

**Department of   
Academic Quality**

**Completing your Programme Appraisal & Enhancement (PAE)**

**Faculty provision**

**Guidance Notes for 2020-21**

For note: it has been agreed that a separate mechanism to the PAE will be developed to record and reflect on programme-level enhancements to be made relating to NSS outcomes.   For this reason, the PAE for use in the academic year of 2020-21 has been adapted to remove the requirement to factor in NSS-related actions.

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## Who needs to complete the PAE?

The PAE process is in place for **all undergraduate (standard and non-standard) and taught postgraduate programmes** including UK and overseas collaborative provision (CP).

## 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) and the faculty Associate Professor (Quality) (APQ) to confirm explicitly whether or not academic standards are being maintained in line with the [Quality Assurance Agency UK Quality Code](https://www.qaa.ac.uk/quality-code/advice-and-guidance) and highlight any potential risks to academic standards for the programme(s).

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 regularly update your PAE including when new information and data becomes available prior to each PMB or equivalent. Your PAE should additionally reflect programme responses to university initiatives and policies such as the Decolonising DMU agenda and practical responses to teaching and learning as a result of Covid 19.

The PAE template is updated each year so you are asked to check the DAQ website to ensure you are using the latest version of the template [www.dmu.ac.uk/monitoring](http://www.dmu.ac.uk/monitoring).

## Data availability

The existing management information reports are being redeveloped in a new system (including the programme progression, retention and awards and student profiles). The module achievement report is already available and further updates will be provided as the others are finalised. See module level feedback,employability and programme level continuation and achievement data which can still be accessed through reports within Tableau - please contact [spsenquiries@dmu.ac.uk](mailto:spsenquiries@dmu.ac.uk) or ext 7654 if you require access or have any queries. For support in using available faculty data, please contact your Associate Dean Academic. The latest status update on data to support academic quality management is available [here](https://demontfortuniversity.sharepoint.com/sites/DMUHome/org/SAAS/Pages/AcadQual-Availability-useofdata.aspx).

## 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 KMI such as student feedback and external examiner reports. The process of preparing and updating your PAE 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. Programme Leaders (PLs) 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 following analysis and evaluation, a corresponding action should be included in the ‘action plan for enhancement’ at the end of the PAE template. The action or good practice identified within the appraisal should be cross referenced within the first section of the PAE to the action plan at the end of the PAE. PLs 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 (for both enhancement and good practice) should be SMART:

**S**pecific – stating exactly what needs to be achieved;

**M**easurable – including a qualitative or quantitative measure;

**A**chievable;

**R**ealistic – can be challenging but must be achievable; and

**T**ime bound – with a clear end date or timescale.

Guidance on SMART actions can be sought from your faculty Associate Professor Quality. Some general advice is available [here](https://www.dmu.ac.uk/documents/about-dmu-documents/quality-management-and-policy/academic-quality/monitoring/smart-actions-guidance.pptx).

## Good practice and what to do with it

Good practice is generally defined as being anything that goes above and beyond standard or expected practice. Good practice is not *expected practice* such as ‘a robust moderation process’ or ‘returning feedback within 20 days’. Therefore good practice may include:

* established ways of working that have been modified and improved
* innovations that have successfully addressed specific issues
* identified ways of working that have demonstrable positive outcomes and could be transferred across other modules/programmes/subject areas/faculties

An example of good practice would be: The adoption of the Gurus and Grasshoppers scheme.

*The scheme involves level 5 and level 6 students setting tasks for level 4 students that they feel would have been useful for them at that stage in their development. The Gurus are evaluated by the Grasshoppers, and vice versa. The aim in introducing this is to deepen communication between levels, and to give students more and earlier insight into assessment and feedback practices. Feedback from both Gurus and Grasshoppers has been very positive with the Grasshoppers (level 4 students) endorsing the worth of the Guru related tasks.*

Once an area of good practice has been identified from your summary of analysis, there should be an action included in the action plan for enhancement 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 fora/conferences, departmental newsletters/publications/meetings, School Learning and Teaching Groups/Committees (SLTGs/SLTCs), Programme Management Board (PMBs), Faculty/Subject Academic Committees (FACs/SACs) and meetings with collaborative partners.

