Annual Monitoring and Review for Postgraduate Taught Programmes 2016/17

University Overview

The Taught Programmes Sub-Committee (TPSC) considered the Faculty summary reports of AMR for the 2016-17 academic year at its meetings held on 18 April, 16 May 2018 and 7 July 2018. University Learning, Teaching and Student Experience Committee endorsed the proposed actions at its meeting on 6 June 2018.

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| 1. | • FECs were satisfied that all boards of studies had been meeting their responsibilities for managing the academic quality and standards of their programmes.  
• Any AMR reports outstanding at the time of FEC’s compilation of its summary report were being followed up.  
• Any reports which are incomplete have been returned to the academic unit for further consideration by the Faculty Learning and Teaching Teams. | Action: None. |

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<th>Issues of strategy, policy and process identified in AMR reports that raise issues relating to University strategy, policy or process</th>
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| 2. AMR Procedure | • The SAgE report highlighted issues with reports providing information on return of feedback where assessment had been exempted from the 20 day feedback requirement.  
• The lack of reference to PTES data was highlighted in the SAgE and HaSS report as an omission as there is a separate NSS question in the UG AMR report  
• The use of the action plan was again highlighted as an issue, for example, in the SAgE report where action plans were considered vague and did not contain SMART objectives and there was an over-reliance on on-going as a timescale. The Faculty requested that the School’s re-consider their action plans where appropriate.  
• Following the re-structure in SAgE the new School of Engineering and the School of Natural and Environmental Science approached the completion of the reports in | Actions:  
• The AMR report form was amended for 2017-18 to make clear that data should also be returned on exempted assessment.  
• The AMR report form was amended for 2017-18 to include a field for reporting on PTES results.  
• SAgE Faculty, SENG and SNES DELTs and LTDS met to discuss the most appropriate approach to the completion of AMR report for these new Schools |
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<td>different ways with one continuing to report at subject level and the other at School level which could result in a lack of oversight at subject level. and it was agreed that a single AMR will be completed in both Schools with discipline level SWOT analyses and action plans.</td>
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| 3. | Peer Mentoring for PGT students  
Medical Sciences reported that they were unaware of the nature of the offer and support available to PGT mentors |
|   | Action:  
The Peer Mentoring Co-ordinator from LTDS provided TPSC with an update on the development of PGT Peer Mentoring Task and Finish Group and will be contacting Academic Units to encourage additional PGT pilot schemes. |
| 4. | Student Wellbeing support  
The FMS report highlighted that it was not clear to e-learning students with a specialist learning disorder what support is available to them and to access it. |
|   | Action:  
Student Wellbeing Service was asked to liaise with the FMS Graduate School to provide more information on the support available.  
TPSC felt that there was much information available through the Student Health and Wellbeing Service and that Schools should promote this more widely. In some Schools this happens through Senior Tutors. |
| 5. | Peer Dialogue  
SAGe and HaSS both commented upon the implementation of peer dialogue with SAGe noting disappointment at the level of engagement and HaSS noting an uneven approach across the Faculty. |
|   | Action:  
Both faculties will undertake further work with academic units to improve engagement with the process. |
| 6. | Technology Enhanced Learning  
Electronic Feedback  
The HaSS report asked for consideration of the process for administering electronic forms of feedback for academic and professional service staff. |
|   | Action:  
Support is available via the LTDS website and Schools who require additional advice are asked to contact LTDS directly for support. |
### Support for TEL activities
The HaSS report highlighted the need for continued support and guidance relating to the development of technology enhance and blended learning approaches.

LTDS can provide advice and guidance to staff on this area. Further information can be accessed via the LTDS website at: [https://www.ncl.ac.uk/ltds/elearning/](https://www.ncl.ac.uk/ltds/elearning/)

### International Recruitment
The HaSS report highlighted the need for further strategic investment for recruiting international students from a wider range of countries and for the University to consider the implications for Brexit for attracting EU students.

**Action**
The matter was referred to the Pro-Vice Chancellor (Engagement and Internationalisation) for consideration.

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<th>Examples of effective practice identified in AMR reports, for dissemination within the University</th>
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<td>8. Exemplary Practice</td>
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<td>Examples of effective practice were identified in all three Faculty reports, however, Taught Programmes Sub-Committee felt that these were subject-specific and were not appropriate for further dissemination across the institution.</td>
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