

## Programme/Programme Cluster Annual Report 2025/26

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 31<sup>st</sup> August 2026).<sup>1</sup>

**Scope:** Your School 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](#)
- [Data Insights Hub](#)
- [Data Help Videos](#)
- [Student Analytics, Insights & Modelling](#)

Please note that reports should not contain information which identifies any individual – [Data Protection Policy](#)

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

<b>Programme(s):</b>	
<b>Report written by (include contributors):</b>	
<b>Date of report:</b>	

### 1. Actions from the previous year.

Please report on progress with the actions you identified in last year's report and planned to take in 2025-26.

### 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)

<sup>1</sup> <https://www.ed.ac.uk/sites/default/files/atoms/files/annualmonrevreppolicy.pdf>

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## **2. Institutional Priority: Learning and Teaching Strategy**

Please report on activities to align existing practice with the University [Learning and Teaching Strategy](#).

### **Guidance:**

Your answers should address the three key purposes of the [Learning and Teaching Strategy](#): to stimulate developments to our educational offer, ensuring it remains fit to equip our students for the futures they will be entering; to promote and support inspiring teaching and supervising; to engage and empower our students to become lifelong learners and make a meaningful impact in the world.

(approx. 300-400 words)

**2.1 What practices or strategies do you already have in place within your programme that contribute to the Learning and Teaching Strategy?**

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**2.2 What activities are planned within your programme to better align provision with the Learning and Teaching Strategy?**

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## **3. Institutional Priority: Assessment and Feedback**

Please report on activities to align existing practice with the [Assessment and Feedback Principles and Priorities](#).

### **Guidance:**

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.

(approx. 400-500 words)

**3.1 What actions have been taken for to ensure that your assessments are fully aligned to the [Assessment and Feedback Principles and Priorities](#)? What changes are still needed and what is the timeframe for these?**

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<b>3.2 What is your rate of return within the three-week turnaround for 2025-26, and what steps are you taking to improve this in 2026-27?</b>
<b>3.3 What strategies do you have to ensure quality of feedback? How do students rate your feedback?</b>
<b>3.4 Have marking criteria (including any marking rubrics or detailed grade descriptors) been applied to all courses? How is this audited?</b>
<b>3.5 What steps have you taken to address assessment challenges? What changes are still needed and what is the timeframe for these?</b>
<b>3.6 Do you have any further comments on Assessment &amp; Feedback?</b>

**4. Institutional Priority: Student Voice**  
**Please report on the School’s approach to engaging students in dialogue about their learning and wider experience of the University, including evidence of closing the feedback loop and alignment with the University’s [Student Voice Policy](#).**

**Guidance:**  
Your answers to the below questions should include analysis of data from student surveys ([NSS](#), [PTES](#), [PRES](#)), 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.

(approx.400-500 words)

**4.1 It is expected that all areas comply with the University's [Student Voice Policy](#). What deviations from University Policy, if any, are in place within your programme? Please provide an explanation for any deviations.**

**4.2 What enhancements, if any, are in place within your programme to strengthen dialogue with students and their representatives?**

**4.3 How do you measure and evaluate the effectiveness of these Student Voice opportunities?**

**4.4 What methods do you use to close the feedback loop to your students (e.g. 'you asked, we did')?**

**4.5 Do you have any further comments on Student Voice within your programme?**

## **5. Institutional Priority: Student Support**

Please report on the effectiveness of the School's student support structures and mechanisms and how they align with the University's [Student Support Framework](#).

### **Guidance:**

Your answers should include analysis of data from student surveys ([NSS](#), [PTES](#)), School annual programme reviews, course feedback and SSLC meeting minutes. Where possible, compare this year's data with previous years' data.

(approx. 200-300 words)

**5.1 What feedback did you receive from NSS, PTES and PRES in relation to student support in 2024-25 and what actions have you taken in 2025-26 in response (building on good practice, addressing challenges)?**

**5.2 How do you know if these actions have been successful?**

<b>5.3 Do you have any other comments on the student support arrangements within your School and/or the University?</b>

<b>6. Institutional Priority: Generative Artificial Intelligence (GenAI)</b> Please report on any activities or initiatives focused on integrating or adapting to GenAI in learning, teaching, and assessment.  <b>Guidance:</b> Where possible, please include specific examples and evidence.  (approx. 300-400 words)
<b>6.1 What innovations or changes to practice in learning, teaching and assessment have you implemented on your programme as a result of GenAI?</b>
<b>6.2 What specific challenges, if any, have you encountered on your programme as a result of these developments in GenAI?</b>
<b>6.3 Does the University's Generative AI Guidance for <a href="#">Staff</a> and <a href="#">Students</a> address the key issues? If not, please be specific about additional guidance needed.</b>

## 7. Student Outcomes and Awarding Gaps

Please report on student assessment, progression and performance data for your programme(s).

### Guidance:

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](#)), please conduct analysis at subject or school level as appropriate.

(approx. 200-300 words)

**7.1 Has your programme identified a particular issue (e.g. an assessment, progression or awarding gap etc) impacting a particular student demographic group (e.g. gender, disability, ethnicity, socio-economic background)?**

**7.2 What actions are being taken to specifically address awarding gaps on your programme? How do you know if these actions are successful?**

## 8. What has worked well this past year?

Please give specific examples of good practice within your programme/School from this last year that you would like to highlight and share.

### Guidance:

Your answer should highlight particularly innovative or creative practice within your programme(s).

(100-200 words)

**9. 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:**

Your answer should identify any School, 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 be specific about the impact of decisions made and the effect on School and/or students. Please identify any areas for improvement as well as any challenges or barriers to improvement.

(200-300 words)

**10. 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)

**11. Actions for the coming year.**

Please identify actions you intend to take during the next year (up to 5 bullet points).