

COLLABORATIVE PARTNERSHIPS FORUM
18 April 2018

Agenda Item 7

ANNUAL COURSE REVIEW 2017/18

To approve the draft Self-Evaluation Report (SER) to be used in the 2017/18 annual course review.

ACTION

For discussion.

SELF-EVALUATION REPORT

2017/18

PARTNER INSTITUTION:	
COURSE TITLE:	
CAMPUS(ES) DELIVERED:	
EXTERNAL EXAMINER(S):	
SUBJECT PARTNERSHIP MANAGER:	
COURSE DIRECTOR:	
CENTRAL CONTACT FOR PUBLISHED INFORMATION:	
CENTRAL CONTACT FOR APEL DOCUMENTATION:	
<i>(Please note that electronic signatures <u>are</u> acceptable. Typed signatures are <u>not</u> acceptable)</i>	
SIGNED: COURSE DIRECTOR:	
SIGNED: HEAD OF DEPARTMENT/SCHOOL	
SIGNED: DESIGNATED SENIOR MANAGER:	
(I have reviewed and approved the submission)	
DATE:	
NOTE 1:	Where applicable each section of the Self-Evaluation Report is cross-referenced to the QAA UK Quality Code for Higher Education: Part B: Assuring and Enhancing Quality: Chapter B10: Managing higher education provision with others (December 2012). http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Quality-Code-Chapter-B10.pdf
NOTE 2:	This form is available as an electronic template at www.ulster.ac.uk/quality/qmau/ser.doc .

Note: Guidance notes for completing the form are provided at Annex 1.

SELF-EVALUATION CHECKLIST

Please check the box (x) to confirm that the following material is included:

Item	Enclosed
Completed Self-Evaluation Report	<input type="checkbox"/>
Summary Statistics for (a) Entry Qualifications (b) Enrolment and Performance (c) Awards	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
External Examiner's Report (s)	<input type="checkbox"/>
Written response to the External Examiner's report(s) and covering letter(s)	<input type="checkbox"/>
Subject Partnership Manager's Annual Report	<input type="checkbox"/>
Written response to the Subject Partnership Manager's report and covering letter	<input type="checkbox"/>
Recommendation forms from APEL Board, where applicable	<input type="checkbox"/>

Signed (Course Director):

Telephone:

Date:

E-Mail:

Tick to confirm that Course Director/Manager has attended University training on Chairing of Boards of Examiners

SECTION A: ACTION TAKEN TO ADDRESS ISSUES RAISED FOLLOWING 2016/17 REVIEW EXERCISES

The table below sets out the issues raised by the previous year's review activity.

You are asked to comment on the action(s) taken or proposed to address the issues identified and the outcome of that action.

A.1 ULSTER UNIVERSITY REVIEW – the issues in this section will be provided to you by the University's Academic Standards and Quality Enhancement (formerly Quality Management and Audit Unit).

ISSUE	ACTION TAKEN	OUTCOME	EVIDENCE OF OUTCOME	ADDITIONAL ACTION(S) REQUIRED

A.2 OTHER EXTERNAL REVIEW (QAA, Professional Bodies etc)

ISSUE	ACTION TAKEN	OUTCOME	EVIDENCE OF OUTCOME	ADDITIONAL ACTION(S) REQUIRED

A.3 QUALITY ENHANCEMENT

From the 2016/17 action points identify (as a team) an aspect that you believe has had the greatest impact on the quality of the student learning experience	Evidence to support this

SECTION B: STANDARDS AND OUTCOMES

B.1(a) STUDENT ENROLMENTS AND PERFORMANCE: STATISTICAL INFORMATION (QAA Indicator 14) (double click to activate the spreadsheet)

Note: This information to be sourced from your internal Management Information System (MIS)

COMPOSITE STATISTICAL INFORMATION

COURSE CODE(S):

MODE(S) OF DELIVERY:

Note: For each course provide a composite report for the course title and individual reports for each campus where the course is delivered, where appropriate.

Year	Early Leavers	Early Leavers %	Non-Returners	Proceed	Award	Fail	Repeat	LOA	Resits	Other	Total	Success 1 %	Success 2 %
2017/18													
Yr 1											0		
Yr 2											0		
Yr 3											0		
2016/17													
Yr 1											0		
Yr 2											0		
Yr 3											0		
2015/16													
Yr 1											0		
Yr 2											0		
Yr 3											0		
2014/15													
Yr 1											0		
Yr 2											0		
Yr 3											0		

Proceed =	Academic Standings P1-P9, PA-PD, PY, T1, T2	
Repeat =	Academic Standings N1-N6	
Early Leavers =	Enrolment Statuses EF or EO	
Award =	Academic Standings S1-S4, SA, SB, SC	
Fail =	Academic Standing U1	
LOA =	Enrolment Statuses LF, LO	
Others =	Academic Standings E5, D5, D7	% Success 1 = (Proceed + Award) / (Total – (Early Leavers + LOA + Non-Returners))
Non-Returners =	Enrolment Statuses NR, ER, EN, EA	% Success 2 = (Proceed + Award) / (Total)
Resits =	Academic Standings D1-D4, D6	% Early Leavers = (Early Leavers / Total)
		% Attrition = (Early Leavers + Non-Returners + Fails) / Total

