



Quality Assurance Report to Board of Trustees: 2022/23 Academic Year

Introduction:

1. Ongoing conditions for registration with the Office for Students (OfS) require us to assure the quality of our education, the reliability of our standards and positive outcomes for all students (described in the [B conditions for registration by the OfS](#)). As a member of the Russell Group and one of the UK's top higher education institutions our commitment to students goes beyond baseline compliance, and our quality framework embeds significant elements of enhancement to drive improvement (Appendix, Fig 1).
2. During the 2022/23 academic year the University was required, as part of the OfS B condition expectations, to submit to the Teaching Excellence Framework (TEF) 2023 which covers provision of education for undergraduate students. This was a revised process from the previous TEF but reputationally it was considered important for the University to at least maintain its previous Silver rating.
3. As context, unfortunately, the 2022/23 academic year was disrupted by industrial action from both UCU and UNISON trade unions. UCU held two periods of strike action (3 days in TB1 and 11 days in TB2) together with a marking and assessment boycott which ran from the 20th April to 6th September 2023, a period that included the summer assessment period. UNISON held 5 days of strike action in both TB1 and TB2, including a weekend when an open day for potential applicants was scheduled.
4. This report sets out how the Board of Trustees can be assured that education provision during the 2022/23 academic year met the OfS B conditions for ongoing registration and that our quality assurance plans for 2023/24 can give the Board ongoing confidence in our education provision.

Summary of our Internal Quality Assurance Arrangements for 2022/23:

5. Following stakeholder evaluation and feedback on the 2021/22 quality framework, arrangements for the 2022/23 academic year were agreed by University Academic Quality and Standards Committee (UAQSC). Changes to both policy and operation are detailed in the linked UAQSC paper (AQSC 2223 03) and are designed to further refine our developing risk-based approach. The use of University Quality Team (UQT) reviews to interrogate School education action planning continues to be the backbone of our framework (Fig 1). The central themes agreed for discussion at taught programme UQT visits were: degree attainment/grade inflation, operation of annual programme review and hearing the student voice. For PGR focussed UQT visits, the central themes were agreed as widening participation/EDI and recruitment and the use of agreements to support supervisor - student relationships.
6. Following the pause of periodic programme revalidation (PPR) during the pandemic, a restart was planned for 2022/23 (AQSC 2223 03). However, the volume of work needed to ensure programmes were simplified and ready for the launch of the new academic year structure in 2024/25 quickly indicated that work prioritisation was needed. Based on relative risk, UAQSC agreed to continue the pause in PPR to encourage school-based programme teams to focus on programme, unit and assessment redesign (AQSC 2223 30). This also allowed members of the UQT to support the Curriculum Enhancement Programme to deliver workshops

on curriculum design and assessment strategy to all Schools during the academic year, thus supporting preparations for the implementation of the new Structure of the Academic Year (SAY).

7. Due to occurrences of industrial action, temporary regulations were necessary during the 2022/23 academic year (AQSC 2223 65). These were designed to allow mitigation of adverse impacts of the action on students whilst ensuring academic standards were maintained.
8. Arrangements were put in place during 2022/23 to support the University's submission to the Teaching Excellence Framework 2023 (UEC 2122 73) and to ensure any risk associated with a poor outcome was managed. Regular reports were presented to University Education Committee (UEC) (UEC 2223 03, 16, 26 and 27) together with drafts for discussion, and approval of the final submission (TEF 2023 University of Bristol 10007786).

