University of the Free State
An Institutional Approach to
Module Evaluation –
Discussion Document

February 2013

TABLE OF CONTENTS

1. Introduction

*Student evaluations of a course [module] are an essential metric of **perceived** effectiveness. Although subjective in nature, student evaluations yield invaluable data that can lead to major course improvements.*

(Newton, Menna, & Tank, 2009, p. 44, emphasis in original)

At the University of the Free State (UFS) at present, course/module[1] evaluations are conducted in some faculties, departments, and programmes, but not in others. The instruments used differ and the data generated is not in a format that can easily be used institutionally to better understand teaching and learning. This understanding is a critical component of teaching and learning quality enhancement at institutional, faculty, department, programme and module levels. As such, the Directorate for Institutional Research and Academic Planning (DIRAP) and the Centre for Teaching and Learning (CTL) – with the support of the Rectorate – have prepared an institutional module evaluation instrument that is focused on students' experiences of various teaching and learning issues within the context of a module.

This discussion document briefly outlines the theoretical framework underpinning the proposed module evaluation questionnaire and then explains the process followed by DIRAP and CTL in developing this draft questionnaire. The implementation process envisaged is mapped out, explaining the support that DIRAP will provide to faculties in collecting the module evaluation data, as well as a proposed feedback model to ensure that the results of institutional module evaluation process contribute to the university's efforts to enhance quality as part of the strategic academic project.

2. Purpose

The purpose of module evaluation requires careful consideration in order to avoid the temptation to try to achieve too much through one process with the risk that data of little depth and value results. As such, the module evaluation proposed in this document should be seen as one instrument in a series of approaches and methods to understanding teaching and learning at the university. Equally important to clarify is that the module evaluations provide data only from the student perspective. Lecturer inputs are also required to fully understand teaching and learning, and will be collected by CTL through other processes.[2]

The UFS institutional module evaluation will serve the following purposes:

1. Provide a systematic means for students to reflect on and provide their opinions and experiences regarding teaching and learning at the university – i.e. give students a data-driven voice in the teaching and learning domain;

2. Provide a means for the university to monitor students' learning experiences at the module, departmental and faculty levels over time;

3. Provide data to be used as part of quality enhancement work;

4. Provide an early warning system to identify modules that would benefit from teaching and learning support (to be provided by CTL); and

5. Provide comparable evidence that academic staff can include as one component of their portfolios submitted for promotion purposes.

In sum, the data emerging from the module evaluation processes should be a seen as a catalyst for conversations about how teaching and learning can be developed at the UFS.

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[1] Much of the literature refers to course evaluation since in many contexts courses are the basic building blocks of academic programmes. At the UFS, modules are the building blocks of programmes. As such, for consistency, in this document we make use of the term 'module' throughout and our use incorporates the notion of course evaluation.

[2] For example, CTL conducted a series of focus groups with staff members during 2012, and will make use of the Classroom Survey of Student Engagement to collect staff perspectives on teaching and learning.
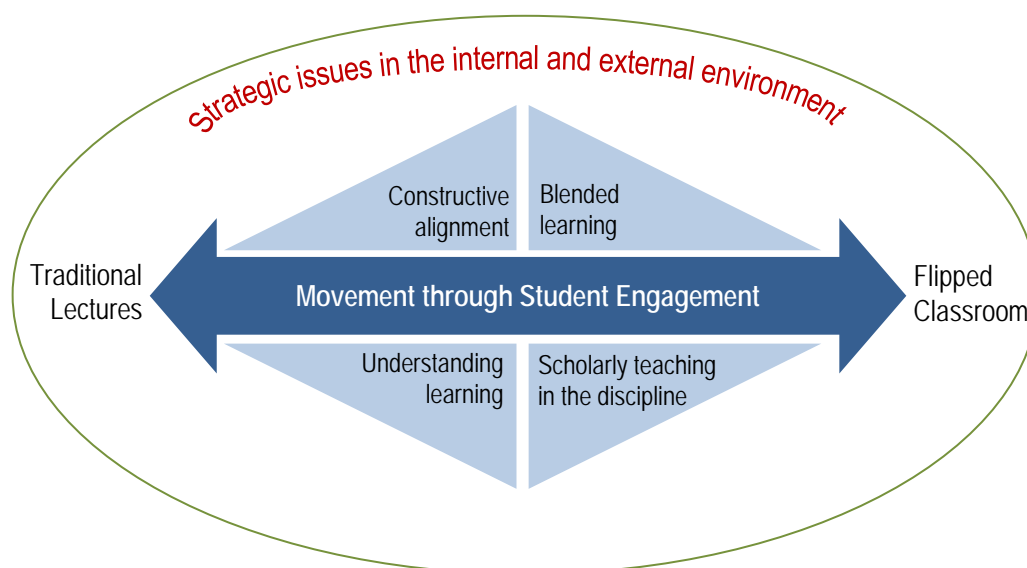
Figure 1: Theoretical model for the development of teaching and learning

3.   Theoretical Framework

The starting point in conceptualising the institutional module evaluation initiative was that the work should be well grounded theoretically. While the research team conducted more detailed theoretical work than is presented here, the focus of this section is to very briefly summarise the main theoretical tenets upon which the proposed institutional module evaluation has been built. The theoretical model for the development of teaching and learning at the UFS is illustrated by Figure 1 above.

The central aim of the model is to improve teaching and learning practice, through student engagement, on a continuum from traditional lectures to the flipped classroom.[3] In this context, student engagement is defined as "a process and a product that is experienced on a continuum and results from the synergistic interaction between motivation and active learning" (Barkley, 2000:8). An educationally effective classroom at the UFS would therefore be a place where students are actively engaged in the learning process and are motivated to learn. The key focus of the module evaluation is on understanding the extent to which effective educational practices are taking place within a given module.[4]

Student engagement is informed by a long history of higher education theory and empirical research. Figure 1 highlights four specific theoretical influences. The first is constructive alignment in which the lecturer systematically aligns the teaching/learning activities and assessments to the intended learning outcomes, according to the learning activities required in the outcomes (Biggs & Tang, 2007). The next important paradigm that informed understanding of an engaged learning experience was that of blended learning. Garrison and Vaughan (2008, p.5) define blended learning as "…a new educational paradigm that integrates the strengths of face-to-face and online learning – a design approach whereby both face-to-face and online learning are each made better by the presence of the other…" The third area of research informing the model presented here is a focus on learning and understanding how students' learn, drawing on recent developments

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[3] The flipped classroom is a model of teaching in which a student's homework is the traditional lecture viewed outside of class on a vodcast. Then class time is spent on inquiry-based learning which would include what would traditionally be viewed as a student's homework assignment. Synonymous with Reverse Classroom - http://www.flippedclassroom.com/help/definitions.php

[4] As is shown in Figure 1, movement along the continuum from traditional lectures to the flipped classroom is a complex one, underpinned by different theoretical approaches to learning, and firmly located within the context of the specific discipline, module context and contextual constraints. For this reason, the module evaluations do not seek to assess the extent to which there is movement towards a flipped classroom or not. Instead, the focus is on student engagement (on motivation and active learning) as effective educational practices in all types of classrooms.

