# Education Monitoring and Review: Postgraduate Taught Courses

Before completing this form, please read the guidance document.

Please note the information provided, such as examples of good practice, may be shared with other departments and/or central university departments.

This submission covers the following courses *[please list]:*

## Section 1: Admissions

### Admission trends

Please provide reflection on any trends in applications, offers and admissions over the past three years. We are seeking your views on issues such as applicant profiles, trends in gender, ethnicity or disability and the balance of home/overseas students.

### Outreach, access and widening participation

If you participate in any faculty or department-based activities relating to access, outreach and widening participation, please provide details and a brief reflection on these. Was there any activity that was particularly successful?

## Section 2: Course structure

If your course structure has changed since the last review process, please provide feedback and reflection on the impact of the change.

### Course length

Please provide information on the length of your courses, and when awards are confirmed.

|  |  |  |
| --- | --- | --- |
| *Course title* | *Course length (in months)* | *Date of Degree Committee confirming awards* |
|  |  |  |

## Impacts and drivers

Please provide brief reflection on how the structure of your course relates to the following:

|  |  |
| --- | --- |
| Teaching borrowed by, or offered to, other courses across the institution |  |
| Assessment of learning outcomes, at course or module (paper) level |  |
| Points for exit or transfer |  |
| Activities organised by department (compulsory or optional) that take place outside of term |  |

## Student workload

Student workload is a current theme of interest, please comment on the following:

|  |  |
| --- | --- |
| When was your last workload review, what were the main findings and what improvements did you implement? |  |
| How are students guided to meet course expectations? |  |
| How courses maintain oversight of workload and deadlines, including supervision requirements where applicable. |  |

## Section 3: Teaching and learning

### Intermissions and withdrawals

Using either Tableau or local data (if available) on continuation and completion do you see any trends with regard to intermissions or withdrawals? Please include reflection on how these may impact your courses moving forward.

### Transition to postgraduate study

Please comment on how you manage support for transition back to higher education study; this should include how any organised activities (compulsory or optional) support students in the early stages of the course. Are these activities impacted by cohort demographics or other factors?

### Destinations after study

Using data on student destinations after completion, please reflect on any trends or observations, for example:

* are there any outcome gaps in these courses? (See dashboard 3. Outcome gaps)
* are there common career paths? (See dashboard 4. Analysis of employment)
* do you feel your course structure and training prepares students adequately for these destinations?

### Good practice and problem-solving

Please outline any examples of good practice relating to learning and teaching on these courses.

### Challenges

Please outline any specific challenges relating to the delivery of teaching and learning on these courses.

## Section 4: Assessment

### Student achievement

Using data on student examination and degree classification, please reflect on the following:

|  |  |
| --- | --- |
| Are there any trends in examination results for particular cohorts or types of students? |  |
| How does the department monitor student progress and feed that back to the student? How is that communicated? |  |
| Does your data suggest any awarding gaps and if so, how might you address these? |  |

### Diversification

What, if any, steps are you taking to diversify your assessment practices? What are the primary challenges or benefits to doing so?

### External feedback: assessment

Please describe how recommendations raised by External Examiners or other reviewing bodies (including the School, or PSRBs) relating to assessment have been or will be met (actions should be included on the action plan where relevant).

## Section 5: Student feedback

You should consult your student representatives about your response in this section.

### Feedback methods

Please reflect on the primary methods of receiving feedback from students:

|  |  |
| --- | --- |
| Are these effective? Are you confident you are reaching, and receiving, a significant number of students’ views? |  |
| What are the primary challenges in receiving feedback from students? |  |
| How do you ensure that student feedback is part of regular course design and review? |  |
| When did you last undertake a review of student feedback? |  |

Feedback trends and action

Please provide some examples of student feedback, whether this feedback was acted on or not, and why.

Has the department seen, used and if so, reflected on their 2024 NSS survey data?

### Supporting student representatives

Please reflect on the ways in which you support your student representatives to achieve effective consultation on educational issues. Are you confident they are able to engage with all students, and raise issues appropriately?

How are student reps integrated with the SU and do they participate in any training?

## Postgraduate Action Plan

Please outline here any changes you are planning to make to PGT courses, or any other plans for the future.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Action** | **Rationale (e.g. student feedback, examiners report, etc)** | **Responsibility** | **Timescale to implement** | **Success criteria** |
|  |  |  |  |  |
|  |  |  |  |  |