

Part 3

Module Processes

1. Introduction

- 1.1 Information about module processes can be found throughout this manual. This section provides a brief summary of these processes and identifies the part of the Quality Manual in which further information may be found.

2. Responsibility

- 2.1 The Head of Department is responsible for leading department development and ensuring the management of delivery of modules and their associated assessment in the department area.
- 2.2 The Course Leader is responsible for ensuring that each member of the course team is aware of their responsibilities regarding the management of a course e.g. Module Leaders and Academic Advisors.

3. Creating and Updating Module Specifications

- 3.1 The module specification form and associated guidance is available at:

<https://uelac.sharepoint.com/sites/QualityAssuranceandEnhancement/SitePages/Forms-and-Guidance.aspx#modules>

- 3.2 Module specifications for any given year are held by QAE, therefore QAE should be notified of any changes to module specifications, even regular routine updates that do not require formal quality approval such as updates to the reading lists.

Updated specifications can be sent to the QAE Mailbox:

gae@uel.ac.uk

4. Module Approval

- 4.1 Module approval may take place during the process of course approval. Module specifications are included in the documentation required for the approval of a new course (Part 5, Approval and Validation of Award-Bearing Courses (non-collaborative)).

- 4.2 New modules for incorporation in existing courses may be approved by the School Quality Committee (Part 6, Module and Course Modifications).
- 4.3 Where a course incorporates modules 'owned' by another School, the Course Leader will obtain written agreement from the School relating to the use of the modules, and this should be presented at the approval meeting (Part 5, Approval and Validation of Award-Bearing Courses (non-collaborative)).

Following approval:

- Course specification(s) must be updated to include details of any newly approved modules and forwarded to QAE.
 - Where modules are core, the implications for the 25% rule must be noted. (Part 6, Module and Course Modifications).
- 4.4 While not a formal part of the module approval process, it is expected that following approval, a module guide/handbook will be produced and made available to students upon commencement of the module. Module guides will be considered as part of the Periodic Review Process (Part 8, Periodic Academic Review).

5. Module Modification

- 5.1 Guidance on module modifications can be found in Part 6, Module and Course Modifications.
- 5.2 Module modifications must be approved by the relevant School Quality Committee.
- 5.3 Module modifications will not be applied retrospectively and should only be implemented at the start of the term or academic session following their approval.
- 5.4 Where modifications are being proposed that will affect students currently enrolled on a course, students must be consulted and notified if approved.
- 5.5 Where changes to learning outcomes, level, credit weighting and curriculum content are proposed, external peer advice must be sought.
- 5.6 Where modules are core, the implications for the 25% rule must be noted. A running log of all programme modifications should be kept by the School Quality Committee.
- 5.7 Normal and regular updates of reading and resources lists do not require approval by the School Quality Committee.
- 5.8 Course Leaders should be notified when module modifications have been made to modules that are offered on their courses.

- 5.9 Where modifications are approved to modules on franchised partner courses the relevant link tutor and the Academic and Employer Partnerships Office must be informed.

6. Changes to Module Titles

- 6.1 School Quality Committees may approve changes to module titles. (Part 6, Module and Course Modifications).

7 Collecting and Responding to Student Feedback

- 7.1 All students will be provided with the opportunity to contribute feedback on each module anonymously. A centrally administered automated module evaluation system is used for undergraduate and postgraduate taught, work placement and dissertation modules delivered at UEL. It does not cover collaborative provision or postgraduate research courses. The standard questions cover key areas such as: teaching sessions; module support; module organisation; module resources; module satisfaction; student voice; and employment readiness. A results analysis report is generated and provided to Module Leaders and relevant School staff. Student feedback from module evaluation should be considered in the Module Development Plan, as detailed below.

8 Module Monitoring

- 8.1 A Module Development Plan (MDEP) will be prepared for each module at the end of each delivery cycle (term or academic year, as appropriate).
- 8.2 A standard report template is available on the Quality Assurance & Enhancement SharePoint page.

<https://uelac.sharepoint.com/sites/QualityAssuranceandEnhancement/SitePages/Forms-and-Guidance.aspx>

- 8.3 The MDEP should be forwarded to External Examiners as part of the assessment board pack. Schools will make local arrangements for storing MDEPs.

9 Module Enhancement Plans (MEP) (*not running in 2020/21 and under review*)

- 9.1 Module Enhancement Plans are required for modules that are below benchmarks in criteria that include: number of students registered, student satisfaction, mean mark, non-submission rate, and pass rate.
- 9.2 Action plans for modules that require a MEP (as identified to the School), should include identification of whether this constitutes a trend or a new development, and the reasons for the level of performance.

9.3 A breakdown of the criteria used to identify if MEP is required is provided below:

Criteria	Criteria Name	Description of Measure	Score					Weighting	
			0*	1	2	3	4		5
1	No. Registered	The total number of students registered (extracted from Delta SMR).	MEP triggered if there are fewer than 10 students.						
2	MEQ Response Rate	The number of responses divided by the number of students registered.	MEP triggered if the response rate is lower than 33%						
3a	Overall Satisfaction Undergraduate	Taken from MEQ end of Module Questionnaire, 'Overall, I am satisfied with the quality of this module', definitely agree and mostly agree (q5.1)	<70%	<75%	<80%	<85%	<87%	≥89%	30%
3b	Overall Satisfaction Postgraduate	Taken from MEQ end of Module Questionnaire, 'Overall, I am satisfied with the quality of this module', definitely agree and mostly agree (q5.1)	<73%	<78%	<83%	<88%	<90%	≥92%	30%
4	Non-Submission Rate	Number of attempts divided by the number of registrations. The number of registrations measure excludes students with non-standard results codes, e.g., W (withdrawn), BR (Misconduct), CA (Chairs Action) and only includes students who are on their first attempt.	≥20%	<20%	<18%	<16%	<14%	<12%	10%
5	Pass Rate	The number of passes divided by the number registered (first sit).	<72%	<75%	<78%	<80%	<82%	≥82%	30%
6	Mean Mark	The average mean mark of students with P (pass) grades in the module (first sit).	<56%	<57%	<58%	<60%	<62%	≥62%	30%
Total Score			The sum of each score in criteria 3-6 divided by its weighting. Range of scoring 0-5. MEP triggered if the score is below 3.						
Academic Outcomes Score			The sum of each score in criteria 4-6 divided by its weighting. Range of scoring 0-3.5.						
* A score of 0 in any category triggers a MEP									

Manuals, Forms and Guidance notes relevant to Part 3

<https://uelac.sharepoint.com/sites/QualityAssuranceandEnhancement/SitePages/Forms-and-Guidance.aspx>

Modules

- Module Enhancement Process Template, Timeline, FAQ and Guidance Note
- Module Development Plan Template and Guidance
- Module Specification Template
- Guidelines for Module Guides
- Module Guide Template
- Taught Module Evaluation Questionnaire
- Work Placement Module Evaluation Questionnaire
- Distance Learning Module Evaluation Questionnaire
- Dissertation End Module Evaluation Questionnaire

Programme Amendments

- Module Amendment Form for SE&EC