**ANNUAL PROGRAMME EVALUATION REPORT**

**Reflecting on Academic Year \_\_\_\_\_\_\_\_\_\_\_**

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| **Programme title(s)** | **Level** | **No. of students registered** | **Programme Leader** |
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*Programmes that share a significant amount of content may be included in a single report.*

**Evidence Base (tick all that apply)**

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| **External Examiner Report** |  | **Student data** |  | **Component/Module Surveys** |  |
| **Programme Surveys** |  | **Programme Forum action grids** |  | **Feedback from placements** |  |
| **National Student Survey** |  | **Collaborative partnership report** |  | **Other (please state)** |  |

# ACTIONS FROM THE PREVIOUS YEAR’S ANNUAL PROGRAMME EVALUATION (APE)

[copy and paste last year’s APE action plan here]

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| * Are there any actions from last year’s action plan that were not completed? * Should these be carried over to this year’s action plan? If so, include in the new action plan at the end of the form. * If not, why not? |
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# PROGRAMME DELIVERY

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| Were any amendments introduced to the programme last year (amendments approved the year before)? **YES  NO** |
| * If YES, what were the amendments? How were the amendments received by students? Did the amendments meet the intended aims? * If NO, insert N/A. |
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| 1. **Was last year the first year the programme was delivered after revalidation?**   **YES  NO** |
| * If YES, have all the revalidation recommendations been addressed? If not, have they been added to the APE Action Plan? * If YES, evaluate the delivery of revalidated programme. What went well? What did not go as expected? Did the revalidation meet the intended aims? * If NO, insert N/A. |
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| 1. **Are any further changes to the programme content planned for the following year?** |
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# PROGRAMME AND MODULE SURVEYS AND EXTERNAL EXAMINER REPORTS

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| 1. **Identify up to three main themes arising from the Programme Surveys/NSS from last year**. |
| * What do you think were the reasons for the feedback received through the surveys (positive or negative)? * What was done last year to address the issues or what is planned to be done this year? * Are there any actions to be added to the APE action plan from this section? |
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| 1. **Identify up to three main themes arising from the Module Surveys and Module Leader’s responses from last year.** |
| * What do you think were the reasons for the feedback received through the surveys (positive or negative)? * What was done last year to address the issues or what is planned to be done this year? * Are there any actions to be added to the APE action plan from this section? |
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| 1. **Identify up to three main themes arising from the External Examiner report and feedback for last year.** |
| * What do you think were the reasons for the feedback received from the External Examiner (positive or negative)? * What was done last year to address the issues or what is planned to be done this year? * Are there any actions to be added to the APE action plan from this section/the response to the External Examiner? |
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# STUDENT DATA

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| 1. **Summarise up to three main observations from the application and enrolment numbers and applicant statistics for last year’s intake in relation to**  * **Meeting recruitment targets** * **Diversity of the applicants** * **Efficiency of the admissions process** |
| * Are there any actions identified from this section for the APE action plan? |
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| 1. **Summarise up to three main observations from the student progression data from one year to the next.** |
| * If there are no progression points on the programme, insert N/A. * Are there any actions identified from this section for the APE action plan? |
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| 1. **Summarise up to three main observations from the student retention data (number of withdrawals) from last year.** |
| * Are there any actions identified from this section for the APE action plan? |
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| 1. **Summarise up to three main observations from the student achievement data (number of students who passed vs failed, number of students achieving each category of classification) from the last year.** |
| * Are there any actions identified from this section for the APE action plan? |
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# INSTITUTIONAL THEMES

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| 1. **Identify up to three examples of how diversity was celebrated and/or enhanced on the programme in the last year.** |
| * E.g. portrayal of diverse role models, case studies, extra-curricular activities etc. * Are there any actions identified from this section for the APE action plan? |
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| 1. **Identify up to three examples of how assessment and feedback were improved and/or addressed on the programme last year.** |
| * E.g. improved marking practices, staff development, calibration sessions on assessment criteria, improved feedback report templates etc. * Are there any actions identified from this section for the APE action plan? |
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| 1. **Identify up to three examples of student feedback that was received and addressed last year, and how action taken was communicated back to students.** |
| * If the programme includes placements, include reference to the feedback collated from students and placement hosts here. * Are there any actions identified from this section for the APE action plan? |
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| 1. **Summarise up to three observations on the staffing resources and learning resources on the programme in the last year.** |
| * Are there any actions identified from this section for the APE action plan? |
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**Additional notes**

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| **You can use this text box to expand any of the above sections or to add any further evaluation or observations on the programme from the year under review, if you wish.** |
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# COLLABORATIVE PARTNERSHIPS

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| Does the programme have any collaborative partnerships as defined in Chapter I of the Academic Quality Handbook? If so, which? If not, please do not respond to the rest of the questions in this section. |
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| Were there any issues or concerns relating to collaborative partnerships on the programme this year relating to   * Achievement of students from partner institutions/on partnership modules * Experience of students from partner institutions/on partnership modules * Quality of teaching/student experience at the partner institution, where relevant * Communication with the partner institution * Changes taking place at the partner institution * Circumstances or external context of the partner institution * Anything else? |
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| How often and in what way(s) did you communicate with the partner institution this year? |
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# ACTION PLAN

The action plan should be presented at each Faculty Quality Committee meeting, reporting on the progress of actions through the year.

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| **Issue** | **Action** | **Carried over from last year**  **Y/N** | **Responsible** | **APE section** | **Deadline** | **Progress update in Term 2** | **Progress update in Term 3** |
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Guidance for the action plan:

Issue = the problem that needs resolving (e.g. *programme surveys show that students are not satisfied with the assessment and feedback* or *progression from year 1 to year 2 is below the expected rate*).

Action = describe the action. This should be very specific, e.g. *Have a meeting with the component leader to notify them of feedback deadline* (as opposed to e.g. *Ensure component leader knows what the feedback deadline is*).

Responsible = this should always be at least the Programme Leader but there might also be someone else in addition to them. The Programme Leader is responsible for letting the other person know of the action and reporting on progress with the action, even though they might need to contact someone else to find the information.

APE section = this is the section number in the report that the action has been identified in (e.g. *3a*).

Deadline = this should be an exact date/month **within the current academic year**. **The deadline cannot be ongoing** – if that is the case, the action needs to be split into more specific action points that can be completed by a specific date.

Progress = update this for each term’s Faculty Quality Committee meeting as identified. “In progress” or “ongoing” is not enough – any steps taken towards the action should be included. **An action cannot be partially completed**. If that is the case, it needs to be split into two or more action points, so that the part that is not completed forms its own action point.