Programme Appraisal & Enhancement (PAE) for Collaborative Provision (CP)

Please refer to the CP PAE guidance notes when completing and updating this document

Collaborative partner:	
Programme title(s)	
Cohorts/ academic session (e.g. Sep, March, June):	
Location(s) of Delivery (if more than one campus):	
Award(s): *(These can be found on the programme specification)*	
DMU Faculty: *(This is either BAL, HLS, ADH, CEM or UWL)*	
Programme Management Board (PMB) or equivalent at partner institution:	
Corresponding PMB at DMU – for faculty-owned programmes only:	
Appraisal of:	
Enhancement for:	
Professional, Statutory and Regulatory Bodies (PSRBs): ***Please note any PSRB accreditation of the programme(s) and/or any consideration by local regulatory bodies (overseas partnerships)***	
Date updated: ***Please note: an up to date version should be considered at each meeting of the PMB or equivalent***	

PAE commentary (appraisal)

In reviewing the programme(s), please consider each of the **sections** listed in this form and provide a summary of your analysis. Be concise in your commentary – bullet points are acceptable.

Prompts are provided in each section however some may not be relevant to your programme(s). Equally, don't feel you must restrict your appraisal to these prompts – please reflect on any other relevant information.

Do remember that data/evidence become available at differing times of year so you may not have all the data available to complete every section when you create your PAE.

Version dated: 26.07.191

The PAE is a "live" document so you should update your PAE once new information becomes available. The first iteration of the PAE template for **ALL** programmes should be approved by the relevant PMB or equivalent by **Friday 18 September 2020** and emailed to the Quality Officer (Partnerships) in DAQ immediately after. Thereafter, the updated PAE document should be presented to **each** meeting of the PMB or equivalent at the partner institution, for **consideration and endorsement** with revisions being made whenever necessary.

For Faculty owned provision: partners should email the PAEs to the Link Tutor and Quality Officer (Partnerships) in DAQ in time for the DMU Faculty's PMB/Subject Academic Committee (SAC). The Link Tutor will save the updated version on the University's shared drive.

For Validation Service provision: After each PMB meeting has taken place the PAE needs to be emailed to the Quality Officer (Partnerships) in DAQ, who will upload it on the University's shared drive, to ensure effective version control.

Where required action has been identified in the summary of analysis for each section, please ensure there is a reference and corresponding action in the plan located at the end of the form. *Actions* should be included for areas of enhancement and for the embedding and dissemination of *good practice* within the subject area, faculty and beyond as appropriate.

1. Recruitment		
Prompts *Please provide a brief overview of any recent/likely future changes to the market within which the programme operates, referring, for example, to the areas listed below:* • Maximum and Minimum validated numbers per cohort • Target numbers and recruitment (per programme and per location, where applicable) • Entry profile – UK, EU, international, part time, full time • Entry qualifications • Applications per place	**Data/ Evidence** ***Data availability*** Collaborative partners should report from their own sources and liaise with the DMU faculty or UKVS for Validation Service provision	**Reference** *Action/ Good Practice reference*
Summary of analysis *(any actions should be given a reference number and go in the action plan)*		**Reference**
The BA Therapeutic communication was validated in June 2017 with an associated partner approval event. The maximum validation numbers are 30 students per cohort with the minimum being 10 per cohort.		
In 2019/2020 recruitment was buoyant and the programme saw 30 students enrolled for the September intake and 28 for the March intake. Applications were at a ratio of 3 per place available. The programme team would like to explore increasing numbers per cohort with DMU.		A1.1
The cohorts for 2019/2020 were 80% were home students (60% from the local area of Bristol and 20% from London) and 20% of the cohort were International. All the students were studying full time		

All students met the UCAS and IELTS tariff for entry to the programme. 60% of students in 2019/2020 entered with A-level qualifications, 25% with BTEC or similar and 15% with international equivalent qualification.	