## How is your PAE monitored?

Your PAE should be updated and submitted to **each** meeting of the Programme Management Board (PMB) or equivalent for **consideration and endorsement**. In the Faculty of Arts, Design and Humanities, PAEs will be considered and discussed at the Subject Academic Committees (SACs). At an agreed point in the academic session, the faculty APQ will provide a summary of all PAEs to the relevant Faculty Academic Committee (FAC).

Please note that Module Enhancement Plans (MEPs) continue to operate and relevant information from MEPs should contribute to the PAE. As a programme leader you will need to analyse all the available MEPs so it is important that you ask Module Leaders to provide you with their MEPs to inform the PAE.

## The 2020/21 PAE timetable

The first iteration of the PAE for **ALL** programmes (both undergraduate and postgraduate) should be approved by the relevant PMB or equivalent by **Friday 18 September 2020**.

### PAE briefings and guidance

Faculties offer PAE multimodal briefings - please contact your faculty APQ for further information.

Please also check [www.dmu.ac.uk/monitoring](http://www.dmu.ac.uk/monitoring) as the aim is to share and add new multimodal guidance

An example of a completed PAE, using content provided by faculty Associate Professors Quality, is available to help you understand how to complete your PAE and this can be accessed at [www.dmu.ac.uk/monitoring](http://www.dmu.ac.uk/monitoring)

## Steps to completing the PAE

The PAE 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 9 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 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.

**Programme information at beginning of the PAE**

Please complete the boxes with the general information about the programme(s):

title(s); code(s); faculty; school/department; Programme Management Board or equivalent; programme leader(s); appraisal of 2019/20; enhancement for 2020/21; details of any collaborative partner(s) and Professional, Statutory and Regulatory Bodies (PSRBs) and most importantly the date the PAE was updated to ensure the latest version is identifiable.

## PAE commentary (appraisal) section

**1. 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. Examples of relevant data for this section is listed in the ‘data availability’ column, which includes a link through to the data availability status update. **For note**: it has been agreed that a separate mechanism to the PAE will be developed to record and reflect on programme-level enhancements to be made relating to NSS outcomes.   For this reason, the PAE has been adapted to remove the requirement to factor in NSS-related actions.

**2. 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. It may be that you do not have the external examiner report(s) in time for the first iteration of your PAE in September. If this is the case, your PAE can be updated once the report(s) have been received.

**3. Academic standards**

A **live link** to a briefing document on threshold academic standards and DMU’s academic standards is provided in the PAE template. You should confirm on the PAE template that the External Examiner(s) have verified academic standards or otherwise for the programme(s). PLs should also comment on any potential risks to academic standards on the programmes(s) that they can foresee taking into account the range of data considered in preparing and updating the PAE template including the external examiner reports, validation, revalidation, periodic review and reaccreditation information. **Depending on the severity and imminent nature of the potential risk, this may need to be immediately communicated to the faculty APQ for further action and follow up with the Department of Academic Quality (DAQ).**

**4. Non-continuation and progression**

The ‘data availability’ column lists the information sources relevant to this section, including a link through to the data availability status update. Following consideration of this data at each level of study, 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 (ie, January starters) and across all campuses as appropriate (ie, collaborative provision).

**5. Student achievement**

The ‘data availability’ column lists the information sources relevant to this section, including a link through to the data availability status update. 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 BAME 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.

**6. Student employability**

The ‘data availability’ column lists the information sources relevant to this section, including a link through to the data availability status update. Following consideration of DLHE outcomes including the graduate job quality index (JQI) and employability performance indicator (EPI); significant matters in relation to PSRB/accrediting bodies (where applicable); 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 MEPs, provide a concise commentary in the summary section and actions in the Action Plan.

**7. 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 fora; or any other relevant key activity. For example, any periodic review essential actions (and possibly recommendations where appropriate) to be included. 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.

**8. Programme curriculum development and delivery**

In this section you should indicate the driver for programme change/development; comment on how the University Learning, Teaching and Assessment Strategy 2018-23 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 module template(s)/specification(s), are up to date***. Each year PLs are required to check the template(s) to ensure their accuracy. (PLs should request the current versions from their programme Administrator/Quality Administrator at the start of the academic year and as required).

**9. 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); code(s); faculty; school/department; Programme Management Board or equivalent; programme leader(s); and most importantly the date the Action Plan was updated to ensure the latest version is identifiable.

**Status of Action**

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**.

**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. 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 status 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 ‘progress’ section of the action plan. There may be good reason(s) why it was not possible to complete the action but by adding commentary in the ‘progress’ section, you are closing the feedback loop. Actions which have not been completed within the current PAE should be carried forward onto the new PAE.

