Transforming module reports into valuable quality assurance resources

Transforming module reports into valuable quality assurance resources

The standard Blue module survey reports are powerful and useful.

But they only present data from one perspective – they do not present a holistic view of a module or prorgramme.

Could we build on Blue's reporting processes to create a report that does present a holistic view of a Programme, that provides all the information that is required for colleagues to complete their annual quality assessment?

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Attendee poll

Do you close the loop to students within Blue? – Yes/no

Do you ask Programme level questions as part of module survey? Yes /No

Do you bring module performance data into Blue reports? Yes/No

Annual quality assessment process

Existing process	Possible improvement – is it possible in Blue
Departments are provided with a template Word document.	Could we present all necessary data in one report?
Programme Directors are asked to write their reflections on key data, areas of good practice, and areas of concern.	Could we complete this in Blue?
Liaison with departmental colleagues (off-line).	Sending the reports in Blue ensures those who need the reports receive them in consistent manner.
Reports are collated centrally. Despite providing a template, the end result are not consistent, so are not so easy to interact with.	A Blue report would be consistent, and use Blue's reporting and display functionality.

Why consider using Blue for quality assessment report?

- Powerful visual reporting engine

- Distributed report viewers

- Durable format - pdf, easy to share and refer back to

- Provide colleagues with consistent information – Tableau reports are powerful, but quantity of data can be overwhelming; not easy to share a filtered view with others.

- Group By reports are created consistently, facilitates easier review and action.

- Allows us to create tasks within Blue for staff to complete to add comments to their reports.

- Bring all data into one report – quantitative data, student comments, and staff reflections, with greater automation.

Creating Annual Quality report using Blue

Sections	Previous process	Proof of concept
1. Key Programme data:	Tableau reports	Add the Key Information to our Blue Module / Programme datasources
2. Programme survey results	Did not exist	Add Programme questions to module survey.
3. Module leader reflections	Did not exist	Create a task in Blue for Module Leaders.
4. Key Module data	Tableau reports	Add the Key Information to our Blue Module / Programme datasources
5. Student module feedback	Blue	Blue
6. Programme Director comments, best practice and areas of concern.	Gathered over email, edited and added to a Word template.	Create a task in Blue for Programme Directors.

Before starting - linking Prog to Module

We didn't have Programme-Module relationship in any of our institutional data.

We also had to create Programme Director – Programme link.

Created it through adding additional demographics to the Student-Module relationship datasource.

- Useful webinar: Preparing your data to take advantage of relationship demographics in Blue

AQ Report section 1 –Key Programme / Module data

The Annual Quality Assessment asks colleagues to analyse and reflect on key module / programme data.

- Continuation, Pass rate, Attendance rate, Awarding gap, Benchmarks

Challenge to overcome: these data were not in our Blue datasources.

Hardcoded these into the module datasource.

	A	B	F	I	K	L	M	N	O	P	Q	
1	MODULE_ID	MODULE_NAME	TERM	SCHOO	DEPAR	CONT_	CONT_	PASS_R	PASS_E	ATTEN	ATTEN	MO
2	SCPS205H7_2223_AAA	SCPS205H7_2223_AAA Developmental Science	2022/3 Au	School of	Psycholog	85.6	84.2	82.5	78.5	59.9	68.4	###
3	SCPS206H7_2223_AAA	SCPS206H7_2223_AAA The Psychology of Individ	2022/3 Spi	School of	Psycholog	75.6	84.5	86.9	84.1	66.2	69.1	###
4	SCPS207H7_2223_AAA	SCPS207H7_2223_AAA Learning, Memory, and Cc	2022/3 Au	School of	Psycholog	75.0	78.8	87.1	83.8	69.3	68.8	###
5												
6												

AQ Report Section 1 –Key Programme / Module data

Annual Quality Assessment Section 1 - Key Programme Information

Module	Continuation rate	Continuation benchmark	Pass rate	Pass rate benchmark	Attendance rate	Attendance rate benchmark
SCPS205H7_2223 _AAA Developmental Science	85.6	84.2	82.5	78.5	59.9	68.4
SCPS206H7_2223 _AAA The Psychology of Individual Differences	75.6	84.5	86.9	84.1	66.2	69.1
SCPS207H7_2223 _AAA Learning, Memory, and	75.0	78.8	87.1	83.8	69.3	68.8

AQ Report section 2 – Programme questions in module survey

Added Programme related questions in the regular module surveys, which are sent to the PD.

