

## Annual Programme Evaluation Template for Research Degree Provision

### Summary

Following feedback from Senate in July 2017 and Graduate School Committee, a number of amendments have been made to the proposed Annual Programme Evaluation (APE) template for research degree programmes. The template was restructured to simplify completion by Senior Tutors for Research and School quality teams, and to consider the objectives of the Graduate School and City's strategic objectives for research degree provision as requested by Senate.

The paper contains the revised APE template to Senate for discussion and final approval, following approval by Graduate School Committee. Subject to Senate approval, this template will be used from Autumn Term 2018 to reflect on programme delivery in the 2017/18 academic year.

Two actions required.

### Recommended Action

Senate is asked to **consider** and **approve** the revised template.

**Publication: Open**

## **Annual Programme Evaluation Template for Research Degree Provision**

### **Introduction**

In response to feedback received through the Graduate School Committee and Senate meeting of 12<sup>th</sup> July 2017, the Annual Programme Evaluation (APE) template for research degree programmes has been revised. The changes made are summarised below and were positively received and approved by Graduate School Committee on 14<sup>th</sup> November 2017. The template is now presented to Senate for final approval.

### **Summary of changes**

The changes made, responding to feedback from Graduate School Committee and Senate, include:

- A single evaluation summary box, whereby thematic issues can be considered in the context of the programme as a whole. The current list of thematic issues mirrors those found in the undergraduate/postgraduate taught APEs, but can be adjusted should City's strategic objectives for research degree programmes change.
- Removal of evidence triangulation as part of the action plan. The summary evaluations should refer to datasets in the appendix, but that the action plan does not need to explicitly cross-refer to the Postgraduate Research Experience Survey (PRES) dataset as in previous templates.
- Uniting of datasets under a single appendix, which can be completed by School quality teams/research degree administrators to reduce the burden on Senior Tutors for Research.
- Addition of completion rates metric for full-time and part-time students. The calculation for the metric is agreed with Strategic Planning and Performance Unit; however, a full dataset is not yet available until date of **first** submission of thesis has been retrospectively input into the student records system (SITS). This is expected in time for use in Autumn Term 2018.
- Removal of admissions metric – Graduate School Committee agreed that the nature of postgraduate research admissions (whereby projects are tentatively discussed with a prospective supervisor prior to a full application) mean that admissions statistics do not provide a meaningful picture of interest in a programme; Graduate School Committee resolved to remove this metric on that basis.

One of the criticisms received from Senate of the former APE template for research degrees was that the template did not address the strategic objectives for postgraduate research programmes and Graduate School objectives. This has been considered accordingly:

- *Improve the research student experience* – The single summary evaluation box should now consider the research student experience in the round.
- *Improve completion rates* – A metric will now be populated for this purpose

- *Improve the employability of research students* – DLHE survey is used as a metric, however, student numbers for PGR programmes can mean that sample sizes are too small to use as a consistent metric at programme level. Consideration should be given as to how Schools should monitor longitudinal employability of PGR graduates for use as an evidence base (i.e. percentage in academia, industry, employment).
- *Improve the training of research students* – Programme directors should comment on research training at School level as part of the summary evaluation.
- *Improve the communication of research student work through publication* – Research environment is included as a theme of the action plan. City, University of London does not have a metric for the number of publications aimed for per student pre- or post-award.

### **Implementation**

Subject to Senate approval, the template will be used from Autumn Term 2018 to reflect on programme delivery in 2017-18 academic year.

## Annual Programme Evaluation (APE) Research Degree Programmes

*This form should be completed with reference to the [Guidance for Annual Programme Evaluation](#) as soon as reasonably possible after the end of the academic year. The APE and updates made are to be reviewed regularly by the Programme Committee and SSLC (see APE guidance for timetable).*

|   |
|---|
| Programme(s) covered <i>(please state all programmes and routes covered)</i>          |
|   |
| Academic year under review  |
|   |
| Senior Tutor for Research   |
|   |
| Key contact <i>(only complete if a <u>group</u> of programmes covered by the APE)</i> |
|   |
| Associate Dean (Research) <i>or equivalent</i>  |
|   |
| Date of next Periodic Review  |
|   |