2. Student feedback		
Prompts	**Data/ Evidence**	**Reference**
In considering student feedback, please take account of any relevant agreed targets/thresholds: • Good practice/areas for enhancement raised through internal and external surveys, such as the National Student Survey (NSS) • Significant matters arising from Module Enhancement Plan(s) (MEPs) or equivalent forms where DMU MEP templates are not used • Staff Student Consultative Committees (SSCCs)/Student Voice Committees**; student representatives; any other sources of student feedback; and significant matters from student feedback in relation to equality and diversity • Good practice raised through student feedback, including feedback on student support services	*Data availability* Termly SSCCs/ Student Voice Committees Collaborative partners should report from their own sources and liaise with their faculty or UKVS for Validation	*Action/ Good Practice reference*
	Service provision	

Summary of analysis *(any actions should be given a reference number and go in the action plan)*	**Reference**
Verbal feedback within teaching sessions has been positive from the students and they praised the small group style of teaching and the interactive technologies used.	GP 2.1
Overall satisfaction through the National Student Survey (NSS) was 95% which is well above the benchmark for DMU.	
One issue raised though the MEP for THCO2001 was that the students felt there were over assessed.	A2.1
There have been 4 student voice meetings held throughout the academic year 2019/2020 and students have raised a number of issues and elements of good practice which have been collated on the student voice log and presented to the PMB.	
Through the student voice, students have highlighted that they would like more information about DMU societies and how they can be part of these as a DMU student at a collaborative partner.	A2.2

Prompts *Please consider comments made by the External Examiner:*	**Data/ Evidence** ***Data availability***	**Reference** *Action/*
• Good practice identified by the External Examiners in the formal reports	**UG** (standard)	*Good*

• Matters of concern/areas for enhancement identified by the External Examiner(s) formal report	Jun/Jul	*Practice reference* in the
Significant matters and/or good practice arising in relation to diversity and/or protected characteristics* • Informal External Examiner feedback including emails and verbal comments also	**PG** Nov/Dec • Add comments from External Examiners report. You may wish to attach the EE's report.	
Summary of analysis *(any actions should be given a reference number and go in the action plan)*		**Reference**
The external examiner has raised two issues within their annual report. 1. To ensure feedback comments and rubric marks are consistent. 2. To provide additional detail on the internal moderation process and altering individual marks.		A3.1 A3.2
The external examiner has identified two areas of good practice 1. Fair support to all students including those with additional learning needs. 2. Excellent feedback provided to students after assessments Version dated: 26.07.193		GP3.1 GP3.2

The external examiner also commented that there were a good range of assessments which is expected practice within DMU provision

There were no additional areas for concern or good practice identified by the External Examiner through verbal or e-mail communication or at the assessment boards

4. Link Tutor and/or External Subject Adviser (ESA) feedback. NOTE: ESAs are for Validation Service provision only.		
Prompts	**Data/ Evidence**	**Reference**
Please consider comments made by the Link Tutor and/ or External Subject Adviser (ESA) at any point during the academic session: • Good practice identified by the ESAs/Link Tutors in their formal reports • Matters of concern/areas for enhancement identified in their formal reports • Significant matters and/or good practice arising in relation to diversity and/or protected characteristics* • Informal Link Tutor/ ESA feedback including emails and verbal comments Add some examples from Link Tutor feedback on good practice, areas of concern/enhancement.	***Data availability*** ESA annual report: August Link Tutor reports: August Link Tutor reports on Programme Level Student Feedback (dates tbc)	*Action/ Good Practice reference*
Summary of analysis *(any actions should be given a reference number and go in the action plan)*		**Reference**
Link Tutor Feedback Highlights that;		

The operation of the Programme Management Boards has been run professionally and in line with regulations. They have been comparable to similar Programme Management Boards I have attended. They have allowed for the consideration of the action plan, as well as response to External Examiner and External Subject Advisor reports; curriculum development; implementation of new programme leaders and senior staff; review technical practice through a range of performance opportunities…The Link Tutor was asked for opinions throughout, as well as being able to offer advice on a number of points. Documentation was sent out in advance for these meetings.	
Good practice: • The online resources are of a particularly high standard for students wishing to specialise in mental health • The blended learning experience offered by the course was well received by the students. • The work sampling undertaken indicated an exceptional level of highly practical support and encouragement from the course leader via the workplace observations with clear signs of progress over time. • The student feedback is positive and highlights their deep passion for their programme. **Development:** • More depth and breadth of both research coverage and practical links would be useful for students. • The labelling of the course in online marketing materials might have an impact on recruitment if potential students are using typical search terms to filter their course options. • Look at the range of placement opportunities for the students.	GP4.1 GP4.2 GP4.3 GP4.4 A4.1 A4.2 A4.3

