



University of  
**Strathclyde**  
Glasgow

# THE UNIVERSITY OF STRATHCLYDE

[www.strath.ac.uk](http://www.strath.ac.uk)

# A DYNAMIC APPROACH TO MODULE EVALUATION

**Brian Green  
Caroline Breslin  
Jacquie Jahn  
Lorna Robertson**



# ABOUT THE UNIVERSITY

- Founded in 1796 by Professor John Anderson as *'a place of useful learning'*
  - An educational reformer with the goal of education for all
  - We remain true to this aim today
  - A values-based Socially Progressive Institution
- Our values – people-oriented, bold, innovative, collaborative, ambitious



Times Higher Education University of the Year 2012 & 2019  
Times Higher Education Widening Participation Initiative of the Year 2019  
The University of Strathclyde is rated a QS 5-star institution

WINNER  
UK UNIVERSITY  
OF THE YEAR  
FOR A SECOND TIME



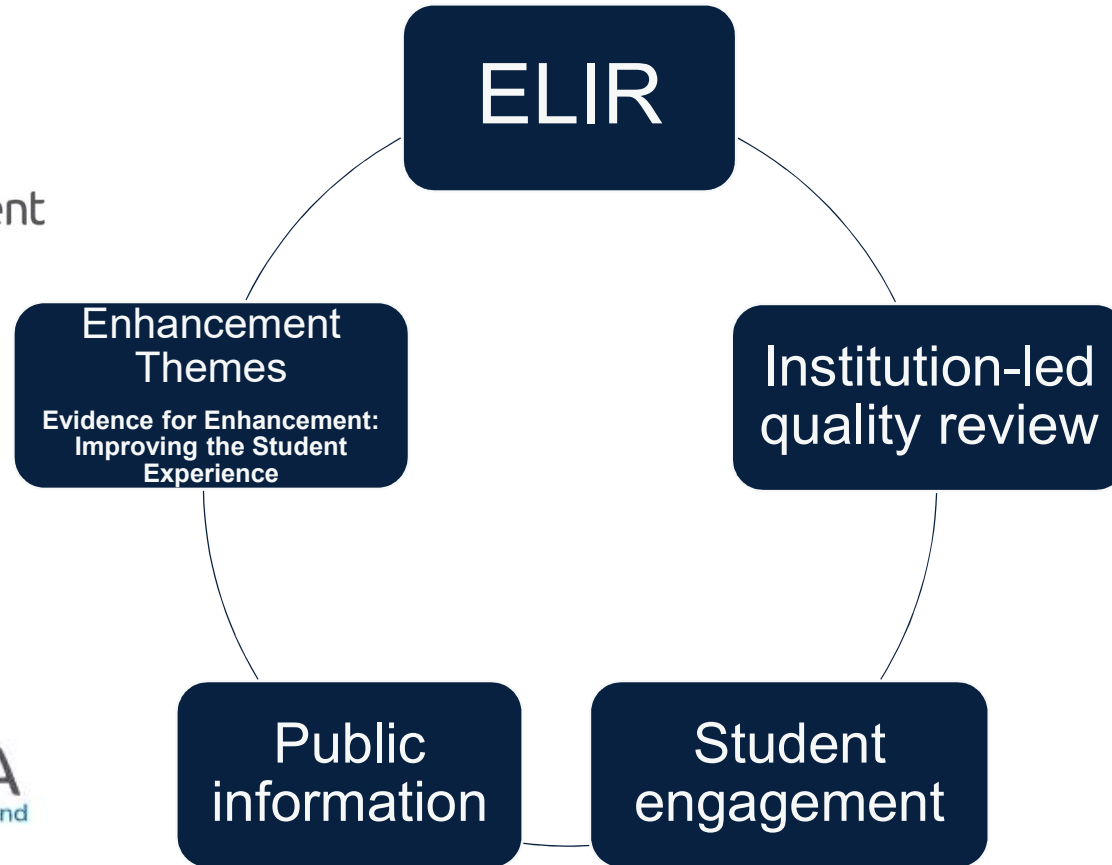
THE QUEEN'S  
ANNIVERSARY PRIZES  
FOR HIGHER AND FURTHER EDUCATION  
2019

# ABOUT THE UNIVERSITY

- 3<sup>rd</sup> largest university in Scotland and a leading international technological university
  - Engineering
  - Humanities and Social Sciences
  - Science
  - Strathclyde Business School
- One of the top 20 research-intensive universities in the UK (REF 2014)
- Excellent performance in Scottish Quality Enhancement Framework; including external review (ELIR)