Evidence of Quality Assurance of our Education Provision in 2022/23:

The points below provide evidence to assure the Board of Trustees of compliance with the OfS B conditions for ongoing registration:

9. **Quality review of education provision:** 40 University Quality Team (UQT) reviews were undertaken in 2022/23 (34 taught and 6 research) with no external regulatory compliance concerns identified. Each resulted in actions for the Department, School, Faculty or a central division, many of which supported enhancement of provision and the student experience. Common themes across taught provision UQTs were; assessment and feedback*, preparations for the new SAY, student voice*, and student community, facilities and space* (AQSC 2324 26). Common themes across provision for postgraduate research students were; student voice/representation*, space*, academic support and training, supervision, wellbeing, EDI/widening participation, annual progress monitoring, and pandemic legacy* (AQSC 2324 15). (* denotes where the theme was also a common discussion point in the previous year's UQT discussion.)
10. **Hearing and responding to the student voice:** is an important element of both quality assurance and enhancement. Formal opportunities for student feedback are via internal and external surveys (as set out below) and Student Staff Liaison Committees (SSLCs) and these data sources feed into UQT reviews together with input from our trained Student Quality Reviewers who meet with student representatives as part of the UQT review process to obtain 'live' feedback.
 - a. **Bristol Live Unit Evaluation (Blue)** launched in 2021/22 as a University-wide tool for capturing and responding to student feedback at both the mid- and end-point of taught units. During 2022/23, operational oversight of Blue moved to UAQSC. In light of the changes to NSS questions, UAQSC agreed that Blue questions would be updated for 2023/24 to reflect these changes (AQSC 2223 56). The committee receives regular update reports through the year together with an annual review that considers updates to the policy based on feedback, how Blue links to NSS and overall annual usage statistics (AQSC 2324 02). Data from Blue is available to specific staff in schools and faculties based on their role, via static reports and a dashboard and is routinely reviewed to inform UQT visit discussions. In the 2022/23 academic year, 2183 units were evaluated using Blue, with a student response rate of 18% and 49% of unit directors adding a response to this student feedback within Blue. This year (2023/24) we are focusing on improving Blue engagement by students and staff and so far we have seen increases on last year's response rates.
 - b. Revisions to the question in the **National Student Survey (NSS)** for 2023, together with a different scale for measuring student responses limited our ability to track year-on-year changes at University, school and programme level. However, analysis of the 2023 survey results allowed us to identify high and low scoring courses, compare to OfS benchmarks, and identify questions on which we performed well and where we performed less well. Discussion at University Education Committee (UEC 2324 02) considered this analysis in terms of how it links to TEF 2027 and the ongoing work of the Curriculum Enhancement Programme (CEP) to support programmes to make changes in light of a new assessment strategy and agreed changes to the structure of the academic year (SAY) for 24/25.