5. Academic standards

• **Confirm that the External Examiner(s) have verified academic standards** • Comment on any potential risks to academic standards on the programme(s) (taking into account the range of data and/ or the information considered within this report, including the external examiner report/s, validation, re-validation, periodic review, collaborative review and re-accreditation information) – corresponding actions to go in the action plan. **If risks to academic standards are identified, this information will need to be communicated as soon as possible to the Link Tutor/Educational Partnerships (UKVS for Validation Service provision only) and the Quality Officer (Partnerships) in AQS, for further action as required.**	***Data availability*** **External Examiner report:** **UG** (standard) Jun/Jul **PG** Nov/Dec	**Reference** *Action/ Good Practice reference*
The academic standards were confirmed within the external examiners report for 2019/2020. One potential risk to the provision is that a key member of staff with specialist knowledge for two of the modules is leaving the institution.		A 5.1

6. Continuation and progression		
Prompts	**Data/ Evidence**	**Reference**
In considering data, please take account of any agreed targets/thresholds (this should include a breakdown of the cohort rather than overall figures particularly in relation to equality monitoring data) • Non-continuation should be monitored throughout the year as a key metric and actions added/amended as necessary • Matters of concern, anomalies and/or good practice arising from monitoring data including non-continuation, progression, equality monitoring data • Comparison across different cohorts (e.g. January starters) and all campuses where applicable	***Data availability*** Collaborative partners should report from their own sources and liaise with their faculties or UKVS for Validation	*Action/ Good Practice reference*
• Collaborative partners should summarise comparison per cohort and location (where applicable) within the academic session 2017-18 • Summarise any actions and good practice for any preparatory transitions/ induction activity for students moving into HE and between levels of study Respond to prompts in box below. Please remember to provide an analysis of any student data.	Service provision	
Summary of analysis *(any actions should be given a reference number and go in the action plan)*		**Reference**

Levels	Students enrolled	Students progressing / completing
4	56	52
5	54	54

6	50	49	
There are 56 students at level four across the two cohorts, 54 at level five and 50 at level six; three students at level 4 has been discontinued due to academic failure, one level 4 student has left the programme due to health. One student was discontinued and has successfully appealed and will resubmit an outstanding assignment to restart the programme at level five. One additional student has applied to interrupt having given birth prematurely- awaiting confirmation			
One further student at level six has interrupted the programme for personal reasons			
Following the last assessment board three students at level four have had studies terminated due to academic failure. This is broadly in line with previous years, though a majority of the students are male.			A 6.1

Prompts *In considering data, please take account of any agreed targets/thresholds*	**Data/ Evidence**	**Reference**
• Matters of concern, anomalies and/or good practice arising from the achievement equality data, including in particular Good Honours, closing attainment gaps *Practice* and supporting all students to achieve • Comparison across all campuses, where applicable • Significant matters arising – e.g. pass rates, average module marks Respond to prompts in box below. Please remember to provide an analysis of any student data.	Collaborative partners should report from their own sources and liaise with the DMU faculty or UKVS for Validation Service provision	*Good* and *reference*
Summary of analysis *(any actions should be given a reference number and go in the action plan)* THCO 1003 utilises a patchwork assessment with a number of options of formats for students to submit. This incorporates the principles of Universal design for learning and was praised by the external examiner. This module saw a 90% pass rate at first attempt.		**Reference** GP 7.1
The programme team have been liaising with the link tutor to explore ways in which the programme can embed the principles of de-colonising DMU.		A 7.1
THCO 2001 three students failed the initial submission, a significant drop compared to the previous year; all three trainees have since successfully completed a resubmission THCO 2004 a significant number of fails (16) on the initial submission with some very poor pieces of academic work- tutorial support has been offered on an individual basis; resubmissions to be ratified but 4 students have failed the resubmission at this time THCO 3300 a significant number of fails- discussion points above; tutorial support has been offered on an individual basis.		

