The purpose of the school annual summary report is to record the outcome of the analysis undertaken by the Dean of School, or an appropriate individual nominated by them of the deliberate steps being taken across the school’s taught provision 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 should 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.

Subject-level meetings where the outcome of the programme monitoring process is discussed and recorded 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 an evaluative commentary has not been received, or programmes where reports have been received but are not sufficiently detailed to allow the School to be confident regarding the effectiveness of the monitoring process. Detail how this is being addressed. |  |
| 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 Other, such as credit-bearing CPD (include mode of delivery). | Undergraduate | Taught master’s | Taught doctorate |

**Section 2: Introduction**

A short introduction to set the report in context. For example, a reflection and evaluation of any enhancement activity introduced during the reporting period 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 recorded outcomes from subject group meetings and comment on the effectiveness of the action taken or proposed to address learning and teaching matters raised. Identify in each section school priorities for the academic session following publication of the report and any recurring themes.

**Section 4.1: Programme overview**

This section will evaluate the effectiveness of the programme monitoring process school-wide. Any learning and teaching 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 programmes 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: Collaborative provision overview**

A similar evaluation as that provided in Section 4.1 but with an emphasis on an evaluation of the effectiveness of the management of provision delivered in partnership. Progress in addressing outcomes from any first year reviews completed during the reporting period should be commented on. Collaborative Provision Committee receive reports evaluating the effectiveness of the management of provision delivered under a partnership agreement. Section 4.2 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 programmes delivered in partnership as a means of enhancing the learning experience of all other students and *vice-versa*.

|  |
| --- |
|  |

**Section 4.3: 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 appended to each programme report.

|  |
| --- |
|  |

**Section 4.5: An overview of matters discussed at Assessment Boards**

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 Assessment Boards which are worthy of further dissemination University-wide.

|  |
| --- |
|  |

**Section 4.6: An overview of programme review activity during the reporting period**

Summarise and comment on the outcomes of any programme review activity undertaken within the school during the reporting period. This should include comment on how it is envisaged that student learning will be enhanced as a result of engaging in the programme review process. An indication of the subject groups covered and the number of programmes reviewed should be included. An evaluation of the effectiveness of the programme review process including any suggestions to enhance the process should be included.

|  |
| --- |
|  |

**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: School 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.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Feature of good practice** | **Action to share and disseminate** | **Target date** | **Progress** | **Lead individual** | **Evaluation of the impact** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**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.

| **Area for future development** | **Related action** | **Target date** | **Progress** | **Lead individual** | **Evaluation of the impact** |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
|  |  |  |  |  |  |