**Annual Monitoring and Review for Postgraduate Programmes 2017/18**  
**University Overview**

The Taught Programmes Sub-Committee (TPSC) considered the Faculty summary reports of PG AMR for the 2017/18 academic year at its meetings held on 21 May and 11 June 2019. University Education Committee (UEC) endorsed the proposed actions at its meeting held on 8 July 2019.

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<th>General</th>
<th>Action</th>
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<td>1.</td>
<td>1. There is an ongoing issue in Engineering in relation to AMRs and there is some work being done within the Faculty regarding the process, ensuring that there is clarity around who is responsible and making sure the issue is resolved. The intention is that there will be an overview report for the School but with individual action plans for each discipline.</td>
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<td>• All AMR reports had been received at the time of FEC’s compilation of its summary report. In some Faculties, this was well beyond the deadline of 1 February (SAgE). In FMS as well, 3 reports were not considered in February but would be in May.</td>
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<td>• Faculty Education Committees were satisfied and their reports give reassurance that most Boards of Studies had been meeting their responsibilities for managing the academic quality and standards of their programmes. Faculty Education Committees assured follow-up of any incidences of missing information. In SAgE, the Faculty Education Team had been following up issues of incomplete information for PGT in Renewable Energy and Renewable Energy, Enterprise, and Management; PGT programmes in the School of Computing, and MSC Marine Technology.</td>
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<td>• A small number of FMS programmes indicated that some of the Boards of Studies activities had been considered via the DPD or another mechanism. Programme teams were said to have been reminded of the importance of considering all activities at the Boards of Studies.</td>
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<td>• TPSC resolved that appropriate monitoring of AMR reports by Faculty Education Committees had taken place.</td>
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<td>Issues of strategy, policy and process identified in AMR reports that raise issues relating to University strategy, policy or process</td>
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<td>2. AMR Procedure</td>
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<td>- In HaSS the quality of the PG AMR reports and action plans was very good, with a good level of reflection. Overall the process worked well. It was queried, however, how the AMR form might be aligned more explicitly to key areas of the Education Strategy.</td>
<td>- The alignment of the AMR to link more explicitly to the Education Strategy had already been agreed on and would be implemented. In relation to a longer induction period for all PGT students, UEC would be asked to formally confirm that timetabling could be more flexible and it was not mandatory to teach a certain number of hours per week.</td>
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<td>- SAgE requested to ensure that there is a working link to the University’s statement of the Taught Postgraduate Offer available in the AMR documentation. This caused some issues with the completion of section 6 of the AMR form.</td>
<td><strong>Action SM</strong>: work done on block teaching in SAgE was shared with HaSS.</td>
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<td>- Overall AMR exercise worked well in FMS. All reports were said to be of good standard and provided a balanced view.</td>
<td><strong>Action LTDS</strong>: to ask UEC to formally confirm that it is not mandatory to teach a certain number of hours per week.</td>
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<td><strong>At its meeting of 8 July 2019, UEC confirmed that it was not mandatory to teach a certain number of hours in every week.</strong></td>
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### Student Voice

- In HaSS, the AMR responses generally included changes to practices as a result of PTES results, indicating that programmes engaged with the data. In areas where PTES data is not available because of cohort size, colleagues are encouraged to draw on other forms of feedback.
- With the exceptions of the reports for REEM and REFLEX programmes, all PGT AMR reports in SAgE indicate that Boards of Studies considered PTES data. Generally there is scope to make clearer and stronger reference to PTES within AMR reports. This was also reported last year, and will be fed back to Schools.
- PTES results in FMS were generally positive and overall satisfaction was high. An issue was raised about aggregated results rather than programme-specific feedback. The Psychology report did not mention PTES despite a drop in satisfaction. The School would be asked to reference and include appropriate actions in its AMR.
- PTES does not apply to CFEC.

### Action

In the UG AMR overview, it was requested that AMR report form would be changed to make it less easy to simply tick off Student Voice issues. This is an action in progress on the TPSC action log (action 1819-49).

### Student Numbers, Recruitment

- Limited international student diversity in Cohorts, English language requirements, and Brexit were mentioned as concerns in the HaSS report.
- To consider ways to enable the potential of a longer initial induction period for all PGT students (HaSS).
- Low recruitment numbers (SAgE).
- The delivery of the Medical e-learning programmes is in its second year and appeared to be highly successful in terms of recruitment and progression. Also the Psychology School Clinic started in January 2018 had been very advantageous to the Psychology clinical programmes.
### Resources

- Challenges related to staffing, in particular academic and technical, were raised in the HaSS report. In addition estates challenges were noted.
- The issue of lack of staff and physical resources in some FMS programmes was emphasized. Reliance on NHS clinical staff was also raised as a concern.

- Learning and teaching space issue, with plot 4 available in semester 2 of 2019/20, which should alleviate some of the problems currently experienced.

- In CFEC action plan would be updated to include action to continue to monitor the FPLO workload.

### Action TPSC

- Although the remark in the FMS overview report was not identified for the attention of UEC, the Committee thought it best to signpost. This was reported on to the UEC 8 July 2019 meeting.

- The availability of the Dame Margaret Barbour Building in Semester 2 (2019-20) should indeed alleviate some of the current problems. It was mentioned that the steering group update ensured the Dame Margaret Barbour Building was still on schedule to be completed in time.

### Coverage of key assessment issues

- In HaSS, ongoing work on assessment and feedback was mentioned to develop student awareness and understanding of criteria. Overall performance in turnaround of marked work is very good. Peer dialogue appears unevenly.
- For SAgE turnaround of marked work is problematic for Power Distribution programmes and MTEC programmes, for the latter only 60% of coursework was returned on time. With regard to peer dialogue, Marine Tech was said to have implemented this successfully, and details would be shared across Faculty.
- In FMS, the Dental programmes reporting 100% for both examinations and coursework in relation to the 20 working day rule. Programmes had generally performed well with regards to meeting the 20 working day rule for the return of assessments, with the majority of the programmes reporting 100% for both examinations and coursework.
- As section 14.d degree classifications do not apply to the CFEC programme it was agreed that the Board of Studies would consider the cohort performance and this would be reported in future AMR reports.

6. Educational Partnerships

- In HaSS, the responses from Subject areas were comprehensive.
- The Marine Technology AMR in SAgE did not have a completed section on educational partnerships.
- There are no FMS postgraduate programmes listed on the Register of Educational Partnerships, but there are several commissioned programmes and programmes specifically developed for the NHS. Some of these bespoke programmes rely on NHS staff and facilities, and concerns about this reliance were raised in some reports.

Examples of effective practice identified in AMR reports, for dissemination within the University

7. Exemplary Practice

- There were many examples of effective practice and the Faculty Learning and Teaching team in HaSS will produce a report outlining effective practice that will be shared via the PG Forum.

- Two examples of effective practices were identified in SAgE and will be disseminated across the Faculty. The methods of MSc dissertation allocation in the schools of Computing and Natural and Environmental Sciences are to be commended and could be applied elsewhere.

- FMS effective practices were said to be bespoke to individual programmes or subject areas.

Action

That the excerpt of the FEC minutes states that where possible the effective practices would be developed into case studies to share. This was fully supported by the Committee.

Action LTDS: to ask the education teams in all Faculties to mention the link to the LTDS case studies website, in order to disseminate good Faculty practice.