancaster University
Module Evaluation Questionnaire

Mnemonic: CELT999
Title: Lecture

How do you rate the following aspects of the ?

	Very Good				Very Poor
The module as a whole	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helpfulness of teaching staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your involvement (e.g. attendance, engagement) in the module	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What were the most valuable parts of the module?

How could the module be improved?

continue

Questionmark Perception licensed to Lancaster University

Lancaster University Module Evaluation Questionnaire
Mnemonic: celt999

Page 2/2

	Strongly agree				Strongly disagree
I learnt a lot from this module	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The module was well organised	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The module was intellectually challenging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teaching staff were well prepared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The aims of the module were clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[continue](#)

Questionmark Perception licensed to Lancaster University

2) Dissertation-based questionnaire

Page 1/2

Lancaster University
Module Evaluation Questionnaire

Mnemonic: CELT998
Title: Dissertation

How do you rate the following aspects of the ?

	Very Good				Very Poor
The dissertation module as a whole	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge gained	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your involvement (e.g. attendance, engagement) in the dissertation module	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What were the most valuable parts of the dissertation module ?

How could the dissertation module be improved?

[continue](#)

Questionmark Perception licensed to Lancaster University

Lancaster University Module Evaluation Questionnaire
Mnemonic: celt998
Page 2/2

	Strongly agree				Strongly disagree
I learnt a lot from this dissertation module	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The dissertation module was intellectually challenging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The aims of the dissertation module were clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The dissertation module was relevant for my degree scheme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[continue](#)

Questionmark Perception licensed to Lancaster University

3) Project-based questionnaire

Page 1/2

Lancaster University
Module Evaluation Questionnaire

Mnemonic: CELT997
Title: Project

How do you rate the following aspects of the project ?

	Very Good				Very Poor
The project as a whole	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge gained	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your involvement (e.g. attendance, engagement) in the project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What were the most valuable parts of the project ?

How could the project be improved?

[continue](#)

Questionmark Perception licensed to Lancaster University

Lancaster University Module Evaluation Questionnaire
Mnemonic: celt997
Page 2/2

	Strongly agree				Strongly disagree
I learnt a lot from this project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The project was intellectually challenging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The aims of the project were clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The project was relevant for my degree scheme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[continue](#)

Questionmark Perception licensed to Lancaster University

4) Placement-based questionnaire

Page 1/2

Lancaster University
Module Evaluation Questionnaire

Mnemonic: CELT996
Title: Placement

How do you rate the following aspects of the placement?

	Very Good				Very Poor
The placement as a whole	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The help from your academic supervisor during your placement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of supervision on your return to the university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The relevance of your placement to your degree scheme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience gained during your placement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your involvement (e.g. attendance, engagement) in the placement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What were the most valuable parts of the placement ?

How could the placement be improved?

[continue](#)

Questionmark Perception licensed to Lancaster University

Lancaster University Module Evaluation Questionnaire
Mnemonic: celt996

Page 2/2

	Strongly agree				Strongly disagree
I learnt a lot from this placement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The placement was intellectually challenging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The aims of the placement were clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The placement was relevant for my degree scheme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[continue](#)

Questionmark Perception licensed to Lancaster University

Appendix B – List of Optional Questions

This is a list of all the optional/additional questions that are available to choose for page 2 of the questionnaire. The 2nd column shows which type of questionnaire the question is available to.

Key

L = available to lecture-based questionnaires

D = available to dissertation-based questionnaires

Pr = available to project-based questionnaires

Pl = available to placement-based questionnaires

All questions are Likert Scale with a scale of “Strongly Agree” to “Strongly disagree”

