

**PART 1- Programme Review of Collaborative Provision 2022-23 reporting year**

The purpose of the programme review is to evaluate and reflect on teaching, learning and operations of the programme in the previous academic year. The process aims to identify successes and good practice that could be shared across the University and identifying areas requiring resolution and further development. The process aims to share insight on the student learning experience at programme level as indicated by the data insights from the core data sets which are: student continuation, retention, completion and progression. In addition, the annual report should take into account programme teams’ reflection and expertise, external examiners comments, student feedback and PSRB developments.

The programme enhancement plan (Section 16) should be completed following collective reflection by the programme team and Programme Link Tutor on all the data for the programme. Excerpts from the last External Examiner’s report, Moderator feedback and External visits should be appended to this template.

Append Annual audited accounts as evidence for Section 17. In case of any queries, contact the Financial Controller, Ben Williamson.

The Collaborative Partners are advised to be aware that certain sections may not pertain to their current stage of involvement. Please mark these specific sections as "N/A."

As part of the annual monitoring procedures, it is necessary that following the completion of the Programme Review, the review is to be submitted to the Secretary of the Academic Partnership Committee (APC) for their review and approval. The outcomes are also evaluated by the Quality, Curriculum, and Student Experience Committee (QCSE), which informs improvements to the overall student experience.

The Programme Review includes the following sections:

* Section 1: Progress update on last year’s programme enhancement plan (PEP)
* Section 2: Reflection on module achievement
* Section 3: Reflection on student retention
* Section 4: Reflection on finalist outcomes
* Section 5: Reflection on NSS
* Section 6: Reflection on Student Staff programme forums
* Section 7: Reflection on Employability and Graduate Outcomes
* Section 8: Reflection on Widening Participation, EDI and Accessibility
* Section 9: Good Practice
* Section 10: Reflection on Staff Academic Professional Development
* Section 11: External Examiner/External Engagement/Moderator Feedback
* Section 12: Student Attendance and Engagement
* Section 13: Regulatory, PSRB and External visits
* Section 14: Programme Link Tutor Feedback
* Section 15: Looking Ahead
* Section 16: Programme Enhancement Plan (PEP) next 2023-24 academic year
* Section 17: Annual Financial Due Diligence

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| Academic year of review | **2022-23 reporting year** |
| Partner Institute/Department  |  |
| Programme title(s) and awards |  |
| Subject lead (Partner) |  |
| Programme Link Tutor (SMU) |  |
| Number of students at each level for reporting year |  |
| Name and Title of the Programme team involved  |  |
| Mode(s) of study |  |
| Months of Intake |  |

**Section 1: Progress update on last year's Programme Enhancement Plan (PEP)**

Please review progress made on actions from last year's PEP. Any action which was partly or not achieved must be included in the section 12 and 13 as applicable.

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|  | Action from last year's PEP | Status of action *(Achieved, partly achieved or not achieved)* | Details of action taken | Impact of actions taken and whether success criteria have been met |
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**Section 2: Student profile data report: Module Achievement**

The module achievement data is available via E-Vision as a ‘module assessment report’. Academic colleagues can access this report by logging on to the E-Vision Portal under the **‘Admin’** tab select **‘module assessment report’** then **enter the relevant module code** and **select the 2021-22 academic session**. For each module, the report will show the module results by student, and there is a tick box option which also calculates min, max and average marks we recommend is selected. If you have any access issues, contact /log a call with the IT helpdesk who can resolve this for you.

Please provide commentary on achievement of cohort marks as well as module achievement rates that fall below the 85% cohort-pass threshold for **level 3** modules. Please also note the number of students in identified modules.

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| --- | --- | --- |
| i) Module: Level 3 achievement cohort marks (consider average or range of marks for each module) | Outline exceptions (consider any modules where average marks are lower or higher than overall level 3 performance. Also consideration of trends from previous years particularly if there was an action related from previous year) | Points of good practice that can be shared across the University.List actions and targets required to improve achievement in 2023-24 (Please include timescales and person responsible for implementation) |
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| ii) Module: List Level 3 achievement rates below the 85% threshold | Explanation(Outline reasons why the achievement on this module is below the 85% benchmark) | Points of good practice that can be shared across the University.List actions and targets required to improve achievement in 2023-24(Please include timescales and person responsible for implementation) |
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Please provide commentary on achievement of cohort marks as well as module achievement rates that fall below the 85% cohort-pass threshold for **level 4** modules. Please also note the number of students in identified modules.

