

Annual Programme Evaluation (Research)

Summary

Following feedback received at the September 2017 Graduate School Committee, the Annual Programme Evaluation (Research) template has been further revised by Student and Academic Services to capture feedback received, with the intention of simplifying the process.

The number of elements to the form has been reduced, in order that Senior Tutors for Research now complete just one evaluative summary on the effectiveness of their programmes, together with an action plan on the basis of this evaluation. Datasets to inform the evaluation and action planning have all been moved to the appendices in order that School administrative staff may populate the form and reduce the administrative burden on academic staff.

In order to better link to Graduate School objectives, an additional data set on completion rates will be added to the APE template once the institutional performance indicator has been agreed and the data available for Schools.

Recommended Action

Graduate School Committee is asked to **approve** the revised template and Education and Student Committee is asked to **approve** the project plan and, in particular, the intended two phase approach.

The Committee is also asked to **discuss** the following:

- How Senior Tutors for Research and School administrative staff can be supported, through training, guidance or other activities, to engage with the APE as a reflective and developmental exercise to enhance postgraduate research provision.

Publication: Open

Annual Programme Evaluation (Research)

Introduction

In light of the strength and tone of comments received on the proposed template received at the September 2017 Graduate School Committee meeting, further work has been undertaken on a revised template. Annual Programme Evaluations (APEs) for 2016/17 are therefore to be undertaken on the former template to allow the new template, once agreed by the Graduate School Committee, to be subsequently approved by Senate.

The APE process exists to allow programme leaders to review a programme's success at the end of each academic year and to capture actions designed to enhance that programme. Student and Academic Services have therefore sought to simplify the template to align the document with those purposes. The five objectives of the Graduate School are also embedded into the document, namely:

- Improving the research student experience
- Improving completion rates
- Improving the employability of research students
- Improving the training of research students
- Improving the communication of research student work through publication

Amendments

Specific changes made since the last iteration of the APE (Research) template include:

- Removal of the Thematic Focus section in order that only one summary evaluation box need be completed
- Edits to the Student Experience section in order to consolidate commentary on student feedback to a single section (accompanied by removal of the Thematic Focus)
- Moving all data tables to the appendices. This data can be completed by School administrative staff, to reduce the burden on Senior Tutor for Research.
- Removal of the need to link the action plan to the PRES data tables

These amendments mean that Senior Tutors for Research will now only be required to complete the cover sheet, summary evaluation and action plan, as well as student feedback on the draft APE.

Feedback was also received on the reporting of career outcomes and research publications, it has not been possible to make further amendments as the process varies between schools (e.g. additional careers surveys) and information on research environment is better captured through the periodic review process.

Further actions

The proposed institutional performance indicator (PI) for completion rates has been provisionally agreed though this will require an additional progression milestone to be retrospectively entered into SITS to allow a rolling PI to be calculated and reported. Once this data has been entered, the performance indicator and associated data will be included as an Appendix.

Questions for discussion

- Does the revised template capture the objectives of the evaluative exercise, as well as the Graduate School objectives?
- What training would Senior Tutors for Research and administrative staff benefit from in preparing their APE document(s)?
- How can we support tutors to see and undertake the APE as a reflective and developmental exercise, rather than an audit for the purpose of institutional committees?

Committee members are invited to comment on the revised template, as well as the above questions.



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) or equivalent
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

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.

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Additional areas for reflection and commentary this could include, but is-are not limited to:

- | | |
|---|--|
| - <u>Strengths/concerns</u> | - <u>Resources</u> |
| - <u>Action for completions</u> | - <u>Research environment</u> |
| - Overall/School-wide matters | - Future developments |
| - <u>Educational offer and academic standards</u> | - Intended impact of <u>programme amendments</u> /enhancement activity |
| - Relevant wider changes within the programme, discipline area, School and/or City wide | - Admissions data |
| - <u>Currency of the programme and its content</u> | - Impact of changes to entry requirements/intake |

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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, as well as on student outcomes (including employability).

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 a separate actions plan 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.