- c. We continued our institution wide engagement with the **Postgraduate Taught Experience Survey (PTES)** in 2022/23. Unfortunately, student engagement with the survey continues to be poor (11.9% in 2022/23 compared to 13% previously). Whilst this potentially reflects the significant absence of marketing and external support compared to the NSS, it is notable that other institutions do manage improved engagement (21.4% in the sector and 19.2% in the Russell Group). PTES sector average data is made available, and whilst this suggests a slight decrease in ranking against the Russell Group it is important to highlight the close bunching of the quartiles (AQSC 2324 11). In 2024 we will trial the use of school level survey participation incentives in this survey to continue our focus on building response rates to increase confidence in the messages this survey is relaying.
- d. The **Postgraduate Research Experience Survey (PRES)** ran in 2022/23 with a student response rate of 30% (932 responses). Comparison with global benchmarks indicates that our PGR community are most positive about Community (1.9% above global mean) and Research Culture (1.5% above global mean). In contrast, our PGR students are least satisfied with Progression and Assessment (-5.5%), Responsibilities (-2.7%) and Support (-2.3%). Significant variation persists within our PGR community, and it seems unlikely that disciplinary differences in PGR modes of study and supervisory practices are the sole reasons for this. Specific recommendations are being taken forward by University Postgraduate Research Committee (AQSC 2324 20).
11. **Scrutiny of new programmes and programme changes:** during 2022/23, 15 new programmes (2 undergraduate and 13 postgraduate taught) and 29 significant changes to existing programmes which are considered as low-risk (17 undergraduate, 9 postgraduate taught and 3 postgraduate research) were approved. The new programmes are considered by UAQSC, with two University Education Directors providing detailed scrutiny of high-risk proposals to ensure they comply with our strategy, regulations and external expectations. This level of academic scrutiny occurs once the business case has been approved by New Programmes Board. In addition, UAQSC considered and approved 25 programmes for withdrawal (9 undergraduate and 14 postgraduate taught: 7 of the PGT withdrawals were replaced under a new title) and 7 programmes for suspension (3 undergraduate, 3 postgraduate taught and 1 postgraduate research) during this year. Similar levels of portfolio change were seen in 2022/23 (20 new, 10 withdrawn and 4 suspended).
12. **The delivery of education in collaboration with external partners** continues to be an important area of our provision, particularly as it provides access to postgraduate research opportunities and specialist (often clinical) teaching services. Proposals for collaboration arise from staff in schools and faculties in response to specific needs, networks of contacts or funding opportunities such as those through EU or UKRI schemes. Educational partnership approvals are routinely channelled through the process, established in 2021/22, making UAQSC the approving body. 2022/23 was therefore a year of continued embedding and reflection on the risk-based process. Annual review of the Educational Partnership Register was undertaken by UAQSC, ensuring oversight of this area of provision.
- Minor revisions were agreed to the policy guidance on Joint PhD Awards to clarify that when a student on a Joint Degree Award is withdrawn or fails to progress at the partner, that they will also have their studies at Bristol terminated as they are no longer on a Joint Degree Programme. This reduces the small but potential risk of a weak student being withdrawn from one party but remaining registered for a sole award at Bristol. A further change to process was also approved by UAQSC in 2022/23, removing the requirement for Dean's approval if approval had already been given by the Faculty Education Director (Taught) or Faculty PGR Director (PGR). This was considered proportionate with having a risk-based approach and ensures a more agile process. Table 1 (see Appendix 1) shows the types of educational partnership that were approved in the 2022/23 cycle and those which had been previously started and concluded with an executed partnership agreement in place.
13. **External examiners:** all of our taught programmes utilise external examiners who provide a crucial means for ensuring we continue to maintain the academic standards of our awards. Their reports form part of our internal quality assurance framework and are reviewed during the UQT process. External examiner reports

and programme responses to them continue to be reviewed centrally on an annual basis, with an overview report discussed at UAQSC to ensure common themes are picked up and actioned where necessary.

A small number of external examiners did express concerns over the use of temporary regulations to mitigate the impact of action on students and some did resign because of this. Mitigation steps taken at Bristol in relation to student regulations for progression and award were similar to those taken in other comparable institutions and were designed with the OfS B conditions in mind. A small number of external examiners also commended the institution on the mitigation steps it took. This diversity of views of external examiners probably reflects the range of views on the industrial action across the sector.

External examiners are involved in the examination of all research students, which is important for maintaining standards of these awards. The number of research degrees awarded in 2022/23 (637) builds on the return to a more typical level seen in 2021/22 (604) after the pandemic-lined reductions in 2020/21 (523). Outcomes for research degree examinations have continued in a similar pattern in recent years, reflecting disciplinary and cultural practices, rather than any weaknesses.

