The following guidance must be followed when completing annual module quality enhancement reports.

1. **Module details**: Include: title, registry code and credit rating (SCQF level and no. of credits).

2. **Academic Year**: State the academic year that is pertinent to this report. E.g. 2016-17.

3. **School**: State the School with chief responsibility for the module. Also note other Schools involved, if applicable.

4. **Module Leader/Organiser**: Provide the name and contact details of the designated module leader.

5. **Student numbers, achievement and progression**: Note data available at the time of completion – for modules where reports are completed prior to the summer vacation, this is likely to be the pass rate at first sitting. Possible data to include (and appropriate methods of calculation where relevant) are as follows:

   (a) The number of students starting. This is defined as the number of students who were enrolled on the module at the ‘cut-off’ date – the last opportunity for a student to change choice of modules.

   (b) The number of students withdrawing. This defined as the number of students registered by the School as having withdrawn or discontinuing from the module. This list should be finalised by a specified date prior to the first diet of assessment for the module - i.e. there should be no retrospective classification of withdrawal if a student does not turn up for the first diet of assessment.

   (c) The percent of students withdrawing. \( \frac{(b)}{(a)} \times 100 \).

   (d) The pass rate at first sitting. \( \frac{(\text{number passing})}{(a)-(b)} \times 100 \).

   (e) The overall pass rate. \( \frac{\text{total number passing at main and resit diets}}{(a)-(b)} \times 100 \). This can be added as an addendum.

   (f) The spectrum of grades awarded (% A, B, C, D, MF etc).

Comment on aspects of student performance and achievement that were significant this year, for example:

- extent to which specific aims and intended learning outcomes were achieved;
- the grade spectrum;
- any issues associated with pass rate(s);
- trends in student intake and/or pass rate(s);
- participation and performance by students - in general and/or by specific groups;
- trends in performance in this module over the past few years;
- any issues associated with student placements (where relevant); and
- any issues associated with specific groups of students (e.g. ethnicity, gender, disability, widening participation, non-native English speakers).

6. **Evaluation of the operation of the module**: Provide an evaluation of the operation of the module (including learning resources such as staffing, equipment, accommodation and budget). Areas of good practice and areas where there are concerns should be highlighted. The evaluation should be informed by the following:

   - students — for example, from module feedback data, surveys or questionnaires, via complaints and grievances, from Student-Staff Liaison Committee meetings (Note,
questionnaires/surveys should, where possible, capture equality data to enable analysis by protected characteristics;

- staff — for example, via personal observations, peer observation or School Board discussions; and
- external examiner(s)—for example, if there were any module-related comments at exam boards.

7. Evaluation of approach to teaching, assessment and feedback: Provide an evaluation of the effectiveness of teaching, assessment and feedback practices. Areas of good practice and areas of concerns should be highlighted. The evaluation should be informed by feedback and observations as described above, and should consider the following:

- how suitable the methods of teaching were to help students achieve the intended learning outcomes;
- how suitable the methods of assessment were for evaluating achievement of intended learning outcomes;
- the effectiveness of feedback given to students in helping them with their learning and approach to future assignments and exams;
- the timeliness of feedback;
- the effective use of marking criteria;
- clarity of marking criteria to students; and
- distribution of workload for students.

A summary of feedback data should be attached as an appendix.

8. Inclusive nature of the curriculum: Note any continuing developments to promote inclusive practice or examples of good practice in the area of equality and diversity. See:

https://www.dundee.ac.uk/qf/equality-and-diversity/
http://blog.dundee.ac.uk/inclusivepractice/

Confirm whether all staff who teach on the module have undertaken the online training programme on equality and diversity (http://www.dundee.ac.uk/hr/equality/training/). If not, outline plans for ensuring that all teaching staff have undertaken the relevant training.

9. Effect of past changes: Comment on the impact of any changes at module level that were implemented this year, for example, in response to issues identified in earlier years, annual programme reviews, in the Programme Development Plan (periodic programme review), PSRB reports (where relevant) or the School learning and teaching enhancement reports or operational plans. State ‘not applicable’ if not relevant.

10. Proposed future changes: Consider what new needs or opportunities for change at module level were identified this year. Include changes to the operation of the module, assessment and feedback practices and resource and/or staff development needs. Note that any proposed substantive changes should be considered in the context of the programme(s) to which the module contributes, and there should be dialogue with programme leaders and teams at the earliest opportunity. State the proposed changes and how and when the proposed changes would be implemented. Where relevant, attach the draft modified module documentation for onward communication to the programme team(s). Once agreed by the programme team(s), the normal, formal approval process should be followed. State ‘not applicable’ if not relevant.

11. Other comments: Comment on any other issues considered significant this year, including aspects of good practice. This section should cover, for example, approaches, developments or innovations that have proved successful or challenging and may be of interest to other staff, including:
• dealing with specific student groups (e.g. new entrant students, EU/international students, students who enter through the Widening Participation route, mature students, or disabled students);
• promoting student motivation;
• promoting student achievement and progression;
• practice in student representation and engagement;
• promoting learning of transferable skills;
• effective classroom techniques; and
• effective use of technology.

12. Author and date: Provide the completion date and the name of individual completing the module evaluation.