



TEACHING AND MODULE EVALUATION POLICY

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RELATED DOCUMENTS

UJ Documents	Other
<ul style="list-style-type: none"> • Framework for the Professional Development of Academic Staff • Framework For Peer Evaluation Of Teaching • Charter of the Senate Teaching and Learning Committee (STLC) • Teaching and learning policy • Teaching and learning strategy • Programme Policy; • Assessment Policy; • Policy on Higher Degrees and Postgraduate Studies; • Policy on Experiential Learning; • Policy on Recognition of Prior Learning; • Policy on People with Disabilities; • Language Policy; • Programme Policy; 	<p>National documents</p> <ul style="list-style-type: none"> • HEQC June 2004. Framework for institutional audits. Pretoria • HEQC June 2004. Criteria for institutional audits. Pretoria • HEQC 2002: Framework for programme. Pretoria • HEQC 2002: Criteria for programme accreditation. Pretoria • DHET 2018: Framework for Enhancing Academics as University Teachers
Divisions, Constituents and/or Individuals Affected by the Policy	Executive Deans; Heads: Academic Departments; Lecturers (Part-time and Full-time); Heads Division for Academic Planning, Quality Promotion and Academic Staff Development
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1. PREAMBLE

The University of Johannesburg regards teaching as one of the core functions of the academic staff. As set out in the UJ Strategic Plan, the University is committed to offering quality education to the students. This policy is aligned with the UJ vision, mission, strategic goal 2, (excellence in teaching), Teaching and Learning Policy, Teaching and Learning Strategy Quality Promotion Policy and Quality Promotion Plan.

UJ seeks to follow an integrated, flexible, holistic and criterion-based approach to teaching evaluation. Evaluation will draw on multiple data sources, and will include reflections from the academic on his/her teaching, consultation with students by means of a student evaluation questionnaire, input from the Head of Department and other peers, and any external inputs, e.g. from external assessors. This will allow richer analysis of the quality of teaching and of modules.

This Policy focuses on the evaluation of teaching and modules by students for all modes of delivery (contact, online and blended).

2. PURPOSE

The purpose of this policy is to:

- establish a clear framework of requirements, guidelines and procedures for the regular student evaluation of teaching/modules at undergraduate and postgraduate level;
- assist in the monitoring and reviewing of the quality of teaching and modules; and
- assist academics to continuously improve their teaching practice and the modules.

3. SCOPE

This policy applies to all permanent, fixed contract and temporary academic staff teaching a module or part of a module in an accredited undergraduate and/or postgraduate academic programme. The teaching and module evaluation referred to in this policy is student feedback.

4. PRINCIPLES

- Academics take ownership of good teaching, the evaluation of teaching and improvements;
- Academics undertake self-reflective evaluation of their teaching and modules on an ongoing basis;
- Regular evaluation by students is compulsory for improvements in teaching and learning, promotion and professional development;
- Teaching and module evaluations are confidential and student responses remain anonymous;
- Teaching and module evaluations are central in the monitoring and review.

5. EVALUATION

Evaluation encompasses evaluating teaching and modules at under- and post-graduate levels from the perspective of both the discipline concerned and higher education teaching practices more generally.

To ensure an integrated approach, the following aspects of the teaching process are included in teaching/module evaluations.

- Lecture preparation, presentation, interaction with students and learning activities etc.;
- all formative and summative assessment activities such as examination/test papers, practical examinations, assignments, projects etc.;
- learning guides, programme and module curricula, learning tasks, resources etc.;
- postgraduate supervision;

- academic development and support of learning, tutoring and academic literacy.

6. TEACHING EVALUATION

6.1 Purpose of teaching evaluations

The specific purpose of conducting student evaluation of teaching is to regularly and systematically gather information that can be used:

- to determine the quality of teaching;
- to gauge student response to materials and the ways in which they are presented;
- to improve teaching and therefore learning through development;
- to identify good practice and experts (champions) who can contribute to building a learning community of teaching practice;
- as evidence for teaching portfolios;
- in academic staff promotions, performance management processes and staff development plans; and
- to encourage academic staff to engage in the scholarship of teaching and learning by critical reflection.