14. **Professional accreditation:** 193 of our programmes (including some that are teaching out) were accredited during 2022/23 by 43 different professional, statutory and regulatory bodies (PSRBs) (139 are undergraduate, 45 are taught postgraduate, 1 is a postgraduate research programme and 8 are pre-sessional non-degree). There were seven successful accreditation events during 2022/23, including the addition of four new professional bodies acting to provide accreditation to programmes at UoB (Institute of Chartered Accountants in Scotland (ICAS), CCAB Certification Ltd, the Permanent Ways Institute (PWI) and National Cyber Security Centre (NCSC)). For some programmes this external scrutiny is essential (e.g. medicine) whilst elsewhere it is optional. In all cases it provides additional confidence in the quality of the education provided.
15. **Academic misconduct:** numbers of academic misconduct cases across the University in 2022/23 are similar to 2021/22 (749 UG cases in 2022/23 compared 885 in 2021/22, and 371 and 374 respectively in the PGT population). This is encouraging when compared to the doubling of cases observed from 2020/21 and 2021/22 as reported previously, which was felt to be in part due to better recording but also due to the nature of assessments that were used during the pandemic. Numbers of academic misconduct cases in the undergraduate population in each Faculty are relatively consistent suggesting similar thresholds for action. One exception to this is the lower rate observed in Health Sciences, where are clinical programmes sit. Panels at School, Faculty and University level recommended the full range of penalties available, from dismissing cases to recommending that the student be required to withdraw. Post pandemic, the next challenge for academic integrity is the impact of generative artificial intelligence (genAI). At Bristol unauthorized use of genAI to complete assignments is classified as contract cheating. Although the incidence of contract cheating cases may seem a low proportion of total cases (91 in 2022/23), this is a dramatic increase over the 8 cases detected in 2021/22 and is due to genAI use. The academic integrity training reported last year has now been rolled out Institution wide. A total of 24,506 participants have been enrolled in 28 of the 32 Blackboard organisations created for this purpose. The percentage of these enrolled participants that have accessed the course at least once ranges from 17-99% and all active sites were last accessed by at least one participant within the last week. Note that Schools and Departments may consider when to ask the students to complete the training and some may intend to use it in the second half of the year. Overall, 3836 (16%) participants have completed the training's final quiz. Feedback on the training (2310 responses) has been positive with most indicating that it was useful (average rating 4.25/5) and easy to use (average rating 4.48/5). To help tackle the specific threat of genAI, our Study Skills team have developed an online training resource, which is now available to guide students in the ethical use of genAI in their studies. In the two months that the training has been available, an impressive 4982 users have visited the resource. The team has also received a request from another university, impressed by the quality of the resource, to reference it to improve their own offering.
16. **Appeals and complaints:** UAQSC annually discusses the granularity of appeals and complaints to enhance our approach in this area. The Board of Trustees receives these reports as a separate item for discussion and hence they are not linked to here.

17. **TEF 2023 outcome:** in August 2023 the University received its TEF 2023 outcome (Silver Overall: Student Experience – Silver, Student Outcomes – Gold). Whilst collating evidence and articulating Bristol’s education provision for our institutional narrative was significant in terms of workload it did bring the benefit of allowing reflection on our progress to date and future ambitions. The detailed TEF panel statement (UoB TEF panel statement) identified areas of excellence but also highlighted where further work will be needed to deliver the outstanding provision for all undergraduate students which is necessary for an overall Gold award.