in cognitive science research. Finally, engaging teaching and learning can only result from scholarly teaching. Potter and Kustra (2011) define scholarly teaching as:

> *Teaching grounded in critical reflection using systematically and strategically gathered evidence, related and explained by well-reasoned theory and philosophical understanding, with the goal of maximizing learning through effective teaching.*
>
> (Potter & Kustra, 2011, p. 3)

The module evaluations presented here provide one means of gathering this evidence. The understanding of learning that underlies the UFS institutional module evaluation has drawn on the work of Ambrose, Bridges, DiPietro, Lovett & Norman (2010). These authors usefully define learning as follows:

1. *Learning is a **process**, not a product. However, because this process takes place in the mind, we can only infer that it has occurred from students' products or performances.*

2. *Learning involves **change** in knowledge, beliefs, behaviours, or attitudes. This change unfolds over time; it is not fleeting but rather has a lasting impact on how students think and act.*

3. *Learning is not something done **to** students, but rather something students themselves do. It is the direct result of how students interpret and respond to their **experiences** – conscious and unconscious, past and present.*

(Ambrose et al, 2010, p. 3; emphasis in the original)

The creation of an institutional approach to module evaluation for the UFS is intended to create a more systematic way for lecturers to gather evidence about their teaching that can be used to improve the quality of their teaching by, among others, understanding the barriers and the enabling conditions for student learning at the module level. In addition, an institutional focus on scholarly teaching is aimed at encouraging a culture of reflection on and publishing about teaching in specific disciplines.

4. Approach followed in preparing the module evaluation questionnaire

The starting point in preparing the institutional module evaluation questionnaire and procedure was a review of the relevant literature on module evaluation as well as the approaches to student learning which formed the basis of the theoretical framework described above. This was followed by a review of module evaluations used at selected other South African and international universities. Each faculty was asked to share examples of the module evaluation questionnaires used in their faculties and these were also carefully reviewed and compared to identify areas of overlap and items that were faculty-specific (See Addendum 1). Methodologically, the team considered best practice in questionnaire and item design, and in particular reviewed the use of Likert scales as this is the most commonly used response option in module evaluation questionnaires.

The DIRAP and CTL working group held several working sessions during which proposed questions, based on the analyses described above, were presented and debated. The draft set of questions shown in section 5 below is the result of these discussions and several rounds of review. The following parameters underpinned the selection of the final set of questions:

1. A common set of questions should be included to allow for analysis at department, faculty and institutional levels;

2. Space should be created for the inclusion of additional module, department or faculty specific questions;

3. The questionnaire should be short and consist of good quality items that provide the key information needed;

4. Account should be taken of the fact that students take several modules in any given semester and so will be asked to complete the

module evaluation questionnaire on multiple occasions;

5. Simple and clear language should be used;

6. Questions that are meaningful for students, as opposed to teaching and learning practitioners[5] should be asked; and

7. The questionnaires should be available in English and Afrikaans.

4.1.   Stakeholder consultation

In developing the institutional module evaluation questionnaire, the DIRAP and CTL team have sought to ensure UFS stakeholder consultation and input in the following ways:

1. As already noted, existing module evaluation questionnaires from all faculties were analysed to identify areas of overlap and differences. Questions already being asked by faculties have been included in the institutional module evaluation as far as possible.

2. The draft module evaluation questionnaire will be sent for comments to the Vice-Rector: Academic and the Rector, as well as to Deans, teaching and learning managers and programme directors.

3. The final version of the module evaluation questionnaire and process document will be presented at the Academic Planning and Development Committee of Senate (APDC) for discussion and approval. Once approved, faculty representatives at the APDC will be requested to share the module evaluation questionnaire and process document with their faculty.

4. Since the APDC also includes student representative(s) as well as a representative from Student Affairs, consultation with students on the process and questionnaire will be done via this committee.

5. The final version of the module evaluation questionnaire and process document will be

presented to the members of the Senate Committee on the Academic Appointment and Promotions Policy (SCAAPP) to ensure alignment with teaching and learning related promotions criteria.

6. The module evaluation questionnaire and process will be piloted during 2013 (see Section 7). The pilot will include feedback sought from students, lecturers, and programme directors.

7. The module evaluation questionnaire and process will be reviewed annually as part of the work of the APDC.

8. At the start of each academic year, students will be provided with information about the module evaluations, the value thereof, the processes to be followed when completing the questionnaire, and why it is important to participate. DIRAP and CTL will develop a specific communication strategy in this regard.

5.   Proposed module evaluation questions

The proposed set of 27 compulsory items to be included in all module evaluations is presented in Table 1 of this section. The majority of the questions are quantitative to allow for simple and automated analysis processes (see Table 1 on page 5). However, an additional three qualitative questions are included for students to provide additional comments and/or explanations. The quantitative questions are structured according to four thematic sections.

Lecturers, departments or faculties will be able to add an additional three questions of their choice if required (for example, items related to the use of laboratories). DIRAP will provide a comprehensive 'question bank' of additional questions that may be added. This bank of additional questions will be updated as needed by specific lecturers, programme directors, departments and/or faculties.

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[5] For example, undergraduate students cannot be expected to comment on the extent to which the content covered in a module was useful in preparing them for the world of work since students, as yet, have no experience of what is required in the world of work.

Table 1: Institutional module evaluation items

Question group/ Section	Item	Response options
Module design and learning materials	I understood the learning outcomes.	Strongly agree, agree, neutral, disagree, strongly disagree
	The content taught in the module related to the learning outcomes.	Strongly agree, agree, neutral, disagree, strongly disagree
	The learning materials (e.g. module guide, readings, presentations) helped me to learn.	Strongly agree, agree, neutral, disagree, strongly disagree
	I was satisfied with the library and/or digital resources available for this module.	Strongly agree, agree, neutral, disagree, strongly disagree
Assessment	The module context prepared me for the assessment (assignments, tests, examinations).	Strongly agree, agree, neutral, disagree, strongly disagree
	The assessment requirements for this module were clear.	Strongly agree, agree, neutral, disagree, strongly disagree
	Feedback on my assessment was provided in the specified time (as indicated by the lecturer).	Strongly agree, agree, neutral, disagree, strongly disagree
	The marking criteria were clearly specified.	Strongly agree, agree, neutral, disagree, strongly disagree
	The feedback provided on my assessment tasks helped me to improve my performance.	Strongly agree, agree, neutral, disagree, strongly disagree
Teaching and learning	The lecturer presented the material in a manner that helped me to learn.	Strongly agree, agree, neutral, disagree, strongly disagree
	The lecturer was well prepared for class.	Strongly agree, agree, neutral, disagree, strongly disagree
	The lecturer spoke clearly and audibly.	Strongly agree, agree, neutral, disagree, strongly disagree
	I asked questions and/or participated in class discussions.	Never, sometimes, often, very often
	I worked with other students in this module to complete activities, tasks, assignments or assessments.	Never, sometimes, often, very often
	I communicated with my lecturer face to face.	Never, sometimes, often, very often
	I communicated with my lecturer online (email, Facebook, Blackboard and so on).	Never, sometimes, often, very often
	The use of technology in this module (e.g. Blackboard, mobile learning and other online tools) enhanced my learning.	Strongly agree, agree, neutral, disagree, strongly disagree
	Adequate support was provided to help me be successful in this module (e.g. tutorials, additional learning materials, etc.).	Strongly agree, agree, neutral, disagree, strongly disagree
	I felt motivated to learn for this module.	Strongly agree, agree, neutral, disagree, strongly disagree
	The workload in this module was manageable.	Strongly agree, agree, neutral, disagree, strongly disagree
Class climate	The class/module environment helped me to learn.	Strongly agree, agree, neutral, disagree, strongly disagree
	The class/module environment encouraged the expression of diverse opinions/ and perspectives.	Strongly agree, agree, neutral, disagree, strongly disagree
	The lecturer treated all students respectfully.	Strongly agree, agree, neutral, disagree, strongly disagree
	I was treated fairly in this module.	Strongly agree, agree, neutral, disagree, strongly disagree
Qualitative questions	What aspects of this module helped you to learn?	Open-ended
	What aspects of this module hindered your learning?	Open-ended
	What additional comments would you like to offer about this module?	Open-ended
Optional module/ department/ faculty questions	To be selected from question bank	
	To be selected from question bank	
	To be selected from question bank	

