

**Collaborative Provision Partners - Postgraduate Programme Review 2019-2020 reporting year**

The purpose of the Programme Review is to evaluate the impact on the student learning experience at programme level during 2019-2020 as indicated by the following features: student achievement, outcomes and retention, student feedback and graduate level employment. Programme-level data sets, sector-benchmarked and University-aggregate level data will be issued by Strategic Planning. The information will be forwarded to you by the QS Team; any queries you have please contact Strategic Planning.

The 2021 Enhancement Plan (section 10) should be completed in early 2021 when all the data for the programme will have been analysed and commented upon. Please ensure that you append the external examiner’s report and your related response to the back of this report prior to submission.

**New for 2020: the Programme Review now includes two new sections on Widening Participation and Accessibility (Section 8) and Staff Academic Professional Development (Section 9).**

The Enhancement Policy requires that once the Programme Review is completed it is to be submitted to the Faculty / Institute Academic Development Committee (F/IADC). Thereafter, and under the direction of the Associate Dean: Student Experience (ADSE), Chair of the Faculty / Institute ADC, the Programme Review will be used to inform the Faculty / Institute Overview report and the annual Faculty / Institute Enhancement Plan. Tracking and monitoring of the Enhancement Plans will be led by the Associate Deans and University scrutiny will be managed by the Chair of the University ADC.

*Please note that the new Committee structures are being finalised; updates will be provided on the approvals process for Programme Reviews in due course.*

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| **Academic year under review** | 2019-2020 |
| **Programme(s) under review**  |  |
| **Faculty / Institute and Department** |  |
| **Collaborative Partner:** |  |
| **Type of Collaborative Arrangement:** |  |
| **Name of person(s) submitting the Programme Review** |  |
| **Role** |  |
| **Programme team involvement:** *Dates of programme team meetings, Programme Boards, and other meetings at which the Programme Review was discussed* |  |

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| **1. Programme Enhancement Plan - Progress Update** Please review progress with the past year’s Enhancement Plan. Any Partly Achieved or Not Achieved actions must be included in the 2020/21 Enhancement Plan (section 8).  |
|  | **Action Required** | **Action Taken** | **Impact including whether Success Criteria have been met**  | **Achieved, Partly Achieved, or Not Achieved?** |
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|  | *Add further rows as necessary* |  |  |  |

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| **2a. L7 Student Profile Data: Level 7** Module **achievement** data - comment on module achievement rates that fall below the 85% cohort-pass threshold |

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| **i)** **Module: *Level 7 achievement cohort marks***  | **Explanation** | **Points of good practice that can be shared across the University / Actions and targets required to improve achievement in *2020-2021****(Please include timescales and person responsible for implementation)* |
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| **ii) Module: *Level 7 achievement rates below the 85% threshold*** | **Explanation***(Please provide specific details of any factors that may have influenced the score)* | **Actions and targets required to improve achievement in *2020-2021****(Please include timescales and person responsible for implementation)* |
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| **2b. Student Profile Data:** Student **retention** data and comment relative to the benchmarking data provided  |

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| **Improvement/Decline in Level 7 student retention data**  | **Explanation***(Please provide specific details of any factors that may have influenced the score)* | **Points of good practice that can be shared across the University / Actions and targets required to improve retention data***(Please include timescales and person responsible for implementation)* |
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| **3. Student Profile Data: Finalists’ outcome** data and comment relative to the benchmarking data provided |

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| **Improvement//Decline relative to benchmark & past performance?**  | **Explanation***(Please provide specific details of any factors that may have influenced the score)* | **Points of good practice that can be shared across the University / Actions required to improve outcome data***(Please include timescales and person responsible for implementation)* |
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| **4.a Student Feedback: Module Evaluations** – issues of importance reported through students’ module evaluation feedback **(Undergraduate Programmes)** |

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| **Section (taken from Evaluation Template)** | **Points of best practice that could be shared across the University /module** | **Actions required to improve module performance in *2020-2021****(Please include timescales and person responsible for implementation)* |
| **Section A: Your input** |  |  |
| **Section B: Module organisation and content** |  |  |
| **Section C: Teaching, tutor support and learning resources** |  |  |
| **Section D: Assessment and feedback** |  |  |
| **Section E: Overall judgement** |  |  |

