**Annual Programme Monitoring Report Form**

**(for use in Academic Year 2024-2025)**

This form should be completed in the autumn term after the final (or resit) Board of Examiners meeting for the year to which it relates, and after enrolment to the next academic year. The form should be submitted to the relevant course committee for review and then to the monitoring committee (UPC/TPCC) for approval.

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| **Programme Title**  | **Academic Year** |
|  | 2023/24 |

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| **Section 1: Recruitment and Admissions (in reference to data provided by registry)** |
| The application and enrolment data should be the most recent available; for a form completed in 2024 therefore, the enrolment data will derive from the September/October 2024 intake. |
| Yes [ ] No [ ]  | Were there any difficulties in achieving recruitment targets? |
| Yes [ ] No [ ]  | Were there any significant trends or outliers in relation to the applicant and entry profile data when compared to previous years? |
| If you have answered “Yes” to any of the questions above, please provide further commentary: |

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| **Section 2: Cohort Analysis (in reference to data provided by registry)** |
| Course teams should reflect on any significant trends or outliers in relation to student progression and completion. It is at the discretion of the course team as to what constitutes an outlier, but as a guide:* A variation of + or – 3% in the progression between academic years in comparison with previous years, or the rolling four-year average
* A variation of + or – 3% in the completion rates in comparison with previous years, or the rolling four-year average
* A variation of + or – 2% in the number of students achieving first or upper second-class honours degrees (for undergraduate programmes)
* A variation of + or – 5% in the data between students with different characteristics in relation to progression, completion and honours degree outcomes
* A variation of + or –5% when comparing the programme level data with institutional norms (for undergraduate programmes). The following indicators were derived from full-time 3-year BSc programmes:
	+ Progression (from year 1): [data not yet available]
	+ Completion: [data not yet available]
* Any other anomalies identified by the course team

**For programmes with small numbers, year on year variations may not be statistically significant. If this is likely to be the case, course teams are asked to comment on data sets based on their insights into the outcomes of the 2023-24 cohorts.**  |
| Yes [ ] No [ ]  | Were there any significant trends or outliers in relation to progression? |
| Yes [ ] No [ ]  | Were there any significant trends or outliers in relation to progression based on student characteristics? |
| Yes [ ] No [ ]  | Were there any significant trends or outliers in relation to completion? |
| Yes [ ] No [ ]  | Were there any significant trends or outliers in relation to completion based on student characteristics? |
| Yes [ ] No [ ]  | Were there any significant trends or outliers in relation to the conferment of good degrees (honours degree programmes only)? |
| Yes [ ] No [ ]  | Were there any significant trends or outliers in relation to the conferment of good degrees (honours degree programmes only) based on student characteristics? |
| Yes [ ] No [ ]  | Were there any significant trends or outliers when comparing the programme level data with institutional norms (for undergraduate programmes)? |
| If you have answered “Yes” to any of the questions above, please provide further commentary: |

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| **Section 3: Employment and further study** |
| The course team should reflect upon any significant issues or changes in relation to trends in Graduate Outcomes. The team should highlight any employability initiatives offered and provide examples that have been particularly successful and could be communicated more widely. |
| Yes [ ] No [ ]  | Were there any significant issues or changes in relation to further study and employment trends? |
| Yes [ ] No [ ]  | Have there been any employability initiatives within the past academic year? |
| If you have answered “Yes” to any of the questions above, please provide further commentary: |

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| Section 4: Student Satisfaction |
| Data sources for this section should include:* National Student Survey (NSS) summary (undergraduate only)
* Postgraduate Taught Experience Survey (PTES) (postgraduate only)
* Student Experience Survey (SES)
* SOLTS survey results

The course team may also reflect upon other sources of student feedback, such as Student Staff Liaison Groups or Unitu. |
| Yes [ ] No [ ]  | Were there any significant trends or outliers in relation to SOLTS feedback overall or within any individual modules? |
| Yes [ ] No [ ]  | Are there any modules remaining for which the module leader has not yet completed a reflection and action plan for SOLTS feedback received? |
| If you have answered “Yes” to any of the questions above, please provide further commentary: |
| List (up to four) key issues raised by student feedback and your response to those issues. |
| Issue | Response  |
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| The 2024 NSS results are available in the workbook circulated with this report (together with NSS mapped questions from SES2024). Summarise any actions taken or to be taken in 2024-25 in response to the survey outcomes or, for postgraduate programmes, the PTES. |
| Issue | Response |
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| What is the proposed strategy to address average SOLTS response rates of 35% or below? |
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| Please comment on the extent to which feedback from students is influenced by the characteristics of the student cohort.  |
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| Section 5: External Examiners |
| Commentary in this section is expected to be minimal, as external examiner issues are addressed fully through a) programme teams’ responses to external examiners and b) the University level external examiner report produced by the Quality and Partnerships Directorate. |
| Yes [ ] No [ ]  | Have any External Examiners answered "No" to any of the questions asking for confirmation that academic standards were met (Section 14 of the EE Report Form)? |
| Please summarise the key issues raised External Examiners that require action to be taken and the responses that are being taken to address them:If you have answered “Yes” to the question above, indicating that an external examiner was not satisfied that academic standards had been met, please provide further commentary: |

