

## QUALITY FRAMEWORK SECTION 2a ANNUAL MONITORING OF TAUGHT AWARD OR CREDIT-BEARING PROVISION

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## Outline of the procedure

1. Annual monitoring of taught credit-bearing modules and taught award or credit-bearing programmes has been designed to meet the requirements of the UK Quality Code for Higher Education [Part B: Assuring and enhancing academic quality, Chapter B8: Programme monitoring and review](#) and Indicators 1, 2, 4, 5, 6 and 7 in particular.
2. The management and implementation of annual monitoring of taught credit-bearing modules and taught award or credit-bearing programmes is devolved to schools.
3. At the end of each trimester of delivery module leaders undertake a formal reflective evaluation of the delivery of taught credit-bearing modules.
4. At the end of each stage of study programme leaders undertake a formal reflective evaluation of the delivery of taught award or credit-bearing programmes.
5. At the end of each academic session:
  - a) subject group leaders undertake a formal reflective evaluation of the delivery of taught award or credit-bearing provision across the subject group
  - b) Deans of Schools, or an appropriate individual nominated by them, undertake a formal reflective evaluation of the delivery of taught award or credit-bearing provision and the effectiveness of the module and programme monitoring process across the school in the form of an annual summary report to Quality & Standards Committee.
6. A module leader reflective commentary template ([Appendix 2](#)), programme leader reflective commentary template ([Appendix 3](#)), subject group leader overview report template ([Appendix 4](#)) and a template for the school annual report ([Appendix 5](#)) have been developed as a means of helping to ensure that the monitoring process is implemented consistently University-wide. Each template is accompanied by guidance.
7. Reflective commentaries and annual overview reports should focus on significant achievements, good or innovative practice, strengths or areas for future development. Descriptions of standard or expected practice need not be included. Commentaries should clearly identify and evaluate any potential risks to the quality or standard of the University's taught award or credit-bearing provision.
8. Where an area for development has been identified, action taken or planned should be explained. A named individual responsible and a target date for taking the action to a full conclusion should be included.
9. Reflective commentaries resulting from the module and programme monitoring process will form part of future Enhancement-led Institutional Review advance information sets. The reflective commentaries may also inform other future internal or external audit, monitoring or review activity.
10. School support offices are responsible for maintaining accurate and complete records to demonstrate that all taught award or credit-bearing provision is monitored in accordance with this procedure.

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## Continuous reflection during the delivery period

11. Academic staff are encouraged to reflect and evaluate continually on the effectiveness of the learning, teaching and assessment methods throughout the delivery period. For example, though neither exhaustive nor mutually exclusive:

- a) the continuing currency and validity of the taught credit-bearing module or award or credit-bearing programme in light of developments in research, professional and industry practice and pedagogy, including the use of technology in learning and teaching
- b) changes in the external environment such as requirements of professional, statutory and regulatory bodies
- c) continued alignment with the school and University strategy and mission
- d) whether students are attaining the intended learning outcomes and whether the assessment regime enables this to be demonstrated appropriately
- e) where improvements are possible in order to enhance the student learning experience or to encourage the development of more inclusive approaches to learning, teaching and assessment
- f) ensuring that all students have an equal opportunity to achieve the intended learning outcomes.

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## Formal reflection at the end of the delivery period

12. The formal evaluation of the effectiveness of the taught credit-bearing module or award or credit-bearing programme delivery is informed by four sources of evidence:

- a) student feedback gathered during the delivery period
- b) feedback and comment from external examiners, academic peers and any other external professional, statutory or regulatory body
- c) a centrally produced student achievement data set
- d) comments from internal peers who have contributed to teaching delivery.

13. An indicative list of prompt questions relevant to each source of evidence has been developed to assist with the analysis and evaluation of the effectiveness of taught award or credit-bearing provision delivery. The list of prompt questions is attached as [Appendix 1](#).

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## Discussing the outcome of the analysis and evaluation

14. Module and Programme Boards of Examiners provide an appropriate forum to consider module and programme performance and matters arising from the learning, teaching and assessment approaches adopted by teaching teams.

15. Module and programme leaders provide a verbal or draft report to the Board, based on their analysis and evaluation. This will facilitate dialogue and reflection within the teaching team and between the team and the external examiners on good learning, teaching and assessment practice or possible enhancement activity.

