**School Annual Evaluation Report for 2024/25 and**

**Learning, Teaching and Quality Enhancement Evaluation Development Plan**

The preparation and subsequent discussion of the School Learning, Teaching and Quality Enhancement Evaluation and Development Plan should enable the School to evaluate the academic health of programmes, identify priorities for action and good practice.

The Annual Evaluation process takes an evidence-based approach to action planning. The value of this process lies in all participants taking an honest, reflective and evaluative approach to a range of evidence that includes metrics, external examiner and student feedback.

The Head of School and School Senior Leadership Team (including the College Director LTQE where relevant) should take responsibility for the Evaluation and Development Plan. Schools do not need to wait for course AERs before working on the Evaluation and Development Plan.

Schools should use the following evidence base as the primary source for compiling the Evaluation and Development Plan:

1. OfS B3 metrics for subjects related to School in terms of continuation, completion and progression: distance from threshold and distance from benchmark
2. Statistical data related to key performance indicators at School and course level (externally benchmarked where possible) to inform evaluation against headings of this report
3. Student feedback, including module evaluation, CES and NSS response rates and outcomes
4. External examiner, PSRB, Link Tutor and other external reports – e.g. from employers
5. Impact of developmental and enhancement activity, including PSRT

It is not expected that reference to Course Annual Evaluation Reports is made in the Evaluation and Development Plan, although attention may be drawn to excellent performance or courses where there may be significant challenges or issues. The emphasis is on managing risk and planning for continuous improvement.

The Evaluation and Development Plan should also address how the University Learning and Teaching Strategy and associated development priorities will be taken forward. This means that there is a single integrated action plan for the School.

For each of the headings below a short statement of evaluation together with planned School level developments should be provided. It is suggested that you use bullets and avoid describing data trends etc, but identify where there is outstanding achievement or a need for improvement action.

For the development plan, specific actions should be identified, indicating who is responsible, the key dates/milestones for achievement and the intended success criteria/impact. It is not necessary to identify actions in relation to every heading in each section, and it is assumed that course level actions are identified in the Course Annual Evaluation Reports.

The School Senior Leadership Team should monitor, a minimum of twice per annum, progress against the School Action Plan. This should focus not just on whether actions have been completed but should also involve analysis of impact.

**School Learning, Teaching and Quality Enhancement Evaluation and Development Plan for 2024/25**

**School of:**

**OfS subject level student outcomes (B3)**

**Data will be provided on distance from threshold and distance from benchmark for all subjects designated to the School, and by mode and type of course as follows:**

Full-time first degree

Full-time other degree

Full-time taught postgraduate

Part-time taught first degree/other degree/postgraduate with 15+ students (some or all of these as relevant).

Data tables can be pasted into this page or attached.

Please provide a commentary in relation to any outcomes that are RED i.e. below threshold or materially below benchmark and specific actions that will be taken to secure improvement (cross refer to the action plan).

## Commentary on B3 Outcomes

## note data is aggregated over a four-year period.

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**Section 1: Recruitment, retention, continuation, completion and progression**

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| **Student recruitment & demand**   * Recruitment trends for School over the last 3 years * Applications and admissions data * Commentary on recruitment, outreach and other activities to sustain markets and broaden intakes * Challenges faced within certain courses |
| **Widening access, inclusion and participation in Higher Education**   * Data on recruitment by student characteristic and action to widen participation * Evaluation and commentary on inclusive practice and accessibility, taking account of intake * Action to address differences in outcomes by social group |
| **Student withdrawals and academic failure**   * Trends in withdrawals (including temporary withdrawals) over last 3 years * Analysis of reasons for withdrawals * Analysis of reasons for academic failure * Commentary on actions taken to improve retention and academic success |
| **Student continuation and completion**   * Trends over last 3 years * Analysis of reasons for any changes and impact of any actions taken to improve |
| **Progression to highly skilled employment/further study**   * Trends over last 3 years * Data/metrics regarding progression to graduate destinations and further study and other outcome related measures – e.g. LEO and career-readiness, for 3 years to show trends and externally benchmarked where possible * Impact of actions taken to improve graduate outcomes etc. |