### Progress tracking

|  |
|--|
| Date received by Board of Studies  |
|  |
| Date last reviewed by Programme Committee (or equivalent)  |
|  |
| Date when SSLC will review APE <i>(please note APEs should be reviewed at all SSLCs throughout the year)</i> |
|  |

### Partnership provision

**Applicable (complete section below)**       **Not applicable**

*Check all types that apply*

[Definitions of types:](#)

Joint Programme with Degree Awarding Powers (DAP) Body

|                                  |
|----------------------------------|
| Name of partner/s                |
|                                  |
| Name of Partnership Co-ordinator |
|                                  |

Academic Partnership Co-ordinator Annual Report attached

[http://www.city.ac.uk/\\_data/assets/pdf\\_file/0004/362083/APC\\_annual\\_report\\_form-June-2017.pdf](http://www.city.ac.uk/_data/assets/pdf_file/0004/362083/APC_annual_report_form-June-2017.pdf)

## Summary evaluation

This is an open space to provide commentary on the overall health of the programme over the past academic year. Programme teams are asked to provide reflection on the following areas in particular, which align with the objectives of the City Graduate School, with reference to data in Appendix 1, where relevant:

- Research student experience (with reference to PRES results in Appendix 1)
- Completion rates (see data in Appendix 1)
- Employability (see data in Appendix 1)
- Training
- Communication of research student work through publications.

Additional areas for reflection and commentary include, but are not limited to:

- |   |  |
|---|--|
| - Strengths/concerns  | - Research environment                           |
| - Overall/School-wide matters   | - Future developments                            |
| - Relevant wider changes within the programme, discipline area, School and/or City wide | - Intended impact of enhancement activity        |
| - Resources   | - Admissions data                                |
|   | - Impact of changes to entry requirements/intake |

Please also include any obstacles and/or challenges to the delivery of the action plan and state how you will overcome them.

Using data in Appendix 1, please also reflect on student recruitment, selection and admission.

### Overview by Associate Dean (Research)/Associate Dean (PGR)

This is an open space for reflection by the Associate Dean (Research) to comment on overall/School wide matters, particularly in relation to actions for completion rates and other enhancements.

## Action plan

**Where appropriate, please include separate actions for each programme covered by the APE.**

This section should be updated and added to throughout the year and presented at SSLC and Programme Committee meetings (or equivalent) to ensure that all key issues identified are followed-up with an appropriate action plan and the feedback loop is being closed off appropriately.

### Summary of actions (2016-17/ 2017-18)

#### **Actions**

The action plan should provide an update of any incomplete actions from the preceding year's action plan and outline new actions arising from the evaluation process. Outstanding and new actions should be updated regularly.

#### **Student Feedback Actions**

Please include changes/actions taken within the Programme as a direct result of feedback received via student surveys or other channels (e.g. SSLC). PRES scores are provided in Appendix 1.

**The guidance provides more information about what is being requested under each header.**

|  | Date and academic year | Area, specific issue and source (e.g. student community, SSLC) | Action taken or to be taken (please be specific and note if this is a new or ongoing action) | Where action is required/Person responsible (e.g. programme, research centre/department level, School, institutional-level etc.) | Intended impact or actual impact of action (e.g. research environment or research student experience) | Support needs for implementation of action (e.g. specific service/ technology, etc.) | Deadline (or completion date) | Status of action (e.g. complete/ ongoing/long term priority) |
|--|------------------------|--|--|--|---|--|-------------------------------|--|
| <b>Actions - Student recruitment, selection and admissions</b> |                        |  |  |  |   |  |                               |  |
| 1  |                        |  |  |  |   |  |                               |  |

|  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|
| 2  |  |  |  |  |  |  |  |  |
| <b>Actions – Research student experience including skills training</b>         |  |  |  |  |  |  |  |  |
| 1  |  |  |  |  |  |  |  |  |
| 2  |  |  |  |  |  |  |  |  |
| <b>Actions – Student outcomes including completion rates and employability</b> |  |  |  |  |  |  |  |  |
| 1  |  |  |  |  |  |  |  |  |
| 2  |  |  |  |  |  |  |  |  |
| <b>Actions – Research environment</b>  |  |  |  |  |  |  |  |  |
| 1  |  |  |  |  |  |  |  |  |
| 2  |  |  |  |  |  |  |  |  |
| <b>Student Feedback Actions (where not covered in actions above)</b>           |  |  |  |  |  |  |  |  |
| 1  |  |  |  |  |  |  |  |  |
| 2  |  |  |  |  |  |  |  |  |

