

MODULE REVIEW REPORTS – Notes for completion

Following the end of QAA external academic review in Scotland, responsibility for review processes lies within institutions. Module review is an integral part of the University's internal monitoring and review processes and its effectiveness is considered as part of the periodic Departmental Review process.

Section 4.2 of the University's Academic Quality and Standards Handbook (<http://www.quality.stir.ac.uk/ac-policy/index.php>) details the process of module review:

4.2 Module Review

- 4.2.1 The procedures for Module Review require Module Co-ordinators to complete module review report forms for undergraduate and taught postgraduate modules ([form ARO 002](#)). Feedback from Student Module Evaluation Questionnaires, External Examiner(s), Student Staff Consultative Committee(s) and the distribution of grades and other outcomes are considered.
- 4.2.2 A core set of questions form the basis of student module evaluation questionnaires ([form ARO 002a](#)) for all modules to allow the collection of a standard set of data (See section 5.2).
- 4.2.3 Departments may if they wish extend this core to meet their own needs, particularly in terms of gathering additional feedback on individual members of staff for staff development, review and promotion purposes, which will remain a matter for individual departments.
- 4.2.4 Necessary modifications for online modules and work placements will be approved by the Academic Standards and Quality Assurance Committee.
- 4.2.5 Module evaluation questionnaires are machine readable and available on WebCT.
- 4.2.6 Module Co-ordinators are asked to comment on the continuing appropriateness of the curriculum, the effectiveness of assessment methods, the implementation of changes proposed in earlier review reports and any future developments.
- 4.2.7 Each semester the completed Module Review forms are discussed at the Department's Learning and Teaching Committee (or equivalent). A summary report of the outcomes and any action points are reported to the Departmental Committee and to the Student Staff Consultative Committee.
- 4.2.8 The Head of Department, nominee or appropriate Departmental Committee is responsible for ensuring that appropriate follow-up action is taken.
- 4.2.9 The process of monitoring and review of modules includes provision for review of accessibility of the module's curriculum and delivery. To support this aspect of the process the University has a series of Accessibility Indicators against which current practice and provision may be evaluated and modified.

A flow chart outlining the process can be accessed here:

http://www.quality.stir.ac.uk/documents/04aFlowChart_000.doc

The correct and up to date form to use is available on the Quality Assurance website:

<http://www.quality.stir.ac.uk/documents/ARO-002.doc>

The report should be uploaded onto the Quality Archive (there are colleagues within each department who have access to the Quality Archive; Department Administrators or the Policy, Planning and Governance office can advise who these colleagues are).

The document will now allow spell checking, the structure of the form should not be altered in any way.

A copy of the form is attached containing examples of good practice for completion.

Module Review Report



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For completion by the Module Co-ordinator and transmission to Head of Department or his/her nominee, together with copies of the module outline and Questionnaires.

Department:	SLCR				
Module Code:	REL914	Title:	Theory and Method		
Session:	2009	Semester:	Autumn <input type="checkbox"/>	Spring <input checked="" type="checkbox"/>	Summer <input type="checkbox"/>
Credit Value:	22	Level:	9	Prerequisites:	REL911, 912 or 913
Name of Module Co-ordinator:	T. Fitzgerald	No of Student Contact Hours	Lectures	12	Other (please state)
			Seminars	24	
Assessment Methods: give precise details (no & length of assignments, exams, weightings, range of assessment tools etc.)		One short essay (2000 words, 25% total), one long essay (3500 words, 50% total), one presentation (25% total)			

Distribution of Grades and other Outcomes: (Give the actual numbers in each case)

UG	Originally Registered	1A,1B,1C	2A,2B,2C	2D,2E,2F	3A,3B,3C	4A,4B,4C	5A,5B,5C	No Grade	Withdrawal	Total
No.	35	3	10	14	4	2	2			35
PG	Originally Registered	A	B	C	D	E	No Grade		Withdrawal	Total
No.										

