

GSA: PROGRAMME MONITORING AND ANNUAL REPORTING (PMAR)

Guidance Note

These guidance notes are intended to provide supplementary support and useful prompts in the production of Annual Programme Reports (Guidance Note: Part A) and School Summary Reports (Guidance Note: Part B). The notes must be read in conjunction with GSA's Programme Monitoring and Annual Reporting Policy.

The Quality Enhancement Action Plan (QEAP) must record actions identified as a result of reflection and analysis and will form the plan for enhancement in the coming session. Academic Registry will provide key programme level statistics on admissions, student progress and equalities data.

Contents:

- Part A: Guidance for the completion of Annual Programme Reports (Page 1)
- Part B: Sample QEAP responses and General Guidance for completion (Page 5)
- Part C: Guidance for the completion of School Annual Summary Reports (Page 7)
- Timeline for data sets and dates for documentation to be submitted (Page 4)

Part A: Guidance Note for the Annual Programme Report

Section 1 – Critical Reflection

When outlining the themes and issues prominent over the course of the session, please refer to and consider the following:

- If the Intended Learning Outcomes, curricula and assessment remain fit for purpose
- Actions taken in response to previous sessions QEAPs
- Any issues raised by the programme team and how they will be addressed
- Any major developments in Learning and Teaching
- Any issues relating to assessment and moderation and any developments in assessment and moderation and enhancements made
- Reflection on DHT, FACS and PGT Electives
- Alignment with the Education Strategy
- Actions taken in response to any Equality Impact Assessments undertaken
- Details of enhancements made to systems or provision of programme support
- Anticipated current or future challenges and opportunities which may require development
- Any feedback or notable themes arising from Professional, Regulatory and Statutory Bodies (PSRBs) (if applicable)
- How the programme has engaged with the QAA Enhancement Themes

Programme Statistics (provided by Academic Registry):

A variety of data sets are provided for analysis in order to help inform reflections on programme health and to support decision making and enhancement action planning for the QEAP.

- Please consider any trends identified in this year's **Admissions data** compared to the previous three sessions and include reflection on:
 - How the data compares with the sector and previous years' numbers, and if there are any trends over the four-year period
 - Number of applications and qualifications upon entry compared with previous years'

- Diversity of conversion to enrolments
 - Any challenges in meeting targets or converting offers to enrolments
 - If there are any trends in relation to the number of applications from different groups of students e.g: domicile, protected characteristic
 - Any action you intend to take following reflection and analysis of the data set
- Please consider any trends identified in this year's **Progression Rate data** compared to the previous three sessions and include reflection on:
 - How the data compares with the previous three years identifying any trends
 - Any variances in progression rates or differential outcomes for students, highlighting any progression issues associated with any particular groups of students or for students with protected characteristics
 - Any action you intend to take following reflection and analysis of the data set
- Please consider any trends identified in this year's **Classification Rate data** compared to the previous three sessions and include reflection on:
 - How the data compares with the previous three years identifying any trends
 - How the attainment data for your programme compares with the attainment profile across your school and GSA
 - Any concerns in relation to attainment and attainment gaps, including issues with attainment associated with particular groups of students or students with particular profiles or protected characteristics
 - Any action you intend to take following reflection and analysis of the data set
- Please consider any trends identified in this year's **data on Protected Characteristics** compared to the previous three sessions and include reflection on:
 - Any under representation of students from any protected characteristic group and any trends over the four-year period
 - How the equality monitoring profile for your programme compares with the profile across your school/level of study/GSA
 - If the data provides evidence that there is equality of opportunity and outcome for students regardless of protected characteristic, domicile, route of entry
 - Any action you intend to take as a result of your analysis

Section 2 – Good Practice and Staff and Student Successes

When outlining the aspects of good practice leading to staff and student successes please consider and reference the following:

- How successes have informed enhancements to the programme
- How successes have enhanced the learning experience of all students
- How successes have contributed to equality, diversity and inclusion (qualitative data and case studies are encouraged)
- How good practice has been disseminated across the School or wider GSA, reflecting on impact

Section 3 – Feedback Mechanisms

When reflecting on feedback mechanisms, please consider and reference the following:

- Notable themes and issues raised through student feedback
- Actions arising from student feedback
- How students were informed of the outcome in response to their feedback
- The effectiveness of the processes for receiving and responding to student feedback
- How all students, including those from protected characteristic groups, were enabled to provide feedback
- Detail of any actions arising from student feedback, which will be taken forward as part of the QEAP

Section 4 – Student Surveys

When reflecting on Student Survey Results, please consider and reference:

- The National Student Survey (NSS) and any internal surveys, including the Student Experience Survey
- Any notable themes
- Any identified areas of good practice and successes
- Any identified areas of improvement and areas for future development and enhancement
- Actions taken to address issues raised, to be taken forward as part of the QEAP

Section 5 – External Expertise

When reflecting on external expertise, please consider and reference:

- Notable themes and issues raised by External Examiners
- Actions taken to address issues raised including issues identified with moderation and assessment and how these have been addressed
- Any enhancements made as a result of External Examiner feedback

Section 6 – Equality

Equality Impact Assessments should be considered in partnership with student equality monitoring data with progress noted and new actions reflected in the QEAP.