8. Student employability, work based/related and placement learning		
Prompts	**Data/ Evidence**	**Reference**

In considering data, please take account of any agreed thresholds • Significant matters in relation to Professional, Statutory and Regulatory Bodies (PSRBs)/accrediting bodies/regulatory bodies (overseas partnerships) *(where applicable)*	***Data availability*** Collaborative partners should report from their	*Action/ Good Practice reference*
• Employability within the curriculum • Placement/volunteering activity within the programme • Significant matters raised by/feedback from employers or former students • Significant issues raised through the Module Enhancement Plans (MEPs) or equivalent • Areas of good practice or for enhancement	own sources and liaise with the DMU faculty or UKVS for Validation Service provision	
Summary of analysis *(any actions should be given a reference number and go in the action plan)*		**Reference**
Module Enhancement plans (MEP's) were received for all modules and were incorporated within this PAE. The programme has placement opportunities embedded within each year of study and all students experience the workplace as part of their degree. Students have requested that more placement opportunities are available, especially within the final year of their degree.		A8.1
Students commented that they particularly enjoyed working with people with mental health issues. This is a unique placement opportunity within the field for our students.		GP8.1

9. Relationship with alumni		
Prompts Please describe your relationship with alumni, your relationship with the DMU Alumni team, discussions about enhancing the relationship with alumni and/ or ideas for developing the relationship further. This section applies to mature partnerships that are likely to have alumni but new partners can comment on plans for the future and current discussions – if any – with DMU Alumni. Reference: DMU Alumni: http://www.dmu.ac.uk/alumni/home.aspx	**Data/ Evidence** ***Data availability*** Collaborative partners should report from their own sources and liaise with the DMU faculty or UKVS for Validation Service provision	**Reference** *Action/ Good Practice reference*
Summary of analysis *(any actions should be given a reference number and go in the action plan)*		**Reference**
This programme is in its infancy and this year will see the first students graduate. As such, no Alumni yet exist.		

10. Resources		
Prompts	**Data/ Evidence**	**Reference**

Please discuss any changes to the learning and physical resources over the reporting period relating to the delivery of DMU programmes. Please also indicate where and when these have already been reported (e.g. Link Tutor/ESA visit; PMB meeting etc.) and any corresponding actions or noted good practice. Confirmation or notification of changes to human resources is commented on in the Programme Compositions request document.	***Data availability*** Collaborative partners should liaise with the DMU faculty or UKVS for Validation Service provision	*Action/ Good Practice reference*
Summary of analysis *(any actions should be given a reference number and go in the action plan)*		**Reference**
The library stock has been increased making available resources e.g. books, relating to all modules on this study programme. They have also worked collaboratively with module leaders to ensure up-date reading lists are provided (or linked to) within each module handbook. - 'Therapeutic Communication in Mental Health Nursing' added to Core Reading, NFL's library has purchased several hard copies		
New teaching rooms have been identified complete with interactive boards.		
All course materials are available on Blackboard including the modules assessment schedule.		
All students were given an e-learning induction in the library at the beginning of the year to encourage them to use those resources.		
The library staff email us frequently with news of books just in or any e-books that have been added to the database.		

All public information must be accurate and not misleading. **Reference**

Please confirm that public information checks take place throughout the academic session. This should be confirmed at every PAE update. *Action/ Good Practice reference*

All marketing/promotional material must be approved by DMU marketing teams. Please comment on the approval process for your promotional/marketing material and provide links to publicity materials mentioning DMU programmes, for example your prospectus, website and/ or other relevant publicity material.

UCAS (UK only), Marketing material and webpages are checked regularly

Newfoundland (NFL) operate according to the guidelines provided by the Competition and Markets Authority (CMA) to ensure optimum compliance with UK consumer protection laws, including the Consumer Rights Act 2015 (CRA), the Consumer Protection from Unfair Trading Regulations 2008 (CPTR) and the Consumer Contracts (Information, Cancellation and Additional Charges) Regulations 2013 (CCRs).

DMU partnership pages contain all the Information about the programme - including module overviews, entry requirements and tuition fees.

Our content on DMU website is managed through a Content Management System (CMS), which requires sign off by the designated officer within DMU, the International Marketing and Recruitment Manager working in the Marketing and Communications Directorate, prior to publication. Any updates or changes to the content on the NFL webpages are proposed by an NFL Marketing Manager.

All proposed changes are submitted for approval by a designated member of the DMU Marketing and Communications team, who sits under DMU's Content and Social Media Manager, before they go live on the website. The designated team member reviews the proposed copy to ensure accuracy and flag updates; this process also provides an additional checking point for the clarity of the information being provided. Only users who have completed DMU's Data Protection Awareness training and CMS training are authorised to approve updates to the DMU website.

