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| **ANNUAL SELF-EVALUATION 2021-22** |

**Section B: Taught programmes**

*Section B should be completed by the TEI. One Section B form should be completed to cover all the Common Awards programmes.*

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| **1. TEI:** | Click here and type | | |
| **2. Programmes reviewed:** | Title of Common Awards programmes, e.g. CertHE in Theology, Ministry and Mission; DipHE in Theology, Ministry and Mission; MA in Theology, Ministry and Mission, etc. | | |
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| **3. Please summarise progress with actions listed in the previous year’s annual self-evaluation report in relation to taught programmes.** *(Add further rows if needed)* | | | |
| **Last year’s action point** | | **Actions undertaken** | **Further action required?** |
| Click here and type | | Click here and type | Click and type |
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| 1. **How was the review conducted?** |  |
| This need not be a lengthy or detailed description: a simple summary statement is all that is needed. For example '*The review was conducted at the annual TEI learning and teaching away-day*'; or alternatively '*significant elements of the review were carried out at meetings of the management committee throughout the academic year, supplemented by a discussion of the outcomes of this consideration and broader strategic issues relating to our taught programmes* *as part of a TEI away-day'*. | |

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| 1. **Please set out below how students were directly involved in the review process:** |
| This requires more than a simple yes/no answer, **but it need not be a lengthy or detailed description**. What is needed is a clear but concise summary of how students were directly involved.  The University does not specify **how** students should be involved in the review process (this may differ depending on, for example, the provision that the TEI offers, and the size and diversity of the student cohort); however, in line with the expectations set out in the QAA's Quality Code (Chapter B8; see also Chapter B5), students must have a genuine input to the annual review of taught programmes. The nature and extent of student involvement should be proportionate to the scale of the review.  For example '*The TEI conducts its annual review using a phased approach. Students were therefore involved in the annual review through their membership of the TEI's Management Committee. In addition, student representatives on the Management Committee* *attended the annual learning and teaching away-day'*; or alternatively '*the annual review was conducted at a full day away-day, and a number of student members of the Management Committee were able to attend this away-day*'.  It is not sufficient simply to say '*The draft report form was submitted to the Management Committee for comment*', as the University does not regard this as direct and genuine involvement in the annual review process. |

