**SSH – ANNUAL PROGRAMME REVIEW, 2008-09**

**Business School**

**Annual Programme Review, 2008-09, conducted February 2010**

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| **1** | **Issues raised by last APR / PPR** | **Actions** |
| 1.1 | All issues raised in APR last year have been addressed or are in process.   * AMBA: interim Report sent to AMBA, Oct09 * EQUIS: discussions continue, within deadline * PGT top-end marking criteria – discussed and agreed with External Examiners * BS to provide own Destinations data – done * Improve information for Local Tutors, Singapore – done, plus access to LEARN pages, including authoring * Office Hours – variety of opportunities for contacting staff, standardised system for informing students |  |
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| **2** | **Applications & Intake** |  |
| 2.1 | **U/G Accounting & Financial Management [AFM]:** applications increased, as have number of International applicants [c.28% of total applicants]; applications/intake ratio 13:1; intake down somewhat [international intake up, now at c.30% of intake], entry qualifications up from c.330 to c.345 |  |
| 2.2 | **U/G Banking, Finance & Management [BFM]:** applications up, international applications down somewhat but still c.20%; applications/intake ratio 10:1; intake down slightly, international c.20 of total intake; entry qualifications up from c.330 to c. 340 |  |
| 2.3 | **U/G International Business [IB]:** applications are up 20%, international applications at c. 10%; applications/intake ratio c.10:1; intake stable [predominantly UK/EU], and entry qualifications up from c.335 to 345.  *Note: applications, intake and entry qualifications all up significantly since removal of language requirement two years ago]* |  |
| 2.4 | **U/G Management Sciences [MS]**: applications stable, international c.10%; applications/intake ratio 7:1]; intake down somewhat [predominantly UK/EU]; entry qualifications have increased from c.330 to c.345 |  |
| 2.5 | **U/G Retail Management [RET]**: *NB Programme renamed to Retailing, Marketing and Management, 09 on;* significant increase in applications [from c.120 to c.370]; 10% international; applications/intake ratio now 10:1, in line with other BS U/G programmes; intake up from 22 to 36 [predominantly UK/EU]; entry qualifications up from c.335 to c.340 |  |
| 2.6 | **UG Business Studies [Singapore] and Business Studies with HRM [Singapore]**: significant decline in applications and intake for BS; significant decline in applications for BS/HRM, but less significant reduction in intakes | Analyse and report on recruitment at next APR |
| 2.7 | **MSc Management:** intake up from c.30 to c.40, strong recruitment of international students continues [>80%] |  |
| 2.8 | **MSc International Management:** intake up from 43 to 67; strong international [>80%] |  |
| 2.9 | **MSc Marketing & Management:** intake stable at c. 110, strong recruitment of international students continues [>80%] |  |
| 2.10 | **MSc Finance & Management**: intake down from c.155 to c.106 – this is much nearer the BS preferred level; very strong recruitment of international students continues [c.90%] |  |
| 2.11 | **MSc Business Analysis & Management:** intake halved fromc.50 to c. 27 – BS are changing marketing of this programme as a consequence; strong international intake [c.70%] |  |
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| **3** | **Progression** |  |
| 3.1 | **U/G AFM**: progression rates remain generally good |  |
| 3.2 | **U/G BFM**: improvement shown for Part B first attempt, progression rates now generally good |  |
| 3.3 | **U/G IB**: progression rates remain generally good |  |
| 3.4 | **U/G MS:** progression rates remain generally good |  |
| 3.5 | **U/G RET:** improvement shown for Part A first attempt, progression rates now generally good |  |
| 3.6 | **U/G BS and BS/HRM Singapore**: BS - Part A progression remains particularly creditable given student circumstances, Part B has improved but still some room for improvement; BS/HRM shows improvement at Parts A and B, now a good profile | Analyse performance of Part B entry students for next APR; distribute LSU ‘Copycat’ publication on plagiarism to Singapore students |
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| **4** | **Attainment** |  |
| 4.1 | **U/G attainment**:  AFM: 20% Firsts, 69% First and 2i  BFM: 15% Firsts, 66% First and 2i  IB: 3% Firsts, 78% First and 2i  MS: 9% Firsts, 84% First and 2i  RET: 4% Firsts, 85% First and 2i  Singapore BS: 9% Firsts, 49% First and 2i  Singapore BS/HRM: 0% Firsts, 54% 2i |  |
| 4.2 | Attainment at PGT level; pass rates are good; across MSc portfolio, pattern is of low number of Distinctions (5-10%), but expected as conversion MSc’s; referrals only c.5% |  |
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| **5** | **Destinations** |  |
| 5.1 | Across U/G programmes, there is a consistent pattern of c.80% entering employment or further study – an excellent outcome. In BS view, placements still playing an important role in destinations/employability |  |
| **6** | **Student feedback – module feedback** |  |
| 6.1 | There is a thorough procedure for module feedback, and the School continues to secure a good response rate [c.65%]. BS Programme Review Board undertakes very thorough scrutiny of outcomes. Satisfactory or very good scores were once again obtained on the vast majority of modules. Specific minor issues which arose have been addressed. |  |
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| **7** | **Student feedback – NSS** |  |
| 7.1 | Good feedback across the board, thorough evaluation of the data.  Good results for ‘management’ – equates to 2nd nationally. Scores lower on ‘Accounting’ – partly due to confusion over coding of ‘finance’ and ‘accounting’. However, BS acknowledges some dissatisfaction among this cohort, and has made significant changes to two core modules as a result. BS has also identified some possible dissatisfaction among final year international students, who are reluctant to undertake the Part I placement [compulsory]; BS addressing by revising its recruitment publicity for international students |  |
| **8** | **Staff Student Liaison Committees** |  |
| 8.1 | SSLC procedures and minutes very thorough. Few issues of concern raised. BS clearly making appropriate use where necessary of central support services [Teaching Centre; Maths Support] |  |
| 8.2 | Sporadic comments on language issues with staff – BS continuing to use Teaching Centre Communicate programme where appropriate |  |
| 8.3 | Some isolated issues with Local Tutors on Singapore programmes [timing of assignments, pace of delivery]; all being addressed |  |
| 8.4 | Very positive response from MSc students to new provision of self-study area |  |
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| **9** | **External Examiners [Accreditation] – Reports and Departmental responses** |  |
| 9.1 | Very positive reports across all areas of UG and PG, especially commenting on the feedback given to students. Some minor, usually module-specific, issues identified, and given satisfactory response by BS |  |
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| **10** | **PMDC Programmes** |  |
| 10.1 | Intake on all programmes in CAM remains challenging, PMDC are fully aware of the issues and if necessary will make changes.  Intakes on all other programmes [Back Care Management; Healthcare Risk Management/Healthcare Governance; Healthcare Governance; Fire Safety Management; Security Management] is generally down, reflecting changes in the external environment. BS well aware of challenges, and taking proactive steps to counter downturn  MBA - intake will be down | Director of CAM programmes to provide AD[T] with interim report on progress during 2009-10 session |
| 10.2 | EE Reports across the PMDC portfolio are very positive, and confirm appropriate standards are being maintained |  |
| 10.3 | PMDC has done well to monitor student progress across these programmes, and have made good progress in stimulating more interest on part of students in SSLC’s |  |
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| **11** | **Other** |  |
| 11.1 | BS continues to undertake an excellent internal monitoring process, fully detailed, and with a good follow-up to points arising |  |
| 11.2 | Questions from AD(T)  The AD(T) asked the attendees the following questions:   1. *Should the practice of applying discretion be eliminated at exam boards?* Definitely not 2. *Does the School have a credit-bearing module that requires students to meet with their personal tutors?* No 3. *Are there mid-semester checks with Personal Tutors on progress?* Yes, there are clear mechanisms in place 4. *Should there be an award of ‘merit’ at postgraduate level, between pass and distinction?* Yes – Dept is clearly in favour of this 5. *Should learning contracts be introduced for students?* Seen as potentially problematic 6. *Are there induction sessions for returning students?* Yes, core lectures for each Year; message reinforced via follow-up mailing |  |

**12** **Assessment practice on undergraduate projects and dissertations – Faculty QEO**

Maurice FitzGerald (QEO, SSH) had reviewed certain undergraduate/postgraduate project modules, and his report was discussed. The main points emerging were:

* ILOs should continue to be reviewed to ensure that they are clear, appropriate, and that they can be easily tracked through to, and back from, the assessment of projects;
* consideration might be given to the use of assessment criteria for each of the assessed elements across all project modules; and
* supervisors should be encouraged to continue to discuss assessment criteria with students as the project modules progress.