Each module evaluation questionnaire will include the background questions that provide important demographic information (see Table 2).

Ideally, from a human embrace point of view, we should not need to consider demographic issues, instead focusing on understanding the 'why' of the module evaluation research rather than the 'who'. However, in the context of the UFS and of the broader South African higher education system where student experiences and performance remain unequal based on race, gender, and language (as well as class), it is still necessary to understand the experiences of different demographic groups in order to properly identify structural barriers to learning.

Table 2: Background items

Item	Response options
Gender	Male, Female
Race (using HEMIS categories)	African, White, Coloured, Asian, Other
Language of instruction	English, Afrikaans
Home language	Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sesotho sa Leboa, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, Other
Approximately how many of the classes did you attend for this module	All, most, some, very few, none

6. Proposed module evaluation procedure

During 2011, DIRAP assisted the Faculty of the Humanities with the implementation of the faculty's module evaluation questionnaire. A host of important lessons were learnt during this process, and this experience has informed the development of the procedures proposed here. The following sections provide an overview of the proposed procedure for module evaluation at institutional level; however, as is seen in section 7 we propose to pilot this procedure with a sample of modules during the course of 2013 with a view to larger scale rollout from 2014.

Although it is proposed that module evaluations will be practically administered by DIRAP in order to streamline the process, it is critical for the institutional module evaluation process to be understood as an institutional project conducted as a partnership between faculties, CTL and DIRAP. Module evaluations will be administered centrally by DIRAP using the survey automation software, EvaSys. EvaSys is a web-based management system that enables online as well as paper-based surveys (refer to Addendum 2 for examples of the Evasys online and paper-based questionnaire).

By managing module evaluations centrally, administration time is reduced and detailed analysis can be distributed to stakeholders in a timely manner. The procedure for module evaluation administration is summarised in Figure 2 on page 7.

6.1. Factors to consider when deciding on a survey method

The factors outlined below seek to assist faculties/departments to make informed decisions about the method they prefer to use when evaluating their modules.

6.1.1. Online surveys

Accessing the questionnaire – There are several ways, depending on the faculty/department's preference, that students can access online questionnaires. These include the following:

1. Students will receive notifications on Blackboard about modules for which evaluations have not been completed along with a link to the online questionnaire. Each module will have a generic password (the year and module code, e.g. 2013ENG114) that students will enter to access the survey – this password will also be on Blackboard. The password and the link will be made available during lectures for modules that are not registered on Blackboard. This allows students to complete the questionnaire anonymously and ensures that minimal administration is needed.

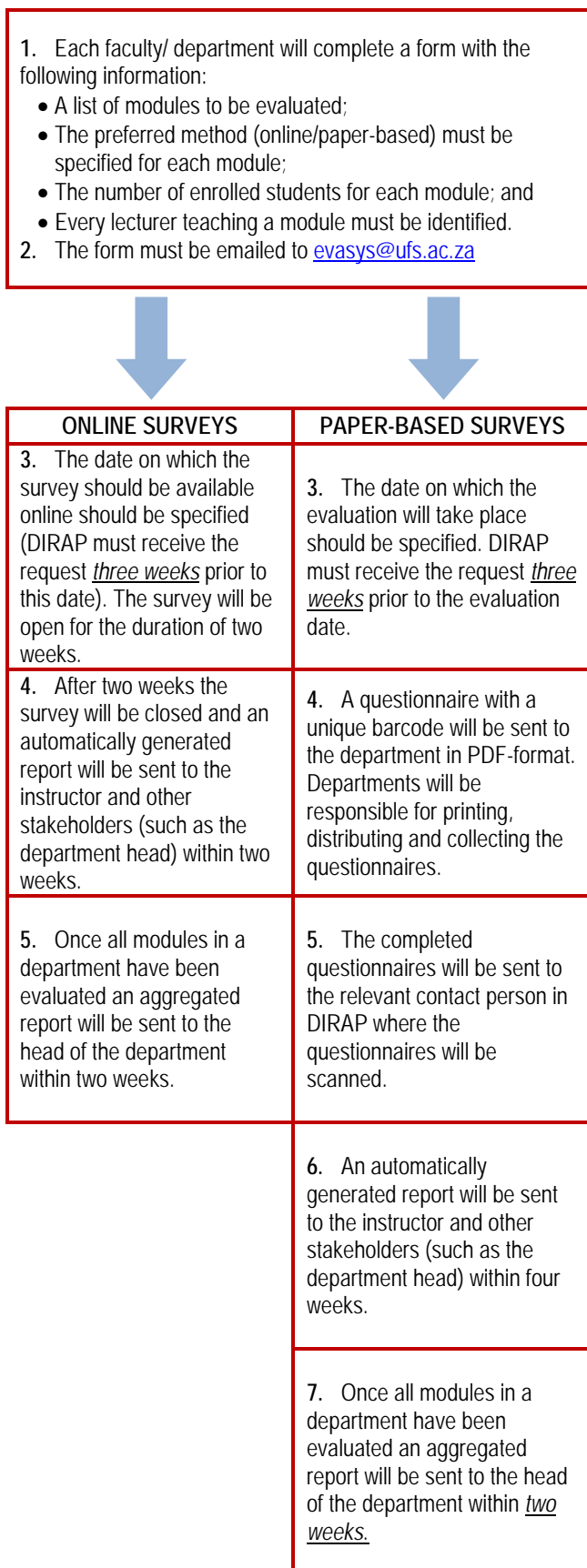| ONLINE SURVEYS	PAPER-BASED SURVEYS
1. Each faculty/ department will complete a form with the following information: • A list of modules to be evaluated; • The preferred method (online/paper-based) must be specified for each module; • The number of enrolled students for each module; and • Every lecturer teaching a module must be identified. 2. The form must be emailed to evasys@ufs.ac.za	
3. The date on which the survey should be available online should be specified (DIRAP must receive the request _three weeks_ prior to this date). The survey will be open for the duration of two weeks.	3. The date on which the evaluation will take place should be specified. DIRAP must receive the request _three weeks_ prior to the evaluation date.
4. After two weeks the survey will be closed and an automatically generated report will be sent to the instructor and other stakeholders (such as the department head) within two weeks.	4. A questionnaire with a unique barcode will be sent to the department in PDF-format. Departments will be responsible for printing, distributing and collecting the questionnaires.
5. Once all modules in a department have been evaluated an aggregated report will be sent to the head of the department within two weeks.	5. The completed questionnaires will be sent to the relevant contact person in DIRAP where the questionnaires will be scanned.
	6. An automatically generated report will be sent to the instructor and other stakeholders (such as the department head) within four weeks.
	7. Once all modules in a department have been evaluated an aggregated report will be sent to the head of the department within _two weeks._

Figure 2: Module evaluation procedure

2. The link to the questionnaire, together with a password (the year and module code) to access the questionnaire, will be handed out to each individual student during class. Either a computer lab can be booked where students can complete the questionnaires as a class, or the students may complete the questionnaire in their own time.