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| **Section 6: Placements (including clinical placements, work placements eg professional training years, and study abroad).**  |
| Yes [ ] No [ ]  | Were there any significant changes or issues identified in relation to placement capacity? |
| Yes [ ] No [ ]  | Have any issues been identified in relation to the learning experience or student experience in relation to placements? |
| If you have answered “Yes” to any of the questions above, please provide further commentary: |

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| Section 7: Good Practice |
| List any specific examples of good practice identified by the course team, students or external examiners. |
| Please add further rows to this table, if required. |
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| **Section 8: Quality Management Processes and Course Governance** |
| Yes [ ] No [ ]  | Did any PSRB (re)accreditation visits take place in the period covered by this report? |
| Yes [ ] No [ ]  | Are there any outstanding actions remaining from the most recent periodic review? |
| How many academic appeals and complaints were received in the year covered by this report? Only record complaints submitted under the Student Concerns and Complaints Procedure. | Appeals: |
| Complaints:  |
| If you have answered “Yes” to any of the questions above, please provide further commentary:* If relevant, please provide the outcome of the PSRB visit and provide an update on any outstanding actions arising from PSRB visits or periodic review events.
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| Please summarise (as bullet points) key issues raised by students in appeals and complaints and comment on any trends and lessons learned from considering the appeals and complaints? |

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| **Section 9: Other comments (optional)** |
| Note any other issues at programme level considered to be significant this year that were not covered by the above sections. Issues might relate to staffing, course management, resources, curriculum design, teaching and learning, assessment).  |
| Please detail any other issues that you wish to report. |

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| Section 10: Action Plan |
| Action planning is an ongoing process and the Plan is intended to be a live document and updated from time to time with subsequent iterations presented to monitoring committees and QAEC.If action planning is already underway (for example, if, in preparation for the NSS summits, programme teams have used the detailed reports on the NSS, quantitative and qualitative, prepared by the Student Experience Team, to identify priorities, actions and any interdependencies with other areas of the University), this work can be repurposed for inclusion in the APMR action plan. Please append the action plan for the year ahead and include on it any incomplete actions from the previous year. |
| Yes [ ] No [ ]  | Are there any incomplete actions from last year’s action plan? |
| Yes [ ] No [ ]  | Are there any issues impacting on the quality of the programme that you would like to escalate to QAEC for discussion and action? |
| If you have answered “Yes” to any of the questions above, please provide further commentary: |

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| Checklist |
| Recruitment and Admissions; Progression and Achievement data is produced by Registry and provided to course teams to support them in writing their APMRs. This data is provided in Excel spreadsheets, together with a Data Annex Template. The data should be transferred to the Template in line with the guidance provided.Course teams are invited to consider the inclusivity of their programme as part of the Annual Monitoring Process. The Inclusive Education Course Action Planner (CAP) supports course teams in identifying aspects of their programmes that could be made more inclusive. |
| Yes [ ] No [ ]  | Please confirm that you have completed the Data Annex template and that you are submitting it to the Monitoring Committee together with the APMR.  |
| Yes [ ] No [ ]  | Please confirm that you are satisfied that the data contained within the Data Annex template is accurate.  |
| Yes [ ] No [ ]  | Have you completed the [Course Action Planner (CAP)](https://www.sgul.ac.uk/about/our-education-centres/centre-for-innovation-and-development-in-education/inclusive-education/inclusive-education-course-action-planner)? |
| If you have decided not to engage with the CAP this year, please provide the reason:If you have any comments or suggestions about the presentation, accuracy and availability of the data, please add them here: |

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| Date APMR considered by Course Committee  | DD/MM/YYYY |
| **Signature of Course Director** |  |
| **Date** |  |