

Module Reporting Template (Year of Reporting, e.g. 2021)

The module tutor/coordinator must complete a module report for each module delivered, at the end of the semester based on their experience of delivering the module. The report should be submitted to the Programme Leader for the programme of which the module forms a part. It should be informed by the External Examiner’s Report, student feedback, student achievement, current developments in the discipline and the previous year’s report for the module.

The purpose of this report is to:

- provide a critical appraisal of the delivery of a module by reviewing its current strengths and weaknesses and to build on these to enhance the student learning experience.
- provide evidence upon which to plan the improvement of the module.
- feed into the Annual Programme Monitoring Report (APMR) by providing informed, evidence based action points for the programme of which the module forms a part.

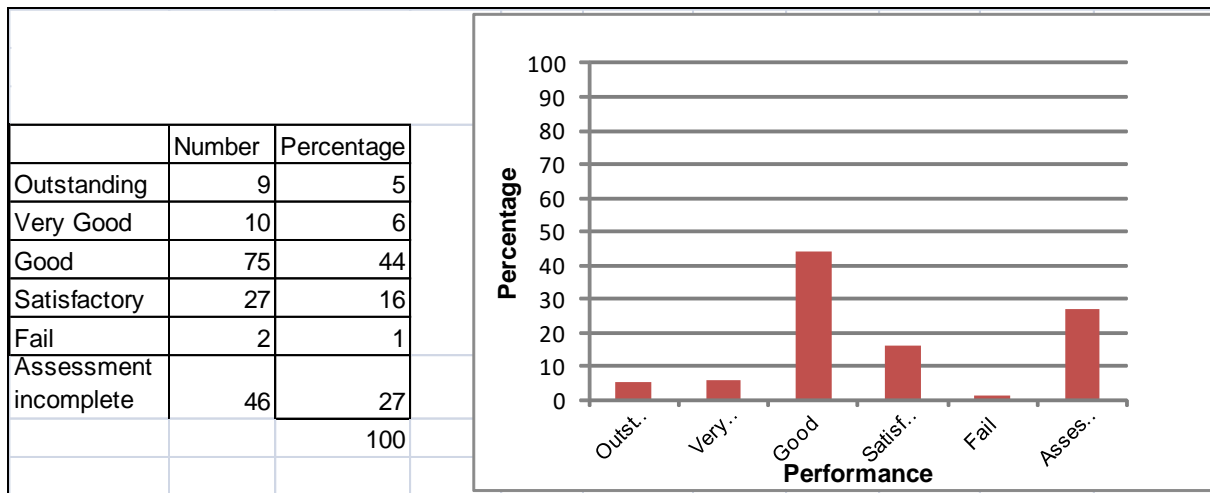
Note:

1. Separate reports should be prepared for students of different programmes and students taught by different tutors. However, for modules such as internships, dissertations and project work, a single report by the module coordinator will suffice.
2. Every college should send a single consolidated report for each University-wide module such as ACS101 and DZG101. These should be sent to the Chief (PTL) at the Office of the Vice Chancellor (OVC) by the Dean AA. The OVC will forward these reports to the home-base college.
3. University-wide modules must be considered while writing the Annual Programme Monitoring Reports for programmes of which it forms a part.
4. The analysis of student feedback from the student module evaluation should be attached to this report.

A. Fill in the following details of the module for which this report is prepared

Code & Title of Module	e.g. ACS101 Academic Skills
Year and Semester of programme	e.g. Year 1; Semester II (February – June 2021)
Programme for which the module is part of	e.g. BA in English & Dzongkha .
College	e.g. Sherubtse
Module Tutor/Coordinator	e.g. Tashi Tshomo
Number of Students registered	e.g. 100

B. The performance of students in the module should be recorded in the Excel linked sheet below. Enter the number of students whose achievements fall under each of the RUB’s levels of performance (e.g. performance ≥ 80% falls under Outstanding. Refer to D1 of the Wheel). The associated performance as a percentage and the graphical representation will be automatically generated.



- a. Analyse student performance in the module from the graph. The analysis should be informed by the subject matter, the approaches to teaching, learning and assessment of the module (whether the teaching learning approaches helped students achieve the learning outcomes, whether the assessment approaches were suitable, and whether the marking criteria were clear and successful in distinguishing performance). Highlight any trends in the data and any concerns, e.g. outliers in student performance
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C. Taking into account the tutor's experience of delivering the module, make a reflective assessment of the module's delivery and its effectiveness by responding to the following:

- Does student performance reflect achievement of the general objectives and learning outcomes of the module? Your response should be informed by the pace (coverage of subject matter and spacing of delivery), appropriateness of teaching learning approaches and assessment approaches. List the actions planned to address the identified issues.

- Comment on the currency and relevancy of the subject matter. This should also cover issues related to the subject matter in terms of rigour, breadth, depth of coverage and coherence in presentation. List any changes proposed in the subject matter.

3. *Are there any issues related to the learning resources which have affected the delivery of the module such as quality of lecture or tutorial rooms, access to module's reading list and laboratory or IT facilities? List actions planned to address the identified issues.*

4. *List issues identified through feedback from students. Such feedback can originate from module feedback, programme committee, and staff-student consultations. List actions planned to address the identified issues.*

5. *Indicate two good practices (if any), that emerged during the semester, which contributed to the enhancement of the module. Briefly state why you think these are examples of good practice.*
