UNIVERSITY OF EXETER

Annual Module Review

**NOTE**: Use of this particular form is not mandatory, colleagues may use other versions as appropriate, e.g., existing forms, SharePoint mechanisms, etc. This form can be adapted to local needs e.g., for PSRB requirements, etc.

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| **Faculty** |  | **Module Code(s)** |  |
| **Department** |  | **Module Title** |  |
| **Academic Year**  |  | **Module Convenor** |  |
| **Other Module Tutors** |  |

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| 1. **Summarise the student feedback on this module**
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| Please include details of the method(s) of feedback (e.g., online surveys, in-class discussions, Student-Staff Liaison Committee meetings, and/or complaints/appeals) and the timing of feedback (e.g., continuous, mid-module, and/or the end of a module). |
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| 1. **Summarise any other feedback received on this module (non-student feedback)**
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|  E.g., Annual Review of Teaching/Peer Dialogue, External Examiners and/or Professional, Statutory and Regulatory Bodies (PSRBs). This could include any feedback from the Directors of other programmes on which this module is taught. |
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| 1. **What aspects of the module worked well? Why?**
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| 1. **What aspects of the module did not work so well? Why?**
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| **Action**(Developments planned for the next/ future iteration(s) of the module, actions identified during/after the APAC processes, etc.) | **Responsibility**(Who will complete this action) | **Estimated completion date** | **Feedback**(How you will communicate to External Examiners, Students, partners, if applicable, about your actions. How will they be included in TEAP/TEMs?). | **Support required**(And how you may approach/ gain this support) |
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For your actions, you may wish to consider feedback from students, peers, APACs, etc., that touch on:

* The academic standards of the module
* The quality and consistency of marking and feedback
* Any identifiable gaps in attainment/achievement between key groups of students

**FURTHER GUIDANCE**

When completing your AMR, you may wish to consider the following questions. Chapter 3 of the Learning and Teaching Support Handbook within the TQA Manual: [3 - Evaluating teaching: guidelines and good practice](http://as.exeter.ac.uk/academic-policy-standards/tqa-manual/lts/evaluatingteaching/) may also inform your review.

Curriculum planning and design:

1. How are students’ individual needs identified and accommodated appropriately? Are there any related specific Departmental initiatives?
2. How are students involved in the development and enhancement of teaching methods, assessments, and curriculum design, etc.?
3. How far do the module’s stated aims, Intended Learning Outcomes, and teaching practices, remain appropriate?
4. Has the module undergone recent significant enhancement/development, or is this planned for the future? Please provide details.
5. Has the module embedded the principles of Transformative Education Framework in the curriculum and pedagogy? i.e., Inclusive Education, Racial and Social justice, and Sustainability in education. (<https://www.exeter.ac.uk/about/vision/successforall/transformativeeducation/>)
6. For Higher and Degree Apprenticeships how involved were the employers with the development and enhancement of teaching methods, and how far did the mapping of learning outcomes to knowledge, skills, and behaviours contribute to the end-point assessment?
7. Consider and describe the ways in which the module relates to the vision of Strategy 2030, in particular, how it contributes to the vision to use the power of our education and research to create a sustainable, healthy, and socially just future.

Resources and support:

1. Is the resourcing of the module (staffing, accommodation, library, laboratory, etc.) adequate?

### Which teaching spaces were used during the module? What is your assessment of their quality and suitability for the module? Are there changes that you would recommend that could improve learner and educator experience and student learning?

### Which features of the Virtual Learning Environment (VLE) did you use? What other digital/technological resources did you use (if any)? Are there VLE features or digital/technological resources that you would like to use, but that are not currently available?

### To what extent are deadlines for assessments reviewed so that student and staff workload is considered?

### Who taught the module? Were they appropriately expert and experienced? If Postgraduate Teaching Associates (PTAs) were involved in module delivery, what was their role, what support and specific training were they given, and how was consistency in student experience assured?

### For Higher and Degree apprenticeships, how did the relationship with the employer influence the module?

The learners’ experience:

1. To what extent is the module contributing fully to specialist and generic skills development?
2. Are all students supported to succeed, with reliable information published regarding what they should expect from their learning experience? Please provide details.
3. Can you see any evidence of unexpected student attainment, or gaps in attainment, in comparison with previous years, other modules, and other institutions?
4. Are there trends within available attendance and engagement data? What do you think may have caused these trends?
5. Is there any evidence of differential experience of learners from available data from student feedback and relevant surveys?

Assessment and feedback:

1. To what extent do the assessment strategies remain appropriate to the Intended Learning Outcomes?
2. How far do the module’s feedback methods remain appropriate and timely within the context of the module and, where appropriate, the programme?
3. To what extent is there evidence that feedback to students is timely and of high quality?
4. For Higher and Degree Apprenticeships, how far do the module's feedback and assessment methods (including the use of Academic Mentors) empower apprentices to successfully complete their end point assessment?