B1(b) ATTRITION AND SUCCESS 2 STATISTICS
(following June Boards of Examiners)

Attrition	Course Attrition June
Foundation degree benchmark: 10%	
2Y3S Foundation degree benchmark: 10%	
Access courses benchmark: 20%	

Success 2	Course Success 2 June
Foundation degree Yr 1 benchmark: 75%	
Foundation degree Yr 2 benchmark: 80%	
Access courses benchmark: 70%	

Critically reflect on Attrition and Success 2 data (from June Boards of Examiners)

B.2 ANALYSIS OF AWARDS
(QAA Indicator 17)

	Total Number of Successful Candidates.	I / Dist/ 70%		Ili / Com/ 60%		Pass / 40%	
		No	%	No	%	No	%
Final Year							
Exit Awards							

B.3 COMMENTS ON SUMMARY DATA
(Critically reflect on the data in section B2, providing examples of good practice and areas requiring further development/action)
(QAA Indicator 14)

B.4 ENTRY QUALIFICATIONS (please complete tables below)
(QAA Indicator 14)

Qualification forming basis of entry 2017/18 - undergraduate course	Total	% Total
A Level/AS		
Access		
BTEC National		
Other (please specify)		

No or low formal educational qualifications		
TOTAL		
Qualification forming basis of entry 2017/18 – postgraduate course	Total	% Total
Second Class Honours Degree or better		
Non-Honours Degree		
Graduate Certificate/Diploma		
Professional Qualification equivalent to an Honours Degree		
Other – please specify		
No or low formal educational qualifications		
TOTAL		

B.5 COURSE ENTRY REQUIREMENTS
(*QAA Indicator 14*)

Confirm that all students registered on the course met the entry requirements/offer standard as specified in the course document.

YES/NO

If no, how many students did not meet the entry requirements/offer standard?

Number:

Confirm that the evidence presented by all students met the minimum data requirements:
<http://www.ulster.ac.uk/quality/qmau/aemrgcse.pdf>

YES/NO

Confirm that the APEL process was implemented and documented for those students who did not meet the entry requirements prior to registration, and by the agreed University deadline.

YES/NO

Confirm that the SPM was involved in this process prior to registration.

YES/NO

B.6 STUDENT ENROLMENT AND STUDENT PROFILE
(*QAA Indicator 14*)

Comment on this year's trends in enrolment.

B.7 FIRST DESTINATIONS / PROGRESSION

First destination data 2017/18	Total	% Total
Employment		
Progression to further study within college		
Progression to further study at Ulster University		
Progression to further study at other HE institution		
Other		
Unknown		
TOTAL		

B.8 REPORT FROM EXTERNAL EXAMINER(S)
(QAA Indicators 8, 11, 15, 17)

SUBJECT AREA(S):

DATE REPORT RECEIVED:

DATE OF RESPONSE TO EXTERNAL EXAMINER:

RESPONSE ATTACHED: Yes/No

(actual written response(s) to External Examiner report(s), including email trail, must be provided)

If no response to the External Examiner's report is attached, please provide an explanation below.

How was the External Examiner's Report and Course Team response shared with students?

B.9 SUBJECT PARTNERSHIP MANAGER'S ANNUAL REPORT
(QAA Indicators 1, 8, 11, 13, 15, 17)

DATE OF RESPONSE TO SUBJECT PARTNERSHIP MANAGER: Date:

(actual written response(s) to Subject Partnership Manager report(s), including email trail, must be provided)

If no response to the Subject Partnership Manager's report is attached, please provide an explanation below.

B.10 WORK-BASED LEARNING (WBL)

Confirm that all students were able to find a suitable WBL placement.

YES/NO

If no, please provide further details.

Critically evaluate the effectiveness of the WBL experience, including preparation of students.

Indicate how many students were unable to complete the WBL module within the normal timeframe stipulated in the module description from the course document.

Number:

Please give reasons for delays in completion of WBL module:

B.11 INVOLVEMENT OF LOCAL EMPLOYERS/INDUSTRY

Critically evaluate the effectiveness of the involvement of employers in the design, assessment, monitoring and review of provision.

SECTION C: QUALITY ASSURANCE / ENHANCEMENT

C.1 NATIONAL STUDENT SURVEY

Overall Student Satisfaction Rate %:

Comment on your process to encourage student participation in this survey:

C.2 ASSOCIATE STUDENTS

Comment on the methods used to make Associate Students aware of their rights and obligations and the effectiveness of these arrangements.

C.3 ACADEMIC APPEALS AND STUDENT COMPLAINTS (QAA Indicator 18)

Academic Appeals (do not leave blank)

	Number of appeals received	Number of successful appeals
Procedural irregularity appeals		
New information appeals		

Student Complaints (do not leave blank)

Number of complaints received and brief outline of the nature of the complaint	Action taken

Explain how and where students were informed of the academic appeals and complaints processes.