**Section 2: Student engagement, satisfaction and support**

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| **Student engagement**   * Student engagement with learning (as measured through CES and NSS student engagement measures, and retention) * Student feedback across the school (CES, NSS and PTES: strengths and areas for improvement * Student feedback through student representative system * Evaluation and commentary on effectiveness of working in partnership including arrangements for student representation and response rates for module evaluation and surveys etc. |
| **Academic support for students**   * Student satisfaction with academic support and Personal Academic Tutor systems * Evaluation and commentary on the effectiveness of academic support, including PAT systems in the light of data/metrics and other feedback * Evaluation and commentary on effectiveness of assessment and feedback management policy/practice, drawing on evidence from student surveys and external examiners etc. and including plans for enhancement and continuous improvement etc. |
| **Module pass rates, grade profiles and classification outcomes**   * Data on the above is available for the purposes of AER, and Schools should review this to identify modules which, in terms of success rates or grade profiles, are outliers. Schools should also review data available on PowerBI on classification profiles for different groups. |

**Section 3: Working with others**

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| **Employer engagement and management of work-based learning**  Evaluative commentary might include reference to:   * Explicit employability and entrepreneurship strategies (including employer engagement and careers education) and their effectiveness at School/Departmental and course levels * Employer and student/graduate engagement in course design and review * Management of placements and take up * Employer links and collaborations |
| **Collaborative provision**   * Challenges and opportunities presented by partnership arrangements and cost/benefit analysis * Trends in recruitment, retention and completion data for 3 years * Effectiveness of risk management |
| **Matters arising from External Examiners, PSRBs, or stakeholders**   * School to identify any common actions/ issues raised by External Examiners, PSRBs, or stakeholders |
| **Apprenticeship programmes**   * Commentary on overall effectiveness and quality of apprenticeship programmes |
| **Peer supported review of teaching**   * Commentary on participation in, effectiveness, and impact of PSRT scheme |
| **Learning Design for Teaching Excellence and Professional Development**   * Commentary on School participation in LDTE programme and engagement with and impact of staff professional development for learning and teaching enhancement. |
| **Teaching excellence recognition**   * Commentary on achievement of targets for teaching excellence recognition (FHEA and SFHEA, and University teaching awards etc.) |

**Section 4: Implementation of University L&T Strategy**

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| **Progress in implementing University Learning and Teaching Strategy**  Commentary on engagement with key University and School priorities for the year:   * Embedding of graduate attributes * Development of digital capabilities (staff and students) * Improving student satisfaction * Other |

**Section 5: Research Degree Programmes**

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| **Research Degree Programmes**  This section of the report is an opportunity to think more holistically about research degree programmes in the School (data on student numbers, progression, award, feedback etc. already having been discussed in other sections of the report above). You may therefore wish to use this section to discuss:   * Supervisory capacity in the School * Staff who have joined or left the Register of Approved Supervisors * Staff who have attended workshops in the Research Supervisor Development Programme. * UKCGE Excellence in Doctoral Supervision awards made to colleagues in the School during the year * Strategies to increase PGR student numbers. * Strategies to integrate research degree students into the research culture and environment of the School. * Areas of good practice for example staff/student conferences, student publications or co-publication with a supervisor, networking opportunities etc. |

**Section 6: Courses identified as in need of additional support**

**Courses identified as in need of additional support** (see Annex 1 for further guidance)

Please list all courses identified as in need of additional support, the reasons for this, and the nature of the additional support and the monitoring that will be put in place.

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| **Course** | **Reason for identification** | **Additional support to be provided** | **By Whom** |
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**Section 7: Matters to be referred beyond the School**

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| In reviewing progress on the previous year’s action plan and the evidence for the current year, the School may use the table below to identify matters of policy, process or practice which it considers would benefit from consideration at institutional level. These might include:   * Matters raised by School external examiners, employers, students or PSRBs that require an institutional perspective or review * Matters where policies or processes would benefit from institutional review * Matters where there would appear to be a need for staff development and or the development of new shared resources or guidance * Matters related to the effectiveness of the AER process   **NB. Any issues that are for specific support departments and relate only to the School should be raised directly with the department concerned.** |

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| **Issue** | **Rationale/impact of issue** | **Outcome sought** |
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**Section 8: Confirmation of completion of process**

The Academic Quality Unit (AQU) will issue a spreadsheet of approved School provision, which will be sent to the School Quality Administrators and Coordinators, for dissemination to key School staff. The spreadsheet should be used as a reference for which courses are expected to complete the Annual Evaluation process. The School Quality Administrator will be responsible for ensuring that reports for all awards within the School, including in relation to each partner, have been received. Quality Administrators will complete the spreadsheet, recording when reports have been received and the process is completed. **The completed spreadsheet should be appended to the School Learning, Teaching and Quality Enhancement Evaluation and Development Plan**

Any AERs that remain outstanding should be listed here together with date set for receipt.