3. The questionnaire will be sent to each student via email. For this method the department is required to provide to DIRAP the email addresses of all the students registered for a module. The likelihood of a student receiving the questionnaire depends on how regularly he/she checks their emails and on whether his/her preferred email address is updated on Blackboard.

Turnaround of results – EvaSys automatically generates a report based on the results of the survey. Once an online survey has been closed, this report can be emailed to the instructor and relevant stakeholders within two weeks.

Open-ended questions – Typed responses to open-ended questions are easy to read, and can be provided in Excel format for coding by the lecturer, department or faculty should this be required.

Language of the questions – In online surveys it is possible to separate English and Afrikaans questionnaires, allowing students to easily answer the questionnaire in their preferred language of instruction.

6.1.2. Paper-based surveys

Cost – Departments/faculties will be responsible for the cost of printing paper-based questionnaires.

Specifications for printing – In order to facilitate the scanning process, paper-based questionnaires must be printed according to Evasys specifications. These will be provided to departments/faculties, but it remains the responsibility of the department/faculty concerned to ensure that printing is done correctly according to the specifications.

Turnaround of results – Due to the fact that paper-based questionnaires have to be scanned manually the two-week turnaround time for online surveys needs to be increased to four weeks for paper-based surveys. Once the questionnaires have been scanned EvaSys automatically generates a report based on the results which can be emailed to the instructor and relevant stakeholders.

Open-ended questions – Free text comments are scanned as image files and legibility is therefore dependent on a student's handwriting. The comments can only be provided in PDF format.

Language of questions – Each questionnaire must be presented in both English and Afrikaans to accommodate both languages of instruction. This can make the paper-based questionnaire unwieldy and more difficult to read. Students may answer the open-ended questions in either English or Afrikaans.

6.2. Response rates

In order for module evaluations to provide useful information, meaningful response rates need to be obtained. Response rates of paper-based surveys are dependent on class attendance since they are handed out to students during class time, whereas various other factors influence response rates of online surveys such as questionnaire satiability, sufficient information prior to the completion of questionnaires, the accessibility of the questionnaire, and the length of the questionnaire. In order to control, at least to some extent, for the impact of class attendance (or not) on responses, a specific question about class attendance has been included. In addition, it is recommended that small modules (with 10 or less students enrolled) are evaluated using alternative qualitative approaches.

The following recommendations are made to improve response rates of module evaluations:

Timing – one of the crucial factors to achieving good response rates is to ensure that the module evaluation is performed at the right time. Module evaluations cannot be done too early in the

semester as it will be too soon to evaluate anything, but it cannot be done too late in the semester (e.g. after the module has finished) because students will not have an incentive to complete the questionnaire as it is too late for their experience of the module to change or improve. Gathering information closer to the middle or at the two-thirds point in the module may get more reliable information and issues raised may be addressed (Bohms, nd). Where a module is presented by more than one lecturer at different times, the evaluation should be completed directly after each lecturer's final class to prevent a student from having to complete multiple questionnaires all at once for different lecturers.

Length of the questionnaire – Research has shown that the length of the questionnaire has an impact on response rate. For this reason, the proposed module evaluation questionnaire outlined above allows for a maximum of 30 questions, plus four brief demographic items.

Staff engagement/encouragement – As online module evaluations will be administered from a centralised service, the students may be less inclined to respond if they do not know that the survey results are helpful to their department. It is important that students are notified about the questionnaires they will receive and that teaching staff encourage them to complete the evaluations and explain to them how the results are used.

Showing how data is used – If students see that their input is valued and put into practice, they are more likely to complete the module evaluations. Posting summarised numerical results or discussing the results with the students can emphasise the importance that the department places on student feedback. However, this should be handled with caution as low response rates may influence the validity of the results. It is recommended that results only be made available if a minimum, pre-determined response rate is achieved. Table 3 below may be used as a guideline.

Table 3: Response rate guidelines

Number of enrolled students in a module	Response rate (%)
Less than 10	At least 80%
10 – 30	At least 40%
31 – 100	At least 35%
101 – 200	At least 30%
201 or more	At least 25%

(McGill Course Evaluation Policy, 2012)

6.3. Stakeholder feedback

As discussed at the outset, the overarching purpose of the institutional module evaluations is to provide useful information about students' experiences of teaching and learning that can be used as a basis for enhancing the quality of the work of the UFS. It is thus critical that stakeholder feedback be integrated into the approach followed so that the results can be used effectively. Feedback will be provided at the institutional level, for academic staff (at various levels) and for students. The approach proposed for each is summarised below.

Institutional level feedback

1. A module evaluation report will be prepared annually and presented to the Rectorate.

2. Semester reports will be prepared for the Vice-Rector: Academic.

3. DIRAP and CTL will report on the process and institutional level results of the module evaluations at the last APDC meeting of each semester.

4. The results will be used by the DIRAP Office for Quality Enhancement as a component of internal quality assurance reviews.

5. The results will be used as one component of DIRAP's monitoring system and will be tracked longitudinally at various levels and taking a range of additional variables into account.

Feedback for academic staff

1. Each lecturer will be provided with a report on the results of the evaluation for their specific module(s).

2. Departmental heads will be provided with a consolidated report of the results across the department.

3. Programme directors will be provided with a consolidated report of the results for the programme.

4. Deans and teaching and learning managers will be provided with a consolidated report for all modules within the specific faculty.

5. CTL will make use of the results as part of its staff development processes.

Feedback for students

1. Lecturers will be encouraged to discuss the results of the module evaluation with their students.

2. DIRAP will prepare faculty level summaries of the results which will be made available via Kovsie Life.

3. A composite report across all faculties will be shared with Student Affairs and with the SRC Academics (Bloemfontein and Qwaqwa campuses).

7. Pilot implementation during 2013

The pilot implementation of module evaluations in 2013 is part of a phased approach to implement module evaluations institutionally at the UFS. A phased approach will allow for refinement and optimisation of the process before a full-scale implementation is attempted. During the pilot, continuous stakeholder consultation will play an important role in order to start to establish a partnership between faculties, DIRAP and CTL.