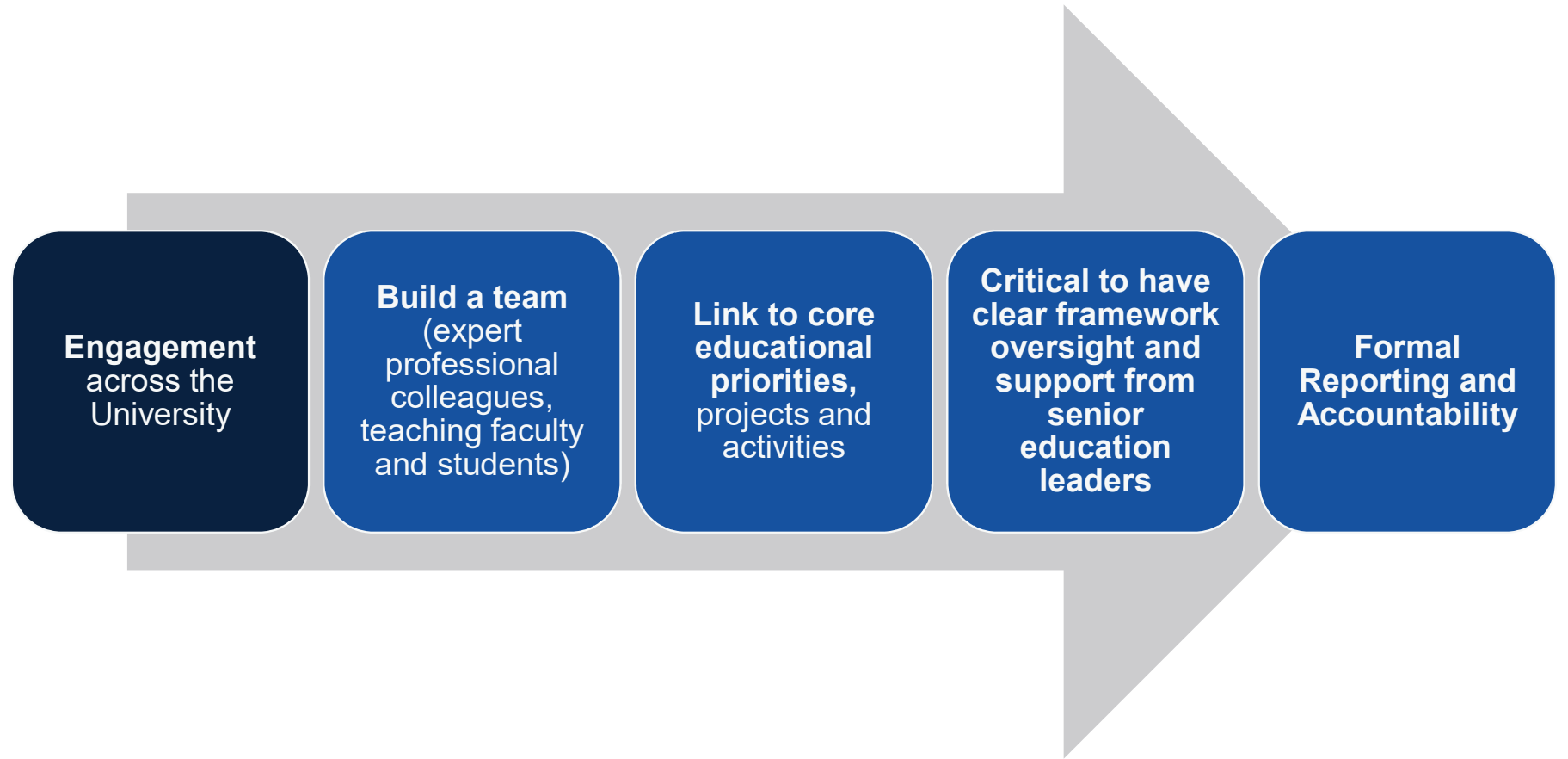
# QUALITY ENHANCEMENT FRAMEWORK



# UNIVERSITY OF STRATHCLYDE – 2019 ELIR COMMENDATIONS

1. Institutional approach to articulating and implementing **vision**;
2. Benefit to learning and teaching of **institutional links** with industry;
3. Working in **partnership** with students;
4. Availability and use of **data** to inform decision making;
5. Approach to **digital** education;