6.2 Teaching evaluation methods

- The primary, university-wide, method for the evaluation of teaching is the student evaluation of teaching (SET).
- The reliability of the results of teaching evaluation done by students can be affected by factors such as size of the class, response rates, and timing of SET, and should be taken into account when interpreting the results.
- Students complete the questionnaire anonymously. This system allows students to express their opinions freely, without fear of retribution or risk of misrepresentation of the results.

6.2.1 Questionnaire for student evaluation of teaching

The SET questionnaire is designed to:

- be both systematic and complete in its coverage of the appropriate issues to be evaluated. It can therefore be used in a diagnostic and formative way but can also be used summatively;
- allow academics to ask questions about area(s) of particular interest, such as or specific features of teaching, or an area where they need more information than the mandatory questions alone provide. In this way the questionnaire can be sensitive to individual evaluation needs and specific teaching contexts; and
- provide academic staff with qualitative comments.

6.2.2 Content and design of questionnaires

The UJ student evaluation of teaching questionnaire consists of:

- (a) A set of mandatory questions
- (b) Optional, questions selected by the academic focused on the following aspects¹:
 - i. Teaching or supervision

¹ During the COVID-19 pandemic all undergraduate modules were evaluated in order to learn about students' experiences of online teaching and learning using a shorter questionnaire comprising only mandatory questions for both teaching and module evaluations.

- ii. Communication and class interaction
- iii. Online or blended activities/engagements, as applicable
- iv. Outcomes, assessment and feedback
- v. Learning materials
- vi. Technology assisted learning
- vii. Tutorials, clinical sessions, practical and laboratory work
- viii. Guest lecturers and seminars.

7. MODULE EVALUATION

7.1 Purpose of module evaluation

The specific purpose of conducting student module evaluations is to:

- facilitate the regular student evaluation of a module to ensure that the module is contributing to learning in the programme as intended, and that student experiences of learning outcomes are consistent with those stated for the module.
- encourage academics to evaluate the quality of the modules they teach by linking the module evaluation process with academic staff promotion and performance management processes including the compilation of teaching portfolios.
- encourage academics to engage in the scholarship of teaching and learning by reflecting, in the light of student evaluation data, on the module design and delivery and the development of new approaches.

7.2 Module evaluation methods

The primary, university-wide, method for the evaluation of modules is referred to as student evaluation of modules (SEM).

7.2.1 Questionnaire for Student evaluation of a module

The SEM questionnaire is designed to:

- be both systematic and complete in its coverage of the appropriate issues to be evaluated. It can therefore be used in a diagnostic and formative way but can also be used summatively.
- allow academics to ask questions about area(s) of particular interest, including the specific features of a module. In this way the questionnaire can be sensitive to specific evaluation needs and module contexts.
- provide academics with qualitative comments.

7.2.2 Content and design of questionnaires

The questionnaire for the student evaluation of modules consists of two sections:

- Mandatory questions which are the same across the whole institution.
- Optional, questions selected by the academic focusing on the following aspects (to be adapted for postgraduate modules):
 - i Learning outcomes
 - ii Assessment tasks and feedback
 - iii Module content
 - iv Learning experience
 - v Organisation and management
 - vi Learning guides, resources and materials

- vii Expectations of students
- viii Module presentation and activities
- ix Practical, clinical and laboratory work.

8. TEACHING AND MODULE EVALUATION REQUIREMENTS

- All first-year modules will be evaluated annually.
- All undergraduate modules will be evaluated annually, as determined by MEC.
- Compliance with evaluation requirements is to be monitored by the Head of Department.
- In the case of postgraduate modules, evaluations should be conducted at least every two years.
- The Dean and/or Head of Department may request teaching or module evaluations, with the consent of the lecturer.
- The academic should complete the online request form and submit it to the Centre for Academic Staff Development.
- All teaching and module evaluations by students are administered by the Centre for Academic Staff Development, which will:
 - schedule teaching and module evaluations after a formal electronic request has been received.
 - provide an electronically generated report to the academic, Head of Department and Dean.
- offer appropriate developmental and support opportunities to academics where the teaching or module evaluation/s indicate areas for improvement.