# Module Annual Report and Action Plan GUIDANCE

### Naming the report

Using a consistent filename for all module reports will make it much easier to work with them, so please follow this guidance:

1. Open the template **Module Annual Report.docx** in Microsoft Word
2. Immediately select **File > Save As** to include the **module code and year** in the filename
e.g. **Module Annual Report CL4003 2020.docx**

### Completing the report

Please read the current **Evaluation Policy** linked from [Evaluation of Modules and Taught Programmes](https://www2.aston.ac.uk/clipp/quality/a-z/monitoring-and-review/index) before completing this report. Section 4.1 covers the role of the Module Leaders.

Guidance about completing each section is given below.

Module reports should be completed in sufficient time to allow Programme Directors to complete their programme-level reports, and for the Associate Deans to provide the School-level report to the University Learning and Teaching Committee by the end of Term One for undergraduate provision and Term Two for postgraduate.

The Module Leader should normally provide a report for each module. Where modules are very closely inter-related a single report may be submitted, provided that comments distinguish between the generic and the specific.

Where a module is being delivered collaboratively with more than one partner and/or at more than one location, reports should again distinguish between the generic and specific; Module Leaders should, for example, be able to provide a commentary on student attainment across the different cohorts.

## Module information

The Academic Group is your academic centre, department or group, for example Accounting or Sociology & Policy.

If a module contributes to more than one programme, use the [Tab] key to add extra rows to the table as required.

## Preparing this report

#### Students

A typical minimum would be *“Data and comments from the end-of-module evaluation survey”*. In addition, please describe any other involvement e.g. mid-module surveys, focus groups, direct communications, liaison with student representatives, student/staff committees etc.

#### Data

Module review is expected to take place with reference to the data described in the guidance below. Please indicate any data that has not been considered or that was not available when completing this report. The Quality Team will use this information to improve the availability of data for future reviews.

## Commentaries

#### Actions

Comment on the progress and effectiveness of any actions identified in the previous Module Annual Report’s **Action Plan**.

#### Curriculum

Consider the following reference points:

* The module specification.
* Mapping against the University’s design principles.
* Alignment of learning outcomes with the national Frameworks for Higher Education Qualifications, Subject Benchmark statements and the requirements of professional bodies.
* The currency of the curriculum.

Provide a commentary that answers these questions:

* Is the module fully aligned with the reference points noted above?
* What changes have you made or are you planning to make to the curriculum and/or to its delivery?
* How do you ensure that the module remains current?

#### Student satisfaction

Consider the following reference points:

* Module surveys: summary of feedback and any unresolved issues.
* National Student Survey (UG) or PTES (PG).
* Student-Staff Committee minutes.
* Other student feedback.

Please provide an evaluation of the feedback received and identify any areas for further action.

#### Staff and external comments

Consider the following sources of feedback:

* Items raised at meetings.
* Feedback from other contributors to the module delivery.
* External examiners’ reports.
* Feedback from employers or advisory boards.
* Feedback from any collaborative partners, including organisations involved in exchange agreements.
* Reports from professional bodies.

Please provide an evaluation of the feedback received and identify any areas for further action.

#### Student Attainment

Consider the following reference points:

* Module results
* Progression data.
* Areas of lower attainment.
* Areas which require further support.
* Number of failures.
* Number of borderline candidates.
* Number of academic appeals.

Provide a commentary on student attainment and how you plan to address any areas of concern which may have been identified.

#### Student engagement

Consider the following student involvement in:

* Curriculum design.
* The quality assurance of the module.
* The quality enhancement of the module.
* Student/Staff Committees.
* MyEngagement Learner Analytics.

Provide a commentary that answers these questions:

* How are students involved in the improvement of their learning opportunities, including those students with protected characteristics? (see [Notes on the Equality Act 2010](https://www2.aston.ac.uk/staff-public/hr/policies/equality/you/index))
* How have you responded to the student voice?
* How successful is your approach?
* What patterns, trends or insights are identified from the MyEngagement learner analytics platform? Include reference to overall levels of engagement or variations in patterns of student engagement and participation in programmes.

## Action Plan

Considering your commentaries above, identify any issues that need to be resolved, then describe the action required, the person/role responsible and the planned completion date. Add more rows to the table if required.

Note that the Action Plan should also include any proposed innovations from section 5.

## Innovation and good practice

Describe any innovations or good practice in the module.

* What worked well? What lessons were learned? How could it be improved?
* What support did you get from your colleagues or the wider institution?
* Have you been able to evaluate or share your innovation?

Also use this section to describe any proposed innovations and add them to the Action Plan.

## Wider issues for consideration

This section provides an opportunity to identify any aspects of module delivery that need to be considered at a Programme, School or institutional level e.g. learning spaces, resources or support.

### Version

September 2020