**UNIVERSITY OF ESSEX PARTNER INSTITUTION**

**Annual Review of Courses: Tavistock Professional Doctorates**

**Reflecting on the academic year 2019-20**

An Annual Review of Courses report must be approved by the relevant senior manager with responsibility for Higher Education provision before being submitted to the Dean of Partnerships via Quality and Academic Development (quad@essex.ac.uk).

**Purpose:**

* To review and evaluate the centre/school to inform quality assurance and enhancement
* To develop action plans that ensure the enhancement of the centre/school under review
* To ensure excellence in the quality of education
* To identify and share good practice

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| **Courses to which this report applies** *(Please add or delete rows as necessary)*  *Please list all PGR courses offered by the department (separating PhD, MPhil, M by D where offered as stand-alone courses), by course title. Please include those without any students currently registered.* | | **Number of students on the course (all years of study) in the year under review** |
| **Course ID** | **Course Title** |
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| **Total number of students:** | |  |

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| **Report Author(s)** |  |
| **Which Partner Committees have considered this report?** |  |

**Head of Higher Education at the Partner Institution**

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(I confirm that the information provided in this report is a correct record)

***SUBMISSION DEADLINE:*** *By noon on Wednesday 27 January 2021*

Please note that the Deans will be reviewing these reports and providing the Partnerships Education Committee with an overview at the meetings on 2 March 2021. It is therefore essential that these reports are submitted by the deadlines above, or earlier where possible.

***Please attach as appendices:***

* *Recruitment and retention data*
* *Internal/other student survey data, where available*
* *Summary of module satisfaction data, where available*

**Section 1: Update on Action Plan from last year’s Annual Review of Courses**

*(Please add rows as necessary)*

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| **Please state the action taken as an outcome of last year’s Annual Review of Courses**  Please ensure that updates are provided for all objectives identified in last year’s Annual Review of Courses as well as objectives that are still outstanding from the Annual Review of Courses from previous years. Please indicate where objectives are being carried forward, and ensure these are included in Section 5.  To facilitate cross-referencing and future monitoring please allocate each objective and action a unique identifier in line with the format explained in the guidance notes. | | | | | | | |
| **ID** | **Objectives carried forward from previous years** | **Action** | **Means of measuring impact and achievement of objective** | **Responsibility** | **Timescale** | **Progress to date** | **Action carried forward** |
|  |  |  |  |  |  |  | Y / N |
|  |  |  |  |  |  |  | Y / N |
|  |  |  |  |  |  |  | Y / N |
|  |  |  |  |  |  |  | Y / N |
| **ID** | **New objectives** | **Action** | **Means of measuring impact and achievement of objective** | **Responsibility** | **Timescale** | **Progress to date** | **Action carried forward** |
|  |  |  |  |  |  |  | Y / N |
|  |  |  |  |  |  |  | Y / N |
|  |  |  |  |  |  |  | Y / N |
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**Section 2: Student Data**

Please complete the following table and comment on the data for your Partner Institution

