

Completing your Programme Appraisal & Enhancement (PAE) for Collaborative Provision - Guidance Notes 2023-24

Table of contents:

Who needs to complete the PAE?	1
What is a PAE?	1
Actions for areas of enhancement and good practice	2
Good practice and what to do with it.....	2
How is the PAE monitored?	3
The 2023/24 PAE timetable	3
PAE briefing sessions 2023-24	3
Once the PAE template is completed	4
What Link Tutors should do.....	4
What PMB Chairs should do	4
Further guidance.....	4
Development of the PAE process	5
Steps to completing the PAE: guidance for partners and link tutors	5
PAE Commentary (appraisal).....	5
Action Plan for Enhancement and Good Practice	5
Programme information at beginning of PAE template	Error! Bookmark not defined.
Endorsement.....	5
PAE commentary (appraisal) section.....	6
PAE Action Plan for Enhancement section.....	8
Programme information at top of Action Plan	8
Status for Actions	8
Main table for the recording of Actions (A) and Good Practice (GP).....	8

Who needs to complete the PAE?

The PAE process is in place for **all undergraduate (standard and non-standard) and taught postgraduate programmes** delivered at UK and overseas collaborative partners.

What is a PAE?

The PAE ensures that **one plan** records **ALL** programme enhancements whether generated at programme, subject, department, faculty or institutional level. It is a crucial part of the university's programme monitoring process which requires programme leaders (PLs) or HE Co-ordinators (HECs) at the partner institution and the Associate Professor (Quality) (APQ) and Department of Academic Quality (DAQ) at DMU to confirm explicitly whether or not academic standards are being maintained in line with the [Quality Assurance Agency Quality](#)

[Code](#) and highlight any potential risks to academic standards for the programme(s). Partners might also want to refer to the DMU [academic standards definition](#).

The PAE is a live process that allows for the ongoing appraisal and evaluation of a wide range of data and key monitoring information (KMI) relating to a programme or group of programmes as it becomes available. Do remember that data becomes available at differing times of the year so you may not have all the data required to complete every section when you are first creating your PAE or throughout the year. You should update your PAE once new information becomes available. Please do not simply list information from various sources but provide a summary of your analysis of this information. Your PAE should additionally reflect programme responses to university initiatives and policies such as the Decolonising DMU agenda.

The PAE should be a standing item on the agenda for the Programme Management Boards (PMBs) or equivalent at partner institutions, held throughout the year. At each PMB the PAE should be presented and the Action Plan updated and endorsed during the meeting.

Live links to relevant sources of information are provided at appropriate points throughout the PAE template. Collaborative partners are expected to use their own records and data where relevant. Other university and faculty specific thresholds can be obtained from the Link Tutor (for faculty owned provision) or Educational Partnerships (EP) (for Validation Service).

Actions for areas of enhancement and good practice

The PAE provides the opportunity for undergraduate and taught postgraduate teams to determine what is working well within their programme(s) and areas for enhancement arising from the consideration of the data and key monitoring information (KMI). The process of preparing and updating your PAE template also encourages teams to identify areas of good practice where deliberate steps are being taken to improve provision and any actions arising from this.

The PAE template includes guidance notes/prompts within each section outlining the information which should be taken into consideration however reflection should not be restricted to these prompts – there may be other relevant information to consider. PLs/HECs are asked to provide a concise summary of their analysis in each of the ‘PAE Commentary’ sections on the main areas of development and/or improvement. Where action is identified in this summary, a corresponding action should be included in the ‘action plan for enhancement’. PLs/HECs should also record how actions arising from the identification of good practice are being taken forward. Actions identified within the summary sections of the PAE template (for both enhancement and good practice) should be SMART:

- Specific** – stating exactly what needs to be achieved;
- Measurable** – including a qualitative or quantitative measure;
- Achievable**;
- Realistic** – can be challenging but must be achievable; and
- Time bound** – with a clear end date or timescale.

Good practice and what to do with it

Good practice is generally defined as being anything that goes above and beyond standard practice. It is not expected practice such as ‘a robust moderation process’ or ‘95% satisfaction in NSS’ or ‘returning feedback within 15 days’.