7.1. Proposed modules to be included in the pilot

In order to test the implementation process, it would be ideal to include at least 200 modules in the pilot study. It is proposed that between 30[6]

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[6] With the exception of the Faculty of Theology, in this faculty only 17 modules met the criteria

and 50 modules from each faculty (excluding the faculty of Health Sciences[7]) will be included in the pilot in 2013. These modules have been selected using the following criteria:

1. Only undergraduate modules were considered

2. Only modules with 20 or more students enrolled were considered[8]

3. Modules presented at both the Bloemfontein and Qwaqwa campuses were selected first

4. A mix of modules from different years of undergraduate study was included.

See Addendum 3 for the list of proposed modules per faculty. This list provides a starting point for discussion, the final modules to be included will be selected together with faculties.

7.2. Timeframes and proposed approach

Faculties will be asked to comment on this discussion document after which consultation and planning with various stakeholders will take place during March and April 2013. This will include:

1. Meetings between participating faculty representatives (e.g. teaching and learning mangers, programme directors, lecturers etc. as relevant) and DIRAP to discuss the proposed procedure and modules selected for the pilot;

2. Interviews with selected lecturers (this will include lecturers from the Qwaqwa campus); and

3. Focus groups with student representatives (this will include student representatives from the Qwaqwa campus)

First semester module evaluations will be administered late in April/early May 2013 after which feedback will be shared as outlined in section 6. Additional interviews and focus groups will be conducted with participating lecturers and student representatives to obtain feedback on the process followed, and the questionnaire used. As far as possible, this feedback will be used to improve on the process for the second semester module evaluations which will take place from the end of September to mid-October 2013.

A report on the results of the pilot project, together with proposals for larger scale rollout in 2014 will be presented to the APDC at the committee's final meeting of the year (7 November 2013).

8. Conclusion

This document has presented an institutional approach for module evaluation. Working from the theoretical model underpinning approaches to the development of teaching and learning excellence at the UFS, the institutional module evaluation questionnaire and process was presented.

Although implementation challenges have not been documented in detail in this initial document, it is anticipated that there will be implementation challenges, as is to be expected when rolling out a large scale module evaluation process across three campuses of a large university such as the UFS. These logistical challenges will be mitigated to some extent by the piloting to be conducted during 2013, and the use of the Evasys system which allows for much of the module evaluation process to be automated. In addition, it is envisaged that a phased approach to institutional rollout will be used, with selected faculties participating in 2014 and the remaining faculties from 2015.

In addition to logistic challenges, additional challenges might include the manner in which data is interpreted and used by different constituencies of the university, as well as the integration of the module evaluation data within

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[7] The faculty of Health Sciences already have a system in place to do module evaluations. They will be consulted during the course of 2013 and will be included in this process from 2014 onward.
[8] Modules with 15 or more students enrolled in the Faculty of Theology were considered

institutional decision-making at various levels. DIRAP and CTL will endeavour to provide support regarding data interpretation and use, and reports will be presented in a clear and accessible format.

Nonetheless, these and other potential challenges do not outweigh the many opportunities provided for quality enhancement and development of teaching and learning through an institutionalised, systematic approach to capturing the student perspective on the quality of their academic experience at the module level. As was mapped out in the purposes section, the results of the module evaluations will be of value and benefit to academic staff, departments, faculties, CTL, DIRAP, and ultimately the larger institutional project of academic excellence set out in the UFS strategic plan.

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Addendum 1: Review of existing module evaluations at the UFS

Questions shared between faculties

Module evaluation forms were obtained from five faculties only - Economic and Management Sciences (EMS), Education (EDU), Law (LAW), Natural and Agricultural Sciences (NAS), and Humanities (HUM).

# OF FACULTIES	ACTUAL QUESTION(S)	LAW	HUM	NAS	EMS	EDU	PROPOSED QUESTION	LIKERT SCALE
5	The lecturer was available and accessible to students / The lecturer was available during consultation hours / The lecturer was accessible to students / (Lecturer) was responsive to questions and remarks, either posed in lectures or privately.	1	1	1	1	1	The lecturer was available/ accessible/ responsive to students	agree/disagree
5	The lecturer is prepared for class / The lecturer was well-prepared for contact sessions / (Lecturer) was always well prepared for the contact sessions / The lecturer came to the sessions well prepared.	1	1	1	1	1	The lecturer was prepared for class/ contact sessions	agree/disagree
5	(Lecturer) explained things in a clear and understandable manner / The lecturer explained well / The lecturer's explanations of the content were understandable / The lecturer explained well.	1	1	1	1	1	The lecturer explained well	agree/disagree
5	Student participation in class was encouraged / The lecturer encouraged interaction in class through class discussions and questions / (Lecturer) encouraged participation during contact sessions / Sufficient opportunity was provided for exchange of views during the sessions.	1	1	1	1	1	Student participation in class was encouraged	agree/disagree
4	Assessments were linked to the stated outcomes / Assessment tasks and criteria were linked to learning outcomes / The assessment was in line with the learning outcomes of the module.	1	1	1	1		Assessment was linked to learning outcomes	agree/disagree
4	Clear assessment criteria were made available / I knew what was expected of me during assessments (i.e. assessment criteria were stated) / I was familiar with the assessment methods / Assessment procedures were made clear in advance / Assessment tasks were clear.	2	3	1	2		Assessment procedures, tasks and criteria were clear	agree/disagree
4	The lecturer is enthusiastic (about teaching, the subject, etc.) / (Lecturer) was enthusiastic during contact sessions / The lecturer was enthusiastic	1	1	1		1	The lecturer was enthusiastic (about teaching, the subject etc.)	agree/disagree
4	Additional teaching and learning material (journal articles, CD's, internet, hand-outs) were valuable / Additional materials (CD's, hand-outs, etc.) were valuable.	1	1	1		1	Additional teaching and learning material (e.g. journal articles, CD's, internet, hand-outs) were valuable.	agree/disagree
4	The study guide/module guide was a useful guide and aid / The prescribed text book was a valuable aid in learning / The textbook(s) and/or study guide/notes were valuable resources or aids to learning/ The study material helped me to understand the module better / The study guide was a useful guide and aided my understanding.	4	3	1		1	The study materials (textbook, study guide, module guide, study notes) helped me to understand the module better / were valuable learning aids.	agree/disagree

