Evaluation of the implementation and short-term impact of the Ruskin Modules, 2021/22, and recommendations for 2022/23 onwards

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July 2022

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Executive summary

Ruskin Modules (RMs) are intended to add breadth to the curriculum, and develop the employability skills of graduates, through inter-disciplinary learning. An initial evaluation (2021), before full implementation, developed an evaluation framework. The evaluation framework covered implementation, short-term benefits, medium-term outcomes and longer-term impact for students:

- Short-term benefits arising directly from participation in the RMs: students have a positive learning experience; develop new knowledge and skills; and have an opportunity to think differently about themselves and the world.
- Medium-term outcomes, (occurring between the end of the RM and graduation): students are more satisfied learners; more effective learners; have greater confidence in their personal and professional identifies and future goals; and they embrace wider perspectives.
- Longer-term impact, once students have graduated: graduates are more employable, critical and flexible or open-minded.

In AY2021/22, 19 RMs were delivered in the first trimester, to 1,853 students, using online learning. This evaluation draws on routine data and evidence (enrolment, attendance and attainment data and module evaluation surveys), and primary evidence collected from a survey of students who studied RMs, two focus groups with staff delivering RMs, and a survey of staff not involved in delivering RMs.

Full implementation was achieved. The most significant challenges were related to student engagement: large group size, online learning, and students not understanding the purpose and value of the RMs.

Short-term benefits

Some students (a minority) loved their RMs and were very positive about the learning experience. Far more students were critical. Students questioned the value of the RMs in terms of contribution to their learning and their student fees, they complained about the work and assessment load, and they called for RMs to be optional. Only around 30% of respondents agreed with the statements '*I feel very positive about Ruskin Modules*' and *'Ruskin Modules offer ARU students a unique and valuable experience'*.

Students largely disagreed that they had gained new knowledge and skills from the RMs, and that they had developed their career prospects. 42% of students agreed or strongly agreed with the statement '*I gained new interdisciplinary knowledge or new perspectives*'. 38% of students agreed/strongly agreed with the statement *'I developed my graduate skills'*, while 43% disagreed/strongly disagreed with this statement. Students particularly disliked the group working aspects of the RMs. In the module evaluation, the mean response to the statement '*This module has helped me to improve my career prospects*' was 32.1%.

Interdisciplinarity provided an opportunity to think differently, but only 38% of survey respondents agreed or strongly agreed with the statement '*I valued the opportunity to study an interdisciplinary subject that is not connected to my course*', while 42% disagreed or strongly disagreed, and 20% neither agreed nor disagreed. Similarly students did not widely value the opportunity for self-reflection and learning: 37% agreed or strongly agreed with the statement '*I enjoyed self-reflection and learning about myself*', while 31% disagreed or strongly disagreed, and 32% neither agreed nor disagreed. Generally, students did not feel that the RMs helped them to think differently about their employability, and only 20% of students agreed or strongly agreed with the statement, '*The Ruskin Module helped me to think about future employment prospects*', while 54% disagreed or strongly disagreed, and 26% neither agreed nor disagreed.

Staff and students raised similar concerns (i.e., taking away time and credits from course content), and also about the quality and consistency of the learning and teaching experience; they were critical of the decision to implement an untested initiative so soon after the disruption caused by the COVID-19 pandemic. Staff not involved in the development and delivery of RMs felt more negative towards RMs following implementation than before.

Medium-term outcomes and longer-term impact

The evaluation design, informed by programme theory evaluation, is designed to check whether longer-term impact is likely to be achieved, through intermediate indicators. Thus, since the short-term benefits have not been delivered or recognised by students, it is unlikely that the medium-term outcomes and longer-term impact have or will be achieved. Indeed, student feedback about their RM learning experience may have negative consequences on satisfaction, which will be measured by the National Student Survey in 2023.

Staff suggested that more needs to be done to help students to recognise the ways in which the RMs benefit them, and in particular develop their employability. Students seem to understand employability as developing subject-specific graduate skills, derived primarily from their course of study, rather than broader, high level graduate skills or capitals.

While RMs may enable this learning and development, students do not recognise this. Appreciating the value of the RMs might be achieved by teaching students about the ARU Graduate Capitals model and requiring students to reflect upon how the RMs contribute to the development of these skills. Retrospectively, it may also be necessary to support students who studied RMs in 2021/22 to recognise the employability skills they were expected to gain by participating in the RMs, and to help them to reflect upon the extent to which these were achieved.

Summary of recommendations

Detailed recommendations are provided in the report, but they centre on the following goals:

- The purpose and anticipated value of the RMs needs to be communicated more effectively with staff and students, including retrospectively with the 2021/22 RM cohort, and imminently for the 2022/23 cohort.
- The delivery of the RMs should be reviewed to increase student engagement and maximise the ways in which the intended benefits are achieved.

- The potentially negative impact of RMs on student satisfaction, including NSS scores should be acknowledged, addressed and monitored.
- The RM learning outcomes, contents and assessment RMs needs to be reviewed, to ensure that they are explicitly delivering and achieving the anticipated impact, especially employability, for all students, not just a minority.
- Further evaluation should be undertaken to examine if the issues identified in this review have been addressed or still remain, and to assess the longer-term impact of the Ruskin Modules.

Introduction

An evaluation of key changes implemented as part of the Education Strategy (2018-2022) was commissioned and completed in 2021; this included the Active Curriculum Framework (ACF), Course Design Intensives (CDIs) and Ruskin Modules (RMs). With respect to the RMs, the evaluation examined the rationale for change, the process of developing the RMs, and developed a theory of change and suggested indicators and evidence sources for evaluating the impact. In summary, the 2021 evaluation reported:

> *RMs are intended to add breadth to the curriculum, and to develop the employability skills of graduates, through inter-disciplinary learning. The views of staff about RMs are diverse, with passionate support being voiced by some, and, at the other end of the spectrum, concerns by others. Staff from courses that have a prescriptive or very full curriculum, and with a strong professional or vocational orientation are the most likely to be unconvinced of the merit of RMs. There is little evidence about why the RMs need to be inter-disciplinary to develop students' employability skills, the main benefits appear to be from students working collaboratively and developing team working and communication skills (Thomas, Pratt-Adams & Warnes, 2021: 1)*

Staff delivering RMs were concerned about teaching large groups using active and inclusive pedagogies online, including the role of SALTS - student learning and teaching supports, and the assessment load. More critical concerns raised by the wider staff body were largely in relation to the relevance of RMs to students (and forfeiting course-specific contents), and poor student engagement and satisfaction.

19 RMs were designed and delivered for the first time in trimester 1 of AY2021/22 to 1,853 students, using online learning (i.e., MS Teams). Appendix 1 includes an overview of the modules and their assessment practices.

Evaluation of the RMs (AY2021/22)

Evaluation framework

The evaluation report, drawing on interviews and focus groups, proposed the following Theory of Change[1] statement, to formally summarise the ways in which the students are expected to benefit from RMs:

> *If Ruskin Modules are delivered to Level 5 students in the first trimester of 2021/22, and students attend the RMs, then students will have a positive learning experience, they will develop new knowledge and skills and they will have an opportunity to think differently about themselves and the world. If students benefit from RMs in these ways in the short-term, then in the medium-term they will be more effective learners, be more satisfied with their learning experience, have greater confidence in their personal and professional identities and future goals and they will embrace wider perspectives. In the longer-term, students/graduates will be more employable, critical and flexible or open-minded (Thomas, Pratt-Adams & Warnes, 2021: 4)*

The Theory of Change statement draws attention to a number of assumptions, particularly student attendance (which should perhaps also be framed as engagement, as attendance alone is unlikely to result in a positive learning experience), and to expected benefits in the short-term, medium-term outcomes, and longer-term impact. More specifically, drawing on the interviews and focus groups, the short, medium, and longer-term impact indicators and potential sources of evidence were identified, and presented in the 2021 evaluation report (Thomas, Pratt-Adams and Warnes 2021) as a draft evaluation framework of the impact of RMs on students (Table 1).

Table 1: Draft evaluation framework of the impact of RM on students

Stage	Goals	Indicators	Evidence
Implementation	Implemented as planned.	Number of Ruskin Modules running. Number of students signing up compared to allocated to modules. Proportion of students attending compared to other modules. Level of student engagement. Differences between courses, disciplines, and student groups.	Institutional data. Attendance data. Staff feedback. Online analytics.
Short-term benefits	Positive learning experience. New knowledge and skills.	Students report learning is fun, exciting, enjoyable, engaging, interesting, energising, playful, freedom, partnership with staff and co-creation of the module.	Module evaluation. Qualitative student feedback (e.g., focus

[1] A Theory of Change (ToC) is used to identify the way in which an intervention is expected to work, and why. It is used to evaluate progress towards longer-term impact, by identifying the mini-steps that lead to the longer-term goal, and the connections between the activities and outcomes each step of the way (Weiss 1995, Chen 2015). The RM ToC was developed as part of a wider evaluation study in 2021 (Thomas, Pratt-Adams and Warnes, 2021).

Stage	Goals	Indicators	Evidence
	Think differently about themselves and the world.	• Students develop new knowledge and skills: interdisciplinary knowledge, new perspectives, practical skills, critical skills, digital capability, • communication skills with different people including those with different values, team working skills, problem solving skills. Students begin thinking differently e.g., greater love of learning, challenging self, seeing new possibilities, understanding diversity, try new things, question and develop who they are, try new things and different identities.	groups, listening rooms, survey open questions).
Medium-term outcomes	More satisfied learners. More effective learners. Confidence in personal and professional identifies and future goals. Wider perspectives.	Continue to feel positive about learning experience at ARU. Apply new skills and knowledge to discipline modules. Greater confidence to try new things.	NSS. Attainment. Feedback from academic staff. Feedback from students. Feedback from other university services (careers, volunteering, SU etc).
Long-term impact	More employable. More critical. More flexible/open-minded.	Employment outcomes. Personal satisfaction/ happiness.	Institutional data. Employer feedback. Alumni feedback.

This draft evaluation framework was the starting point for the evaluation reported here. It was shared with RM leaders, or trailblazers, prior to commencing the evaluation for feedback. A range of issues were raised, which are considered in this report.

Evaluation methods

The framework above suggested a range of evidence sources that we could use to inform the impact evaluation. In this report we draw upon the following module data and information:

- Enrolment data
- Attendance data (limited)
- Attainment data
- Module evaluation surveys

In addition, we collected the following primary evidence:

- A student survey
- Two focus groups with staff delivering RMs
- A survey of staff not involved in delivering RMs

The student survey covered issues identified in the evaluation framework (see Appendix 3b). It was sent to Level 5 students enrolled in RMs by RM leaders. 84 responses were received, out of a possible 1,853 students. This response rate of 4.5% means the survey evidence should be used with caution. This means that very small numbers are commenting on some modules (Table 2). Please note, that as survey respondents were from only 13 of the 19 RMs, we cannot be certain that the survey was sent to all Level 5 students.

Table 2: Student survey responses: Which Ruskin Module did you take?

	Enrolled	**Responses**	**%**
AI and the Future: a threat to humanity?	209	21	10.0
Climate Justice and Social Inequality: Could you be an agent for change?	79	4	5.1
Digital Accessibility: Why should it matter to you?	52	4	7.7
Do I matter?	123	12	9.8
Do numbers lie?	70	7	10.0
Do we need humans as teachers?	132	8	6.1
Does language affect the way I think?	89	6	6.7
Is technology changing us?	145	3	2.1
Performing Activism: How can we use our bodies for change?	63	4	6.3
Where do you belong in this city?	66	5	7.6
Who, me? Make a difference in my community?	70	2	2.9
Why all the fuss over hair?	67	4	6.0
Work: What is it good for?	79	3	3.8
Don't know		1	0.0
Can we design a better future	82	0	0.0
To be or not to be enterprising	92	0	0.0
How would you respond in a crisis situation?	124	0	0.0
What does social justice in the twenty first century mean?	110	0	0.0
How do you disagree with the majority view and still be respected?	90	0	0.0
What's the real price tag on fashion?	111	0	0.0
Total	**1,853**	**84**	**4.5**

Two focus groups were organised for staff delivering RMs; all module leaders were invited, and 11 staff attended. The groups were held for 90 minutes, and covered implementation, short-term outcomes, longer-term impact, and suggestions for the future (see Appendix 2a).

A survey was sent to all academic staff who were not RM leaders (see Appendix 2b). 48 respondents started the survey, two of whom answered no questions. Two responses were from Ruskin Module Leaders, but these were not used in the analysis. Of the

remaining 44 respondents, some respondents answered all five questions, while others did not (Table 3). Some respondents made multiple points which increased the number of responses to some questions.

Table 3: Staff survey responses

Question	Respondents	Responses
Q1	44	44
Q2	44	44
Q3	44	47
Q4	43	46
Q5	39	53

Findings

The following section examines the evidence about the implementation and the short-term benefits of the RMs. The evidence is used to reflect on the likelihood of the RMs achieving their medium-term outcomes and longer-term impact for students.