Module Aims	
The aims of the module were appropriate	L,D,Pr,Pl
This module had a coherent structure	L
I understood the aims of this module	L,D,Pr,Pl
Module Organisation	
The organisation of this module was excellent	L
The module administration was effective in supporting my learning	L,D,Pr,Pl
The recommended reading was appropriate	L
Module Outcomes	
I developed new knowledge on this module	L,D,Pr,Pl
I developed new skills on this module	L,D,Pr,Pl
This module stimulated my enthusiasm for further learning	L,D,Pr,Pl
Learning Activities	
I found this module intellectually stimulating	L,D,Pr,Pl
I worked hard on this module	L,D,Pr,Pl
I enjoyed the learning activities on this module	L
There were sufficient opportunities for discussion on this module	L
Learning Resources	
The virtual learning environment supported my learning on this module	L,D,Pr,Pl
The handouts from this module were helpful	L
The library resources are appropriate for my needs	L,D,Pr,Pl
Teaching	
I learnt a lot from the laboratory sessions	L
The demonstrators were helpful	L
The laboratory sessions were well organised	L
The laboratory sessions were well supervised	L
The practicals were worthwhile	L
The seminars were worthwhile	L

The tutors were helpful	L
The workshops were worthwhile	L
I received valuable guidance from my supervisor during the research phase of my project	Pr
I received valuable guidance from my supervisor during the writing up phase of my project	Pr
Workload	
The workload on this module was too heavy	L
The workload on this module was more than on other modules	L,D,Pr,Pl
I was given enough time to understand the things I had to learn	L
Assessment and Feedback	
I was given appropriate guidance on the assessment for this module	L,D,Pr,Pl
I enjoyed completing the assessment for this module	L,D,Pr,Pl
I learnt a lot from the assessment of this module	L,D,Pr,Pl
Tutor feedback on this module helped me to learn	L
Tutor feedback on this module was given in a timely fashion	
Generic Skills	
The module has helped me to develop my teamwork skills	L
The module has sharpened my analytic skills	L,D,Pr,Pl
The module has helped me to develop the ability to plan my own work	L,D,Pr,Pl
The module has improved my skills in written communication	L,D,Pr,Pl
The module has developed my problem-solving skills	L,D,Pr,Pl
Learning Community	
Students' ideas and suggestions are listened to during the module	L
I benefited from being in contact with active researchers	L
I was able to explore academic interests with staff and students	L

Appendix C – Example Report

This is an example of a default report generated automatically after an evaluation has ended. Some of the options can be modified by departments.

Module Feedback Report Sheet

Module Name	CELT101
Title	How to do Demos
Date	7/9/2007
Number of Responses	6/8
Percentage Response	75.00%

Question 1 -The module as a whole
 Mean score =3.83
 Standard Deviation =1.60

Option	Frequency
5 Very Good	3
4	1
3	1
2	0
1 Very Poor	1

Question 2 -The quality of teaching
 Mean score =4.00
 Standard Deviation =0.89

Option	Frequency
5 Very Good	2
4	2
3	2
2	0
1 Very Poor	0

Question 3 -Helpfulness of teaching staff
 Mean score =4.00
 Standard Deviation =1.26

Option	Frequency
5 Very Good	3
4	1
3	1
2	1
1 Very Poor	0

Question 4 -
 What were the most valuable parts of the module?

I enjoyed the lectures
I liked it all
it all was excellent
There wasn't much that was good about this course

Question 5 -How could the module be improved?

Have more practicals
Nothing to improve
Improve the handouts and have more 1 to 1 sessions

Question 6 -I learnt a lot from this module
 Mean score =3.83
 Standard Deviation =1.17

Option	Frequency
5 Strongly agree	2
4	2
3	1
2	1
1 Strongly disagree	0

Question 7 -The module was well organised
 Mean score =3.50
 Standard Deviation =1.52

Option	Frequency
5 Strongly agree	2
4	1
3	2
2	0
1 Strongly disagree	1

Question 8 -The module was intellectually challenging
 Mean score =3.83
 Standard Deviation =1.17

Option	Frequency
5 Strongly agree	2
4	2
3	1
2	1
1 Strongly disagree	0

Question 9 -The teaching staff were well prepared
 Mean score =3.83
 Standard Deviation =0.75

Option	Frequency
5 Strongly agree	1
4	3
3	2
2	0
1 Strongly disagree	0

Question 10 -The aims of the module were clear
 Mean score =3.33
 Standard Deviation =1.37

Option	Frequency
5 Strongly agree	1
4	2
3	2
2	0
1 Strongly disagree	1