Degrees Outcomes in 2022/23

18. Monitoring of our degree outcomes for undergraduate first degrees and postgraduate taught masters students is undertaken annually and reported to UAQSC and UEC. This analysis also supports the delivery of our annual [Degree Outcomes Statement](#). Following the removal of pandemic mitigations, we anticipated that grade inflation trajectories would continue their gradual reversal, in continuation of the trend that began in the 2022/23 results. In July 2022 Universities UK, along with their members in England, [committed to a number of actions](#) with respect to undergraduate degree outcomes; key to this was that we return to ‘pre-pandemic’ levels by 2022/23 (where ‘pre-pandemic’ is defined as 2018/19). The overarching trend observed in 22/23 degree classifications is that the awarding of the highest-level outcomes has reduced further, beyond 18/19 levels and closer to historical rates last seen in 15/16.
19. The proportion of undergraduate students receiving a First Class Honours outcome has reduced from 34.3% in 21/22 to 29.9% in 22/23; this being a further reduction from the high water mark of 40.4% in 20/21 (the second year of pandemic mitigations). 29.9% Firsts in 22/23 represents the lowest proportion of Firsts awarded since 15/16. This brings the Good Honours rate (Firsts plus 2:1s) in 22/23 to 87.5%, again aligning us with historical rates last seen in 15/16. Noting that the awarding year for PGT programmes shifts one year later than for UG programmes (due to the majority of students submitting in the early part of the new academic year), the proportion of postgraduate taught masters students receiving a Distinction outcome has reduced from 24.3% in 22/23 to 21.8% in 23/24; again being a further reduction from the high point of 29.5% in 21/22. This puts us in a similar position to awarding patterns last seen in 15/16 with respect to Distinctions. Due to the annual cycle of PGT awards, 23/24 awards are substantially, but not yet fully complete (figures are based on the position in February 2024).
20. We have, therefore, comfortably met the Universities UK commitment. This has been achieved without any changes to degree classification algorithms or other actions to suppress or moderate the marks distribution. We may surmise that the removal of pandemic mitigations has restored us to pre-pandemic awarding patterns, although the scale of the reduction that has brought us in line with even older awarding patterns warrants further exploration – something that will be delayed by the current lack of sector comparison data (noted below, see paragraph 22). We are cognisant that the graduating class of 22/23 is the first cohort of undergraduates who joined us in the midst of the major pandemic disruption in 2020 (assuming a three-year degree programme). But whilst this may form key context to the pattern of undergraduate results, it does not necessarily have the same level of significance for the downturn in postgraduate taught results, other than to say this PGT cohort may potentially have experienced pandemic disruption for two-thirds of their preceding undergraduate studies (again assuming a three-year UG programme and no gap before continuing on to a PGT masters).
21. The effect on awarding gaps for various demographic groups is also monitored annually. Following feedback in 2023, ethnicity gaps are no longer analysed using the BAME aggregation, and the unpacking of this measure has revealed significant variance in the more granular ethnicity data. For undergraduate first degrees, an ethnicity gap persists for Home students, most severely affecting our Black students, who are awarded Firsts at a rate 22 points below White students (17 points below for Good Honours, i.e. Firsts and 2:1s combined). Other ethnicities also experience smaller award gaps of up to 5 points below that of White students for First Class Honours (between 3 and 8 points below for Good Honours). For Overseas undergraduates, there is not such a stable ethnicity award gap, although we observe that regardless of

ethnicity, Overseas undergraduates achieve Firsts at a rate typically 14 points below that of Home students (20 points below for Good Honours). For postgraduate taught masters, ethnicity awarding gaps are generally largest for our Black students and our Asian students, affecting both Home and Overseas similarly, who receive Distinctions at rates between 15 and 30 points below their White counterparts. Given the severity of some of these gaps, we anticipate that UEC will want to closely monitor the data and work with colleagues from Inclusion to further our understanding and progress towards closing these gaps (UEC will receive a detailed report on EDI award analysis in May 2024). Awarding gaps for other EDI groups are present, but less severe and more transient than the stark ethnicity gap. Undergraduates with disabilities collectively experience an award gap of 1 to 2 points below their non-disabled peers, but at the more granular level the rates of Firsts and Good Honours for students with some types of disabilities are higher than for non-disabled students. This pattern is reflected across postgraduate taught masters outcomes and indeed for Overseas PGT students, those with disabilities consistently achieve Distinctions and Merits at higher rates than their non-disabled peers. Trends in gender show that female students achieve the top classifications at rates that are the same or higher than their male peers. Analysis by age is generally reassuring; there is a small and closing gap for Mature Home undergraduates at Good Honours level but for all other areas (Home Firsts, Overseas UGs, all PGTs) Mature students generally outperform younger graduates. The gap for Home undergraduates from [POLAR](#) quintiles 1 and 2 (those from areas of lowest HE participation) persists at around 7 points lower for First Class Honours than those from quintiles 3-5 (the areas of highest HE participation), reducing slightly to 6 points at Good Honours level.