Implementation

This part of the evaluation examines whether RMs were delivered as intended, because if not, this may have a knock-on effect on their impact. 19 RMs were delivered, (see Appendix 1), from across the faculties and professional services, but they were not evenly distributed across the faculties (Table 4).

Table 4: RMs delivered by Faculty/Professional Service

Faculty/Professional Service	RMs
AHSS	4
B&L	1
FSE	2
HEMS	6
Total Faculties	**13**
AL&T	5
International Office	1
Total Professional Services	**6**
Total number RMs	**19**

1,853 students enrolled on the modules; the mean group size was 98 students, the group size ranged from 52 to 209 students, and the median was 89 students. The large group size made active learning more difficult, and assessment burdensome for RM leaders.

Implementation challenges
RM leaders identified some challenges associated with running the modules. Student attendance and engagement (discussed below) were the most common challenges raised, and the interdisciplinary nature of the modules was also discussed across both focus groups (FG1 and FG2) in some detail. Other issues raised included:

- Registration issues and lack of group coherence as students switched modules and joined late.
- Assessment workload due to large group size.
- Challenges of assessing group work combining engaged and disengaged students.
- Practical issues associated with online delivery (also identified in the student feedback).
- Workload, and lack of managerial support at institutional and faculty level.

Interdisciplinarity and sustainability
Table 5 shows that the majority of students participated in a RM outside their 'home' faculty, with the exception of HEMS (who delivered 6 of the 19 modules).

Table 5: Student and RM Faculties

	Home Faculty of Student								
Faculty/Service visited	**AHSS**		**B&L**		**HEMS**		**FSE**		**Total**
AHSS	155	28%	81	21%	34	13%	170	25%	440
B&L	44	8%	32	8%	10	4%	25	4%	111
HEMS	104	19%	57	15%	148	57%	126	19%	435
HEMS & GSI	23	4%	13	3%	7	3%	36	5%	79
HEMS & Library	32	6%	41	11%	15	6%	57	9%	145
FSE	65	12%	78	21%	20	8%	123	18%	286
AL&T	97	18%	58	15%	23	9%	89	13%	267
International Office	24	4%	20	5%	4	2%	42	6%	90
Total	**544**		**380**		**261**		**668**		**1,853**
%age Away Visits	72%		92%*		35%		76%		

**B&L only offered one RM*

The initial evaluation report found that there was some doubt over the extent to which the RMs were interdisciplinary, and whether they would promote sustainability. The focus group discussions were quite positive about interdisciplinarity. RM leaders enjoyed working with others across the University:

> *I found it really good collaborating with other people across the university, and I learned more about systems and how the university actually worked. So that was really good. I learned what interdisciplinary learning was. I don't think I really understood that before, so doing this has helped my learning that way… Similarly, the students worked together well across disciplinary boundaries, and just 'did interdisciplinarity', but also students reflected on it… they did reflect on it. It was clear they actually experienced the benefits of interdisciplinarity by working closely together with others, and also, they learned from teamwork (FG1 P5)*

As another RM leader pointed out, working together provides an interdisciplinary experience, in addition to the interdisciplinary contents: 'The modules *per se*, are interdisciplinary, and also the experience of the students working together is interdisciplinary' (FG1 P3).

Another RM leader went on to consider how interdisciplinary learning arises from these experiences and will be shaped by the individual concerned 'so we can scaffold those individual experiences to come out, but it will never be the same for two different students' (FG1 P2).

Both focus group discussions concluded that a one-off interdisciplinary experience was less effective than either an interdisciplinary degree, or an interdisciplinary strand throughout the degree programme. It was suggested that the ideas of interdisciplinarity should be introduced at Level 4, at least to explain what it is and why it is useful, but ideally to do some interdisciplinary activities:

> *…thinking about this front loading of people, getting to play with interdisciplinarity, having some resources and then having some sort of activity like a hackathon (FG2 P6)*

There was less discussion about sustainability, and less evidence of embedding sustainability into all the RMs; indeed, one RM leader (FG1 P5) felt that it was more difficult to embed sustainability. It was also noted that interdisciplinarity and sustainability are not assessed explicitly, but students can be asked to reflect on these issues and to identify what they have learned.

Student enrolment

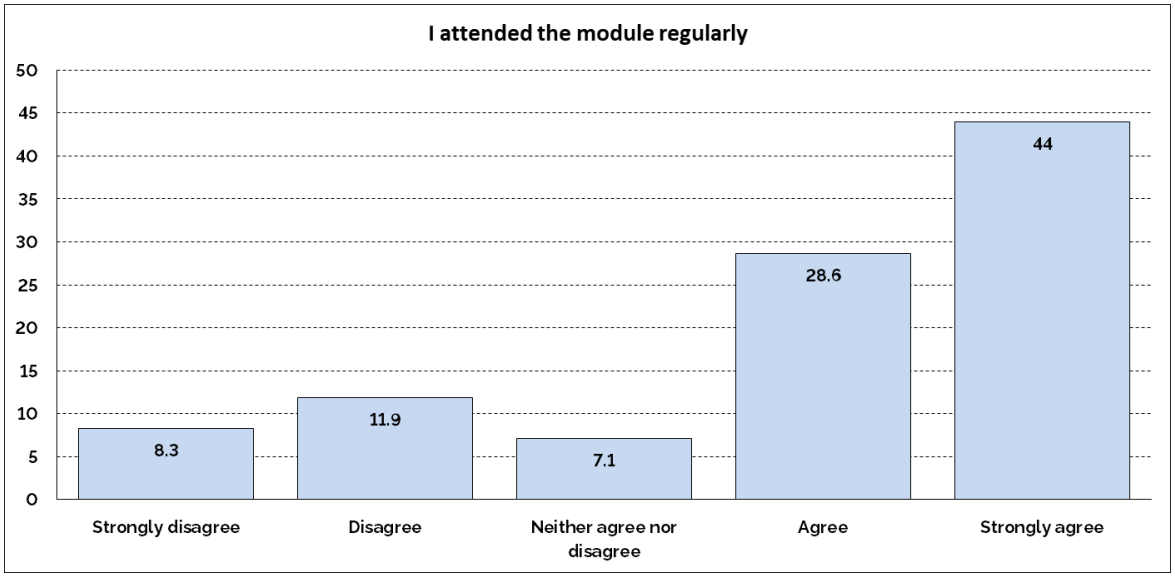
All Level 5 students were enrolled on a Ruskin Module. Approximately three-quarters (1,375) students chose their module, while about a quarter were assigned to a module, but were able to move modules within the first few weeks. RM leaders found this very disruptive, as group/team membership changed from week to week, and students joining the module had often missed significant input on the topic.

Student attendance and engagement

Due to a technical issue with MS Teams, full attendance data is not available, but in the October 2021 report, *Update on Ruskin Modules*, presented to the Education Committee, Brown (2021) states that 'Attendance at Ruskin modules in Teaching Week 2 is 77%... this does not include 'guest' access or students sharing a device' (2021: para 2.3). There are obvious limitations to this data, as it is an aggregate figure for the RMs, and is not broken down by modules, and we do not know how attendance varied during the module, for example did it tail off during the module or did it increase before the assessment? Nor is there any comparable data available for other modules delivered online or face to face during the same semester. Responses to the student survey appear to support this data, as 72.6% of respondents (*n* = 61) agreed or strongly agreed with the statement '*I attended this module regularly*' (Table 6). However, it must be remembered that the response rate is low, and possibly those responding to the survey were those who had attended and engaged more in the RM.

Table 6: I attended the module regularly

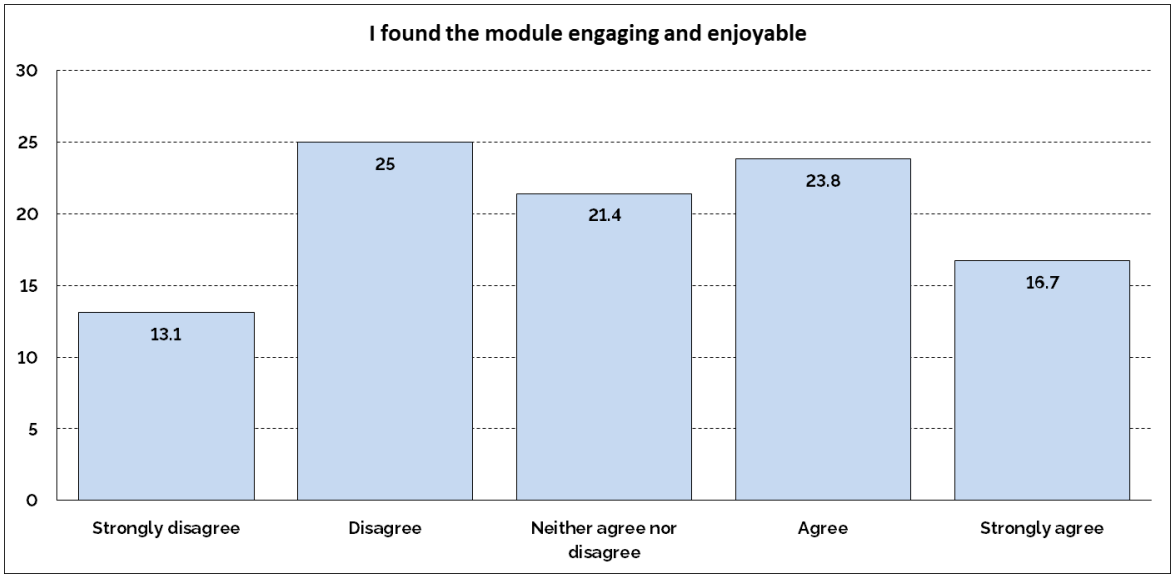
	n	**%**
Strongly disagree	7	8.3
Disagree	10	11.9
Neither agree nor disagree	6	7.1
Agree	24	28.6
Strongly agree	37	44.0
Total	**84**	**100.0**



In terms of student engagement, less than half (40.5%) of students responding to the survey either agreed, or strongly agreed with the statement '*I found the module engaging and enjoyable*', and a similar proportion (38.1%) either disagreed or strongly disagreed (Table 7).

Table 7: I found the module engaging and enjoyable

	n	%
Strongly disagree	11	13.1
Disagree	21	25.0
Neither agree nor disagree	18	21.4
Agree	20	23.8
Strongly agree	14	16.7
Total	**84**	**100.0**



At the RM leader focus groups, student attendance and engagement were the most talked about issue (17 mentions across the two focus groups). For example, in the first

focus group, one of the speakers said, 'Attendance was an issue we all had' (FG1 P5), and the same speaker explained that even if the students viewed the material online, they did not benefit from the scaffolding provided in the taught session. Another speaker said, 'attendance was a major issue 'cause you couldn't depend on students being there' (FG1 P7). A related issue is student engagement. One RM leader said that they had excellent attendance, but very little engagement:

> *I had fantastic attendance. I averaged 70% across the whole trimester, I've never seen attendance like it, and in fact, when you factor in the students who don't exist, it was even better than 70%. And so, I had fantastic attendance at my online sessions. But they didn't do anything in terms of looking at the materials or watching the lectures or anything (FG2 P5)*

Indeed, this speaker said, 'I reckon the week when I had the most activity, it would have been 10 out of 70 students, actually looked at [preparatory material on the VLE]'.

Student engagement with online resources and group activities was generally low. One RM leader said: 'It wasn't a great experience, and even those students that I know really well fed back that the group work really didn't work' (FG2 P2). The conversation demonstrated that in most groups there were some very engaged students, others who did not engage at all, and many that had low levels of engagement. RM leader (FG2 P2) went on to explain how in most groups some people did not engage, and consequently asked students to grade the engagement of the others in their group, and then docked marks from students based on the assessment of their peers.

> *I started with the mark for that group work, and then I docked loads of marks if they hadn't engaged, because the feedback I was getting from students going through was, "it's not fair, they're going to benefit from my work". And I said, "no, you're right: that's not fair"… I did it in a way where I wasn't asking them to write anything… so it was literally just an X on a line, and I graded it from there. I've not had any complaints from the students who got downgraded to 40 because of what others' said they participated in, and I was expecting a deluge of emails. Not one of them has. So, I think there is a recognition from students that, "actually I didn't do anything in this, so I don't deserve a higher grade" (FG2 P2)*

It does seem that the online environment contributed to the poor engagement, as this was raised in both focus groups, and that being online allowed people to attend, but not to put cameras on or to contribute, which would be more difficult in an in-person session.

