University Guidance on Placement/Year Abroad Unit Evaluation

Annex C to the University Policy on Unit Evaluation

1. Introduction

Placement/Year Abroad unit evaluation is part of the University’s continuing process of evaluating and enhancing the quality of its units and programmes.

Placement/Year Abroad unit evaluation outcomes should be used by the Unit and/or Programme Director to monitor and enhance the learning experience and by the School Education Director (SED) and Head of School or their nominees/s to monitor and enhance provision across the school.

The SED (or equivalent role) should ensure the operation of this policy within their school and report periodically to the Faculty Education Director (FED).

Please note:
- The University Policy for Unit Evaluation and this accompanying guidance primarily relate to evaluation of the quality of learning opportunity provided by the placement environment, for example it does not cover welfare or health and safety matters.
- This annex primarily relates to evaluation of half or full year units in programmes with a Modern Language and those including study abroad, study in continental Europe and a year in industry. Some Faculty of Health Sciences units and Teacher Training units may find they already have more appropriate and pertinent methods of gathering feedback and evaluating their units.

2. End of unit evaluation questions - mandatory

The following questions should be used each time the unit is run. The questions use the word placement to be applicable to year abroad and other unit learning experiences outside of Bristol University.

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My placement was based at: (please provide full details of university / institution / company) [free text answer]</td>
</tr>
<tr>
<td></td>
<td>Qualitative questions</td>
</tr>
<tr>
<td>2</td>
<td>The placement was welcoming and prepared for my arrival</td>
</tr>
<tr>
<td>3</td>
<td>The placement was well organised</td>
</tr>
<tr>
<td>4</td>
<td>Prior learning prepared me well for the placement</td>
</tr>
</tbody>
</table>
5. I felt supported by the University of Bristol during my placement
6. I felt supported by the placement host during my placement
7. The placement was intellectually stimulating
8. The placement has helped me develop knowledge and skills which will be of use to me in the future
9. I understand how the placement learning experience is being assessed
10. During my placement I received useful feedback on my progress
11. I feel better equipped to tackle my final year of study
12. Overall, I was satisfied with the quality of the placement

Open text question

13. Is there anything else you would like to contribute? For instance, what did you like and what could be improved, before and during the placement

Quantitative questions should be answered using a Likert scale with the following options:

5. Definitely agree
4. Mostly agree
3. Neither agree nor disagree
2. Mostly disagree
1. Definitely disagree
N/A Not applicable

It is recommended that the quantitative responses are displayed as the percentage of respondents that agreed with the positive statements, i.e. the percentage that responded to each question with a 4 or a 5.

3. End of Unit Evaluation Questions - Optional

You may add up to five additional questions, either from the optional question bank below (as set out or modified) or questions designed by the unit / programme / school. Questions can be open text or quantitative, the latter should be phrased so they can be answered using a Likert scale with the options as detailed above:

Optional question bank (pick no more than 5)

I would recommend this placement to other students

The quality of the facilities for students in this placement was good

The placement resources supported my learning well (e.g. library resources, handouts IT software and/or other supporting materials)
4. **End of Unit evaluation format**

It is recommended that end of unit evaluation is a two-stage process, an electronic gathering of feedback at the immediate end of the unit and face to face reflection with students on their return to the University.

Section 8 outlines the recommended electronic tools.

Outlined here are some suggestions on other ways to gather and use student feedback to inform students who may be considering a placement:

- ask students who have been on placement/year abroad to meet with current students so that students can provide feedback directly to those who will be embarking on the experience in the coming year.
- ask students to write personal statements regarding their experience and publish these to a relevant Blackboard site (or alternative); prospective students can look up statements according to country, host institution or placement organisation.
- the school study abroad/placement co-ordinator (or other relevant persons) can meet with all relevant students in person either individually or in groups to discuss their experiences and a summary created.

5. **Recommended electronic tools**

If you do choose to use an electronic tool to undertake mid-unit evaluation these tools are supported / recommended:

- Blackboard
- JISC online surveys (formerly Bristol Online Surveys (BOS))
- Microsoft Office 365 Forms
- TurningPoint

Guidance around which might be the most appropriate electronic tool for your situation and associated tool user instructions and question templates can be found at [www.bristol.ac.uk/digital-education/guides/unit-evaluation/](http://www.bristol.ac.uk/digital-education/guides/unit-evaluation/).

6. **Timing**

Evaluation should take place normally within the last two weeks of the unit.

7. **Reviewing feedback**

The Unit Director should review the feedback and discuss with other unit teaching staff where appropriate and agree appropriate actions. The Unit Director should produce a summary of the end of unit evaluation responses.
8. Communicating feedback and outcomes

To students:
- Feedback and evaluation on the unit should be shared with students who are considering a year abroad or placement, both the outcomes from students’ electronic feedback and face-to-face peer-to-peer advice - see section 4.
- The summary of the unit evaluation responses should be reported to students who provided the feedback; this should include any actions agreed and a timeline to achieve them. Ideally these should also be posted to the Blackboard unit site.
- The summary of unit evaluation responses and actions agreed should be taken to Student Staff Liaison Committee for information and/or discussion as appropriate so that student academic representatives are aware of actions being taken in response to student voice.

To staff:
- The Unit Director should share the student evaluation responses and summary with the Programme Director and flag any issues and areas of best practice.
- It is expected that the Programme Director will include an agenda item regarding end of unit evaluation results and recommendations arising at the annual programme review meeting should have; actions should be captured in the school education action plan (EAP). The Programme Director should raise any issues with the SED and/or HoS, and any professional service division colleagues, as appropriate.