**Annual Course Review template for Taught and On-line Distance Learning courses**

|  |  |
| --- | --- |
| **School:** |  |
| **Department/subject area:** |  |
| **Academic year under consideration:** |  |
| **Courses included in this report:** |  |
| **Author:** |  |
| **ACR approved by:** |  |

|  |  |
| --- | --- |
| **1.** | **How have the actions identified in last year’s Annual Course Review report been taken forward?** |
| *When responding to this question you are asked to consider each of the actions identified in last year’s report identifying for each:*   * *Those actions that are complete – include a short description that reflects the relative progress or success of the action taken* * *Those actions that are incomplete – please identify whether these continue to be ‘live’ actions – if so please ensure that they are included in the new action plan at section 5.* | |

|  |  |
| --- | --- |
| **2.** | **Commentary on the performance of the provision during the last academic year** |
| *This section provides an opportunity for critical reflection on the performance of the provision during the academic year that has just concluded. Drawing on the evidence base – both qualitative and quantitative – comment on the performance of the provision under review. You may wish to think about:*   * *What has gone well, and why* * *What has gone less well, and why* * *Are there particular factors that have impacted on the provision, student performance or the student learning experience.*   *See accompanying guidance on issues to consider.*  *Identify any issues or risks that will be addressed in the action plan (see section 5)* | |
| **3.** | **Comment on the effectiveness of methods to engage students as partners in their academic experience.** |
|  | |

|  |  |
| --- | --- |
| **4.** | **Areas of good practice** |
| *This section is the opportunity to reflect on those aspects of the delivery of the provision or the student experience that have been particularly positive or successful during the last twelve months. This might be new or innovate practice, things that students have responded to particularly well, or the consequences of actions you have taken to deal with a particular problem or issue that have been particularly effective.*  *It is anticipated that others could learn from or adapt for their own use positive features identified in this section of the report. If you have undertaken formal evaluation of these positive aspects, please include references. However, it is not a requirement that there has been extensive formal evaluation of the things identified in this section – however if you have any evidence of some form of evaluation i.e. peer review or student feedback, whether formal or informal, please cite.* | |

|  |  |
| --- | --- |
| **5.** | **Action Plan** |
| *This should be a summary of any issues and risks identified elsewhere in the report. It may be helpful to consider presenting these as:*  *Issue or risk*  *Short description*  *What action is to be taken*  *Who will lead on the action*  *Target date for completion* | |

**Commentary on the performance of the provision under review - Guidance**

This section provides an opportunity for the course team to critically reflect on the performance of the course during the academic year that has just concluded.

* What has gone well, and why
* What has gone less well, and why
* Are there particular factors that have impacted on the course, student performance or the student learning experience

The following is **not** a checklist – but you may wish to consider the following as prompts to guide your thinking:

|  |  |
| --- | --- |
| **Student Recruitment** | **Assessment** |
| * The achievement/challenge of meeting recruitment targets * Tariff score for UG provision * Effectiveness of welcome and induction | * Balance and variety of assessment methods used * The reliability of assessing learning outcomes * Turnaround times * The effectiveness of systems for internal moderation * The effectiveness of the arrangements for making sure students receive feedback and feed-forward on summative and formative assessment * The views of external examiners |
| **Learning & Teaching** | **Student outcomes** |
| * The effectiveness of learning and teaching methods * The fitness for purpose of on-line materials * Measures to ensure that the curriculum is inclusive | * Progression rates from year to year * resit rates * Performance of students in different types of assessment * Proportion of good honours degrees/merits/distinctions awarded * Effectiveness of measures to reduce the attainment gap |
| **Resources** | **Student Survey results** |
| * Change in the resource base for the course (including the departure of key staff and new arrivals) * Staff development issues and priorities * Adequacy of an access to learning resources (teaching accommodation including specialist accommodation, hardware, software, library resources, specialist equipment) * Access to placements (where relevant) * Staff achievements (FHEA/PhD etc,) | * An analysis of the NSS results for 2019 and how they compare with previous years * An indication of whether actions taken in the past have had a bearing on the most recent results |
| **Quality Assurance** | **Professional, Statutory & Regulatory Bodies (PSRBs)** |
| * Update on action plans from periodic review where appropriate | * Any new or anticipatory changes from relevant PSRB * Continued compliance with the expectations of PSRBs |
| **DLHE and Employability** | |
| * A commentary on the most recent DLHE results * Comments on curricula and extra-curricular activities to enhance the employability of graduates | |