Student feedback via the survey and the module evaluation survey was critical about the purpose and value of the RMs, and these concerns were exacerbated by the aspects of the learning experience, such as group size and the online learning environment. 42 student comments in the module evaluations mentioned online learning; nine were in response to what worked well, and 33 were in response to the question '*What were the things that didn't work well, and what might we do to improve this module?*'. The benefits of online learning identified by students were that they could meet students from other courses and campuses, online learning offered a shorter lecture format which aids concentration, they has access to the learning materials in advance, the teaching sessions were recorded and slides were available and so could be revisited, online learning offers more anonymity which was appreciated by some students given the often personal and sensitive responses to the issues raised, and a few comments

praised good online teaching. The negative comments largely related to the limitations of engaging and interacting online:

> *Having such big groups and two-hour long sessions online, lost concentration and was difficult to understand. I would have preferred to have another module relevant to my course instead of a Ruskin Module as I do not understand most of the content.*
>
> *An online-only module with this many people on it isn't without issues - just an inherent thing with the format though rather than anything the people running it could have done. Group discussions etc. may well work better in person.*
>
> *Having the module all online isn't as effective because we can't be fully engaged in the lecture and freely have discussions.*
>
> *Completely pointless being taught online, most of the value of meeting and working with students from other areas is lost. Most of the lessons have had no clear information delivered.*
> (Free text comments from RM MES)

RM leaders found the experience of engaging with the 'hyper engaged' students to be very rewarding:

> *It was a massive game of two halves, if you like, between those that were engaged, and really engaged, and those that either didn't bother turning up at all or sat there as a little circle with initials [referring to students not switching on their cameras], and I have no idea whether they were there or not… Fewer engaged students than I was expecting. And I was expecting there to be those that just didn't bother at all… I think what surprised me was the level of "this is amazing, and I want to take this forward" engagement, which I wasn't really expecting. So that was good. And then the rest fell in the middle where they were interested, and they participated in sessions. It was only a module that they had to pass so it was never going to be life changing for most (FG2 P1)*

Short-term benefits for students

The discussion about the implementation of the RMs overlaps to some extent with the short-term benefits. The evaluation framework suggests that students will benefit by having a positive learning experience, they will gain new knowledge and skills, and they will start to think differently about themselves and the world. Indeed, the interviews and focus groups conducted in 2021 identified a long list of ways in which students would benefit from the RMs:

- Students report learning is fun, exciting, enjoyable, engaging, interesting, energising, playful, freedom, partnership with staff and co-creation of the module.
- Students develop new knowledge and skills: interdisciplinary knowledge, new perspectives, practical skills, critical skills, digital capability, communication skills with different people including those with different values, team working skills, problem solving skills.
- Students begin thinking differently (e.g. greater love of learning, challenging self, seeing new possibilities, understanding diversity, trying new things, questioning, and developing different identities).

The discussion about attendance and engagement indicates that some students attended more and engaged more, and got more out of the experience, while others were fairly disengaged.

Positive learning experience
In the interviews with key personnel and the focus groups with RM trailblazers in the 2021 evaluation, there was excitement about introducing and delivering the RMs, and colleagues strongly and passionately believed that students would have a wonderful, positive learning experience, which is reflected in the evaluation framework (table 1) and listed above.

Some students loved their RM, and their free-text comments in the MES demonstrate that they had a positive learning experience. For example, in response to the question '*What were the things that worked well for this module and that we should continue doing or do more widely?*' one student wrote:

> *Everything, very helpful module and very motivational, very positive and life changing. After studying this module, I decided to write a book about my own reflections. The lecturer is an inspiring person, and I am happy that I chose this Ruskin Module.*

Another wrote:

> *This module is very fun and interesting. It gets me engaged within the lecture and a lot of information is provided to help with the assignment. The assignment has been good, and it's nice to be given the opportunity to work as a group.*

But many more students were very critical in their feedback and did not view their RM as a positive learning experience. For example, in response to the same question one student wrote:

> *Nothing. It's a scam module, the Ruskin Module. I pay 9k a year to do the course I signed up for, not whatever this car crash was. Despite my lecturer being nice, [it] doesn't change the fact [they] didn't know very much at all about the subject, and this module was wasting my time and still is. Whoever came up with this idea of a Ruskin Module needs to be fired immediately.*

Other comments were equally critical, but less direct. Students questioned why they had to do the RMs, how they complemented their courses, and the volume of 'extra' work involved. There was a call from quite a few students to either scrap RMs or to make them optional:

> *I thought this module was not very relevant to my course and felt as though I had time distracted away from my course. I am at university to study in my discipline, and that is my focus of my time. Therefore, it felt as though I needed to neglect this module in order to put more focus into my more course-specific modules. I was not a fan of the Ruskin Modules at all. I see the value in them but feel as though they should be optional and fall into Prof. Dev. modules*
>
> *MAKE IT OPTIONAL! Students should not be forced to take a module which might have nothing to do with their degree. Especially if it can prevent someone from passing something they could do exceptionally well in. It being*

online doesn't work whatsoever. No one talks, people turn up for attendance, don't contribute, and still get graded. If you want something extracurricular to put on your CV, sure, CHOOSE to do a Ruskin Module and get extra credit. Not many people want to do these modules.

Less work needed for the module as it isn't optional, and we need the credits to complete. Hard to manage the time to complete this module when I already have my coursework to focus on. This criticism isn't directly for this module but for the whole scheme in general. It's unfair to force us to do an irrelevant module to our course for the sake of passing the year. If we have to do one for whatever reason it shouldn't take up too much time.

These free text comments from the Module Evaluation Survey are supported more generally by the quantitative MES responses, and the student survey conducted as part of this evaluation (see Appendix 3a).

The MES questions '*This module is intellectually stimulating to me*' and '*Overall I am satisfied with the quality of this module*' contribute to understanding about whether this was a positive learning experience. The average score for the first of these questions, '*This module is intellectually stimulating to me*' was 51.3, but scores ranged from 21.4 to 81.8, with the median being 50.0. The average score for the second of these questions, '*Overall I am satisfied with the quality of this module*', was 48.6, with scores ranging from 9.5 to 90.3, and the median was 45.0. These results suggest that the majority of students did not feel that their RM was a positive learning experience. We have not been able to identify comparable MES data from other modules, but we feel that the range of marks is concerning and could have negative implications for future NSS results (see the section medium-term outcomes and longer-term impact below).

This finding is reinforced by the student survey, where 54.2% of students strongly disagreed or disagreed with the statement '*I feel very positive about Ruskin Modules*' (Table 8), and only 35.7% of students agreed or strongly agreed with the statement '*I am pleased I took this Ruskin Module*' (Table 9), 40.5% would recommend their Ruskin Module to other students (Table 10) and just 30.2% of respondents agreed or strongly agreed with the statement '*Ruskin Modules offer ARU students a unique and valuable experience*' (Table 11).

Table 8: I feel very positive about Ruskin Modules (RM evaluation survey)

	n	**%**
Strongly disagree	26	31.3
Disagree	19	22.9
Neither agree nor disagree	13	15.7
Agree	12	14.5
Strongly agree	13	15.7
Total	**83**	**100.0**

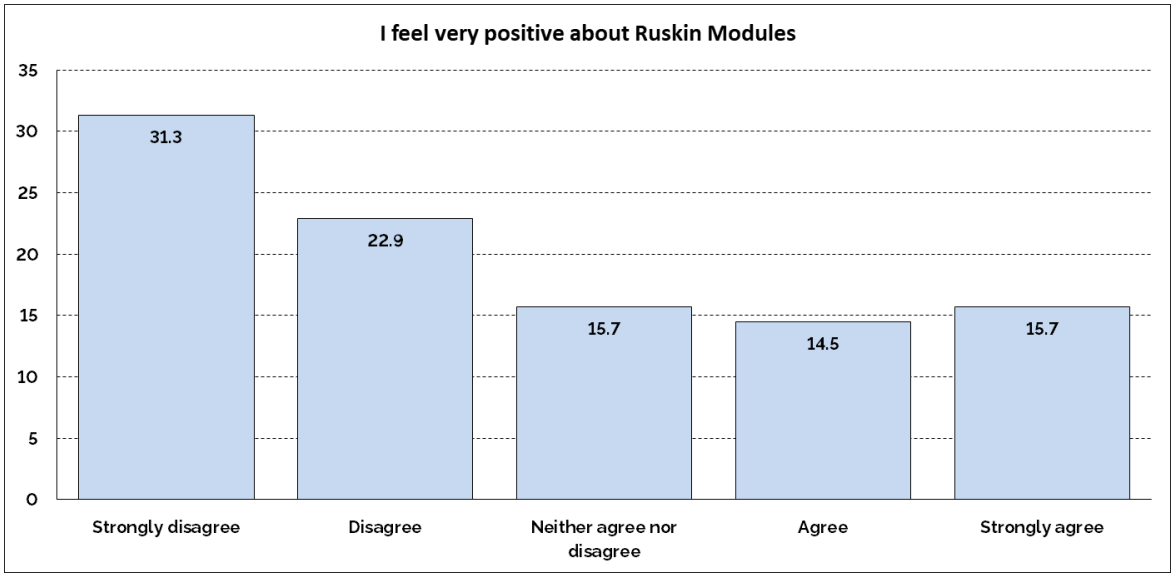


Table 9: I am pleased I took this Ruskin Module (evaluation survey)

	n	%
Strongly disagree	24	28.6
Disagree	13	15.5
Neither agree nor disagree	17	20.2
Agree	11	13.1
Strongly agree	19	22.6
Total	**84**	**100.0**

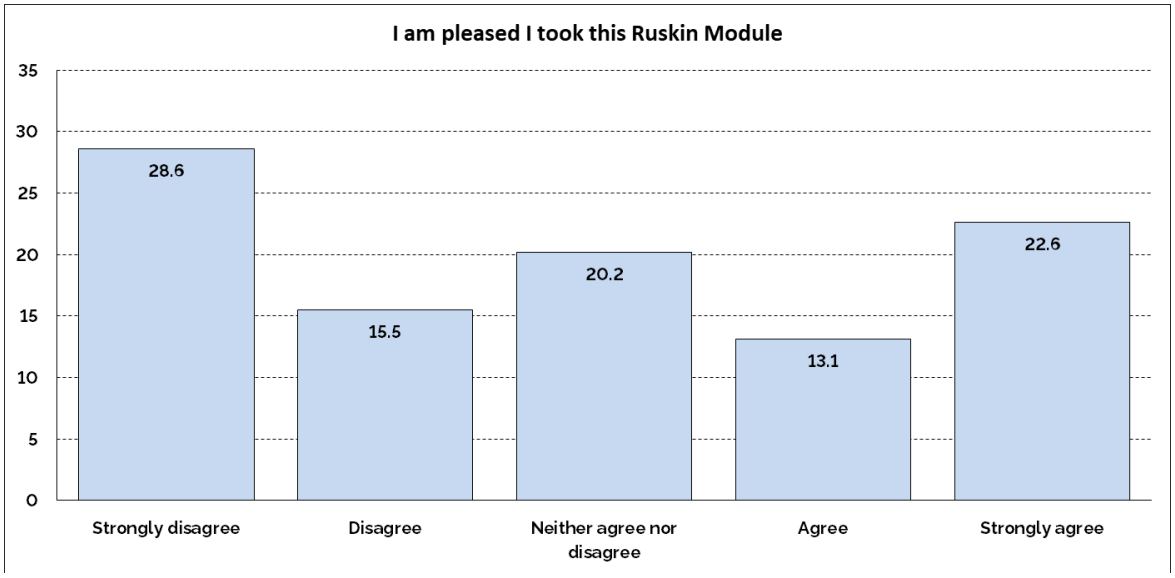


Table 10: I would recommend this Ruskin Module to other students (evaluation survey)

	n	%
Strongly disagree	22	26.2

Disagree	11	13.1
Neither agree nor disagree	17	20.2
Agree	14	16.7
Strongly agree	20	23.8
Total	**84**	**100.0**