6. Alignment of **staff** development with institutional strategy;
7. **International** outlook and opportunities.

# OUR APPROACH TO IMPLEMENTING EDUCATION ENHANCEMENT PROJECTS

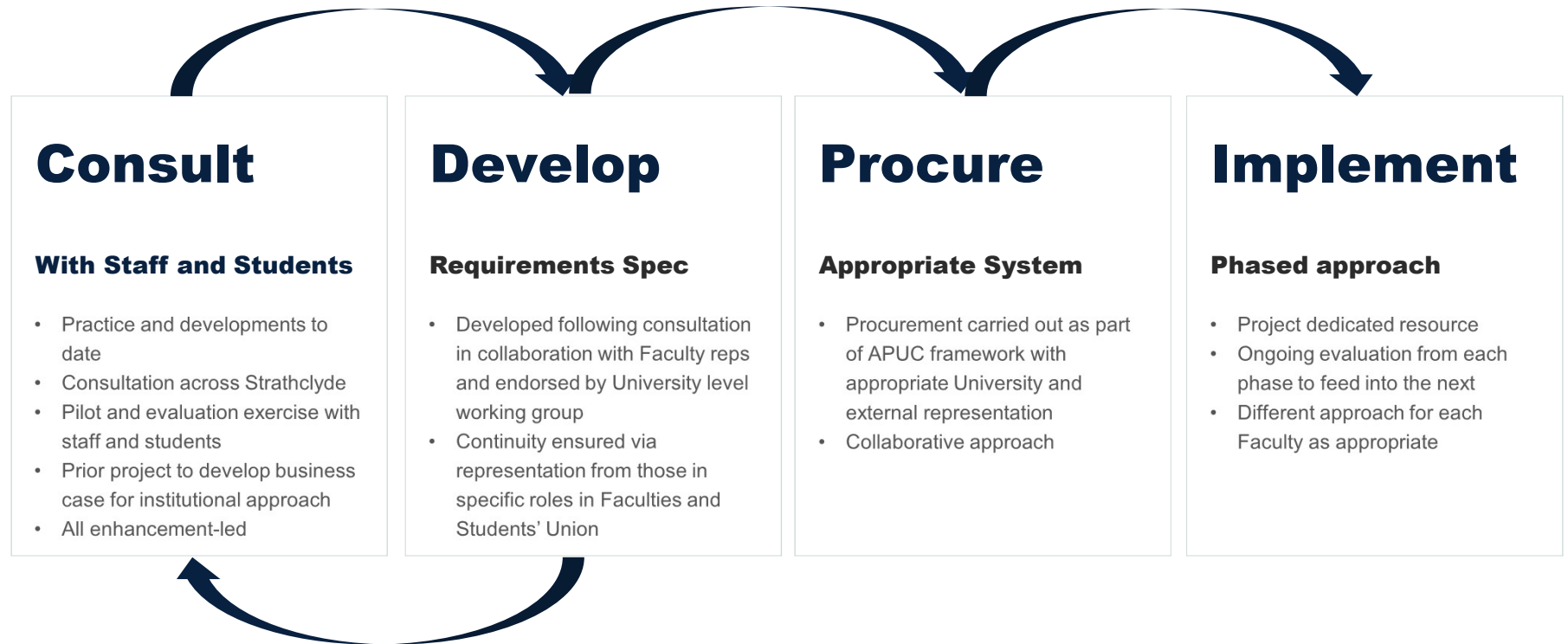


# GOVERNANCE





# ***STUDENT MODULE EVALUATION AT STRATHCLYDE***





# POLICY DEVELOPMENT

- Parallel activity – phased implementation allows practice *to inform* policy development
- *Enhancement-led* approach

