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| **Programme/Programme Cluster Annual Report 2024/25** |

All programmes, **taught** and **research**, must be monitored annually and reports provided to the School Director of Quality in time to inform the preparation of the School Annual Quality Report (due on Monday 1st September 2025).[[1]](#footnote-1)

**Scope:** Your School/Deanery will decide on the optimum clustering of programmes to enable effective reflection whilst avoiding duplication of effort. Your report should cover all credit-bearing provision, including collaborative and credit-bearing continuing professional development (CPD) provision (where applicable).

**Length:** Your report should be brief (see word count guidance in each reporting box) and use bullet points where possible.

**Data:** Your report should include reflection on relevant data available via the following links (also see data guidance in each reporting box):

* [Data to Support Annual Quality Processes](https://www.ed.ac.uk/sites/default/files/atoms/files/annualqualitydata.pdf)
* [Data Insights Hub](https://uoe.sharepoint.com/sites/StudentAnalytics/SitePages/Insights-Hub.aspx)
* [Data Help Videos](https://uoe.sharepoint.com/sites/StudentAnalytics/SitePages/PowerBI-Help-Videos.aspx)
* [Student Analytics, Insights & Modelling](https://uoe.sharepoint.com/sites/StudentAnalytics/SitePages/Analytics.aspx?source=https%3A%2F%2Fuoe.sharepoint.com%2Fsites%2FStudentAnalytics%2FSitePages%2FForms%2FByAuthor.aspx)

Please note that reports should not contain information which identifies any individual – [Data Protection Policy](https://www.ed.ac.uk/records-management/policy/data-protection)

**Deadline**: To be determined by your School/Deanery.

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| **Programme(s):**  |  |
| **Report written by (include contributors):** |  |
| **Date of report:** |  |

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| **Actions from the previous year.**Please report on progress with the actions you identified in last year’s report and planned to take in 2024-25. |
| **Guidance for UG/PGT/PGR:**Your answer should refer to last year’s report. If there are no actions on which to report, please explain why. (100-200 words)  |
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| **Institutional Priority: Assessment and Feedback**Please report on activities to align existing practice with the [Assessment and Feedback Principles and Priorities](https://uoe.sharepoint.com/sites/PolicyRepository/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FPolicyRepository%2FShared%20Documents%2FAssessment%5Fand%5FFeedback%5FPrinciples%5Fand%5FPriorities%2Epdf&parent=%2Fsites%2FPolicyRepository%2FShared%20Documents). |
| **Guidance for UG/PGT/PGR:**You should include evidence of how you have taken action to ensure that the [Assessment and Feedback Principles and Priorities](https://uoe.sharepoint.com/sites/PolicyRepository/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FPolicyRepository%2FShared%20Documents%2FAssessment%5Fand%5FFeedback%5FPrinciples%5Fand%5FPriorities%2Epdf&parent=%2Fsites%2FPolicyRepository%2FShared%20Documents) are fully implemented, and that feedback turnaround times and quality are monitored effectively. Answers to the following questions should be included: * What changes have you made to assessments to bring them in line with the Principles and Priorities? What changes are still needed and what is the timeframe for these?
* What is your rate of return within the three-week turnaround for 2024-25 and what steps are you taking to improve this in 2025-26?
* What strategies do you have to ensure quality of feedback? How do students rate your feedback?
* Has marking criteria (including any marking rubrics or detailed grade descriptors) been applied to all courses?

 * What steps have you taken to address assessment challenges? What changes are still needed and what is the timeframe for these?

Your answer could include reference to Subject-Area Learning and Teaching meetings, including Programme- or Subject Area-level review and development of assessment and feedback practices. It should include analysis of student surveys and, where possible, compare this year’s data with previous years’ data. (150-250 words)  |
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| **Institutional Priority: Student Voice** Please report on the culture, approach and effectiveness of student voice activities in line with the [Student Voice Policy](https://www.ed.ac.uk/files/atoms/files/studentvoicepolicy.pdf).  |
| **Guidance for UG/PGT:**You should include answers to the following questions:* Describe and evaluate the Programme strategy on student voice.
* What opportunities do you provide to your students to enable them to feed in to the learning and teaching process and how have you made students aware of these opportunities?

 * How do you measure and evaluate the effectiveness of these opportunities?
* What methods do you use to close the feedback loop to your students (e.g. *'you asked, we did'*)?

Your answer should include analysis of data from student surveys ([NSS](https://app.powerbi.com/groups/me/apps/75faa10e-183a-4f7f-a122-5efb150c9066/reports/5396e33b-b633-4d14-8543-acb523b9a501/ReportSectiond64f25bc2b1d30a325a0?experience=power-bi), [PTES](https://app.powerbi.com/groups/me/apps/5584260a-8527-4a9a-9ee0-80349e356d67/reports/ea735f2b-2b9a-4f6b-add6-d05cc31f6754/ReportSection?language=en-GB-oxendict&experience=power-bi)), SSLC meeting minutes and course feedback. Where possible, compare this year’s data with previous years’ data. Please also include details of actions taken in response to issues identified from student feedback.(150-250 words) |
| **Guidance for PGR:**Your answer should include analysis of data from student surveys ([PRES](https://app.powerbi.com/groups/me/apps/6cea3a26-a812-440c-bef4-3271306e1f41/reports/a1484325-361c-4781-af3e-2e1c00376dbf/ReportSection?language=en-GB-oxendict&experience=power-bi)) and Student-Staff Liaison Committee (SSLC) meeting minutes. Where possible, compare this year’s data with previous years’ data. Please also include details of actions taken in response to issues identified from student feedback.(150-250 words)  |
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| **Institutional Priority: Student Support**Please report on the effectiveness of student support arrangements. |
| **Guidance for UG/PGT:**Your answer should report on the effectiveness of academic guidance and/or student support:* provided by Student Advisers and Student Support Teams
* provided via Teaching Teams e.g. Course Organisers, Lecturers, Tutors and Demonstrators etc.
* if applicable to programme, provided by Cohort Leads through cohort activities