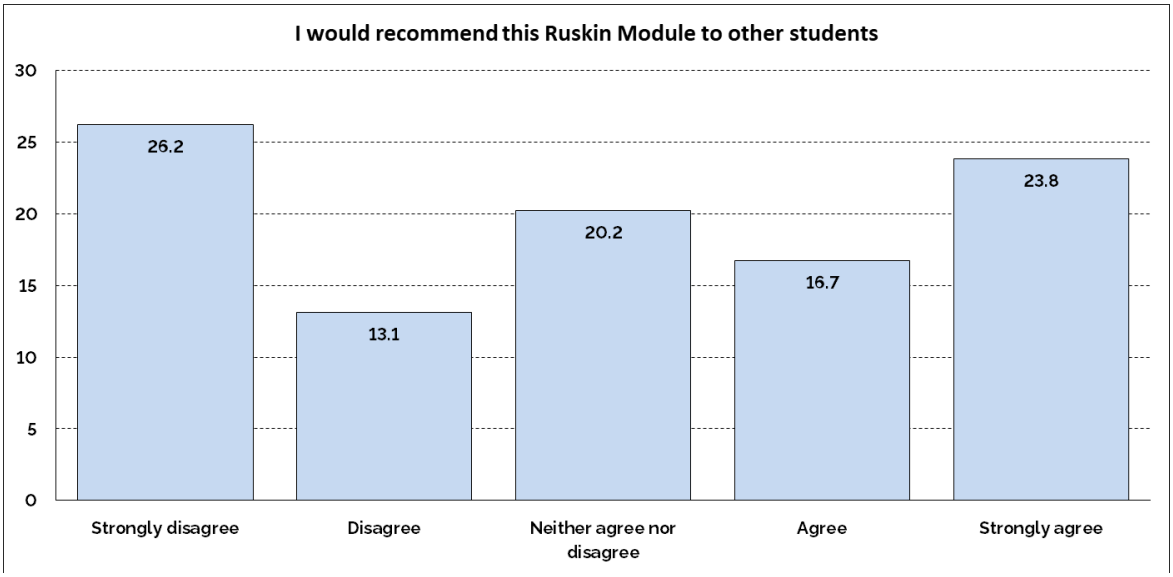
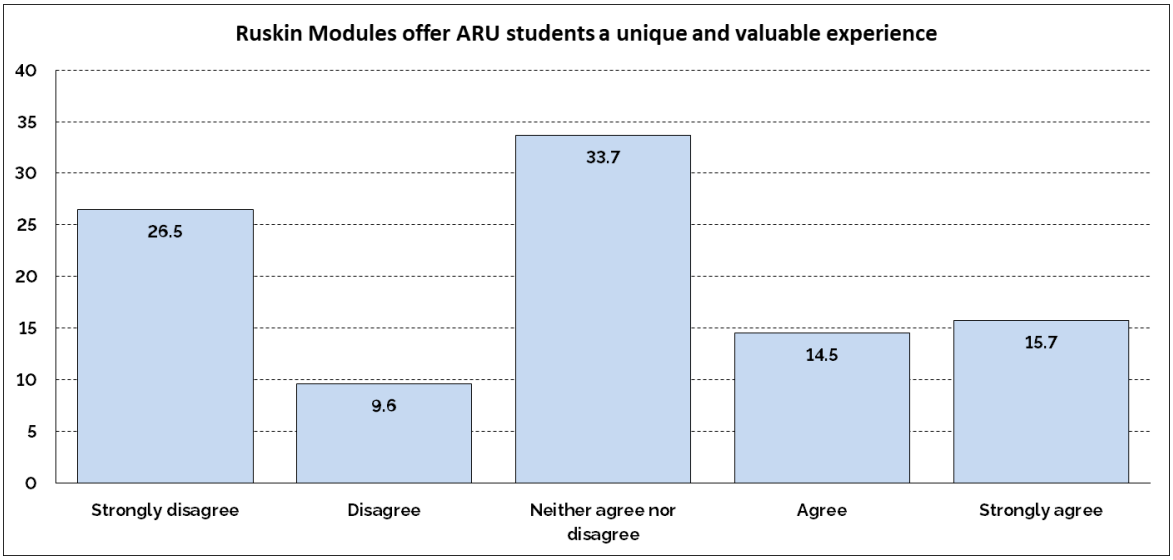


Table 11: Ruskin Modules offer ARU students a unique and valuable experience

	n	%
Strongly disagree	22	26.5
Disagree	8	9.6
Neither agree nor disagree	28	33.7
Agree	12	14.5
Strongly agree	13	15.7
Total	**83**	**100.0**



In summary, the majority of students did not find their RM a positive learning experience; this is reflected in the finding that only around 30% of respondents agreed with the statements '*I feel very positive about Ruskin Modules*' and *'Ruskin Modules offer ARU students a unique and valuable experience'*. Other qualitative and survey evidence supports and extends these findings about the learning experience.

Gained new knowledge and skills

The 2021 evaluation also identified that staff anticipated that students would benefit in the short-term by gaining new knowledge and skills, such as interdisciplinary knowledge, new perspectives, practical skills, critical skills, digital capability, communication skills with different people including those with different values, team working skills and problem solving skills. The extent to which students felt they had gained these skills was explored through the RM evaluation survey.

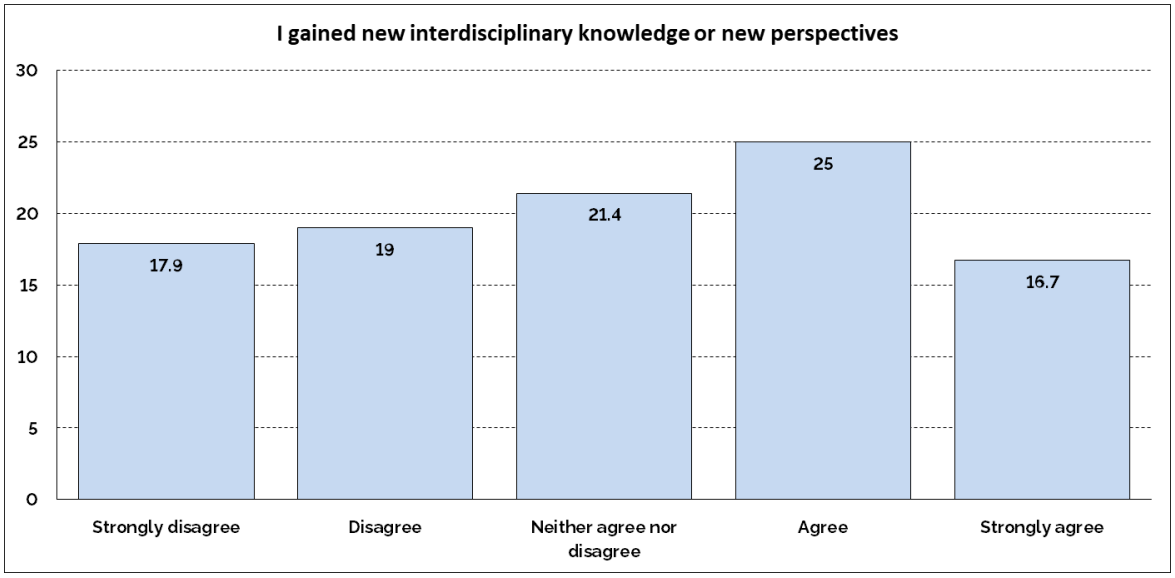
It was noted above that the RM leaders were positive about the interdisciplinarity of the RMs, but the students were less so. Three students commented about interdisciplinarity in the free text comments in the MES, and one was extremely positive, another was neutral, and one was negative:

> *The interdisciplinary element around one theme has been amazing, and I think that 'Hair' as a subject has opened up so many topics for us to look at. The resources we have been presented with have not only been helpful within this module but also in my core subject.*

The RM evaluation survey asked students to respond to the statement '*I gained new interdisciplinary knowledge or new perspectives*'. 42% agreed or strongly agreed with this statement, while 37% disagreed or strongly agreed. 21% neither agreed nor disagreed, suggesting that they were unaware of the interdisciplinarity (Table 12).

Table 12: I gained new interdisciplinary knowledge or new perspectives

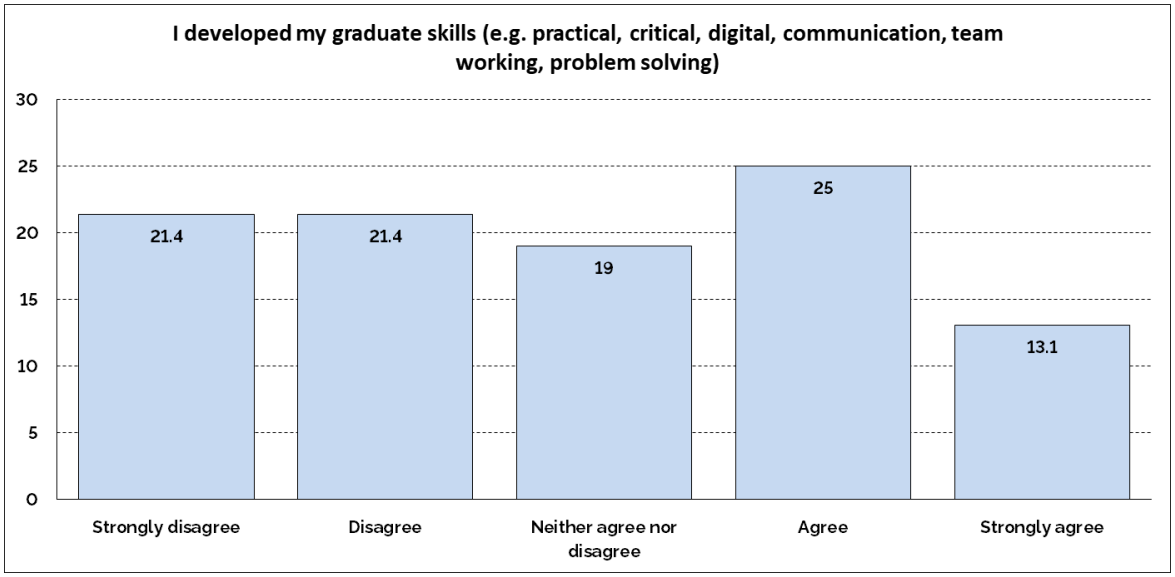
	n	**%**
Strongly disagree	15	17.9
Disagree	16	19.0
Neither agree nor disagree	18	21.4
Agree	21	25.0
Strongly agree	14	16.7
Total	**84**	**100.0**



Practical, critical, digital, communication, team-working, and problem solving skills were explored in the RM evaluation survey. 28% of respondents agreed or strongly agreed with the statement '*I developed my graduate skills (e.g. practical, critical, digital, communication, team working, problem solving)*', while 43% disagreed or strongly disagreed, and 19% neither agreed nor disagreed (Table 13).

Table 13: I developed my graduate skills (e.g. practical, critical, digital, communication, team working, problem solving)

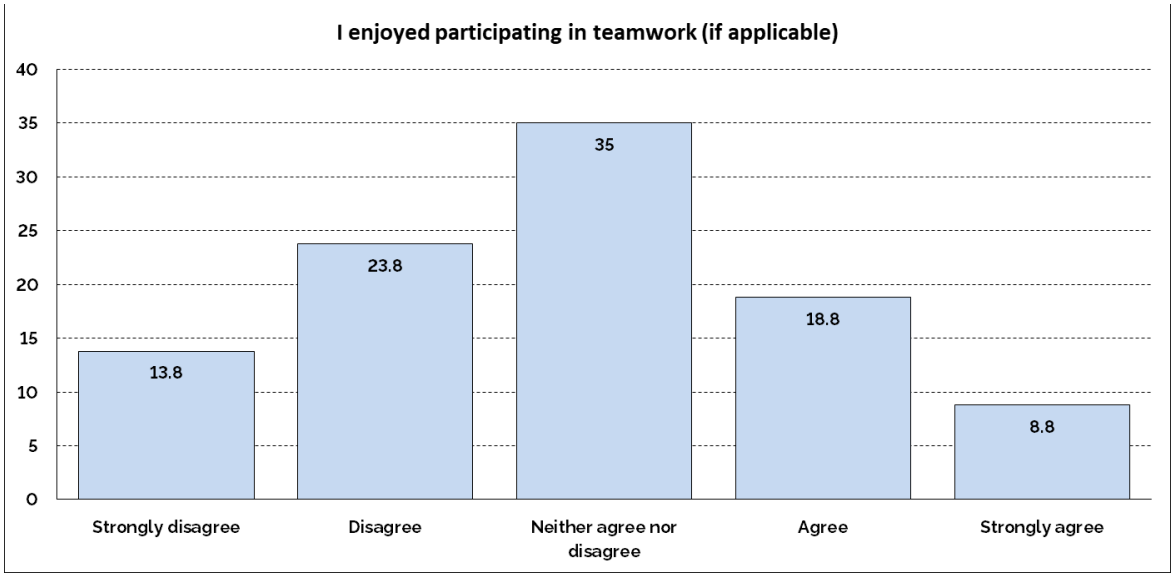
	n	%
Strongly disagree	18	21.4
Disagree	18	21.4
Neither agree nor disagree	16	19.0
Agree	21	25.0
Strongly agree	11	13.1
Total	**84**	**100.0**



Team working was explored in a subsequent question, which shows that students did not particularly enjoy the teamwork element of the modules (Table 14). 35% neither agreed nor disagreed with the statement '*I enjoyed participating in teamwork*'.

Table 14: I enjoyed participating in teamwork (if applicable)

	n	%
Strongly disagree	11	13.8
Disagree	19	23.8
Neither agree nor disagree	28	35.0
Agree	15	18.8
Strongly agree	7	8.8
Total	**80**	**100**



These findings suggest that students did not believe that RMs helped them gain new knowledge and skills. The Module Evaluation Survey asked students to respond to the statement '*This module has helped me to improve my career prospects*', to which the mean response was 32.1% (*n*=431). This suggests that students did not in general feel that RMs helped them to gain new knowledge and skills that would enhance their employability.