Further details are contained in the QEO’s summary report on assessment practice on undergraduate projects/dissertations dated 25 January 2010.

**Action: Report back at next APR**

**Economics**

**Annual Programme Review, 2008-09, conducted February 2010**

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| **1** | **Issues raised by last APR / PPR** | **Actions** |
| 1.1 | U/G progression and first attempt success rates at Parts A and B continue to be an issue. The Department now has a new procedure whereby the mean module mark for every undergraduate module is expected to be between 50% and 65%; modules with means outside this range are reviewed. Although no report on this was available for this APR, the Department confirmed that this new process had, as yet, to produce any improvement. It is anticipated that the move to fewer 20 credit modules will help address this situation. Agreed with Department that improvement in this area is a clear priority. | Dept to produce analysis at next APR |
| 1.2 | All other issues have been satisfactorily addressed |  |
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| **2** | **Applications & Intake**  ***Note:*** *2008-09 saw a marked rise in applications across the Department’s programmes; this reflected a national trend; both the Department and the SRA Office are agreed this was a ‘one-off’ blip, and applications have returned to previous levels for 2009-10 entry. Although some programmes saw a significant rise in International applicants, many of these were of poor quality* |  |
| 2.1 | **U/G Business Economics and Finance:** applications are up [applications/intake ratio c.13:1]; c. 20% are International, but the poor quality of some of these means that International intake is nearer 10%; intake generally was down somewhat, but entry qualifications increased significantly [from c.315 to 330] |  |
| 2.2 | **U/G International Economics:** intake remains low [<10], but applications/intake ratio at 12:1, and entry qualifications at c.325. Low intake not seen as problematic, as programme shares modules with other programmes |  |
| 2.3 | **U/G Economics:** applications are up [applications/intake ratio c.8:1], with c. 13% International [c. 7% of intake]; intake is up, as are entry qualifications [c.330]. The impressive upward trend continues on this programme. |  |
| 2.4 | **U/G Economics with Accounting**: applications are up [c.25% International]; intake is stable [no International]; entry qualifications are stable [320] |  |
| 2.5 | **U/G Combined Honours** [Geography; Politics; Sociology; Social Policy]: applications, intake and entry qualifications remain relatively stable, with the exception of Economics/Politics, which saw a healthy increase; some individual programmes have low intakes, but modules are shared with other Dept’al programmes. |  |
| 2.6 | **PGT – Diploma**: feeder course to the MSc. This programme shares modules with undergraduate programmes, but the assessment is different. Intake remains very low. |  |
| 2.7 | **MSc in Economics and Finance:** a significant decline in intake [from c. 20 to 4, all International]; no particular cause identified |  |
| 2.8 | **MSc in International Banking:** although intake is small, strong recruitment of international students continues |  |
| 2.9 | **MSc in Banking and Finance**: intake remains very good at c.60; very strong recruitment of international students continues |  |
| 2.10 | **MA in Banking and Financial Markets: MA Money, Banking & Finance:** programmes have a significant degree of overlap; intake varies, but usually c. 40; strong international intake |  |
| 2.11 | **MSc Economics:** first year of new programme; intake low [2], but Department believes the programme will be attractive to its own U/G students |  |
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| **3** | **Progression** |  |
| 3.1 | **U/G Business Economics and Finance**: progression at Parts A and B is a cause for concern. At Part A, pass at first attempt is 55%, rising to 78% after resit [last year - 65%, rising to 83% after resit]; at Part B, pass at first attempt is 58%, rising to 78% after resit [last year - 60%, rising to 81% after resit]. | Dept to produce analysis at next APR |
| 3.2 | **U/G International Economics**: intake too low for meaningful analysis |  |
| 3.3 | **U/G Economics**: improvement at Part A first attempt [79%], rising to 90% after resit [last year – 67/85]: Part B first attempt is still too low at 73% [69% last year], rising to 85% after resit [92% last year]. | Dept to produce analysis at next APR |
| 3.4 | **U/G Economics with Accounting:** room for improvement at first attempt, Parts A [74%] and B [68%]. | Dept to produce analysis at next APR |
| 3.5 | **U/G Combined Honours:** progression rates are generally good |  |
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| **4** | **Attainment** |  |
| 4.1 | U/G attainment: BEF has 3% Firsts, 44% Firsts and 2i’s; Economics has 17% Firsts, 62% Firsts and 2i’s; intake on other U/G programmes too low for meaningful analysis. |  |
| 4.2 | Attainment at PGT level is generally good, although there has been a rise in the number of resits: Distinctions range between 10 and 30 % |  |
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| **5** | **Destinations** |  |
| 5.1 | Across U/G programmes, there is a consistent pattern of c.75% entering employment or further study |  |
| **6** | **Student feedback – module feedback** |  |
| 6.1 | There is a thorough procedure for module feedback [all modules are covered each year]. Generic feedback is provided for most but not all exams [some modules use exam as c/w following year] – see 7.1 |  |
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| **7** | **Student feedback – NSS** |  |
| 7.1 | Department continues to perform well in most areas of NSS [ranked 18/61 for overall satisfaction]; score for Assessment/Feedback has fallen, however – from 3.7 to 3.5. HoD now gives talk to all Part B and C students early in Semester One on Feedback and Assessment | Department **must** provide, via Learn, generic feedback on exams and coursework tests **at an appropriate point in time** |
| **8** | **Staff Student Liaison Committees** |  |
| 8.1 | U/G – a range of minor issues raised; although Department has responded, this needs to be more clearly noted in the Minutes of SSLC meetings  Students have expressed a wish for the Department to organise Placements with an appropriate award. The Department does not arrange placements as it does not have contacts, or administrative staff to arrange this. However, academic staff do encourage students to take up placements they have arranged themselves; students then take Leave of Absence. Students do not receive a Diploma in Professional Studies for completing a placement or internship. The Department’s view is that it does not have the administrative resource necessary to implement this | Department is encouraged to revisit this, albeit within the constraints of a high staff/student ratio. Dept should also liaise with Careers over relevance of Employability Award for those students undertaking internships |
| 8.2 | Some concern from students about Maths is raised several times in Minutes of PGSSLCs. The Department has now decided to teach Maths within an Economics module, rather than relying on the Maths Centre, as Maths teaching at the Centre is seen as more appropriate for students studying engineering programmes. However, the Department continues to advise students to use the Centre for help with Maths in more general terms |  |
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| **9** | **External Examiners [Accreditation] – Reports and Departmental responses** |  |
| 9.1 | EE Reports are very positive across the board. EE’s have praised the Dept for the efforts it has made during a period of some staffing difficulties |  |
| 9.2 | External Examiners responsible for postgraduate programmes are still pleased with the Research Practice Seminars, as an alternative to a dissertation**.** |  |
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| **10** | **Other** |  |
| 10.1 | Questions from AD(T)  The AD(T) asked the attendees the following questions:   1. *Should the practice of applying discretion be eliminated at exam boards?* Department would like to keep discretion 2. *Does the School have a credit-bearing module that requires students to meet with their personal tutors?* No 3. *Are there mid-semester checks with Personal Tutors on progress?* Yes, there are clear mechanisms in place 4. *Should there be an award of ‘merit’ at postgraduate level, between pass and distinction?* Yes 5. *Should learning contracts be introduced for students?* View of those present – no 6. *Are there induction sessions for returning students?* HoD delivered re-introduction lectures this year and these will be continued in future years |  |
| 10.2 | There remains a concern that no space for students to use for self-study is available | Department to raise with Dean of Business/Economics |

**11 Assessment practice on undergraduate projects and dissertations – Faculty QEO**

Maurice FitzGerald (QEO, SSH) had reviewed the undergraduate project module, and his report was discussed. The main points emerging were:

* ILOs should be reviewed to ensure that they are clear, appropriate, and that they can be easily tracked through to, and back from, the assessment tasks for the project;
* supervisors should be encouraged to continue to discuss assessment criteria with students as the project module progresses; and
* the feedback section on the module specification for the project should be completed.