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## The outcome of module and programme monitoring

16. The outcome of the module and programme monitoring process is a completed reflective commentary. Following the Module or Programme Board of Examiners the module or programme leader will finalise the reflective commentary using the relevant University template.

17. In cases where the Board of Examiners agrees that enhancement action is required before the next delivery of a taught credit-bearing module or a taught award or credit-bearing programme the module or programme leader will ensure that the reflective commentary provides the evidence to support the change process.

18. Completed module and programme monitoring reflective commentaries are forwarded to the appropriate school support officer in accordance with local practice.

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## The outcome of the subject group leader's analysis

19. The outcome of the subject group leader's analysis is a completed annual overview report using the University template.

20. Completed subject group leader's annual overview reports are forwarded to the appropriate school support officer in accordance with local practice.

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## The school annual summary report

21. The school annual summary report is written by the Dean of School or an appropriate individual nominated by them. The report provides Quality & Standards Committee with the outcome of a formal evaluation of the delivery of taught award or credit-bearing provision and the effectiveness of the module and programme monitoring process across the school. The annual summary report is presented at the November meeting of Quality & Standards Committee using the University template.

22. Completed school annual summary reports are forwarded to the appropriate school support officer in accordance with local practice. Appropriate school support officer will forward the report, with an appropriate covering paper, to the clerk to Quality & Standards Committee in accordance with published timescales.

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## Appendix 1

### Indicative analysis and evaluation of taught provision prompt questions

The following is an indicative list of prompt questions relevant to each source of evidence to assist module, programme, subject group leaders and Deans of Schools in analysing and evaluating the effectiveness of taught award or credit-bearing provision delivery; it is neither exhaustive nor mutually exclusive.

#### 1. Student feedback on their learning experience

- a) What did the analysis of the internal modular satisfaction survey tell you about students' views on learning, teaching and assessment approaches?
- b) What did the feedback on the delivery of the provision provided by students at a formal student staff liaison meeting or Board of Studies tell you?
- c) What did any informal feedback or comment on learning, teaching or assessment matters provided by students tell you?
- d) What did student feedback or comment on the usefulness of the programme handbook or other material provided by the teaching team tell you?
- e) For programme leaders, what did the analysis of the most recent National Student Survey report tell you about students' views on the delivery of the provision?
- f) For programme leaders, did students provide any feedback or comment on the usefulness of the information within the programme assessment matrix?
- g) How did you respond or how do you intend to respond to matters raised by students either informally or formally?
- h) Have you provided students with a response to the action taken or planned by you as a result of their feedback or comment?

#### 2. External feedback on the quality or standard of the provision

- a) Has an external examiner, professional, statutory or regulatory body, employer or industrial liaison group meeting or other external audit or review process:
  - i) identified any potential risks to the quality or standard of the provision?
  - ii) included any suggestions on how the student learning experience might be enhanced?
  - iii) provided any other feedback on the provision other than through an annual or other written report?
- b) If external feedback has been provided how has or how will it be responded to?
- c) Are there any matters which require to be addressed at subject, school or University-level?
- d) For programme leaders, are there any recurring topics or themes identified by more than one module leader or external evidence source?
- e) For subject group leaders, are there any recurring topics or themes identified by more than one programme leader or external evidence source?

- f) For Deans of Schools, are there any recurring topics or themes identified by more than subject group leader or external evidence source?

### 3. Analysis of the centrally produced student achievement data set.

The University's Business Intelligence system Cognos provides access to detailed post-Board module results analysis reports. The Cognos system will continue to be developed throughout academic session 2015/16 with a view to including similar programme-level data.

#### For modules:

- i) How does student achievement in each component of assessment compare with student enrolment?
- ii) How does student achievement in the module compare with student enrolment?
- iii) Does an analysis of student achievement raise any concerns?
- iv) Is overall student achievement comparable with previous cohorts and other modules in the subject group?
- v) How does student achievement in this module compare to the University benchmark for student achievement in a module?

