



ANNUAL PROGRAMME MONITORING REPORT 2023-24

Name of Programme:	BA (HONS) INTERNATIONAL PARTNERSHIPS
Name of partner organisation:	HIGHER EDUCATION COLLEGE
Programme Leader completing this report:	Roger Federer
Name of Collaborative Academic Lead:	Andy Murray

Please refer to the accompanying guidance notes for information on completing the template

SECTION ONE – submission deadline 1 July 2024 (updated version to be submitted by 31 October 2024)

Please submit to annualmonitoring@gmu.ac.uk

Please provide an update on actions identified in previous report

Action agreed in previous year	Progress and impact on the student experience
Wider use of journals / academic sources in student referencing	Students were given additional library training by library staff and teaching staff. The external examiner noted that this aspect had improved and the quality of citation enhanced the quality of the student work.
Improve consistency of marking and quality of feedback to students.	Staff development workshops and marking exercises held, facilitated by CAL. The external examiner commented on the improvement in feedback in her report.
Increase the number of guest lecturers.	Five guest lectures were arranged: three industry employers; one specialist in sustainability; and one expert in new business start-up. Student feedback was very positive.

Any important changes to the programme during 2023-24

Changes to modules / curriculum	Change of assessment format to module B4299 in order to include an element of peer assessment in the group assignment.
Changes in staffing	New module coordinators: Serena Williams (B3288); Iga Swiatek (B1266 and B2187); Stefanos Tsitsipas (B 2186 and B4299).
Changes in external examiner arrangements	None
Other changes to note	Refurbishments to the IT centre and library have been completed. The new space includes separate rooms for group work and private study.

Risk and resilience model

Use this section to highlight those areas the Programme Team are proud of and think others can learn from, and those areas the Team think need to be improved, as left unaddressed they could have a detrimental impact on the student experience.

- Items = the areas for celebration/improvement
- Supporting evidence = the underpinning evidence that has helped the Team to identify the item as a matter to celebrate/improve (please only note the data source here e.g. student recruitment data, student feedback, or External Examiner's report – no further commentary is required in this column)
- Action = what actions need to be taken to sustain/enhance the items to celebrate or to improve the items that are a risk
- Responsible = who is going to make sure the action(s) happen
- Deadline = when (it is hoped that) the action(s) will be complete

Three things to celebrate (resilience factors)				
Item 1	Supporting evidence	Action(s)	Responsible	Deadline
The percentage of passes at the first attempt improved in all years, with the Level 1 pass rate rising from 52% to 64%.	Programme statistics. Additional induction activities were introduced for all years, and personal tutors followed up on students who were perceived to be at risk.	Continue to develop longitudinal induction programme (see note below)	Programme Team	Ongoing
Item 2	Supporting evidence			
Excellent feedback from employers of	Anecdotal feedback from industry contacts; written	Continue to build on external networks	Programme Leader	Ongoing

graduates and placement providers	reports from placement providers.			
Item 3	Supporting evidence			
Students comment positively on the value of field trips and guest lecturers	Student feedback. As well as the guest speakers, three field trips were organised to different types of employers.	Continue to develop this strand of the student experience	Programme Leader	Ongoing

Three things to improve (risk factors)		Action(s)	Responsible	Deadline
Item 1	Supporting evidence			
Comments in work in the mid to high 60's should have more indication of how students can improve their work.	External Examiner's report	Circulate good practice examples of feedback and feed forward to all staff	Programme Leader, markers	Dec 2024
Item 2	Supporting evidence			
Address student concerns regarding student representation and response to feedback.	Student survey scores were lower than average for this area	Provide summary of previous year's module feedback at start of year, including clear signposting of changes made in response to feedback	Programme Leader	Start of each semester
Item 3	Supporting evidence			
Ensure students understand the marking process and how marks are awarded	Student survey scores, staff student committee	Embed seminars on marking and assessment into longitudinal induction programme	Programme Leader	November 2024

Three matters to highlight to the SAB/SEC/University (risk or resilience)		Action	Responsible	Deadline
Item 1	Supporting evidence			
The external examiner highlighted some admin issues with the moderation process and Sharepoint	External examiner report	A meeting will be set up with the Programme Leader, CAL and School Office to clarify processes and responsibilities	Programme Leader, CAL	November 2024
Item 2	Supporting evidence			
Some students remain unsure how to search for journals	Student feedback	It would be useful to have more input from the QMU librarian (see note below)	Programme Leader, CAL, library	Ongoing
Item 3	Supporting evidence			

Updates in October following consideration of full data set

If actions identified in the June submission are to be amended, it is suggested that these changes are clearly indicated in the tables above. If actions are to be deleted and new actions are proposed, these can also be added in the tables above. Explanatory notes can be included in this box.