Further details are contained in the QEO’s summary report on assessment practice on undergraduate projects/dissertations dated 21 January 2010.

**Action: Report back at next APR**

**English & Drama**

**Annual Programme Review, 2008-09, conducted February 2010**

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| **1** | **Issues raised by last APR / PPR** | **Actions** |
| 1.1 | None, all have been addressed. PGT intakes remain low, but the portfolio of programmes is important for the Department’s research profile | Department to consider new collaborative programmes with other Departments |
| **2** | **Applications & Intake** |  |
| 2.1 | English – applications and intake are down somewhat, but the applications/intake ratio still at 6:1. Department expects intake to return to normal levels in the future. Entry qualifications up from c. 305 to c.325  Although the P/T variant of this programme continues to have a very low intake, the Department is strongly committed to maintaining it |  |
| 2.2 | English & Minor North American Lit/Film – applications and intake are stable [applications/intake ratio 5:1]; although intake relatively low [c.11], entry qualifications up from c.305 to c.330 |  |
| 2.3 | English & Sports Science – increase in applications, application/intake ratio 5:1; intake relatively small [c.12] but stable, and entry qualifications up from c.325 to c.340 |  |
| 2.4 | Drama – applications and intake are stable [applications/intake ratio 7:1]; entry qualifications up from c.310 to c.325 |  |
| 2.5 | Drama & English Minor – applications and intake are stable [applications/intake ratio 5:1]; entry qualifications up from c.315 to c.330 |  |
| 2.6 | PGT – MA English – intake stable at c.15 [2 International] |  |
| 2.7  2.8 | PGT - MA Creative Writing – intake remains small, but the Dept remains committed to the programme, which has important vocational and reputational aspects  PGT – Drama – New programme, low initial intake [3], but Dept confident this will grow |  |
| 2.9 | PGT – MA Performance & Multi-Media – intake remains very low [c. 2 FTE]; Dept remains committed to programme which has important links with its research activities |  |
| **3** | **Progression** |  |
| 3.1 | Progression across all U/G programmes is generally good. There are a few areas where minor improvements should be sought, but overall the position is good |  |
| **4** | **Attainment** |  |
| 4.1 | The attainment profile at U/G level remains very good. English has 11% Firsts, 75% Firsts and 2i; English & North American has no Firsts but 100% 2i [relatively low numbers]; English & Sports Science has 10% Firsts, and 75% Firsts and 2i; Drama has 18% Firsts, 95% Firsts and 2i; and Drama & English Minor has 5% Firsts, 100% Firsts and 2i. Overall, this remains a very impressive attainment profile, and the Dept and its partners are to be congratulated |  |
| 4.2 | Numbers at PGT level are too low for meaningful statistical analysis, but confirm that the fails/diplomas are rare, and that c.10% of candidates are awarded Distinctions |  |
| **5** | **Destinations** |  |
| 5.1 | Although Destinations data was not presented, the Dept was able to confirm that, across all U/G programmes, between 70% and 85% go onto work or further study – c.25% go onto further study |  |
| **6** | **Student feedback – module feedback** |  |
| 6.1 | The Dept now provides a quantitative summary of module feedback data. With a very few exceptions [all specific problems, already addressed], module feedback scores are good, most responses being c.4.5  Concerns expressed by Drama students about their study skills have been addressed by revisions to Part A modules; concerns about workload on a few Drama modules have been addressed by reweighting of those modules; there is some concern among Drama students over the availability of technical support within the Dept – Dept’s Development Plan includes request to appoint a theatre Technician  In response to student demand, Dept is trialling one-semester placements with the Curve Theatre in Leicester; it is also actively seeking additional Exchange agreements with US institutions | Dept to report back on technical assistance at next APR  Dept encouraged to develop placements; Dept to liaise further with International Office on US exchange opportunities |
| **7** | **Student feedback – NSS** |  |
| 7.1 | The Dept once again achieved a good response rate from its students; the results have undergone full analysis and discussion in the Dept; the results overall are very positive. Results have been properly discussed with students. |  |
| **8** | **Staff Student Liaison Committees** |  |
| 8.1 | SSLC Minutes confirm a good and open dialogue with students. As has been the case in recent years, few matters of substance were raised; the Dept has responded appropriately on specific issues. |  |
| **9** | **External Examiners [Accreditation] – Reports and Departmental responses** |  |
| 9.1 | EE Reports across all U/G and PGT programmes are very positive. Some suggestions for minor improvements have been made by some EE’s, and the Dept has responded positively to these. Most EE’s draw particular attention to the high quality of feedback on student work. |  |
| **10** | **Other** |  |
| 10.1 | Questions from AD(T)  The AD(T) asked the attendees the following questions:   1. *Should the practice of applying discretion be eliminated at exam boards?* Department would like to keep discretion 2. *Does the School have a credit-bearing module that requires students to meet with their personal tutors?* Yes for English, less so for Drama, although the smaller numbers of Drama students mean that students are likely to come in contact with their tutors in class at some point. 3. *Are there mid-semester checks with Personal Tutors on progress?* Yes, there are clear mechanisms in place 4. *Should there be an award of ‘merit’ at postgraduate level, between pass and distinction?* Yes – Dept is strongly in favour of this 5. *Should learning contracts be introduced for students?* View of those present – strongly negative 6. *Are there induction sessions for returning students?* Yes, HoD addresses each Year in core lectures; message reinforced via follow-up mailing |  |
| 10.2 | The introduction of dual submission (both hard copy and electronically) for modules with effect from October 2009, and the teaching about plagiarism that is a pre-requisite for coursework submission for all new undergraduates, appears to have drastically cut the number of potential plagiarism issues. Students are told that they must also submit an electronic copy of each coursework assignment and that this will be submitted to ‘Turnitin’ |  |
| 10.3  **11** | The Dept has trialled a ‘Freshers Family’ process, linking new students with pairs of second and third year mentors; although the mentors were willing participants, first year students had tended not to attend meetings with them. Dept will trial again in 2010-11 session  **Assessment practice on undergraduate projects and dissertations – Faculty QEO**  Maurice FitzGerald (QEO, SSH) had reviewed the undergraduate project/dissertation modules, and his report was discussed. The main points emerging were:   * ILOs should be reviewed to ensure that they are clear, appropriate, and that they can be easily tracked through to, and back from, the assessment of projects/dissertations; and * supervisors should be encouraged to continue to discuss assessment criteria with students as the project/dissertation modules progress.   Further details are contained in the QEO’s summary report on assessment practice on undergraduate projects/dissertations dated 11 January 2010. | Report back at next APR |