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|  |  | **Data for 2019/20** | **Please comment on data where necessary, including any action required, action taken, targets set** |
| 1. | Admissions | | |
| a | Admissions (target)   1. Home & EU 2. Overseas |  |  |
| b | Admissions (actual)   1. Home & EU 2. Overseas |  |  |
| 2. | Submissions | | |
| a. | Of the number of students who submitted their thesis for examination this year, how many submitted **within** their maximum period (e.g. within 6 years for a part time Professional Doctorate)? |  |  |
| b. | Of the number of students who submitted their thesis for examination this year, how many submitted **beyond** their maximum period (e.g. exceeding 6 years for a part time Professional Doctorate)? |  |  |
| 3. | Completions |  |  |
| a. | Of the number of students who completed this year (i.e. had their award conferred), how many completed **within** their maximum period plus 1 year (e.g. 7 years for a part time Professional Doctorate)? |  |  |
| b. | Of the number of students who completed this year (i.e. had their award conferred), how many completed **beyond** their maximum period plus 1 year (e.g. exceeding 7 years for a part time Professional Doctorate)? |  |  |
| 4. | Non-completions | | |
| a. | Number of those awarded an a lesser award than the course the student registered on |  |  |
| b. | Number of students who submitted and left with no award (fail) |  |  |
| 5. | Withdrawals | | |
| a. | Total number of withdrawals during the year |  |  |
| b. | Number of students who were required to withdraw due to academic reasons this year |  |  |
| c. | Number of students who withdrew and were in their first year of study this year |  |  |
| 6. | Intermissions | | |
| a. | Total number of students who entered into a period of intermission during the year |  |  |
| b. | Total number of students who were on a period of intermission for the entire academic year |  |  |
| c. | Total number of students who were on a period of intermission at the beginning of the year, but returned to their studies during the year |  |  |
| d. | Total number of students who were on a period of intermission and subsequently withdrew from the University |  |  |
| 7. | Appeals | | |
| a. | Number of appeals upheld |  |  |
| b. | Number of appeals dismissed |  |  |
| 8. | Complaints | | |
| a. | Number of complaints upheld |  |  |
| b. | Number of complaints dismissed |  |  |
| 9. | Employability | | |
| a. | Number of students employed as Graduate Teaching Staff (GTAs and Graduate Laboratory Assistants) |  |  |
| b. | Number of students taking up study abroad opportunities |  |  |
| 10. | Supervisors | | |
| a. | Number of active supervisors in department (either as main or joint) |  |  |
| b. | Number of professional practice supervisors |  |  |
| c. | Supervisor workload allocation (hours) |  |  |

**Section 3: Strengths and Enhancements**

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| **The following points should be considered during the annual review of courses meeting(s) within your centre/school, and when completing this section:**   * Use as evidence the relevant Internal/other student survey data, TEF, Student Staff Liaison Committees (or equivalent), module evaluations, progression, retention and achievement data, equality and diversity data, employability data, External Examiner reports, and any other centre/school monitoring systems in place, including variation in course performance across different subject/disciplinary areas**.** * Reference should be made to steps taken in response to [internal and external influences](http://www.essex.ac.uk/quality/Documents/course_design_approval_and_modifications/Guidance_on_internal_and_external_reference_points.pdf), external organisation requirements and updates to the relevant QAA subject benchmark statement(s) or qualification benchmark(s). * Highlight key enhancements to your courses and modules, and where good practice has been shared.   **Where you have indicated that a strength or enhancement requires further work, an objective and action must be generated in the 2020/21 action plan**. When completing the table below, please ensure that the unique ID reference is provided in brackets for the corresponding objective and action. |

**Overview of strengths and enhancements**

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| 1. What has been successful this year, including areas of good practice that could be shared?   What good practice has been shared within and outside the centre/school (this could include areas where commendations were set by periodic review and validation panels)?  Please also highlight any good practice from other centres/schools or other institutions that you have introduced or adapted. (If relevant, please include links to online material). |
|  |
| 1. What issues/risks have arisen this year, and what will require monitoring in the forthcoming year? What steps or processes have you used to resolve issues or overcome problems, and to measure the impact of actions taken? |
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**External engagement**

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| 1. What external feedback on course changes and developments was sought or obtained during the year? |
| External Examiners Yes / No  Other external academic input Yes / No  Employer Advisory Boards Yes / No  Employer or industry representatives (outside the Advisory Board) Yes / No  Professional, Statutory or Regulatory body Yes / No  Other (if yes, please summarise below) Yes / No |
| Please highlight how external feedback on the course(s) and has been considered and acted upon. |
|  |
| 1. Where there have been updates to the QAA UK Quality Code[[1]](#footnote-1) and relevant QAA subject benchmark statement(s) or qualification benchmark(s)[[2]](#footnote-2) over the previous academic year, please outline any resulting action taken to reflect this. |
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**Student engagement**

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| 1. Please highlight how student feedback on the course(s) and modules has been considered and acted upon. |
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**Employability and work-based learning**

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| 1. Where work-based learning forms a part of the course(s), please summarise existing arrangements for managing, supervising, monitoring and reviewing this activity.   Evaluate how effectively work-based learning has contributed to student learning opportunities. |
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**Equality and diversity**

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| 1. Drawing on relevant evidence, what differences, if any, have you identified in respect of the progression, retention and achievement for groups of students who share a particular characteristic (for example those who identify as BaME, female/male students, disabled students, mature/young students, participation of local areas (POLAR) classification groups, and other protected characteristics)?   What have you done to address this and to embed inclusive practice in 2019-20?  What further steps are planned for the 2020-21 academic year to continue and further promote inclusivity and best practice, and enable all students to reach their potential? |
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**Response to Periodic Reviews and course approvals in the last 12 months**

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| 1. For the first report after a validation or periodic review, include a summary of the response to each condition and recommendation where appropriate, and indicate where the response has been approved or work is ongoing.   In subsequent years, updates should be provided via other relevant sections of the ARC report. |
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**Section 3: Quality Assurance and Enhancement Processes**

Where comments link to the action plan, please provide the unique identifier in brackets.

| **Please confirm the following for the 2019/20 academic year**  **Please highlight processes which show good practice and any processes you plan to improve**  *Please indicate in brackets where comments link to the action plan.*  **Evidence**  *Ensure that copies of evidence are saved and available for review. Hyperlinks provided as evidence should be accessible to the Deans of Partnership and the Partnerships team.* | | |
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|  | **Monitoring and review process** | |
| **1** | Students were consulted in the process for the Annual Review of Courses (ARC) | |
|  | *Process* | *Evidence e.g. dates of meetings and minutes, or website links* |
| **2** | Management committees were convened for joint course annual review purposes | |
|  | *Process* | *Evidence e.g. dates of meetings and minutes, or website links* |
| **3** | Action plans from the ARC were regularly reviewed | |
|  | *Process* | *Evidence e.g. dates of meetings and minutes, or website links* |
| **4** | The ARC was sent to the External Examiner(s) | |
|  | *Process* | *Evidence e.g. dates of meetings and minutes, or website links* |
|  | **Student involvement with quality assurance and enhancement** | |
| **5** | Students were consulted in curriculum developments. | |
|  | *Process* | *Evidence e.g. dates of meetings and minutes, or website links* |
| **6** | The centre/school had a clear system for identifying which modules are due for module evaluation | |
|  | *Process* | *Evidence e.g. dates of meetings and minutes, or website links* |
| **7** | The centre/school had an effective mechanism for ensuring that actions identified through the module evaluation process are implemented | |
|  | *Process* | *Evidence e.g. dates of meetings and minutes, or website links* |
| **8** | The outcomes of module evaluation, including good practice, were communicated to students | |
|  | *Process* | *Evidence e.g. dates of meetings and minutes, or website links* |
| **9** | The centre/school disseminated action and issues arising through internal/other student survey data, to staff and students | |
|  | *Process* | *Evidence e.g. dates of meetings and minutes, or website links* |
| **10** | An up to date commentary on actions taken in response to student feedback was provided on the web for current and prospective students | |
|  | *Process* | *Evidence e.g. dates of meetings and minutes, or website links* |
| **11** | Changes to courses and modules were communicated to all affected students and applicants in advance of information sent to them. | |
|  | *Process* | *Evidence e.g. dates of meetings and minutes, or website links* |
| **12** | Actions identified in student and staff liaison committees (or equivalent meetings) were followed up and outcomes reported to subsequent meetings. | |
|  | *Process* | *Evidence e.g. dates of meetings and minutes, or website links* |
| **13** | Minutes of student and staff liaison committees (or equivalent meetings) were published to students. | |
|  | *Process* | *Evidence e.g. dates of meetings and minutes, or website links* |
| **14** | External Examiner reports were routinely reported and discussed at the appropriate student and staff liaison committees (or equivalent meetings). | |
|  | *Process* | *Evidence e.g. dates of meetings and minutes, or website links* |
|  | **Taught External Examiners** | |
| **15** | External Examiners were briefed and provided with the module and course information they needed to carry out their role by the centre/school | |
|  | *Process* | *Evidence e.g. dates of meetings and minutes, or website links* |
| **16** | Issues raised by External Examiners were discussed and acted upon. | |
|  | *Process* | *Evidence e.g. dates of meetings and minutes, or website links* |
| **17** | Action taken was reported to External Examiners and each External Examiner was sent a letter or email by the department in response to their report or the relevant section of the report portal was completed. | |
|  | *Process* | *Evidence e.g. dates of meetings and minutes, or website links* |
| **18** | A copy of the school/centre’s response to the External Examiner was completed on the External Examiner report portal or sent to Quality and Academic Development via [external.examiners@essex.ac.uk](mailto:external.examiners@essex.ac.uk) | |
|  | *Process* | *Evidence e.g. dates of meetings and minutes, or website links* |
|  | **Assessment** | |
| **19** | An assessment strategy was in place which aligned with the Institution’s Marking and Assessment policies. | |
|  | *Process* | *Evidence e.g. dates of meetings and minutes, or website links* |
| **20** | A system was in place for monitoring the quality of feedback to students on coursework | |
|  | *Process* | *Evidence e.g. dates of meetings and minutes, or website links* |
| **21** | A system was in place to monitor the timeliness of feedback. | |
|  | *Process* | *Evidence e.g. dates of meetings and minutes, or website links* |

