**

**Department PGT Annual Monitoring Report**

**[Text in red is provided as guidance and should be deleted from the final version]**

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| **Departmental Information** | |
| **Department** (or School, Institute, Centre, as appropriate) |  |
| **Faculty** |  |
| **Author of report** (including job title) | (Director of Postgraduate Studies) |
| **Period covered by the report** | 2021-22 academic year |
| **Date report produced** |  |
| **Deadline for submitting report** |  |
| **This report has been discussed with student representatives and updated, where required, to reflect this dialogue** | |

Please check that the list of programmes below is accurate:

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| **Programmes within the scope of this report** |
| Aeronautical Engineering (BEng 3YFT) |
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| **Collaborative Programmes within the scope of this report (e.g. joint award, double award, collaborative Imperial award)**  Only collaborative programmes where the College is the lead administrative party and responsible for the quality and standards | |
| **Programme** | **Partner** |
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| **Collaborative Modules within the scope of this report (e.g. collaborative module agreements, where modules do not fall within the collaborative programme(s) above)**  Only collaborative modules delivered by partners which contribute to collaborative programmes where the College is the lead administrative party and responsible for the quality and standards | |
| **Module** | **Partner** |
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| Where there are significant issues in relation to collaborative programmes and/or collaborative modules that require further action by the Department, these must be summarised in **Section 7 Collaborative Provision** and **Section 10b Future Action Plan** only |

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| **Section 1: Departmental Overview and Context** | |
| * Summarise the key features of the Department’s provision or provide a link to the Department’s webpage where this information is available * Provide a short evaluation of the Department’s provision (e.g. identify overarching themes, notable achievements and/or staff developments) * Highlight major programme changes delivered in the period covered by the report or planned changes for the next academic session | |
| You should reflect on all programmes but can also refer to individual programmes or modules. Where changes have been made due to the implementation of Curriculum Review, only a summary of the significant changes is required. Whilst the report template does focus to an extent on issues or areas of concern which may require further action, it is of equal importance to highlight areas of good practice, innovation and commendation, both to celebrate achievements of individual Departments and faculties, and to identify and share good practice which could be adapted and implemented across the College.  To avoid repetition please refer to later sections of the report, where appropriate. | |
| **Strengths** | **Issues** |
| Departmental strengths should be identified under the following indicative headings (delete headings where it is not possible to give a strength)  Degree Attainment  Student Destinations (available through Power BI)  Student Feedback  Learning Resources and Learning Environment  Academic Support  Pastoral Support  Curriculum  Departmental Processes  Project allocation and timing (postgraduate taught programmes only)  Add further headings, if appropriate | Departmental issues should be identified under the following indicative headings (delete headings where there are no issues)  Degree Attainment  Student Destinations (available through Power BI)  Student Feedback  Learning Resources and Learning Environment  Academic Support  Pastoral Support  Curriculum  Departmental Processes  Project allocation and timing (postgraduate taught programmes only)  Add further headings, if appropriate |

**Reporting within the following sections should be ‘by exception’**

* Where there is evidence of consistently good performance and no issues are identified, the relevant box should be marked and no further commentary is required
* Examples of good practice should be identified throughout the report and, where these could be implemented across College if suitably adapted, should be summarised in **Section 8: Good Practice/Commendable Achievements**
* Where there is significant deviation in quantitative data from one academic year to the next or recommendations within qualitative reports, these should be commented on in the relevant sections
* Where issues have been identified, these must be addressed with appropriate actions in the **Section 10: Departmental Action Plan**.

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| **Section 2: Non-Continuation and Degree Attainment** | |
| **Data:**   * **Award data**   Departments should reflect on any significant trends or outliers in relation to Degree Attainment. It is at the discretion of the Department as to what constitutes an outlier. | |
| **Please mark as appropriate** | |
| **Yes**  **No** | Were there any significant trends or outliers in relation to degree attainment? |
| The following trends or outliers in relation to Degree Attainment were highlighted in the data: xxx | |

