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**Programme Appraisal & Enhancement (PAE)**

**For faculty provision**

**Please refer to the Faculty provision** [**PAE Guidance Notes**](http://www.dmu.ac.uk/documents/about-dmu-documents/quality-management-and-policy/academic-quality/monitoring/pae-guidance-notes.pdf) **when completing and updating this document**

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| **Programme title(s):** |  |
| **Programme code(s):** |  |
| **Faculty:** |  |
| **School/Department:** |  |
| **Programme Management Board (PMB) or equivalent:** |  |
| **Programme leader(s):** |  |
| **Appraisal of:** | 2019/20 |
| **Enhancement for:** | 2020/21 |
| **Collaborative partner:**  ***Please note if the programme is also run at a collaborative partner*** |  |
| **Professional, Statutory and Regulatory Bodies (PSRBs):**  ***Please note any PSRB accreditation of the programme(s)*** |  |
| **Date updated:**  ***Please note: an up to date version needs to be considered at each meeting of PMB or equivalent*** |  |

**PAE commentary (appraisal)**

When reviewing your programme(s), please consider each of the sections below and provide a summary of your analysis. Do not list information from various sources; please provide a summary of your analysis. Be concise in your commentary – bullet points are acceptable. Prompts are provided in each section - however not all might be relevant to your programme(s). Equally, do not feel you must restrict your appraisal to these prompts – please reflect on any other relevant information. Do remember that data becomes available at different times throughout the year so you may not have all the data available to complete every section when you create your PAE. You should regularly update your PAE including when new information and data becomes available and for each PMB. Please add a date for each update and use different coloured text or font for each update to aid visibility. *Please note that ADH and BAL are asking their programme leaders to use the following colours: Jan/Feb SAC/PMB updates Green; April/May SAC/PMB updates Purple and June/July updates in Red*. Where required action has been identified in the summary of analysis for each section, please ensure there is a corresponding action in the action plan. Actions should be included for areas of enhancement and for the embedding and dissemination of [good practice](http://www.dmu.ac.uk/documents/about-dmu-documents/quality-management-and-policy/academic-quality/monitoring/pae-good-practice-in-higher-education.docx) within the faculty and beyond as appropriate.

**Updates on data for quality management and contact information are provided here** [Link](https://demontfortuniversity.sharepoint.com/sites/DMUHome/org/SAAS/Pages/AcadQual-Availability-useofdata.aspx)

