**ANNUAL QUALITY MONITORING REPORT 2022/23**

(POSTGRADUATE HOME PROGRAMMES – non-Apprenticeship provision)

**NOTES ON COMPLETING THIS TEMPLATE**

1. Please consult your ADESE and ADSD on the completion of Part 1 to ensure your goals are consistent with current Faculty priorities for enhancing the student experience.
2. Parts 2 - 5 of the report should provide a brief analysis of programme performance under each heading, drawing on any relevant evidence. You should also reflect on your current position in relation to the goals you have set out in Part 1.
3. In addition, the following two themes run through each of the three sections:
* **Diversity and inclusivity** – including how you are diversifying the curriculum, and supporting the needs of all groups of students to enable them to succeed and progress. *You may find this guidance useful:* <https://www.brookes.ac.uk/ocsld/inclusive-teaching/> (you can access the Inclusive Practice benchmarking Tool from here)
* **Innovation and good practice** – including how you know that the activities you describe represent good practice as understood in the sector/discipline, and how they have enhanced the outcomes for your students. Examples of good practice should be related to the achievement of the goals set out above.
1. When you submit your report, please attach:
* a copy of the external examiner’s report/s for the programme/s, and your response/s
* a list of any in-year changes that have been made to the programme
1. REMINDER: If, as a result of reviewing the evidence and compiling this report, you wish to make any changes to the programme/s, you should refer to the relevant section of the [Quality and Standards Handbook on the APQO website](https://www.brookes.ac.uk/asa/apqo/quality-and-standards-handbook/programme-design-and-approval/modifications/) If any changes have been made (and approved) to the programme during the year under review, please ensure that an updated programme specification has been submitted to the APQO.

**DELETE THIS PAGE BEFORE SUBMITTING YOUR REPORT**

Annual Quality Monitoring
Report 2022/23

(‘home’ PGT provision)

|  |
| --- |
| **Programme/s covered by the report:**Give full programme title/s, including award/s, mode/s of study, and Apprenticeship Standard (if applicable) |
| **Faculty:** |  |
| **Department/School responsible for the management of the programme/s:** |  |
| **Programme Lead:** | Give name, and indicate if they were the author of the report |
| **Subject Coordinator:** | Give name, and indicate if they were the author of the report |
| **External Examiner/s:** | Give name/s of external examiner/s who reported in the year covered by this report. |
| **PSRB accreditation:** | If applicable - insert the name of the professional body/ies accrediting the programme/s (indicate which programmes are accredited if it does not apply to all listed above) |
| **Consideration and approval of the report:** | Insert the date of the annual review meeting and, where applicable, give details of any other forums (e.g. staff/student, employers, service users) at which the report was discussed prior to submission to Faculty AESC/QLIC |
| **Evidence base:** | Please provide a summary of the evidence/data used to produce the report.  |

Has all action identified in the 2021/22 report\* been completed? YES ☐ NO ☐

|  |
| --- |
| If No, please give an explanation of why not, and indicate any areas that remain a challenge… |

1. GOALS FOR 2023-24

These goals should be agreed with your ADESE to ensure they are sufficiently ambitious and holistic. They should be linked to your Faculty’s current priorities for the student experience, as set out in the strategic planning document (please ask your ADSD for a copy of this), and based on an analysis of the evidence you have used to produce this report. The goals themselves should be broad, with more detailed actions to achieve the goals set out in Part 5.

|  |
| --- |
| **GOAL** |
| 1. |  |
| 2. |  |
| 3. |  |

Extend/shorten the list, as necessary

1. STUDENT SATISFACTION & ENGAGEMENT

This section should contain a brief analysis of feedback obtained from students about the quality of their learning experience, in particular the quality of teaching and student engagement with their learning. You should draw on the following sources of evidence:

* module evaluations;
* Postgraduate Taught Experience Survey results;
* Brookes Student Survey results;
* you may also wish to draw on other internal or external student surveys which are relevant to the programme/s covered in this report; and on any consultation with students through Programme Committees or other staff-student liaison forums;

*Type in the shaded boxes below*

|  |
| --- |
| Narrative… |
| Diversity and inclusion – identify any issues raised by specific groups of students… |
| Examples of good practice in respect of the quality of teaching and student engagement… |

1. STUDENT ATTAINMENT & SUCCESS

This section should provide a brief narrative on completion and achievement on the programme/s, including an analysis of any attainment gaps or apparent issues for particular groups of students. You should draw on module results and awards data (including the proportion of Merits and Distinctions, and you should also refer to feedback from external examiners\*.

*Type in the shaded boxes below*

|  |
| --- |
| Narrative… |
| Diversity and inclusion – identify any issues for specific groups of students… |
| Examples of good practice which have led to improvements in student retention, progression or attainment…  |

*\*The external examiner report/s and your response/s should be submitted with this report.*

1. STUDENT OUTCOMES & EMPLOYABILITY

This section should provide a brief narrative on student outcomes and progression to employment or further study/research, drawing on any date or other evidence available about the destinations of graduates of your programme. You should include an analysis of any differential outcomes for particular student groups; and comment on proactive measures being taken by the programme team to enhance the outcomes for graduates from the programme/s. Please also include your response to any issues that have arisen from your ongoing monitoring of the quality of placement provision or other work-based learning opportunities, if applicable.

*Type in the shaded boxes below*

|  |
| --- |
| Narrative… |
| Diversity and inclusion – identify any issues for specific groups of students… |
| Examples of good practice which have led to improved outcomes for students in respect of highly skilled employment or further study…  |

1. FORWARD PLAN

Actions set out in your forward plan in the table below should be linked to the goals set out in Part 1, and relate to the areas covered in Parts 2-4. The plan should be monitored by the Programme Committee, and any other relevant programme team meetings throughout the year, with regular reflection on progress against your stated goals.

The actions should be reviewed at key milestones and the Status column updated to indicate whether actions are ‘complete’, ‘on target’, or ‘delayed (until… new completion date)’. During the year, you may find that you need to change direction in some areas, and the action plan should reflect this, i.e. abandoned actions should be marked as such, and replacement actions added to the plan.

If you believe that specific resources are needed, or barriers need to be removed, at Faculty or University level to enable you to make elements of your action plan happen, please add your recommendations to the appropriate table in Part 6 overleaf.

ACTION TO BE TAKEN BY THE PROGRAMME TEAM

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Goal | Action to be taken | **Measurement of action (how will you know it is complete?)** | Accountable person, and key milestones (dates) | Status (as at…) |
| 1. |  |  |  |  |
| 2. |  |  |  |  |
| 3. |  |  |  |  |

Add more rows if needed.

1. RESOURCES & ISSUES

This section should identify any wider issues that need to be addressed, or additional resource requirements, in order to enable you to achieve the actions set out in your forward plan. Please make your recommendations for action in the appropriate table below.

*Please note that this process does not replace the normal Faculty mechanisms for requesting additional resources, such as staffing, etc; and if the Faculty QLIC/AESC agrees that an additional resource is appropriate in the context of meeting your goals, you will still have to make the request through the normal procedures.*

**6a Recommendations for the Faculty**

|  |  |  |  |
| --- | --- | --- | --- |
| Goal | Recommended action or resource | Why is this required? | When is it needed? |
| **1.** |  |  |  |
| **2.** |  |  |  |
| **3.** |  |  |  |

**6b Recommendations for the University**

|  |  |  |  |
| --- | --- | --- | --- |
| Goal | Recommended action or resource | Why is this required? | When is it needed? |
| **1.** |  |  |  |
| **2.** |  |  |  |
| **3.** |  |  |  |

END OF REPORT