Partners will find it helpful to refer to the [good practice guide](#) but briefly, examples of good practice should be new initiatives that have been tried and worked particularly well; any established ways of working that have been modified and improved so as to be presented as examples for other partnerships to consider; innovations that have addressed specific issues successfully; and identified ways of working that have demonstrable positive outcomes.

Once an area of potential good practice has been identified from your summary of analysis, there should be an action included in the action plan regarding how this will be taken forward. This ideally would be an action for dissemination to ensure that the potential good practice is shared as widely as possible across other modules, programmes, schools, etc. A variety of opportunities are available for this purpose including away days, learning and teaching meetings, departmental newsletters/publications/meetings, School Learning and Teaching Groups/Committees (SLTGs/SLTCs), Programme Management Board (PMBs), Faculty/Subject Academic Committees (FACs/SACs) .

How is the PAE monitored?

The PAE should be updated and submitted to **each** meeting of the Programme Management Board (PMB) or equivalent for **consideration and endorsement**.

At an agreed point in the academic session, DAQ will provide a summary of all PAEs to the Academic Quality Committee (AQC). For collaborative partners delivering faculty-owned programmes, the PAEs will also be considered at the faculty PMB and in the overall summary that will be produced by DAQ. For Validation Service provision, the PAEs for each partner will be considered by the Validation Service Board (VSB) and included in the overall summary that the Chair of the Validation Service Board (VSB) will produce for the overall DAQ summary.

The 2023/24 PAE timetable

The first iteration of the PAE template for collaborative provision programmes should be approved by the relevant PMB or equivalent before **Friday 13 October 2023**. This date is set by the University for all collaborative programmes and regardless of starting dates for the programme (e.g. September, January or February). The date is set so that any immediate issues will have been identified and acted upon before the start of the academic year. The PAE submission in October 2023 for programmes with start dates in January or February 2024 will only be able to comment on a brief snapshot of the provision at that point in time but will have further commentary in later submissions during the academic session.

Ideally PMBs should be scheduled for a date in September to meet the 13 October submission deadline. However, where this is not possible, the PAE should still be endorsed or approved by the PMB Chair and presented to the PMB at the next available opportunity. As PAEs are live documents they will be updated on a continuous basis and presented at each PMB as a standing item.

PAE briefing sessions 2023-24

Briefing sessions will be held on request by partners. Partners are encouraged to seek assistance from their Link Tutor or arrange via their Account Manager for a bespoke video conference or Teams briefing session with DAQ to be held as soon as possible and in good time to meet the submission deadline.

Please contact the Partnerships Teams within the Department of Academic Quality to request a session:

- Kathryn Butler – kathryn.butler@dmu.ac.uk
- Bally Dhalu – bdhalu@dmu.ac.uk
- Kiera Cornish – kiera.cornish@dmu.ac.uk

Once the PAE template is completed

The first iteration of the PAE template should be submitted to the Link Tutor for consideration at the faculty PMB/SAC (faculty owned provision). In the case of Validation Service provision, the PAE should be submitted for consideration at the PMB equivalent at the partner institution and endorsed by Chair at the agreed time and before the DMU deadline of **13 October 2023**.

The updated PAE document is then presented by the DMU Link Tutor at each meeting of the PMB/SAC (faculty owned provision) and by the Programme Leader at each PMB or equivalent at the partner institution (Validation Service only), for consideration and endorsement with revisions being made whenever necessary. Partners will be asked to provide the dates of their PMB at the start of each academic session.

What Link Tutors should do

Partners should complete the first iteration of the PAE for their programme(s) by mid-September 2023, in conjunction with their Link Tutor or, where appropriate, the DMU Programme Leader. This will then be passed on to the PMB for approval before the DMU deadline for submission of 13 October. For Validation Service, the partner completes the PAE. Where possible, each action in the Action Plan should be rated as Red, Amber, Green, Blue or Purple (see 'Status for Actions' page 10). As the academic year progresses and new KMI and/or data becomes available, programme leaders should update their PAE by providing a summary of analysis from the new information/data, add new actions to the action plan and rate each one as Red, Amber, Green or Blue.

