## University of Bristol

## REPORT TEMPLATE FOR

## ANNUAL REVIEW OF TEACHING OUT PROGRAMMES

**Notes on use of this report template:**

1. Actions arising should be allocated to a named individual and added to the School Education Action Plan.
2. Responses to these questions should be adapted as relevant according to the stage reached in teaching out the programme under discussion. Especially where the review is considering the final year of delivery of the programme, responses should be focused on highlighting specific issues encountered in teaching out and how these were addressed, with examples of good practice.
3. The report must be submitted to AQSC [aqpo-info@bristol.ac.uk](mailto:aqpo-info@bristol.ac.uk) by 30th September (UG) or 31st March (PGT)

**REVIEW INFORMATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Academic year covered** | |  | | |
| **School** | |  | | |
| **1. Programme(s) being reviewed** | | | | |
|  | | | | |
| **2. Year of final intake** | |  | | |
| **3. Expected final year running** | |  | | |
| **3a. Expected Closure Year of Doctoral Training Centre and Plan for handing over student administration to the Faculty Office.**  Please provide details and timeline for the closure of the CDT. The FHSA will need to agree where administration of the programme will move to once the centre has closed. Please provide details of how this will be managed and what has been agreed with the FHSA. | | | | |
|  | | | | |
| **4. Date of annual review meeting** | |  | | |
| **5. Attendees of meeting** | | | | |
|  | | | | |
| **6. Student Numbers for current academic year**  Please give details of the number of students **currently** on the programme by year of study, including part time students. Please indicate the number of students on suspended study and which year they will return to. | | | | |
| **Year 1** |  | | **Year 2** |  |
| **Year 3** |  | | **Year 4** |  |
| **Year 5** |  | | **Year 6** |  |
| **Students on Suspended Study:** | | |  | |
|  | | | | |
| **7. Actions and successes from previous Teaching Out report**  How have the outcomes and actions from the previous year’s report been addressed? | | | | |
| **Comments on completed actions/any ongoing actions.** | | | | |

**PART A: ASSURING ACADEMIC STANDARDS AND QUALITY**

|  |  |
| --- | --- |
| **8. Programme Structure, Content and Learning Outcomes**   * Have any issues been identified in relation to the programme structure, aims, assessments and learning outcomes? If so, how are these being addressed for the remainder of the programme? | |
| **Review/Comments** | **Action (what, who, when)** |
| **9. Review of External Examiner Reports / Feedback**   * Include the full school response that was sent to the external, covering all comments and recommendations including any that the school may be unable to implement or disagrees with. Review progress on any actions arising from the school’s response and identify outstanding issues. * Has any action been implemented for the remainder of the programme as a result of recommendations made by external examiners? | |
| **Review/Comments** | **Action (what, who, when)** |
| **10. Review of Teaching Out Process**   * Have any specific issues been encountered during the teaching out of the programme / Are there any issues arising from staff feedback? If so, how have these been / will these be addressed? * If this programme is delivered through an external partnership / collaborative arrangement, have there been any particular issues for the management of the teaching out process? What feedback has been received from the partner(s) on this process? * Are there areas of good practice/enhancement you wish to highlight? * If there are any students on suspended studies, how does the school intend to ensure the quality of their experience when they return? | |
| **Review/Comments** | **Action (what, who, when)** |

**PART B: STUDENT EXPERIENCE AND FEEDBACK**

|  |  |
| --- | --- |
| **10. Student Experience, Support and Feedback**   * How has student support provision (including personal tutoring) worked during the teaching out of the programme? How have the interests of students in the remaining cohort(s) been safeguarded? * Please comment on the quality of the student experience during teaching out (e.g. as discussed in Staff Student Liaison Committees). * What were the key issues discussed at the SSLC and what actions were identified? Did the SSLC structure enable issues arising from student feedback to be addressed and dealt with appropriately? * Does student feedback reflect any impact felt as a result of the teaching out of the programme, and what measures is the school taking to address this? * What action is being taken/will be taken as a result of student feedback for the remainder of the programme? * Are there mechanisms in place for the school to communicate to students what is being done as a result of their feedback, and are these working? | |
| **Review/Comments** | **Action (what, who, when)** |

**PART C: COMMUNICATION**

|  |  |
| --- | --- |
| **11. Changes as a result of this review**  Have any changes to the programme specification resulted from this review? How will this be actioned? | |
| **Review/Comments** | **Action (what, who, when)** |

|  |  |
| --- | --- |
| **12. Dissemination of review outcomes**  How will the school disseminate the outcomes and actions of this review – to both staff and students?  (Final reports will be sent to the relevant Faculty Quality Team, and a summary report is produced for the University Academic Quality and Standards Committee).  **Actions arising must be included on the school’s EAP** | |
| **Review/Comments** | **Action (what, who, when)** |

**PART D: DECLARATION**

|  |  |
| --- | --- |
| **13. The published programme specification (taking into account changes mentioned in sections 5 and 6) for the programmes listed in section 1 are accurate representations of the relevant programme.** | |
| **Reviewer** | **Date** |