# DYNAMIC GOVERNANCE *PROJECT BOARD*

## Sponsor

### Deputy Associate Principal (L&T)

Leadership, buy-in, expectation of adoption of University level approach at Strathclyde

## Students

### Students' Union Rep

StrathUnion VP Education is formal member of Project Board

## Faculties

### All Vice Deans (Academic)

Ensuring academic representation  
Leading implementation in  
Departments and Schools

*Representation changes over time*

## Professional Services

### Multiple Areas

Student Surveys  
Information Services  
Programme Management Office  
Procurement

*Representation changes over time*

## Dynamic remit and membership

**Reporting to University level Education Strategy and Learning Enhancement Committees**

# PUTTING THE APPROACH INTO PRACTICE



# ENGAGEMENT

- **Iterative** process
- **Collaboration** with participants and academic representation from all 4 Faculties
- **Flexibility** to make solution work for all Faculties
- **Communications** strategy and planning integral to project plan
- **Student representation** in Project Board

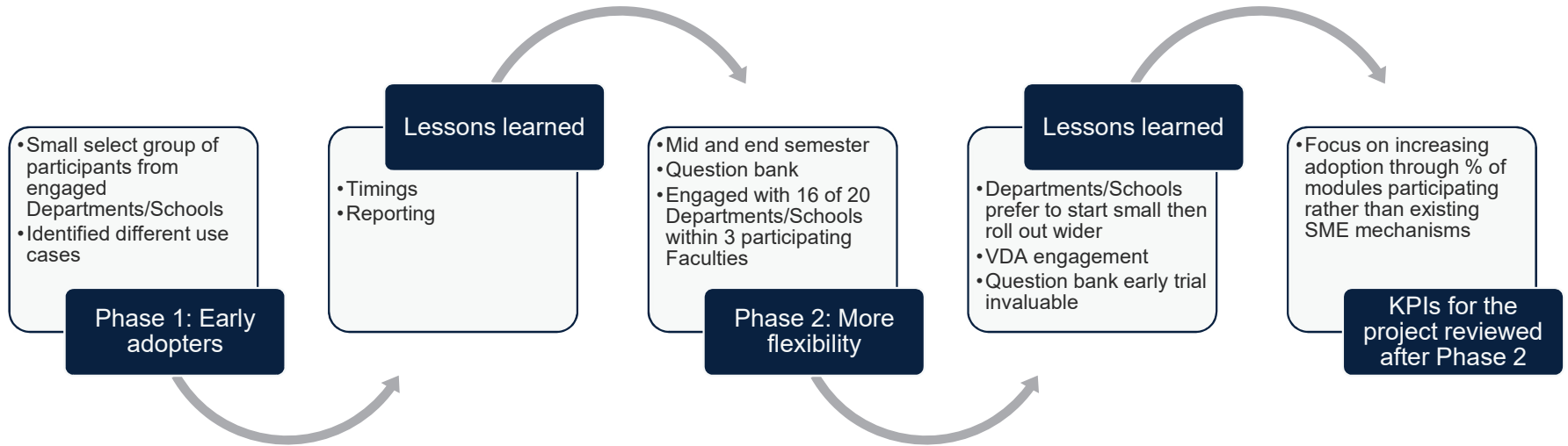


# INTEGRATION

- Blue integrated with LMS (Moodle) – accessed via Single Sign On
- Learning Technology expertise invaluable for project team
- Steep learning curve in practice thanks to added flexibility and complexity with each rollout phase



# OUR JOURNEY SO FAR



# NEXT STEPS FOR 2020-21: PHASE 3

## Customisation

- Module leaders able to customise their approach via LMS
- Quick settings to opt in and select evaluation dates



## Functionality

- Dynamic dates
- Question personalisation
- Dynamic report access
- Department / hierarchy-based response rate monitoring



## Wider Adoption

- Larger scale rollout in line with our new KPIs
- Increased engagement and communications





University of  
**Strathclyde**  
**Glasgow**