# OF FACULTIES	ACTUAL QUESTION(S)	LAW	HUM	NAS	EMS	EDU	PROPOSED QUESTION	LIKERT SCALE
4	Independent critical thinking was encouraged / This module helped me to think critically	1	1	1	1		Opportunities were created for independent critical thinking	agree/disagree
4	The lecturer used different teaching methods (e.g. lectures, groups, etc.) / The lecturer was creative and resourceful in teaching-learning methods / Creative and resourceful teaching-learning methods were used / The balance of learning experiences employed (e.g. theory, group work, etc.) was appropriate.	2	1		1	1	The lecturer used different teaching methods (e.g. lectures, group work, exercises etc.)	agree/disagree
3	Assessment results were returned to me within a reasonable time frame / Marked work was returned within a reasonable timeframe /The marks were available within a reasonable timeframe.	1	1	1			Assessment results (e.g. marks) were available within a reasonable time frame	agree/disagree
3	The distribution of assessment opportunities during the semester was appropriate / Assessment tasks (tests, assignments, practical reports, etc.) were reasonably well spaced in this module.	1		1	1		The distribution over time of assessment opportunities (tasks, tests, assignments, practicals etc.) was appropriate/reasonable	agree/disagree
3	The lecturer knows the subject matter well / The lecturer is knowledgeable on the module content.	1	1		1		The lecturer knows the subject matter/module content well	agree/disagree
3	The lecturer spoke clearly and comprehensibly (Lecturer) spoke clearly and was always audible.	1		1	1		The lecturer spoke clearly and audibly and I could understand what s/he was saying	agree/disagree
3	The content of the module is relevant / The content covered will be relevant to my work as a teacher.	1	1			1	The content of the module is relevant	agree/disagree
3	Additional teaching and learning material (journal articles, CD's, internet, hand-outs) were available.	1	1	1			Additional teaching and learning material (e.g. journal articles, CD's, internet, hand-outs) were available.	agree/disagree
3	Opportunities were created for the application of theory / The lecturer demonstrated how the module content related to practical situations / Assessments demanded application of theory / This module helped me to apply the knowledge.	3	2		1		Opportunities were created for the application of theory/knowledge.	agree/disagree
3	Teaching media (transparencies, PPT-slide, DVD's etc.) were used effectively / The lecturer made use of teaching aids (e.g. PowerPoint, transparencies, video's, WebCT) / Blackboard was used effectively.	1	2		1		Teaching media (e.g. transparencies, PowerPoint slides, DVD's, WebCT, Blackboard) were used effectively	agree/disagree
3	The module content and format provided the opportunity for me to develop problem-solving, learning and studying skills (i.e. was academically challenging) / Teaching-learning activities contributed to the development of research skills (i.e. finding, collecting and processing information & reporting results) / The teaching-learning activities contributed to the development of other skills such as communication, computer, group-work, argumentative, and creative thinking skills, etc. / The teaching activities helped me to develop computer skills.		2	1		1	The module helped me to develop other skills such as communication, computer, group-work, reporting/writing, collecting and processing information, problem-solving, learning/studying, presentation skills.	agree/disagree
2	Assessments were valid and fair / Marking was fair.	1	1				Assessments were fair	agree/disagree
2	Discussion of the outcomes of assessments was encouraged / The lecturer allowed	1	1				Discussion of the outcomes of assessments was	agree/disagree

# OF FACULTIES	ACTUAL QUESTION(S)	LAW	HUM	NAS	EMS	EDU	PROPOSED QUESTION	LIKERT SCALE
	students to query results.						encouraged	
2	The feedback was such that it helped me improve my performance / The lecturer's feedback on my assessments helped me to improve shortcomings.		1	1			Feedback on my performance helped me to improve	agree/disagree
2	Full feedback was given after each assessment / The answers to assessments were adequately explained after the assessment was handed out.	1	1				Feedback on the outcome of assessments was adequate	agree/disagree
2	Tests and assignments adequately covered the module content.	1			1		Tests and assignments adequately covered the module content.	agree/disagree
2	The module has helped me to better understand the concepts and principles of the subject / My knowledge of the discipline has developed.		1	1			My knowledge of the discipline was developed	agree/disagree
2	The learning outcomes were clearly communicated / The expected learning outcomes were clearly communicated		1			1	Expected learning outcomes were clearly communicated	agree/disagree
2	The lecturer treated students with respect	1	1				The lecturer treated students with respect	agree/disagree
2	Assessment	1			1		Assessment	poor/good
2	In comparison to other modules in the programme, this module is more difficult.	1			1		In comparison to other modules in the programme, this module is more difficult.	agree/disagree
2	The content of the module was intellectually stimulating / I was intellectually stimulated		1	1			The module was intellectually stimulating	agree/disagree
2	The lecturer	1			1		Lecturer	poor/good
2	The module	1			1		Module content	poor/good
2	The study material	1			1		Learning materials (i.e. textbooks, study guides, module guides)	poor/good
2	I could always find material / information required for my studies / assignments.	1	1				Additional learning materials (e.g. to complete assignments) were available/accessible	agree/disagree
2	The learning outcomes and content were clearly linked.			1		1	The learning outcomes and module content were clearly linked	agree/disagree
2	The lecturer broadened my knowledge beyond what I learned in/from the textbooks.	1			1		My knowledge of the discipline was developed beyond what I learned from the textbooks	agree/disagree
2	Opportunities were created for group work (collaborative learning).	1	1				Opportunities were created for group work (collaborative learning).	agree/disagree
2	The teaching activities helped me to achieve the outcomes		1			1	The teaching activities helped me to achieve the outcomes	agree/disagree

Addendum 2: Examples of the Evasys questionnaire

INSTRUCTIONS

Please complete the following questionnaire honestly and with integrity. Your responses will be anonymous. The lecturer will not have access to an individual's responses. Only a composite report, including the responses of all the respondents will be made available to the lecturer, departmental chair and other stakeholders.

Where you feel that you cannot provide an answer to a question, please mark the "NA" box, e.g. when you are asked to evaluate teaching media but no teaching media were used.

Close Window

<< Previous   Next >>

2   Background Information

2.1   Gender
Please select...

2.2   Race
Please select...

2.3   Language of instruction
Please select...

2.4   Home language
Please select...

2.5   Approximately how many of the calsses did you attend for this module
Please select...

Close Window

<< Previous   Next >>

1 **2** 3 **4** **5** **6** **7**

3   Module design and learning materials

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	n/a
3.1	I understood the learning outcomes	○	○	●	○	○	○
3.2	The content taught in the module related to the learning outcomes	○	●	○	○	○	○
3.3	The learning materials (e.g. module guide, readings, presentations) helped me to learn	○	○	●	○	○	○
3.4	I was satisfied with the library and/or digital resources available for this module	○	○	○	○	○	●

[Close Window]

[<< Previous] [Next >>]

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1 **2** **3** 4 **5** **6** **7**

4   Assessment

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	n/a
4.1	The module context prepared me for the assessment (assignments, tests, examinations)	○	●	○	○	○	○
4.2	The assessment requirements for this module were clear	○	○	●	○	○	○
4.3	Feedback on my assessment was provided in the specified time (as indicated by the lecturer)	●	○	○	○	○	○
4.4	The marking criteria were clearly specified	○	○	○	●	○	○
4.5	The feedback provided on my assessment tasks helped me to improve my performance	○	●	○	○	○	○

[Close Window]

[<< Previous] [Next >>]

1 **2** **3** **4** 5 **6** **7**

5 Teaching and Learning

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree		n/a
5.1	The lecturer presented the material in a manner that helped me to learn	○	●	○	○	○		○
5.2	The lecturer was well prepared for class	●	○	○	○	○		○
5.3	The lecturer spoke clearly and audibly	○	●	○	○	○		○
5.4	I asked questions and/ or participated in class discussions	○	○	○	●	○		○
5.5	I worked with other students in this module to complete activities, tasks, assignments or assessments	○	●	○	○	○		○
5.6	I communicated with my lecturer face to face	○	○	○	●	○		○
5.7	I communicated with my lecturer online (email, Facebook, Blackboard, and so on).	○	○	○	●	○		○
5.8	The use of technology in this module (e.g. Blackboard, mobile learning and other online tools) enhanced my learning	○	○	○	○	○		●
5.9	Adequate support was provided to help me be successful in this module (e.g. tutorials, additional learning materials etc).	○	○	●	○	○		○
5.10	I felt motivated to learn for this module	○	●	○	○	○		○
5.11	The workload in this module was manageable	○	○	○	●	○		○