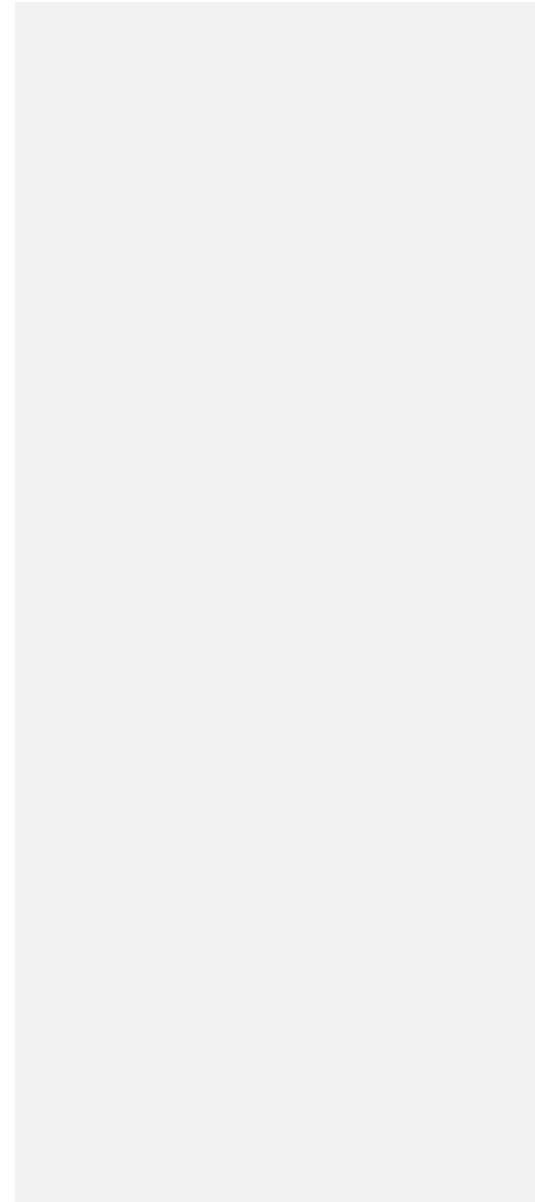
	Date and academic year	Area, specific issue and source (e.g. student community, SSLC)	Action taken or to be taken (please be specific and note if this is a new or ongoing action)	Where action is required/Person responsible (e.g. programme, research centre/department level, School, institutional-level 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)
Actions - Student recruitment, selection and admissions								
1								

2								
Actions – Research student experience <u>including skills training</u>								
1								
2								
Actions – Student <u>o</u>Outcomes <u>including completion rates and employability</u>								
1								
2								
Actions – Research environment								
1								
2								
Student Feedback Actions <u>(where not covered in actions above)</u>								
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).



Appendix 1: Management Information

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

TBC – awaiting confirmation of Performance Indicator for research degree completions under the new Strategic Plan

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

TBC – awaiting confirmation of Performance Indicator for research degree completions under the new Strategic Plan

Admissions data – applications

Applications from prospective students categorised according to applicant fee status and overall number of applications each year.

Programme/s covered				
For entry in:	Fee status			TOTAL
	UK & EU	Overseas	Not assigned	
2014-15				
2015-16				
2016-17				

Admissions data – intake

Student intake categorised according to student fee status and overall student intake each year.

Programme/s covered				
Student Cohort	Fee status			TOTAL
	EU	Home	Overseas	
2014-15 year of entry				
2015-16 year of entry				
2016-17 year of entry				

Admissions data – qualifications on entry

New students categorised according to highest qualification gained prior to entry to City.

Programme/s covered		
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For entry in:	Qualification type							TOTAL
	1 st UK Degree	MA	MSc	MPhil	Other	Not Known	Not Assigned	
2014-15								
2015-16								
2016-17								

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

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

Appendix 2: PRES scores and actions

Please specify how your programme will address any areas of concern within your APE actions table [above](#).

Programmes covered		
PRES Question 2017	2015 score	2017 score
Supervision		
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		
Resources		
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		
Research Culture		
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		
Progress and Assessment		
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		

Programmes covered		
PRES Question 2017	2015 score	2017 score
7d. The final assessment procedures for my degree are clear to me		
Responsibilities		
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		
Research Skills		
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		
Professional Development		
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		
Overall Experience		
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