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| **4.b Student Feedback: Programme Boards – issues of importance reported through Programme Boards**  |

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| **Areas/categories students commented positively upon**  | **Explanation** | **Points of good practice that can be shared across the University** |
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| **Areas/categories students noted as requiring improvement**  | **Explanation***(Please provide specific details of any factors that may have influenced the score)* | **Actions required to improve performance in *2020-2021****(Please include timescales and person responsible for implementation)* |
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| **5. Employability data** scores DLHE data provided by Strategic Planning)and comment relative to the benchmarking data provided |

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| **Improvements since previous Programme Review** | **Explanation** | **Points of good practice that can be shared across the University** |
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| **Decline in performance since previous Programme Review** | **Explanation***(Please provide specific details of any factors that may have influenced the score)* | **Actions required to improve performance in *2020-2021****(Please include timescales and person responsible for implementation)* |
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| **Where there is a continued under-performance compared with the benchmarking data**  | **Explanation***(Please provide specific details of any factors that may be leading to under-performance)* | **Actions required to improve performance in *2020-2021****(Please include timescales and person responsible for implementation)* |
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| **6. Student Experience: Good Practice Register** Please provide a list of features which have been identified as good practice, i.e. which have been shown to enhance/improve the programme(s) and the student learning experience**. Please include** evidence of the positive impact of the good practice, including reference to External Examiner commentary, and the means by which each example has been, or could be, disseminated.  |
| **Good practice at module / programme level:** | **Evidence of impact:** | **Means of dissemination:** |

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| **7. Response to Programme Liaison Manager’s Report:** Highlight any comments that you wish to respond to. |

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| **Good practice at module / programme level:** | **Evidence of impact:** | **Means of dissemination:** |

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| **8. Widening Participation and Accessibility** **– progress and actions**. Please reflect on:1. Activities undertaken within the programme during the 2019-20 academic year relating to a develop inclusive practices, aid accessibility and improve the experience of target groups identified in the Access and Participation Plan). Please include any challenges experienced relating to these areas to inform enhancements for the next academic year
2. Steps being proposed for the 20-21 academic year to continue the development of positive outcomes and student experience of APP target groups, with a particular focus on APP targets relating to access, success or progression.
3. Examples of good practice in enhancing the programme’s approach to inclusivity and the experience and outcomes of APP target groups

Please refer to the APP, agreed targets, and information about addressing inclusivity in programme design when completing this section – all available here: <https://staffnet.stmarys.ac.uk/academic-services/CTESS/Pages/Access-and-Participation-Plan-2020-to-2025.aspx>  |
| **Challenges** | **Steps being taken** |
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| **Examples of good practice** |
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| **9. Staff Academic Professional Development.** Please reflect on:1. A brief summary of the impact of development activities taken during 2019-20
2. Plans for increasing staff numbers with teaching recognition (e.g. Fellowship of the Higher Education Academy)
3. Priority areas for staff development for the academic year 2020-21
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| **Brief summary of impact of CPD during 2019-20** | **Plans for increasing teaching recognition** |
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| **Priority areas for staff CPD 2020-21** |
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| **10. Looking Ahead -** Please reflect on:1. Areas of development, challenges or risks to the quality of the student experience and/or standards of the programme(s), in particular any which concern teaching and learning, including learning resources and spaces. Please include supporting evidence, e.g. External Examiner comments or student feedback.
2. Your proposals for addressing each area of development, challenge and/or risk.
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| **Challenge** | **Proposed solution** |
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| **11. Programme Enhancement Plan *2020-2021***Please list the actions and programme-level targets from the above sections plus any others, including Partly Achieved or Not Achieved actions from the past year’s plan (section 1 above), to enhance student learning opportunities and student outcomes. |
| **Corporate Plan****KPI** | **Programme****Target**  | **Actions required to meet programme-level target** | **Review dates*****2020-2021*** | **Progress report (interim data reports)** | **Additional actions to meet the Programme target**  |
| **Assessment and Feedback** |  |  |  |  |  |
| **Module achievement / Level** |  |  |  |  |  |
| **Good Honours** |  |  |  |  |  |
| **Student retention / Level** |  |  |  |  |  |
| **Employability** |  |  |  |  |  |
| *Add further rows for additional enhancement actions* |  |  |  |  |  |