

# Template and guidelines for Annual Programme Reports

*Approved by the University Board for Teaching and Learning, September 2017*

*[For the purposes of the processes described in this document, in Henley Business School, references to 'School' should be taken to mean 'programme area' and references to 'School Director of Teaching and Learning' should be taken to mean 'Programme Area Director' (except where the School Director of Teaching and Learning is fulfilling the function of the School Board for Teaching and Learning).]*

## **Please note:**

### **Timing of reviews**

The production of Annual Programme Reports for the 2016/17 academic session has been moved forward (in comparison to previous years). The earlier delivery of the Annual Programme Reports means that, in the case of Undergraduate reports, they can be considered fully by the School Boards for Teaching and Learning (which should meet during a two-week window between 13 and 24 November).

Unfortunately, owing to the release date for key Postgraduate datasets, we are not able to ensure that they are fully considered by the SBTLs but will continue to rely upon the School Directors for Teaching and Learning considering them on behalf of the SBTL.

**Undergraduate APRs** should be submitted by **Friday 1 December 2017**

**Postgraduate APRs** and **School Evaluative Commentaries** should be submitted by **Monday 15 January 2018**

### **Introduction of the Annual Quality Assurance Reporting process**

The University is currently running a Pilot Project for a new system for the quality assurance of programmes. The new process will see each Board of Studies submit an Annual Quality Assurance Report (AQAR); this will replace the current Annual Programme Report process.

Three Boards of Studies are currently involved in the pilot and we expect a final report to be submitted to DELT in the Spring term, with the new process rolled out to all Schools in by the end of the session. One of the major changes will be the introduction of a review BoS meeting (for UG programmes shortly after Final Examiners' Meetings and for PG in the Autumn term) and the discussions from that meeting will form the main part of the AQAR.

The new process is envisaged to be less burdensome and to draw more closely, and in a more timely way, on the reflection and review which many Schools already undertake at the end of the academic cycle, and aims to share the knowledge and experience of the teams delivering the programmes.

# Guidelines on producing Annual Programme Reports

## Introduction

1. These guidelines on writing Annual Programme Reports and the accompanying template have been informed by *Chapter B8: Programme monitoring and review* of the QAA UK Quality Code for Higher Education<sup>1</sup>, which was published in October 2013.
2. Annual Programme Reports provide an opportunity for Boards of Studies to routinely monitor the management and operation of their programmes during the previous academic year, thus fulfilling a quality assurance function, and also to reflect on ways in which those programmes might be enhanced in future years.
3. The process also gives Schools the opportunity to consider how their undergraduate programmes articulate with the Curriculum Framework (or identify opportunities to align them with the Curriculum Framework).
4. Annual Programme Reports are produced by Boards of Studies during the Autumn Term (in respect of undergraduate programmes) and early during the Spring Term (in respect of taught postgraduate programmes). However, planning for the APR and monitoring of Programmes should be part of an ongoing process.
5. The School Board for Teaching and Learning (SBTL) considers the Annual Programme Reports submitted by the Boards of Studies (and their responses to reports of External Examiners), and supplements it with an Evaluative Commentary.
6. The Evaluative Commentary will highlight examples of best practice within the School, areas for improvement (which may require central support or have wider impacts) and critical reflection on programme activities within the School. The Evaluative Commentary should be no more than two sides of A4 in 11pt text.
7. The Annual Programme Reports, School Evaluative Commentary and External Examiners Reports are submitted to the appropriate TLD (via CQSD or the Henley School Office), who will consider and evaluate the reports in the context of the previous year's Annual Programme Reports, the contextual data on which the reports rest and the most recent School Planning and Enhancement of Learning and Teaching (SPELT) findings.
8. The Centre for Quality Support and Development (CQSD) will support the TLDs in producing an over-arching, University Annual Quality Assurance Report (UAQAR). The UAQAR, will highlight examples of good practice and set out any recommendations arising from common and/or significant issues identified. TLDs will also provide individual feedback to SBTLs (who, in turn, provide feedback to relevant Boards of Studies) at this stage on the content of their reports and any resulting actions/outcomes.
9. The School's Evaluative Commentary and the University's Annual Quality Assurance Report are considered by DELT during the Spring Term. DELT produces a response to the reports and forwards the UAQAR and response to the University Board for Teaching and Learning at the end of the Spring Term. CQSD will refer back to the SBTLs (who, in turn, refer back to the relevant Boards of Studies) an extract from the minutes of the University Board for Teaching and Learning detailing its consideration of the reports and any relevant actions/outcomes.