C.4 PROFESSIONAL/STATUTORY BODY ACCREDITATION (PSRB) (QAA Indicator 12)

Comment on issues raised by any Professional, Statutory or Regulatory body.

Issue	Action Taken/Planned

C.5 ACCURACY OF PUBLISHED INFORMATION (QAA Indicator 18)

Detail the process used for approving publicity/marketing material (including online information) for the course in 2017/18 within your organisation.

Detail the SPM's role in approving that published information.

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C.6 STAFF DEVELOPMENT <i>(QAA Indicator 13, 15)</i>

Activities including Specific Strengths and Examples of Good Practice

Areas Requiring Further Development	Action Taken/Planned

Areas where you would like Ulster University to provide Staff Development:
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COVER PAGE

Electronic signatures are acceptable. Typed signatures are not acceptable.

SELF-EVALUATION CHECKLIST

The actual written response to the External Examiner's report and the Subject Partnership Managers report must be provided (**do not create a specific response to the reports for the purpose of annual course review**) together with the covering letter(s).

SECTION A: ACTION TO ADDRESS ISSUES RAISED IN PREVIOUS YEAR'S REVIEW EXERCISE

You are asked to critically reflect on the action taken, or proposed, to address issues identified in the previous year's reviews, and the outcome of such action. The University's Academic Standards and Quality Enhancement will provide you with the issues to include in Section A1.

(Note: in some instances the Ulster University review and the internal institution review(s) may be part of a single quality assurance process).

A.2 – You may leave this section blank where there is no external review.

A.3 - You are asked to comment on quality enhancement activity which has had a positive impact on the student learning experience.

SECTION B: STANDARDS AND OUTCOMES

B1(a) Please input data from your own records. This is an excel spreadsheet and is self-calculating.

Where a course runs on more than one campus, you should copy the spreadsheet below the composite report.

B.1 (b): Please input data supplied by Quality Enhancement.

B.2: Please input data from your own records. This section refers to final year only. Where students enrol for a programme but leave early with an exit award, please complete the table for the exit award also.

B.3: You are asked to critically reflect on the Summary Data at Sections B2, paying particular attention to retention and achievement. Areas of good practice should also be commented on.

B.4: You are asked to complete the table detailing the entry qualifications of students.

B.5: Where students were enrolled on the programme who did not meet the entry requirements as specified in the course document, you are asked to comment on how their ability to undertake the course was assessed. You must also comment on the role of the Subject Partnership Manager in this process. **APEL Board Recommendation forms should be submitted for each student.**

B.6: You are asked to critically reflect on student enrolment and performance

commenting on any significant differences from previous years.

- B.7: You are asked to complete the table as appropriate.
- B.8: Your formal written response to the External Examiner's report should be provided and if this is not available an explanation of why the response is not attached should be given.

Explain how you shared the External Examiner report and the course team response with student representatives, and where this is documented.

- B.9: Your formal written response to the Subject Partnership Manager's report should be provided and if this is not available an explanation of why the response is not attached should be given.
- B.10: This section should only be completed for programmes which include a period of work-based learning (WBL). You are asked to comment on the availability of WBL placements and the arrangements for ongoing liaison with employers and list the issues raised by placement supervisors and placement organisations in relation to benefits to all participants. Comment on the effectiveness of the role of the placement supervisor in monitoring students' performance, administrative arrangements, and other matters. Indicate what action has been taken in response to difficulties and, if there are any unresolved problems, please specify. You should critically evaluate the effectiveness of the WBL experience.

Where students were unable to complete the WBL module within the normal semester timeframe, critically reflect on the causes.

- B.11: Critically reflect on the involvement of local employers/industry in programme development, monitoring and review, where appropriate. Provide examples of how their involvement has enhanced the student learning experience.

SECTION C: QUALITY ASSURANCE

- C.1: This information should be taken from your own records.
- Comment on the overall satisfaction rates and how you encouraged students to participate.
- C.2: Critically reflect on the mechanisms in place to make Associate Students aware of the rights and obligations connected to this status. Confirm that all Associate Students received the leaflet explaining their association with the University.
- C.3: You are asked to report on the number of Academic Appeals and Student Complaints received in the partner institution during the year, the basis for the appeal/complaint and the outcome. Detail the role of senior managers in monitoring and managing the academic appeals/student complaints process. Explain how and where students are made aware of your academic appeals/complaints procedures.
- C.4: You are asked to comment on issues raised in Professional/Statutory/Regulatory Body (PSRB) reports (where this applies) and the action taken to address these.
- How are students made aware of PSRB recognition and involvement in the programme?

- C.5: Comment on the mechanisms in place within your organisation for ensuring the accuracy of information provision (both hard-copy and online) for prospective and registered students. Comment on the role of the University (in particular that of the SPM) in approving this information.
- C.6: Comment on staff development during the year, particularly in relation to teaching and learning in higher education and the needs of part-time staff. Include research, professional and external experience activities and in particular, scholarly activity. Identify staff development needs and how these will be addressed (either internally or externally) through, for example, Ulster University developmental days, or in-house staff development events.