We are not asking students to complete another survey, but using the existing surveys to ask about Programme too.

AQ Report section 2 – Programme questions in module survey

How the module fits in within your programme

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	Not applicable
The module built on what I have learnt in previous modules.	○	○	○	○	○	○
This module gave me the chance to bring together information and ideas from different topics	○	○	○	○	○	○
The workload expected on this module was heavier than that of my other modules this year	○	○	○	○	○	○

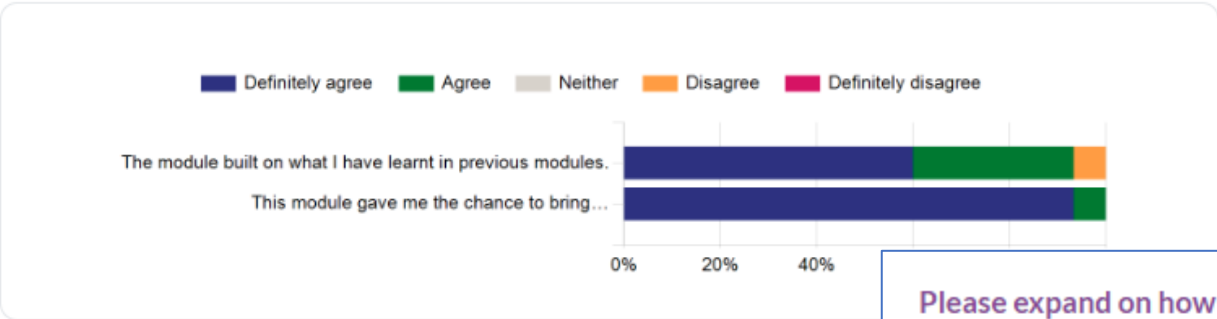Please expand on how well you believe the module fits within your degree programme.

Enter text here...

Click Next to continue.

AQ Report section 2 – Programme questions in module survey

Programme questions

Please note that a higher response to these question is not necessarily better. The questions are intended for information, not are not used in any ranking.

Legend: ■ Definitely agree ■ Agree ▨ Neither ■ Disagree ■ Definitely disagree

- The module built on what I have learnt in previous modules.
- This module gave me the chance to bring…

The module built on what I have learnt in previous modules.				
	Interpolated Median	Def agree & Agree	Def agree	Agree
Overall	4.67	93.3%	60.0%	33.3%

Please expand on how well you believe the module fits within your degree programme.

Comments

I am a psychoanalytic studies student, this module helped read Freud from social point of view. And also gave me the opportunity to think about how to apply psychoanalysis outside the clinic and into different areas of life.

I felt that the module fit very well with my degree, especially since it not only stayed within the confines of what we covered in my previous module but also as it challenged me to consider approaches and perspectives which I had not yet had the opportunity to consider.

In addition, I felt that it was specific enough to help me to better gauge where my own interests lie and encourage me to consider which path I would like to pursue as I continue along with my degree.

I loved the psychoanalysis subject which widened the spectrum of cultural diversity and understanding of other ideas of people. Hence it fits in the cultural literature pretty well.

AQ Report section 3 – Module leader reflections

Closing the loop process implemented ever since we implemented Blue.

Process: a separate Blue project with the module leader given a Fill Out task. Then in the module report, map the two projects to create one report.

Closing the Feedback Loop webinar:
https://onlinehelp.explorance.com/blue/Content/webinars/materials/2020/202006studrep.pdf

Closing the Loop – response from the module convenor

The Module Convenors' closing the loop comments will be added to this section when received (please note that it may take 24 hours for the comments to be updated onto the report after you have completed the closing the loop process).