For International Partners this will be performed by Global Partnerships Unit (GPU)

~~Educational Partnerships perform periodically Due Diligence to ensure all public information is accurate.~~

NFL review all marketing materials periodically

12. Evaluation of the partnership

Prompts	Data/ Evidence	Reference
Please provide a brief overview of the highlights, challenges and achievements of the partnership over the reporting period and reference areas and suggestions for improvement (actions) and examples of good practice. Please liaise with your HE Coordinator where appropriate. Prompts are provided below but don't feel you need to restrict yourself to these: • Commentary on how you comply with DMU's Quality Assurance operational management – e.g. Annual Quality Monitoring (AQM) requirements • Future planned developments with DMU. • Visits by DMU to partner institution and vice versa***.** For partners with more than one programme, the response to this may be similar or identical to other PAEs – please liaise with your HE Coordinator or administrator for the dates. • Partnership liaison, organisation and management: ○ working relationship with DMU over the reporting period, including administration, support, advice and guidance, admissions, registration and communication of changes from DMU	***Data availability*** Collaborative partners should liaise with the DMU faculty.	*Action/ Good Practice reference*

○ relationship with the Link Tutor, the ESA (Validation Service only) the EP/GPU Account Manager; ○ staff development/training opportunities and access to information.

***** A useful record for reference would be the following table
(this can be copied and used as a separate reference or completed in this form)

Visits to DMU from the partner		**Visits from DMU to the partner**	
Meeting date	Brief purpose of the meeting/who was present	**Meeting date**	Brief purpose of the meeting/who was present

Summary of analysis *(any actions should be given a reference number and go in the action plan)*				**Reference**
Visits to DMU from the partner		**Visits from DMU to the partner**		
Meeting date	Brief purpose of the meeting/who was present	**Meeting date**	Brief purpose of the meeting/who was present	
10/12/2019	Collaborative Partners Management Group	9/9/2019	Training for new staff on Blackboard, DMU replay and Library resources	
20/1/2020	Continued Professional Development - NFL teaching staff met with Link Tutor to apply for FHEA	15/09/19	Programme Management Board Link Tutor and Account Manager from Educational Partnerships	
16/3/2020	Account Management Meeting with Educational Partnerships and NFL senior team.	23/9/2019	Induction Link Tutor, NFL teaching team and students	
1/4/2020	Briefing for Collaborative Review, NFL Teaching team and Quality Officers from DMU Department of Academic Quality	25/9/2019	Library Induction for Students from Library and Learning Service	

		20/11/2019	Training on PAE and Annual Quality Monitoring requirements. Quality Officers DAQ and NFL teaching team	
		18/12/2019	Programme Management Board Link Tutor and Account Manager from Educational Partnerships	
		7/4/2020	Programme Management Board Link Tutor and Account Manager from Educational Partnerships	
The programme sits within the Faculty of Health and Life Sciences. The programme leader attends the quarterly programme management board meetings. The programme is compliant with all QA processes within DMU such as PAEs, MEPs, student handbooks, curriculum modification processes and programme compositions.				
DMU have allocated a link tutor to the programme. This has been very helpful as they are involved within the induction events for students and they have also visited the campus to trai n staff in the use of DMU replay, blackboard and library resources.				
The Department of Academic Quality have visited the campus to provide training about DMU QA processes, specifically around the completion of the PAE.				
Two members of the programme team are being supported by DMU to apply for their Fellowship of the Higher Education Academy.				

13. Key activity		
Prompts	**Data/ Evidence**	**Reference**
This section deals with events that have already taken place or for which you are preparing.	***Data availability*** Date of event	*Action/ Good Practice reference*

Prompts **Data/ Evidence** **Reference**

- Indicate the driver for programme change/development and how any changes ***Data availability*** *Action/* were communicated to students *(where applicable)* Various *Good*
- Research informed/engaged teaching *Practice*

reference

- In relation to equality and diversity, summarise how you have taken into account changes in the curriculum content, Universal Design for Learning (UDL), Decolonising DMU (where appropriate), protected characteristics and the diverse needs arising from the diversity of your student cohort.
- Summarise any actions and good practice on any pre-arrival transitions/induction activity for first year students and for students moving between levels of study
- Comment on how the Learning, Teaching and Assessment Strategy has been implemented
- Confirm that programme documentation, including the programme specification and module specification(s), is up to date
- Include areas of good practice or for enhancement, for example embedding internationalisation, Universal Design for Learning, Decolonising DMU and Education for Sustainable Development (ESD).