Overview/Evaluation Module Co-ordinator's Comments

Feedback: first summarise, then comment on feedback received from:-
(These boxes will expand as you type in your answer.)

1) Student Questionnaires

Summarise responses from Module Evaluation Questionnaires and then comment on responses as appropriate. An example of good practice follows:

Of the 6 students who responded, roughly 4 agreed with all aspects of the course, one or two strongly agreed, and one or two strongly disagreed. In short there were contradictory responses. Some students find theory difficult, but of these most also found it interesting and relevant. This core module at level 9 acts as a transition from the large introductory modules at level 8 into the increasingly specialized modules at level 10. Several students taking subjects such as history or philosophy or English studies as their major were surprised and usually pleased that the study of religion is historically significant, theoretically challenging, and relevant to their other subjects. All respondents approved of the reading and the text books. On the whole having the seminar soon after the lecture seemed to work well. The seminars frequently generated very good discussion though a few students find presentations and class discussion difficult.

2) External Examiners

Summarise issues arising from External Examiners reports and then comment as appropriate. An example of good practice follows:

The external examiner was satisfied with the module content, the assessment methods, and the range of grades. There were no critical points. .

3) Student/Staff Consultative Committee

Summarise issues arising from Student/Staff Consultative Committee and then comment as appropriate. An example of good practice follows:

No points raised.

4) Curriculum: comment on the continuing appropriateness of the curriculum in relation to the intended learning outcomes

An example of good practice follows:

The curriculum has remained constant and remains appropriate in relation to the intended learning outcomes.

5) Assessment: comment on the continuing effectiveness of method(s) of assessment in relation to the intended learning outcomes

An example of good practice follows:

The assessment methods remain effective in relation to the learning outcomes.

6) Enhancement: comment on the implementation of changes proposed in earlier Module Review Reports

An example of good practice follows:

n/a

7) Outline any changes in the future delivery or structure of the module that this semester's experience may prompt

An example of good practice follows:

Next Spring the module will be taught by someone else because I will be on sabbatical. It will therefore be adapted to some extent to the expertise and judgement of the lecturer.

Name: T. Fitzgerald _____
(Module Co-ordinator)

Date: 1 July 09 _____

Name: Professor David Murphy _____
(Head of Department)

Date: 1 July 2009 _____

Module Review Report



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For completion by the Module Co-ordinator and transmission to Head of Department or his/her nominee, together with copies of the module outline and Questionnaires.

Department:					
Module Code:		Title:			
Session:		Semester:	Autumn <input type="checkbox"/>	Spring <input type="checkbox"/>	Summer <input type="checkbox"/>
Credit Value:		Level:		Prerequisites:	
Name of Module Co-ordinator:		No of Student Contact Hours	Lectures		Other (please state)
			Seminars		
Assessment Methods: give precise details (no & length of assignments, exams, weightings, range of assessment tools etc.)					

Distribution of Grades and other Outcomes: (Give the actual numbers in each case)

UG	Originally Registered	1A,1B,1C	2A,2B,2C	2D,2E,2F	3A,3B,3C	4A,4B,4C	5A,5B,5C	No Grade	Withdrawal	Total
No.										
PG	Originally Registered	A	B	C	D	E	No Grade		Withdrawal	Total
No.										

Overview/Evaluation Module Co-ordinator's Comments

Feedback: first summarise, then comment on feedback received from:-
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1) Student Questionnaires

2) External Examiners

3) Student/Staff Consultative Committee

4) Curriculum: comment on the continuing appropriateness of the curriculum in relation to the intended learning outcomes

5) Assessment: comment on the continuing effectiveness of method(s) of assessment in relation to the intended learning outcomes

6) Enhancement: comment on the implementation of changes proposed in earlier Module Review Reports

7) Outline any changes in the future delivery or structure of the module that this semester's experience may prompt

Name: _____
(Module Co-ordinator)

Date: _____

Name: _____
(Head of Department)

Date: _____