Students largely disagreed that they had gained new knowledge and skills from the RMs, and that they had developed their career prospects.

Thinking differently

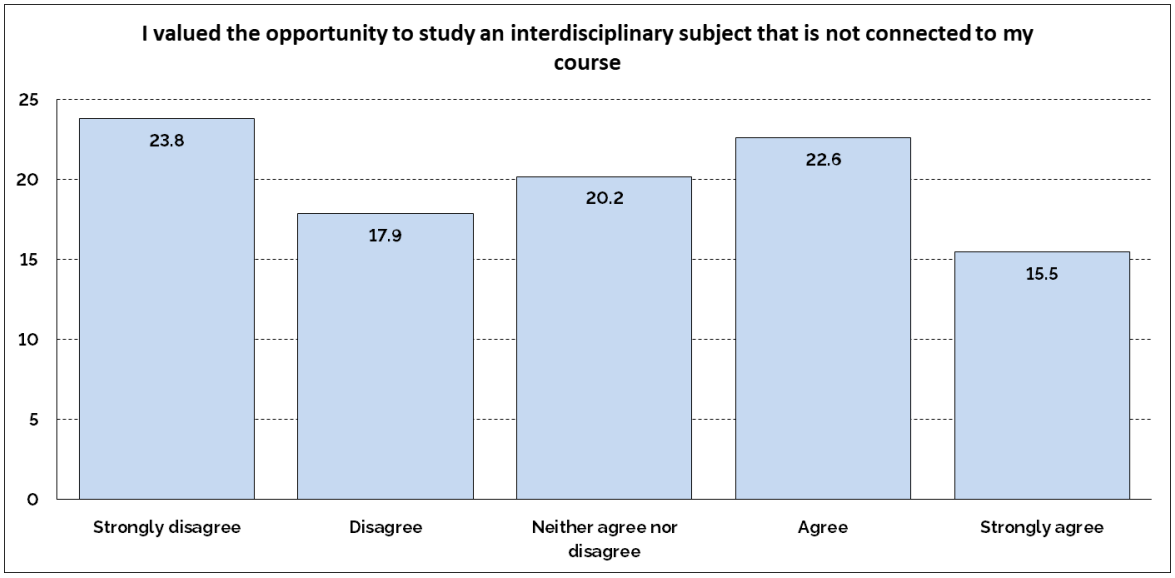
The final short-term benefit identified in the 2021 evaluation report was helping students to 'think differently'. The report listed a range of ways in which students might benefit by 'thinking differently: greater love of learning, challenging self, seeing new possibilities, understanding diversity, try new things, question, develop who they are and try out different identities.

The interdisciplinarity of the RMs offers students a chance to 'think differently', but this was not valued by students responding to the RM evaluation survey. Only 38.1% agreed or strongly agreed with the statement '*I valued the opportunity to study an*

interdisciplinary subject that is not connected to my course', while 41.7% disagreed or strongly disagreed, and 20.2% neither agreed nor disagreed (Table 15).

Table 15: I valued the opportunity to study an interdisciplinary subject that is not connected to my course

	n	%
Strongly disagree	20	23.8
Disagree	15	17.9
Neither agree nor disagree	17	20.2
Agree	19	22.6
Strongly agree	13	15.5
Total	**84**	**100.0**



Even when students seem to enjoy the different perspectives, they were still critical about the value of the RMs:

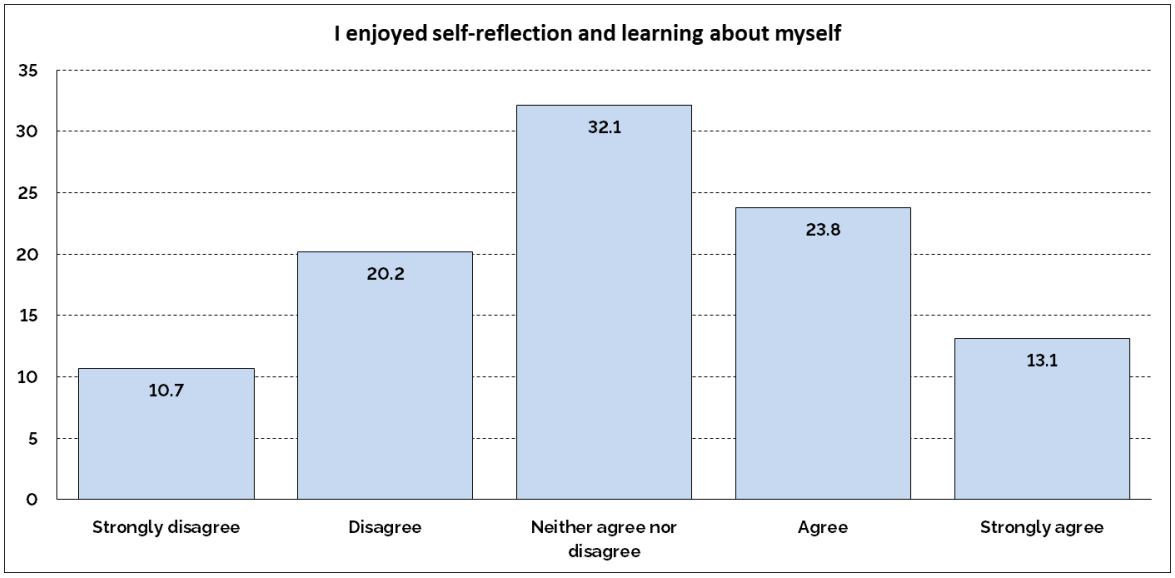
> *I liked the fact there was many different speakers telling their stories and their skills… The module itself seems irrelevant to my actual course of Musical Theatre.*

Thinking differently could benefit students by allowing them to reassess themselves and their current and future choices. Students were asked about having the opportunity for self-reflection and learning about themselves. 37% agreed or strongly agreed with the statement '*I enjoyed self-reflection and learning about myself*', while 31% disagreed or strongly disagreed and 32% neither agreed nor disagreed (Table 16). Again, this suggests that most students did not value or feel they benefitted from thinking differently.

Table 16: I enjoyed self-reflection and learning about myself

	n	%
Strongly disagree	9	10.7
Disagree	17	20.2
Neither agree nor disagree	27	32.1

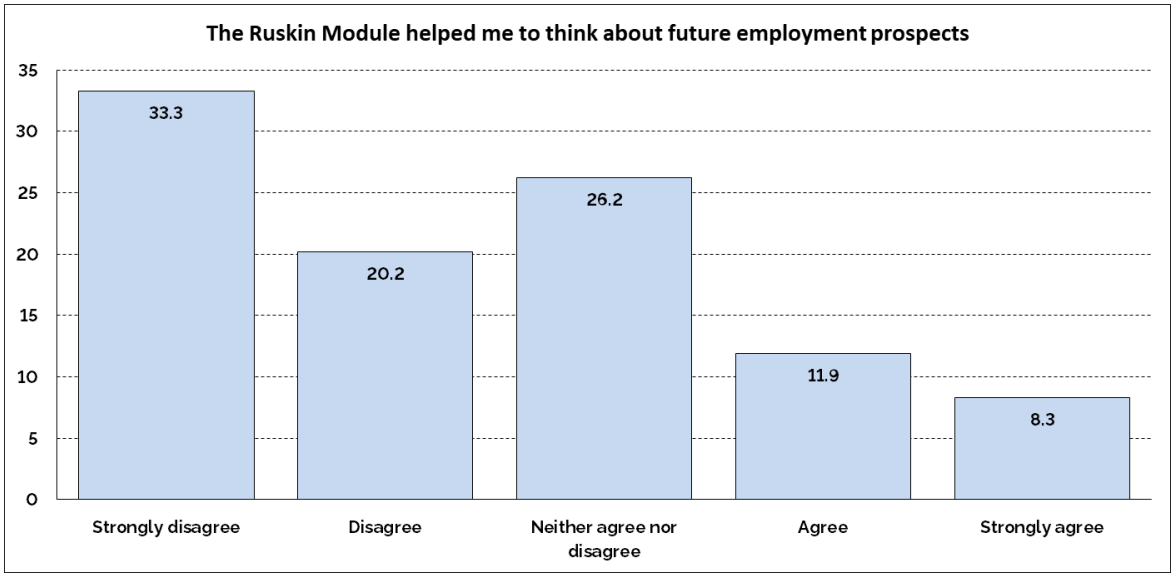
Agree	20	23.8
Strongly agree	11	13.1
Total	**84**	**100.0**



Finally, it might be anticipated that thinking differently might include reviewing and reassessing future employment interests and options. Students were asked to respond to the statement '*The Ruskin Module helped me to think about future employment prospects*'. Only 20% of students agreed or strongly agreed with this statement, while 54% disagreed or strongly disagreed, and 26% neither agreed nor disagreed (Table 17).

Table 17: The Ruskin Module helped me to think about future employment prospects

	n	**%**
Strongly disagree	28	33.3
Disagree	17	20.2
Neither agree nor disagree	22	26.2
Agree	10	11.9
Strongly agree	7	8.3
Total	**84**	**100.0**



The data reviewed presents little evidence that the RMs helped students to think differently, rather they were unclear about how these different topics and disciplines related to their courses, and they generally viewed the experience as detracting from core undergraduate learning.

Non-RM Staff perspectives

As discussed above, the majority of students did not feel that RMs were a 'positive learning experience', teaching them new knowledge and skills, and facilitating them to think differently; the survey of staff not directly involved in the RMs paints a similarly sceptical picture. Staff were asked '*How do you think students benefit from Ruskin Modules?*'. Table 18 summarises the 46 free text responses, of which 22 indicate, for a range of reasons, that staff think the RMs have 'no benefit' to students. 10 comments are more positive and identify some benefits, while a further eight comments say that some students benefit, and others do not. One respondent had 'no idea'.

Table 18: How do you think students benefit from Ruskin Modules?

Response	n	Illustrative Comment
Benefit – different values and perspectives	10	Gives them an opportunity to pursue a subject beyond their core degree interests
No benefit	10	At the moment I can't see any benefit based on what students said to me
Mixed benefits	8	It is a mixed reaction. Some have enjoyed them, others thought it was a box ticking exercise
Other/Miscellaneous	5	The Module [Evaluation] Survey suggests they do not perceive a benefit in any number; Course Teams seem to be very concerned at the weaknesses in their design and delivery. I guess they will benefit from having something named on their transcript
No benefit – lightweight	4	They get an easy degree that allows them to avoid technical rigor
No benefit – course content	3	Very little - content has had to be squeezed into other modules of course, making them feel 'crammed' as degrees have lost 15 credits of content
No benefit – irrelevance	3	Students taking the modules do not see the relevance to their course, career pathway or well-being. They would be more

		receptive to modules that might enhance their careers such as additional languages, IT training, business practice, etc.
No benefit – assessment inconsistency	1	They were not happy that some were pass/fail while others were fine graded, especially as the credits can count to their final degree
No benefit – WBL students	1	For work-based student it doesn't add enough to justify the adjustment to the curriculum
No idea	1	I have no idea
Total	**46**	

It is interesting to note that the majority of staff responding to the survey were not poorly disposed towards the RMs before they started, with 19 of the 44 comments in response to the question '*What was your opinion about Ruskin Modules before they began?* being positive, 11 not having formed an opinion (ambivalent, unaware or no opinion), and 14 negative views reported (Table 19).

Table 19: What was your opinion about Ruskin Modules before they began?

Theme	n	Illustrative Comment
Positive	19	The overall aim of the module was interesting and believed to be beneficial for the students. Personally I was supportive of these inter-disciplinary modules
Negative	14	Waste of time and would lower the quality of our degrees by removing a subject specific module at Level 5
Ambivalent	7	Fairly ambivalent. Not against. But wanted to see how it panned out
Unaware	3	I wasn't aware of them before
No opinion	1	None
Total	**44**	

The staff views about RMs seem to have worsened following their implementation in AY2021/22. Staff were asked '*What is your opinion about Ruskin Modules following their first run?*'; 47 comments were received (Table 20) of which very few were positive. Some of the concerns raised are similar to students (i.e., taking away time and credits from course content), but concerns about the quality and consistency of the learning and teaching experience were also noted, including the choice of module leaders and the size of the groups, assessment and re-assessment issues, the online delivery of the RMs, and the risks to students of an untested initiative following closely on the heels of the disruption caused by the COVID-19 pandemic.

