1. Your comments should be constructive and truthful and will remain anonymous. - About the module:

1.1) The module was organised well and ran smoothly

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>90%</td>
<td>10%</td>
</tr>
<tr>
<td>5%</td>
<td>1%</td>
</tr>
</tbody>
</table>

1.2) Online resources for this module were helpful

(Answer only if applicable)

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>90%</td>
<td>10%</td>
</tr>
<tr>
<td>0%</td>
<td>0%</td>
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</tbody>
</table>

1.3) Assessment arrangements and marking have been fair

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
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<tr>
<td>100%</td>
<td>0%</td>
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<td>0%</td>
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1.4) Methods of assessment allowed me to demonstrate my learning

<table>
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<td>20%</td>
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1.5) When I submitted my work punctually, feedback was provided within the School's declared timeframe

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
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<td>10%</td>
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<tr>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

1.6) The criteria used in marking were made clear in advance

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

1.7) Feedback on my work has helped me

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>88.9%</td>
<td>11.1%</td>
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<tr>
<td>0%</td>
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</tbody>
</table>

1.8) Overall, I rate this module

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>90%</td>
<td>10%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

2. - ENGAGEMENT_GENERIC
2.1) On average, what was the total time you spent working on directed learning for this module per week? (this should include preparation for lectures or tutorials etc, as well as attendance).

- 0-5 hours: 20%  
- 6-10 hours: 70%  
- 11-15 hours: 10%  
- 16-20 hours: 0%  
- more than 20 hours: 0%

2.2) I undertook extra learning beyond the minimum directed study for this module (eg unrequired reading, attending related extracurricular events etc).

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
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<th>Median</th>
<th>SD</th>
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<tr>
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<td>1</td>
<td>1.3</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>90%</td>
<td></td>
<td>5</td>
<td>1.3</td>
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</tbody>
</table>

3. ID5102 - Lecturer Dr Alun Hughes - About the lecturing staff on this module:

3.1) Lecture material was well organised

- Excellent: 70%  
- Poor: 30%

3.2) The lecturer was good at explaining things

- Excellent: 100%  
- Poor: 0%

3.3) The teaching style was engaging

- Excellent: 100%  
- Poor: 0%

3.4) I was able to contact the lecturer if I needed to

- Excellent: 100%  
- Poor: 0%

4. ID5102 - Lecturer Dr Heather McKiggan-Fee - About the lecturing staff on this module:

4.1) Lecture material was well organised

- Excellent: 90%  
- Poor: 10%

4.2) The lecturer was good at explaining things

- Excellent: 100%  
- Poor: 0%

4.3) The teaching style was engaging

- Excellent: 90%  
- Poor: 10%

4.4) I was able to contact the lecturer if I needed to

- Excellent: 90%  
- Poor: 10%

5. ID5102 - Tutor Miss Maria Pavlenko - About the staff on this module:

5.1) The staff member was good at explaining things

- Excellent: 50%  
- Poor: 50%
5.2) The class / activity was well organised

5.3) I was able to contact the staff member if I needed to
Profile

Subunit: CAPOD
Responsible for modules: Dr Heather McKiggan-Fee
Name of the course: ID5102 - Introduction to University Teaching 2: Curriculum Design and Assessment (S2-2018/9)

Values used in the profile line: Mean

1. Your comments should be constructive and truthful and will remain anonymous. - About the module:

1.1) The module was organised well and ran smoothly
   - strong agree
   - strongly disagree
   n=10  av.=1.1  md=1.0  dev.=0.3

1.2) Online resources for this module were helpful (answer only if applicable)
   - strong agree
   - strongly disagree
   n=10  av.=1.1  md=1.0  dev.=0.3

1.3) Assessment arrangements and marking have been fair
   - strong agree
   - strongly disagree
   n=9   av.=1.0  md=1.0  dev.=0.0

1.4) Methods of assessment allowed me to demonstrate my learning
   - strong agree
   - strongly disagree
   n=10  av.=1.2  md=1.0  dev.=0.4

1.5) When I submitted my work punctually, feedback was provided within the School's declared timeframe
   - strong agree
   - strongly disagree
   n=10  av.=1.1  md=1.0  dev.=0.3

1.6) The criteria used in marking were made clear in advance
   - strong agree
   - strongly disagree
   n=10  av.=1.3  md=1.0  dev.=0.5

1.7) Feedback on my work has helped me
   - strong agree
   - strongly disagree
   n=9   av.=1.1  md=1.0  dev.=0.3

1.8) Overall, I rate this module
   - excellent
   - poor
   n=10  av.=1.1  md=1.0  dev.=0.3