Your answer should include analysis of data from student surveys ([NSS](https://app.powerbi.com/groups/me/apps/75faa10e-183a-4f7f-a122-5efb150c9066/reports/5396e33b-b633-4d14-8543-acb523b9a501/ReportSectiond64f25bc2b1d30a325a0?experience=power-bi), [PTES](https://app.powerbi.com/groups/me/apps/5584260a-8527-4a9a-9ee0-80349e356d67/reports/ea735f2b-2b9a-4f6b-add6-d05cc31f6754/ReportSection?language=en-GB-oxendict&experience=power-bi)), SSLC meeting minutes, and course feedback. Where possible, compare this year’s data with previous years’ data. *(150-250 words)*  |
| **Guidance for PGR:**Your answer should include evidence of the effectiveness of academic PGR student support arrangements (such as supervisor training, induction and training for annual reviews and vivas, support with career development/employability) and the approach to the wider PGR student experience (specifically in relation to community building, student satisfaction and possible differences between on-campus and online students).Your answer should include analysis of data from student surveys ([PRES](https://app.powerbi.com/groups/me/apps/6cea3a26-a812-440c-bef4-3271306e1f41/reports/a1484325-361c-4781-af3e-2e1c00376dbf/ReportSection?language=en-GB-oxendict&experience=power-bi)) and SSLC meeting minutes. Where possible, compare this year’s data with previous years’ data. (150-250 words) |
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| **Institutional Priority: Generative Artificial Intelligence (GenAI)**Please report on any activities or initiatives focused on integrating or adapting to GenAI in learning, teaching, and assessment. |
| **Guidance:**Your answer should highlight any innovations in learning, teaching and assessment as a result of GenAI, or changes to practice as a result. Please also comment on the University’s Generative AI Guidance for [Staff](https://information-services.ed.ac.uk/computing/comms-and-collab/elm/generative-ai-guidance-for-staff) and [Students](https://information-services.ed.ac.uk/computing/comms-and-collab/elm/guidance-for-working-with-generative-ai). Does it provide sufficient guidance? If not, please indicate further guidance required.(100-200 words)  |
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| **Student Outcomes**Please report on student assessment, progression and performance data for your programme(s). |
| **Guidance for UG/PGT:**Your answer should include analysis of assessment, progression and degree outcomes on your programme(s) and factors that might have impacted on them either positively or negatively. **Your answer should include specific analysis of any differences in attainment for different student demographic groups on your programme(s). Where data sets are small, and therefore individuals could be identified (see** [**Data Protection Policy**](https://www.ed.ac.uk/records-management/policy/data-protection)**), please conduct analysis at subject or school level as appropriate.** Your answer should include analysis of[progression/performance data](https://uoe.sharepoint.com/sites/StudentAnalytics/SitePages/Annual-Monitoring-Insights.aspx) as well as student surveys ([NSS](https://app.powerbi.com/groups/me/apps/75faa10e-183a-4f7f-a122-5efb150c9066/reports/5396e33b-b633-4d14-8543-acb523b9a501/ReportSectiond64f25bc2b1d30a325a0?experience=power-bi), [PTES](https://app.powerbi.com/groups/me/apps/5584260a-8527-4a9a-9ee0-80349e356d67/reports/ea735f2b-2b9a-4f6b-add6-d05cc31f6754/ReportSection?language=en-GB-oxendict&experience=power-bi)), SSLC meeting minutes and course feedback. Where possible, compare this year’s data with previous years’ data.For PGT students, you should report on students from both the current academic cycle and previous cycle. (100-200 words)  |
| **Guidance for PGR:**Your answer should include analysis of outcomes of annual reviews (e.g., what % have repeat reviews or are downgraded), time to completion, completion rates and degree outcomes on your programme(s) and factors that might have impacted on them either positively or negatively **Your answer should include specific analysis of any differences in attainment for different student demographic groups on your programme(s).** Your answer should analysis of data on annual reviews and completion as well as student surveys ([PRES](https://app.powerbi.com/groups/me/apps/6cea3a26-a812-440c-bef4-3271306e1f41/reports/a1484325-361c-4781-af3e-2e1c00376dbf/ReportSection?language=en-GB-oxendict&experience=power-bi)) and SSLC meeting minutes. Where possible, compare this year’s data with previous years’ data.(100-200 words) |
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| **What has worked well this past year?** Please give specific examples of good practice within your School/Deanery from this last year that you would like to highlight and share.  |
| **Guidance for UG/PGT/PGR:**Your answer should highlight particularly innovative or creative practice within your programme(s).(100-200 words) |
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| **What challenges have affected the quality of teaching and student experience in the past year? What could have worked better?** Please identify specific examples of challenges and context that have impacted the quality of the learning experience for students in the past year. |
| **Guidance for UG/PGT/PGR:**Your answer should identify any School/Deanery, College or University level challenges that have impacted programme delivery and the student experience. This may include such things as financial context, industrial action, University infrastructure etc. Please identify any areas for improvement as well as any challenges or barriers to improvement.(150-250 words) |
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| **Please use this free text space if there is anything you would like to reflect on or highlight that has not been addressed elsewhere in the report.** (100-200 words)  |
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| **Actions for the coming year.**Please identify actions you intend to take during the next year (up to 5 bullet points). |
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1. https://www.ed.ac.uk/sites/default/files/atoms/files/annualmonrevreppolicy.pdf [↑](#footnote-ref-1)