**Geography**

**Annual Programme Review, 2008-09, conducted February 2010**

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| **1** | **Issues raised by last APR / PPR** | **Actions** |
| 1.1  1.2  1.3  1.4  1.5  1.6  1.7  1.8  1.9  1.10 | *Possibilities for cross-departmental collaboration at both U/G and PGT level in connection with the Sustainability agenda* – colleague from Geography now appointed as Deputy Director of Sustainability School [from 2010]; Dept remains committed to developing modules incorporating a Sustainability theme  *PGT Programmes - Department to continue proactive recruitment strategies [e.g.; alumni bursaries and scholarships to specific programmes]* – Dept has increased number of bursaries and scholarships  *Dept to consider desirability/practicality of block teaching on PGT programmes* – Dept has given this serious consideration, but is unlikely to progress this due to major workload implications – AD[T] agrees  *Dept [via L&T Coordinator] to liaise further with BS to address some concerns from students over the delivery of some BS modules* – some issues remain, but the Dept has strengthened its liaison arrangements, and there is clear evidence of cooperation from BS  *Geography/Sport & Leisure Management: Dept to review current progression requirements in all Joint Honours degree programme regulations requiring 100 credit minimum for Pass to be achieved 50:50 in each subject area* – Programme Regulations have been amended appropriately  *Dept to keep marking criteria under review* – Done; marking guidelines further developed to incorporate three further types of assessment  *Dept to liaise with SSH QEO on innovative teaching methods* – Done, Dept has ensured regular liaison and discussion with QEO  *NSS: Department to continue to make a collective concerted effort to improve communication between Department and students* – Done, Dept clearly takes NSS feedback very seriously and acts upon it; 2009 NSS shows marked improvement across the board [especially on feedback]  *Tutorial attendance: Dept may wish to consider ‘sign-up’ system for tutorials, which appears to have had some success in Social Sciences* – Dept has considered sign-up, but instead opted for new system which allows staff to schedule tutorials at any time in the week, as mutually convenient for staff and students; attendance requirements have also been reinforced. Attendance at tutorials has improved markedly, a good outcome  *Joint U/G programmes: Liaison with partner Depts should be through L&T Coordinator [or other appropriate academic staff] in future, rather than through Administrator* – Done, Dept now has academic colleague acting as Joint & Combined Programmes Liaison Officer | Dept to continue to prioritise this; current University plans for restructuring may offer further opportunities  Continue to monitor student concerns, and ensure effective communication with students over this |
| **2** | **Applications & Intake** |  |
| 2.1 | U/G Geography – applications up c.15%, applications/intake ratio now c.7:1; intake down somewhat, entry qualifications up from 300 to 320. Dept happy with current offer level. |  |
| 2.2 | U/G Geography/Economics – applications up somewhat, intake remains low but increased from 10 to 16, applications/intake ratio 5:1, intake qualifications stable at c.320  Programme resource efficient, as draws content from relevant single honours programmes |  |
| 2.3 | U/G Geography/Management – applications stable; applications/intake ratio 4.5:1; intake stable, entry qualifications up from c.320 to c.330 |  |
| 2.4 | U/G Geography and Sport & Leisure Management (GSLM) – applications up somewhat, intake stable; applications/intake ratio 5:1; entry qualifications up from 300 to c.320  Geography and Sports Science (GSS) – applications stable, intake down [seen as one-off]; applications/intake ratio 5.5:1; entry qualifications up from c.330 to c.340 |  |
| 2.5 | PGT Global Transformations – intake remains very low | Dept to consider future viability of programme |
| 2.6 | PGT Environmental Monitoring for Management – intake stable at c.10, but slight drop in International recruitment; new appointments in physical geography have facilitated new modules and programme development with a focus on the transition from academic to applied/consultancy research; programme now includes workshops with prospective employers | Dept to report on possibility of CIWEM accreditation at next APR |
| 2.7 | PGT International Financial & Political Relations – intake revived after year of non-recruitment, now at c.14; 50% International |  |
| **3** | **Progression** |  |
| 3.1 | U/G progression continues to be generally good across all programmes |  |
| 3.2 | First time success rate on Geography/Management continues to show room for improvement. | Dept to liaise further with BS – see 1.4 |
| **4** | **Attainment** |  |
| 4.1 | The attainment profile across all U/G programmes is generally very good. U/G Geography has 20% Firsts [up from 15% last year], 87% First and 2i - an excellent outcome; numbers on other U/G programmes too low for meaningful analysis, but clear pattern of c.10-15% Firsts, and at 75/80% Firsts and 2i. Overall, a further endorsement of the Dept’s efforts to make marking criteria both more specific and consistently applied. |  |
| 4.2 | The attainment profile on PGT programmes is also good – although cohorts are small, it is commendable that c.20-25% continue to graduate with a Distinction |  |
| **5** | **Destinations** |  |
| 5.1 | As in previous years, some graduating cohorts are too small for meaningful statistical analysis, but the data generally show a good attainment profile – c.75% going onto work or further study across U/G programmes. Commendable to see just under 20% of single honours students going onto further study |  |
| **6** | **Student feedback – module feedback** |  |
| 6.1 | The Dept has a thorough and well-documented process for module feedback, with a rigorous approach to surveying all joint/new modules in addition to the normal selection. Module feedback questions revised to align more closely with NSS. Results remain generally good, with average scores at 4 and above across U/G programmes. Some minor issues associated with particular modules have been identified [e.g. distribution of workload, group c/w], and dealt with by the Dept. Some English language issues have been identified on one or two modules, and these are being addressed in collaboration with the Teaching Centre |  |
| **7** | **Student feedback – NSS** |  |
| 7.1 | The Dept has acted on relatively poor results in previous NSS on feedback, and it is commendable that this has resulted in a significant improvement  Dept has acted to improve student sense of ‘belonging’ via development of a Social Learning Space in the Dept, and a residential fieldcourse for Part A students  Dept is to be commended for its clear commitment to serious analysis of NSS results, willingness to make changes in response to that feedback and effort to keep students informed and involved in the process |  |
| **8** | **Staff Student Liaison Committees** |  |
| 8.1 | SSLC Minutes demonstrate a good and full dialogue with students |  |
| 8.2 | SSLC routinely discuss External Examiner Reports in some detail – this is to be commended |  |
| 8.3 | Dept has made student engagement and attendance an important part of discussions over the year; a mentoring system has been trialled, but suffered from lack of student engagement – Dept intends to relaunch.  Dept continuing to prioritise engagement and attendance in its discussions with SSLC, and is liaising with QEO on this |  |
| 8.4 | SSLC Minutes demonstrate a good effort is made to ensure effective liaison with partner Depts on Joint Programmes; some concerns over Economics and BS modules continue to emerge | Dept to continue liaison with Economics and BS, and report on any issues at next APR |
| **9** | **External Examiners [Accreditation] – Reports and Departmental responses** |  |
| 9.1 | EE Reports across all U/G and PGT programmes continue to be very positive – an excellent outcome |  |
| 9.2 | Minor recommendations have been made by EEs – all have been addressed by the Dept. Departmental response to EEs are very full, the Dept is to be congratulated |  |
| **10** | **Other** |  |
| 10.1 | The Dept’s Induction processes [including the ‘transitions sessions’ for Parts B and C students] continue to be well received by students. The Induction processes generally continue to be commendable. |  |
| 10.2  11 | Questions from AD(T)  The AD(T) asked the attendees the following questions:   1. *Should the practice of applying discretion be eliminated at exam boards?* Mixed views, but Dept satisfied that it is making the present system work well 2. *Does the School have a credit-bearing module that requires students to meet with their personal tutors?* Yes, compulsory Tutorial module at Part A 3. *Are there mid-semester checks with Personal Tutors on progress?* Yes, there are clear mechanisms in place 4. *Should there be an award of ‘merit’ at postgraduate level, between pass and distinction?* Yes – Dept is in favour of this 5. *Should learning contracts be introduced for students?* Dept confident that clear expectations on part of both staff and students already incorporated into Dept student Handbook 6. *Are there induction sessions for returning students?* Yes, HoD addresses each Year in core lectures; message reinforced via follow-up mailing   **Assessment practice on undergraduate projects and dissertations – Faculty QEO**  Maurice FitzGerald (QEO, SSH) had reviewed the undergraduate dissertation modules, and his report was discussed. The main points emerging were:   * ILOs should be reviewed to ensure that they are clear, appropriate, and that they can be easily tracked through to, and back from, the assessment of dissertations; * greater clarification should be given regarding the use of interim targets/assessments; and * supervisors should be encouraged to continue to discuss assessment criteria with students as the dissertation modules progress.   Further details are contained in the QEO’s summary report on assessment practice on undergraduate projects/dissertations dated 12 January 2010. | Report back at next APR |