22. The annual process of degree outcome monitoring was undertaken in early 2024, having been moderately delayed by the national implementation of HESA Data Futures (DF) – a new format of the annual statutory HESA Student Return. The HESA DF implementation impacted both the internal and external schedule of the degree outcomes analysis, with the most acute impact being the delayed publication of external sector-level statistics about first degree classifications. This sector data would usually be published by HESA in February of each year and allows us to benchmark ourselves against national trends in grade inflation and other trajectories. HESA advises this data is now scheduled to be published in July 2024. Given we have observed such a notable decrease in the awarding of the highest classifications, the availability of sector data takes on greater importance in order to determine whether the downturn is a local or national phenomenon. When the sector data is received, a report will be made to UAQSC and to UEC outlining where we stand in relation to national awarding patterns.
23. The impact of the marking and assessment boycott varied between disciplines but was evident in all years of study in our undergraduate programmes (AQSC 2324 35). For finalists, the most students impacted were in the Faculty of Arts (46% of cohort affected in some way, equating to 604 students) and, to a lesser extent the Faculty of Social Science and Law (25% of cohort affected in some way, equating to 427 students). Goodwill payments, made where we were unable to provide a classified award at the expected time, were made to 10% of finalists, equating to 552 students. Just over a fifth of non-finalists were progressed with one or more missing unit marks. The most students affected were again in the Faculties of Arts and Social Science and Law. However, by 21st July only 30 students (0.2%) still had not had their progression confirmed. Student complaints and appeals will also give us more insight into the impact this specific industrial action has had on our student population.
24. Reportable event linked to the Marking and Assessment Boycott (MAB). In summer 2023, our institution opted to report to the OfS under their reportable events process that we faced an issue with making timely awards to some undergraduate students due to the impact of the MAB. Decisions about award were delayed for some students up until early September when our usual timeline is the end of July. We did not report any concerns to the OfS about our academic quality and standards and were clear that our concern related to our inability to fulfil students' expectations about receiving their degree outcome at the time they expected to do so. This was related to risk 3B in the Key University Risk Register which states: "If sufficient numbers of staff take part in Industrial Action and students' teaching, learning and assessment is disrupted we may not be able to conduct our education activities well enough to make awards or progress students

onto further years of study. Consequently, the OfS may take action due to breach of conditions of registration.” We have concluded the reportable event with the OfS and they were satisfied throughout with our approach.

Future Perspectives

25. 2023/24 will be a busy year as we prepare for the new structure of the academic year, embed the assessment and feedback strategy, and implement a new University structure. Our TEF 2023 outcome illustrates that there is much to celebrate in relation to education at Bristol. However, an ambition of TEF Gold in 2027 will be challenging. Significant improvement in the consistency of student experience is needed, as evidenced in the TEF panel outcome, and this will need to be reflected in NSS scores. More refined data dashboard tools developed by our Education and Data Insight team will help to support work in this area. However, we know bringing about change in NSS is challenging for a range of reasons. Over the course of our engagement with staff in schools, staff morale does appear to be struggling with concerns over workload from increasing student numbers, a more diverse student population that can bring complexity, and the level of strategic change from a number of simultaneous projects that requires significant input from academic and professional service teams. This comes on a backdrop of post pandemic exhaustion and is coupled with significant industrial action across different trade unions.
26. Completing TEF 2023 has allowed us a greater understanding of the expectations of the Office for Students and the level of risk regulatory compliance around education presents to the institution. Whilst a level of quality assurance will always be essential, the balance of assurance with enhancement is important in helping us achieve our ambitions. We have adjusted this for 2023/24 and reflections on this change will be a continuing discussion during the coming academic year.
27. Building on our experience of working in partnership with Bristol SU and our sabbatical officers during TEF 2023 the quality team are establishing a new network (Student Academic Representation) in 2023/24 to provide a forum for staff and students to share experiences, challenges, innovation and best practice in relation to taught student representation. A smaller Student Academic Voice Group will consider how representation currently works to develop a shared vision and make recommendations in relation to policy, processes and practice. Both these new groupings will be co-chaired with Sabbatical Officers and draw on students and staff (both University and Bristol SU) for membership. Working with, trusting and valuing our students needs to be at the centre of how we change and improve our approach to education.