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| 1. **Student feedback** | | |
| *In considering student feedback, please take account of any relevant agreed targets/thresholds and feedback as a result of changes to learning opportunities linked to the impact of COVID-19 or other curriculum changes*  All taught programmes   * Good practice/areas for enhancement raised through, for example Module Level Feedback (MLF) requiring action * Significant matters arising from Module Enhancement Plan(s) (MEPs); Staff Student Consultative Committees (SSCCs)/Student Voice Committees; student representatives; any other sources of student feedback * Significant matters from student feedback in relation to diversity and/or protected characteristics * Good practice raised through student feedback   Please date and use colour (or a different font, italics) for your updates  eg, 1/09/20 xxx,20/10/20 xxx, 25/11/20 xxx | ***Data availability***  [Link](https://demontfortuniversity.sharepoint.com/sites/DMUHome/org/SAAS/Pages/AcadQual-Availability-useofdata.aspx)  SSCCs/ Student Voice Committees | *Action/*  *Good Practice reference* |
| **Summary of analysis** *(corresponding actions to go in the action plan)* | | |
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| 1. **External examiner feedback** | | |
| *In addition to external examiner reports, informal external examiner feedback can be utilised including emails and verbal comments*   * Good practice identified by the external examiners * Matters of concern/areas for enhancement identified by the external examiner(s) * Significant matters and/or good practice arising in relation to diversity and/or protected characteristics * Highlight any comments the external examiners have made regarding the programme’s response to COVID-19   Please date and use colour (or a different font, italics) for your updates  eg, 1/09/20 xxx,20/10/20 xxx, 25/11/20 xxx | ***Data availability***  **UG** (standard)  Jun/Jul  **PG** Nov/Dec | *Action/*  *Good Practice reference* |
| **Summary of analysis** *(corresponding actions to go in the action plan)* | | |
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| 1. **Academic standards** | |
| * **Confirm that the External Examiner(s) have verified academic standards or otherwise for the programme(s)** * Comment on any potential risks to [academic standards](http://www.dmu.ac.uk/documents/about-dmu-documents/quality-management-and-policy/academic-quality/monitoring/pae-academic-standards.doc) on the programme(s) (taking into account the range of data and/or information considered within this report, including the external examiner report(s), validation, revalidation, periodic review and reaccreditation information) – corresponding actions to go in the action plan   **Depending on the severity and imminent nature of any potential risk, this may need to be immediately communicated to the faculty Associate Professor Quality (APQ) for further action and follow up with the Department of Academic Quality (DAQ)**  Please date and use colour (or a different font, italics) for your updates  eg, 1/09/20 xxx,20/10/20 xxx, 25/11/20 xxx | *Reference* |
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| 1. **Continuation and progression** | | |
| *In considering data, please take account of any agreed targets/thresholds (this should include a breakdown of the cohort rather than overall figures particularly in relation to equality monitoring data)*   * Continuation should be monitored throughout the year as a key metric and actions added/amended as necessary * Matters of concern, anomalies and/or good practice arising from monitoring data including continuation, progression, equality monitoring data * Comparison across different cohorts (e.g. January starters) and all campuses (ie collaborative provision – for faculty owned programmes) * Summarise any actions and good practice to inform transitions/induction activity for students moving into HE and between levels of study   Please date and use colour (or a different font, italics) for your updates  eg, 1/09/20 xxx,20/10/20 xxx, 25/11/20 xxx | ***Data availability***  [Link](https://demontfortuniversity.sharepoint.com/sites/DMUHome/org/SAAS/Pages/AcadQual-Availability-useofdata.aspx)  Continuation monthly | *Action/*  *Good Practice reference* |
| **Summary of analysis** *(corresponding actions to go in the action plan)* | | |
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| 1. **Student achievement** | | |
| *In considering data, please take account of any agreed targets/thresholds*   * Matters of concern, anomalies and/or good practice arising from the achievement and equality data, including in particular Good Honours, closing the BAME (and any other) attainment gap and supporting all students to achieve * Comparison across all campuses (ie collaborative provision) * Significant matters arising – eg pass rates, average module marks   Please date and use colour (or a different font, italics) for your updates  eg, 1/09/20 xxx, 20/10/20 xxx, 25/11/20 xxx | ***Data availability***  [Link](https://demontfortuniversity.sharepoint.com/sites/DMUHome/org/SAAS/Pages/AcadQual-Availability-useofdata.aspx)  Achievement data after assessment boards | *Action/*  *Good Practice reference* |
| **Summary of analysis** *(corresponding actions to go in the action plan)* | | |
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| 1. **Student employability** | | |
| *In considering data, please take account of any agreed thresholds*   * Consider Gradate Outcomes, including graduate job quality index (JQI) and employability performance indicator (EPI) – this applies to programmes delivered at DMU * 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 or former students * Significant issues raised through the MEPs * Areas of good practice or for enhancement   Please date and use colour (or a different font, italics) for your updates  eg, 1/09/20 xxx,20/10/20 xxx, 25/11/20 xxx | ***Data availability***  [Link](https://demontfortuniversity.sharepoint.com/sites/DMUHome/org/SAAS/Pages/AcadQual-Availability-useofdata.aspx)  Gradate Outcomes | *Action/*  *Good Practice reference* |
| **Summary of analysis** *(corresponding actions to go in the action plan)* | | |
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| 1. **Key activity** | | |
| * Any periodic review, collaborative review or (re)validation events * Any external accreditation visits or stakeholder fora * Any other key activity   Please date and use colour (or a different font, italics) for your updates  eg, 1/09/20 xxx,20/10/20 xxx, 25/11/20 xxx | ***Data availability***  Date of event | *Action/*  *Good Practice reference* |
| **List any key activities that have taken place and comment on the outcomes as applicable.**  *(corresponding actions to go in the action plan)*  If there is no activity that fits in this section, please enter ‘no relevant activity’ | | |
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| 1. **Programme curriculum development and delivery** | | |
| * Indicate the driver for programme change/development and how any changes were communicated to students *(where applicable)* * [Research-engaged teaching](http://www.dmu.ac.uk/documents/about-dmu-documents/quality-management-and-policy/academic-quality/monitoring/research-engaged-teaching.docx) * In relation to equality and diversity summarise how you have taken into account changes in the curriculum content and delivery to meet UDL, Decolonising DMU and the diverse needs arising from the diversity of your student cohort. * Summarise any actions and good practice on any pre-arrival transitions/induction activity for first year students and for students moving between levels of study * Note the impact of changes to the curriculum and teaching methods as a result of COVID-19 * Summarise how the University [Learning, Teaching and Assessment Strategy](http://www.dmu.ac.uk/documents/university-governance/learning-teaching-and-assessment-strategy.pdf) (ULTAS) has been implemented and the impact * Confirm that programme documentation, including the course and module templates/specification(s), are up to date * Include areas of good practice or for enhancement   Please date and use colour (or a different font, italics) for your updates  eg, 1/09/20 xxx,20/10/20 xxx, 25/11/20 xxx | ***Data availability***  Various | *Action/*  *Good Practice reference* |
| **Summary of analysis** *(corresponding actions to go in the action plan)* | | |
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| 1. **Programme enhancement** | | |
| * Summarise the impact of enhancement activities or examples of good practice at programme level, for example, embedding internationalisation, Universal Design for Learning, #DMUglobal advancing Decolonising DMU, and Education for Sustainable Development (ESD) * Summarise enhancements in learning and teaching initiated at programme level in the current academic year * Summarise how the programme(s) has improved * Summarise any enhancement/programme enrichment as appropriate   Please date and use colour (or a different font, italics) for your updates  eg, 1/09/20 xxx,20/10/20 xxx, 25/11/20 xxx | ***Data availability***  Various | *Action/*  *Good Practice reference*  *(taken from the Action Plan)* |
| **Summary of analysis** *(corresponding actions to go in the action plan)*  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 | | |
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**Programme Appraisal & Enhancement (PAE)**