**PHIR**

**Annual Programme Review, 2008-09, conducted February 2010**

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| **1** | **Issues raised by last APR / PPR** | **Actions** |
| 1.1 | PPR 2009  Areas for further action:  A] update programme specifications – done  B] reflect on assessment methods, ensuring presentational skills sufficiently assessed and robust arrangements for assessment of group work – done, presentational skills assessed at all 3 Parts; group work assessment conforms to University guidelines  C] identify and address causes for relatively low number of Firsts – done, new marks bands adopted [normally 0,3,5,7 – 70+, only 0 and 5 used]; revision of Part B modules to provide better preparation for Part C Dissertation  D] keep a close watch on first time failure rate, Part A – see 3.1 below  E] consider scope for more interactive teaching methods – done, more seminars to be introduced at part A; Dept pioneering new teaching/learning methods via LEARN  F] ensure student handbook information up to date – done  G] Liaise with Library over e-books and J-store access – done  H] continue re-design of PGT portfolio – done, new programme proposed [International Politics] |  |
| **2** | **Applications & Intake** |  |
| 2.2 | U/G Politics with a Minor – applications are stable, intake down significantly [c.50%], resulting in applications/intake ratio 5:1 [was c. 2:1]; entry qualifications up from c.275 to 290 |  |
| 2.3 | U/G International Relations – applications stable, intake down slightly, applications/intake ratio up from 3:1 to 4:1; entry qualifications up from c.275 to c.290 |  |
| 2.4 | U/G European Studies/European and International Studies – applications continue to fall; intake down from c.27 to 7; entry qualifications up from c. 275 to c.295  Dept will be discontinuing this programme w.e.f. 2011/12: last intake 2010. [Note: new History programmes begin w.e.f. 2009-10] |  |
| 2.5 | PGT European & International Studies – intake remains almost non-existent [5 in 07/8; 1 in 08/9]  Dept will be discontinuing this programme |  |
| 2.6 | PGT – International Relations - Intake back up to c.7, including 3 International;  Note: Dept revising programme, will become new MSc in International Politics  Dept will investigate possibility of guaranteeing progression onto appropriate Masters for good UG students | PGT intake continues to be very low; Dept has clear commitment to prioritising improved portfolio and recruitment; report back at next APR on steps taken to liaise with International Office and Graduate School as part of this; improving PGT intake is an **urgent** priority |
| **3** | **Progression** |  |
| 3.1 | Progression is good after resits, but first time failure rates remain an area for improvement.  Politics Part A first time pass at 65%, rising to 92% after resit; Part B is 74%, rising to 89%.  International Relations Part A first time pass at 68%, rising to 87% after resit; Part B is 77%, rising to 92%.  [ES/EIS – numbers too low for meaningful analysis, but first time success rates at c.85%] | Dept is now analysing results at each Part, but should do so earlier than at present; agreed that in future Programme Board outcomes would be analysed and discussed by appropriate dept Committees before October each year |
| **4** | **Attainment** |  |
| 4.1 | Politics – 2% Firsts, 63% Firsts and 2i  IR – 6% Firsts, 72% Firsts and 2i  ES/EIS – low numbers, 3 from 12 Firsts, 6 Firsts and 2i | See 1.1 [C] above; should be clear signs of improvement from next year on |
| 4.2 | PGT – very low numbers, no fails or Distinctions |  |
| **5** | **Destinations** |  |
| 5.1 | Destinations data show c.50% going into employment, with a further 10-15% going onto further study |  |
| **6** | **Student feedback – module feedback** |  |
| 6.1 | Full quantitative and qualitative data is provided; the process is thorough  *Note: the Department was participating in the trial of electronic module feedback this academic year. Response rates have fallen dramatically – the analysis below should take this into account. As response rates also fell significantly in the other two Departments participating in the trial of electronic module feedback, the University has decided to discontinue this method, and PHIR will be returning to conventional, paper-based module feedback in the future* |  |
| 6.2 | Module feedback is generally positive, with many modules scoring an average of over 4; some specific issues [e.g. library provision] have emerged and been dealt with positively by the Dept. Some seminar teaching by PGR students received below average ratings; the Dept has responded by providing more in-Departmental briefing and training, and instituted regular review meetings to address any further problems at the earliest opportunity |  |
| **7** | **Student feedback – NSS** |  |
| 7.1 | NSS results have been given full analysis and undergone systematic discussion within the Dept and with students via SSLC; in 21 out of 22 questions, the average score was >4 [‘advice on study choices’ response was 3.92 – Dept has responded by improving information available on final year option choices, including a comprehensive online resource]. ‘Assessment & Feedback’ has improved from 77% to 82% positive responses, but Dept accepts still room for further improvement. Some concern emerges from qualitative analysis over contact hours – Dept is responding by introducing additional tutorials/seminars w.e.f. 2010/11. | Dept to report back on introduction of additional tutorials/seminars at next APR |
| **8** | **Staff Student Liaison Committees** |  |
| 8.1 | SSLC Minutes confirm a good and full dialogue with students. Minor specific issues have been identified and dealt with positively by the Dept. Contact hours are emerging as an area of concern to some students, but should be addressed by 7.1 above. Library resources – Sharron Reid from Library now attending all UG SSLC meetings. |  |
| **9** | **External Examiners [Accreditation] – Reports and Departmental responses** |  |
| 9.1 | As in previous years, EE Reports across all programmes at both U/G and PGT levels are without exception very positive – a commendable outcome. EE’s draw particular attention to new and revised modules aimed at improving preparation for the final year Dissertation |  |
| **10** | **Other** |  |
| 10.1 | The Dept is at the forefront of experimenting with new electronic learning technology methods, particularly lecture capture and podcasting. Evidence to date suggests these are not having a detrimental effect upon attendance, and appear very popular with students. It will be important for the Dept to undertake a systematic analysis of the outcomes of these trials at the end of 2009/10 academic year, in particular analysing attendance against modules with more conventional delivery methods | Dept to report to PQT as appropriate, and at next APR |
| 10.2 | Questions from AD(T)  The AD(T) asked the attendees the following questions:  *Should the practice of applying discretion be eliminated at exam boards?* No; Dept would favour a ‘majority of papers’ approach to discretion  *Does the School have a credit-bearing module that requires students to meet with their personal tutors?* Yes, compulsory module at Part A  *Are there mid-semester checks with Personal Tutors on progress?*  Yes, sound procedures in place via Personal Tutor system  *Should there be an award of ‘merit’ at postgraduate level, between pass and distinction?* Yes  *Should learning contracts be introduced for students?* Ambivalent; concern that any such agreement reflect responsibilities on part of both staff and students  *Are there induction sessions for returning students?* Yes, very thorough approach to Part A induction, treated as an on-going process throughout the year, structured through compulsory Part A module; induction lectures given to returning Parts B and C students |  |

**11 Assessment practice on undergraduate projects and dissertations – Faculty QEO**

Maurice FitzGerald (QEO, SSH) had reviewed the undergraduate dissertation modules, and his report was discussed. The main points emerging were:

* ILOs should be reviewed to ensure that they are clear, appropriate to the subject at hand, and that they can be easily tracked through to, and back from, the assessment of dissertations;
* consideration should be given to the greater use of assessment criteria for each of the assessed elements; and
* supervisors should be encouraged to continue to discuss assessment criteria with students as the dissertation modules progress.