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| 1. **Curriculum review and development**   **a. Please summarise the outcomes of module reviews (including module evaluation or level/programme questionnaires) and any other actions taken or planned as a result of these.** |
| **The** **focus of this section should be on the outcomes of the review of modules and not on the process of the reviewing modules.** **It should focus on key or recurring issues; you do not need to comment on every module in turn (unless significant issues are arising in all modules or you wish to do so).**  The University is concerned with the **issues** that have emerged from a TEI's review of its provision, and the **action** that will be taken by the TEI to address and progress these issues.  The review of individual modules is an important part of the annual review of a degree programme, but it may be handled in a variety of ways. The review meeting may include detailed discussion of all modules individually, or focus primarily on core modules, or the colleagues responsible for a module could be asked to review their modules in advance and bring to the review a single side of notes summarising the main points relating to each module.  Student questionnaires are a valuable source of information about the strengths and weaknesses of individual modules. Summaries of each key feature to be considered should be prepared by each module convenor, and may include the following aspects: the quantitative feedback (average scores for each question); strengths identified; weaknesses identified; and action proposed by the module leader in relation to the module; any action which might have to be taken at a more general level - for example if the feedback suggested that there were problems with the relationship of the module to the wider programme structure.  TEIs may wish to set the analysis of questionnaire feedback in the context of other information about the module, such as: a summary of information about student achievement within the module; e.g. average marks (for coursework, examination work and overall); trends in marks over the last three years; changes made in the previous year and the effect this has had on the reception of the module. Again, the module leaders could be asked to include this in a brief summary sheet for each module  Key issues/questions to consider as part of the overall review of modular offerings include:   * What have been the key issues arising from Module Evaluation/Student Questionnaires? Have effective action plans been put in place to address these issues? Are there any broader issues arising from individual MEQs, that need to be considered by the TEI? * Are response rates for MEQs sufficiently high to allow useful conclusions to be drawn from the results? (The University normally expects a response rate of at least 50% for questionnaires; if response rates are lower, the TEI should put in place an action plan to address this, and/or confirm additional mechanisms for ensuring that broader student feedback on modules can be considered.) |
| **b. Please state the response rate for module and level evaluation questionnaires (give range of percentages). Where the response rate falls below the recommended target of 50%, please state what action is to be taken to try to improve the response rate, and/or confirm additional mechanisms for ensuring that broader student feedback on modules can be considered.** |
| Click here and type |
| **c. Please summarise the outcome of the annual review of the overarching programmes – and the relationship between individual pathways and the overarching Common Awards programme specifications – indicating the nature of the review and briefly outlining the changes made and any significant developments to programmes over the last 12 months.** |
| Please note that as part of your annual review you must review and as necessary update the documents mapping pathways to the Common Awards programme specifications. It may be that documents do not need to be amended, but you should always review programme specifications to confirm whether this is the case  Key questions and issues to consider when reviewing overarching programme curricula include:   * are students achieving the aims and learning outcomes for programmes and modules? * does the curriculum support students in achieving and demonstrating the programme learning outcomes? Are there opportunities for the TEI to develop and enhance the curriculum? * do the programmes have effective approaches to linking research and education? Could these be enhanced? * do the modes of learning, teaching and assessment used by the programme remain appropriate? Are there examples of particularly effective, or innovative, practice that can be identified? Is there scope to disseminate these more widely within the TEI, across the Common Awards scheme or within University? * are effective policies in place to provide students with feedback on their assessed work? Is there any evidence that suggests that the TEI needs to revise or develop these policies? * are the documents mapping programme pathways to the Common Awards programme specifications up-to-date and accurate? Do they reflect changes to programmes and/or modules agreed through the curriculum development process? * do the results of module evaluation questionnaires highlight any issues of concern or areas for improvement that the TEI needs to take forward and address? |
| **d. Please indicate below if you intend to make any curriculum development requests to take**  **effect in the next academic year (i.e. from 2023/24). This will enable the Common Awards**  **Team to provide more tailored support to TEIs and plan more effectively when requests**  **are formally submitted.** |
| **Do you intend to submit a curriculum development request for 2023/24?**   |  |  |  | | --- | --- | --- | | **YES** | **NO** | **UNSURE** |  |  |  |  |  | | --- | --- | --- | --- | | **Type of Request:** | **YES** | **NO** | **UNSURE** | | New TEI programme |  |  |  | | New TEI programme centre |  |  |  | | Withdraw TEI centre |  |  |  | | Withdraw TEI programme |  |  |  | | TEI programme changes |  |  |  | | TEI module changes |  |  |  |   **Please provide any details, if known.**  Click here and type |

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| **7. Please consider the effectiveness of the assessment process:** |
| Key issues to consider include:   * do the assessments selected within modules ensure that students are able to demonstrate that they have achieved the modular learning outcomes? Is the balance and range of assessment within pathways and programmes appropriate? Are deadlines for assessments spread appropriately throughout the year, ensuring that 'bunching' does not occur? * the effectiveness of marking and moderation processes within the TEI. Are markers using the full range of the marking scale to reward really excellent and very weak work? * the operation of the Boards of Examiner processes within the TEI. |

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| **8. External Examiner and University ASE Review Meeting/ULO reports: please indicate the actions taken in response to the 2020-21 reports, and the effectiveness of these actions during the current academic year:** |
| When they receive their external examiner reports all TEIs are asked to send the University a written response to any issues raised in these reports. This response is considered and 'signed off' by, or on behalf of, the Management Board, before further consideration is given at Common Awards/University level to any substantive and/or generic issues arising. In this section of the report, please indicate any action taken in response to the reports from external examiners on 2020/21 and how effective this action has been during 2021/22 for example, what action was taken, was it effective and if not it was not what else will the TEI do to address these issues.  From 2019/20, ULO reports were combined with a meeting to discuss the outcomes of the previous year's ASE submission. In some cases, this discussion may have resulted in actions required by TEIs. Please provide an update on progress made on the actions detailed in this report of the ASE Review Meeting/ULO report. |