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<sup>1</sup> [www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-B8.aspx](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-B8.aspx)

10. In order to facilitate the effective dissemination of good practice, CQSD compiles a selection of examples of good practice from across the University for consideration by SBTLs and circulation via the Teaching & Learning mailing list. CQSD then liaises with the TLDs in order to identify examples which can be developed into case studies and captured in the T&L Exchange<sup>2</sup>.

## Timeline for annual programme reporting

### Autumn Term 2017

<b>mid Sep 2017</b>	Centre for Quality Support and Development (CQSD) to publish the <i>Template and guidelines for Annual Programme Reports</i> and circulate to TLDs.  TLDs to circulate the templates to Schools.
<b>late Sep 2017</b>	Cohort Statistics Report (from RISIS), External Examiners' Reports relating to undergraduate programmes, NSS results and other data to be made available to Schools and Departments <sup>3</sup> .
<b>mid Nov 2017</b>	UG progression and degree classification data (by equality and diversity characteristics) to be made available to Schools and Departments.
<b>mid-late Nov 2017</b>	PG progression and degree classification data (by equality and diversity characteristics) to be made available to Schools and Departments.
<b>mid Nov 2017</b>	Boards of Studies to consider data and prepare Annual Programme Reports in respect of <b>undergraduate programmes</b> for submission to School Boards for Teaching and Learning by <b>mid November</b> .
<b>13-24 Nov 2017</b>	School Boards for Teaching and Learning should take place between <b>13-24 November</b> , with Boards of Studies taking place in the two-week window period prior to the SBTL.
<b>early Dec 2017</b>	Completed undergraduate APR to be sent to TLDs via CQSD by <b>Friday 1 December 2017</b> .
<b>mid Nov 2017</b>	External Examiners' Reports relating to taught postgraduate programmes and PTES results to be made available to Schools and Departments.
<b>Nov-Dec 2017</b>	Boards of Studies (or the Chair of the BoS) to consider data and prepare Annual Programme Reports in respect of <b>taught postgraduate</b> programmes for submission to SDTL for consideration on behalf of the SBTL) by <b>Friday 1 December 2017</b> .

<sup>2</sup> The T&L Exchange is an online directory of teaching and learning expertise which captures examples of innovative practice in the University and makes them available to the teaching and learning community to promote the enhancement of teaching and learning. It can be found at <https://blogs.reading.ac.uk/t-and-l-exchange/>

<sup>3</sup> Data contained in the Cohort Statistic Report will be provisional and may not fully reflect the results of resits, complaints or appeals. Other data should be available via the T&L Dashboards here - [www.reading.ac.uk/closed/planning/InternalReporting/PSO-IR-Teaching-and-Learning.aspx](http://www.reading.ac.uk/closed/planning/InternalReporting/PSO-IR-Teaching-and-Learning.aspx)

## Spring Term 2018

**Jan 2018** SDTL (on behalf of the School Boards for Teaching and Learning) to consider Annual Programme Reports for undergraduate and taught postgraduate programmes and draft the School Evaluative Commentary for submission to the DELT via the TLDs.

**Jan 2018** Completed postgraduate APR and School Evaluative Commentary to be sent to TLDs via CQSD by **Monday 15 January 2018**.

