# Partnership Annual Review Form For partnership programmes and progression arrangements

## Introduction

1. The Partnership Annual Review Form is intended to provide Programme Directors the opportunity to routinely reflect on the management and operation of their collaborative programmes and facilitates the monitoring of standards and quality of the collaborative programme.
2. The Partnership Annual Review Form is submitted by the Programme Director to the relevant Boards of Studies and Student Experience (BoSSE), in the Autumn Term, alongside the Partner Programme Sub-Report (where appropriate), and is considered as part of the BoSSE programme reflection process. It should be signed by the Head of School (and Academic Director of Teaching and Learning in the case of NUIST-Reading Academy programmes) prior to submission.
3. The Programme Director should also submit the Partnership Annual Review Form, alongside the Partner Programme Sub-Report, to CQSD. CQSD will use these to inform the University’s 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 (STEAPS) and other annual data sets in the Autumn Term. DELT subsequently submits the report to the University Board for Teaching, Learning and Student Experience (UBTLSE) and, following approval by UBTLSE, it is shared with Programme Directors for submission to the next available BoSSE.
4. 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 (GPO).
5. Where a programme has not operated in the previous academic year the Partnership Annual Review Form should normally be completed, concentrating on the reasons why a programme did not run and plans for the future.
6. Completed forms should be submitted to the first Board of Studies and Student Experience meeting of each academic year and to CQSD by **30 September**. In the case of NUIST-Reading Academy programmes, Forms should be submitted to the ADTL by **1 September**. The ADTL will submit all NUIST-Reading Academy Forms to CQSD by 30 September.

Partnership Annual Review Form [2022/23]

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| Programme details | |
| Name of partner |  |
| Programme title |  |
| UoR Programme Director |  |
| Managing School  Including which BoSSE the programme reports to. |  |
| Nature of activity |  |
| Did the programme operate this academic year? (If not, please indicate the reason why and plans for the future.) |  |

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| Data and quality management | | |
| Please fill in this section in regard to data for the past academic year and indicate assurances around quality management where requested. | | |
| Please confirm that the programme is being run in line with the Memorandum of Agreement and the Operational Handbook. |  | |
| Please use this space to comment on the quality of the relationship with the Partner.  Please highlight positive aspects and areas that require further support.  Did you visit the partner in 2022/23 or do you plan to visit soon? |  | |
| Were you notified of any partner staff changes promptly and did you review the CVs of any new staff? |  | |
| Have there been any changes to the programme, either as a matter of routine or as a result of Portfolio Review? Do you have any feedback on the implications of PRP for your partnership?  Have any of these changes required an amendment to the Memorandum of Agreement?  Are you and the Partner aware of any additional work that might be required ahead of the introduction of the new Academic Year structure in 2024/25? |  | |
| For UG programmes, how many students fail to progress each year?  Was there any particular increase or decrease in the rate from previous years or compared to domestic students? If so, why? | Percentage ‘fail to progress’ for UG programmes:  Part 1-2:  Part 2-3: | |
| How many students completed the programme and what were their classification results?  Was there any particular increase or decrease in the rate from previous years or compared to domestic students? If so, why? | UG programmes  Percentage 1sts:  Percentage 2.1:  Percentage 2.2:  Percentage 3rd:  Percentage Pass:   * Percentage Fail: | PG programmes  Percentage Distinction:  Percentage Merit:  Percentage Pass:   * Percentage Fail:   (If data is not available by time of submission (30 September), please submit separately to CQSD as soon as it becomes available) |
| How many students applied to the programme? And how many students were recruited?  Please comment on whether recruitment was higher or lower than expected. And any reasons for this.  Are there any mitigating actions that may be necessary in the future? | Applications:  New students enrolled this year:  Total cohort size (across all years): | |
| Please comment on the costs of running this programme (ie: travel expenses, resources, additional staff etc)  Are these in line with planned expenditure? |  | |

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| Student Feedback: | |
| Please use this space to comment on any student feedback from the past academic year. (ie: From programme and module evaluations/SSPGss etc)  Where issues have been raised what has been done to address those issues?  What feedback have students provided in respect of transitions (to the next stage of a programme and/or to the UK, as appropriate) and their sense of belonging to their academic community? |  |

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| External Examiner Feedback: | |
| Please use this space to comment on any feedback from the External Examiner for this partnership programme.  Where any issues have been raised what has been done to address these? |  |

In the following section outline your priorities in terms of managing the partnership programme and working with your Partner to address any current issues or risks and to enhance the programme provision.  
**These should be based on feedback from the Partner, feedback from students and the external examiner and the data indicators above**. They could relate to marketing and recruitment, fees and discounts, staff and teaching, assessment and student performance, student support, transfer support, student representation, access to learning resources, student experience, the implications of PRP and semesterisation and developing the relationship with the partner.

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| Partnership priorities for the next Academic Year: | | |
| Priority | Actions | Expected impact |
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1-3 priorities are advised per programme, but this may vary depending on the partnership circumstances.  
Add any extra rows as necessary

At the end of each year, reflect on your priorities and any impact as a result (i.e. refer to the previous year priorities).

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| Evaluation and impact of priorities from the previous academic year: | | |
| Priority | Actions undertaken | Outcomes and evidence of impact\* |
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\*This should be a simple statement of what has happened as a result of the activity undertaken, including any quantitative evidence of impact.

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| Future plans | |
| Are there any other areas you intend to develop with this partner over the next 12 months?  In the case of NUIST-Reading Academy programmes, you may also use this section to provide an overall reflection on the operation of the partnership and on its future direction. |  |
| Are you aware of any wider changes or planned changes at the partner or in the region that might affect the Partnership? |  |
| Any other comments. |  |

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| Head of School Comments | |
| Please comment on the Partnership and its strategic fit for your School.  Is there anything further you would like to develop with this Partner?  In the case of NUIST-Reading Academy programmes, you may wish to provide additional comments here to inform the NUIST partnership review process. |  |
| Signed: (electronic signature acceptable) |  |
| Dated: |  |

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| Academic Director of Teaching and Learning Comments (NUIST-Reading Academy programmes only) | |
| Please comment on the Partnership programme and its operation within the overall NUIST-Reading Academy based on the contents of this form and the associated Partner Programme Sub-Report. |  |
| Signed: (electronic signature acceptable) |  |
| Dated: |  |

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