Close Window

◄◄ Previous   Next ►►

1 **2** **3** **4** **5** **6** **7**

6 Class climate

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	n/a
6.1 The class/ module environment helped me to learn	○	○	○	○	○	○
6.2 The class/ module environment encouraged the expression of diverse opinions/ and perspectives	○	○	○	○	○	○
6.3 The lecturer treated all students respectfully	○	○	○	○	○	○
6.4 I was treated fairly in this module	○	○	○	○	○	○

Close Window

<< Previous   Next >>

1 **2** **3** **4** **5** **6** **7**

7 Comments

7.1 What aspects of this module helped you to learn?

Case studies reviewed in class helped me to understand the work better, group work helped me to learn to work in a team

7.2 What aspects of this module hindered your learning?

The workload was difficult to manage

7.3 What additional comments would you like to offer about this module?

I enjoyed the module!

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DRAFT

Mark as shown: ☐ ☒ ☐ ☐ ☐ Please use a ball-point pen or a thin felt tip. This form will be processed automatically.

Correction: ☐ ■ ☐ ☒ ☐ Please follow the examples shown on the left hand side to help optimize the reading results.

1.

INSTRUCTIONS

Please complete the following questionnaire honestly and with integrity. Your responses will be anonymous. The lecturer will not have access to an individual's responses. Only a composite report, including the responses of all the respondents will be made available to the lecturer, departmental chair and other stakeholders.

Where you feel that you cannot provide an answer to a question, please mark the "NA" box, e.g. when you are asked to evaluate teaching media but no teaching media were used.

2. Background Information

2.1 Gender ☐ Male ☐ Female

2.2 Race ☐ African ☐ White ☐ Coloured
☐ Asian ☐ Other

2.3 Language of instruction ☐ English ☐ Afrikaans

2.4 Home language
☐ Afrikaans ☐ English ☐ isiNdebele
☐ isiXhosa ☐ isiZulu ☐ Sesotho sa Leboa
☐ Sesotho ☐ Setswana ☐ siSwati
☐ Tshivenda ☐ Xitsonga ☐ Other

2.5 Approximately how many of the calsses did you attend for this module
☐ All ☐ Most ☐ Some
☐ Very few ☐ None

3. Module design and learning materials

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	n/a
3.1	I understood the learning outcomes	☐	☐	☐	☐	☐	☐
3.2	The content taught in the module related to the learning outcomes	☐	☐	☐	☐	☐	☐
3.3	The learning materials (e.g. module guide, readings, presentations) helped me to learn	☐	☐	☐	☐	☐	☐
3.4	I was satisfied with the library and/or digital resources available for this module	☐	☐	☐	☐	☐	☐

4. Assessment

DRAFT

4. Assessment   [Continue]

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	n/a
4.1	The module context prepared me for the assessment (assignments, tests, examinations)	☐	☐	☐	☐	☐	☐
4.2	The assessment requirements for this module were clear	☐	☐	☐	☐	☐	☐
4.3	Feedback on my assessment was provided in the specified time (as indicated by the lecturer)	☐	☐	☐	☐	☐	☐
4.4	The marking criteria were clearly specified	☐	☐	☐	☐	☐	☐
4.5	The feedback provided on my assessment tasks helped me to improve my performance	☐	☐	☐	☐	☐	☐

5. Teaching and Learning

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	n/a
5.1	The lecturer presented the material in a manner that helped me to learn	☐	☐	☐	☐	☐	☐
5.2	The lecturer was well prepared for class	☐	☐	☐	☐	☐	☐
5.3	The lecturer spoke clearly and audibly	☐	☐	☐	☐	☐	☐
5.4	I asked questions and/ or participated in class discussions	☐	☐	☐	☐	☐	☐
5.5	I worked with other students in this module to complete activities, tasks, assignments or assessments	☐	☐	☐	☐	☐	☐
5.6	I communicated with my lecturer face to face	☐	☐	☐	☐	☐	☐
5.7	I communicated with my lecturer online (email, Facebook, Blackboard, and so on).	☐	☐	☐	☐	☐	☐
5.8	The use of technology in this module (e.g. Blackboard, mobile learning and other online tools) enhanced my learning	☐	☐	☐	☐	☐	☐
5.9	Adequate support was provided to help me be successful in this module (e.g. tutorials, additional learning materials etc).	☐	☐	☐	☐	☐	☐
5.10	I felt motivated to learn for this module	☐	☐	☐	☐	☐	☐
5.11	The workload in this module was manageable	☐	☐	☐	☐	☐	☐

6. Class climate

EvaSys	Module Evaluation Questionnaire	Electric Paper

6. Class climate   [Continue]

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	n/a
6.1	The class/ module environment helped me to learn	☐	☐	☐	☐	☐	☐
6.2	The class/ module environment encouraged the expression of diverse opinions/ and perspectives	☐	☐	☐	☐	☐	☐
6.3	The lecturer treated all students respectfully	☐	☐	☐	☐	☐	☐
6.4	I was treated fairly in this module	☐	☐	☐	☐	☐	☐

7. Comments

7.1   What aspects of this module helped you to learn?

7.2   What aspects of this module hindered your learning?

7.3   What additional comments would you like to offer about this module?

Addendum 3: Proposed modules to be included in the pilot

	Module Code	Campus
	Faculty of Education	
1	EDM132	Qwa & Bfn
2	EDS132	Qwa & Bfn
3	EDS152	Qwa & Bfn
4	EEE132	Qwa & Bfn
5	ICT111	Qwa & Bfn
6	CCL112	Qwa & Bfn
7	CUG196	Qwa & Bfn
8	ELE152	Qwa & Bfn
9	ELE162	Qwa & Bfn
10	EZU114	Qwa & Bfn
11	EZU124	Qwa & Bfn
12	EZU132	Qwa & Bfn
13	EZU142	Qwa & Bfn
14	MSI114	Qwa & Bfn
15	MSU124	Qwa & Bfn
16	ENC114	Bfn
17	ENC124	Bfn
18	EPR142	Bfn
19	HSS132	Bfn
20	EDL122	Qwa & Bfn
21	EFD122	Qwa & Bfn
22	EFT122	Qwa & Bfn
23	EGE112	Qwa & Bfn
24	EHD122	Qwa & Bfn
25	ELF112	Qwa & Bfn
26	EMC112	Qwa & Bfn
27	EMG112	Qwa & Bfn
28	EPM112	Qwa & Bfn
29	ERS122	Qwa & Bfn
30	ESI122	Qwa & Bfn
31	ESS122	Qwa & Bfn
32	ETG112	Qwa & Bfn
33	ETG122	Qwa & Bfn
	Faculty of Economic & Management Sciences	
1	EACC61406	Qwa & Bfn
2	EACC62406	Qwa & Bfn
3	REK308	Qwa & Bfn
4	EBCS51405	Qwa & Bfn
5	EBCS52405	Qwa & Bfn

