

Guide to policy and procedures for teaching and learning

Section 3: Internal monitoring and review

Template and guidelines for Partner Programme Sub-Reports

1. The University Board for Teaching and Learning at its meeting on 19 September 2013 approved a recommendation that for programmes which include delivery with a partner, partner institutions be required to submit a report to the relevant Boards of Studies and Student Experience (BoSSE) on an annual basis.
2. Partner Programme Sub-Reports will be produced by the partner institution (where required) and considered by the first BoSSE of the academic year alongside the Partnership Annual Review Form, as part of their programme reflection process.
3. Partner Programme Sub-Reports provide an opportunity for BoSSE to critically analyse the management and operation of their partnerships annually; they facilitate the monitoring of standards and quality of the collaborative programme and allow BoSSE to reflect on ways in which they might enhance provision in future years.
4. The Partner Programme Sub-Reports are also reviewed by CQSD for inclusion in the Annual Collaborative Provision Report, which explores themes across the University’s collaborative provision and is submitted to the Sub-Committee for the Delivery and Enhancement of Learning and Teaching (DELT) alongside the Schools Teaching Enhancement Action Plans (STEAP) and other annual data sets in the Autumn Term. DELT subsequently refers the report to the University Board for Teaching, Learning and Student Experience for approval.
5. The Annual Collaborative Provision Report is also submitted to the Global Engagement Strategy Board (GESB) in the Summer Term of each academic year. Alongside the Report, GESB considers financial and recruitment aspects of the programmes, and this data is prepared by the Global Partnerships Office.

# Partner Programme Sub-Report Template

## Partner Programme Sub-Report [2022/23]

Please return your completed Report to the relevant Programme Director by **the date specified by the Programme Director at the University of Reading.** The Programme Director is responsible for ensuring the date for submission of the Partner Programme Sub-Report is congruous with the reporting timeline for Partnership Annual Review**.**

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| **Partner name** |  |
| **Programme Director (or equivalent) at Partner** |  |
| **Programmes or Modules provided** |  |
| **Programme Director(s) (at Reading)** |  |
| **Date of report** |  |

Please **Report by Exception**.   
Note successes, good practice and any issues that have arisen in the past academic year, any changes from the previous year and any initiatives that are particularly noteworthy over the past 12 months.

Partnership staff at NUIST are invited to include any additional reflections on the operation of the programme(s) to inform future partnership developments within the NUIST-Reading Academy and to feed into the ongoing partnership review.

Please refer to the Guidance below when producing this Report.

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| **Section 1: Key changes and events** | |
| Please use this space to highlight any changes which have affected the programme delivery in the past year. Please also note any significant events, including any external programme scrutiny. |  |
| **Section 2: Programme Success and Good Practice** | |
| Please use this space to highlight any areas of good practice and successes for the programme during the past academic year. |  |
| **Section 3. Challenges and Areas for improvement** | |
| Please use this space to identify areas for improvements and any elements of the programme that could have gone better in the past 12 months.  In the case of NUIST-Reading Academy programmes, please highlight any issues you would particularly like to address or develop in future. |  |
| **Section 4: Student Feedback** | |
| Please use this space to comment on student feedback and what has been done to address any issues the students have raised. |  |
| **Section 5: Future Plans and developments** | |
| Please use this space to indicate any planned changes to the existing programme, plus any external changes which may affect the programme.  Please comment on whether there are any other areas of activity you would like/plan to explore with the University. |  |

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| **Partner representative (name)** |  |
| **Signature (electronic signature is acceptable)** | ateatureBoard of Studies (name)ve programmes only: just use it to summarise good practice and recs?e Reports from the Faculty |
| **Date** |  |

|  |  |
| --- | --- |
| **Reading Programme Director (name)** |  |
| **Signature to confirm that the Partner Programme Sub-Report has been received and will be used in production of the Partnership Annual Review Form (electronic signature is acceptable)** | ateatureBoard of Studies (name)ve programmes only: just use it to summarise good practice and recs?e Reports from the Faculty |
| **Date** |  |

## Guidelines for completing the form

### General notes

1. Boards of Studies and Student Experience shall consider the Partner Programme Sub-Report for each partner. This Sub-Report should be completed by the partner institution and reviewed by the Programme Directors (UoR) when preparing the Partnership Annual Review Form. The Partner Programme Sub-Report will be required for all programmes listed in the Register of Collaborative Provision[[1]](#footnote-1) (unless advised otherwise by CQSD).
2. The Programme Director (UoR) can provide help and advice on writing your Partner Programme Sub-Report, please contact the relevant Programme Director if you require further guidance. The Programme Director (UoR) may wish to include further questions for consideration by the partner institution.
3. Some sample questions have been provided to assist the partner institution in identifying the scope of the information they should include in each section. These are not indicative and will not be relevant for every partnership, nor should the questions limit responses
4. Partners are asked to ‘Report by Exception’; Noting successes, good practice and any issues that have arisen over the past academic year. Refer to any changes from the previous year and any on-going initiatives that are particularly noteworthy over the past 12 months. In the case of NUIST-Reading Academy programmes, the partner may wish to include broader reflections to inform partnership development as part of the ongoing partnership review.

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| **Section** | **Guidance** |
| 1. **Key changes and events** | Please provide comment on changes which have impacted on the programme(s)/modules and/or changes to relevant modules (courses) including changes in staffing, facilities, resources, governance, and any external factors i.e. changes in government policies, travel/visa restrictions etc.  Please describe any external scrutiny the provider/programme/modules have undergone in the last year.  Possible questions for consideration in this section:   * Have there been any changes to your mission statement; corporate plans/strategies; wider provision? * Have you developed any other partnerships? * Have there been any changes in the local recruitment market or regulatory environment? * Have there been any changes to staffing? * Have there been any changes to the available physical space, specialist equipment, library facilities, online resources etc? |
| 1. **Programme Successes and Good Practice** | Please highlight areas of Good Practice across the provision over the past 12 months and areas of impact and innovation.  These might refer to:   * Marketing and recruitment * Admissions * Staff and Teaching, including any staff training * Learning Resources, including library, online, guest speakers, educational trips/visits * Assessment practices and Student Performance * Student support services including Careers and Employability * Student Representation * Discipline, Complaints and Misconduct * Partnership with UoR, including involvement with Academic Boards and communication with UoR staff. |
| 1. **Challenges and Areas for improvement** | Please highlight challenges that have occurred across the provision over the past 12 months.  These might refer to:   * Marketing and recruitment * Admissions * Staff and Teaching * Learning Resources, including library, online, guest speakers, educational trips/visits * Assessment practices and Student Performance * Student support services including Careers and Employability * Student Representation * Discipline, Complaints and Misconduct * Partnership with UoR. Including, involvement with Academic Boards and communication with UoR staff. |
| 1. **Student feedback** | Please note any significant feedback you have had from students over the past year. Where student complaints/suggestions for improvements have been received, please detail what action has been taken/planned to address this feedback. |
| 1. **Future plans and development** | What are the future plans for programme?  Are there any other factors of change on the horizon? What might their impact be?  Are you interested in further collaborations with the University of Reading? What might these be? |

1. <http://www.reading.ac.uk/cqsd/QualityAssurance/CollaborationWithOtherInstitutions/cqsd-register.aspx> [↑](#footnote-ref-1)