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| **Section 3: External Examiner Reports** | |
| **Data:**   * **External examiner reports and responses**   Individual programme responses to External examiner reports should have already been provided to the Quality Assurance and Enhancement Team. If not, please remind your colleagues to do so. | |
| **Please mark as appropriate** | |
| **Yes**  **No** | Were there any significant issues raised by External Examiners in their reports that require further action by the Department? |
| Issues raised by external examiners that have resulted in an action must be included in **Section 10b: Future Action Plan**. No further commentary is required in this section as external examiner issues are addressed fully through a) programme teams’ responses to external examiners and b) the College level external examiner report produced by the Quality Assurance and Enhancement Team. | |

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| **Section 4: Professional, Statutory and Regulatory Body (PSRB) and other**  **external reports** | |
| **Data:**   * **PSRB accreditation reports and latest action plans (data held by Department)**   Where (re)accreditation visits have taken place in the reporting period, please state the programmes that have been (re)accredited and when the (re)accreditation agreement requires renewal. Recommendations from PSRB visits do not need to be stated in this section as full PSRB reports should be submitted with the annual monitoring report. | |
| **Please mark as appropriate** | |
| **Accrediting Bodies:** | |
| **Yes**  **No** | Did any PSRB (re)accreditation visits take place or were expected in the period covered by this report? |
| If **Yes**, please state:   * Name of programme(s): * Name of PSRB: * Date of visit: * Outcome of visit: The following programme(s) was (re)accredited to cover 2018-19 to 2022-23 intakes: xxx   Provide the above information for each PSRB visit. | |
| Issues raised by PSRB visits that have resulted in an action must be included in **Section 10b: Future Action Plan**. No further commentary is required in this section as issues raised in PSRB visits are addressed fully through programme teams’ responses to PSRBs, which should be included as appendices to the annual monitoring report. | |

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| **Section 5: Student Feedback** | |
| **Data:**   * **Postgraduate Taught Experience Survey (PTES) (postgraduate only, run biennially)** * **Module evaluation results**   The Department should reflect upon student feedback holistically and identify any key issues, themes or trends. The Department should reflect upon any other sources of student feedback such as Staff-Student Committees and local surveys. For postgraduate taught programmes, particular attention should be given to student feedback on project allocation, timing and the supervisory experience. | |
| **Please mark as appropriate** | |
| **Yes**  **No** | Were there any significant issues, themes or trends arising from student feedback that require further action by the Department? |
| The following significant issues, themes or trends from student feedback were highlighted in the data: xxx | |

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| **Section 6: Student Destinations** | |
| **Data:**   * [**Differential Outcomes Dashboard**](https://app.powerbi.com/Redirect?action=OpenApp&appId=2d39df5a-423e-4f24-a712-905c3e141d9b&ctid=2b897507-ee8c-4575-830b-4f8267c3d307) * **Destinations**   The Department should reflect upon any significant issues or changes in relation to trends in graduates’ first destinations. The Department should highlight any employability initiatives offered and provide examples that have been particularly successful and could be communicated more widely. | |
| **Please mark as appropriate** | |
| **Yes**  **No** | Were there any significant issues or changes in relation to employment trends? |
| The following significant issues, themes or trends in relation to employment trends were highlighted in the data: xxx | |
| **Please mark as appropriate** | |
| **Yes**  **No** | Did the Department offer any employability initiatives? |
| The Department offered the following employability initiatives: xxx | |

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| **Section 7: Collaborative Provision** | |
| To be completed where the College is the lead administrative party and responsible for the quality and standards of collaborative programmes (e.g. joint award, double award, collaborative Imperial award) or where collaborative modules delivered by partners lead to College awards.  Where the College is not *directly* responsible for the quality and standards of collaborative programmes or modules, the annual monitoring report completed by the partner (with College input) should be included as an appendix. | |
| **Please mark as appropriate** | |
| **Yes**  **No** | Were there any significant issues in relation to collaborative programmes and/or modules that require further action by the Department? |
| Where appropriate, provide a summary of any issues identified in relation to the Department’s ongoing management of collaborative programmes and/or modules for which it is responsible.  In particular, you may comment on:   * Effectiveness of arrangements for managing the collaboration with the partner institution * Changes to the partner’s responsibilities over the previous academic year * Issues arising from the Memorandum of Agreement (MoA) with the partner * Issues raised by students on the programme regarding the partner/provision * Changes to the partner organisation and the impact on the Department’s programmes (these changes can be legal, financial, organisational, leadership, facilities, etc.)   Where appropriate, provide a brief summary of areas of good practice in relation to the Department’s ongoing management of collaborative programmes and/or modules for which it is responsible. | |