Please summarise strengths identified in the student feedback

Comments

The engagement with Freud as a social thinker and a way of reading literary writing which can be placed in dialogue with psychoanalysis. The range of material even when this involved forms of writing and thinking with which the student was not necessarily familiar. The quality of interaction, genuine listening and dialogue shared by the participants on the course.

Please identify what actions you intend to take the next time you run the module, in response to the feedback.

Comments

In response to the varying comments on the relationship between the psychoanalytic and literary/cultural components of the course, I will be keen to foreground this question and give it more time next year.
I will also hope to:
– find more time for discussion of the essays
– give clearer guidance on marking criteria
– gauge carefully the preference for small group or single large group discussions
– provide time for a reassessment of the Freud material at a later stage in the course.
Thank you all!

AQ Report Section 3 - Module leader reflections

- Expanded Closing the Loop to invite module leaders to add their reflections, not shared with students.

- Module leaders have embraced the option - provide valuable contemporaneous comments that provide context, explanation, or additional information.

- Has facilitated gathering additional information and context that would otherwise be lost.

- Useful for module leaders to review when they run the module again, and for annual quality processes.

- We can then collate these responses and send to colleagues – eg a great way to review comments to identify ideas for best practice workshops, teaching awards etc.

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AQ Report Section 3 - Module leader reflections

Module Review
Your responses to the following question will be sent to the Programme Director and Head of Department and will be added to the module convenor report so you can also view them in future). Your response will not be viewed by students.

Please add your reflections on the module, what has worked well and any changes that you plan to make the next time you run the module.

> Enter text here...

Closing the loop
Your responses to the following questions will be added to the student report and shared with students, and will also be added to the module convenor report.

Please summarise strengths identified in the student feedback

> Enter text here...

AQ Report section 3 - Module leader reflections

Please add your reflections on the module, what has worked well and any changes that you plan to make the next time you run the module.

Comments

CMB now has run 3 times. If I do say so myself, I feel it is one of my most organised and coherent modules...I have produced a very thorough supply of instructor-authored learning materials, including written documents and screencasts. Coverage by formative MCQ Tests is very good across the topic areas. The subject matter is relatively challenging for students, but not to the point that many cannot perform very well and achieve excellent grades. The content articulates very logically with preceding and following modules. There is a lot of "application" and/or "evaluation" built-in to the teaching and the assessment.

Going forward, I remain somewhat uncertain of the best assessment strategy for this module. Heretofore, it has relied on online tests where students' activities are unmonitored. I would prefer that at least some assessment tasks were performed under supervised conditions. We will be reviewing our assessment strategy prior to the 23-24 AY and I plan to make what adjustments make sense globally to the programme.

Comments

I feel satisfied with the way the module run this year. Overall, I think it provided a stimulating environment where students engaged with several practical aspects of omics data analysis. We covered a lot of ground in a relatively short period of time and this comes with its own challenges but some compromises must be made in terms of breadth vs depth of coverage. Timely feedback remains the most challenging part of running this and other modules. Despite shortcomings in feedback, the positive response to how supported students felt indicates that overall this was not a serious issue this year.

11/05/2023

AQ Report section 4: Module student survey results

We can also add any of the results from the module survey for the modules on the programme.

Teaching staff demonstrated subject matter expertise	Interpolated Median	Def agree & Agree %	Def agree	Agree	Neither	Disagree	Def disagree
Overall	4.90	100.0%	83.8%	16.2%	0.0%	0.0%	0.0%
Module: - ▓	4.81	100.0%	72.3%	27.7%	0.0%	0.0%	0.0%
Module: - ▓	4.90	100.0%	83.7%	16.3%	0.0%	0.0%	0.0%
Module: - ▓	4.53	85.3%	51.5%	33.8%	10.3%	1.5%	2.9%
Module: - ▓	4.91	98.4%	84.4%	14.1%	1.6%	0.0%	0.0%

Report section 5: Programme Director comments

Create a project for Programme Directors to add their comments to the report.

Same process as for the module convenor closing the loop process.