#### For programmes:

- i) How does student achievement in all assessments within each stage of study compare with student enrolment in each stage of study?
- ii) Does an analysis of student achievement in each stage of study raise any concerns?
- iii) Is overall student achievement in each stage of study comparable to previous cohorts and other programmes in the subject group?
- iv) Is the number of students eligible to proceed to the next stage of study or leave the programme with a final or exit award comparable to previous cohorts and other programmes in the subject group?
- v) Is award and honours classification information comparable with previous cohorts and other programmes in the subject group?
- vi) Does an analysis of employer or destination of leavers information raise any concerns?
- vii) How does student achievement in this programme compare to the University benchmark for student achievement in a programme?

### 4. Feedback from academic peers

- a) How have or how will you respond to informal or formal feedback provided by academic peers through any formal peer review process?
- b) For programme leaders, how have or how will you respond to feedback or comment on the usefulness of the programme assessment matrix?

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## Appendix 2

### The module leader's reflective commentary template

The outcome of all internal monitoring and review activities is to identify ways to enhance the learning experience of all students no matter the mode or place of delivery. Module leaders use their academic experience and judgement to critically evaluate and reflect upon the academic standards and the quality of learning opportunities provided. In completing their analysis module leaders should consider and reflect upon any identified differences between modes and places of delivery and student groupings.

#### Section 1: Module information

|                |  |              |  |
|----------------|--|--------------|--|
| Module title:  |  | Module code: |  |
| Subject group: |  |              |  |
| School:        |  |              |  |
| Module leader: |  |              |  |

#### Section 2: Student feedback on their learning experience

Comment on the outcome of the evaluation and analysis of informal and formal student feedback gathered during the trimester(s) of delivery:

1. the internal modular satisfaction survey
2. feedback or comment received as a result of a formal student staff liaison forum
3. feedback or comment received informally
4. other sources of feedback including telephone surveys, focus groups, complaints, etc
5. usefulness of material provided by the teaching team.

#### Section 3: External feedback on the quality or standard of the provision

Comment on the outcome of the analysis of the most recent external examiner report, professional, statutory or regulatory body visit outcome, employer or industrial liaison group meeting or other external audit or review process.

#### Section 4: Student achievement data

Comment on the outcome of the analysis of the centrally produced student achievement data set:

1. a comparison between student enrolment and:
  - a) the number of students who have attempted each component of assessment
  - b) the pass rate for the number of students who attempted each component of assessment
  - c) the pass rate for the number of students who attempted all module assessments
2. a comparison against previous cohorts and other modules in the subject group
3. a comparison against the University benchmark for student achievement in a module.

#### Section 5: Feedback from members of the teaching team or other peers

Comment on the outcome of the analysis of feedback and comment provided by teaching team members or other peers.

#### Section 6: Good or innovative practice, strengths and achievements

Summarise good or innovative practice, strengths and achievements identified during the analysis which are worthy of wider dissemination. The feature of good or innovative practice, the area of strength or the achievement must be clearly articulated.

#### Section 7: Areas for future development and actions arising from this evaluation

Summarise areas for future development, the related action taken or planned and any other action arising from this evaluation. The named individual responsible and a target date for taking the action to a full conclusion should be included.

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## Appendix 3

### The programme leader's reflective commentary template

The outcome of all internal monitoring and review activities is to identify ways to enhance the learning experience of all students. Programme leaders use their academic experience and judgement to critically evaluate and reflect upon the academic standards and the quality of learning opportunities provided. In completing their analysis programme leaders should consider and reflect upon any identified differences between modules, modes and places of delivery and student groupings.

#### Section 1: Programme information

|                   |  |                 |  |
|-------------------|--|-----------------|--|
| Programme title:  |  | Programme code: |  |
| Subject group:    |  |                 |  |
| School:           |  |                 |  |
| Programme leader: |  |                 |  |

#### Section 2: Student feedback on their learning experience

Comment on the outcome of the analysis of informal and formal student feedback gathered during the reporting period:

1. the National Student Survey or Postgraduate Taught Student Experience survey
2. the internal modular satisfaction survey
3. feedback or comment received as a result of a formal student staff liaison forum or Board of Studies
4. feedback or comment received informally
5. other sources of feedback including telephone surveys, focus groups, complaints, etc.

#### Section 3: External feedback on the quality or standard of the provision

Comment on the outcome of the analysis of the most recent external examiner report, professional, statutory or regulatory body visit outcome, employer or industrial liaison group meeting or other external audit or review process.

