**Faculty Programme Enhancement Process (FPEP) Self-Evaluation Report**

**IMPORTANT**: This form should be used for those programmes with “exceptions” – please see the policy for more information. E.g., Higher and Degree Apprenticeship programmes, INTO programmes, and programmes held in partnership with academic partners.

Section 1 should be completed **prior** to a Panel meeting(s). The rest of the report is completed **following** a Panel meeting(s).

There is no obligation to use the FPEP Self-evaluation form for anything other than those types of programmes listed above. However, Faculties may choose to use the FPEP Self-evaluation form for other programmes/clusters should that better suit their needs than the FPEP Review Report template.

1. **Overview of the Review:**

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| **Programme / programme cluster under review:** | *Please provide a list of programmes included in your review, as well as the Faculties/Departments to which they belong.* |
| **Details of other recent relevant Reviews:** | *This can include local-level department reviews, PSRB Reviews, and other accreditation Reviews such as EQUIS. Please enter “N/A” if this is not appliable.* |
| **Details of relevant partnerships:** | *Please enter “N/A” if this is not applicable.* |
| **Date / times of the Panel(s):**  | *DD/MM/YYY / HH:MM – HH:MM* |
| **Panel membership:** | *First and last name, Faculty/Department, and role.* |
| **Scope of the Review and any additional background information given during the main Panel meeting:** |
| *Please provide any additional contextual information for your programme or programme cluster that may aid the Review/Panel members’ discussions.* |
| **Author(s):** | **Date of completing this section of the report:** |
| *First and last name, Faculty/Department, and role.* | *DD/MM/YYYY* |

**IMPORTANT**: It is at the **Faculty’s/programme’s/cluster’s discretion** as to whether all sections are filled out below, or whether a focus is taken on one or more areas. This form can be adapted/added to. There is no requirement to replicate content from Quality Improvement Plans (QIPs) and Self-Assessment-Reports (SARs) - these can be appended to the FPEP Self-evaluation Report if appropriate.

***Admissions, recruitment, and enrolment:***

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| **Comment on the use of marketing materials to promote your programme:** *Place N/A if not applicable.** *Are the materials clear to students and applicants in terms of Programme Specifications, Module Descriptors, Intended Learning Outcomes, Assessment Criteria, and assessment methods?*
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| **Details of the entry requirements to your programme or programme cluster.** * Are the admissions and entry requirements suitable, including English language and academic proficiency?
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| **Details of your student numbers:** * Is the programme or cluster meeting its admissions quotas and progressing in accordance with market trends for the subject, if available?
* What is the ratio of applicants to entrants? What are the trends?
* What is the proportion of applicants in relation to gender, students declaring a disability, students declaring an ethnic minority background, school type, and mature students?
* What steps are being taken to widen the participation of underrepresented groups in higher education?
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***Assessment, feedback, and progression:***

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| **Please comment on the progression rate of your programme or programme cluster:*** How does the curriculum support students to progress?
* To what extent is clear information provided to students on the feedback of their assessments?
* Are there any common factors in withdrawal, transfer, and/or non-continuation?
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| **Please comment on the module and programme structures:*** Are the modules and programme(s) designed in accordance with University Policy? e.g., <http://as.exeter.ac.uk/academic-policy-standards/tqa-manual/cqf/academiccredit/> and <http://as.exeter.ac.uk/tqae/qualityandstandards/programme-module-development/programme-module/>
* Has the programme recently undergone a significant amendment, or is this a new programme?
* How is assessment devised at the programme-level to measure student progression?
* Have the modules/programme embedded the principles of Transformative Education Framework in the curriculum and pedagogy? i.e., Inclusive Education, Racial and Social justice, and Sustainability in education. (<https://www.exeter.ac.uk/about/vision/successforall/transformativeeducation/>)
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| **Please comment on the assessment, submission, and feedback mechanisms:*** Are the assessment timescales being met?
* Does the programme/programme cluster team consider deadlines for assessments so that student and staff workload is considered?
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| **Please comment on the feedback mechanisms:*** Are the assessment feedback timescales being met?
* Is there evidence that feedback to students is of high quality, and is timely?
* Have issues arose from student feedback regarding assessment and feedback methods for this programme(s), and what steps have been taken to address these if so?
* What is the score for module feedback?
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| **Please comment on relevant issues related to mitigation or student cases:*** How does the level of mitigation requests compare to the previous year?
* Are there any themes or commonalities to the mitigations requested?
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| **Please comment on the feedback from recent reviews by External parties on your programme or programme cluster:*** What is the External Examiner, PSRB, or other external involvement in this programme?
* Are there any outstanding actions from recent PSRB reviews that the programme(s) needs to address?
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***Programme design and enhancement:***

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| **Are there any specific Faculty/Department initiatives supporting Equality, Diversity, and Inclusivity (EDI), or sustainability/climate change themes**? * How are students’ individual needs identified and appropriately accommodated*?*
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| **What is the ratio of students to staff?** * What are the main concerns because of these ratios?
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| **What is the financial impact of the programme?** * What are the financial costs for the modules and overall programme?
* What are the main concerns?
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***Attendance and engagement:***