2. - ENGAGEMENT_GENERIC

2.2) I undertook extra learning beyond the minimum directed study for this module (eg unrequired reading, attending related extracurricular
   - strong agree
   - strongly disagree
   n=10  av.=3.3  md=3.5  dev.=1.3

3. ID5102 - Lecturer Dr Alun Hughes - About the lecturing staff on this module:

3.1) Lecture material was well organised
   - excellent
   - poor
   n=10  av.=1.3  md=1.0  dev.=0.5

3.2) The lecturer was good at explaining things
   - excellent
   - poor
   n=10  av.=1.0  md=1.0  dev.=0.0

3.3) The teaching style was engaging
   - excellent
   - poor
   n=10  av.=1.0  md=1.0  dev.=0.0

3.4) I was able to contact the lecturer if I needed to
   - excellent
   - poor
   n=10  av.=1.3  md=1.0  dev.=0.7

4. ID5102 - Lecturer Dr Heather McKiggan-Fee - About the lecturing staff on this module:

4.1) Lecture material was well organised
   - excellent
   - poor
   n=10  av.=1.1  md=1.0  dev.=0.3

4.2) The lecturer was good at explaining things
   - excellent
   - poor
   n=10  av.=1.0  md=1.0  dev.=0.0

4.3) The teaching style was engaging
   - excellent
   - poor
   n=10  av.=1.1  md=1.0  dev.=0.3

4.4) I was able to contact the lecturer if I needed to
   - excellent
   - poor
   n=10  av.=1.1  md=1.0  dev.=0.3
5. ID5102 - Tutor Miss Maria Pavlenko - About the staff on this module:

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Ratings</th>
<th>n</th>
<th>Average (av.)</th>
<th>Median (md.)</th>
<th>Deviation (dev.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1)</td>
<td>The staff member was good at explaining things</td>
<td></td>
<td>8</td>
<td>2.0</td>
<td>1.5</td>
<td>1.2</td>
</tr>
<tr>
<td>5.2)</td>
<td>The class / activity was well organised</td>
<td></td>
<td>8</td>
<td>2.0</td>
<td>2.0</td>
<td>0.9</td>
</tr>
<tr>
<td>5.3)</td>
<td>I was able to contact the staff member if I needed to</td>
<td></td>
<td>8</td>
<td>1.9</td>
<td>1.5</td>
<td>1.0</td>
</tr>
</tbody>
</table>
6. - Please help me improve the design of the course by answering these questions

6.1) How has your teaching been affected by what you learned on this module?

- How hasn't it been affected? I view teaching in a completely different way now.
- I have a new appreciation for innovative teaching styles and students centred learning. I now feel that I have a solid rationale for making decisions on how I will teach.
- I have gained a more in-depth understanding of elements of teaching and curriculum design and assessment that I previously did not have and I am now more aware of issues that will help me in my future teaching career.
- I have understood the importance of reflective teaching and gained some training in making intended learning outcomes and proposing a module.
- It made me more aware of ways of assessing students' performance
- Lots of things to try out - I've not had chance to put into practice yet
- The module helped me to consistently adopt a reflective disposition with regards to my teaching practice, and I think that this is a solid base to monitor and improve in the long term.
- IDS102, through its focus on curriculum design, made me more aware of the impact assessment can have on teaching, how its design can shape teaching and learning strategies. It helped me see the larger picture in which single tutorials are situated, and therefore structure them more organically, again with reference to how assessment is designed.
- As for curriculum design specifically, I would be much more confident now if I were asked to write a module proposal, I would be able to justify my choices and design a curriculum in a much more informed way.

6.2) Please reflect on the effort you put into the module overall and whether you feel this enabled you to get a good learning outcome.

- I could have engaged more and thereby learnt more. The module is structured so well and encourages engagement which leads to a greater learning outcome.
- I feel that the assignments forced me to engage with the material in a way that I might not have otherwise. The constant reflection was sometimes frustrating in terms of the time commitment, but in the end I feel that it allowed me to appreciate the content properly and get the most out of the module.
- I put much effort and thought in the module especially because each week there tasks to be completed. The tasks did help me engage with the readings and I felt did help me in learning.
- I think the outcomes are fair for the work that goes in
- I wish I wasn't under the crushing intrinsic and extrinsic pressure of a PhD and could devote way more time to the class than I did.

I do think my success in this semester was lessened by the fact I wasn't teaching. I didn't get the chance to put what I learned into practice, and compared to last semester, it definitely hurt how much the material has stuck.
- The continuous work required for the module works well with the idea of continuous reflection on practice that it encourages. Continuous feedback is also very valuable to keep this process going
- The need of commenting in the forums after having done the compulsory readings helped me reflect on how to apply the information I got to my own teaching performance.