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| i) Module: Level 4 achievement cohort marks (consider average or range of marks for each module) | Outline exceptions (consider any modules where average marks are lower or higher than overall level 4 performance. Also consideration of trends from previous years particularly if there was an action related from previous year) | Points of good practice that can be shared across the University.List actions and targets required to improve achievement in 2023-24 (Please include timescales and person responsible for implementation) |
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| ii) Module: List Level 4 achievement rates below the 85% threshold | Explanation(Outline reasons why the achievement on this module is below the 85% benchmark) | Points of good practice that can be shared across the University.List actions and targets required to improve achievement in 2023-24(Please include timescales and person responsible for implementation) |
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Please provide commentary on achievement of cohort marks as well as module achievement rates that fall below the 85% cohort-pass threshold for **level 5** modules. Please also note the number of students in identified modules

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| i) Module: Level 5 achievement cohort marks | Outline exceptions (consider any modules where average marks are lower or higher than overall level 4 performance. Also consideration of trends from previous years particularly if there was an action related from previous year) | Points of good practice that can be shared across the UniversityList actions and targets required to improve achievement in 2023-24(Please include timescales and person responsible for implementation) |
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| ii) Module: List Level 5 achievement rates below the 85% threshold | Explanation(Outline reasons why the achievement on this module is below the 85% benchmark) | Points of good practice that can be shared across the University List actions and targets required to improve achievement in 2023-24(Please include timescales and person responsible for implementation) |
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Please provide commentary on achievement of cohort marks as well as, module achievement rates that fall below the 85% cohort-pass threshold for **level 6** modules. Please also note the number of students in identified modules

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| i) Module: Level 6 achievement cohort marks | Outline exceptions (consider any modules where average marks are lower or higher than overall level 4 performance. Also consideration of trends from previous years particularly if there was an action related from previous year) | Points of good practice that can be shared across the University. List actions and targets required to improve achievement in 2023-24(Please include timescales and person responsible for implementation) |
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| ii) Module: List Level 6 achievement rates below the 85% threshold | Explanation(Outline reasons why the achievement on this module is below the 85% benchmark) | Points of good practice that can be shared across the University.Actions and targets required to improve achievement in 2023-24(Please include timescales and person responsible for implementation) |
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**Section 3: Student profile data report: Student Retention**

Please provide commentary on student retention data relative to the benchmarking data provided.

*(See Table 1: Retention: 90% students progressing to Year 2)*

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| Improvement/Decline in Level 3 (Y0) 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 UniversityList actions where data falls below targets and require improvement(Please include actions in the Programme Enhancement Plan) |
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| Improvement/Decline in Level 4 (Y1) 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 UniversityList actions where data falls below targets and require improvement(Please include actions in the Programme Enhancement Plan) |
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| Improvement/Decline in Level 5 (Y2) 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 UniversityList actions where data falls below targets and require improvement(Please include actions in the Programme Enhancement Plan) |
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| Improvement/Decline in Level 6 (Y3) 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 UniversityList actions where data falls below targets and require improvement(Please include actions in the Programme Enhancement Plan) |
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**Section 4: Student profile data report: Finalists’ outcomes (Firsts and 2:1awards)**

Please provide commentary on finalist outcomes data relative to the benchmarking data provided.

*(See Table 1: Students receiving Good Honours 74%)*

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| Improvement/Decline relative to benchmark and 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.List actions where data falls below targets and require improvement(Please include actions in the Programme Enhancement Plan) |
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**Section 5: Student feedback: National Student Survey (NSS) scores**

*(See Table 1: NSS Overall Satisfaction 91%)*

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| Areas/categories that have improved since the previous NSS  | 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. |
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| Areas/categories that have seen a decline in performance since the previous NSS  | Explanation(Please provide specific details of any factors that may have influenced the score) | Actions required to improve performance in 2023-24(Please include actions in the Programme Enhancement Plan) |
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| Areas/categories that continue to under-perform compared with the University level score  | Explanation(Please provide specific details of any factors that may be leading to underperformance) | Actions required to improve performance in 2023-24(Please include actions in the Programme Enhancement Plan) |
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**Section 6: Student feedback: Staff Student Programme Forums**