**Jan-Feb 2018** TLDs (with support from CQSD) to consider Annual Programme Reports and School Evaluative Commentaries in order to draft the University Annual Quality Assurance Report. School Evaluative Commentaries and the University Annual Quality Assurance Report to be submitted to DELT by **Tuesday 21 February 2016**.

TLDs to provide individual feedback to spring School Boards for Teaching and Learning (who, in turn, provide feedback to relevant Boards of Studies) on the content of their reports and any resulting actions/outcomes.

**Jan-Feb 2018** CQSD to consider Annual Programme Reports relating to collaborative programmes at undergraduate and taught postgraduate level and prepare the Annual Overview Report on Collaborative Provision.

**1 Mar 2018** DELT to consider the School Evaluative Commentaries, the University Annual Quality Assurance Report and the Annual Overview Report on Collaborative Provision 2015-16, and prepare a response for submission to the University Board for Teaching and Learning on **Wednesday 14 March 2018**.

**14 Mar 2018** University Board for Teaching and Learning to consider the University Annual Quality Assurance Report, the Annual Overview Report on Collaborative Provision and the response from DELT.

CQSD to refer back to the summer School Board for Teaching and Learning (who, in turn, refer back to Boards of Studies) an extract from the minutes of the University Board for Teaching and Learning detailing its consideration of the reports and any relevant actions/outcomes.

## Summer Term 2017

**Apr-May 2018** CQSD to compile a selection of examples of good practice from across the University for submission to the Summer Term meetings of School Boards for Teaching and Learning and circulation via the Teaching & Learning mailing list.

CQSD to liaise with TLDs to identify a small number of good practice examples which can be developed into case studies and captured in the T&L Exchange.

# General guidelines for producing Annual Programme Reports

## General notes

11. In preparing their Annual Programme Report, Boards of Studies are asked to reflect upon the management, operation and development of their programmes in relation to:
  - the relevant School Teaching and Learning Plan;
  - the University's Learning and Teaching Strategy 2013-18<sup>4</sup>;
  - the University Strategy<sup>5</sup>; and,
  - the Curriculum Framework.
12. A wealth of data is available on the Planning and Strategy Office website<sup>6</sup> at University and School/Departmental level to inform the annual programme reporting process. This includes data relating to:
  - the student experience (including National Student Survey (NSS) results);
  - employability (Destinations of Leavers from Higher Education (DLHE) results);
  - league tables;
  - student retention and performance.
13. The Planning and Strategy Office also circulates NSS and Postgraduate Taught Experience Survey (PTES) results at School/Departmental level to TLDs and School Directors of Teaching and Learning during the Autumn Term to inform the preparation of Annual Programme Reports.
14. Access to Cohort Statistics Reports, which provide undergraduate and taught postgraduate cohort analysis data, is arranged on request by the RISIS Support and Development Office (risis@reading.ac.uk). The Reports provide data on:
  - progression;
  - withdrawals;
  - suspensions;
  - transfers;
  - overall pass rates and Not Qualified rates; and,
  - degree classifications.

Schools should note that data contained in the Cohort Statistics Report should be considered as 'provisional' until mid-October. The School may wish to reflect on any major changes in data from the date of access and release of final data in their School Evaluative Commentary.

15. Progression and degree classification data broken down by equality and diversity characteristics (gender, ethnicity and disability status) will be available from the Planning and Strategy Office website in mid-late November.