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| **Section 8: Good Practice and Commendable Achievements** | |
| Summarise key instances of good practice. The Department is not expected to repeat all items where these have been summarised in other sections above, rather **identify key examples which could, if suitably adapted, be implemented elsewhere in the College.** | |
| **Example of good practice** | **Report Section Number (if applicable)** |
| Please avoid examples that could be considered norms or College expectations. |  |
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| Please add further rows to this table, if required. |  |
| In order to celebrate and promote excellence across the College please provide details of commendable achievements during the period covered by the report. | |
| **Example of commendable achievement** | **Report Section Number (if applicable)** |
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| Please add further rows to this table, if required. |  |

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| **Section 9: Recommendations for action at a Faculty or College level** | | |
| Highlight specific matters relating to the delivery of programmes and the student experience more generally that may fall outside the Department’s direct control and therefore require the attention of the Faculty and/or College. Where this may be a matter for further consideration by a specific Department or service within the College, please detail in the table below if known.  Matters raised in this section should be limited to aspects directly related to the student educational experience. Please only make realistic recommendations which it is appropriate to address/consider via the annual monitoring process, such as changes to College level policies or procedures. Issues that could be considered to be part of the ‘wider’ student experience such as car parking, catering, transport or heating should not be included in this section. **Departments should be encouraged to refer these issues to the relevant service provider at the time and escalate these through the Faculty in a timely manner if they do not receive a satisfactory response. If the issue is still live and raised through annual monitoring, these issues should be referred again by the Faculty directly to the service provider.**  Where appropriate, matters raised in this section will be reported to the relevant Department or service within the College who will be expected to provide a formal response and, where necessary, to identify further action to address the issue. | | |
| **Quality and standards issues for further consideration at College level** | **Responsible owner (if applicable)** | **Report Section Number (if applicable)** |
| Please contact the service provider in the first instance |  |  |
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| Please add further rows to this table, if required. |  |  |

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| **Section 10a:**  **Updated action plan** |

**Insert the updated action plan pertaining to the academic year covered by the annual monitoring report**

Where actions have not been completed, an update should be provided. Outstanding actions should be copied into the future action plan (Section 10b) with a revised target date for achievement. Where outstanding actions are not copied over, an explanation should be provided (e.g. a different course of action has since been decided).

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| **Section 10b:**  **Future action plan** |

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| The action plan should only highlight key issues or areas to be addressed across the Department’s programmes over the coming academic year. The action plan is intended to be a live document which should be updated throughout the year as appropriate.  Actions should be **SMART: S**pecific; **M**easurable; **A**greed**; R**elevant and Realistic; **T**ime bound |

| **No.** | **Summary of the issue/area for enhancement and source(s) of evidence** | **Action proposed** | **Person responsible (name and job title):** | **Expected completion date** | **Date action completed / progress update:** |
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| 5 | Please add further rows to this table, if required. |  |  |  |  |

**On completion, please return the completed form to the Quality Assurance & Enhancement Team (Emma Rabin –** [**e.rabin@imperial.ac.uk**](mailto:e.rabin@imperial.ac.uk) **)**

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| **Appendices** |
| The following sources of evidence and information should be submitted with the report by the **Department**: |
| Section 3:   * External Examiner responses (where these have not already been submitted to the Quality Assurance and Enhancement Team)   Section 4:   * PSRB accreditation report and latest action plan (if a PSRB visit was undertaken in the reporting year   Section 5:   * Survey results (where the survey is managed by the Department) |
| The following sources of evidence and information will be appended to the report by the **Quality Assurance and Enhancement Team**: |
| Section 3:   * Collated External Examiner reports   Section 5:   * SOLE survey results (where available)   Note: The following Dashboards are available through Power BI:   * National Student Survey results Dashboards * Differential Outcomes Dashboards * Non-Continuation * Degree Attainment * Destinations |