# 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. | SCQF level 7 | SCQF level 8 | SCQF level 9 | SCQF level 10 | SCQF level 11 |
|  |
| Number of programmes covered by this report by mode of delivery: Full-time on campus Part-time on campus Collaborative On-line Flexibly managed Other. | Undergraduate | Taught master’s | Taught doctorate |

**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.