<sup>4</sup> [www.reading.ac.uk/web/FILES/qualitysupport/University\\_Learning\\_and\\_Teaching\\_Strategy\\_201318.pdf](http://www.reading.ac.uk/web/FILES/qualitysupport/University_Learning_and_Teaching_Strategy_201318.pdf)

<sup>5</sup> [www.reading.ac.uk/web/FILES/us2012/Vision-Ambition-Strategy-2026.pdf](http://www.reading.ac.uk/web/FILES/us2012/Vision-Ambition-Strategy-2026.pdf)

<sup>6</sup> [www.reading.ac.uk/closed/planning/InternalReporting/PSO-IR-Teaching-and-Learning-T-and-L-Data.aspx](http://www.reading.ac.uk/closed/planning/InternalReporting/PSO-IR-Teaching-and-Learning-T-and-L-Data.aspx)

16. Boards of Studies are asked in Sections 3-5 of the Annual Programme Report to reflect and comment on a number of data sources. **Relevant contextual data should not be included in the narrative nor appended to the Report since they are considered elsewhere.**
17. Boards of Studies should also consider qualitative data, including student feedback (from module evaluations and Student-Staff Liaison Committees) and the results of Module Convenor/Programme Director discussions/reviews.
18. It is anticipated that Module Convenors and Programme Directors will be in constant discussion about the health of their programmes. These discussions could profitably be formalised at the end of the academic year in a review meeting, possibly after the final SSLC or External Examiner meetings.
19. Boards of Studies are asked to highlight throughout the Annual Programme Report key examples of good and innovative practice; any significant changes, trends or issues identified, and, where relevant, any actions taken or proposed at programme/School level and issues requiring attention at University level.

### **Programmes involving a branch campus**

20. Where Boards of Studies are responsible for (a) programme(s) delivered at a branch campus, each section of the Annual Programme Report should clearly distinguish between issues relating to delivery at the branch campus, issues relating to delivery in the UK and issues relating to provision at both campuses.

### **Programmes involving delivery with a partner**

21. Where Boards of Studies are responsible for programmes involving delivery with a partner, such programmes may be considered by a Report which covers only those programmes or, where applicable, by a Report which covers cognate programmes delivered both at Reading and with a partner. In the latter case, each section of the Report should clearly identify issues relating to the delivery with a partner. In either case, Section 6 of the Report relating to the Management of Collaborative Provision should be completed.
22. Collaborative programmes will need to submit a Partner Programme Sub-report for each partner to the Boards of Studies for consideration. This form should be completed by the partner institution and will inform the production of the relevant Annual Programme Report. Programmes which need to adhere to this requirement are listed on the Register of Collaborative Provision<sup>7</sup>.
23. Programme Directors responsible for programmes involving delivery with a partner are additionally required to complete a Partnership Annual Review Form (Form 1) at the same time as the APR. The purpose of the Form 1 is to monitor the financial and operational aspects of the collaborative programme, whereas the Annual Programme Report (and the associated Partner Programme Sub-report) focuses on academic quality. All Form 1s will be considered by the Global Engagement Strategy Board in the Spring Term.

### **School Evaluative Commentary**

24. The Evaluative Commentary is a short piece of text (2-sides of A4 at most), written by the SDTL, which provides a reflective commentary on key issues that programmes within

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<sup>7</sup> [www.reading.ac.uk/cqsd/QualityAssurance/CollaborationWithOtherInstitutions/cqsd-register.aspx](http://www.reading.ac.uk/cqsd/QualityAssurance/CollaborationWithOtherInstitutions/cqsd-register.aspx)

the School are facing and in doing so, Schools will help DELT to understand better the issues facing Schools and to find ways of removing blockages to the effective delivery of programmes.

25. In addition to drawing issues and concerns to the University's attention, the Commentary can also be used to highlight areas of best practice (especially where they have been used to overcome challenges).
26. The Evaluative Commentary should be delivered to the TLD (via CQSD) alongside the submission of the Postgraduate APRs (ie by **Monday 15 January 2018**).