Final student retention rates (following reassessment boards) were:

Level 1 – 86%

Level 2 – 91%

Level 3 – 93%

These rates represent a significant improvement on previous years. The measures in place (longitudinal induction, PAT interventions) will be continued.

Following the submission of the Stage 1 report, conversations were held with the CAL and liaison librarian and an online library induction was built into the induction programme.

Programme Team’s reflections on key Programme Performance Indicators

The Programme Team should consider all of the different data sources to reach a qualitative judgement about the Programme’s direction of travel over the last three to five years against a number of key indicators. Please use the traffic light colour coding system to indicate the Team’s assessment in each case. The right-hand column should then be used to provide a brief explanation (c. 50 to 100 words) of why each indicator has been judged to be red, amber or green. Please include last year’s evaluation of the overall direction of travel in the corresponding columns.

Programme Performance Indicator	Overall direction of travel (red, amber or green)				Comments
	20-21	21-22	22-23	23-24	
Admissions	Green	Amber	Amber	Green	24 students joined in October 2022; 29 in October 2023.
Overall student numbers and demographics (including widening access)	Amber	Amber	Amber	Amber	There are few significant changes. The proportion of female to male students continues to be approximately 60:40. The marketing strategy is being reviewed with the aim of attracting more mature students.
Student retention (including reasons for withdrawal)	Amber	Amber	Red	Green	As noted above, retention improved. This is believed to be due to both the enhanced longitudinal induction programme and the targeted efforts of PATs.
Student performance and awards (including degree classifications)	Amber	Green	Green	Green	There were 5 first class and 11 upper second degrees awarded. The proportion of Level 1 students passing all modules at the first attempt increased to 59%.
Student survey results (POSS / NSS / other)	Green	Amber	Amber	Amber	Feedback continues to be largely positive. There were lower than expected scores for student voice. Scores for assessment increased slightly but the team will continue to work on improving marking turnaround. More effort will also be made to ensure students understand how marks are awarded.

Programme Team’s reflections on other sources of evidence

In this section the Programme Team should offer brief summaries (c.50 to 100 words) of the key insights/learnings/takeaways from each of these data sources.

Evidence	Commentary on key themes and the Team’s response
Module evaluation	
SSCC and Programme Committee minutes	<p>Members received the analysis of the POSS results from 2024. The response rate improved to 35%. Key findings are discussed above. Overall the results remained in line with the POSS average overall, but there were particularly strong scores for academic support and teaching and learning.</p> <p>At SSCC students raised some areas where they required more support. Minor changes were suggested to the assessment schedule in order to avoid bottlenecks.</p> <p>A small number of students sought changes in the assignment for Developing Strategy but each student concern was different. No changes will be made for this academic year but the team will continue to monitor this.</p>
External Examiner Report (s)	<p>A thorough and complimentary report was provided. There were some improvements to make in the feedback of work in the mid to high 60s to inform students of how they could improve their work. The examiner also highlighted some problems and technological issues with the management of the assessment process.</p>
Feedback from employers or professional organisations	<p>As noted above, we receive regular positive feedback about students and graduates from employers and placement providers. Graduates are described as work-ready, with good knowledge and the ability to suggest innovations to improve practice. The College is often contacted by employers with job opportunities, suggesting our graduates are preferred in the market.</p>

Other sources of evidence – please provide details below

If the Programme Team have reflections or learnings from other data source they should summarise them below.

The College has undertaken a review of IT and technology-enhanced learning. Improvements are planned to the virtual learning environment and more materials will be available asynchronously.

Priority actions for 2024-25

Thinking about the summary of key reflections outlined above, the Programme Team should then identify between three and five priority actions they plan to take to enhance the student experience in academic year 2024-25. These actions will be the starting point for next year's report, where Teams will be asked to report on progress.

Priority actions for the Programme Team in 2024-25	Expected impact on the student experience
Address student concerns regarding student representation and response to feedback. Hold sessions with students to close the loop on feedback previously provided.	Students gain confidence in the systems in place and engage more actively in quality processes.
Embed seminars on marking and assessment into longitudinal induction programme.	Ensure students understand the marking process and how marks are awarded, leading to improved student performance and satisfaction.
Circulate examples of best practice in feedback and feedforward.	Continued improvements in student performance.
Build library induction into general induction as regular part of the programme.	Students should be able to make better use of the QMU library and read more widely.
Make best use of the upgraded virtual learning environment and enhance the range of materials available online.	Students who are unable to attend in-person classes will be better able to catch up. The materials will also support revision prior to assessment.