#### Section 4: Student achievement data

Comment on the outcome of the analysis of the centrally produced student achievement data set:

1. a comparison between student enrolment and:
  - a) the number of students who have attempted all assessments within each stage of study
  - b) the pass rate for the number of students who attempted all assessments within each stage of study
  - c) student achievement in each stage of study
  - d) the number of students eligible to proceed to the next stage of study or leave with a final or exit award
  - e) award and honours classification information
  - f) employability and destination of leavers information
  - g) a comparison against previous cohorts and other programmes in the subject group
  - h) a comparison against the University programme benchmark for student achievement.

#### Section 5: Feedback from members of the teaching team or other peers

Comment on the outcome of the analysis of feedback and comment provided by teaching team members or other peers.

#### Section 6: Good or innovative practice, strengths and achievements

Summarise good or innovative practice, strengths and achievements identified during the analysis which are worthy of wider dissemination. The feature of good or innovative practice, the area of strength or the achievement must be clearly articulated.



### **Section 7: Areas for future development and actions arising from this evaluation**

Summarise areas for future development, the related action taken or planned and any other action arising from this evaluation. The named individual responsible and a target date for taking the action to a full conclusion should be included.

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## Appendix 4

### Subject group leader's annual overview report template

The purpose of the subject group leader's analysis is to review and analyse the programme leaders' reflective commentaries from across the subject group with a view to prioritising enhancement activity. This stage in the process also provides an opportunity to ensure that all taught provision is being monitored in accordance with University expectations with a view to identifying any potential risks to the quality or standard of the subject group's taught provision. The subject group leader's report will inform the school annual summary report to Quality & Standards Committee and identify in each section:

1. the action taken or proposed to address matters raised
2. any recurring topics or themes identified by more than one evidence source
3. any matters which require to be addressed at school or University-level.

#### Section 1: Subject group information

|  |                      |                        |                         |                      |                      |
|--|----------------------|------------------------|-------------------------|----------------------|----------------------|
| Subject group:   |                      |                        |                         |                      |                      |
| School:  |                      |                        |                         |                      |                      |
| Subject group leader:  |                      |                        |                         |                      |                      |
| List any programmes for which a reflective commentary has not been received and indicate why.                    |                      |                        |                         |                      |                      |
| List any programmes for which an external examiner report has not been received and how this is being addressed. |                      |                        |                         |                      |                      |
| Number of modules covered by this report.  | <u>SCQF level 7</u>  | <u>SCQF level 8</u>    | <u>SCQF level 9</u>     | <u>SCQF level 10</u> | <u>SCQF level 11</u> |
| Number of programmes covered by this report by mode of delivery:   | <u>Undergraduate</u> | <u>Taught master's</u> | <u>Taught doctorate</u> |                      |                      |
| Full-time on campus  |                      |                        |                         |                      |                      |
| Part-time on campus  |                      |                        |                         |                      |                      |
| Collaborative  |                      |                        |                         |                      |                      |
| On-line  |                      |                        |                         |                      |                      |
| Flexibly managed   |                      |                        |                         |                      |                      |
| Other.   |                      |                        |                         |                      |                      |

## **Section 2: Student feedback on their learning experience**

Comment on any noticeable variation between programmes in relation to the analysis of informal and formal student feedback gathered during the reporting period:

1. the National Student Survey and Postgraduate Taught Student Experience survey
2. the internal modular satisfaction survey
3. a formal student staff liaison forum or Board of Studies
4. other sources of feedback including telephone surveys, focus groups, complaints, etc.

## **Section 3: External feedback on the quality or standard of the provision**

Comment on any noticeable variation between programmes in relation to the analysis of the most recent external examiner report, professional, statutory or regulatory body visit outcome, employer or industrial liaison group meeting or other external audit or review process.

## **Section 4: Student achievement data**

Comment on any noticeable variation between programmes in relation to the analysis of the centrally produced student achievement data set:

## **Section 5: Feedback from members of the teaching team or other peers**

Comment on the outcome of the analysis of feedback and comment provided by teaching team members or other peers.