Response	n	Illustrative Comment
Negative – student feedback	10	I am very worried about the negative way the students have evaluated them. They do not like them at all
Negative – Generic	7	They should be scrapped, and the emphasis returned to providing students with a quality education. The role of Ruskin Modules should be limited to extra offering for voluntary sign up
Negative – subject content	5	That they take away credits from useful modules. By inserting a Ruskin, other important content has had to be removed or squashed elsewhere
Mixed feelings	4	Mixed bag, understandably. But some students clearly positive
Other	3	Research academic staff in my area have not been involved in the development or delivery. This is a shame and means that we are very distanced from these

Response	n	Illustrative Comment
Don't know	2	I don't know enough to comment
Negative – module leaders	2	I'm surprised that those which were delivered were not led by staff with longer and stronger records of experience and excellence in learning and teaching
Positive, however…	2	Some merit, but lots of issues with equitability of experience, academic quality etc.
Unchanged	2	Unchanged
Negative – assessment	1	I'm surprised at the assessment design of some, which are often at some distance from the best practice at ARU or across the sector; it's not clear to me how the assessment tasks are suitable for Level 5. I'm also surprised at the variability of marks on the same module from high 80s to large numbers of non-submissions or marks in the 20s. I'd like to have much clearer information about the process of marking and moderation and of the decision made to hold a separate Assessment Panel
Negative – communication	1	I think there needs to be more communication with CSA. We knew nothing about modules, choices, process, marking. No communication and couldn't support the students in any way on this, when they asked questions. Didn't even know who the lead was or contact point. Poor communication
Negative – grades	1	I'm surprised at the apparent lack of concern, or at least of its articulation to Course Teams who will deal with the fallout of lowered grades and satisfaction surveys about the number of students who seem to have resits and possibly will be required to take this as a capped assessment next year along with their final assessments. Their delivery reflects what would reasonably be expected from a deeply siloed and unaccountable Ruskin leadership team
Negative – inconsistency	1	I also think that it is unfortunate that a common technical template was not agreed to give students commonality of approach
Negative – lightweight	1	Concerned about the messaging and student commitment. Feels a bit like general studies at A-Level, which students often don't take seriously enough
Negative – no pilot	1	I think that it is very unfortunate that 1) these modules were run with large numbers in a high stakes Big Bang launch favoured by ARU without a) first running these at a pilot level to establish where the corners needed rounding off, and b) to ensure that the modules, run by busy people, were ready and fit for purpose
Negative – no risk assessment	1	I'm disappointed that better risk assessment of the impact on students in such difficult times and on their grades wasn't conducted before delivering this mass experiment
No opinion	1	No opinion. I have no information
Positive	1	Great idea, huge benefits for students and understanding how the world of work, works
Sceptical	1	I remain sceptical
Total	**47**	

Table 20: What is your opinion about Ruskin Modules following their first run?

Conclusions about the short-term benefits of the modules

The majority of students do not feel that they have benefited in the short-term from RMs in the ways that were anticipated by staff and managers involved in developing and delivering them. This is, at least in part, because students do not value the anticipated benefits, and also because they do not feel that the RMs have delivered them. This

points to the need for clearer communication about how the RMs will be of benefit to students now and in the future, and the need to review aspects of the design and delivery of the RMs which currently reduce their impact. Students struggle to see the relevance of the modules to their 'course'; this reflects a widespread challenge, that many students do not appreciate that more than a 'good degree' is required to secure graduate employment. Staff are also concerned about the seemingly limited benefits of RMs to students, including the relevance to students, and they raised concerns about the quality assurance of the RMs relating to delivery and assessment and impact on the students' experience. This evaluation of the short-term impact of the RMs suggests that unless the negative views about the value of the RMs are addressed, then there could be longer-term consequences for student satisfaction.

Medium-term outcomes and longer-term impact

The 'medium-term' is the time after students have participated in the RMs, until they graduate and progress into employment, further study, or other outcomes. The 2021 evaluation report suggested that during this period, learners would be more satisfied with their learning, be more effective learners, would have greater confidence in their personal and professional identities and future goals, and that they would have adopted wider perspectives. The proposed indicators were that students would feel positive about the learning experience at ARU, had applied their new skills and knowledge to discipline-specific modules, and that they had greater confidence to try new things. The evidence that would be used to examine these outcomes are feedback from students, academic staff, and Professional Services, plus attainment and National Student Survey data.

'Longer-term' was conceptualised as after graduation. It was anticipated that the longer-term impact of RMs would result in ARU graduates being more critical, more flexible and open-minded, and more employable. This impact was primarily to be measured by looking at employment outcomes, but also personal satisfaction; these would be measured using longitudinal educational outcomes data, and feedback from employers and alumni.

Since the short-term benefits have not been delivered or recognised by students, it is unlikely that the medium-term outcomes (and longer-term impact) have or will be achieved. Programme theory evaluation tools are explicit about how the longer-term impact is expected to be achieved and establish intermediate indicators to check progress. The advantage of this is that if necessary, as it appears to be in this case, alterations can be made to the interventions or their implementation.

The review of the short-term benefits of the Ruskin Modules finds that the majority of students do not feel that they had a positive learning experience, gained new knowledge and skills and learnt to think differently. In particular, this has potentially negative consequences for our medium-term outcomes, which we proposed to measure using feedback from staff and students, and via attainment and the National Student Survey. The fact that around two-thirds of Level 5 students evaluated their experience of the RMs negatively, may be reflected in their responses to the NSS next academic year (2022/23). In particular, question 27 'overall, I am satisfied with the quality of the course' could be affected, as could the other student voice questions, 23-28, which ask about whether students' views and opinions about the course are valued by staff and have been acted on and any particularly positive or negative aspects they would like to highlight. It might therefore be necessary to take some remedial action to

limit the negative impact on NSS results, which subsequent feed into league tables and the Teaching Excellence Framework awards.

Many students have raised concerns about the RMs through the MES and our survey, and our staff survey also indicates that staff are increasingly unconvinced about the benefits of RMs. They note that student feedback has been poor, and they are looking for evidence of impact. For example, a comment from the staff survey, in response to the question '*What is your view on how Ruskin Modules could be developed, if at all?*' is a request for 'Better demonstration and evidence of their benefit to key metrics such as continuation, student satisfaction, and progression'. The longer-term impact of the RMs cannot be assessed at the current time, but given the concern about them, it is appropriate to review and consider whether the evidence presented in relation to the intermediate indicators gives ARU the confidence that the RMs will deliver the intended longer-term impact. ARU should consider the available evidence and how RMs could be delivered in a way that would be more likely to achieve both intermediate outcomes, and crucially, longer-term impact.

A discussion from one of the focus groups about employability may be instructive in proactively considering how RMs can more directly impact on student outcomes. The discussion indicates that building the ways in which RMs contribute to graduate employability into the learning outcomes would make them more explicit to students. The learning outcomes (or Graduate Capitals) could be assessed by asking students to reflect upon how the module has developed specific skills such as working in a team.

> *P3: Modules are helping them to think outside the box, to think creatively, to ask for help, and to listen to other people. And I feel that we could have done much more to effectively highlight that employability is not about skills, but maybe it's about the [Graduate] Capitals, or maybe about the sort of skills of the World Economic Forum…*
>
> *Facilitator: I'm interested in the way you've brought up employability, and you've differentiated between sort of skills and Capitals. In what way do you think your module has or will contribute to students' employability?*
>
> *P5: I think for me it was part of how we taught the module and how students engaged and learned on the module. So, there were skills and competencies they acquired, for example, in managing a project as a team, working together as a team, creating an artefact, the digital literacy skills that they developed, things like this. They weren't explicitly assessed for interdisciplinarity and sustainability. That is, for me, the difference, but you can in the [assessment] ask them to reflect on, "what did you learn working with the team and developing that artefact?", and then that's basically reflecting on the skills they acquired which contribute to employability. But it's not explicitly assessed as a learning outcome. Certainly not in my module.*

The focus group discussion acknowledged that students are concerned about employment outcomes, but students tend to understand employability as developing subject-specific graduate skills, derived primarily from their course of study, rather than broader, high level graduate skills or capitals, gained from wider HE experiences. The Anglia Ruskin Graduate Capitals model (informed by Tomlinson 2017) takes a holistic approach to students' development of graduate skills, and identifies six dimensions: knowledge, social capital, cultural capital, identity, adaptability and the whole person. Tomlinson (2017) and Tomlinson et al (2017) identify human, social, cultural, identity and psychological capitals, which are developed through students' formal and informal HE experiences; only human capital relates to subject-specific knowledge.

The staff focus group discussion reflects some of the views shared in the 2021 evaluation report, about providing students with tangible experiences that both develop Graduate Capitals and provide examples that can be drawn upon during the graduate recruitment process. But, as they stand, students on the whole do not experience RMs as developing employability skills or capitals or preparing them for the employment. The RMs have the potential to develop non-discipline specific skills and wider Graduate Capitals to support employability. But there is a need for students to recognises these capitals and understand employability as more than a set of course-related skills. Appreciating the value of the RMs might be achieved by teaching students about the ARU Graduate Capitals model and requiring students to reflect upon how the RMs contribute to the development of these skills. Retrospectively, it may also be necessary to support students who studied RMs in 2021/22 to recognise the employability skills they were anticipated to gain by participating in the RMs, and to help them to reflect upon the extent to which these were achieved.

Conclusions, implications, and recommendations

The response to the RMs from both students and staff is polarised. Staff teaching the RMs are, in general, positive about them, although they experienced some issues with delivery and assessment in the first year of implementation. Staff who were not involved in the RMs tended to more critical, and some became more disparaging after hearing students' negative feedback on the RMs; some staff however were neither positive or negative as they felt they knew little or nothing about the RMs. Staff who expressed negative views noted the lack of value of the modules to students on the one hand, and their detrimental impact on subject-specific teaching on the other. While some students have enjoyed and benefitted from the RMs, these students were very much in the minority; the majority of students were critical about the purpose, delivery, contents and benefits of the RMs.

A relatively small number of modules were offered in AY2021/22, and this resulted in large group sizes; there was better representation from some faculties than others in terms of offering RMs. It would be preferable to have more modules from across the faculties, to both reduce group size and offer wider diversity. Staff delivering the RMs, however, felt that the interdisciplinarity of the RMs worked well, mixing students from different discipline backgrounds, and examining topics from alternative perspectives. RM leaders suggested that students might gain more from RMs if the idea and experience of interdisciplinary learning is scaffolded and extended throughout the undergraduate experience. RM leaders also felt that interdisciplinarity should be more explicit in module descriptors, learning objectives/outcomes and module assessment. Few of the modules explicitly addressed sustainability. If this is a key dimension of the RMs then more work will be required to embed sustainability. The large group size created assessment challenges for RM leaders, as marking reflective pieces is time consuming. All but one RM provided grades, rather than just pass/fail outcomes. The latter would reduce some of the marking time, and reduce the pressure on students, who feel that RM assessment detracts from course-related assessments.

About one quarter of students did not make a choice, and were auto-enrolled on a RM, but could subsequently change modules. This was disruptive to the groups and the learning experience and created an organisational challenge for RM leaders. Students being assigned to RMs may have contributed to poor student attendance and engagement, but poor communication about RMs (e.g. purpose and benefits) and fully online delivery may also have contributed to the challenges, especially those associated with engagement and group working, which both staff and students largely reported to be problematic.

The evaluation in this report has used the evaluation framework developed in 2021 to evaluate the RMs, primarily focusing on the student experience and how this contributes to achieving the short-term benefits for students that were anticipated: a positive learning experience, gaining new knowledge and skills, and thinking differently. The majority of students did not find their RM a positive learning experience, nor did they feel they had gained new knowledge and skills or benefited from thinking differently. These findings are demonstrated by the results from the quantitative and qualitative responses to the student survey, the module evaluation surveys and the feedback from staff not involved in the design and delivery of RMs. A theory of change is designed to measure intermediate indicators (here framed as short-term benefits and medium-term outcomes) to help test out whether longer-term impact (student employability, criticality and flexibility) is likely to be achieved. The evidence about the short-term benefits suggests that medium-term outcomes, especially more satisfied learners, and longer-

term impacts are unlikely to be achieved unless changes are made to the intervention or its delivery.

Implications

The differential views of groups of staff and students suggests that the RMs could have a positive impact, but for the majority of students they are not. Initially there is a need for wider communication about RMs to garner support and engagement. Staff and students need to positively engage with RMs, and this is likely to involve restating the institutional commitment to them and clarifying their purpose and anticipated benefits, especially for students, and this should be supported with available evidence. This is more challenging now, given that the balance of the available evidence is negative, but the positive feedback should be utilised to demonstrate the potential of RMs.

Poor student engagement was challenging and may have contributed to lower levels of enjoyment and satisfaction with the modules. Engagement is likely to be enhanced via clarity of what is to be achieved and an effective communication strategy. Wider engagement might also be achieved by involving more staff and students in the delivery of the RMs. The distribution of the RMs across the faculties might be considered when more RMs are planned, and students could be more actively involved as co-creators as was originally identified as an aspiration in the 2021 report. The modules were interdisciplinary, but the values of this need to be communicated, and students need to be supported to understand this further.