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|  | | **Learning, Teaching and Supervision** | |
| 22 | | All supervisors have received adequate training. | |
|  | | **Process** | **Evidence**  **e.g. please provide dates of meetings and minutes, website links** |
| 23 | | All new supervisors have been allocated mentors.[[3]](#footnote-3) | |
|  | | **Process** | **Evidence**  **e.g. please provide dates of meetings and minutes, website links** |
| 24 | | A record is kept of all supervisory meetings. | |
|  | | **Process** | **Evidence**  **e.g. please provide dates of meetings and minutes, website links** |
| 25 | | The allocation of supervision hours is met. | |
|  | | **Process** | **Evidence**  **e.g. please provide dates of meetings and minutes, website links** |
| 26 | | The Partner Institution monitors student engagement and progress. | |
|  | | **Process** | **Evidence**  **e.g. please provide dates of meetings and minutes, website links** |
| 27 | | All supervisors are provided with a URL for the Code of Practice for Research Degrees. | |
|  | | **Process** | **Evidence**  **e.g. please provide dates of meetings and minutes, website links** |
| 28 | | The Partner Institution supports students whilst they are gathering data/ attending training abroad. | |
|  | | **Process** | **Evidence**  **e.g. please provide dates of meetings and minutes, website links** |
|  | | **Student Performance and Progression** | |
| 29 | | All students (except those prevented by illness or other good reasons) have two Supervisory Panels and RSPBs each year (one for part-time, including part-time Distance Learning students)[[4]](#footnote-4) and a record is kept of the meetings. | |
|  | | **Process** | **Evidence**  **e.g. please provide dates of meetings and minutes, website links** |
| 30 | | The department publishes, reviews and updates clear milestones for confirmation to staff and students. | |
|  | | **Process** | **Evidence**  **e.g. please provide dates of meetings and minutes, website links** |
| 31 | | The department publishes, reviews and updates clear milestones for progression to the next stage of study and for completion to staff and students. | |
|  | | **Process** | **Evidence**  **e.g. please provide dates of meetings and minutes, website links** |
| 32 | | Two Research Student Progress Board (RSPBs) are held per year. [[5]](#footnote-5) | |
|  | | **Process** | **Evidence**  **e.g. please provide dates of meetings and minutes, website links** |
| 33 | | RSPB members are provided with adequate training. | |
|  | | **Process** | **Evidence**  **e.g. please provide dates of meetings and minutes, website links** |
| 34 | | Systems are in place to ensure all eligible students have had Supervisory Panels and that the RSPBs have reviewed Panel outcomes. | |
|  | | **Process** | **Evidence**  **e.g. please provide dates of meetings and minutes, website links** |
|  | | **Training, Skills and Employability** | |
| 35 | | Students and supervisors identify, discuss and update student training needs (Training Needs Analysis) at Supervisory Panels and RSPBs. | |
|  | | **Process** | **Evidence**  **e.g. please provide dates of meetings and minutes, website links** |
| 36 | | Having analysed students’ training needs, there are sufficient and relevant courses offered internally, available through the University of Essex or external providers. | |
|  | | **Process** | **Evidence**  **e.g. please provide dates of meetings and minutes, website links** |
|  | | **External Examiners, Sponsors, Employers and Other funding bodies** | |
| 37 | | Issues raised by viva external examiners are discussed and acted upon. | |
|  | | **Process** | **Evidence**  **e.g. please provide dates of meetings and minutes, website links** |
| 38 | | Issues raised by sponsors, employers and other funding bodies are discussed and acted upon. | |
|  | | **Process** | **Evidence**  **e.g. please provide dates of meetings and minutes, website links** |
| 39 | | Action taken is reported to sponsors, employers and other funding bodies. | |
|  | | **Process** | **Evidence**  **e.g. please provide dates of meetings and minutes, website links** |
|  | | **Research resources and intellectual climate** | |
| 40 | | The Partner Institution provides dedicated workspace and social space specifically for PGR students. | |
|  | | **Process** | **Evidence**  **e.g. please provide dates of meetings and minutes, website links** |
| 41 | | The Partner Institution provides funding for PGR students to attend conferences. | |
|  | | **Process** | **Evidence**  **e.g. please provide dates of meetings and minutes, website links** |
| 42 | | The Partner Institution provides funding for PGR led activities. | |
|  | | **Process** | **Evidence**  **e.g. please provide dates of meetings and minutes, website links** |
| 43 | | The Partner Institution provides opportunities for PGR students to join departmental and other research groups. | |
|  | | **Process** | **Evidence**  **e.g. please provide dates of meetings and minutes, website links** |
| 44 | | Students have the opportunity to interact with staff other than their supervisor, including research active staff and researchers working at the highest level in the student’s chosen field. Students have involvement in knowledge exchange with people and organisations using research outcomes in their work. | |
|  | | **Process** | **Evidence**  **e.g. please provide dates of meetings and minutes, website links** |
| 45 | | The Partner Institution encourages a sense of community amongst the PGR cohort and wider research community and encourages the development of peer support networks. | |
|  | | **Process** | **Evidence**  **e.g. please provide dates of meetings and minutes, website links** |
| 46 | | The Partner Institution ensures that students have access to welfare and support facilities that recognise the distinctive nature of research degree study. | |
|  | | **Process** | **Evidence**  **e.g. please provide dates of meetings and minutes, website links** |
|  | | **Communication** | | |
| **47** | | Updates to University Policies and Procedures, and key issues discussed and clarified by the University, were disseminated and implemented | | |
|  | | *Process* | | *Evidence e.g. dates of meetings and minutes, or website links* |