Appendix 1 – Figures and Tables:

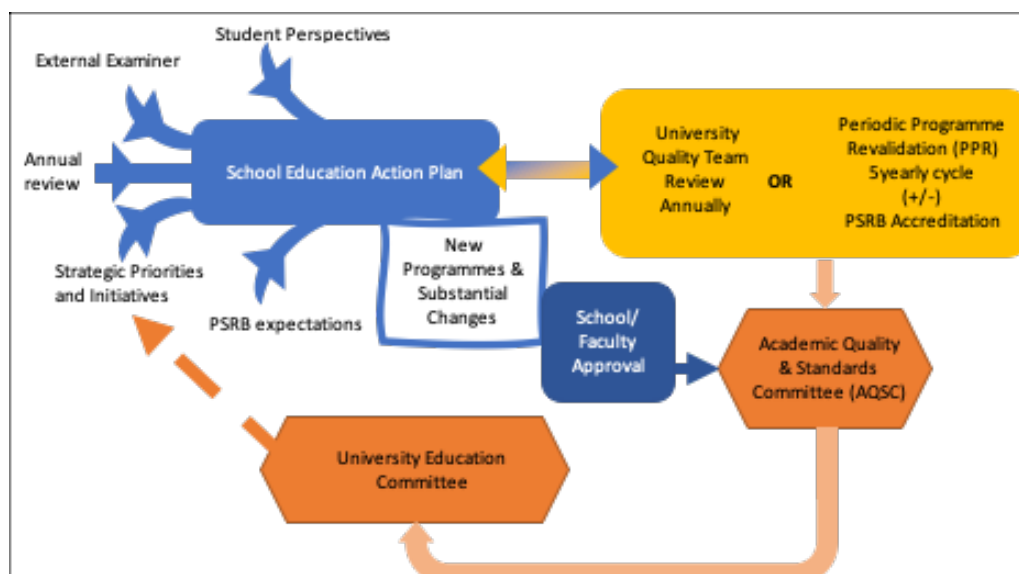


Fig 1: Diagrammatic representation of our quality framework illustrating how key quality assurance inputs feed into the school's education action plan and how review and oversight of activities occurs within our governance system. Abbreviations: PSRB – Professional, statutory and regulatory bodies.

Approval	Completion
ESRC funded SW DTP renewal across Social Sciences and Law	University of Liverpool Split site PhD Agreement for 3 students from the School of Chemistry
Bridge2Aid teaching services with Bristol Dental School	UWE Joint PhD Agreement for students based at both the University of Bristol and UWE under the SWBio DTP
Hoare Lea LLP MScR Project proposals in collaboration with the Cabot Institute	The Duke–NUS Medical School, Singapore hosting a Distance Learning MScR student from the Faculty of Life Sciences
Bristol Zoo teaching services renewal for UG and PGT Bristol Vet School programmes	DNV Services UK LTD providing teaching services to PGT students in the School of Civil, Aerospace and Mechanical Engineering
University of Southampton renewal of Joint Physics PhD Framework Agreement	PDSA charity vet placement amendments to extend placement activity following a change in RSPCA activity and provision.
Renewal of UHBWT/ NBT clinical placements for Bristol Dental school	African Population and Health Research Center (APHRC) Split site PhD Agreement for a single student from Social Sciences and Law
Air Quality Consultants Ltd PhD co-supervision agreement as part of MODELAIR EU Doctoral Network	Bristol Old Vic teaching services agreement for Theatre students in the Faculty of Arts
Independent Vet Care Ltd clinical placement services for Bristol Vet School	Macquarie University Institutional Framework Agreement for Dual Award PhDs
Farm Vets South West Ltd clinical placement services for Bristol Vet School	UHBW NHS Trust teaching services agreement for the Quality improvement Unit of the Healthcare Management MSc
Prostock Vets Ltd clinical placement services for Bristol Vet School	
Langford Veterinary Services Limited renewal of clinical placement services for Bristol Vet School	

Table 1: Types of educational partnership that were approved in the 2022/23 cycle and those which had been previously started and concluded with an executed partnership agreement in place.