

MODULE REVIEW MODULE TUTOR - REPORT FORM

The review of a module is carried out initially by the Module Tutor. When the module review is completed, its findings are considered by the Head of School or Programme Director and noted at the School's Annual Programme Review. Module feedback and what changes will be made as a result of the feedback given are also discussed at Staff Student Consultative meetings. This form is not compulsory but is provided to support the module review process.

Academic Session: 2020-21
Module Title: Usability Engineering
Module Code: ACCA6017

Student Feedback

Number of students registered and eligible to complete the questionnaire: 11

Number of returns: 9

All students agreed that the unit content was interesting, intellectually stimulating, with opportunities provided to explore ideas both individually and as a team. They also agreed that the module was well-structured and organised with teaching methods appropriate to the subject area. In addition to this, they were in agreement that the module lecturer was contactable, provided course-specific support materials via Moodle as well as via college library online resources and databases and provided module-related guidance.

4 students did not feel that feedback was timely. However, feedback on the module assignment was provided within the required period and prior to the unit examination. It can therefore only be summarised that feedback refers to student performance in the module examination which would not be provided due to the timing of the examination at the very end of the course. Moreover, students felt that feedback would be listened to, valued and acted upon.

Module Tutor's response to feedback given by students

It is pleasing to discover that students found the unit content interesting and stimulating and appreciated the content, quality and availability of course-specific resources as well as the opportunities provided to explore issues related to topics delivered on a weekly basis both individually and in groups. I have enjoyed delivering the unit once more this academic year, despite the challenges faced by remote teaching and learning via Teams. However, I am surprised at the comments in relation to feedback. Assignment feedback was provided in a timely manner within the set parameters and prior to the module examination. This was detailed and directly related to the generic assessment criteria and related assessment tasks. Feedback was also given on a weekly basis which checked progress with the assignment in online assignment workshops where students were provided with weekly one-to-one feedback on their progress. I can only assume that this relates to the fact that they will not have had feedback in relation to their performance in the module examination.

Tutor Self-Reflection

I am encouraged to learn of the students' appreciation in relation to the interesting and intellectually stimulating nature of the content which I always endeavour to update and improve on an annual basis, together with the individual and group activities and subject-specific resources available. Despite the module being delivered entirely remotely, features of Teams were maximised to encourage engagement both individually and in groups. Students were provided with a lecture schedule at the beginning of the academic year which clearly aids the structured and organised nature of the module delivery. The section above highlights my response to the comments on feedback. I will endeavour to continue to provide the same level and quality of feedback during the next academic year and continue to ensure that this is received in a timely fashion.

Module Tutor: **Pauline Greenaway**

Date: 24/5/21

**Head of School/
Programme Director:**

Date: