

**Institute Annual Evaluation Report 2016/17 and Institute Enhancement Plan**

This report should provide an evaluative overview of academic quality (including academic standards) for the Institute, based primarily on the following:

* + Institute-level statistical data
  + Institute-level student feedback, including NSS outcomes
  + Course Annual Evaluation Reports (AERs) and Enhancement Plans (including external examiner reports and responses), and Link Tutor reports
  + discussions at Institute Quality Committee meetings.

Throughout commentary should seek to highlight key successes and challenges, the impact of changes made from previous years and issues to be addressed, using a ‘bullet point’ format wherever possible.

**Name of Institute**:

**Date report completed**:

**Author**:

**Brief evaluative commentary on quality indicators and initiatives**

*Commentary should focus on overall strengths and weaknesses – bullets below indicate the focus, but should be regarded as indicative and not definitive]*

**Recruitment and student profile**

* *How successful has recruitment for 2017 entry been in terms of applications and admissions against targets? (Please include a statement on whether the Institute recruited to target in September 2017)*
* *What has been the impact of widening participation initiatives on the student intake in terms of the student profile?*
* *Are there any courses or subject areas where there are recruitment concerns?*

**Retention and completion**

* *What is the position of the Institute in relation to retention and completion compared with previous year’s and compared with the average for the University?*
* *What has been the impact of initiatives to improve retention or completion?*
* *Are there any course or subject areas where there are concerns about retention or completion?*

**Achievement**

* *How has the Institute performed in relation to successful student outcomes (as measured by the proportion of 1 and 2:1 degrees, and/or Distinction profiles) as compared with previous years and the University average?*
* *Comment on any attainment gaps for specific social groups where known.*
* *Are there any course or subject areas where there are concerns about achievement?*

**First destinations and employment information**

* *Comment on the available data regarding employment outcomes for your Institute and courses, e.g. in relation to overall and specific outcomes and year on year improvements. Comment on the impact of any initiatives take n to improve student employability.*
* *Are there any courses or subject areas where there are concerns about employment outcomes?*

**Student satisfaction and engagement**

* *What has been the performance of the Institute in relation to the University CES and NSS in terms of response rates, overall satisfaction and specific areas of strength, improvement, weakness or decline?*
* *Are there any course or subject areas where there are particular strengths or concerns with regards to the NSS results?*

**Brief evaluative commentary on the Course AER process**

*Commentary might include reference to the quality of course AERs produced and engagement of course teams with the process, the availability of data, completeness of evidence base, ‘scrutiny process’, extent to which a quality enhancement and developmental approach to planning is evident in courses. Any specific themes or issues emerging that may require action at Institute level, can be identified. Statement should also indicate any course AERs not received or where process is incomplete.*

**Brief evaluative commentary on student engagement**

*Commentary might include reference to the effectiveness of module evaluation, StARs and Course Management Committees and other mechanisms for obtaining student feedback, including how students are engaged in quality monitoring and improvement processes, together with any key issues arising. Additionally data on student engagement from the NSS, CES and UKES should provide evidence of effectiveness.*

**Brief evaluative commentary on quality and management of placement and work-based learning**

*Commentary might include reference to feedback from students and from placement/WBL providers in order to identify areas for improvement and enhancement.*

**Brief evaluative commentary on collaborative provision**

**Commentary on recruitment, retention and progression in relation to collaborative provision should be included, as well as an assessment of any risks.** *Commentary might also include reference to any developments in collaborative provision, the effectiveness of Link Tutor and other management arrangements, and any key issues or matters specific to the quality and standards of collaborative provision. Institutes should cross-reference any other sections of the report providing further information.*

**Courses identified for additional support and monitoring**

*Provide a brief update on any courses in this category last year and indicate any courses in this category for the coming year.***Monitoring of cumulative change to courses through IQC**

*List any courses significantly modified through cumulative or simultaneous change as identified in the annual summary reports to IQC. Identify any courses considered to require re-approval as a result of substantial IQC changes since their original approval.*

**Enhancement Plan from previous year**, with report on progress and commentary as appropriate (*please append).*

**Institute Enhancement Priorities and Plan for current year** (see below).

*Give a brief summary of the Institute intentions for quality enhancement in 2017/18, taking account of the review provided in this report and University development priorities. This should focus on Institute level action (rather than course specific actions). The focus should be addressing any issues or challenges arising from your current position, and how you will ensure that University level priorities are addressed to achieve measurable improvements and appropriate consistency.*

**Good practice to be disseminated more widely**

*Briefly describe any significant initiatives taken or new developments that have worked (at course or Institute level) and which you consider may be helpful to other Institutes.*

*N.B. Each Institute should have identified from last year’s reports at least one area of good practice, from their own or another Institute, for implementation across their own Institute and should provide an update on progress in this AER.*

**Matters recommended for University level review or development**

*List any matters you consider should be addressed at University level in the forthcoming year. Such matters will be those likely to be of concern to or affect other Institutes and/or would result in significant improvement to the student experience, and/or the quality of teaching or learning, but require University level action.  [Note matters relevant to specific professional departments related to Institute specific provision or processes should be discussed directly with the relevant professional department]*

**Spreadsheet - list of courses for 2016/17**

*Please complete the* [*spreadsheet supplied by AQU*](file:///\\Staff.worc.ac.uk\shared\All%20Staff%20Documents\AQU\Annual%20Evaluation%20Information\~Annual%20Evaluation%202016-17\Course%20lists%20for%20institutes%202016-17) *as a checklist to ensure that all the relevant Course AERs and other reports where applicable have been received and scrutinised. This should be appended to the Institute AER.*

***Please note on the spreadsheet any courses closed, planned for closure or temporarily suspended where agreed by Course Scrutiny Group and append relevant Course Closure Action Plans.***

**Overview of SWOT analyses for Personal Academic Tutor system**

[PAT SWOT analysis info\Personal Academic Tutoring.msg](file:///\\Staff.worc.ac.uk\shared\All%20Staff%20Documents\AQU\Annual%20Evaluation%20Information\~Annual%20Evaluation%202016-17\PAT%20SWOT%20analysis%20info\Personal%20Academic%20Tutoring.msg)

**Institute of …**

**Quality and Learning & Teaching Enhancement Plan for 2016/17**

***Please identify key priorities for action at Institute level to be instigated over the forthcoming academic year. The plan should identify shared strategic priorities, drawing on both the key themes identified through the sources informing Quality Assurance and Enhancement, and the goals of the Learning and Teaching Strategy.***

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| --- | --- | --- | --- | --- | --- |
| **Institute priorities** | | | | | |
| **Issue or objective to be addressed** | **Action/s to be taken** | **Key dates for achievement of action/s** | **Key person/s or committee responsible** | **Criteria for success/impact** | **Progress** |
| Indicate the issue you are intending to address (e.g. improve retention on PG courses, enhance student engagement with personal academic tutoring) and/or University or Institute strategic objective (e.g. increase the proportion of courses/modules using e-submission) | Set out the key action/s that will be taken at Institute level | Give indicative dates for achievement of key actions/  milestones | Identify who will be responsible for leading/managing/monitoring the actions | Specify how the success or impact of the actions will be measured | Progress updates should be reviewed by relevant Institute Committees early in Semester 2 and at the start of the following academic year, so that progress can feed into the next planning cycle. |