

## **GSA: PROGRAMME MONITORING AND ANNUAL REPORTING (PMAR)**

### **Guidance Note**

These guidance notes are intended to provide supplementary support and useful prompts for Programme Leaders and Heads of School 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 the reflection and analysis involved in producing PMAR annual reports and will form each programme's and each School's plan for enhancement in the coming session. The Data Insights team will provide key programme level statistics on admissions, student progress and equalities data.

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### **Part A: Guidance Note for the Annual Programme Report**

#### **1. Critical Reflection**

When outlining the themes and issues prominent over the course of the session, please refer to and consider the following (please note this is a list of prompts to support programme leaders with their critical reflection, is not exhaustive, and there is no expectation that they all must be reported on):

- If the Intended Learning Outcomes, curricula and assessment remain fit for purpose
- Actions taken in response to previous sessions QEAP
- 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
- Reflections on the students experiences of DHT, FACS and PGT Electives
- Alignment with the Education Strategy and its annual implementation plan
- 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)

#### **2. Good Practice and Staff and Student Successes**

When outlining each of your aspects of good practice leading to staff and student successes, please consider these with reference to 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

### **3. Careers Education, Employability, and Enterprise**

When commenting on how careers education, employability, and enterprise have been embedded within the curriculum this year, please outline 2–3 illustrative examples, drawing on the following prompts (there is no expectation that all will be addressed):

- Use of guest speakers, industry, or professional partnerships, and live or simulated briefs
- Involvement of alumni, professional networks, and other external contributors
- Integration of careers education, information, advice, and guidance (CEIAG) within the curriculum
- How learning and assessment activities support students' development of graduate attributes and readiness for employment or further study
- Relevant feedback, including from students, graduates, industry partners, and/or external examiners
- Reflections on what has worked well and what could be enhanced in future delivery

### **4. Feedback Mechanisms**

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

- Key themes and issues (3-4) raised through student feedback (both formal through SSCCs and informally)
- 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

### **5. 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, identifying:
  - 3 areas of good practice and successes
  - 3 areas of improvement and
  - 3 for future development and enhancement
- Note: Actions associated with this section should be captured within your programme QEAP

### **6. External Expertise**

When reflecting on external expertise, please consider and reference:

- key themes and issues (3-4) raised by External Examiners
- Actions taken to address the key issues raised, including any issues identified with moderation and assessment and how these have been addressed

- Any enhancements made as a result of External Examiner feedback

## **7. Equality Impact Assessments**

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

The latest version of all approved EqIAs are published on the GSA website. They are made available via the Documents Site and filed under the 'Equality Impact Assessment' tag:

<https://gsadocuments.net/tag/equality-impact-assessment/>.

If an EqIA has been approved but it is not on the Documents Site, send the approved EqIA to [Quality@gsa.ac.uk](mailto:Quality@gsa.ac.uk). The AQO will take forward ensuring your approved EqIA is added to the Documents Site.

To answer question 7.1, add the date of approval of the most recent EqIA.

To answer question 7.2, confirm that the EqIA is available on the Documents Site by typing 'Yes.'

To answer question 7.3, confirm that all actions have been detailed on the QEAP by typing 'Yes'.

If there have been any significant amendments to programme design or delivery, this should be reflected within an updated Equality Impact Assessment. Please notify the Secretaries of Board of Studies and Education Committee if an updated EqIA is being submitted for approval with your PMAR submission. Do not submit your EqIA to the PMAR Board of Studies and the PMAR Education Committee if no updates are being proposed.

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

## **Sections 8, 9 and 10 Equality Monitoring Data by Protected Characteristics**

A variety of data sets are provided for analysis in the associated PMAR Data Excel document. Please use this Excel document to answer the questions in sections 8, 9 and 10 to help inform reflections on programme health and to support decision making and enhancement action planning for the programme QEAP.

## **8. Admissions**

The data is available within the second tab of the PMAR Excel file called 'PMAR – UCAS'.

In this section of your PMAR you will be asked to reflect on any trends identified in your Admissions data and develop an action to address this trend. Some examples of such trends and possible actions are provided below:

- Example trend: lower enrolment conversion rates for applicants disclosing a disability. Possible action: review pre-entry communication and ensure applicants have clear information on available support.
- Example trend: lower enrolment conversion rates for male or female applicants. Possible action: promote positive role models, images or testimonials.
- Example trend: lower enrolment conversion rates for applicants disclosing ethnicity as Black. Possible action: promote the Cowrie Scholarship.

## **9. Progression Rate**

The data is available within the fifth tab of the PMAR Excel file called 'PMAR – Progression.'

In this section of your PMAR you will be asked to reflect on any trends identified in your Progression Rate data and develop an action to address this trend. Some examples of such trends and possible actions are provided below:

- Example trend: students with disclosed mental health conditions show lower progression rates. Possible action: collaborate with Student Support to ensure targeted early semester support.

## **10. Degree Classification**

The data is available within the fifth tab of the PMAR Excel file called 'PMAR – Classification'.

In this section of your PMAR you will be asked to reflect on any trends identified in your Degree Classification data and develop an action to address this trend. Some examples of such trends and possible actions are provided below:

- Example trend: an attainment gap between disabled and non-disabled students who received 1st and 2.1 classifications. Example action: ensure students can access reasonable adjustments consistently.
- Example trend: an attainment gap between White and Asian students who received 1st and 2.1 classifications. Example action: Consult with students to ascertain barriers.

## **11. Articulation**

Only complete this section of the PMAR reporting template if this section applies to your programme. When critically reflecting on any articulation agreements in which the programme participates, please consider and reference:

- Key successes or issues identified and how they will be addressed (3-4 of these)
- How effectively did admissions for entry operate during the session and how any changes are being taken forward
- Review the operation of the Associate Student Scheme, identify any key issues and outline how these will be addressed
- The impact of visits to or from the partner institution, key successes identified and outlined how any/issues raised are being actioned.

## **12. International Partnerships (including incoming and outgoing exchange relationships and study abroad)**

Only complete this section of the PMAR reporting template if this section applies to your programme. When critically reflecting on exchange relationships and study abroad, please consider and reference the following:

- Any significant 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
- Were staff and students appropriately supported in undertaking international activities
- How any issues identified with the operation of the exchanges are being actioned.

### 13. UKVI

No additional guidance provided for this section. Please confirm there are appropriate UKVI mechanisms, with further detail only to explain a 'No' response.

### 14. SPSO and Student Complaints

No additional guidance provided for this section. Please confirm there are appropriate SPSO mechanisms, that any reports raised were reported, and provide further detail to explain a 'No' response or specific complaint-related enhancements need to be outlined.

### 15. Programme Resources

No additional guidance provided for this section. Please provide comments as relevant based on the programme's direct experience of teaching spaces, staff development activity, and use of Canvas.

### 16. Alignment with School Priorities

No additional guidance provided for this section. Please provide reflective commentary on the programme's alignment with your School's priorities and any broader matters of concern the School wishes to raise.

### 17. Timeline of data availability

Month	Data Set
March	Student Experience (SES) Results
July	National Student Survey (NSS) Results
July	PMAR Dataset of Semester 1 and 2
November	PMAR Dataset of Semester 1, 2 and 3

### 18. Timeline for documentation

Please visit the AQO Intranet for this session's deadlines and meeting dates.

Month	Documentation and Action Required
Within one month of the GSA Final Examination Board	External Examiner Reports (UG and PGT) submitted to Academic Quality Office which circulates them to the relevant Programme Leader and Academic Support Manager
October (final week)	Programme Leader responses to External Examiner Reports to be submitted to <a href="mailto:examiners@gsa.ac.uk">examiners@gsa.ac.uk</a>
Week before PMAR Meetings of Boards of Studies	External Examiner Reports and Programme Leader responses to be published on programme Canvas pages and Annual Programme Reports and QEAPs to be submitted to Board of Studies for approval
Mid-November	PMAR Boards of Studies Meetings held
Week before PMAR Meeting	All of the following documentation to be submitted to the Academic Quality office: <ul style="list-style-type: none"><li>• Board of Studies approved Annual Programme Reports and QEAPs</li><li>• School Annual Summary Reports and QEAPs</li></ul>