Please provide commentary on issues of importance reported through level 3-6 staff student programme forums (*previously known as 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 2023-24(Please include timescales and person responsible for implementation) |
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**Section 7: Employability: Graduate Outcomes**

*(See Table 1: Graduate Prospects: 95% employed and 81% with Graduate jobs)*

Programme teams are encouraged to discuss the datasets with a member of the Employability team prior to the programme review so that the team can think about continuous improvement in the Employability space for inclusion of this in the completed programme review report.

Please use the following space to reflect on areas of good practice and promoting continuous improvement of Graduate Outcomes. Please include the following points in your reflective statement:

* How is Employability currently embedded in programme and programme specific support available for students?
* What trends are shown in the Graduate Outcomes reports and how are these accounted for?
* Outline areas where additional support or actions will need to be implemented to enhance employability and Graduate outcomes
* Specify how Employability and Graduate outcomes can be improved going forward for your programme and support required to do so.
* Are the Graduates on track with their career aspirations or plans

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**Section 8: Widening Participation, EDI and Accessibility**

Please reflect on progress and actions to include:

1. Activities undertaken within the programme during the 2022-23 academic year relating to a develop inclusive practices, aid accessibility and improve the experience of WP target groups identified in the Access and Participation Plan and/or students with protected characteristics. These could be activities relating to access, student retention or attainment or preparation for postgraduate study or highly skilled employment
2. Any challenges experienced relating to these areas (to inform planning and form the basis for future enhancements) and any support required
3. Steps being proposed for the 2023-24 academic year to continue the development of positive outcomes and experience of WP target groups, with a particular focus on APP targets relating to access, success or progression.
4. Examples of good practice in enhancing the programme approach to WP and EDI and/or the experience and outcomes of WP target groups

Please refer to the APP, agreed targets, and comment on how inclusivity was addressed via programme design and reinforced in curriculum delivery when completing this section – all available here:

* <https://www.stmarys.ac.uk/ctess/widening-participation/what-is-wp/what-is-widening-participation.aspx>

For further guidance and support on WP, the APP or EDI, please contact the WP team or Head of Widening Participation nikki.anghileri@stmarys.ac.uk

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| Widening Participation and Accessibility – progress and actions: | Evidence of impact |
| Challenges | Steps being taken |  |
|  |  |  |
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| Examples of good practice |  |
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**Section 9: Student Experience: Good Practice**

**If not already covered in previous sections**, 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 impact of the good practice. For example consider how digital literacy, academic and practical skills and graduate attributes were embedded within the curricula. Include reference to External Examiner commentary, and the means by which each example has been, or could be, disseminated.

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| Good practice at module / programme level | Evidence of impact of Good practice | Means of dissemination |
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**Section 10: Staff Academic Professional Development**

*(See Table 1: Proportion of St Mary’s Staff with a HE teaching qualification (including AFHEA, FHEA, SFHEA, PFHEA)*

Outline the CPD and development activities carried out in the academic year to help develop their academic practices and recognise and reward outstanding learning and teaching. For more information on our work focusing on developing an inclusive learning community and supporting all students reach their potential through developing staff expertise in learning and teaching, please see

<https://www.stmarys.ac.uk/ctess/academic-development/overview.aspx>

Please provide commentary reflecting on the following areas:

1. A brief summary of the impact of development activities taken during 2022-23
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 2023-24

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| Brief summary of impact of continuous professional development (CPD) during 2022-23 | Plans for increasing teaching recognition within your programme team |
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| Priority areas for staff continuous professional development in 2023-24 |
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**Section 11: External Examiners/External Engagement/Moderators feedback**

Individual programme responses to External examiner reports should have already been provided to the External Examiners copying the Quality and Standards Team. If not, colleagues are reminded to do so at the earliest. Issues raised by external examiners or moderators that have resulted in an action must be included in Section 16: Programme Enhancement Plan and should be addressed swiftly through programme teams’ responses to external examiners.

