**ANNUAL PROGRAMME REVIEW 2022/23**

**COLLABORATIVE PARTNERSHIP PROGRAMMES**

**(international and UK non-ACP)**

**NOTES ON COMPLETING THIS TEMPLATE**

1. This form is to be used for the annual review of programmes delivered by partner organisations (other than those within the Associate College Partnership – there is a separate template – T3.3 - for ACP partners). The completion of the report should be led by the Programme Manager at the partner organisation, in collaboration with the Brookes Liaison Manager. The Liaison Manager must complete section 6.2 – please do not enter ‘not applicable’ in any of this part of the report.
* please complete all sections
1. Please speak to your Liaison Manager to check whether data is available from the Brookes SMART dashboard for your provision. Otherwise, please provide the data requested in each section from your own records – definitions are provided to help you identify the correct data sets.
2. When you submit your report, please attach:
* a copy of the 2020/21 action plan, with an additional column indicating the action that has been taken to address each issue (or the progress towards completing the proposed action)
* a copy of this year’s external examiner’s report/s for the programme/s, and your response/s
* the data you have drawn on to support your narrative, if you have not embedded it within the appropriate sections of the report
* a list of any in-year changes that have been made to the programme\*

*\*The Liaison Manager must ensure that an up to date programme specification and operations manual is submitted to the APQO, especially if any changes have been made during the year.*

1. The risk register governing the collaborative arrangements must also be reviewed and updated by the Liaison Manager (assisted by the ADSD/ADSE) as part of the annual review process – the updated risk register and any associated action plans must be approved by, and lodged with, the Faculty Executive.
2. Please delete this front cover, and any of the rubric in blue text, before submitting your report to your Brookes Liaison Manager.

Annual Programme Review

* Collaborative Provision
2022/23 report

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| --- | --- |
| **Programme/s covered by the report:** | full programme title(s), award(s) and mode(s) of study |
| **Partner Organisation:** |  |
| **Programme Manager:** |  |
| **Brookes Liaison Manager:** |  |
| **Faculty and Department/School responsible for the management of the programme/s at Brookes** | Faculty of…Department/School of… |
| **External Examiner name/s**Did they visit the partner in 2020/21? Did they attend the Examination Committee? |  |
| **PSRB accreditation:** | If applicable - insert the name of the professional body/ies accrediting the programme/s |
| **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 approval |
| **Evidence base:** | Please provide a summary of the evidence drawn upon to produce the report. Attach a copy of the external examiner’s report and the programme team’s response. |

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

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| If No, please give an explanation of why not, and carry forward any outstanding actions to the summary action plan in part 7. |

1. QUALITY ENHANCEMENT

## INNOVATION AND Good Practice

The purpose of this section is to highlight approaches to teaching, learning and assessment that you consider (supported by an appropriate evidence base) to be having a particularly positive impact on the learning experience and the outcomes for your students; and which you wish to share with colleagues. This section should include the contact details of the person responsible for introducing the practice, and an indication of how they might work with colleagues to help them incorporate it into their own teaching.

Please provide a summary of up to four particular strengths in respect of teaching and learning on the programme, including the evidence you have to show that the approaches described represent good practice as understood in the sector/discipline.

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| --- | --- | --- | --- | --- |
| Category | Brief description of the innovation | Evidence | Key contact | How might this be disseminated to other colleagues? |
| e.g. assessment, work-based learning, student engagement, employability, etc. |  |  |  |  |
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## STAFF development – enhancing teaching & learning

Please outline any staff development that has been carried out by the programme team during the academic year under review – for example, through peer observation, team teaching, or any other activities - and evaluate the impact of these activities on the student experience. If you feel the team would benefit from any further staff development in respect of teaching, learning and assessment, please indicate below and carry forward the recommendations into the action plan in part 7.

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| Type here… |

## curriculum enhancement

This section focuses on initiatives to enhance the quality of the student learning experience. This year, you are asked to continue to reflect on how you are developing inclusive learning environments within your programme/s: please evaluate the measures you are taking to recruit and support a diverse cohort of students.

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You should indicate any areas for further development in respect of this theme; and any recommendations for action should be carried forward to the action plan in Part 7.

1. ACADEMIC STANDARDS

## PROGRESSION AND AWARDS

Please provide data for the programme/s under each of the headings below, and please give a brief evaluation of any trends or themes shown by the data. Any action required to address poor student achievement or retention should be carried forward to the action plan in Part 7.

Successful completion

**Insert data here**

Successful completion is defined as *the proportion of students from a cohort that completed the programme on time.*

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| Type here… |

Retention

**Insert data here**

Retention is defined as *the proportion of students from a cohort starting a programme that are still on the programme at the start of the following year of study.*

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| Type here… |

Student achievement

**Insert overall student achievement data here.**

Your Brookes Liaison Manager can provide you with information on the comparability with student performance on similar programmes/modules at Brookes.