• Any periodic review, collaborative review or (re)validation events • Any external accreditation visits or stakeholder meetings • Any other key activity		
List any key activities that have taken place and comment on the outcomes as applicable. If there is no activity that fits in this section, please enter 'no relevant activity' *(any actions should be given a reference number and go in the action plan)*		**Reference**
The partnership with DMU is due to be subject to a collaborative review within the next academic year. The team are working with the link tutor to complete the Partnership and Programme Evaluation Document (PPED) template.		
Partners must seek advice from the relevant PMB chair (or equivalent) and discuss any proposed curriculum modifications. The PMB (or equivalent) must consider the modifications to the curriculum. If the PMB agre then the cu riculum modifications will be considered at either the Development and Review committee (DARC) for Fac lty owned provision or at the Validation Service Board for University Wide Learning provision. If you have any queries, you should contact the relevant L ink Tutor, ESA or the Faculty APQ.		

Summary of analysis *(any actions should be given a reference number and go in the action plan)* **Reference**

No curriculum modifications have been undertaken in the last session. The programme team are aware that should they wish to make amendments, this should first be presented to the programme management board (PMB) for consideration.

The team have implemented the principles of UDL. Please see GP7.1

The programme team comply with the learning, teaching and assessment strategy for DMU students receive feedback on their work within the required 20 working days. A14.1 and all

Alternative feedback approaches are being developed such as audio feedback rather than just written feedback.

The programme and module specifications have been provided by the programme administrator and have been checked for accuracy. All of the specifications are up to date.

15. Any other comments		
Prompts	**Data/ Evidence**	**Reference**
	Data availability Various	*Action/ Good Practice reference*
Summary of analysis *(any actions should be given a reference number and go in the action plan)*		**Reference**

Key contacts for data		
For Collaborative Partners	**Link Tutors for faculty owned provision** **Educational Partnerships (EP) for Validation Service provision**	**ep@dmu.ac.uk**

Version dated: 26.07
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Programme Appraisal & Enhancement (PAE) for Collaborative Provision (CP)

Action Plan for Enhancement –

To be presented and updated as a standing item at every PMB or equivalent

Collaborative partner:	Newfoundland College	**Programme Management Board (PMB) or equivalent at partner institution (Validation Service only):**	Human Communication
Programme title(s)	BA Therapeutic Communication	**Corresponding PMB at DMU –** for faculty-owned programmes only:	Newfoundland Health Sciences PMB
Cohorts/ academic session (e.g. Sep, March, June):	2 cohorts per year commencing in September and March	**DMU Faculty:**	Health and Life Sciences
Location(s) of Delivery (if more than one campus):	Newfoundland College, Bristol	**Date of update:**	18/06/2020

Status for Actions:

	Major delay or problems		Some delays or problems		Underway and on track		Complete

NSS related actions only:

The action's positive impact on student satisfaction and NSS outcomes is likely to be:

1	High	**2**	Moderate

The action's ease of implementation is likely to be:

A	Challenging	**B**	Moderately challenging	**C**	Straightforward

Where the need for action has been identified in the PAE commentary, please include the actions in the action plan below.
The progress and status update columns in the action plan should be regularly updated and before each PMB.
Advice should be sought from the Associate Professors Quality regarding NSS related action status ratings with the PMB to review and advise as appropriate.

Where the need for action has been identified in the PAE commentary, please include the actions in the table below:

Reference for Action (A) /Good	PAE section	Evidence/ Source/data/ date/issue or area of good practice *Appraisal section to be addressed*	Action	Who will lead on this?	Deadline	Progress *Please include date*	Update Status
Practice (GP)							
EXAMPLE ***A18/19 - 1***	*2. Student Feedback*	*SSCC 2017/18:* *Improvement needed in handover in modules such as "Management and Strategy"*	*Liaise with staff from other departments to ensure the smooth handover of modules.*	*Head of Department/ Programme Leader*	*Start of 2018/19 session*	*21 Sept 2017 – A&F staff are in consultation with other departments and progress will be monitored via the SSCC.*	*ON TRACK*
EXAMPLE ***GP17/18 - 1***	*3. External Examiner feedback* *&* *4. ESA feedback*	*External Examiner report (John Jones, 2017/18); ESA annual report (Sue Smith, 2017/18): Intercultural studies element of is a USP of provision*	*Highlight additional benefits of intercultural awareness; transferable and employability skills in the marketing of the programme.* *Share with similar programmes via Programme Leaders at the PMB. Design marketing strapline in promotional material.*	*Partner and DMU faculty Marketing*	*December 2018*	*Contact to be made between partner and DMU Marketing teams to approve strapline.* *Link Tutor to disseminate GP at the faculty PMB if PL not present.*	*NOT STARTED YET*