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| External Feedback | Action Taken | Means of dissemination |
| Good practice as highlighted by External Examiners commentary |  |  |
| Were there any significant issues raised by External Examiners in their reports that require further action by the Programme, Department or Partner |  |  |
| Outline any significant aspects (good practice or concerns) raised by SMU Moderators in their reports that require further action by the Programme, Department or Partner. |  |  |
| Provide commentary on any external engagements and its impact on the offer |  |  |

**Section 12: Student Attendance and Engagement**

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| Highlight how partner ensures strong attendance at timetabled sessions?How is the attendance recorded |  |
| Outline how student engagement is measured (e.g. this may include student interactions with Careers Services, Use of Library Resources, Use of VLE, engagement with formative and summative assessment etc) |  |

**Section 13: Regulatory (OfS, QAA, Ofsted), External or Professional, Statutory and Regulatory Body (PSRB) visits and reports**

Outline any regulatory concerns or visits undertaken in the academic year. Full report should be appended to this reporting template. The University should be informed at the earliest opportunity of any regulatory concerns, visits or reports.

Where (re)accreditation or regulatory visits have taken place in the reporting period, please state the programmes that have been (re)accredited and when the (re)accreditation agreement requires renewal. Include a summary of recommendations from PSRB visits and a full PSRB reports should be submitted with the Programme review report. Issues raised by PSRB visits that have resulted in an action must be included in Section 15: Programme Enhancement Plan.

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| **Name of PSRB or External body** | **Date of Visit** | **Planned/ Unplanned** |
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| Provide a brief summary of the outcome of the visit and recommendations: |

**PART 2- This part would be completed by St Mary’s counterpart responsible for Partnership or Programme**

**Section 14: Programme Link Tutor feedback**

Please provide commentary on issues of importance reported through level 3-6 module

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|  | Points of best practice that could be shared across the University | Actions required to improve performance in 2023-24(Please include timescales and person responsible for implementation) |
| Your input |  |  |
| Programme organisation and content |  |  |
| Teaching, tutor support and learning resources |  |  |
| Assessment and feedback |  |  |
| Overall judgement |  |  |

**Section 15: Looking ahead**

Please provide commentary reflecting on the following areas:

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(s) | Proposed solution |
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**Section 16: Programme Enhancement Plan (PEP) for the current 2022-23 academic year**

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. Refer to Table 1 for Corporate KPIs and Table 2 for B3: Student Outcome measures

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| **Programme Enhancement Plan 2022-2023** |
| Key Performance Indicators or measures | ProgrammeTarget (as per contract or SMU KPIs) | Specific actions required (or undertaken) to meet programme-level target and support continuous improvement | Review dates2022-2023 | Progress report (interim data reports) | Additional actions to meet the Programme target  |
| Curriculum Innovation and Enhancement  |  |  |  |  |  |
| Recruitment and Marketing |  |  |  |  |  |
| Teaching on the programme |  |  |  |  |  |
| Assessment and Feedback  |
| Academic Support |
| Student Satisfaction- NSS |  |  |  |  |  |
| Outline the steps taken to safeguard the achievement of the agreed target for | Continuation |  |  |  |  |
| Completion |  |  |  |  |
| Progression |  |  |  |  |
| Widening Participation (APP)/EDI |  |  |  |  |  |
| Approaches taken in each campus (e.g. systems, structures, student support, students experience) ensure a consistent student experience, parity of opportunity and comparability of outcomes |  |  |  |  |  |

**Section 16: Annual Financial Due Diligence**

The Office for Students (OfS) expects University to monitor its partner’s financial viability and sustainability ensuring their capacity to continue delivery of its programmes through franchise arrangement. The financial environment remains challenging with additional risks presented by regulators and cost of living crisis. The annual due diligence safeguards University against significant impact presented by partners’ financial sustainability which may result in some partners having to make significant changes to their operating model or face a material risk of closure.