In advance of each PMB or equivalent, the Link Tutor, or programme leader where appropriate, must review and where necessary update their PAE template and action plan by the date provided by the PMB Servicing Officer. At each PMB or equivalent, link tutors should provide exception reporting outlining what has changed since the last meeting (rather than going through the PAE in its entirety). This should include any changes to the Red, Amber, Green, Blue or Purple rating of actions focusing particularly on any issues of concern. Whilst changes will frequently relate to the status of actions within the action log, they could also relate to the appraisal of new information (e.g. revised pass rates after resits) as this information comes to light during the calendar year

What PMB Chairs should do

The Chair should take ownership of ensuring that the first iteration of PAEs are completed and approved by the deadline of **Friday 13 October 2023**, that PAEs are regularly updated and are available in the appropriate storage drive. This includes regular follow up chasing of any outstanding PAEs. PMB chairs should consider the best way to study the PAEs. It is recommended that the PAE Action Plan is presented as a standing item at every PMB and the programme leader briefly informs members of progress on the Actions.

Further guidance

The main sources of support for partners are DAQ, Link Tutors (for faculty owned provision) or the Account Manager in Educational Partnerships (for Validation Service provision). Further guidance can also be found on the DAQ website at <https://www.dmu.ac.uk/about-dmu/quality-management-and-policy/daq/collaborative-provision-academic-partnerships.aspx>

For further advice on accessing and evaluating student performance and achievement partners should contact the Link Tutors (for faculty owned provision).

Development of the PAE process

DAQ is particularly interested to receive feedback on your experience of completing the template, updating the action plan for enhancement throughout the next few months, the process of presenting the action plan for enhancement to your PMB or equivalent, how you have utilised the action plan at programme, department, faculty and/or institutional level and the usefulness of the guidance notes. Your feedback is essential for the continuous development of the PAE. Please forward any comments to Andrew Thompson: andrew.thompson@dmu.ac.uk

Steps to completing the PAE: guidance for partners and link tutors

An example of a completed PAE is available to help you complete the template. This can be accessed via the Department of Academic Quality (DAQ) web pages: <https://www.dmu.ac.uk/documents/about-dmu-documents/quality-management-and-policy/academic-quality/collaborative-provision/cp-pae-exemplar.pdf>

Programme information at beginning of PAE template

Please complete the boxes with the general information about the programme(s): title(s); faculty; Programme Management Board or equivalent; programme leader(s); etc. and most importantly the date the PAE was updated to ensure the latest version is identifiable.

Endorsement

- The PAE should be endorsed by your faculty Associate Professor (Quality) or Chair of Validation Service Board (VSB - for Validation Service only) at the beginning of each academic year and a box is provided for him/her to record the date when this has taken place.
- The PAE should be updated for presentation by the DMU faculty Link Tutor at **each** PMB/SAC (faculty owned provision) or PMB equivalent at partner institution (Validation Service only) and endorsed by the Chair. Boxes are provided on the form for PMB/SAC or equivalent Chair to record the date when this has taken place.
- Your faculty Associate Professor (Quality) or Chair of the Validation Service Board (Quality) (for Validation Service provision) is required to confirm at the end of the academic year that due process has been followed and a box is provided for him/her to record the date when this has taken place.

Your PAE template has two parts:

- **PAE Commentary (appraisal)** – this is the section that requires reflection and forward thinking when reviewing the programme(s) and you are asked to provide a summary of your analysis. Where the need for action has been identified in any of the areas of commentary, you must ensure there is a corresponding action in the action plan for enhancement (including actions arising from the embedding and dissemination of good practice within the faculty and beyond as appropriate). The template provides detailed prompts of what is expected for each of the sections however some may not be relevant to your programme(s). Equally, don't feel you must restrict your appraisal to these prompts – please reflect on any other relevant information. Do not simply list information from various sources but provide a summary of your analysis of this information. Be concise in your commentary – bullet points are acceptable.
- **Action Plan for Enhancement and Good Practice** – where the need for action has been identified in the PAE commentary section, the details must be included in the Action Plan. Do not put the action(s)

in the commentary sections – just include actions in the Action Plan. This section should include actions in relation to how good practice is being taken forward or disseminated more widely.

