Annual Review of Courses (ARC)

Reflecting on the academic year 2024-25

**Purpose:**

* To review and evaluate courses offered (including apprenticeships) to inform quality assurance and enhancement
* To identify themes and trends in data relating to educational performance and actions taken in response as necessary to these
* To develop action plans that ensure the enhancement of all courses (including apprenticeships) under review
* To ensure excellence in the quality of education and alignment to the University’s Education Objectives
* To identify good practice and lessons to be learned and shared across the University

**About the** [**Education Performance Review**](https://www.essex.ac.uk/staff/academic-standards-and-quality/review-of-education-performance) **cycle**

***Submission Deadline:***

***Undergraduate: By noon on 8 December 2025***

***Postgraduate taught: By noon on 16 March 2026***

Deans will be reviewing reports and providing Faculty Education Committee with an overview at their meetings. It is therefore essential that these reports are submitted by the deadlines above, or earlier where possible. ARC reports are shared with students, External Examiners, accrediting bodies (upon request), and Periodic Review Panels.

*Highlighted areas are pre-populated for each school or department*

Report Authorship and Approval:

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| **Name of department solely or principally responsible for courses under review** |  |
| **Date report discussed by Department** |  |

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| **Courses to which this report applies***(Please add or delete rows as necessary)* | **Number of students on the course (all years of study) in the year under review**  |
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| **Report author(s)** |  |

The ARC report must be approved and signed by the relevant Head of Department before being submitted to the Faculty Dean via Quality and Academic Development (quad@essex.ac.uk).

**Head of Department**

Name

Signature

*(I confirm that the information provided in this report is a true and accurate record)*

**Section 1: Action updates and progress since last year’s ARC**

*Please add/delete rows as necessary.*

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| **Please state the action taken as an outcome of last year’s Annual Review of Courses report**Please ensure that updates are provided for all objectives identified in last year’s ARC, as well as objectives that are still outstanding from the ARC from previous years. Please indicate where objectives are being carried forward and ensure these are included in Section 4.  |
| **Objective** | **Action** | **Means of measuring impact and achievement of objective** | **Responsibility** | **Timescale** | **Progress to date** | **Action carried forward (Y/N)** |
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**Section 2: Review of education**

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| **Please consider the questions below as prompts, not as an exhaustive list. Respond as appropriate for the circumstances and courses in your School/Department, based on the evidence available to you.** * Utilise key data in relation to educational performance for your department/school when answering the questions, outlining any trends or patterns in **continuation (students still registered after 15 months of study), completion of award, progression (students moving to graduate level employment or further study) and attainment** **(1st and 2.1s).** Departments/Schools are encouraged to provide brief commentary on any notable trends in relation to student groups identified in the University’s Access and Participation Plan ([APP](https://www.essex.ac.uk/governance-and-strategy/governance/access-and-participation-plan)), where relevant, with more detailed analysis to follow under Question 5.
* Please include any other departmental monitoring systems in place, including variation in course performance across different subject/disciplinary areas**.**
* Review of employability trends should include results from **Graduate Outcomes** data.
* Provide commentary on actions taken in response to University priorities such as sustainability and recruitment, ensuring that the commentary pertains to the relevant reporting year.
* Please note word counts are advisory.
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**Overview of strengths and challenges**

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| 1. **What has been successful this year, including areas of good practice that could be shared? If relevant, please include links to online material and highlight particular examples of successful changes to different courses (including awards, apprenticeships, or higher technical qualifications) and delivery that could be shared. Please also highlight good practice from other departments or other institutions that you have introduced or adapted.**

*600-1000 words – please use subheadings if appropriate* |
| *Examples of good practice often relate to academic support, personal tutoring, student communities, student opportunities, update and delivery of curricula and modules and courses.* |
| 1. **Discuss the specific challenges that you faced in 2024-25, noting areas that will require monitoring in 2025/26 and the course(s) or apprenticeship(s) impacted. What steps or processes have you used to resolve issues or overcome problems, and to measure the impact of actions taken? Have lessons been learned that could be shared more widely across the University?**

600-1000 words *please use subheadings if appropriate* |
| *Please explore challenges and impact experienced by the department/school as well as students.*  |