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| **Please comment on attendance and engagement-related matters:*** Are there negative trends within the data provided regarding attendance or engagement for the programme(s), and if so, what steps will you consider to address these?
* Do we see a pattern with regards to the type of student attending/not attending?
* What activity types have the highest/lowest attendance?
* Which venues have the highest/lowest attendance?
* What are the attendance patterns by day and time?
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***Student support:***

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| **Please comment on the mechanisms for student support:*** Are students aware and informed of appropriate resources to support them?
* What are the arrangements for academic support within the Faculty**/**Department?
* What induction procedures are utilised within the Faculty**/**Department?
* How many wellbeing cases are being recorded, are there patterns?
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***Student surveys and feedback:***

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| **Please comment on any relevant surveys, feedback, and commentary from student representatives:*** Are students supported to succeed, with reliable information published regarding what they should expect from their learning experience?
* What have been the core issues arising from NSS/PTES?
* Have issues arising from student feedback, such as Student-Staff Liaison Committees (SSLCs), been addressed effectively?
* Has the student Pulse Survey score improved or worsened from its latest iteration?
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***Employability and outcomes:***

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| **Please comment on the performance across your programme or programme cluster:*** How does the curriculum support students to progress, with clear information provided to students on the feedback of their assessments?
* Are there any common factors in withdrawal, transfer, and/or non-continuation?
* Is the pattern of firsts and 2:1s appropriate to the entry requirements and qualifications of students? (If appropriate).
* What are the demographic patterns, and are there any awarding gaps?
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| **Please comment on employability rates and provide commentary on the types of industry/roles or further education that graduates often progress onto:*** How does the programme/s provide students with equal skills at a graduate level?
* What careers are graduates from the programme/s looking for? Does the Faculty**/**Departmentprovide skills students need to achieve this?
* What proportion of students enter further study following graduation vs employment?
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***Looking forward to the next academic year:***

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| **Please comment on your aims and goals for the upcoming academic year. Please include reference to any support you require to help you achieve these aims:**  |
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| **Please comment on how you may look to enhance your programme offering:*** How are students involved in the development and enhancement of teaching methods, assessments, the programme, and curriculum design, etc?
* Are developmental opportunities taken up by staff?
* How effective are the internal mechanisms for monitoring and evaluating academic standards?
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1. **Action Plan:**

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| **Challenge discussed** | **Recommendation** | **Priority (rated 1-5 with 1 being the highest)** | **Action** | **Responsibility** | **Estimated completion date** | **Feedback** | **Support required** |
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*We recommend that you have no more than five actions so that they can be effectively managed and achieved.*

**IMPORTANT**: The Panel Secretary must now share this form with the Chair for review. The Report will then be shared, with the Chair’s authority, to the Panel and Faculties/programme/programme cluster for final feedback. Amendments can be made to the report as appropriate, with the Chair’s approval.

1. **Approval:**

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| **Final comments from the Chair (or Deputy Chair), supported as appropriate:** | **Final comments from the Pro-Vice-Chancellor and Executive Dean of the Faculties (PVC)\* (or delegate), supported as appropriate:** |
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| **Approval of the Chair (or Deputy Chair):**  |  | **Date approved:** | DD/MM/YYYY | **Approval of the PVC or delegate:**  |  | **Date approved:** | DD/MM/YYYY |

*\*If multidisciplinary, this should be the lead Faculty, as agreed by the Faculties.*

**IMPORTANT**: The Panel Chair must share a final copy of the Report with educationpolicy@exeter.ac.uk, to support and enable institutional quality assurance processes.

***For completion by the programme or programme cluster, and by the Panel (Chair or Deputy Chair) at least 12 months post-review. In some cases, a longer period for follow-up may be appropriate, as agreed by the Chair:***

1. **Follow-up Review:**

**IMPORTANT**: The Secretary must contact the programme or programme cluster to initiate a follow-up review.

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| **The Programme Lead (or delegate approved by the Panel Chair) should provide an update on the report above, supported as appropriate:** |
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| **Completed by: (Title, name, role)** | **Date of completion: (DD/MM/YYYY)** |
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| **Response from the Panel (by the Chair or Deputy Chair):** |
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| **Completed by: (Title, name, role)** | **Date of completion: (DD/MM/YYYY)** |
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**IMPORTANT**: The Panel Chair must share a final copy of the Report follow-up Review with educationpolicy@exeter.ac.uk, to ensure this can be stored centrally, to support and enable institutional quality assurance processes.

The programme or programme cluster should also ensure an update is made via/at their relevant TEAP/TEM. If the programme/cluster is part of an academic partnership, updates should be given to the relevant Partnership Board.

**The frequency of follow-up review is determined by the Faculties.**

It may be appropriate to have a follow-up review every year until the (recommended) four-yearly full self-evaluation review takes place. If this is the case, the section above can be copied and pasted below for additional follow-up review records.