Employability was identified as an expected longer-term impact of the RMs in the 2021 evaluation. At this point, no evidence is available about this outcome, but the evidence collected in this evaluation shows that students and staff are not convinced that RMs will improve employability. The soft skills or Graduate Capitals that RMs are aspiring to nurture, ought to be identified and named by the RM team, talked about explicitly during the delivery of the RMs, and reflected upon by students through the module assessment. Relying on students identifying and valuing the link between RMs and Graduate Capitals is risky and the evaluation demonstrates that the majority of students have not done this. Students and staff would benefit from more understanding about employability and the Anglia Ruskin Graduate Capitals. The learning objectives and outcomes need to explicitly reflect the purpose and expected outcomes of the RMs.

The delivery of RMs has created many issues, partly due to the limited number of modules and large class sizes, but also online delivery, and having all RMs timetabled at the same time. Increasing the number of RMs would reduce the class sizes and the assessment burden, which for some staff with more innovative assessments and large numbers of students was considerable. Online delivery has the advantage of facilitating large classes being taught at the same time, with students from across different courses and sites. However, online delivery has generated technical challenges, and pedagogical challenges, particularly in relation to group working and collaboration. A more blended approach may be one solution to the problem, as early in-person sessions can support groups to subsequently work together online. Teaching group working and online collaboration skills may also be part of the solution. The benefits of timetabling all RMs at the same time were recognised, but this also reduced opportunities for in-person teaching due to the availability of rooms, and so for students to get to know each other and teaching staff based on in-person interaction. One solution may be to have RMs timetabled on a wider range of slots (e.g. more than one time on the same day), or each week for a number of RMs to have the option of an in-person session, or to organise specific days when all RMs meet up for in-person activities.

It is essential that the short-term benefits to students are identified, communicated, and their significance explained. In addition, the design and delivery of RMs should be reviewed to ensure that they maximise the short-term benefits to students, and increase the likelihood of medium-term outcomes, especially student satisfaction being positively affected. The current evaluation evidence seems to suggest that overall student satisfaction could decrease as a consequence of the RMs.

The key implications are:

- The purpose and anticipated value of the RMs needs to be communicated more effectively with staff and students, including retrospectively with the 2021/22 RM cohort, and imminently for the 2022/23 cohort.
- The delivery of the RMs should be reviewed to increase student engagement and maximise the ways in which the intended benefits are achieved.
- The potentially negative impact of RMs on student satisfaction, including NSS scores should be acknowledged, addressed and monitored.
- The RM learning outcomes, contents and assessment RMs needs to be reviewed, to ensure that they are explicitly delivering and achieving the anticipated impact, especially enhanced employability, for all students, not just a minority.

These implications are unpacked further in the recommendations below.

Recommendations

We understand that the University is committed to delivering the Ruskin Modules in AY2022/23, and therefore have made recommendations that will improve upon the implementation for staff and students, the student experience, and outcomes. Given the issues arising in this evaluation, it would be advisable to undertake a further evaluation to examine (a) if the issues identified in this review have been addressed or still remain, and (b) to assess the longer-term impact of the Ruskin Modules.

Immediate and short-term recommendations (i.e. before delivery in AY2022/23)
The overarching recommendations in the short-term are to improve communication about the purpose and benefits of the RMs, and to review delivery of RMs to ensure that RMs achieve the expected benefits.

- The scope, purpose and anticipated benefits of the RMs need to be agreed (drawing on the evidence from the 2021 report and this evaluation). Graduate Capitals or soft skills emerge as one of the actual and potential benefits of the RMs. These should be at the heart of the communication with staff and students, drawing on internal and external evidence to support the claims made. Communication about the RMs would benefit from closer and more explicit alignment with the ARU Graduate Capitals model, a stronger rationale for assessed inter-disciplinary learning and clarification regarding the focus on sustainability within the RMs.
- The purpose and benefits of RMs must be communicated widely to staff and current and future students, including the benefits of interdisciplinary learning and the concept of Graduate Capitals, some of which are more effectively obtained outside of the disciplinary context. It is essential that students understand the ways in which they are expected to benefit in the longer-term from inter-disciplinary learning through non-course related modules. This may include teaching students about the ARU Graduate Capitals model.

    - Current ARU students must understand that they will participate in a RM at Level 5, and how they will benefit from it. For the 2022/23 cohort, build teaching into each RM about the role of inter-disciplinary learning and non-subject specific Graduate Capitals. For future cohorts, build understanding about inter-disciplinarity, Graduate Capitals, and employability into Level 4.
    - Consider working retrospectively with students who participated in RMs in 2021-22 to develop their understanding about the purpose and benefits of RMs and support them to reflect on the impact of the RMs through a Graduate Capitals lens to improve student satisfaction and avoid a decline in NSS scores.
    - Pre-entry students need to understand the unique ARU offer of RMs, so they know that they will study an RM, understand its purpose and benefits, and thus positively choose the university.
    - Staff in all faculties need to understand the purpose and anticipated benefits of the RMs and communicate positively to their students in both formal and informal communications and interactions. Communication with staff should be evidence-informed, and include details about the intended benefits, the experience in 2021/22, and how RMs are being revised to address the limitations identified.
- Efforts should be made to improve the delivery of RMs and increase student engagement. Suggestions based on the evidence collected as part of the evaluation include:
    - Encourage students to select RMs and limit the opportunities to move modules, for example, movement might only be allowed during the first week.
    - Develop an effective way of monitoring (online) attendance.
    - Develop and apply a common technical template to give students a consistent online learning experience.
    - Build teaching about interdisciplinarity, Graduate Capitals, and employability into the module.
    - Look for opportunities to include in-person sessions, for example not timetabling all modules at the same time to allow use of larger rooms and organising sub-groups on each campus.
    - Share effective practice between RM leaders and facilitators in relation to maximising student engagement.
- Ensure that the anticipated benefits of RMs, including learning outcomes, teaching contents, and assessment tasks, are more explicit.

Medium-term recommendations (beyond AY2022/23)
The overarching recommendations in the medium term are to increase the number of staff and students involved in developing and delivering RMs, and to review the design of RMs to ensure that the benefits and outcomes are achieved.

- Involve more staff and students in the co-creation of RMs and deliver more RMs.
    - Increase the number of RMs delivered, and reduce the group size to make teaching, collaboration, and marking more practical.
    - More staff should be involved in the design and delivery of the RMs.
    - Ensure all faculties contribute a proportionate number of RMs for the number of students.

    - Students should play a more active role as co-creators of RMs.
- Consider whether teaching RMs online is the most suitable mode of delivery to achieve RM aims and student engagement (i.e., collaboration and team working online have limitations).
    - Pilot some RMs in person to see if they are more effective at achieving their short-term benefits (and so are more likely to achieve medium-term outcomes and longer-term impact)
    - Consider a blended learning approach, which allows students and staff to meet each other.
- Review the learning objectives and outcomes of the RMs (current and new) to ensure that they explicitly develop Graduate Capitals, promote employability, encourage inter-disciplinarity, and promote sustainability. This should be achieved through revising learning outcomes, curriculum, pedagogy, and assessment, for example:
    - Consider teaching about the ARU Graduate Capitals model explicitly.
    - Consider embedding reflection on the development of Graduate Capitals into the assessment.
    - Consider involving employers, and other stakeholders such as professional bodies from outside of the university and internal careers professionals into RMs to help demonstrate the relevance of the RMs to employability.
    - Review the assessment strategy and identify the advantages and limitations of a pass/fail model on student engagement.
    - Provide staff and students with details of the assessment, marking, grading, moderation, and resits.
    - Consider follow-up work to support students to realise medium-term outcomes and longer-term impact.
- Undertake a further evaluation of the RMs. This should include:
    - Reviewing the extent to which the recommendations in this report, or alternative changes, have been implemented.
    - Assessing whether, following these changes, the short-term benefits to all or the majority of students have improved.
    - Evaluate the extent to which the medium-term outcomes have been achieved.
    - Evaluate the extent to which the longer-term impact has been achieved or is likely to be achieved.
    - Decide whether to continue or stop the initiative.

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Appendices

Appendix 1: Overview of Ruskin Modules

Appendix 2: RM Leaders Focus Group Discussion Guide

Appendix 3: Student Satisfaction

a) Module Evaluation Survey
b) Student Survey Questions

Appendix 1: Overview of Ruskin Modules

Name / Faculty	Title	Learning activities	Assessment
Mike Wilby (AHSS)	**AI and the Future: a threat to humanity? (MOD007485)**	Weekly lectures, interactive workshops, supported by Canvas-based scaffolded learning	Portfolio comprising a weekly blog, final essay and Live Brief with local businesses
How can we ensure that the values of AI are aligned with our own? What ethical principles should we programme AI with? How can we ensure that it benefits our lives? And what effects will it have on our lives, both in the workplace and in the home?			
Beatriz Acevedo (AL&T)	**Can we design a better future? (MOD007993)**	Seminars, workshops and work sessions supported by student-managed, independent study	Group presentation and an evaluative report on reflective practice
The big challenges of our contemporary societies require new and different approaches based on creativity and imagination. This module applies methods and techniques for problem solving. Based on an interdisciplinary approach it brings together elements from creative arts, culture and sociology, systems and management converging in the Design Thinking methodology			
Roxana Anghel (HEMS)	**Climate justice and social inequality: could you be an agent for change? (MOD007486)**	Tutor-led presentations and a set of staggered sessions of varying lengths supported by independent study	A group presentation of a community-action project based on interdisciplinary teamwork, and an individual reflective essay
What does racism have to do with the environment? Will climate change affect us all equally? In this module, you will learn about some of the links between climate change and inequality, and how we can all become agents for change.			
Isobel Gowers (AL&T)	**Digital accessibility: why should it matter to you? (MOD007960)**	Introduction to the module followed by a mix of synchronous and asynchronous interdisciplinary group sessions supported by guided research and reading	Group activities bringing together digital materials for a specific complex scenario, and an individual reflection on learning through this interdisciplinary approach and its impact on your career
We live and work in a digital world – and we produce digital content with moral and legal obligations to ensure that content is accessible. This module asks what it means to exclude differently abled individuals. We will look at the contradictions and compromise to balance usability and accessibility, and consider digital skills and brand			
Nick Wrycraft (HEMS)	**Do I matter? (MOD007979)**	Weekly study session comprising lectures, webinars, activities and student presentations supported by structured learning activities through Canvas	An individual reflection supported by a series of reflections reflecting developing identity and self-understanding (e.g., personal narratives, biographies, critiques of films) collected during the module

Name / Faculty	Title	Learning activities	Assessment
How do you articulate who you are when bound by knots of frustrated emotion? In this module we will consider who we are, exploring our identities from a range of perspectives from culture and art, to psychology and philosophy. We will develop a polymathic perspective to empower, assert, include and accept and come to better know ourselves.			
Toby Carter (FSE)	**Do numbers lie? (MOD007984)**	Weekly session comprising tutorials, seminars and workshops supported by independent and team study	Portfolio of work including computer-based assessment and patchwork text
We live in an age of 'communicative abundance'. Almost everything you are told will be biased in some way - this is even more true where numbers are concerned. Chances are that the numbers with which you are presented have been manipulated to influence you. How can you tell? What can you do?			
Deborah Caws (HEMS)	**Do we need humans as teachers? (MOD007983)**	Weekly workshops including some short, pre-recorded lectures supported by independent work (including study groups)	Practical production, presentation or performance and a reflective learning journal in the form of a blog/vlog or learning diary
Our understanding of how humans learn evolves constantly. We will draw on philosophy and sociology to consider notions of knowledge transfer versus the fostering of enquiring minds and the limits and capabilities of technology in humans' learning. Finally, we will consider how the role of teachers and technology in the future might promote inclusive, equitable education for all and reduce societal inequalities.			
Rebecca Rowntree (AHSS)	**Does language affect the way I think? (MOD007978)**	Weekly workshops including some short, pre-recorded lectures supported by independent work (including study groups)	Practical production, presentation or performance and a reflective learning journal in the form of a blog/vlog or learning diary
Language is integral to how we think and act. In this module you will examine how language can be used to shape ideas and the future; its dangers and misuse; our own personal inner language; the link between words and concepts; and whether we feel differently depending on the language we speak.			
Austin Brown (International Office)	**How do you disagree with the majority view and still be respected? (MOD007976)**	Lectures and sessions comprising case studies and multi-media followed by enquiry and discussion supported by student-led workshops, debates and discussion	Practical assessment
With the growing incidence of cancel culture in the digital social space, this module explores the alternate narrative. You will discover the contradictory, complicated and often complementary nature of the multicultural communities we live in locally, regionally, nationally, and globally whilst providing a safe space to explore difficult themes which are often avoided for fear of inadvertently being impolite or politically incorrect.			