## **Section 6: Good or innovative practice, strengths and achievements**

Summarise good or innovative practice, strengths and achievements identified during the analysis which are worthy of wider dissemination. The feature of good or innovative practice, the area of strength or the achievement must be clearly articulated.

## **Section 7: Areas for future development and actions arising from this evaluation**

Summarise areas for future development, the related action taken or planned and any other action arising from this evaluation. The named individual responsible and a target date for taking the action to a full conclusion should be included.

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## Appendix 5

### School annual summary report template

The purpose of the analysis undertaken by the Dean of School, or an appropriate individual nominated by them, is to review and analyse the subject group leaders' reflective commentaries from across the school with a view to prioritising enhancement activity. The report also provides the University with a summary of the outcome of activities associated with evaluating and monitoring the effectiveness of teaching delivery in the previous academic session. The annual summary report will identify clearly any potential risks to the quality or standard of taught provision resulting from the monitoring process and the action taken or proposed to address matters raised. This stage in the monitoring process provides an opportunity to ensure that all taught award or credit-bearing provision is being evaluated and monitored in accordance with University expectations. The report also comments on the effectiveness of the monitoring process and provides suggestions for its continuing development where appropriate. Presenting the report in a consistent format facilitates a comparison of the effectiveness of the delivery of all taught award or credit-bearing provision University-wide. The subject group leaders' reports are the main information source for the school annual summary report.

*It is suggested that each section need be no longer than 200 words.*

#### Section 1: School information

|  |                      |                        |                         |                      |                      |
|--|----------------------|------------------------|-------------------------|----------------------|----------------------|
| School:  |                      |                        |                         |                      |                      |
| Role of report author:   |                      |                        |                         |                      |                      |
| List any programmes for which a reflective commentary has not been received and indicate why.                    |                      |                        |                         |                      |                      |
| List any programmes for which an external examiner report has not been received and how this is being addressed. |                      |                        |                         |                      |                      |
| Number of modules covered by this report.  | <u>SCQF level 7</u>  | <u>SCQF level 8</u>    | <u>SCQF level 9</u>     | <u>SCQF level 10</u> | <u>SCQF level 11</u> |
| Number of programmes covered by this report by mode of delivery:   | <u>Undergraduate</u> | <u>Taught master's</u> | <u>Taught doctorate</u> |                      |                      |
| Full-time on campus  |                      |                        |                         |                      |                      |
| Part-time on campus  |                      |                        |                         |                      |                      |
| Collaborative  |                      |                        |                         |                      |                      |
| On-line  |                      |                        |                         |                      |                      |
| Flexibly managed   |                      |                        |                         |                      |                      |
| Other (include mode of delivery).  |                      |                        |                         |                      |                      |

## **Section 2: Introduction**

A short introduction to set the report in context. For example, a reflection and evaluation of any activity which has been identified as having had an impact on the effectiveness of the module and programme monitoring process across the school, including the level of teaching staff engagement with the process.

## **Section 3: Progress in completing the previous school action plan**

A short commentary which discusses and evaluates the effectiveness of taking each of the points noted in the previous school action plan to a full and successful conclusion. Where planned development work has been successfully completed, the methodology used or planned to test the effectiveness of the development work in enhancing the student learning experience should be described and evaluated. Where actions have not been completed an explanation of why this is the case should be provided with an indication of the continuing follow-up action and completion date.

## **Section 4: The effectiveness of the school's management of academic standards and the quality of the student learning experience during the reporting period**

Under each of the following sub-headings reflect on the subject group leaders' reflective commentaries and comment on the effectiveness of the action taken or proposed to address matters raised. Identify in each section school priorities for the academic session following publication of the report and any recurring themes.

### **Section 4.1: Module overview**

This section will evaluate the effectiveness of the module monitoring process school-wide. Any themes common to subject groups should be summarised. Good or innovative practice, strengths and achievements should be included. Any areas identified as requiring further development should be discussed and included in the action plan for the following academic session. Summarise and comment on the number of changes to modules considered and approved during the reporting period and how student learning will be enhanced as a result of engaging in such activity.

### **Section 4.2: Programme overview**

This section will be similar to Section 4.1 but with an emphasis on an evaluation of the effectiveness of the programme monitoring process.