A1.1	Recruitment	Newfoundland College to explore with DMU an increase in validated student numbers due to buoyant recruitment	Programme leader to meet with Educational Partnerships account manager and DMU link tutor to discuss increasing numbers	Newfoundland Programme leader	December 2019	2nd November 2019 NFC sent formal request to UKVS Account Manager to increase validated numbers for programme including rationale. 2nd November 2019 UKVS Account Manager sent request to Programme Management Board Chair for review / approval 18th December 2019	On Track
						Written request from NFL reviewed at PMB including rationale and NFL's evidence of availability / resources to support increased numbers. Outcome of PMB; Chair requested that UKVS visit the collaborative partner, to establish that the resources are in place to support the additional numbers.	

A2.1	Student Feedback	The programme team to examine the assessments for THCO2001 in response to student voice	Programme leader to hold focus groups with level 5 students	Newfoundland Programme leader	November 2019	Forwarded to the next Programme Management Board April 2020 as an agenda item.	Some Delays
A2.2	Student Feedback	The link tutor to provide information to the NPL in relation to DMU societies.	Provision of information to disseminate to students	Link Tutor	For induction (September 2021)	Link Tutor liaised with De Montfort Students Union (DSU) re keeping partners updated. DSU sent HE Coordinator email regarding all societies which can be disseminated to students. DSU have agreed to send regular updates and marketing material via email.	On Track

						NFL students included on mailing list at DSU for regular updates on societies. DSU and NFL have agreed date for DSU to visit during September 2021 Inductions to talk to new students.	

A3.1	External Examiner Feedback	The programme leader to work with the link tutor and team to ensure consistency of feedback and rubric.	Training of staff Discussion at staff meetings	Newfoundland Programme leader, Link Tutor	January 2020	13th January 2020 Link Tutor provided training at NFL for programme team on Marking Rubics and consistency of feedback. Link Tutor will review the next set of assessments to ensure this has been implemented.	On Track
A3.2	External Examiner Feedback	The programme leader and link tutor to work with the PMB to look at processes for ensuring transparent moderation	Discussion at PMB	All PMB members	January 2020	Agenda Item for PMB April 2020.	Some Delays
A 4.1	Link Tutor Feedback	Research Coverage	The programme leader to develop a list of resources including links on research coverage.	Programme Leader			Not Yet Started
A 4.2	Link Tutor Feedback	Link Tutor identified that the programme title may be impacting on recruitment. Although student recruitment is good students identified through feedback that they did not search for the 'programme title'.	Conduct survey with current students on 'Programme Title' and compare with HE sector.	Programme leader (involving) wider teaching team	January 2020	16th December 2020 Programme Leader sent out survey to all current students via Blackboard Shell re Programme Name. Closing date for Survey January 2020.	On Track

						Programme Leader needs to analyse feedback and compare with market research.	

A 4.3	Link Tutor Feedback	Placement Opportunities for students	Look at the range of placement opportunities for students.	Programme Leader and Placement Team	December 2019		Major Delays
A5.1	Academic standards	A new member of staff needs to be appointed to support the programme	Newfoundland college to advertise, recruit and appoint a new member of staff with the required expertise. Newfoundland college to ensure that the CV's for the individuals are shared with the Faculty.	Newfoundland college	February 2020	NFL advert went out in January 2020, received and shortlisted 5 candidates. NFL interviewed candidates in February 2020. NFL have sent CV of the successful candidate to Link Tutor for approval and have updated the programme composition form. NFL have informed candidate they have been successful subject to references and approval from DMU Link Tutor/ Programme Team.	On Track
A 6.1	Continuation and Progression	Academic fails at Level 4.	Programme Leader to arrange academic writing support for students at risk of academic failure and inform	Programme Leader/ Personal Tutors	November 2019	24th October 2019 Academic writing session provided to all level 4 students. Library and Learning Service provide a session on	Complete

