KIBOGORA POLYTECHNIC
QUALITY ASSURANCE MANUAL

1. This Manual must be read in conjunction with the Academic Regulations. Both documents are approved by Senate and may only be amended by Senate.

2. This Manual contains procedures which are binding on all staff of the institution. The power to vary these procedures in exceptional circumstances is vested in the Rector. The Rector must declare to the Senate any variations, in writing, and for a limited period. The Vice Rector Academic will compile a report to each Senate of any regulations and procedures which have not been followed.

3. The authority nature, purpose and organisation of the Institution are defined in the **Governance Manual**. The nature and structure of awards, the admission and assessment of students, are defined in the **Academic Regulations** and the purpose of this manual is to define how those regulations are fulfilled.

4. The **Procedures for the Validation of Modules and Programmes** issued by HEC are included in this manual. Where there is any conflict the HEC procedures (including any revisions issued by HEC) will take precedence.

5. The Institution's quality strategy seeks to establish and assure appropriate standards for its awards and to enhance the student learning experience. It is evidenced through a variety of mechanisms and processes at all levels within the institution. Although special circumstances may apply to specific programmes, these underlying principles apply to all programmes of study.

6. The Institution's **quality strategy** has four major objectives:
   To ensure the integrity of the academic awards of the Institution;
   To enable Senate to execute responsibility for the academic standards of the Institution's awards;
   To enhance the student experience in the context of the achievement of the Institution's mission and its educational objectives;
   To enable and support staff in the delivery of the highest quality provision;

a. and in achieving these objectives to:
   utilise rigorous and effective quality mechanisms that locate responsibility at an appropriate level within the Institution;
   review the Institution's procedures to ensure efficient and effective processes and;
   ensure the engagement of staff with quality improvement.

QUALITY ASSURANCE STRUCTURES

7. The Rector, as the institution's Chief Executive, is assisted by the Executive Council. The principal organs of the Institution are the Board of Directors and the Senate. The Quality Committee, which reports to the Senate, and is chaired by the Vice

Rector Academic, has delegated responsibility for academic quality assurance. The Institution's academic structure is based upon Faculties, which may be composed of Departments. Deans of Faculty are responsible for academic leadership and management in their faculty. They report to the Vice Rector Academic.

PROCEDURES FOR THE VALIDATION OF MODULES AND PROGRAMMES (HEC)

8. All new taught programmes must be validated, using an approval process set out by the Institution. Validation or revalidation of programmes involves four stages:

    8.1 Programme teams fill in a Programme Proposal Form (Appendix A), with the advice of Quality Office. Programmes are 'costed' in terms of staff input by the Programme Team; Finance later translate this into a staff cost in terms of salaries/money. The Programme Proposal Forms are approved within Faculty, and the Dean 'signs them off' as fitting within the Faculty Plan. The forms are also scrutinised by the Vice Rector Academic to ensure they conform to the Institution's overall strategy for taught programmes, and the Vice Rector Administration and Finance to confirm resources. Permission is given to proceed.

    8.2 Programme teams fill in a Module Descriptor Form (Appendix B) for each module on their proposed programme. These are discussed with Quality Office, considered by the Faculty in conjunction with the Programme Proposal Forms, and given preliminary approval.

    8.3. Programme teams fill in a Programme Specification Form. This is considered at a Institution-level Validation Panel attended or advised by an external adviser (nominated by the Dean and approved by the Quality Office), and the module descriptions for the programme and the c.v.s of staff are also made available to the meeting. The Panel considers whether the programme is likely to meet the quality threshold of the Institution and international norms for equivalent qualifications elsewhere. The Panel recommends to the Quality Committee and Senate whether the programme be validated, with or without conditions, which the Faculty must meet within six months.

    8.4 If provisional approval is given, Senate receives a summary report of the programme and the
    proceedings and gives final approval.

