## Module Review

Guidance for completion of Module Review

* The module leader is responsible, through consultation with students and other members of the module team, for completion of this module review each time the module is delivered. The form is divided into 7 sections: 1) Module details; 2) Assessment Outcomes; 3) Student Feedback; 4) Module leader’s reflection; 5) Identified Actions; 6) Internal/External Moderation; and 7) Professional, Statutory and Professional Body compliance.
* The purpose of the module review is to provide an opportunity to reflect on the performance of the module and to evidence its delivery against a number of thematic areas linked to the University Student Education priorities.
* This process forms an important step in providing programme leaders, Directors of Student Education, and other School education leads with an opportunity to understand the impact of the module in delivering the School’s student education portfolio. For further information on the role of module evaluation in review processes please refer to the Programme Leader.
1. **Module Details**

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| Session: |  |
| School of: |  |
| Faculty of: |  |
| UG/PG: |  |
| Module code and title:  |  |
| Module Leader: |  |
| Module Team Members: |  |

1. **Assessment Outcomes**

Module Mark Distribution

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| **Module enrolment** |  | **Mean module mark and Standard deviation** |  |  |
| **Minimum mark** |  | **Maximum mark** |  |
| **Number passing** |  | **Passed (%)** |  |
| **Number failing** |  | **Failed (%)** |  |
| **Mark distribution (absolute values and %)** | <40 | 40-49 | 50-59 | 60-69 | 70+ |
| Current cohort |  |  |  |  |  |
| **Preceding cohort data** |
| Previous cohort  |  |  |  |  |  |
| Previous cohort |  |  |  |  |  |
| With reference to the distribution of marks reflect on the standards achieved by students and confirm that these are appropriate for the level of the module. Reflect and comment on the assessment methods within your module to demonstrate how they ensure rigour and stretch (i.e., develop independence, knowledge and skills).**If you are proposing changes to the assessment methods (i.e., to rationalise the assessment load), please provide details and specify how this is aligned to the Leeds Expectations for Assessment and Feedback (LEAF)** (*Please note that all changes to assessment methods require discussion with the Programme Leader and approval at the School Taught Student Education Committee).* |

1. **Student Feedback**

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| Summary of Student Evaluation |
| Response rate: \_\_\_\_\_ (responses) out of \_\_\_\_\_ (enrolment) |
| Item:*Insert the percentage of responses ‘mostly agree’ or ‘definitely agree’* | Current cohort | Preceding cohort |
| Overall, I was satisfied with the quality of the module |  |  |
| The teaching on the module was of a high standard |  |  |
| Learning resources were intellectually stimulating and supported my learning |  |  |
| The content of the module was informed by relevant research and /or practice |  |  |
| The introduction to the module adequately prepared and informed me of the requirements to successfully engage with the module |  |  |
| The module provided opportunities to interact with others and to share knowledge, ideas and perspectives |  |  |
| All learning tasks and in-course assessments supported my understanding of the module’s content |  |  |
| There were opportunities to provide in-course feedback on the delivery of the module and the learning resources provided |  |  |
| Feedback on my work during the module helped me monitor my progress and understanding |  |  |
| The module was well managed and organised |  |  |

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| **Provide details of the additional mechanisms for capturing student feedback throughout the delivery of the module (i.e. in-module feedback) and summarise key themes arising.** |

1. **Module Leader’s Reflection**

*(This section should include comments from others involved in the delivery of the module, including PGRs who teach).*

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| **Please complete the following checklist to indicate how the module is supporting the programme in delivering the University’s core learning and teaching principles, providing relevant examples where appropriate.****Leeds Curriculum**Indicate which areas of the Leeds Curriculum your module delivers as part of the broader programme, providing examples **where relevant.**

|  |  |
| --- | --- |
| Research based learning  | Y/N |
| Please provide examples how you deliver this aspect within your module: |  |
| Core programme threads: | Y/N |
| * Employability
 | Y/N |
| Please provide examples how you deliver this aspect within your module: |  |
| * Ethics & Responsibility
 | Y/N |
| Please provide examples how you deliver this aspect within your module: |  |
| * Global and Cultural Insight
 | Y/N |
| Please provide examples how you deliver this aspect within your module: |  |
| Broadening  | Y/N |
| Please provide examples how you deliver this aspect within your module: |  |

**Inclusive Learning and Teaching practice** Reflecting on the baseline standards for Inclusive Learning and Teaching Practice, please detail examples as to how your module is currently meeting these standards, and highlight areas in need of development. See the university’s [baseline standards for inclusive learning and teaching](https://inclusiveteaching.leeds.ac.uk/embedding-inclusivity/inclusive-baseline-standards/).

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| All learning and teaching practices, activities, and supporting materials, can be used by all students.   |
| All material was released in advance so that students have sufficient time to engage with them prior to scheduled sessions. |
| We will ensure there is an appropriate range of assessment methods at a programme level, and that the language used in assessment tasks is clear. |

**Decolonising the Curriculum**Reflecting on the principles of decolonising the curriculum please provide, where appropriate, examples of how your module meets these principles, and highlight areas in need of development.

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| The reading list, case studies and examples contain a diverse range of perspectives including those from different ethnicities, from outside the UK and if appropriate from primary sources. |
| The module involves co-creation (formal or informal) of course content with students. |

**Blended Learning**Reflecting on the baseline standards for Blended and Digital Learning, please detail examples as to how your module is currently meeting these standards, and highlight areas in need of development. See the university’s [baseline standards for blended and digital learning](https://digitalpractice.leeds.ac.uk/digital-agenda/the-leeds-context/).

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| Students are exposed to a range of blended learning approaches, including the use of Minerva-based tools, provision of lecture capture and interactive in-class technologies throughout the module. |
| Students are supported and encouraged in using blended learning and appropriate technologies to support their digital literacy throughout the module.  |

**Module leader’s reflections and highlights** – please detail activities and approaches that support delivery, focusing on areas of good practice and lesson learned from hybrid delivery. |

1. **Identified Actions**

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| **Identified Action(s) to be taken forward** | **Responsibility** | **Timeframe** |
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1. **Internal / External Moderation**

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| **If the module undergoes internal or external moderation, please use this area to document the proceedings and update the identified actions accordingly.** |
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1. **Professional, Statutory and Professional Body compliance**

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| **If the module is required to comply with PSRB regulations, please use this area to document the proceedings and update the identified actions accordingly.** |
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