

**ANNUAL PROGRAMME MONITORING REPORT 2023-24**

Name of Programme: **BA (**

### Any important changes to the programme during 2023-24

<b>Changes to modules / curriculum</b>	Change of assessment format to module B4299 in order to include an element of peer assessment in the group assignment.
<b>Changes in staffing</b>	New module coordinators: Serena Williams (B3288); Iga Swiatek (B1266 and B2187); Stefanos Tsitsipas (B 2186 and B4299).
<b>Changes in external examiner arrangements</b>	None
<b>Other changes to note</b>	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 04 Tf 1 108.02 297.91 Tm0 G(-)3(pl)6(ea)3(se onl)5(y )-4(no)14(t)-4(e )8((nBT/F4 11.04 Tf1 072 488.86 0

graduates and placement providers	reports from placement providers.			
<b>Item 3</b> Students comment positively on the value of field trips and guest lecturers	<b>Supporting evidence</b> 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		

<b>Three matters to highlight to the SAB/SEC/University (risk or resilience)</b>		<b>Action</b>	<b>Responsible</b>	<b>Deadline</b>
<b>Item 1</b>	<b>Supporting evidence</b>			
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
<b>Item 2</b>	<b>Supporting evidence</b>			
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
<b>Item 3</b>	<b>Supporting evidence</b>			

**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.*



## 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.

<b>Evidence</b>	<b>Commentary on key themes and the Team's response</b>
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>

### 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.