6	EECF61306	Qwa & Bfn
7	EECF62306	Qwa & Bfn
8	EKN314	Qwa & Bfn
9	EKN324	Qwa & Bfn
10	EFIP52505	Qwa & Bfn
11	EHRM51305	Qwa & Bfn
12	EIOP52305	Qwa & Bfn
13	RSM324	Qwa & Bfn
14	TRG314	Qwa & Bfn
15	OBB214	Qwa & Bfn
16	OBB224	Qwa & Bfn
17	OBB314	Qwa & Bfn
18	OBB324	Qwa & Bfn
19	EBUS51305	Qwa & Bfn
20	EBUS61406	Qwa & Bfn
21	EBUS62406	Qwa & Bfn
22	OBS234	Qwa & Bfn
23	OBS244	Qwa & Bfn
24	OBS314	Qwa & Bfn
25	OBS324	Qwa & Bfn
26	OBS364	Qwa & Bfn
27	ENM112	Bfn
28	ENM113	Bfn
29	ENM114	Bfn
30	ENM221	Bfn
31	ENM223	Bfn
32	ENM225	Bfn
33	ENM318	Bfn
34	ENM323	Bfn
35	EFAC61406	Bfn
36	EFAC62406	Bfn
37	FEC214	Bfn
38	FEC224	Bfn
39	FEC314	Bfn
40	OCP224	Bfn
41	EPAM62406	Bfn
42	MPB214	Bfn
43	MPB224	Bfn
44	MPB314	Bfn
45	MPB324	Bfn

	Faculty of Humanities	
1	SAS112	Qwa & Bfn
2	SAS122	Qwa & Bfn
3	SAS132	Qwa & Bfn
4	SAS142	Qwa & Bfn
5	SSM112	Qwa & Bfn
6	SSM122	Qwa & Bfn
7	SSM132	Qwa & Bfn
8	SSM142	Qwa & Bfn
9	SSM212	Qwa & Bfn
10	SSM222	Qwa & Bfn
11	SSM232	Qwa & Bfn
12	SSM242	Qwa & Bfn
13	SSM312	Qwa & Bfn
14	SSM322	Qwa & Bfn
15	SSM332	Qwa & Bfn
16	SSM342	Qwa & Bfn
17	SOS114	Qwa & Bfn
18	SOS124	Qwa & Bfn
19	SOS214	Qwa & Bfn
20	SOS224	Qwa & Bfn
21	SOS244	Qwa & Bfn
22	SOS314	Qwa & Bfn
23	SOS324	Qwa & Bfn
24	ENG114	Qwa & Bfn
25	ENG124	Qwa & Bfn
26	ENG214	Qwa & Bfn
27	ENG224	Qwa & Bfn
28	ENG314	Qwa & Bfn
29	ENG324	Qwa & Bfn
30	EPE114	Qwa & Bfn
31	EPE124	Qwa & Bfn
32	MFZ122	Qwa & Bfn
33	MFZ142	Qwa & Bfn
34	GES114	Qwa & Bfn
35	GES124	Qwa & Bfn
36	PTW114	Qwa & Bfn
37	PTW124	Qwa & Bfn
38	PTW224	Qwa & Bfn
39	PTW234	Qwa & Bfn
40	PTW314	Qwa & Bfn
41	PTW344	Qwa & Bfn

42	PSY212	Qwa & Bfn
43	PSY224	Qwa & Bfn
44	PSY232	Qwa & Bfn
45	PSY312	Qwa & Bfn
46	PSY324	Qwa & Bfn
47	PSY332	Qwa & Bfn

Faculty of Law		
1	ILR114	Bfn
2	ILR124	Bfn
3	INR424	Bfn
4	GRV123	Bfn
5	MDF414	Bfn
6	MDF424	Bfn
7	SFR114	Bfn
8	SFR124	Bfn
9	SFR214	Bfn
10	RPK322	Bfn
11	RPK412	Bfn
12	RPK422	Bfn
13	RVD134	Bfn
14	RVD144	Bfn
15	ABR214	Bfn
16	ABR224	Bfn
17	FBR114	Bfn
18	FBR124	Bfn
19	FBR214	Bfn
20	FBR224	Bfn
21	FBR314	Bfn
22	FBR324	Bfn
23	HRG214	Bfn
24	DEL314	Bfn
25	ERF224	Bfn
26	FAM124	Bfn
27	RGK114	Bfn
28	ROR124	Bfn
29	PSN114	Bfn
30	SAK324	Bfn

Faculty of Natural & Agricultural Sciences		
1	CEM214	Qwa & Bfn
2	CEM224	Qwa & Bfn
3	CEM232	Qwa & Bfn
4	CEM242	Qwa & Bfn
5	CEM314	Qwa & Bfn
6	CEM324	Qwa & Bfn
7	CEM334	Qwa & Bfn
8	CEM344	Qwa & Bfn
9	CHE122	Qwa & Bfn
10	CHE132	Qwa & Bfn
11	CHE142	Qwa & Bfn
12	CHE151	Qwa & Bfn
13	CHE161	Qwa & Bfn
14	RIS114	Qwa & Bfn
15	RIS124	Qwa & Bfn
16	RIS214	Qwa & Bfn
17	RIS224	Qwa & Bfn
18	RIS314	Qwa & Bfn
19	RIS324	Qwa & Bfn
20	GEO114	Qwa & Bfn
21	GEO124	Qwa & Bfn
22	GEO214	Qwa & Bfn
23	GEO224	Qwa & Bfn
24	GEO234	Qwa & Bfn
25	GEO314	Qwa & Bfn
26	GEO324	Qwa & Bfn
27	GEO334	Qwa & Bfn
28	WTW114	Qwa & Bfn
29	WTW124	Qwa & Bfn
30	WTW134	Qwa & Bfn
31	WTW214	Qwa & Bfn
32	WTW224	Qwa & Bfn
33	WTW314	Qwa & Bfn
34	WTW324	Qwa & Bfn
35	FSK314	Qwa & Bfn

36	FSK324	Qwa & Bfn
37	PLK212	Qwa & Bfn
38	PLK214	Qwa & Bfn
39	PLK224	Qwa & Bfn
40	PLK262	Qwa & Bfn
41	STK114	Qwa & Bfn
42	STK124	Qwa & Bfn
43	BLG114	Qwa & Bfn
44	BLG124	Qwa & Bfn
45	CEM214	Qwa & Bfn

Faculty of Theology		
1	EKK412	Bfn
2	EKL114	Bfn
3	EKL214	Bfn
4	SYS224	Bfn
5	SDW414	Bfn
6	NTT124	Bfn
7	NTT224	Bfn
8	OTT114	Bfn
9	OTT214	Bfn
10	PTH010	Bfn
11	PTL442	Bfn
12	BYB424	Bfn
13	RLO122	Bfn
14	RLO142	Qwa & Bfn
15	SYS124	Bfn
16	PTL402	Bfn
17	PTL422	Bfn

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