The workload expected on this module was heavier than that of my other modules this year

	Interpolated Median	Def agree & Agree	Def agree	Agree	Neither	Disagree	Def disagree
Overall	3.06	29.5%	16.1%	13.4%	46.4%	16.1%	8.0%
Module: - ▓	3.17	34.0%	14.9%	19.1%	48.9%	6.4%	10.6%
Module: - ▓	3.50	50.0%	23.8%	26.2%	31.0%	11.9%	7.1%
Module: - ▓	3.42	46.9%	15.6%	31.3%	39.1%	9.4%	4.7%
Module: - ▓	3.35	45.0%	26.7%	18.3%	33.3%	18.3%	3.3%

Programme Director comment

There is no data to show.

Programme Director comments to be added.

Bringing it all together

We run 3x separate module survey projects per year. To create a Programme level report, need to merge the results of the 3 projects into one report (mapping won't work as the report is Group By on a Rater Datasource).

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Benefits of integrating the quality report in Blue

- Head of Department and senior staff now have a single comprehensive report for each Programme.

- Consistent structure make the reports easier to anlayse and discuss at departmental committees.

- Holistic – variety of data created available in one single report in a durable format with data presented alongside the commentary, rather than in reports.

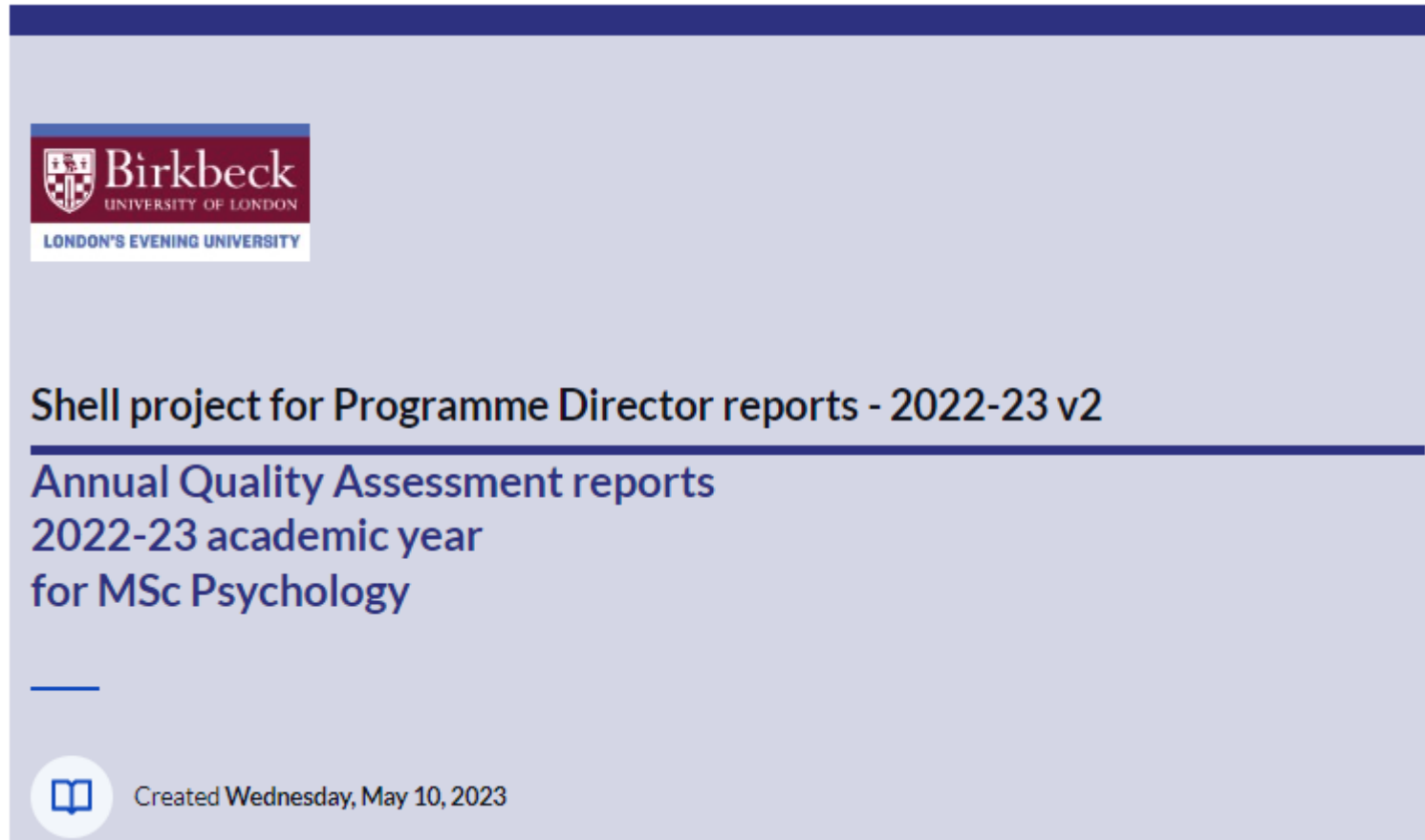- Easy to track progress within Blue, see who has completed the tasks.