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| **9. Student Engagement:**  **a. Please summarise the key issues raised through the TEI’s Staff-Student Consultative Committee(s) (or equivalent formal student engagement mechanisms), and any action planned or taken as a result of this feedback:** |
| All TEIs have in place SSCCs (or equivalent formal student engagement mechanisms appropriate to the TEI) that meet periodically throughout the year. The expectation is not that this section of the form, or the annual review, should rehearse in detail all the items considered by regular meetings of SSCCs (or equivalent). Rather, substantive issues discussed by SSCCs (relating to undergraduate and (where offered by a TEI) taught postgraduate provision) should be summarised together with the decisions/action agreed as a result of the discussion and (where appropriate) reflection on the effectiveness of the action taken.  Key issues to consider include:   * What have been the key issues arising from the SSCC(s) over the course of the academic year? Have these been addressed effectively, or are there outstanding issues that need to be considered? Has a short summary of key issues and action taken as a result of the SSCC been prepared for circulation? * How have the results of module/programme questionnaires been shared with students? Have they been considered by the SSCC? Have all students been sent a summary of feedback setting out the key issues raise in internal and external questionnaires, and the action taken in response? |
| **b. Please identify any good practice within the TEI in relation to student engagement and student representation.** |
| Click here and type |
| **c. Please provide a response against the results of the Common Awards Student Survey, if applicable** |
| TEIs who participated in the Common Awards Student Survey are asked to provide a summary of any action taken in response to the results. TEIs are particularly encouraged to provide a response where results are in the third and fourth quartile, or where a trend across the two years of data has emerged. We would also welcome the dissemination of good practice via the CASS. Please do provide details of any initiatives which you feel have contributed to any high satisfaction rates or an improvement in satisfaction over two years. |

***NOTE:*** *Please answer the following questions 10-14 in Section B on behalf of each Formational Centre, rather than the TEI, if that better suits the context of your institution.*

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| **10. Please summarise the key issues arising from the operation of admissions processes over the past year, including the operation of APL:** |
| Key questions and issues to consider include:   * do the admissions requirements for the programme (both academic and English language) remain appropriate? Do the processes for assessing candidates ability (e.g. interviews) to undertake study at the TEI continue to operate effectively? * what proportion of students have been admitted to different programmes with APL? Does the TEI remain confident that its processes for assessing APL ensure that students have met the appropriate learning outcomes and are adequately prepared for further study? Are students satisfied with the processes for considering and recommending that APL be awarded? |

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| **11. Student progression and achievement:**  **a. Please comment on progression rates. Are there any programmes or modules which raise causes for concern, and if so how are these being addressed?** |
| Key questions and issues to consider include (noting that, for some TEIs/programmes, numbers will be too small too draw meaningful conclusions in relation to some questions):   * consider the effectiveness of systems for enabling students to settle quickly and easily into their studies**.** What are the strengths and weaknesses with induction of students on specific programmes and more generally within the TEI? * please summarise current progression/withdrawal rates for the different programmes. What is the pattern of transfer and withdrawal/failure from and between programmes in the TEI? In which levels of study do transfers and withdrawals occur? To/from which programmes do students transfer? * are there any common factors (such as the A-level grades/equivalents or subjects, award of APL) of those who transfer or, in particular, withdraw? * are the levels of transfer/withdrawal a problem or is it a facility planned into the design of the curriculum? If it is a problem what can be done about it - e.g. in the admissions process, in advising students about module choice, in curriculum design? * how effective are the mechanisms for academic and pastoral student support? |

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| **b. Please comment on the pattern of awards made (including the pattern of degree classification for both undergraduate and taught postgraduate programmes).** |
| Key issues to consider include:   * What is the pattern of degree classes awarded? For BA programmes, is the number of 2:1s and firsts appropriate given the entry qualifications of the students? For taught postgraduate students, is the number of distinctions and merits appropriate given the entry qualifications of the students? * is there any correlation between students' entry qualifications (grades and subjects) and their eventual achievement (for example do students with particular subjects [at A level or GCSE for undergraduate students; at first degree level for taught postgraduate students] do better or worse? * does the curriculum design offer sufficient opportunity for students to 'play to their strengths' in terms of subject area? |

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| **12. Student Placement Learning:**  **Please comment on the review process for considering the provision and effectiveness of student placements and placement learning, and any key issues arising from this review.** |
| Key issues to consider - in the context of feedback from students, and from placement hosts - include:   * the student learning experience; * the arrangements for student support; * the integration placement and study at the TEI; * student progression; * assessment (modes, standards, criteria). |