## Detailed guidelines on the completion of the APR template

27. The numbered guidance below corresponds to the sections in the accompanying Annual Programme Report template, as a guide to filling in each part correctly. There are no stipulated maximum word lengths for the sections outlined below, since the amount of content will vary considerably depending on the number and nature of programmes covered by the relevant Board of Studies among other factors. However, Boards of Studies should seek to be concise and it is suggested that the total length of the Annual Programme Report **should not normally exceed five A4 pages (font size 11)**.
28. **Boards of Studies are asked within the various sections of the template to report principally 'by exception'.** Where indicators show consistently good performance and no significant trends, changes or issues are to be reported, Boards of Studies should simply indicate this using the relevant tick box; no further commentary will be required. However, reasons should be identified and actions taken/proposed should be noted where:
- significant issues are identified;
  - there is a significant deviation in data from one year to the next;
  - survey results are below the University average or there is a significant drop in score(s); or,
  - there is lack of progress in addressing previously identified issues.
29. **Boards of Studies are encouraged to adopt an evaluative approach in their reports,** reflecting upon various aspects of their programmes, rather than being overly descriptive. School Directors of Teaching and Learning should work closely with those responsible for producing the reports to promote this approach.
30. Boards of Studies are also asked to note any **new** examples of good or innovative practice within the various sections of the template. **Examples of good/innovative practice which have been reported in previous Annual Programme Reports should not be included.**
31. Boards of Studies are also asked to indicate how they plan to (or how programmes currently) fulfil the expectations of the Curriculum Framework.
32. For help and advice on writing your Annual Programme Report, please contact your School Director of Teaching and Learning or TLD.

Section number and title	Guidance
<b>1. Introduction and summary tables</b>	<p>For Table A: Actions identified in the previous Annual Programme Report should be listed and progress against each action briefly summarised.</p> <p><b>Please complete Tables B and C after completing the other sections of the report.</b></p> <p>For Table B: Please identify and briefly summarise <b>up to five</b> areas of good or innovative practice within the programme(s). This can relate to assessment and feedback, collaborative provision, engagement with Technology Enhanced Learning, etc.</p>

	For Table C: Please briefly summarise <b>significant</b> issues identified within the main body of the report and any actions proposed or taken at School/University level.
<b>2. Key changes and events</b>	<p>Boards of Studies are asked to reflect briefly on key events and activities which occurred during 2016-17, including:</p> <ul style="list-style-type: none"> <li>• Periodic Review and external accreditation visits, where relevant;</li> <li>• New initiatives, teaching practices, appointments, policies and procedures;</li> <li>• Key events/communications/outreach/web-based promotion relating to recruitment and conversion; and,</li> <li>• Widening participation activities.</li> </ul>
<b>3. Cohort (Progression) analysis</b>	<p>Please use this section to identify and reflect briefly on any significant trends or changes in relation to retention, progression, performance, degree classifications, and how any identified issues are being addressed.</p> <p>Boards of Studies are asked to reflect on student performance and attainment in relation to gender, ethnicity and disability status. Where disparities are identified, please comment on how these are being monitored and addressed. Where significant numbers of overseas students make up a cohort, please also comment on any diversity issues in this respect. In light of the small numbers sometimes involved in the progression and degree classification data, Boards of Studies should ensure that no individual student could be identified on the basis of comments made in their report. For further information and advice regarding identifiable personal data and anonymisation, please contact the Information Management and Policy Services office (<a href="mailto:imps@reading.ac.uk">imps@reading.ac.uk</a>).</p> <p>Where a programme has a progression agreement with a partner institution, any changes to the partner's programme which might affect successful progression through the programme should be considered and commented on.</p> <p><b>Please do not include or append detailed contextual data here as these are considered in greater detail through other processes.</b></p> <p>Boards of Studies are also asked to identify any new good/ innovative practice in this area of provision during 2016-17.</p> <p>Identified good practice, and/or any issues encountered and actions taken to address these should be briefly summarised in Tables B and C.</p> <p>Access to Cohort Statistics Reports, which provide undergraduate and taught postgraduate cohort analysis data, is arranged on request by the RISIS Support and Development Office (<a href="mailto:risis@reading.ac.uk">risis@reading.ac.uk</a>).</p> <p>Progression and degree classification data broken down by equality and diversity characteristics (gender, ethnicity and disability status) will be available on request from the Planning and Strategy Office website in mid-late November for undergraduate and mid-late</p>