Further details are contained in the QEO’s summary report on assessment practice on undergraduate projects/dissertations dated 22 January 2010

**Action: Report back at next APR**

**Social Sciences**

**Annual Programme Review, 2008-09, conducted February 2010**

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| **1** | **Issues raised by last APR / PPR** | **Actions** |
| 1.1 | Tutorial Sign-Up System - It was noted that this system is still in use in the Department and was proving to work successfully and was popular with the students. QEO has been kept informed.  Module Clinics - These scheduled 'drop-in' sessions were popular with students and were proving to be a success this year. It had been decided, therefore, not to alter the name of these sessions since the students were now used to the term and were benefitting from the system.  The Department was asked for reassurance that staff were reviewing the module performance by programme, and it was explained that the module board sheets were printed off and reviewed by the programme directors at the end of the academic year. This enables the programme directors to see if a specific module was underperforming in some way for a particular group of students.  All other action points satisfactorily addressed |  |
| **2** | **Applications & Intake** |  |
| 2.2 | U/G Sociology – applications are stable, intake down significantly [c.45 – c.25] due to central capping, resulting in applications/intake ratio 11:1 [normally c. 7:1]; entry qualifications up from c.290 to 305 |  |
| 2.3 | U/G Social Psychology – applications down by c.20% [Dept confident this represents losing ‘tail’ of poor applications]; and intake down slightly, but applications/intake ratio still 6:1; entry qualifications up from c.330 to c.340 |  |
| 2.4 | U/G Criminology and Social Policy [CASP] – applications up slightly, intake down [c. 50 to 35] due to central capping, resulting in applications/intake ratio 10:1 [normally c. 6:1]; entry qualifications up from c.300 to c.310 |  |
| 2.5 | U/G Communication & Media Studies [CMS] – applications returned to normal levels after drop last year; applications/intake ratio 9:1; entry qualifications stable at c.325; still attracting International applicants [c.30% of all applicants], but only c.6% of intake  *Note: Dept confirmed intention to target more International recruitment to programme* | Review International recruitment at next APR |
| 2.6 | PGT - CRIMINOLOGY & CRIMINAL JUSTICE - Intake stable at c.10; increase in International intake [4 out of 11]  *Note: it was noted that whilst this programme does recruit students, the criminology area is running on reduced staff at present. In view of this it has been decided to suspend this programme for the 2010/2011 academic year. The Department will consider reinstating this programme if the vacant staff posts are filled and if academic standards and healthy recruitment can be assured.* |  |
| 2.7 | PGT - MEDIA & CULTURAL ANALYSIS - intake stable at c.22; still predominantly International [18/22] |  |
| 2.8  2.9 | PGT - MRES SOCIAL SCIENCE RESEARCH - intake stable, but always small; Dept remain committed to programme  PGT – Cultural Sociology – new programme, initial intake 3  *Note: hoped that this programme may provide the basis for "pathway" MAs utilising different patterns of modules provided for this programme and some of the other programmes.* | Review programme development at next APR |
| **3** | **Progression** |  |
| 3.1 | Progression across all the Dept’s U/G programmes is generally good, a commendable outcome. There is room for a slight improvement in first attempt success rate at Part A, CMS. |  |
| **4** | **Attainment** |  |
| 4.1 | Some variation across different programme areas remains. CASP has 3% Firsts, and 56% Firsts and 2i; this is somewhat out of line with other programmes - SOCIOLOGY 7% Firsts, 71% Firsts and 2i; CMS 5% Firsts, 68% Firsts and 2i; and SOCIAL PSYCHOLOGY with a excellent profile of 15% Firsts, 92% Firsts and 2i. |  |
| 4.2 | The attainment profile at PGT level is generally good or very good, with very few deferrals, no fails and Distinctions at c.15% |  |
| **5** | **Destinations** |  |
| 5.1 | Destinations data remains good – the clear majority of students are entering employment, and there is a commendable rise in the numbers going onto further study – variations across programmes, but c. 15% on average this year |  |
| **6** | **Student feedback – module feedback** |  |
| 6.1 | Full quantitative and qualitative data is provided; the process is very thorough |  |
| 6.2 | Module feedback is generally very positive, with many modules scoring an average of over 4; some specific issues [e.g. availability of feedback on a small minority of modules] have emerged and been dealt with positively by the Dept  *Note: Dept has practice of requiring Part A students to undertake a short essay in Semester One; detailed feedback provided by Personal Tutors; Dept considering renaming this as ‘Feedback Essay’* |  |
| **7** | **Student feedback – NSS** |  |
| 7.1 | NSS results have been given full analysis and undergone systematic discussion within the Dept; the response rate was lower than in previous years – the Dept is addressing this; in general, scores were lower than in previous years although there were improvements in some aspects; Departmental analysis suggests contact hours were still an issue – the Department is confident that the changes it has made this year [and will continue next year] will address this. There is also room for improvement on the assessment/feedback scores, and the Department is addressing this via revised feedback documentation and procedures. Department fully aware of need to keep students informed of such changes, and is doing so via formal and informal SSLC meetings |  |
| **8** | **Staff Student Liaison Committees** |  |
| 8.1 | SSLC Minutes confirm a good and full dialogue with students. Minor specific issues have been identified and dealt with positively by the Dept. Contact hours are still emerging as an area of concern to some students, but the magnitude of such concerns has substantially diminished  *Note: confirmed in meeting that concern over contact hours diminished even further in SSLC meetings during first half of 2009-10 year; Dept has organised additional informal meetings with SSLC representatives to explain how Dept has responded to their concerns over contact hours; students have offered positive feedback on this in SSLC meetings* |  |
| **9** | **External Examiners [Accreditation] – Reports and Departmental responses** |  |
| 9.1 | As in previous years, EE Reports across all programmes at both U/G and PGT levels are without exception very positive – a commendable outcome. Most EE’s draw particular attention to clear evidence of research-informed teaching, and several offer very positive comments on the generic exam feedback now in place. |  |
| **10** | **Other** |  |
| 10.1 | The AD(T) advised the Department to seek growth in the postgraduate taught area to offset the deficit in funds that the staff were facing. In particular, he wondered if a PG programme in Social Psychology could be introduced. Staff confirmed that the Department was considering the introduction of a programme in this area, in particular in the field of 'discourse conversation'. Staff are also investigating whether more CMS PG programmes could be introduced.  The AD(T) also suggested that staff should investigate a joint programme with another department, such as the School of Sport, Exercise and Health Sciences. | Review at next APR |
| 10.2 | Questions from AD(T)  The AD(T) asked the attendees the following questions:  *Should the practice of applying discretion be eliminated at exam boards?* Department does not vary the grade boundary for the final degree classification, but does use it to 'round-up' to the nearest whole number at the degree boundaries.  *Does the School have a credit-bearing module that requires students to meet with their personal tutors?* Department combines the function of dissertation supervisor and personal tutor in the final year for the UG students, and in the second semester for the PG students  *Are there mid-semester checks with Personal Tutors on progress?*  Yes, sound procedures in place via Personal Tutor system  *Should there be an award of ‘merit’ at postgraduate level, between pass and distinction?* Yes  *Should learning contracts be introduced for students?* Ambivalent; concern that any such agreement reflect responsibilities on part of both staff and students  *Are there induction sessions for returning students?* Yes, mails to returning Part B and C students, although this needs to be systematised across all sections of department | Review at next APR |

**11 Assessment practice on undergraduate projects and dissertations – Faculty QEO**

Maurice FitzGerald (QEO, SSH) had reviewed the undergraduate project/dissertation modules, and his report was discussed. The main points emerging were:

* ILOs should be reviewed to ensure that they are clear, consistent, and that they can be easily tracked through to, and back from, the assessment of projects/dissertations;
* consideration should be given to the greater use of assessment criteria for each of the assessed elements;
* greater clarification should be given regarding the use of interim targets/assessments; and
* supervisors should be encouraged to continue to discuss assessment criteria with students as the project/dissertation modules progress.

Further details are contained in the QEO’s summary report on assessment practice on undergraduate projects/dissertations dated 15 February 2010.

