

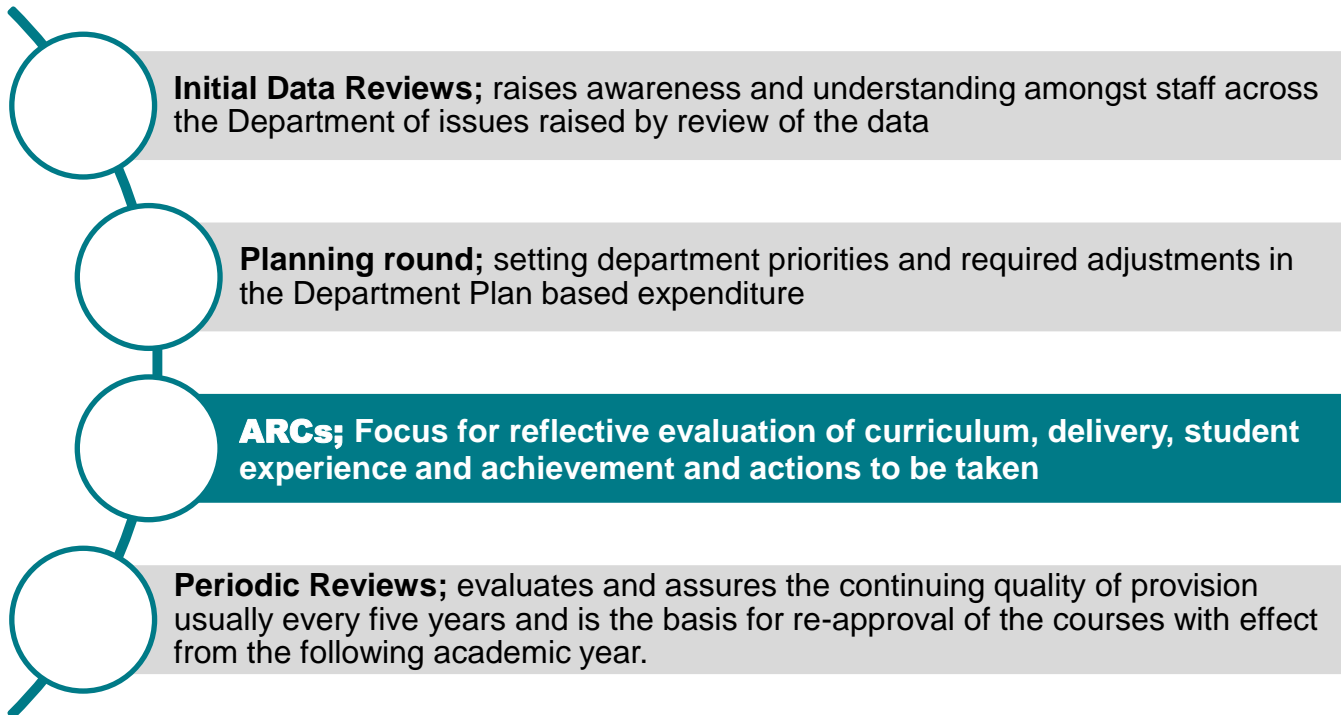
Annual Review of Courses

Reflecting on the academic year 2023-24

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](#) cycle



Submission Deadline:

Undergraduate: **By noon on 9 December 2024**

Postgraduate taught: **By noon on 17 March 2025**

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:

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

Courses to which this report applies <i>(Please add or delete rows as necessary)</i>	Number of students on the course (all years of study) in the year under review

Report author(s)	
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An Annual Review of Courses (ARC) report must be approved 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 plan update since last year's Annual Review of Courses

Please add rows as necessary.

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 4.						
Objective	Action	Means of measuring impact and achievement of objective	Responsibility	Timescale	Progress to date	Action carried forward (Y/N)

Section 2: Review of education

Please consider the questions below as prompts, not as an exhaustive list, answering as appropriate for the circumstances and courses in your department and according to 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 **progression, retention, achievement, and employability data**, as well as any other departmental monitoring systems in place, including variation in course performance across different subject/disciplinary areas.
- Commentary in relation to **Equality Diversity and Inclusion** should be provided under Question 6.
- Review of employability trends should include results from **Graduate Outcomes** data.
- **Provide commentary where relevant on any actions taken for University priorities such as sustainability, employability, and recruitment.**

Please indicate in brackets where comments link to the action plans

Where a previous action or initiative has been reported as 'Complete' in Section 1, please outline the outcome of this and, where possible, the impact on key factors, such as educational performance data such as progression, retention, achievement, module outcome and employability data. Where you have indicated that further work is required, an objective and action should be generated in the 2024-25 action plan.

Please note word counts are advisory.

Overview of strengths and challenges

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.

2. Discuss the specific challenges that you faced in 2023-24, noting areas that will require monitoring in 2024/25 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.

Education Away Day

3. Please provide a brief note on the process by which your department carried out an early autumn review of educational performance (the 'away day equivalent activity') and any outcomes of this that are not separately listed in the action plan.
200-300 words

External engagement

4. 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.

a. Feedback from Professional, Statutory and Regulatory Bodies (PSRBs) or any other form of external accrediting body

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.

b. Feedback from External Examiners

Any good practice or issues highlighted by External Examiners should be summarised here and confirmation of actions and responses by your department/school.

c. Employer Advisory Boards and/or other employer/industry partners

Only complete if relevant

d. Any other stakeholders and/or service users

Only complete if relevant

Student engagement and feedback

5. Please highlight how student engagement and feedback on the course(s) and modules has been considered and acted upon.
300-500 words

- a. 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.

You may wish to structure examples in the following way:

Feedback

Action

Feedback loop to students (how was this communicated to students?)

- b. Please provide commentary on student engagement levels with the National Student Survey (NSS), Student Voice Groups (SVGs), Student Module Feedback, UK Engagement Survey (UKES) / Postgraduate Taught Experience Survey (PTES), and apprentice feedback surveys as appropriate.

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

6. Drawing on relevant evidence, what attainment gaps, discrepancies, or specific impacts, if any, have you identified in respect of the progression, retention and achievement for groups of students who share a particular characteristic. What have you done to address any gaps or disproportionality seen in data trends, and how have you embedded inclusive practice in 2023-24?

Word count variable based on activity within school/department.

- a. Ethnicity

- b. Age

- c. Gender

- d. Disability

- e. Any other protected characteristic or Index of Multiple Deprivation (IMD) classifications

- f. What further steps are planned for the 2024-25 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

7. 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 outline the actions for the 2024-25 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

Document owner	Quality and Academic Development
Document author	Quality and Academic Development
Document last reviewed by	Aminah Suhail, Quality and Academic Development Manager
Date last reviewed	August 2024
Review frequency	Annually