	<p>December for postgraduate. Please note that these are not usually available at Programme level.</p> <p>National data on degree classifications from 2007-08 onwards is available via a link on the Planning and Strategy Office website. This includes benchmarking data for the sector and is arranged by JACS (Joint Academic Coding System) subject area; details of the mapping of JACS subjects to subject areas are included in the data.</p>
<b>4. Employability (Placements, employment statistics and careers learning)</b>	<p>Boards of Studies are asked to identify and reflect briefly on any significant changes in relation to placement provision, employment trends and careers learning and other employability initiatives (including co-curricular and extra-curricular activities) during 2016-17. Boards of Studies are also asked to identify and reflect briefly on any new good/innovative practice and any significant issues in this area of provision which were identified in 2016-17.</p> <p>Identified good practice, and/or any issues encountered and actions taken to address these should be briefly summarised in Tables B and C.</p> <p>DLHE data for students graduating in 2015 and previous years is available on the Careers Centre website<sup>8</sup>. Please do not include contextual data within your report.</p>
<b>5. Evaluation and Review</b>	<p>Please use this section to identify and reflect briefly on any significant changes or trends in the outcomes of the following evaluation and review mechanisms, and to comment on any key issues identified and actions that will be taken in response. Where there has been a lack of progress in resolving previously identified issues or in addressing below average survey results, reasons should be identified and further actions proposed to address the issues.</p> <ul style="list-style-type: none"> <li>• External Examiners' reports;</li> <li>• Scrutiny Reports relating to the approval of new programme initiatives;</li> <li>• Periodic Review reports;</li> <li>• Reports of Professional, Statutory and Regulatory Bodies;</li> <li>• NSS/PTES results;</li> <li>• Module and programme evaluation to include student questionnaires, feedback from Student/Staff Liaison Committees and staff evaluation of modules;</li> <li>• Results of other internal surveys;</li> <li>• League table data, in relation to key competitors;</li> <li>• Any additional feedback provided by current students or graduates (including alumni involvement in the programme);</li> <li>• Any reports or additional feedback from external stakeholders (including employers or industry);</li> </ul>

<sup>8</sup> [www.reading.ac.uk/careers/staff-only/dlhe/](http://www.reading.ac.uk/careers/staff-only/dlhe/)

	<ul style="list-style-type: none"> <li>Any minuted internal discussions, eg programme monitoring by Module Convenors and Programme Directors.</li> </ul> <p><b>Boards of Studies are asked to attach their response(s) to External Examiner(s).</b></p> <p>Boards of Studies are also asked to comment briefly on any key examples of good practice identified by the evaluation and review mechanisms.</p> <p>Identified good practice, and/or any issues encountered and actions taken to address these should be briefly summarised in Tables B and C.</p>
<b>6. Management of Collaborative Provision</b>	<p><b>[Only for completion by Boards of Studies with responsibility for collaborative programmes, including Progression and UK partnerships. Placement and international study opportunities should be discussed in Section 4.]</b></p> <p>Boards of Studies are asked to attach copies of relevant Partnership Annual Review Form 1s and to use the <b>Partner Programme Sub-Report(s)</b> to identify and reflect briefly on any significant changes or issues identified during 2016-17 in relation to the following areas:</p> <ul style="list-style-type: none"> <li>programme monitoring and review;</li> <li>securing academic standards;</li> <li>staff appointment and development; and,</li> <li>comparability of student experience.</li> </ul> <p>Boards of Studies should highlight new examples of good practice and any actions taken/planned in respect of issues raised.</p> <p>Identified good practice, and/or any issues encountered and actions taken to address these should be summarised briefly in Tables B and C.</p>
<b>7. Provision for students with disabilities</b>	<p>Boards of Studies are asked to reflect briefly on provision made for students with disabilities, including those with specific learning difficulties including dyslexia, dyspraxia, dyscalculia and AD(H)D.</p> <p>Boards of Studies are asked to confirm that programmes meet the standard University guidelines (such as the use of labels on examination scripts and coursework to alert markers to a student's specific learning difficulties), and to identify and reflect briefly on any new innovative practice in this area during 2016-17.</p> <p>For more information, please refer to section 8b of the <i>Guide to Policies and Procedures for Teaching and Learning</i><sup>9</sup>.</p>
<b>8. Resources</b>	<p>Boards of Studies are asked to reflect briefly on how teaching and learning have been enhanced by the imaginative application of resources or frustrated by a shortage of funding or facilities. This might include reference to staff/student ratios, IT, library resources, e-learning facilities, Study Advice and Maths Support and student feedback on resources obtained via surveys including the NSS and PTES.</p>