	<ul style="list-style-type: none"><li>• Support Department Annual Summary Reports</li></ul>
Early December	PMAR Education Committee 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>
<b>Actions in response to NSS and Student Experience Survey Results</b>							
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	<b>Ongoing.</b> 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
<b>Actions in response to External Examiner Feedback</b>							
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>	<b>Closed.</b>  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.
<b>Actions in response to Equality, Diversity and Inclusion Analysis</b>							
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 (please note this is a list of prompts to support Head of School with their critical reflection, is not exhaustive, and there is no expectation that they all must be reported on):

- Key aspects arising from critical reflection undertaken throughout the academic session and reference any key themes arising from School Board of Studies, programme and senior management team discussions
- The School's alignment with the Education Strategy and its implementation plan.
- Reflect on key changes the School has taken forward, in the past year, to further align with the Education Strategy
- Critically reflect on the delivery of DHT, FACS and elective courses (including PGT electives) and how they have enhanced the student experience
- 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

### **Section 2: Good Practice and Staff and Student Successes**

When outlining key 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, , please consider and reference the following:

- Key themes and issues raised by students (through informal and formal feedback mechanisms, including SSCCs, NSS, SES and any other internal surveys. Please outline any agreed actions, which will be taken forward as part of the School Quality Enhancement Action Plan (QEAP)
- Key themes and issues raised by External Examiners and how they were/will be addressed
- If applicable, outline the key 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.

### **Section 5 – School Resources**

No additional guidance provided for this section. Please provide comments as relevant based on the School's direct experience of teaching spaces, research-teaching linkages, and staff development activity.

### **Section 6: Equality Impact Assessments**

No additional guidance provided for this section. Please list all EqlAs completed during the session under review associated with your School and identify any key themes which have emerged.

### **Section 7 –Admissions**

The data is available within the second tab of the PMAR Excel file called 'PMAR – UCAS.'

Key considerations:

- Are particular groups under-represented at the application or enrolment stage?
- Are conversion rates (application → offer → enrolment) consistent across protected characteristic groups?
- How does the School's profile compare to institutional benchmarks?

Sex representation:

- Review applications and enrolments by sex and monitor conversion rates across the cycle.
- If male enrolments are  $\leq 40\%$ , an action must be reflected in the QEAP.

### **Section 8 – Progression Rate**

The data is available within the fifth tab of the PMAR Excel file called 'PMAR – Progression.'

Questions 8.2 and 8.3 refer to required comparisons and thresholds.

Key considerations:

- Are any groups progressing at notably lower or higher rates?
- Have progression gaps widened, narrowed, or newly appeared?
- Are there School-specific factors influencing these patterns?

### **Section 9 – Attainment Outcomes (including Degree Classification)**

The data is available within the sixth tab of the PMAR Excel file called 'PMAR – Classification.'

Questions 9.2 and 9.3 refer to required comparisons and thresholds.

Institutional data currently shows that Black students and/or Asian students can be at a greater disadvantage than other ethnicities.

Additional considerations:

- Are there persistent attainment gaps across multiple years?
- Do trends within the School differ noticeably from institutional patterns?
- Are there known structural or pedagogical factors that may contribute to disparities?

#### **Section 10 – Quality Assurance**

No additional guidance provided for this section. Please provide an evaluative overview regarding the quality of Programme Annual Reports and their alignment with GSA Quality Assurance policies.

#### **Section 11 – SPSO and Student Complaints**

No additional guidance provided for this section. Please confirm there are appropriate SPSO mechanisms, with further detail to explain a 'No' response or specific complaint-related enhancements need to be outlined.

#### **Section 12 – UKVI**

No additional guidance provided for this section. Please confirm there are appropriate UKVI mechanisms, with further detail only to explain a 'No' response.

#### **Section 13 – Alignment with GSA and School Priorities**

No additional guidance provided for this section. Please provide high-level reflective commentary on the School's alignment with GSA's Strategic Plan and any broader matters of concern the School wishes to raise.