**PLs can use any consultative methods with colleagues to prepare and update their PAE and the update status - however the PAE must be signed off by the PL.**

**Endorsement boxes**

* The PAE should be endorsed by your faculty APQ 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 regularly updated and for **each** PMB or equivalent where it will be considered and endorsed by the PMB Chair. Boxes are provided for the PMB Chair to record the date when this has taken place. In the Faculty of Arts, Design and Humanities, PAEs will be considered and discussed at the SACs.
* Your faculty APQ 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.

The progress and status update columns in the action plan should be regularly updated and before each PMB or equivalent.

**Any outstanding actions at the end of the session should be rolled over to the new PAE.** Don’t forget to check the DAQ website to ensure you are using the latest version of the template [www.dmu.ac.uk/monitoring](http://www.dmu.ac.uk/monitoring)

## Your PAE

The first iteration of your PAE should be completed by **Friday 18 September 2020** and submitted to the first PMB or equivalent. The updated PAE is then presented by you to **each** meeting of the PMB or equivalent for **consideration and endorsement**. You should regularly update your PAE including when new information and data becomes available and for each PMB. Updated versions of your PAE need to be lodged with the relevant faculty staff to ensure effective version control – your faculty APQ can advise regarding the procedures in place for your faculty.

## What Programme Leaders should do

PLs should complete the first iteration of the PAE for their programme(s) by the agreed deadline of **Friday 18 September 2020**. You may be able to rate some actions as Red, Amber, Green or Blue at the beginning of the year if the actions have started and/or progressed, however some may not have started so cannot be rated. As the academic year progresses and new KMI and/or data becomes available, PLs 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.

**Distinguishing updates in your PAE**

When you make updates to your PAE please date and distinguish your update to aide visibility

eg, 1/09/20 xxx, 20/10/20 xxx, 5/11/20 xxx

eg, change of font type, *italics,* larger text

\*Please note that the Faculty of Arts, Design and Humanities (ADH) and the Faculty of Business and Law (BAL) are asking their programme leaders to use the following colours for their PAE updates: JAN/Feb SAC/PMB updates **Green**; April/May SAC/PMB updates **Purple** and June/July updates in **Red**

In advance of each PMB or equivalent, PLs **must** review and where necessary update their PAE by the date provided by the PMB Servicing Officer. At each PMB or equivalent, PLs 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 or Blue rating of actions focussing 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, postgraduate award attainment, PTES survey results etc) as this information comes to light during the calendar year.

## What PMB (or equivalent) Chairs should do

The PMB (or equivalent) has responsibility for the overall academic management, development and quality assurance of the programmes under its remit. Therefore, the Chair should take ownership of ensuring that the first iteration of PAEs are completed by the deadline of **Friday 18 September 2020**, that PAEs are regularly updated and are available via the central shared drive location. This includes regular follow up chasing of any outstanding PAEs. PMB Chairs are required to review and advise on NSS related action status ratings as appropriate. Chairs are encouraged to ensure actions are SMART. Chairs should provide exception reporting to each meeting of FAC/SAC outlining what has changed since the last meeting and keeping FAC/SAC informed of any issues.

## Further guidance

Your faculty APQ can provide valuable advice and support throughout the programme appraisal, enhancement and monitoring process:

ADH – Dr Annette Crisp – [ACrisp@dmu.ac.uk](mailto:ACrisp@dmu.ac.uk)

BAL – Alison Statham – [astatham@dmu.ac.uk](mailto:astatham@dmu.ac.uk)

CEM – Dr Chris Fidler – [cf@dmu.ac.uk](mailto:cf@dmu.ac.uk)

HLS – Shona Green – [s.green@dmu.ac.uk](mailto:s.green@dmu.ac.uk)

Further guidance can also be found on the DAQ website at <http://www.dmu.ac.uk/monitoring>.

For guidance on data, please contact Strategic Planning Services [spsenquiries@dmu.ac.uk](mailto:spsenquiries@dmu.ac.uk) or extension 7654.

## Development of the PAE process

DAQ continues to invite feedback on your experience of using the PAE and the usefulness of the guidance notes. Your feedback is essential for the continuous development of the PAE process. Please forward your feedback to Sophia Goddard, Deputy Head of Academic Quality [sgoddard@dmu.ac.uk](mailto:sgoddard@dmu.ac.uk).