			students personal tutor.			Referencing and Bad Academic Practice. 12th December 2019 Module leader informed Personal Tutors of Students who are at risk of academic failure. 13th December 2019 Personal tutors provided 1-1 tutorials	
A7.1	Student Achievement	To explore the ways in which the programme can embed De-colonising DMU	Programme leader to be invited to Decolonising DMU sessions and be linked in with the DMU De-colonising DMU Team	Educational Partnerships	December 2019	Programme Leader invited to attend DeColonising DMU event on 20th March 2020.	Some Delays
A8.1	Student employability	To explore increasing placement opportunities for level six students	Placement lead to identify additional placement areas that students could access.	Placement lead (Newfoundland)	December 2019		Major Delays
A14.1	Programme Curriculum and delivery	To implement new ways of providing feedback to students	Programme leader to work with School Learning and Teaching Group (SLTG) lead within the Faculty to develop new mechanisms for audio feedback.	Programme leader and relevant SLTG chair	December 2019		Not Yet Started

GP 2.1	Student Feedback	The use of small teaching groups and interactive technologies.	Programme leader to inform staff about good practice at staff meetings.	Programme leader	January 2020	Feedback at Programme Management Board December 2019.	Complete

GP 2.1	Student Feedback	The use of small teaching groups and interactive technologies.	Module leaders to explore where the use of technologies could be further used within their modules	Module leaders	April 2020		Not yet started
GP 3.1	External Examiner Feedback	Fair support to all students including those with additional learning needs	Programme leader to disseminate to team at staff meeting. EE's comments to be used within marketing material if consent is gained for this.	Programme leader	December 2020		Not yet started
GP 3.2		Excellent feedback provided to students after assessments	Programme leader to disseminate to team at staff meeting. EE's comments to be used within marketing material if consent is gained for this.	Programme leader	At the next PMB Dec 2020	14th December – Programme Leader reported to PMB. 21st January Programme Leader requested consent from EE.	On Track
GP 4.1	Link Tutor Feedback	Online resources on mental health are of a particularly high standard.	Disseminate through PMB as good practice.	Programme Leader	At the next PMB 2020	14th December – Programme Leader reported to PMB.	Complete

GP 4.2	Link Tutor Feedback	The blended learning experience offered by the course was well received by the students.	No Further Action .				Complete
GP 4.3	Link Tutor Feedback	The work sampling undertaken indicated an exceptional level of highly practical support and encouragement from the course leader via the	No Further Action.				Complete
		workplace observations with clear signs of progress over time.					
GP4.4	Link Tutor Feedback	The student feedback is positive and highlights their deep passion for their programme.	No Further Action.				Complete
GP 7.1	Student achievement	The use of a patchwork assessment with a number of formats to submit	Programme leader to share the good practice at the PMB	Programme leader	January 2020	Good Practice shared at Programme Management Board Dec 2019	Complete
GP 8.1	Student employability	Unique placement opportunities with mental health service users	Placement lead to explore further opportunities for developing this placement area. Student comments to be used within marketing material	Programme leader	January 2020	Please see Actions A4.3 and A 8.1.	Major Delays

Please complete endorsements below

Endorsement	**Date**	**Date**	**Date**	**Date**
PAE endorsed by Associate Professor (Quality)/Chair of Validation Service Board (VSB) - for Validation Service only: *At **beginning of the academic year***				

PAE considered at faculty PMB/SAC (faculty owned provision) or PMB equivalent at partner institution (Validation Service only) and endorsed by Chair. ***For faculty owned provision*** *PAEs should be sent to the Link Tutor and Quality Officer (Partnerships) in DAQ: kathryn.butler@dmu.ac.uk in time for the faculty's PMB/SAC. The Link Tutor will save the updated version on the University's shared drive.* ***In the case of Validation Service provision*** *PAEs should be considered and endorsed at the PMB equivalent at the partner institution and then sent to Quality Officer (Partnerships) in DAQ, who will upload it on the University's shared drive. PMB dates at the partner institution should be shared with DAQ.*	18th December 2019	7th April 2020		
PAE process confirmed by Associate Professor (Quality) /Chair of Validation Service Board (VSB - for Validation Service only): *Confirmation* ***at the end of the academic year*** *that due process has been followed*				

Any outstanding actions should be rolled over to the new PAE at the end of the session