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| Outline any material changes to Partner’s Operating model |
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**Once completed, please upload with supporting documents to the programme review MS teams site for consideration by Academic Partnership Committee**

**Table 1: St Mary’s Corporate KPIs**

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| --- | --- | --- | --- | --- | --- |
| **Measure/Metric** | **21/22** | **22/23** | **23/24** | **24/25** | **25/26** |
| Retention (% progressing to Year 2) | 90% | 91% | 92% | 93% | 94% |
| Good Honours | 74% | 75% | 76% | 76% | 77% |
| Overseas students | 15% | 18% | 20% | 23% | 25% |
| TEF | Silver | Silver | Silver | Gold | Gold |
| Satisfaction Overall (NSS) | 91% | 91% | 92% | 93% | 94% |
| Graduate prospects (% employed) | 95% | 95% | 95% | 95% | 95% |
| Graduate prospects (% graduate jobs) | 81% | 82% | 83% | 84% | 85% |
| Number of programmes in 10th NSS Decile (Currently 5 in 2020) | 1 | 0 | 0 | 0 | 0 |
| Number of programmes in 9th NSS Decile (Currently ? in 2020) | 3 | 2 | 1 | 0 | 0 |
| Proportion of St Mary’s Staff with a HE teaching qualification (including AFHEA, FHEA, SFHEA, PFHEA) | 60% | 70% | 80% | 85% | 90% |
| Student mentoring. All students to have the opportunity to be mentored by a higher level student | All level 3 and 4 students | All level 5 & 6 students | All level 7 students | All students  | All students |
| Attainment gap between white & black students (APP) (17% in 2017/18) | 10 | 5 | 3 | 0% | 0% |
| Attainment gaps between white & Asian students (APP) (11% in 2017/18) | 4 | 3 | 2 | 0% | 0% |
| Continuation Asian students (83% in 2016/17) | 85% | 86% | 87% | 88%% | 90% |
| Continuation gap between white & BAME students (6% in 2016/17) | 4% | 3% | 2% | 1% | 0% |
| Progression gap between white & black students (Highly skilled)(28% in 2016/17) | 20% | 18% | 16% | 14% | 10% |
| Progression gap between white & BAME students (highly skilled)(14% in 2016/17) | 12% | 11% | 10% | 9% | 8% |
| Continuation gap between disabled & non-disabled students (5% in 2016/17) | 4% | 3.5% | 3% | 2.5% | 2% |
| Progression gap between disabled and non-disabled students(11% in 2016/17) | 8% | 7% | 6% | 5% | 4% |
| Continuation gap between Polar 1 & 2 males and Polar 3, 4,& 5.(5% in 2016/17) | 4% | 3.5% | 3% | 2.5% | 2% |

**Table 2: Numerical Threshold Values (all figures are in percentages)**

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| --- | --- | --- | --- |
| **Level and Mode of Study** | **Office for Students** | **Sector Data** | **St Mary’s Data** |
|  | **Continuation** | **Completion** | **Progression** | **Continuation** | **Completion** | **Progression** | **Continuation** | **Completion** | **Progression** |
| **FT Other UG** | 75 | 65 | 45 | 82.6 | 77.9 | 58.0 | 76.6 | 62.1 | 77.2 |
| **FT First Degree** | 80 | 75 | 60 | 91.1 | 89.4 | 71.5 | 84.8 | 83.0 | 70.5 |
| **FT UG with PG Complements** | 85 | 85 | 75 | 96.5 | 95.0 | 89.4 | None | None | None |
| **PT Other UG** | 55 | 55 | 65 | 67.3 | 68.3 | 77.5 | 67.6 | 82.3 | Low |
| **PT First Degree** | 55 | 40 | 70 | 60.2 | 45.8 | 83.4 | 77.8 | 72.5 | 87.3 |
| **PT UG with PG Complements** | 60 | 60 | 80 | 67.1 | 69.3 | 91.5 | None | None | None |
| **Apprenticeships UG** | 70 | 55 | 75 | 86.1 | 67.9 | 88.3 | None | None | None |

Indicators:

* **Continuation:** The percentage of students who were enrolled at the start of the academic year and progressed to the following year, obtained a qualification, or transferred to another institution
* **Completion**: The percentage of students who start on a course, projected to leave with a qualification
* **Progression:** The percentage students into further HE studies or employment
* **None:** There are 2 or fewer students in the denominator
* **Low:** There are more than 2 but fewer than 23 students in the denominator