PAE commentary (appraisal) section

1. Market Analysis

Please provide a brief overview of any recent/likely future changes to the market within which the programme operates, referring for example to target numbers and recruitment (per programme and per location, where applicable), applications per place etc.. Prompts are provided on the form but don't restrict your appraisal to these.

2. Student feedback

Following active consideration of the results of both internal and external surveys and focussing on enhancements, identify any good practice and any key issues to be addressed in the Action Plan. Provide a concise commentary in the summary section and actions in the Action Plan.

3. External examiner feedback

External examiners' reports will provide details of good practice, matters of concern and areas for improvement but you may also have more informal external examiner feedback which you can reflect upon and utilise including emails and verbal comments. Provide a concise commentary in the summary section and actions to disseminate good practice and address issues in the Action Plan.

4. Link Tutor & External Subject Adviser (ESA) feedback. NOTE: ESAs are for Validation Service provision only.

Please consider comments made by the Link Tutor and/ or External Subject Adviser (ESA) at any point during the academic session, for example good practice or matters of concern/areas for enhancement identified in their formal reports. Prompts are provided on the form but don't restrict your appraisal to these.

5. Academic standards

A **live link** to a briefing document on threshold academic standards and DMU's academic standards is provided in the PAE template. PLs should comment on any potential risks to academic standards on the programmes(s) taking into account the range of data considered in preparing and updating the PAE template including the external examiner reports. You should also confirm on the PAE template that the External Examiner(s) have verified academic standards. **Any risks to academic standards should be detailed in this section and immediately communicated to the Link Tutor (for faculty owned provision) or the Account Manager or Educational Partnerships (for Validation Service provision) for further action and follow up with the Department of Academic Quality (DAQ).**

6. Non-continuation and progression

Partners should report from their own sources and liaise with their faculties or EP for Validation Service provision for data. Following consideration of this data please highlight matters of concern, anomalies and/or good practice around non-continuation and progression, provide a concise commentary in the summary section and actions in the Action Plan. Please include comparison across different cohorts (i.e., January starters) and across all campuses as appropriate.

7. Student achievement

Partners should report from their own sources and liaise with their faculties or EP for Validation Service provision for data. Following consideration of this data, highlight matters of concern, anomalies and/or

good practice around achievement and equality data. This should include all relevant initiatives including Good Honours, closing the attainment gap and supporting all students to achieve.

You should also highlight any significant matters arising from pass rates, average module marks etc. Provide a concise commentary in the summary section and actions in the Action Plan.

8. Student employability

Partners should report from their own sources and liaise with their faculties or EP for Validation Service provision for data. Following consideration of this information; employability within the curriculum; placement/volunteering activity within the programme; significant matters raised by/feedback from employers and/or former students; and significant issues raised through the Module Enhancement Plans (MEPs) or equivalent, provide a concise commentary in the summary section and actions in the Action Plan.

9. Work-based / related and / or placement learning

Please provide an analysis of any issues - positive or negative - that have arisen from your ongoing monitoring of the quality of this provision. This section is applicable to programmes which involve a proportion of learning which is undertaken either in the workplace or related to the work place e.g. live projects.

10. Relationship with alumni

Please describe your relationship with alumni, your relationship with the DMU Alumni team, discussions about enhancing the relationship with alumni and/ or ideas for developing the relationship further.

This section applies to mature partnerships that are likely to have alumni but new partners can comment on plans for the future and current discussions – if any – with DMU Alumni.

11. Equality & Diversity

Partners should report from their own sources and liaise with the DMU faculty or EP for Validation Service provision and provide a brief commentary on the cohort profile for the programme(s) under review, and on any themes that have emerged (if any) in respect of the performance of students with protected characteristics, such as gender, race and disability.