**Section 4: Action Plan**

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| --- | --- | --- | --- | --- | --- | --- |
| **Please outline the actions for the 2020/21 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.  Please allocate unique IDs to objectives and actions as explained in the guidance on completing ARC reports. For items carried over from a previous year, please keep the ID consistent across all reports. | | | | | | |
| **ID** | **Objectives carried forward from previous years** | **Action** | **Means of measuring impact and achievement of objective** | **Responsibility** | **Timescale** | **Progress to date** |
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| **ID** | **New Objectives (these should be based on new findings over the past year and should not contain actions previously highlighted)** | **Action** | **Means of measuring impact and achievement of objective** | **Responsibility** | **Timescale** | **Progress to date** |
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| **Document last reviewed by** | Quality Enhancement Manager – Chelsey Smith |
| **Date last reviewed** | July 2020 |
| **Review frequency** | Annually |

1. <https://www.qaa.ac.uk/quality-code> [↑](#footnote-ref-1)
2. <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements> [↑](#footnote-ref-2)
3. ‘A new supervisor’ is defined as ‘a supervisor who has not supervised a student through to completion’. [↑](#footnote-ref-3)
4. Variations may apply to Professional Doctorates in line with the Professional Doctorate Code of Practice. [↑](#footnote-ref-4)
5. Variations may apply to Professional Doctorates in line with the Professional Doctorate Code of Practice. [↑](#footnote-ref-5)