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| Type here… |

Good award

**Insert data here**

Good award means *First and Upper Second class Honours for Bachelors degrees; or Merits and Distinctions for Foundation degrees and Masters degrees.*

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| Type here… |

## Module performance

Please comment on any themes emerging from module data (and module evaluations) in respect of student performance. You should comment, in particular, on all modules for which the results fall outside the standard range of expected values, as follows:

* The mean module mark is either less than the required pass mark, or greater than 70%
* The module pass rate is less than 80%

Please give an account below of the action being taken (or which has already been taken) to resolve the issues.

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| Type here… |

*Themes emerging from module evaluation questionnaires may also be summarised in Part 3.1*

## EXTERNAL EXAMINERS’ REPORTS\*

\* *The report and the programme team’s initial response (agreed with the Brookes Liaison Manager) should be appended to the annual review report. You should also provide the external examiner/s with a copy of this section and any relevant extracts from the action plan, to provide them with more detail on how the responses to the points they have raised will be addressed.*

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| External Examiners are asked to provide *yes/no* responses to the following key questions in their annual report:* *In your view, are the standards set for the awards appropriate for qualifications at this level, in this discipline?*
* *From the student work you sampled, are the standards of student performance comparable with similar programmes and subjects in other UK institutions with which you are familiar?*
* *Are you satisfied that the provision meets the requirements of the relevant professional body/ies? (professionally accredited programmes only)*
* *In your view, were the processes for assessment, examination and the determination of awards sound and fairly conducted?*
 |

The expected response to all these questions is ‘*yes’*. Where an examiner has answered ‘no’ to any of the questions above, you must provide a brief account below of how the issue has arisen and what action is being taken to remedy the situation. Essential action must be taken to ensure that any concerns about academic standards are addressed quickly, and this should be recorded in the action plan in Part 7.

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| Type here… |

Please provide a brief commentary below on any other material points raised in the external examiner’s report:

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| Type here… |

## Internal and external quality review outcomes

*If applicable*, please provide an account of any issues that have arisen through:

* any engagement with national accrediting bodies during the year, or on changes to accreditation requirements; and how they are being addressed;
* any changes to relevant national qualifications frameworks that apply to the programme/s;
* engagement with Brookes programme approval or periodic review panels during the last academic year - the programme team’s response to any recommendations made by these panels should be outlined here.

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| Type here… |

*Any action to be taken to meet the requirements or address the concerns of external bodies must be recorded in the action plan in Part 7.*

1. QUALITY OF THE STUDENT EXPERIENCE

## Student satisfaction

This section should contain a brief evaluation of feedback obtained from students about the quality of their learning experience, in particular the quality of teaching and their experience of assessment. Please address the following points:

* students’ views on the quality and usefulness of feedback received on assessed work;
* a summary of any themes that have emerged from consultation with students during the year – for example, through module and programme level evaluations, Programme Committees, and any other staff-student liaison meetings;
* a commentary on the results of any internal or external student surveys which are relevant to the programme/s under review in this report;
* any issues raised by students about the quality of the Brookes support services to which they have access.

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| Type here… |

## Work-based learning

*If applicable:* drawing on feedback from employers and placement providers, please provide a brief account of the issues - positive and negative - that have arisen from your ongoing monitoring of the quality of work-based learning on the programme/s. This is particularly important for foundation degree and professionally accredited programmes, which may involve a significant proportion of learning to be undertaken in the workplace in order to enable students to meet the requirements for their awards.

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| Type here… |

Any action required to address any shortcomings in the quality of learning opportunities provided by placement partners, or to ensure that work-based colleagues involved in the assessment process are fully prepared for their role, should be carried forward to the action plan in Part 7.

## Graduate OUTCOMES & employability

Referring to evidence you have collected about the employability and career destinations of graduates from the programme/s:

* please provide a commentary on any issues that have emerged from this data;
* please comment on the programme team’s engagement with employers, to enhance the career opportunities for graduates of the programme/s.

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| Type here… |

1. EXTERNAL ENVIRONMENT

## Market analysis

It is important that Brookes and its partner organisations keep under review the continuing or changing demand for the academic programmes they offer. Please provide a brief commentary on any recent or likely future changes to the market for the programme/s, referring, for example, to: (Provide relevant data under each heading)

* Target numbers and recruitment
* Entry profile – UK, EU, international, p/t, f/t
* Tariff points and entry qualifications
* Application rates

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| Enter commentary on/overview of the data sets above… |

## legislative requirements/PERMISSION to operate

*(For programmes delivered outside the UK)*

It is important that Oxford Brookes remains up to date on any requirements for collaborative provision to be accredited or recognised by the appropriate authorities in the jurisdiction where the provision is delivered, and/or for individual programmes to have the approval of the relevant national authority. *If applicable*, please provide an account of any recent or imminent changes to national legislative requirements or regulatory frameworks applying to the programme/s.