If there have been any significant amendments to programme design or delivery, this should be reflected with an updated Equality Impact Assessment.

Please transfer the outstanding actions from the EqIA Summary Report to the QEAP to enable monitoring and reporting of progress. Previous actions do not need to be removed from the original EqIA as these demonstrate progress.

Section 7 – Articulation

When reflecting on any articulation agreements in which the programme participates, please consider and reference:

- Any successes or issues identified and how they will be addressed
- How admissions for entry operated during the session
- Operation of the Associate Student Scheme and any issues identified
- Any visits to or from the partner institution and successes/issues identified
- Any actions identified for enhancement

Section 8 – International Partnerships (including incoming and outgoing exchange relationships and study abroad)

When reflecting on exchange relationships and study abroad, please consider and reference the following:

- Any issues raised by students undertaking study abroad and areas identified for improvement
- What research/exhibition collaborations took place internationally in the session, including detail on any successes
- How staff and students were supported in undertaking international activities
- Any issues with the operation of the exchanges

Timeline of data availability

Month	Data Set
March	Student Experience (SES) Results
July	National Student Survey (NSS) Results
October (final week)	Higher Education Statistics Agenda (HESA) statistics available

Timeline for documentation

Month	Documentation and Action Required
October (final week)	Programme Leader responses to External Examiner Reports to be submitted to examiners@gsa.ac.uk
November	External Examiner Reports and Programme Leader responses to be published on programme Canvas pages
November (2 nd – 3 rd week)	Annual Programme Reports and QEAPs to be submitted to Board of Studies for approval
December (2 nd week)	All of the following documentation to be submitted to the Academic Quality office: <ul style="list-style-type: none">• Board of Studies approved Annual Programme Reports and QEAPs• School Annual Summary Reports and QEAPs• Support Department Annual Summary Reports
December (3 rd week)	Programme Monitoring and Annual Reporting Meeting held

Part B: Sample Quality Enhancement Action Plan Responses

New Actions and Actions Outstanding

Reference / Source*	Area Identified for Improvement	Action and Objective	By Whom	By When	Reporting to	Aligned to Education Strategy	Progress Update/Completion
<i>Where has the need for change and action been identified?</i>	<i>What has been identified for review, action and change?</i>	<i>Please summarise the objective and action to be taken.</i>	<i>Who is responsible for the action? (If more than one person please include the lead for the action and who is supporting.)</i>		<i>Committee / body with responsibility for oversight.</i>	<i>Please identify which objective within the Education Strategy this action aligns.</i>	<i>Please include an update on progress, or mark as CLOSED when the action is complete. Where possible, please identify what has changed as a result.</i>
Actions in response to NSS and Student Experience Survey Results							
e.g. NSS	Deadline clashes and timetabling issues.	Review timetable to ensure clarity of contact points and avoid clashes in submission deadlines. Revised Timetable to be published to students outlining all contact points, including dates and times for beginning of semester.	Programme Leader	March 2022	Board of Studies	3. We will support all students to achieve their potential and make positive contributions	Ongoing. Meeting scheduled (4th February) with students and programme team to discuss and review timetabling issues. An update will be provided to the March meeting of BoS with actions identified and progress made following consultation.

Reference / Source*	Area Identified for Improvement	Action and Objective	By Whom	By When	Reporting to	Aligned to Education Strategy	Progress Update/Completion
Actions in response to External Examiner Feedback							
e.g. External Examiner Report	Quality and timing of feedback	Review timing of formative feedback in order to allow students time to consider and incorporate into summative assessment. Support staff to ensure feedback is action orientated to inform future learning.	Programme Leader with support from Learning and Teaching.	Summer 2022	Board of Studies	5. <i>We will strengthen and enhance practice</i>	Closed. Feedback points have been reviewed to ensure time for student reflection for summative assessment. Feedback workshops scheduled for July 2022 with Learning and Teaching Team. Feedback from students will be sought through SSCC and student surveys.
Actions in response to Equality, Diversity and Inclusion Analysis							
E.g. Student Equality Monitoring	Reduction in male applicants	Increase applications with targeted recruitment	Programme Leader to work with recruitment, schools, colleges, and Continuing and Professional Education to identify new marketing strategies		Board of Studies and Education Committee	3. We will support all students to achieve their potential and make positive contributions	Ongoing. Increased number of male applicants