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| **AER Outstanding** | **Date set for receipt** |
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**Lead author:**

**Date completed:**

This Evaluation and Development Plan, together with the Action Plan template and the Quality Administrators tracking spreadsheet, needs to be completed by **17th November 2025** at latest to be presented to the College Learning, Teaching and Quality Enhancement Committee provisionally scheduled for **2nd/4th December 2025.**

**Checklist of documents to be appended or details in the AER**

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| **Document / details in AER** | **Submitted** |
| * B3 data for subjects designated to the School (Executive Summary) |  |
| * 2024/25 Action Plan with Progress Update |  |
| * Quality Administrators tracking spreadsheet to show all AERs received and signed off |  |
| * Module Pass Fail rate monitoring document (Appendix 2) |  |
| * Data on staff teaching qualifications and professional recognition (number/% of staff with HEA Fellowship at each level) |  |
| * List of all external learning and teaching in HE related publications and presentations by members of the School from the past year |  |

**Annex 1: Courses identified as in need of additional support**

There are no set criteria for the identification of courses identified as in need of additional support and this is at the discretion of the School Senior Management Team.

Reasons for the identification vary and could include concerns related to:

1. Below threshold or materially below benchmark student outcomes as per OfS B3 metrics: any courses where this is the case are expected to be included in this listing
2. Recruitment: This has the potential to impact on course viability and, where recruitment is low, to student experience.
3. Retention: Low retention impacts on many aspects of the student experience; it also has financial implications in terms of course viability as well as implications for OfS scrutiny
4. Adverse student feedback: This can be through module evaluation, course evaluation and through student surveys which are below benchmarks or UW agreed parameters, or feedback via Student Staff Liaison Committees.
5. Adverse feedback from External examiners, and/or external advisors through the Periodic Review process.
6. Adverse feedback through annual monitoring by Professional Statutory Regulatory Bodies.

The specific support requirements should be identified and agreed by the Head of School and the College Director LTQE (where relevant), in discussion with the Head of Department and Course Leader. The agreed support should form part of the Course AER enhancement plan when completed.

**Appendix template:**

**Monitoring and Reviewing modules with relatively high fail rates (all modules with a fail rate of 20% or more at first sit)**

NB: This template should be used by Quality Administrators to record relevant information and updates following Exam Boards. It should be appended to the School AER Evaluation and Enhancement Plan and presented at College LTQE Sub-Committee in October 2025 and March 2026 and reviewed by the School after the 2025-2026 exam boards.

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| **Module Code** | **First time % pass rate**  **2024-2025 (S1) (S2)** | **First time % pass rate**  **2025-2026 (S1) (S2)** | **Courses in which the module is taught**  **(\* if partner course and add name of partner)** | **Review report completed by ML (tick)** | **HoD / Person responsible for monitoring Action Plan** |
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**School of:**

**Learning, Teaching and Quality Enhancement Action Plan for 2025/26**

This is a live document to be regularly reviewed and updated. It should

1. identify actions arising from the review of data, and evidence from stakeholder feedback in this AER and any institution-wide enhancement or policy implementation initiatives set for the academic year.
2. It should also identify objectives and actions arising from planning implementation of the University L+T Strategy, at School level, including any relevant priorities set at institutional level
3. Objectives and actions may be set for longer time periods than one academic year, but in such cases milestones for achievement should be set.
4. Red, Amber Green categorisation should be used to monitor and rate performance against key priorities

* Red: Action to carry forward / for discussion
* Amber: Progress is being made/partially met target
* Green: Action completed/met target

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| **Issue or objective to be addressed** | **Reference to**  **L+T strategy**  **area of focus** | | **Action/s to be taken** | **Resources** | **Dates for achievement of action/s** | **Action owner** | **Criteria for success/impact** | **Progress**  **Please RAG rate** |
| Indicate the issue you are intending to address (e.g. improve retention on PG courses, enhance student engagement with personal academic tutoring) and/or University or School strategic objective relating to learning and teaching development | A+I | Access and Inclusion | Set out the key action/s that will be taken at School level | Identify the resources that will be available to support the action – e.g. project manager, consultancy, development project, etc. | Give indicative dates for achievement of actions/ milestones | Identify who will be responsible for leading/ managing/  monitoring the actions | Specify how the success or impact of the actions will be measured | Progress updates should be reviewed by relevant College Committee in Semester 2 and at the start of the following academic year, so that progress can feed into the next planning cycle |
| RP | Realising Potential |
| ARIE | Applied + Research Inspired Education |
| AFL | Active Flexible Learning |
| ESF | Education for Sustainable Futures |
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