*[Add more boxes as required to ensure all key actions are noted]*

### **Student Feedback**

Please indicate **student views/feedback** on their research experience, as well as on the current version of the APE. It is good practice to ensure students receive the APE and are provided with regular updates via the SSLC (or equivalent).

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## Appendix 1: Management Information

### School annual monitoring report of FT & PT H/EU and OS MPhil/PhD and PhD students (or equivalent)

The percentage of students who complete within four years out the population of students who started within the same cohort on the same mode of study, calculated from the student's original MPhil start date (in SITS) to their thesis first submission date (in SITS). A number of students will be in a 'pending' state (e.g. in a period of suspension) and will not be included in the sample for calculation until their outcome is known; figures may therefore change for a given cohort between APE reports.

| Cohort FT | 2011/2 | 2012/3 | 2013/4 | 2014/5 | 2015/6 | 2016/7 | 2017/8 | Completion (%) |
|-----------|--------|--------|--------|--------|--------|--------|--------|----------------|
| 2014/15   |        |        |        | Y 1    | Y 2    | Y 3    | Y 4    |                |
| 2013/14   |        |        | Y 1    | Y 2    | Y 3    | Y 4    |        |                |
| 2012/13   |        | Y 1    | Y 2    | Y 3    | Y 4    |        |        |                |
| 2011/12   | Y 1    | Y 2    | Y 3    | Y 4    |        |        |        |                |

*[Note: the structure of the data table may be adjusted once the data is available]*

### School annual monitoring report of PT H/EU and OS MPhil/PhD and PhD students (or equivalent)

The percentage of students who complete within seven years out the population of students who started within the same cohort on the same mode of study, calculated from the student's original MPhil start date (in SITS) to their thesis first submission date (in SITS). A number of students will be in a 'pending' state (e.g. in a period of suspension) and will not be included in the sample for calculation until their outcome is known; figures may therefore change for a given cohort between APE reports.

| Cohort<br>PT | 2008/9 | 2009/0 | 2010/1 | 2011/2 | 2012/3 | 2013/4 | 2014/5 | 2015/6 | 2016/7 | 2017/8 | Completion<br>(%) |
|--------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-------------------|
| 2011/12      |        |        |        | Y 1    | Y 2    | Y 3    | Y 4    | Y5     | Y6     | Y7     |                   |
| 2010/11      |        |        | Y 1    | Y 2    | Y 3    | Y 4    | Y5     | Y6     | Y7     |        |                   |
| 2009/10      |        | Y 1    | Y 2    | Y 3    | Y 4    | Y5     | Y6     | Y7     |        |        |                   |
| 2008/09      | Y 1    | Y 2    | Y 3    | Y 4    | Y5     | Y6     | Y7     |        |        |        |                   |

## Graduate destinations

Destinations of students from the programme following graduation (data is provided for students graduating the year previously). See the Careers SharePoint site for DHLE data: [https://cityuni.sharepoint.com/sites/wo\\_DLHE](https://cityuni.sharepoint.com/sites/wo_DLHE)

| <b>Programme/s covered</b>  |                        |                |                |              |
|-----------------------------|------------------------|----------------|----------------|--------------|
| <b>Graduate Destination</b> | <b>Graduation year</b> |                |                | <b>TOTAL</b> |
|                             | <b>2013-14</b>         | <b>2014-15</b> | <b>2015-16</b> |              |
| Employed                    |                        |                |                |              |
| Work and Study              |                        |                |                |              |
| Further Study               |                        |                |                |              |
| Other                       |                        |                |                |              |
| Unemployed                  |                        |                |                |              |
| Explicit refusal            |                        |                |                |              |
| Non-respondents             |                        |                |                |              |
| <b>TOTAL</b>                |                        |                |                |              |