Name / Faculty	Title	Learning activities	Assessment
Joanne Morrissey (left ARU) **Replaced by** **Maria Vogiatzaki (FSE)**	**How would you respond in a crisis situation? (MOD007770)**	Introduction, series of lectures and workshops, presentations supported by group project planning, evidence and individual reflection	A reflective journal and a group presentation to address the problem identified
When a serious incident or a crisis occurs the way in which we react and work together is essential. Learn from professionals how a large, interdisciplinary investigation is undertaken and reflect upon how your skills would be important in such an investigation.			
Neil Dixon (Library) / George Evangelinos (HEMS)	**Is technology changing us? (MOD007974)**	Teaching sessions supported by student-managed groupwork and collaborative proposal and artefact development	Topic proposal (small group work) and a coursework portfolio
Neil Dixon, Learning Technologist at Anglia Ruskin University, explains in a 60-second seminar about the Ruskin module he is leading: Is technology changing us?			
Eva Aymami-Rene (AHSS)	**Performing activism: how can we use our bodies for change? (MOD007977)**	Lecture seminars and performance workshops supported by tutorials and independent study and performance protest making	Creation of one performance event articulated as protest. Performed with an explanatory presentation
Education tends to focus on the mind rather than the body, neglecting a source of change and innovative ideas. Body intelligence is developed by bringing together politics, history, social sciences and performing arts to offer a practical approach to activism, protest and performance. Through a close look at performance, you'll understand leadership and agency of your actions to better know ourselves.			
Joanne Morrissey (left ARU) **Replaced by** **Beatriz Acevedo (AL&T)**	**To be or not to be enterprising? (MOD007769)**	Active learning workshops integrating guidance and facilitation through aspects to approaching a problem supported by individual and team work on areal-life project	Reflection using an e-portfolio documenting your learning journey and team proposal for addressing one of the problems chosen
In this module you will learn about Enterprise Education and how you can develop the abilities, skills and competencies that will give you the lifelong skills to succeed in your education, employment and life.			
Jo Bowser-Angermann (HEMS)	**What does social justice in the 21st century mean? (MOD007943)**	A set of workshops, webinars and tutorials to aligned with module themes supported by discussion board activities and tutor support	Practical assessment
According to some of our much-loved films we should all be worrying about Terminators coming back from the future, aliens who are sensitive to noise and flying cars... but in reality can we even say we have social justice in our society? Itis the year 2021 and we are still arguing about rights, justice and freedom for all. Why do you think that is?			

Name / Faculty	Title	Learning activities	Assessment
Helen Benton (B&L)	**What's the real price tag on fashion? (MOD007985)**	Lecture series, interactive seminars and workshops supported by discussion activities, reading and research	Poster, presentation video and an individual report on the journey through the stages of love, think and act reflecting on your own consumption and clothing brands' approaches
Clothing is a necessity for protecting us against the elements, however, the majority of clothing is purchased as a luxurious item for self-expression/image, for fashion or to meet societal expectations. You will take a journey to explore your role as a Global Citizen from the perspective of your personal approach, reflecting and evaluating your consumption and its impact.			
Uwe Richter (AL&T)	**Where do you belong in this city? (MOD007490)**	Lectures and online team tutorials supported by project work in interdisciplinary teams.	Individual reflection, team peer assessment and presentation of team project
Who are you in a place? What does architecture have to do with linguistics, and literature with life science? In this module we will explore the layers of cities and how they might shape the way we see ourselves.			
Julia Carr (HEMS)	**Who me? Make a difference in my community? (MOD007491)**	2 lectures, group tutorials and online tutor support, supported by group meetings, discussion, solution development and writing	Group academic poster and individual critical reflection
We all live as part of various communities. Many of these communities face issues which impact negatively on their quality of life. We often feel powerless to help change things for the better – but we can! This module will show you how communities can organise to make change.			
Linda Brown (AL&T)	**Why all the fuss over hair? (MOD007982)**	Active lectures, online tutorials and team formation including project planning supported by team project collaboration and consolidation of lectures and tutorials	Coursework comprising patchwork activities and a project and personal report of work and peer contributions
Ubiquitous, regulated, personalised, controversial, commercial, hair represents a complex and fascinating feature of our human experience. Whether discussing the punishments associated with its display or the impact of its products on the environment, hair is more than just a covering for our heads. This module encourages you to dig deep, research, play and create as we grapple to answer why there is so much controversy over hair.			
Sarah Brown (AHSS)	**Work: what is it good for? (MOD007492)**	Weekly session comprising tutorials, seminars and workshops supported by independent and team study	Portfolio of work including computer-based assessment and patchwork text
The boundaries between work and home have become increasingly permeable, with both positive and negative consequences. Although these problems may seem contemporary it is possible to trace similar shifts and anxieties over the centuries. Explore work through the ages – from the Garden of Eden to Amazon and Uber.			

Appendix 2: RM Leaders

a) Focus Group Discussion Guide

A: Implementation

1. What worked well?
2. What were the challenges?

   Potential issues to explore:

   - Student attendance and engagement
   - Mode of delivery
   - Pedagogy and assessment
3. How likely are students to recommend ARU because of its RMs to other students?

B: Short-term outcomes

4. How would you describe the learning experience for students?

   (Prompts from evaluation framework: Learning is fun, exciting, enjoyable, engaging, interesting, energising, playful, freedom, partnership with staff and co-creation of the module)
5. To what extent do you feel students gained new knowledge and skills?

   (Prompts from evaluation framework: Interdisciplinary knowledge, new perspectives, practical skills, critical skills, digital capability, communication skills with different people including those with different values, team working skills, problem solving skills)
6. Can you provide some examples of how your module enabled students to think differently about themselves and the world?

   (Prompts from evaluation framework: e.g. greater love of learning, challenging self, seeing new possibilities, understanding diversity, try new things, question and develop who they are, try new things and different identities).

C: Longer-term impact

7. Reflecting on the experience of delivering RMs this year, what do you think will be the longer-term impact on students who participated in these RMs? By longer term I mean both while they are studying at ARU, and after they have graduated.

   (Prompts from evaluation framework: More satisfied learners, more effective learners, confidence in personal and professional identifies and future goals, wider perspectives, continue to feel positive about learning experience at ARU, apply new skills and knowledge to discipline modules, greater confidence to try new things, more employable, more critical, more flexible/open minded, personal satisfaction/happiness)
8. What will be the impact on you and other staff?
9. What will be the impact on the university?

D: Looking ahead

10. What changes do you think should be made to your module if/when it is delivered in the future?
11. What changes would you like to see to the Ruskin Module programme of work?

E: Close

12. Any other issues?

Thank you for your time.

b) Staff Survey Questions

Q1. What was your opinion about Ruskin Modules before they began?

Q2. How have you been involved in Ruskin Modules? How would you like to be involved?

Q3. What is your opinion about Ruskin Modules following their first run?

Q4. How do you think students benefit from Ruskin Modules?

Q5. What is your view on how Ruskin Modules could be developed, if at all?

Appendix 3: Student Satisfaction

a) Module Evaluation Survey

ID*	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14
7485	84.4	68.8	71.9	71.0	54.2	56.3	65.6	59.4	46.9	75.0	65.6	76.7	87.5	71.9
7486	42.9	35.7	28.6	57.1	53.8	71.4	42.9	14.3	7.1	35.7	76.9	50.0	71.4	14.3
7490	71.4	42.9	42.9	71.4	42.9	57.1	42.9	42.9	28.6	85.7	71.4	71.4	71.4	42.9
7491	83.3	66.7	64.7	72.2	58.8	72.2	72.2	55.6	66.7	70.6	88.9	83.3	77.8	66.7
7492	70.0	50.0	35.0	70.0	66.7	60.0	60.0	20.0	30.0	60.0	75.0	57.9	65.0	45.0
7769	64.3	50.0	64.3	85.7	71.4	78.6	78.6	42.9	28.6	50.0	71.4	92.3	92.9	57.1
7770	21.4	21.4	16.7	35.7	36.6	21.4	14.3	35.7	14.6	24.4	27.5	47.4	19.5	9.5
7943	50.0	47.8	30.4	47.8	81.0	59.1	34.8	39.1	36.4	60.9	68.2	63.6	87.0	30.4
7960	50.0	66.7	50.0	66.7	50.0	66.7	60.0	50.0	50.0	83.3	50.0	100.0	83.3	50.0
7974	31.8	27.3	31.8	36.4	22.7	27.3	27.3	18.2	18.2	36.4	40.9	42.9	59.1	27.3
7976	50.0	44.4	27.8	38.9	31.3	33.3	44.4	5.6	17.6	47.1	41.2	58.8	61.1	38.9
7977	38.5	53.8	38.5	38.5	61.5	38.5	30.8	33.3	25.0	46.2	61.5	61.5	61.5	23.1
7978	81.8	81.8	81.8	77.3	76.5	80.0	72.7	45.5	36.4	81.8	85.7	76.2	81.0	77.3
7979	61.8	50.0	44.1	47.1	59.3	52.9	58.8	21.9	21.2	47.1	61.8	74.2	82.4	44.1
7982	66.7	50.0	60.0	66.7	50.0	66.7	66.7	9.1	8.3	83.3	91.7	81.8	100.0	66.7
7983	52.7	29.1	27.3	49.1	14.3	43.6	47.3	58.5	27.3	61.1	52.7	59.3	63.0	32.7
7984	90.9	72.7	72.7	81.8	55.6	80.0	81.8	80.0	63.6	81.8	90.9	100.0	100.0	81.8
7985	93.8	68.8	87.1	78.1	69.2	84.4	90.6	41.9	35.5	81.3	84.4	73.3	96.8	90.3
7993	58.8	47.1	52.9	47.1	52.9	58.8	41.2	43.8	47.1	56.3	70.6	52.9	68.8	52.9
Mean	**61.3**	**51.3**	**48.9**	**59.9**	**53.1**	**58.3**	**54.4**	**37.8**	**32.1**	**61.5**	**67.2**	**69.7**	**75.2**	**48.6**

** add MOD00 for full Module Code*

MES Questions

1. Module lecturers have taught the module effectively.
2. This module is intellectually stimulating to me.
3. The range and balance of approaches to teaching on this module has helped me to learn.
4. The criteria used in marking for this module were made clear in advance.
5. I have received helpful and informative feedback on my work within this module so far.
6. I have received sufficient study advice and support on this module.
7. This module has been well organised and is running smoothly.
8. This module is relevant to my course.
9. This module has helped me to improve my career prospects.
10. I have been able to prepare effectively for all taught activities, using learning materials (both content, including online literature, and activities such as quizzes and polls) provided for the module.
11. Learning materials and activities for this module effectively supported my learning and were available at least two days before the session where they were used.

12. I have been able to access module-specific resources (e.g. equipment, facilities, software, collections) when I needed to.
13. Staff have shown that they value students' views and opinions about this module.
14. Overall I am satisfied with the quality of this module.

b) Student Survey Questions

Q1	**What is your faculty?**
0	Faculty of Arts, Humanities and Social Science (AHSS)
1	Faculty of Business and Law (B&L)
2	Faculty of Health, Education, Medicine, and Social Care (HEMS)
3	Faculty of Science and Engineering (FSE)
Q2	**Which Ruskin Module did you take?**
0	AI and the Future: a threat to humanity?
1	Can we design a better future?
2	Climate Justice and Social Inequality: Could you be an agent for change?
3	Digital Accessibility: Why should it matter to you?
4	Do I matter?
5	Do numbers lie?
6	Do we need humans as teachers?
7	Does language affect the way I think?
8	How do you disagree with the majority view and still be respected?
9	How would you respond in a crisis situation?
10	Is technology changing us?
11	Performing Activism, How can we use our bodies for change?
12	To be or not to be enterprising?
13	What does social justice in the twenty first century mean?
14	What's the real price tag on fashion?
15	Where do you belong in this city?
16	Who, me? Make a difference in my community?
17	Why all the fuss over hair?
18	Work: What is it good for?
19	Don't know
Q3	**Please indicate the extent to which you agree or disagree with the following statements:**
0	Strongly disagree
1	Disagree
2	Neither agree nor disagree
3	Agree
4	Strongly agree
Q3_1	**I attended the module regularly**
Q3_2	**I found the module engaging and enjoyable**
Q3_3	**I valued the opportunity to study an interdisciplinary subject that is not connected to my course**
Q3_4	**I enjoyed participating in teamwork (if applicable)**
Q3_5	**I enjoyed self-reflection and learning about myself**
Q3_6	**I gained new interdisciplinary knowledge or new perspectives**
Q3_7	**I developed my graduate skills (e.g. practical, critical, digital, communication, team working, problem solving)**

Q3_8	**I thought the assessment for this module was appropriate**
Q3_9	**The Ruskin Module helped me to think about future employment prospects**
Q3_10	**I feel very positive about Ruskin Modules**
Q3_11	**I am pleased I took this Ruskin Module**
Q3_12	**I would recommend this Ruskin Module to other students**
Q3_13	**Ruskin Modules offer ARU students a unique and valuable experience**
Q4	**What was the best thing about this Ruskin Module?**
Q5	**What would you change to improve your experience of this Ruskin Module?**
Q6	**We are also running focus groups to further explore student experiences of Ruskin Modules. Please provide your email address if you would like to be involved.**