**Action: Report back at next APR**

**SSEHS**

**Annual Programme Review, 2008-09, conducted February 2010**

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| **1** | **Issues raised by last APR / PPR** | **Actions** |
| 1.1 | The 2009 PPR recommended that the School consider the provision of formal placements across U/G programmes, with an appropriate Diploma award  Placement Coordinators have now been appointed, and are participating in the University Placement Group | School to prioritise the development and proposal of suitable Diploma awards, and to report on changes made at next APR |
| 1.2 | The 2009 PPR recommended improvements to the operation of PGT SSLC’s, and the recording of U/G SSLC’s – both issues have been satisfactorily addressed |  |
| 1.3 | The 2009 PPR encouraged greater use of Co-Tutor. This has been addressed, and more use is now made of this facility |  |
| 1.4 | The 2009 PPR noted a degree of concern amongst some students that there was some overlap between Part C and PGT teaching materials. The School are currently investigating the nature, source and extent of repetition via a student questionnaire and will agree appropriate actions based on the findings. | School to report on changes made at next APR |
| 1.5 | The 2009 PPR advised that the School should continue to review its suite of PGT programmes, with a view to increasing international recruitment  The School has reviewed all its PGT programmes, and those with low recruitment are currently in the process of preparing statements on the future of these programmes. The international marketing of all PGT programmes is also under consideration | School to report on changes made at next APR |
| 1.6 | The 2009 PPR recommended that the School should continue to monitor the availability of module choices, to ensure student choice is not extensively curtailed by pre-requisites.  SSEHS has now developed pathways within U/G SES programmes, and guidance is in place for students intending to pursue particular pathways [e.g., PGCE or Physiology]; School currently considering further pathway possibilities | School to report on changes made at next APR |
| 1.7 | The 2009 PPR recommended that the School should continue to monitor the Analysis and Performance in Sport [APS] and Applied Sports Science [ASS] modules  Staff changes have been made on both modules; the structure of APS has been changed; restructuring of ASS currently under review | School to report on changes made at next APR |
| 1.8 | The 2009 PPR recommended that Programme Specifications be revised to conform with the current LU template  This has been satisfactorily addressed |  |
| 1.9 | The 2009 PPR recommended that the School clarify lines of responsibility and consider the effectiveness of its committee structure  The School has authored a new Teaching & Learning Structure document. This is commendable and the detail on the new School structure is helpful, as are the guidance notes for personal tutors on Leave of Absence, Impaired Performance and Stretched Degrees  The Teaching & Learning Structure document notes that there still needs to be a rationalisation of some modules, including the deletion of redundant modules and the amalgamation of those that overlap in content | School to report on changes made at next APR |
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| **2** | **Applications & Intake** |  |
| 2.1 | **U/G Human Biology:** applications are up [applications/intake ratio c.6:1], intake is stable, as are entry qualifications [c.315] |  |
| 2.2 | **U/G Psychology:** significant increase in applications, with intake slightly down and an increase in entry qualifications [c.330]; applications/intake ratio at 10:1 |  |
| 2.3 | **U/G Sport & Exercise Science:** applications are stable and remain high [c.1700], intake stable [applications/intake ratio approaching 14:1], and entry qualifications remain high [c.345]. The programme continues to attract a relatively low number of international applicants [<2%] |  |
| 2.4 | **U/G Sport Management**: applications and intake are relatively stable [applications/intake ratio approaching 10:1]; entry qualifications stable [c.320] |  |
| 2.5 | **U/G Sport Science with Management**: applications stable [applications/intake ratio c.9:1], drop in intake [from c.55 to c.40] – expected to be temporary, and return to normal levels for 2009-10; entry qualifications stable at c.340 |  |
| 2.6 | **MSc Coaching [P/T]**: intake stable at c.14, almost all UK/EU |  |
| 2.7 | **MSc Exercise Physiology:** intake stable at c.14, all UK/EU |  |
| 2.8 | **MRes Human Biology/Psychology:** intake stable at c.5 |  |
| 2.9 | **MSc Occupational Health for Safety Professionals/Psychology of Work & Health**: intake stable at c.10 [majority International]; note – School intends to discontinue |  |
| 2.10 | **MSc Physical Education and Sport Pedagogy:** intake stable at c.10 [majority International] |  |
| 2.11 | **MSc Physical Activity and Health**: intake down slightly [from c.8 to 5]; majority UK/EU |  |
| 2.12 | **MSc Sociology of Sport:** intake stable at c.7 [majority UK/EU] |  |
| 2.13 | **MSc Sport & Exercise Nutrition:** significant increase in intake [ from norm of 13 to 28 – majority UK/EU] – School is of the view that improved learning spaces in the new building an important factor in this |  |
| 2.14 | **MSc Sport & Exercise Psychology [BPS version]/Psychology of Sport & Exercise:** intake stable at c.15 [all UK/EU] |  |
| 2.15 | **MSc Sport Management:** intake stable at c. 50 – International at c.50% of intake |  |
| 2.16 | **MSc Sports Biomechanics:** intake up from c. 6 to c.14; majority UK/EU |  |
| 2.17 | **MSc Sports Science:** intake stable at c.14; majority UK/EU |  |
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| **3** | **Progression** |  |
| 3.1 | **U/G Human Biology**: progression rates are generally good |  |
| 3.2 | **U/G Psychology**: progression rates are generally good |  |
| 3.3 | **U/G Sport & Exercise Science:** progression rates are generally good |  |
| 3.4 | **U/G Sport Management:** progression rates are generally good |  |
| 3.5 | **U/G Sport Science with Management:** progression rates are generally good |  |
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| **4** | **Attainment** |  |
| 4.1 | **U/G Human Biology** has 23% Firsts, 77% Firsts and 2i’s  **U/G Psychology** has 15% Firsts, 60% Firsts and 2i’s  **U/G Sport & Exercise Science** has 22% Firsts, 77% Firsts and 2i’s  **U/G Sport Management** has 7% Firsts, 80% Firsts and 2i’s  **U/G Sport Science with Management** has 0% Firsts, 62% Firsts and 2i’s  [No Firsts despite high entry qualifications – t§he Programme Director suggested that the number of optional compared to compulsory modules on the programme may be affecting students’ performance and explained that this is currently being reviewed] | Review at next APR |
| 4.2 | Attainment at PGT level is generally good or very good: Distinctions range between 10 and 30 % |  |
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| **5** | **Destinations** |  |
| 5.1 | Data not provided | School to provide data at future APR’s |
| **6** | **Student feedback – module feedback** |  |
| 6.1 | There is a thorough procedure for module feedback. A School policy and form for generic examination/coursework test feedback have been introduced.  HUB403 and HUB403 (Experiment Design and Analysis modules) – These modules are undertaken by all ex-Human Sciences students and they had elements that ranked less than 3.0  Other module-specific concerns are being addressed under the direction of the Programme Directors. | Continue to monitor these modules closely |
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| **7** | **Student feedback – NSS** |  |
| 7.1 | Overall, the School scored well on the Survey in both Human Sciences and Sport and Exercise Sciences, gaining overall satisfaction scores of 4.75 and 4.52 respectively. The main area of concern is the Psychology programme, which gained an overall satisfaction score of 3.94, which was lower than the previous year’s score. The Psychology staff have discussed the survey results at some length and, as a result, substantial changes are being proposed for the programme for the next academic year |  |
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| **8** | **Staff Student Liaison Committees** |  |
| 8.1 | No major issues have been raised at either U/G or PGT SSLC’s; points of detail and module-specific concerns are being addressed under the direction of the Programme Directors  Some students have identified inconsistencies in the types and amount of feedback they are receiving. The School has identified this as a priority area to address. New coursework feedback forms are being phased in and will be implemented fully as from September. These should enhance the quality and consistency of feedback across the School.  The School has adopted the SSES format of ‘issue’/’action’ for SSLC reporting, which is good practice | Dept to report on the outcome of this process at next APR |
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| **9** | **External Examiners [Accreditation] – Reports and Departmental responses** |  |
| 9.1 | External Examiners’ reports were generally supportive and favourable. School responses are comprehensive with clear indications of proposed actions where necessary.  Comments from EE’s include:  Anonymous marking of coursework – This is being considered by the School, as well as electronic submission of coursework.  Plagiarism –the School are to trial the use of the ‘TurnItIn’ plagiarism detection service in the coming semester.  Degree boundaries – Some External Examiners had suggested that more flexibility was needed in deciding degree classification boundaries. The Learning & Teaching Committee have discussed the matter and are making a recommendation to the Senior Management Team to consider and approve a policy for the School.  Pre-board meeting of External Examiners – the AD(T) commented that this was a useful exercise |  |
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| **10** | **Other** |  |
| 10.1 | Space – The desirability of having some communal area for students and for staff was noted.  Access to Teaching Rooms and Resources – Some concerns were raised over amalgamating modules, the very large group sizes that this would lead to, and the potential impact on the quality of learning and teaching in the School. The value of having some professional development for staff specifically on teaching large groups was raised in this context | School to liaise with Teaching Centre and report back at next APR |
| 10.2  11 | Questions from AD(T)  The AD(T) asked the attendees the following questions:   1. *Should the practice of applying discretion be eliminated at exam boards?* School is generally supportive of eliminating discretion 2. *Does the School have a credit-bearing module that requires students to meet with their personal tutors?* Human Sciences programmes – yes Sport and Exercise Sciences programmes – no Recommendation: It should be explored as it can save staff time. 3. *Are there mid-semester checks with Personal Tutors on progress?* Yes, there are clear mechanisms in place 4. *Should there be an award of ‘merit’ at postgraduate level, between pass and distinction?* No firm views were expressed on this matter 5. *Should learning contracts be introduced for students?* View of those present – no 6. *Are there induction sessions for returning students?* School L&T Coordinator delivered re-introduction lectures this year and these will be continued in future years   **Assessment practice on undergraduate projects and dissertations – Faculty QEO**  Maurice FitzGerald (QEO, SSH) had reviewed the undergraduate project modules, and his report was discussed. The main points emerging were:   * ILOs should be reviewed to ensure that they are clear, consistent, and that they can be easily tracked through to, and back from, the assessment of projects; * greater consideration might be given to the use of interim targets/assessments; * supervisors should be encouraged to continue to discuss assessment criteria with students as the project modules progress.   Further details are contained in the QEO’s summary report on assessment practice on undergraduate projects/dissertations dated 26 January 2010.  **Action: Report back at next APR** |  |