**External engagement**

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| 1. **Please highlight how external feedback (for example, from Professional, Statutory and Regulatory Bodies (PSRBs), or any other form of external accrediting body, reports from External Examiners, employer advisory boards or other employer or industry representatives or any other external input as relevant) on the course(s) has been considered and acted upon.**

For apprenticeships, please comment on employer or industry representative feedback and consultation in relation to apprenticeship design and any End-point assessor feedback.*Word count variable based on activity within school/department.* |
| 1. **Feedback from Professional, Statutory and Regulatory Bodies (PSRBs) or any other form of external accrediting body**
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| *If your school/department has had multiple re-accreditations, you should provide confirmation of outcomes and any responses to these. Any good practice or issues raised by accrediting bodies should be flagged here.* |
| 1. **Feedback from External Examiners**
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| *Any good practice or issues highlighted by External Examiners should be summarised here and confirmation of actions and responses by your department/school.* |
| 1. **Employer Advisory Boards and/or other employer/industry partners**
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| *Only complete if relevant* |
| 1. **Any other stakeholders and/or service users**
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| *Only complete if relevant* |

**Student engagement and feedback**

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| 1. **Please highlight student experience obstacles and how feedback on course(s) and module(s) has been considered and acted upon.**

*300-600 words* |
| 1. **Highlight any recurring student experience obstacles that may have emerged. These may include issues related to communication, support structures, digital engagement, assessment practices, or the broader learning environment. Identifying such trends can support targeted interventions and continuous improvement.**
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| *Please use subheadings if appropriate. Please explore challenges and impact experienced by the department/school as well as students.* |
| 1. **Provide examples of where student feedback has been acted upon and how this has been reported back to students. Please specify where examples relate to learners on apprenticeships and provide commentary on any student feedback and experience of tripartite meetings (also known as progress reviews) and End-point assessments.**
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| *You may wish to structure examples in the following way:**Feedback**Action**Feedback loop to students (how was this communicated to students?)* |
| 1. **Please provide commentary on student engagement levels with the National Student Survey (NSS), Your Essex Survey (YES), Student Voice Groups (SVGs), Student Module Feedback, and apprentice feedback surveys as appropriate.**
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| *You may wish to provide headlines of student feedback via the channels listed here and then add any commentary you feel explains the data.* |

**Equality, diversity, and inclusion**

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| 1. **The University’s** [**Access and Participation Plan (APP)**](https://www.essex.ac.uk/governance-and-strategy/governance/access-and-participation-plan) **identifies which student groups may need additional support to succeed. These groups are:**

* **Students from lower socio-economic groups who are under-represented within Higher Education.**
* **Male students, who are underrepresented nationally on healthcare courses.**
* **BTEC students, who have lower rates of continuation and completion.**
* **Black students, who have lower rates of attainment than white students.**
* **Young students, who have lower rates of progression into graduate level careers when compared to mature students at the University.**

**What has the School/Department done to address any gaps or disproportionality seen in data trends?****What further steps are planned for the 2025-26 academic year to continue and further promote inclusivity and best practice, and enable all students to reach their potential?***Word count variable based on activity within school/department.* |
| *Please ensure you explore trends relating to ethnicity, age, gender, disability, and any other protected characteristic.* |

**Response to Periodic Reviews and course approvals in the last 12 months**

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| 1. **Please include where relevant a summary of any requirements, such as conditions and recommendations, received from Professional, Statutory and Regulatory Bodies (PSRBs), or any other form of external accrediting body, and actions being taken in response. For the first report after a Periodic Review or course approval, include an update on action taken relating to conditions and recommendations. In subsequent years, updates should be provided via other relevant sections of the ARC report.**

*Word count variable based on activity within school/department.* |
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# **Section 3: Action plan**

*Please add/delete rows as necessary.*

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| **Please outline the actions for the 2025-26 academic year**When agreeing on objectives and actions, please keep in mind that there needs to be an effective means of measuring the impact of actions and whether the objective has been achieved. |
| **Objectives carried forward from previous years and any new actions** | **Action** | **Means of measuring impact and achievement of objective** | **Responsibility** | **Timescale** | **Progress to date** |
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