<sup>9</sup> [www.reading.ac.uk/cqsd/QualityAssurance/PoliciesandProcedures/cqsd-PoliciesandProcedures.aspx](http://www.reading.ac.uk/cqsd/QualityAssurance/PoliciesandProcedures/cqsd-PoliciesandProcedures.aspx)

	<p>Boards of Studies are asked to comment on any new developments in the contribution of the Library and other services to the teaching of programmes (e.g. through research methods sessions, skills sessions etc.).</p> <p>Identified good practice and any significant issues encountered, proposed actions at programme/School level and any issues requiring attention at University level should be briefly summarised in Tables B and C.</p>
<b>9. Achievement of programme aims and learning outcomes</b>	<p>Boards of Studies are asked to reflect briefly on the effectiveness of programmes in achieving their stated aims and the success of students in attaining learning outcomes. Please comment on how any international study opportunities are used in achieving aims and learning outcomes.</p> <p>Identified good practice in this area and/or any issues identified and actions taken to address these should be briefly summarised in Tables B and C.</p>

# Annual Programme Report Template

School of X

## Annual Programme Report 2016-17

Please refer to the Guidelines on producing Annual Programme Reports when producing this Report.

Please return your completed Report to the Chair and Secretary of the relevant School Board for Teaching and Learning by **mid-November 2017**<sup>10</sup> (in respect of undergraduate programmes) or **Friday 1 December 2017**<sup>11</sup> (in respect of taught postgraduate programmes).

School Directors for Teaching and Learning will forward completed APRs (and associated documentation) for undergraduate programmes to CQSD by **Friday 1 December 2017**; completed APRs (and associated documentation) for postgraduate programmes will be forwarded to CQSD by **Monday 15 January 2018**. SDTLs should ensure that School Evaluative Commentaries are forwarded to CQSD alongside the postgraduate APRs.

### Section 1: Introduction and summary tables

<b>Board of Studies</b>	
<b>Programmes covered</b> (please specify if programmes involve delivery with other Schools/Departments, delivery at a branch campus or delivery with an external partner)	
<b>Programme Director(s)</b>	
<b>Frequency of Board of Studies meetings.</b> Also, please specify if membership of the BoS includes staff from other Schools/ Departments, a branch campus or external stakeholders.	
<b>Date of report</b>	

<sup>10</sup> School Boards for Teaching and Learning are expected to take place between 13-24 November 2017.

<sup>11</sup> Owing to the timings of the release of data and autumn SBTLS we expect that SDTLs will consider the reports on behalf of the Board.

Please add further rows to the tables if required.