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| Type here… |

1. APPEALS, COMPLAINTS AND CONDUCT

## Academic appeals

Please provide a brief (*anonymised*) report on the number of appeals against the decisions of examination committees which have been received from students on the programme/s covered in this review and passed to the University for action.

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| Type here… |

## Academic misconduct

Please provide a brief (*anonymised*) report on the number of academic misconduct cases that have arisen during the year on the programme/s covered in this review, and how they have been dealt with.

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| Type here… |

## Student complaints

Please provide a brief (*anonymised*) report on any complaints received from students on the programmes covered in this review. The report should indicate the number and nature of the complaints received, and include brief details of how, and by whom, they have been resolved.

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| Type here… |

The full details of any complaints about the quality of programme delivery, assessment or academic support (i.e. any aspect of the student learning experience) should be passed to the Liaison Manager for monitoring by the Oxford Brookes Faculty.

1. RELATIONSHIP WITH OXFORD BROOKES

## programme manager’s report

Please comment on the quality of the relationship with Oxford Brookes, referring, for example, to the liaison and administrative arrangements with Oxford Brookes, external examining arrangements, implementation of Oxford Brookes policies and the usefulness of the Operations Manual.

Please also provide any recommendations for changes to the Operations Manual and for action by the University to improve the quality of any aspects of the relationship.

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| Type here… |

## BROOKES LIAISON MANAGER’S REPORT

The Liaison Manager’s role is wide-ranging and covers quality assurance, quality enhancement and risk monitoring. In this report, the University seeks reassurance that various aspects of the role, specified in operations manuals, have been addressed during the year.

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| **Area of responsibility** | **Activities undertaken and when** | **Outcomes and any recommendations for improvement** |
| 1. Monitoring published information: ensuring publicity materials are approved and module/programme handbooks up to date
 |  |  |
| 1. Monitoring admissions decisions, and advising on induction of new students
 |  |  |
| 1. Ensuring staff are approved to teach on the programme; assisting with induction of new staff
 |  |  |
| 1. Monitoring quality and currency of learning resources
 |  |  |
| 1. Monitoring the quality of teaching, and advising on / assisting with any staff development needs
 |  |  |
| 1. Monitoring student satisfaction, e.g. through meetings with students, attending programme committees, etc
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| 1. Ensuring student feedback is collected and responded to
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| 1. Ensuring programme committees are held with student representation
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| 1. Ensuring that University regulations and policies are adhered to (Assessment Compact, plagiarism, mitigating circumstances, etc.)
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| 1. Ensuring compliance with operations manual in approving and moderating assessments
 |  |  |
| 1. Ensuring student records are accurate and up to date
 |  |  |
| 1. Identifying, and monitoring response to, changes in professional, statutory and (local) regulatory body requirements
 |  |  |
| 1. Reviewing and proposing changes to the Operations Manual\*
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| Any other comments on or recommendations for improvement in the programme or partnership not covered elsewhere. |

1. SUMMARY ACTION PLAN for 2023/24

This section should provide an outline of actions to be taken by the programme team, the partner organisation or Oxford Brookes to remedy any shortcomings and/or to enhance quality of the programme/s. Where essential action was identified in parts 1-6 of the report above, it must be specified in this section, along with any other priorities for enhancement. Each action should be linked to the relevant section of the report, and those responsible for ensuring it is completed should be identified. The action plan should be monitored by the Programme Committee (reporting to the Faculty Academic Enhancement & Standards/Quality & Learning Infrastructure Committee) throughout the year.

ACTION TO BE TAKEN BY THE PROGRAMME TEAM and/or MANAGERS at the delivery organisation

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No. | Action to be taken | **Why is it required?** (please refer to relevant section of report, and ensure the action no. is referenced in the relevant paragraph of the text) | Who is responsible for the action and how will it be monitored and evaluated? | Deadline for implementation |
| 1. |  |  |  |  |
| 2. |  |  |  |  |
| 3. |  |  |  |  |

Add more rows if needed.

RECOMMENDATIONS FOR ACTION BY OXFORD BROOKES UNIVERSITY

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| --- | --- | --- |
| No. | Recommended action | Why is it required? (please reference to relevant section of report) |
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Feedback on action taken in response to recommendations to the University will be provided by the Associate Dean (Education & Student Experience) of the Faculty managing the programmes at Brookes.