**Action Plan for Enhancement**

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| **Programme title(s):** |  | **School/Department:** |  |
|  | **Programme Management Board (PMB) or equivalent:** |  |
| **Programme code(s):** |  | **Programme leader(s):** |  |
| **Faculty:** |  | **Date updated:** |  |

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| RED | Major delay or problems | AMBER | Some delays or problems | GREEN | Underway and on track | BLUE | Complete |

**Status of actions:**

Where the need for action has been identified in the PAE commentary, please include the actions in the action plan below.

The progress and status update columns in the action plan should be regularly updated and before each PMB - please date and use colour or different font or italics for your updates

Any additional actions that arise during the year eg, as a result of COVID-19 should be added to the action plan

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| **Reference for Action (A) /Good Practice (GP)** | **Source/date/issue or area of good practice**  *Appraisal section to be addressed* | **Action** | **By whom** | **Deadline** | **Progress**  *Please include date* | **Status Update**  *RAG* |
| *EXAMPLE*  ***A1-20/21*** | *Module level feedback*  *55% of students satisfied with promptness of feedback* | *Publish assessment return dates for all coursework to aid student understanding and awareness of when feedback will be given.* | *Module leaders* | *Start of 2020/21 session* | *25 Sept 2020 – Return dates for all assessment components included in the module handbooks and being loaded onto the Blackboard module shells* | *Green*  ***ON TRACK*** |
| *EXAMPLE*  ***GP1-20/21*** | *Periodic Review of Travel & Tourism – Oct 2020*  *Timetabled focus groups following Student Voice Committee meetings. Attended by all students within a year group for further discussion on particular areas identified as potential issues.* | *Disseminate the good practice at the school away day* | *Programme leader* | *Dec*  *2020* | *10 Dec 2020 - Disseminated via a presentation and good practice workshop at the school away day.* | *Blue*  ***COMPLETE*** |
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| **Endorsement** | **Date** | **Date** | **Date** | **Date** |
| **PAE endorsed by the Associate Professor Quality (APQ)**  *At beginning of the academic year*  *The progress and status update columns in the action plan should be regularly updated and before each PMB (or equivalent)* |  |  |  |  |
| ***PAE considered by the PMB (or equivalent) and endorsed by the Chair***  *Updated PAE should be presented to each PMB (or equivalent)* |  |  |  |  |
| **PAE process confirmed by the Associate Professor Quality (APQ)**  *Confirmation at the end of the academic year that due process has been followed* |  |  |  |  |

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