Reference / Source*	Area Identified for Improvement	Action and Objective	By Whom	By When	Reporting to	Aligned to Education Strategy	Progress Update/Completion
E.g. Equality, Diversity and Inclusion	Students have reported they would like more diversity within course material	Review course material and reading lists. Work with students and library to identify new resources	Programme Leader to work in partnership with students and the library		Board of Studies and Education Committee	3. We will support all students to achieve their potential and make positive contributions	Positive student feedback reported
E.g. Student Equality Monitoring	Attainment gap noted between Any White Background and Minority Ethnic Background students	Focus group to identify reasons with targeted support introduced	Programme Leader to set up focus group Head of School to approve any action		Board of Studies and Education Committee	3. We will support all students to achieve their potential and make positive contributions	Reduced attainment gap

General Guidance for Completion of QEAPs

- Set a realistic number of actions each year (approximately 5-10).
- Write an action plan for yourself, your team and your students. It should be a document that everyone is aware of and is published and updated on your Canvas pages.
- You should be able to read across your Annual Programme Reports, data sets, Survey Results, External Examiner reports, and PSRB reviews (if applicable). If an issue is identified in the data, the external examiner reports, any PSBR review, or significant feedback from students it must be addressed in the QEAP.
- You should have confidence that actions will be completed in the year. Actions shouldn't typically be rolled over year-to-year. Consider staging or phasing if a change project needs to run over more than one cycle.
- Where an action hasn't been completed, reframe and reshape it before rolling forward into the next year's plan.
- This plan shouldn't include 'Business as Usual' activity, rather it should include action for enhancement.

Part C: Guidance Note for the School Annual Summary Report

Section 1: Critical Reflection

When outlining the themes and issues prominent over the course of the session, please refer to and consider the following:

- Key aspects arising from critical reflection undertaken throughout the academic session and reference any themes arising from School Board of Studies, programme and senior management team discussions
- Engagement with QAA enhancement themes at School level
- The School's alignment with the Learning and Teaching Enhancement Strategy
- How the School has in the past year further aligned with GSA's Strategic Plan
- Reflection on DHT, FACS and elective courses (including PGT electives)
- School Statistics: please provide an analysis of School-level qualitative and quantitative data, identifying any areas where there are concerns or positive good practice which could be shared across GSA
- Please also use this section to briefly outline three aspects of good practice leading to staff and student successes, and detail how these have led to enhancements within the curriculum

When reflecting on trends identified in this year's data on Protected Characteristics, please refer to and consider the following:

- This year's data in comparison to the previous three sessions
- Any under representation of students from any protected characteristic group and any trends over the four-year period
- How the equality monitoring profile for your School compares with the profile across your programmes/level of study/GSA
- If the data provides evidence that there is equality of opportunity and outcome for students regardless of protected characteristic, domicile, route of entry
- Any action you intend to take as a result of your analysis

Please reflect on trends identified in this year's data on Protected Characteristics for current students, applications, admissions, retention and attainment. More guidance and examples can be found [here](#).

Section 2: Good Practice and Staff and Student Successes

When outlining the aspects of good practice leading to staff and student successes please consider and reference the following:

- How successes have informed enhancements to the learning experience of all students
- How good practice has been disseminated across the School or wider GSA, reflecting on impact

Section 3: Feedback Mechanisms

When reflecting on feedback mechanisms, including Student Survey Results, please consider and reference the following:

- Any agreed actions arising from student feedback and student survey results which will be taken forward as part of the School Quality Enhancement Action Plan

- Notable themes and issues raised by External Examiners and how they were/will be addressed
- If applicable, outline the notable themes and issues raised by Professional Statutory Regulatory Bodies (PSRBs) and detail how these were addressed

Section 4: Quality Enhancement Action Plans

When reflecting on the QEAPs, please consider and reference the following:

- An overview of the themes arising from current Annual Programme Reports
- Issues to be addressed by the Programme Leaders and issues for the attention of the School
- Progress in addressing key issues from previous Annual Programme Reports and School Annual Summary Report
- Any notable development in processes or interfaces across GSA which had a positive impact on the management or organisation of the School
- How the management, organisation or delivery of the programmes owned by your School could be better supported by the development of processes or interfaces across GSA.