**Loughborough College**

**Annual Programme Review, 2008-09, conducted February 2010**

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| **1** | **Issues raised by last APR / PPR** | **Actions** |
| 1.1 | **FD Exercise, Health & Fitness** College to review programme in light of proposed 09 revisions – done, no recruitment 2009/10, revised programme from 2010/11 onwards |  |
| 1.2  1.3 | Students continue to express dissatisfaction at being unable to access the full range of LU Library facilities, ADT to raise again with LU Library – done, being addressed as part of wider discussions on LU/LC collaboration [covering Library, Careers Centre, Staff Development and Quality assurance] involving PVC[T], Library, Careers, Teaching Centre and SSEHS  **Foundation Degree in Sports Performance (Motorsport Driving)**  No further intakes in collaboration with the Race Drivers Academy, College to report on discussions with the national Motorsports Association – done, revised programme to be addressed by Validation Panel, autumn 2010 | Report back at next APR |
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| **2** | **Applications & Intake –** UCAS points on entry have not been recorded at College level for 08-09. Agreed that data will be provided in future. | Provide data on A level entry |
| 2.1 | **BSc Applied Sports Science**  Applications up by c.45%; intake almost doubled [from 34 to 62]; entry profile - 92% FD, 8% HND [85% FD, 15% HND last year]; 87% of intake from LC FD programmes  *Note: confirmed with College that increased intake welcome, teaching resource has been increased, programme is running well* |  |
| 2.2 | **FD Exercise, Health & Fitness**  No intake 2008/9 |  |
| 2.3 | **FD Sports Science**  Applications down slightly; intake up; applications/intake ratio 2:1 |  |
| 2.4 | **FD Sports Coaching**  Applications increased by c.30%, intake up from 12 to 20 [applications/intake ratio 6:1] |  |
| 2.5 | **FD Sports Science with Management**  Applications up somewhat, intake up from 20 to 30, applications/intake ratio 2:1 |  |
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| **3** | **Progression** |  |
| 3.1 | **FD Sports Science**  15% withdrawal year one [25% last year – as in previous years, majority not for programme-related reasons]; 3% withdrawal Year Two.  Achievement:  Part A 52% at first attempt, 97% after SAP [last year - 26% at first attempt, 81% after SAP]; Part B 77%, rising to 94% after SAP  *Note: new ‘Super Tutor’ process appears to be working well with Part A students, as intended by College; revised induction process also playing a positive part* |  |
| 3.2 | **FD Sports Coaching**  25% [3 students] withdrawal year one [again, majority not for programme-related reasons]; 100% retention for year 2  Part A 33% at first attempt, 89% after SAP [last year - Part A 42% at first attempt, 83% after SAP]; Part B 70%, rising to 100% after SAP  *Note: % based on low numbers – 9 students year 1; 10 students year 2* |  |
| 3.3 | **FD Sports Science with Management**  15% withdrawal year one  5% withdrawal year two (1 student)  Part A 39% at first attempt, 65% after SAP [last year - Part A 38% at first attempt, 85% after SAP]; Part B 57% rising to 91% after SAP  *Note: % based on low numbers – 17 students* |  |
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| **4** | **Attainment** |  |
| 4.1 | **BSc Applied Sports Science**  21% Firsts, 39% 2i, 36% 2ii  [last year - 9% Firsts, 28% 2i, 50% 2ii]  College is to be commended for this improved and generally impressive attainment profile  Across the FD Programmes, c. 75% achieve successful completion – prior to 2007/8, the equivalent figure was c.55%; given withdrawal rates at part A, the clear majority of which are not for programme/institution-related reasons, the College is to be congratulated on this outcome |  |
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| **5** | **Destinations** |  |
| 5.1 | BSc Applied Sports Science – 76% progressing to employment or further study – a creditable outcome  FD Sports Science - 87% progressing to work or further study  FD Sports Coaching – 90% progressing to work or further study  FD Sports Science/management – c.60% progressing to work or further study |  |
| **6** | **Student feedback – module feedback** |  |
| 6.1 | Students continue to express dissatisfaction at being unable to access the full range of LU Library facilities | See 1.2 above |
| 6.2 | Students perception of ‘bunching’ of assessments – addressed, students now create a submission plan with their progress tutor |  |
| 6.3 | Students would like more vocational content – addressed, increased vocational emphasis in Industrial Placement module, all staff now enrolled on BASES conference, students taken to BASES careers event. New programme of guest lecturers from relevant industries. |  |
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| 7 | **Staff Student Liaison Committee** |  |
| 7.1 | Student perception that organisation and timetabling at both FD and BSc level are much improved; availability of Tutors also praised  Student perception that still some variability in provision of electronic resources via Learnzone – College has responded by incorporating Learnzone checking into Staff Performance & Targets reviews to ensure material is satisfactory  Some minor matters raised – all have been addressed by the College |  |
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| **8** | **External Examiners [Accreditation] – Reports and Departmental responses** |  |
| 9.1 | EE Reports are positive across the board, and confirm that all the programmes are both relevant to employment and consistent with national subject benchmarks  EE commended College on range of assessment methods employed, but reminded College of need to allow for element of individual assessment in group work – College has addressed this, via Peer Assessment |  |
| 9.2 | EE offers detailed comments upon two aspects:  A] EE’s would like greater clarity on marking schemes – College has addressed this  B] EE noted some excellent examples of feedback on assessed work, but also a few examples where feedback was weak or inconsistent, and suggested College review its feedback sheets – College has addressed this, and introduced a revised and standardised feedback pro-forma |  |

**Paul Byrne**

**May 2010**