Reference: Equality and Diversity at DMU (<http://www.dmu.ac.uk/about-dmu/professional-services/equality-and-diversity/equality-and-diversity.aspx>)

12. Resources

Please discuss any changes to the learning and physical resources over the reporting period relating to the delivery of DMU programmes. Please also indicate where and when these have already been reported (e.g. Link Tutor /ESA visit; PMB meeting etc.) and any corresponding actions or noted good practice.

13. Compliance with process

Please confirm that public information checks take place throughout the academic session. This should be confirmed at every PAE update.

14. Evaluation of the partnership

This section concerns itself with the partnership overall. Please comment on the partnership liaison, organisation and management in terms of working relationship with DMU over the reporting period, including administration, support, advice and guidance, admissions, registration and communication of changes from DMU, relationship with the Link Tutor, the ESA (Validation Service only) and the EP/GPU Account Manager; staff development/training opportunities and access to information.

Some prompts in the form (e.g. Future planned developments with DMU) are likely to be considered by the HE Coordinator or senior management and therefore it recommended that the Programme Leader liaises with those colleagues for input.

Don't restrict your appraisal to the prompts provided in the form.

15. Key activity

This section allows you to record any key activity that has taken place including periodic review; collaborative review; (re)validation events; external accreditation visits or stakeholder meetings; or any other relevant key activity. Provide a concise commentary in the summary section and relevant actions in the Action Plan. If there is no activity that fits in this section, please enter 'no relevant activity' in summary section.

16. Programme curriculum development and delivery

In this section you should indicate the driver for programme change/development; comment on how the Learning, Teaching and Assessment Strategy has been implemented; and areas of good practice or for enhancement. Provide a concise commentary in the summary section and actions in the Action Plan. This section also requires PLs to **confirm that programme documentation, including the course and programme template(s)/specification(s), are up to date**. Collaborative partners should confirm that this is the case with their Link Tutor (for faculty-owned provision) or their Account Manager or Educational Partnerships (for Validation Service provision). Each year PLs are required to check the template(s) to ensure their accuracy.

17. Programme enhancement

PLs should consider the programme enhancement activities, how the programme has improved, and include any other programme enhancements as appropriate. Provide a concise commentary in the summary section and actions in the Action Plan. Include any enhancements that need to be carried forward into the next academic session. If an aspect has already been covered elsewhere in the PAE template, then explicitly state this and refer to the relevant actions that are already in the Action Plan.

PAE Action Plan for Enhancement section

Programme information at top of Action Plan

Please complete the boxes with the general information about the programme(s): title(s); faculty; etc. and most importantly the date the Action Plan was updated to ensure the latest version is identifiable.

Status for Actions

These definitions should be used when completing the 'Update Status' column on the far right of the Action Plan and **revisited and amended each time the action plan is updated**. **Red** = major delays or problems; **Amber** = some delays or problems; **Green** = underway and on track. For those actions that are complete, please shade the 'update status' box **Blue**. For those actions that have yet to start, please shade the 'update status' box **Purple**.

Main table for the recording of Actions (A) and Good Practice (GP)

An example of an Action for enhancement and an action for an area of Good Practice are included in the template in light pink. These are to give you an idea of how to record and reference your Actions and Good Practice. In the columns on the template you are required to provide details of:

- the source/date/issue or area of good practice (from your appraisal sections);
- the action; who will be required to complete the action; the deadline;

- progress including dates (to be updated prior to each PMB); and using the RAG definitions complete/update the status of each entry.

If actions are not complete (i.e., **Blue**) by the end of the following year, you are asked to reflect on why the action was unable to progress to 'complete' and provide this reflection in the summary section. There may be good reason(s) why it was not possible to complete the action but by adding commentary in the summary section, you are closing the feedback loop.

Any outstanding actions at the end of the session should be rolled over to the new PAE.

Submission of the PAE

For **faculty owned provision** PAEs should be sent to the Link Tutor in time for the faculty's PMB. The Link Tutor will save the updated version on the University's shared drive.

For **Validation Service provision** PAEs should be considered and endorsed at the PMB equivalent at the partner institution and then sent to the Partnerships Team in DAQ, who will upload it on the University's shared drive. PMB dates at the partner institution should be shared with DAQ.

Please note the deadline for submission of the PAE is **13 October 2023**.