Annual School Learning and Teaching Enhancement Report

This report should be submitted to qualityandacademicstandards@dundee.ac.uk by 5pm on Tuesday 30th January 2024. This commentary should be between 4 and 6 pages in total.

This should be accompanied by an updated action plan (using the excel template submitted previously and available [here](https://dmail.sharepoint.com/sites/QualityandAcademicStandards/Shared%20Documents/Forms/QASC%20Paperwork.aspx?newTargetListUrl=%2Fsites%2FQualityandAcademicStandards%2FShared%20Documents&viewpath=%2Fsites%2FQualityandAcademicStandards%2FShared%20Documents%2FForms%2FQASC%20Paperwork%2Easpx&id=%2Fsites%2FQualityandAcademicStandards%2FShared%20Documents%2FAnnual%20Review%2FLearning%20%26%20Teaching%20Enhancement%20Review%202021%2D22%20%28due%20Jan%2023%29&viewid=66e6c812%2D56e4%2D419d%2Dab0b%2Db60314a0354e)) and a review of previously identified actions. NB: where actions are duplicated in the NSS Action Plan no update is required as these will be addressed separately.

Actions should be specific and measurable to enable ongoing enhancement and reporting moving forward.

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| **Review of academic year 2022-23** |
| *Please confirm who authored the report.* |
| **A. Quality assurance** |
| **1. Statement of assurance**Schools are asked to confirm the following |  |
| * that all taught programmes where the School has lead responsibility have been subject to formal annual review (in accordance with University policy (<https://www.dundee.ac.uk/qf/quality-and-academic-standards/quality-assurance-processes/annual-review-of-taught-provision/>) for the academic year under consideration, and that the reports have been appropriately considered by the School;
 | Yes/No |
| * that the School has considered the outcomes of all periodic programme reviews that have taken place during the academic year under consideration; and
 | Yes/No |
| * that the School has had appropriate oversight of external examiner’s reports, and that students have been given the opportunity engage with this.
 | Yes/No |
| **2. Summary of School reflections on outcomes from annual module and programme review, periodic programme reviews and external examiner reports***Brief summary on the reflections and/or key lessons learned that have been identified through consideration of the annual and periodic review process that are not addressed below.* |
| **B. Enhancement of learning and teaching and the student experience** |
| **1. Student retention, progression and achievement (degree awards/classification)***Brief reflections on the student retention and progression at all levels, informed by retention and outcome data, student feedback and assessment outcomes including any identified trends or recurring topics**This data can be found on the MIPortal:* [Student retention and progression (sharepoint.com)](https://dmail.sharepoint.com/sites/MIPortal/SitePages/Student-retention-progression.aspx)[Student attainment (sharepoint.com)](https://dmail.sharepoint.com/sites/MIPortal/SitePages/Student-attainment.aspx)[Graduation and alumni (sharepoint.com)](https://dmail.sharepoint.com/sites/MIPortal/SitePages/Graduation-Alumni.aspx) |
| **2. Student Feedback and Experience***Brief reflections on the student feedback received through SSLC’s, module evaluations, NSS, PTES and PRES, including any identified trends or recurring topics. Remember to include Undergraduate, Taught Postgraduate and Research students.**NSS Data:* [Student engagement (sharepoint.com)](https://dmail.sharepoint.com/sites/MIPortal/SitePages/Student-engagement.aspx)*PTES Data: Issued to Schools by Martin Glover**PRES Data: Issued to Schools by Martin Glover/ Doctoral Academy**League Table analysis:* [Reputation and rankings (sharepoint.com)](https://dmail.sharepoint.com/sites/MIPortal/SitePages/Reputation.aspx)*Pulse Survey Data:* [Student engagement (sharepoint.com)](https://dmail.sharepoint.com/sites/MIPortal/SitePages/Student-engagement.aspx) |
| **3. Curriculum development***Brief reflections on the consideration of student feedback, the annual and periodic programme reviews and external examiner reports and how these have informed the development of the curriculum.**External Examiner reports:* [AY 2022-23](https://dmail.sharepoint.com/sites/QAS_EE_Portal/SitePages/External-Examiners%27-Reports--Dashboard.aspx?csf=1&web=1&e=jYgL19#external-examiners-reports-dashboard) |
| **4. Assessment and feedback***Brief reflections on the consideration of student feedback , the annual and periodic programme reviews and external examiner reports and how these have informed the development of the Schools approach to assessment and feedback.*Student Module Results: [Student attainment (sharepoint.com)](https://dmail.sharepoint.com/sites/MIPortal/SitePages/Student-attainment.aspx)*External Examiner reports:* AY 2022-23*Student Feedback: see above* |
| **5. Graduate Outcomes, Employment and employability***Brief reflections on graduate outcomes at all levels, informed by retention and outcome data, student/alumni/recruiter feedback and outcomes including any identified trends or recurring topics**Graduate Outcome data:* [Graduation and alumni (sharepoint.com)](https://dmail.sharepoint.com/sites/MIPortal/SitePages/Graduation-Alumni.aspx) |
| **6. Engagement with Professional Services***Brief reflections on engagement with professional services in relation to the student experience and learning and teaching.* |
| **7. Teaching collaborations***Brief reflections on any partnership related activity including articulation arrangements, joint/dual/double awards etc.* |
| **8. Externality***Summary of ways the School has sought to engage with external sources in the development of the teaching and learning experience across undergraduate, taught postgraduate and research programmes. (Excluding that required during programme review or development and/or external examination.)* |
| **9. Staff development***Summary of the ways in which the Schools have supported academic staff to develop their practice.* |
| **10. Concluding Remarks***Any final remarks by the School to summarise the action plan and next steps*  |