Table A					
Update on progress with actions from the previous report					
	Action	Timeline for completion	Person responsible for action (role)	Update on Progress	(Previous) Report Section Number
1					
2					
3					
4					

Table B				
Summary of key good practice and innovative developments in relation to the programme(s) (please list up to five)				
	Theme/subject	Example of good practice	Contact details for further information	Report Section Number
1				
2				
3				
4				
5				

Table C						
Summary of significant issues identified in 2016-17 session AND action taken or proposed in response						
	Issue	Performance indicator(s)	Person responsible for action (role)	Action taken or proposed (please indicate whether at School/University level)	Timeline for completion	Report Section Number
1						
2						
3						
4						

**Section 2: Key changes and events****Please reflect briefly on key events and activities which occurred during 2016-17****Section 3: Cohort (progression) analysis**

☐ There were no significant trends or changes in relation to retention, progression, performance or degree classification in 2016-17

☐ The following significant trends or changes in relation to retention, progression, performance or degree classification were identified in 2016-17:

[Please reflect briefly on the trend(s)/change(s) and, where relevant, note any proposed actions at programme/School level and any issues requiring attention at University level.

Please include a brief reflection on student performance and attainment in relation to gender, ethnicity and disability status.]

[Please also note any new good/innovative practice in this area identified during 2016-17.]

**Section 4: Employability (Placements, employment statistics and careers learning)**

☐ There were no significant changes or issues identified in relation to placement provision, employment trends, careers learning or other employability initiatives during 2015-16

☐ The following significant changes or issues in relation to placement provision, employment trends, careers learning or other employability initiatives occurred/were identified in 2015-16:

[Please reflect briefly on the change(s)/issue(s) and, where relevant, note any proposed actions at programme/School level and any issues requiring attention at University level.]

[Please also note any new good/innovative practice in this area identified during 2016-17.]

**Section 5: Evaluation and Review**

☐ There were no significant changes or trends in the outcomes of evaluation and review mechanisms, nor any key issues identified in 2016-17

☐ The following key changes or trends in the outcomes of evaluation and review mechanisms were identified in 2016-17:

[Please reflect briefly on the change(s)/trend(s).]

☐ The following significant issues were identified by evaluation and review mechanisms during 2015-16:

[Please reflect briefly on the issue(s) and note any proposed actions at programme/School level and any issues requiring attention at University level.]

[Please also note any new good/innovative practice identified during 2016-17.]

**Section 6: Management of Collaborative Provision [Only for completion by Boards of Studies with responsibility for programmes delivered in collaboration with a partner institution.]**

- ☐ There were no significant changes or issues identified in relation to the academic quality management of collaborative programmes during 2016-17.
- ☐ The following significant changes or issues in relation to academic quality aspects of collaborative programmes were identified in 2016-17:  
 [Please reflect briefly on the change(s)/issue(s) and, where relevant, note any proposed actions at programme/School level and any issues requiring attention at University level.]
- [Please also note any new good/innovative practice identified during 2016-17.]

**Section 7: Provision for students with disabilities**

- ☐ The programme(s) covered by this report meet(s) the standard university guidelines  
 [Please note any new examples of innovative practice in this area.]

**Section 8: Resources**

[Please note any new good or innovative practice identified during 2016-17 in respect of the imaginative application of resources to enhance teaching and learning. Please also reflect briefly on any issue(s) encountered (where teaching and learning has been frustrated by a shortage of funding or facilities) and note any proposed actions at programme/School level and any issues requiring attention at University level. ]

**Section 9: Achievement of programme aims and learning outcomes**

[Please reflect briefly on the effectiveness of programmes in achieving their stated aims and the success of students in attaining learning outcomes, noting any new good/innovative practice in this area, key issues identified during 2016-17 and associated proposed actions to be taken at programme/School level.]

**Appendices**

Please attach the following as appendices:

- a) Response(s) to External Examiners' Reports
- b) Partnership Annual Review Form 1 (for reports covering collaborative programmes only)

- c) Partner Programme Sub-Report(s) (for reports covering collaborative programmes only)

<b>Chair of Board of Studies (name)</b>	
<b>Signature</b>	
<b>Date</b>	