## Appendix 2: PRES scores and actions

Please specify how your programme will address any areas of concern within your APE actions table above.

| <b>Programmes covered</b>   |                   |                   |
|---|-------------------|-------------------|
| <b>PRES Question 2017</b>   | <b>2015 score</b> | <b>2017 score</b> |
| <b>Supervision</b>  |                   |                   |
| 1a. My supervisor/s have the skills and subject knowledge to support my research                  |                   |                   |
| 1b. I have regular contact with my supervisor/s, appropriate for my needs                         |                   |                   |
| 1c. My supervisor/s provide feedback that helps me direct my research activities                  |                   |                   |
| 1d. My supervisor/s help me to identify my training and development needs as a researcher         |                   |                   |
| <b>Resources</b>  |                   |                   |
| 3a. I have a suitable working space   |                   |                   |
| 3b. There is adequate provision of computing resources and facilities                             |                   |                   |
| 3c. There is adequate provision of library facilities (including physical and online resources)   |                   |                   |
| 3d. I have access to the specialist resources necessary for my research                           |                   |                   |
| <b>Research Culture</b>   |                   |                   |
| 5a. My department provides a good seminar programme   |                   |                   |
| 5b. I have frequent opportunities to discuss my research with other research students             |                   |                   |
| 5c. The research ambience in my department or faculty stimulates my work                          |                   |                   |
| 5d. I have opportunities to become involved in the wider research community, beyond my department |                   |                   |
| <b>Progress and Assessment</b>  |                   |                   |
| 7a. I received an appropriate induction to my research degree programme                           |                   |                   |
| 7b. I understand the requirements and deadlines for formal monitoring of my progress              |                   |                   |
| 7c. I understand the required standard for my thesis  |                   |                   |

| <b>Programmes covered</b>   |                   |                   |
|---|-------------------|-------------------|
| <b>PRES Question 2017</b>   | <b>2015 score</b> | <b>2017 score</b> |
| 7d. The final assessment procedures for my degree are clear to me   |                   |                   |
| <b>Responsibilities</b>   |                   |                   |
| 9a. My institution values and responds to feedback from research degree students  |                   |                   |
| 9b. I understand my responsibilities as a research degree student   |                   |                   |
| 9c. I am aware of my supervisors' responsibilities towards me as a research degree student  |                   |                   |
| 9d. Other than my supervisor/s, I know who to approach if I am concerned about any aspect of my degree programme  |                   |                   |
| <b>Research Skills</b>  |                   |                   |
| 11a. My skills in applying appropriate research methodologies, tools and techniques have developed during my programme                                      |                   |                   |
| 11b. My skills in critically analysing and evaluating findings and results have developed during my programme   |                   |                   |
| 11c. My confidence to be creative or innovative has developed during my programme   |                   |                   |
| 11d. My understanding of 'research integrity' (e.g. rigour, ethics, transparency, attributing the contribution of others) has developed during my programme |                   |                   |
| <b>Professional Development</b>   |                   |                   |
| 13a. My ability to manage projects has developed during my programme  |                   |                   |
| 13b. My ability to communicate information effectively to diverse audiences has developed during my programme   |                   |                   |
| 13c. I have developed contacts or professional networks during my programme   |                   |                   |
| 13d. I have increasingly managed my own professional development during my programme  |                   |                   |
| <b>Overall Experience</b>   |                   |                   |
| 17a. Overall, I am satisfied with the experience of my research degree programme  |                   |                   |
| 17b. I am confident that I will complete my research degree programme within the institution's expected timescale   |                   |                   |

### Appendix 3

#### Approved research supervisors

Please provide a list of approved Category A and Category B research supervisors.

| Name and Title | Current PhD supervision category | Exemption | Exemption Details | Number of students being supervised |
|----------------|----------------------------------|-----------|-------------------|-------------------------------------|
|                |                                  |           |                   |                                     |
|                |                                  |           |                   |                                     |
|                |                                  |           |                   |                                     |
|                |                                  |           |                   |                                     |
|                |                                  |           |                   |                                     |
|                |                                  |           |                   |                                     |
|                |                                  |           |                   |                                     |
|                |                                  |           |                   |                                     |
|                |                                  |           |                   |                                     |