6.3) How well do you feel technology was integrated into the module? Are there other tools/apps that you think would improve the learning experience?

- I'm not sure the forum works well as a way of getting discussion going - but I'm afraid I don't have any better suggestions either!
- Moodle was perfectly integrated with the module, videos, TED Talks and blogs entries included in the reading lists for the lectured made the topics more approachable and engaging
- Panopto availability and easy access to digitised readings were very helpful.
- The ebook reader the library uses for Biggs & Tang, etc., is awful. It constantly forces me to check out the book loses my spot if I shut my laptop to go eat lunch. If you are stuck using it, it might be worth hinting to future students that B&T can easily be found on the dodgy Russian websites all PhDs use.

Also, I don't see the use in Panopto, but I might be a Luddite.
The technology was well integrated into the module. However, I found the information on Moodle overwhelming. It was very well-structured and well-thought through but the amount of information made it hard to get an overview and to figure out what you needed to do. This is more a critique on my own level of understanding, but that being said, if unfamiliar with Moodle, it was not as intuitive as intended.

Use of technology was good. The use of moodle layout for this module took some time to get used especially in navigating the tasks and readings.

We used technology such as Internet, Powerpoint, etc, so I think technology was subjected to the main content of the module.

6.4) Do you feel that the various elements of the module (classes, assigned readings, Linking Activities, etc) worked together as an integrated whole? Why or why not?

- Yes, I think the elements of the module was very well-structured.
- Yes, I think the key word was "reflect". Everything we did had as the main goal our personal reflection on how to teach, how to assess, etc.
- Yes.
- Yes. Most material in the study was helpful in completing the final assignments.

6.5) Why would you recommend (or not) this module to others?

- Essential for anyone planning to teach at university. Excellent preparation for post-doc applications and interviews.
- Heather is an excellent teacher. The module is well organized and feedback on assignments is very helpful. There is also good emphasis on linking theory with practical experiences of teaching. Overall this module has made me realize the value of being a teacher and has made me more excited about teaching.

I would recommend you because, at the end of the day, is about how you approach your teaching. The module is about yourself and this is always a good goal.

- If you are going to do teaching - there's some important content here!
- It is a unique chance in this University to engage in depth with teaching theory and practice, and it offers valuable training in skills fundamental for our future professional development, a reflective mindset/disposition in particular.
- It's great. I had problem with time management this semester, but that's more my fault, probably?

- This is an excellent module for postgraduate tutors and early-career academics who want to learn more about teaching at the University and who want to improve their prospective teaching portfolio.

7.1) Please indicate the aspects of this module that most helped you increase your confidence in your own knowledge and skills.

- I really liked the module proposal presentations, because I had the opportunity to share my knowledge with others and being able to see how others created their own modules.
- Putting together a real module proposal showed me that I can think of a legitimately innovative but plausible module. Knowing the research behind different techniques means that I can defend and explain my choices with confidence. I now feel that I would be an asset to any higher education institution and I can bring this confidence into interviews.
- The material on intended learning outcomes was particularly helpful for me. Using the SOLO taxonomy was helpful in creating the module proposal and I am also looking forward to using it in my own teaching.
- The most engaging activity, to me, were those directly structured around the module proposal. I found the feedback to my draft very formative, in the sense that it helped me a lot to flag critical aspects and applications of theory that had not been well developed. Had I been asked to submit directly a definitive version I would not have been confident at all that I could do a good job.

Even more useful was the presentation, in particular the fact that most of the audience was from other disciplinary backgrounds. Questions and feedback forced me to look into aspects I had given for granted.

7.2) Please add any general comments you would like to make about this module, e.g. what worked well and where improvements could be made.

- I think that there should be more practice on making the reflective essay especially in linking experience with the reflective cycle. I felt that the analytic stage was difficult and perhaps more practice on the analytic stage of the cycle would be very helpful.
- I thought it was excellent, and have genuinely been turned from a slightly disinterested skeptic who mostly took this course for CV value
into an enthusiastic advocate of innovative teaching and assessment!

- It worked well for me, but any change that implies more discussion during the sessions is always a bonus.

- Not so much an improvement recommendation - but there are some great podcasts and other resources on the teaching in higher ed website - it's US focussed, but still lots of relevant content: https://teachinginhighered.com/

- Personally, the only comment/critique is as mentioned previously regarding Moodle. It was a joy to take the module, excellent format and excellent teaching.