### Annual Monitoring and Review for Undergraduate Programmes 2016/17

#### University Overview

The Taught Programmes Sub-Committee (TPSC) considered the Faculty summary reports of UG AMR for the 2016/17 academic year at its meeting held on 6 March 2018. University Education Committee endorsed the proposed actions at its meeting held on 2 May 2018.

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| 1. | • FECs were satisfied and their reports give reassurance 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 had been followed up and subsequently received.  
• The vast majority of reports indicate that Boards of Studies have been meeting their responsibilities. FECs assured to follow-up any incidences of missing information.  
• TPSC resolved that appropriate monitoring of AMR reports by FECs had taken place. |

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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  
• All Faculties reported high quality admissions and comprehensive reports. The revised template is said to work well.  
• The HaSS report asked for additional University guidance on the completion of the SWOT and action plans. |
| Action: |
| • TPSC felt that there was little that could be added to the existing guidance on the AMR form and suggested that that a session for staff could be arranged to share effective practice or a buddy system where AMRs are swapped between DPDs for feedback. |
- The SAgE reports highlighted a few areas where the AMR form was incomplete which would be followed up by the Faculty; additionally there were a number of reports which although issues had been identified there was no indication of how and when these would be addressed. SAgE suggested that additional fields be added to the AMR report form to allow for information to be provided on outstanding issues from the previous reports.

- The Cross-FEC report recommended that subject areas could use alternative data such as module and stage evaluation information in place of NSS data that is not relevant to these programmes.

- That Cross-FEC raised a query regarding the need to carry out peer dialogue on the PARTNERS scheme.

- Cross-FEC also raised a concern that as some peer dialogue was undertaken by line managers that this may not fit with the University policy.

- At the TPSC meeting, the FMS representative outlined that within that Faculty the previous action plan was provided and updated. In order to ensure that different forms are not being used across the institution the AMR report form should be updated to ensure outstanding actions are provided.

  LTDS has updated the AMR report form for 2018/19.

- TPSC confirmed that the subject areas are able to use the range of evidence available to them.

- TPSC confirmed that as peer dialogue will be undertaken in the home school of academic members of staff that there would be no added value in this and may in fact introduce additional bureaucracy that may make people less inclined to participate in the summer school.

- TPSC confirmed that the policy did not explicitly forbid this, however it must be made clear that this is not intended to be a HR process.
3. **Student Voice**
   - In most cases NSS results are considered or said to feature prominently in the reports and on Boards of Studies.
   - SAgE reported poor stage evaluation engagement.

4. **Student Numbers, Recruitment and Resources**
   - A common theme arising through all the reports was that an increase in student numbers are causing pressures on resources, both in terms of space and staffing which TPSC agreed should be flagged to UEC for consideration of effective strategic planning of space.

FMS highlighted the issues of attracting academic staff to the University. It was felt that there was not a concern with the package being offered to candidates but an issue of attracting staff to the North East which was linked to reputation and profile of Newcastle. This is impacting the student experience in some areas within the institution as we are not able to recruit academic staff that would have a positive impact on delivery of high quality teaching driven by research.

**Action:**
UEC recognised the number of projects ongoing to improve space but also noted the time taken to realise improvements and the potential increased pressure during academic year 2018/19. An Estates Master Planning Group had been established, moving from a Faculty to University perspective, which would enable best use of the overall estate.

UEC noted that this was primarily related to the Dentistry subject area and needed to be escalated as a Human Resource issue. HR was asked to look into the issues regarding recruitment of academic staff in the Dentistry subject area. Feedback has been passed onto the lead for HR in FMS and a link up to the L&T lead provided to enable this to be taken forward.
5. **Student Mental Health**
   Another common theme throughout the reports was in relation to concerns around student mental health and its effect on student resilience, in particular in relation to the rise in the number of PECs associated with anxiety. In FMS (the School of Psychology) sessions on resilience are provided to students which was seen as an area of effective practice but difficult to roll out across the University due a lack of resource and experience in the area. TPSC felt that information on resilience might be something which could be built into induction and pre-arrival for new students and referred the matter to UEC for further consideration.

   **Action:**
   UEC noted concerns regarding appropriate boundaries. The extra investment in Student Wellbeing services was noted and that further support from NUSU to promote to students the negative impact on service availability resulting from late cancellations or ‘did not-attends’ would be useful. The Head of SWS had been working with Heads of Unit to support this area. How best to promote the investment in services provided by SWS and to educate students about the impact resulting from cancelations to help improve future access to services is to be considered. George Watkins will speak with NUSU’s Welfare and Equality Officer. Information may be presented in a campaign run later in the year. Some concerns were voiced about the approach as this will be dealing with vulnerable students. A meeting with Jack Green, Sally Ingram and Lesley Braiden is scheduled for 22nd of January 2019 to discuss this further.

6. **Coverage of key assessment issues**
   - In SAgE, not all disciplines are meeting the 20 working day feedback policy. These disciplines have also not stated reasons for delays to the return of marks and feedback.
   - In the other Faculties, disciplines are meeting the 20 working day feedback policy.
### Educational Partnerships

- The FMS report commented on the difficulties of involving the NUMed campus in meetings as the videoconferencing facilities were not reliable. TPSC recommended that the matter be referred to UEC for consideration.

- Reporting on Educational Partnerships is said to be comprehensive (HaSS and Cross-FEC) and the programmes are running successfully (FMS and SAgE).

- Cross-FEC noted that a Task & Finish group was established by the PVC Education to address the academic governance for INTO programmes.

- HaSS recorded that for the two Subject areas with links to NU London, the School will be asked to ensure that all relevant reports linked to NU London provision include (i) at least one report author from the London-based team; and (ii) reflections on the liaison.

- In SAgE visits to Singapore did not take place in 2016-17 due to Faculty restructure.

### Action:

UEC noted as an action that a review of videoconferencing facilities available is to be undertaken. This review has been initiated by Mark Ferrar, Chief Information Officer, and is in progress.

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

8. **Exemplary Practice**

Several areas of effective practice were identified from across the Faculties, but TPSC did not consider any of these appropriate for further dissemination on a University-wide basis.