

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 12th 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 14th 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

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)
Actions - Student recruitment, selection and admissions								
1								

2								
Actions – Research student experience including skills training								
1								
2								
Actions – Student outcomes including completion rates and employability								
1								
2								
Actions – Research environment								
1								
2								
Student Feedback Actions (where not covered in actions above)								
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 PT	2008/9	2009/0	2010/1	2011/2	2012/3	2013/4	2014/5	2015/6	2016/7	2017/8	Completion (%)
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

Programme/s covered				
Graduate Destination	Graduation year			TOTAL
	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