### **Section 4.3: Collaborative provision overview**

A similar evaluation as that provided in Section 4.2 but with an emphasis on an evaluation of the effectiveness of the management of provision delivered in partnership. Collaborative Provision Committee receive reports evaluating the effectiveness of the management of provision delivered under a partnership agreement. Section 4.3 provides an opportunity for reflecting upon and evaluating the effectiveness of school mechanisms for sharing good or innovative practice, strengths and achievements and recommendations relating to programmes delivered in partnership as a means of enhancing the learning experience of all other students and *vice-versa*.

### **Section 4.4: Flexibly-managed provision overview**

A similar evaluation as that provided in Sections 4.2 and 4.3 but with an emphasis on an evaluation of the effectiveness of programmes delivered flexibly through the school's flexibly-managed approval process.

### **Section 4.5: Student achievement data**

Comment on any noticeable variation between programmes, subject groups or modes of delivery in relation to the analysis of the centrally produced student achievement data set.

#### **Section 4.6: An overview of matters discussed at Module and Programme Boards of Examiners**

Summarise and comment on any key matters relating to student achievement and progression, student pass rates, the assessment process, feedback or comment from external examiners on the operation of Boards of Examiners which are worthy of further dissemination University-wide.

#### **Section 4.7: An overview of programme review activity during the reporting period**

Summarise and comment on the number of the number of programmes reviewed during the reporting period including an evaluation of the effectiveness of the process and comment on how student learning will be enhanced as a result of engaging in such activity.

#### **Section 5: External feedback on the quality or standard of the provision**

Under each of the following sub-headings reflect on any noticeable variation between programmes, subject groups or mode of delivery in relation to the analysis of the most recent external examiner report, professional, statutory or regulatory body visit outcome, employer or industrial liaison group meeting or other external audit or review process.

##### **Section 5.1: Themes identified from an evaluation of external examiner reports**

Any themes identified by the school's external examiners in their reports which are common to subject groups should be summarised. Good or innovative practice, strengths and achievements should be included. Any areas identified as requiring further development should be discussed and included in the action plan for the following academic session.

##### **Section 5.2: An overview of professional, statutory or regulatory body accreditation activity**

This section will provide an overview of engagements with professional, statutory or regulatory body approval, monitoring and review activities undertaken during the reporting period. Section 5.2 provides an opportunity for reflecting upon and evaluating the effectiveness of school mechanisms for sharing good or innovative practice, strengths and achievements and recommendations relating to professional, statutory or regulatory body activities as a means of enhancing the learning experience of all other students and *vice-versa*.

##### **Section 6: An evaluation of the effectiveness of providing students with feedback on their learning experience**

Under each of the following sub-headings reflect on any noticeable variation between programmes, subject groups or mode of delivery in relation to the analysis of informal and formal student feedback gathered during the reporting period.

##### **Section 6.1: An overview of internal modular satisfaction survey results**

Evaluate and summarise key internal modular satisfaction survey outcomes identified by programme or subject group leaders and any action taken or planned. Comment on any noticeable variation in outcomes between programmes or subject groups with a view to identifying whether any academic or administrative practice could be enhanced to address any noticeable variation.

##### **Section 6.2: An overview of the effectiveness of formal and informal methods of gathering student feedback**

A similar evaluation as undertaken in Section 6.1 concentrating on feedback gathered through formal student staff liaison committees or Board of Studies or informally through other sources of feedback including telephone surveys, focus groups, complaints, etc.

##### **Section 6.3: An overview of National Student Satisfaction and Postgraduate Taught Student Experience survey results**

A similar evaluation as undertaken in Sections 6.1 and 6.2 concentrating on National Student Satisfaction and Postgraduate Taught Student Experience survey outcomes.

## **Section 7: Faculty action plan for following academic session**

Under each of the following sub-headings summarise the priority action to be taken by the school in the following academic session.

### **Section 7.1: Good or innovative practice, strengths and achievements**

Summarise good or innovative practice, strengths and achievements identified throughout this report which are worthy of wider dissemination. The feature of good or innovative practice, the area of strength or the achievement must be clearly articulated. Indicate whether the practice relates to more than one mode of delivery.

### **Section 7.2: Areas for future development**

Summarise school priority areas for future development and the related action taken or planned. The named individual responsible and a target date for taking the action to a full conclusion should be included.

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