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| **13. Learning resources: has the annual review identified any issues relating to learning resources (including online / physical resources and teaching spaces)? If so, please summarise these and set out how they will be addressed.** |
| Key issues/questions include:   * Are there any issues relating to learning resources that have been identified through the course of the year, or as part of other review activities? How have these issues been addressed? * Are there any outstanding learning resources issues that need to be progressed with the TEI and/or referred for further discussion at the Management Board? |

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| **14. Staffing and staff development**  **a. Please provide assurances on the processes that are in place for monitoring staffing at TEIs (including specific consideration via the Management Committee, as is contractually required).** |
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| **b. Please provide information on the changes in staffing that occurred during the year under review; and information on any anticipated changes in both academic and administrative staffing for the upcoming academic year.** |
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| **c. Please provide any information you are able to share regarding the diversity within your staffing provision.** |
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| **d. Please detail the processes that have operated within the TEI over the past year to support the development of staff in order to assist in the management and enhancement of the quality of learning and teaching.** |
| All TEIs are expected to have in place schemes for mentoring new members of staff and for conducting annual staff reviews, which include aspects of staff development relevant to learning and teaching. The report should refer to the processes in place to support staff development relevant to learning and teaching such as the peer observation of teaching, staff development workshops, and comment on how it can be sure that these are appropriate and effective. Are there any improvements that can be made? |

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| 1. **Equality, Diversity and Inclusion**   ***The first four questions below relate to the ‘Responding to From Lament to Action’ document.***  **a. In what ways are you ensuring that the curriculum for all Common Awards students involves substantial engagement with a wide variety of voices from across the global church, including voices beyond the West, and a wide variety of UKME/GMH voices?** |
| Click here and type |
| **b. In what ways are you ensuring that the curriculum includes substantial engagement with questions of race and racism, equipping students for well-informed, sensitive responses to issues of racism in the church?** |
| Click here and type |
| **c. Are you able to access the resources and training you need to enable you to move further in these directions? Are there ways in which Durham and/or the Ministry Development Team could help?** |
| Click here and type |
| **d. Are you able to offer intercultural (including international) placements to students? If so, what resources and training do you have available to help students and staff approach them with appropriate sensitivity and care?** |
| Click here and type |
| **e. Are there other ways in which you are approaching questions of equality, diversity and inclusion in relation to race?** |
| Click here and type |
| **f.** **How do you address other aspects of equality, diversity and inclusion (e.g., in relation to gender, class, etc.)?** |
| Click here and type |
| **g. How do you TEI ensure that it takes into account the full diversity of student views? (For instance, students of different backgrounds and identities)** |
| Click here and type |

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| 1. **Dissemination of good practice**   **a. How was good practice in learning and teaching identified disseminated within the TEI?** |
| Good practice can be identified through ongoing quality management mechanisms (e.g. module review) or staff development processes (e.g. peer observation, mentoring, projects undertaken), or from consideration of practice at other institutions (e.g. via the Higher Education Academy). This can be disseminated in a number of ways. The following list of possible mechanisms is suggestive and not exhaustive, and TEIs may have other means of achieving this dissemination:   * + - seminars, workshops etc.;     - discussion arising from peer observation;     - dissemination of information obtained from individuals from pedagogic conferences, workshops etc. |
| **b. Please identify one example of good practice in learning and teaching within the TEI that is applicable to other TEIs and would be appropriate for wider dissemination within the Common Awards Scheme and University.** |
| Click here and type |
| **c. Please indicate whether the TEI gives permission for the example in 16b. to be shared with other TEIs** |
| Delete as appropriate Yes/No |

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| 1. **Issues for the University** |
| Issues of policy and practice can be raised in-year via the TEI Forum or via TEI Management Committee meetings; however, TEIs may use this section of the form if they have identified any issues of policy or practice which they feel merit wider consideration by the University. There is no requirement to raise any issues in this section if the TEI does not wish to. |

***NOTE:*** *Please ensure that the Action Plan Section B – Taught programmes is completed. Thank you.*

**Action plan Section B – Taught programmes** *(Add further rows as needed)*

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| **Actions** | **Person responsible** | **By when?** |
| Click here and type | Click here and type | Click and type |
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