Brining it all together - the final quality report

We now have a report for each Programme with the following sections:

1. Key Programme / Module data:

2. Programme questions in module survey

3. Module leader reflections

4. Student module survey results

5. Programme Director comments

The final annual quality report – cover page

Shell project for Programme Director reports - 2022-23 v2

Annual Quality Assessment reports
2022-23 academic year
for MSc Psychology

Created Wednesday, May 10, 2023
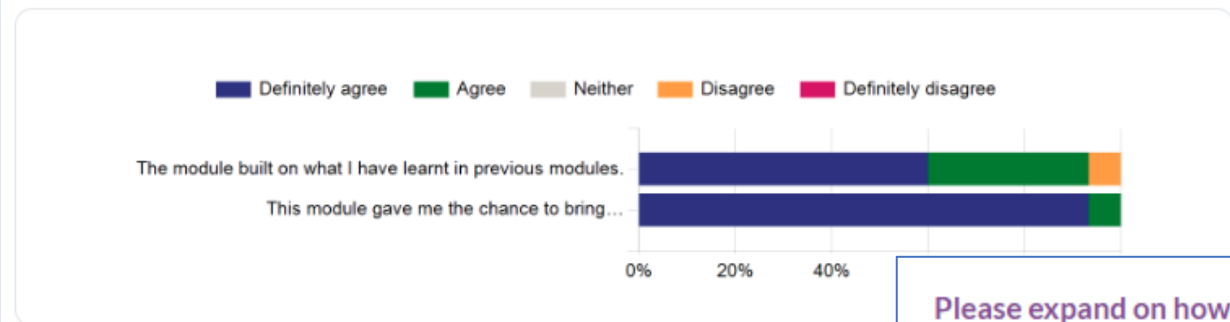
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Section 1: Key data

Annual Quality Assessment Section 1 - Key Programme Information

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SCPS205H7_2223_AAA Developmental Science	85.6	84.2	82.5	78.5	59.9	68.4

Section 2: Programme questions

Programme questions

Please note that a higher response to these question is not necessarily better. The questions are intended for information, not are not used in any ranking.

■ Definitely agree ■ Agree ■ Neither ■ Disagree ■ Definitely disagree

The module built on what I have learnt in previous modules.

This module gave me the chance to bring…

0%   20%   40%

The module built on what I have learnt in previous modules.					
	Interpolated Median	Def agree & Agree	Def agree	Agree	N
Overall	4.67	93.3%	60.0%	33.3%	

Please expand on how well you believe the module fits within your degree programme.

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Section 3 – Module leader reflections

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Section 4: Student module results

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Module: - ██████████	4.81	100.0%	72.3%	27.7%	0.0%	0.0%	0.0%
Module: - ██████████	4.90	100.0%	83.7%	16.3%	0.0%	0.0%	0.0%
Module: - ██████████	4.53	85.3%	51.5%	33.8%	10.3%	1.5%	2.9%
Module: - ██████████	4.91	98.4%	84.4%	14.1%	1.6%	0.0%	0.0%

Section 5: Programme Director comments

Programme Director comments

Please highlight areas of good practice identified by the module leader and/or student comments.

There is no data to show.

Programme Director comments to be added.

Programme Director comments

Please comment on data benchmarks and performance

There is no data to show.

Programme Director comments to be added.

Questions?

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