9. [Validation of single modules involves only Stages 8.2 and 8.4 above but also requires Vice Rector Finance & Admin approval at Stage 8.2]

10. The Quality Committee receives the reports from Validation Panels and, later, annual quality monitoring reports from Faculties. Membership is the Vice Rector Academic (Chair), Director of Quality, other central staff who may be deemed relevant, and one representative from each Faculty. This Committee will receive a shortened Programme Description and reports from the Validation Panel and the module meetings. After discussion an abstract of these will be passed to Senate for approval.

11. The Quality Office holds the definitive versions and the amendment history of all Programme Specifications and Module Descriptors.

Amendment of programmes

12. Changes which do not alter the basic nature of the programme, either singly or incrementally, can be approved through the Minor Change Process. Changes CANNOT be made retrospectively. The Minor Change Process is managed by Quality Office. All changes must be approved by the Dean before they are submitted to Quality Office.

13. Changes which do not materially affect the learning outcomes or assessment of a module, for example booklist updates, do not require external approval. Changes which materially alter the size, learning outcomes or assessment of a module; or which modules a programme contains, must receive the approval of the external examiner for the programme. The Quality Office will confirm to the Faculty that the change has been approved.

14. Changes to the title, awards, learning outcomes or structure of the programme require revalidation. Changes to more than one third of the validated modules will also require a revalidation.

ASSESSMENT

15. Assessment is an essential part of the learning process of the student in that it provides:
    a. a means of feedback to tutors and students;
    b. a diagnosis of student potential;
    c. a method of evaluating student progress and potential problems; and
    d. a summative measure of achievement.

16. Assessment strategies are approved as part of the programme validation process in relation to their ability to demonstrate that learning outcomes have been achieved. Programme Specifications identify the learning outcomes of the programme and those modules which deliver and assess those learning outcomes. Module descriptors identify module learning outcomes and their means of assessment and are made available to students.

17. The Institution's General Academic Regulations set down the standard marks scheme, principles on feedback, constitution of examination boards, penalties for late submission of work, scheme for considering exceptional circumstances and the process for academic appeals.

POLICY ON MODERATION AND VERIFICATION

18. All assessments will be internally verified before they are released to students. Internal verification is the confirmation by a tutor who is not involved with the

module that the proposed assessments are in line with regulations, pitched at the appropriate standard, and assess all the learning outcomes of the module. Faculties will publish their internal verification/ marking/ moderation processes.

19. Marks of all assessments contributing more than ten per cent to the module score shall be moderated internally, by second marking by another academic or by marking of a sample of scripts to assure the validity of the standard. All assessments at higher education Level 4 or higher or any other level leading to a specifically validated exit award, and carrying a mark of more than twenty per cent of the module score, shall be moderated by an external examiner.

20. Proposed examination papers must be approved by the external examiner of the programme, under conditions of complete confidentiality and secrecy.

EXAMINATION BOARD PROCEDURES

Timetable and Process

21. The Academic Registrar will set down a timetable for Examination Boards which identifies when assessment and moderation must be completed so that papers can be prepared for the Board. All tutors must comply with this timetable. There will normally be an Interim Board, which considers assessment in the first semester, a second Interim Board, which considers assessment in the second semester and makes interim progression recommendations, and a Final Board, which considers the results of any retakes or approved special examinations and approves final progression recommendations.

22. The Quality Office will circulate to tutors by email the spreadsheets on which module marks must be entered. Tutors must not reorder these sheets and will return completed sheets to the Quality Office. The office will print a hard copy which must be signed by the tutor and counter-signed by the moderator. The Quality Office will stamp the mark sheets once they are signed, file them and retain the documents for FIVE years.

23. Marks, progression and final award classification proposals will be compiled by the Quality Office for presentation to the Board. Where a student is retaking the module the maximum mark is capped at 50%. Where a student is retaking a year (for which full fees are payable) all previous module marks are deleted and there is no cap.

24. Where plagiarism is reported, the Program Leader will investigate. The disciplinary procedures will be followed and the case will be heard by the Dean. The Dean will establish whether there is a case to answer and whether the offence is poor academic referencing or plagiarism. For the first case where plagiarism is proven, a mark of 0% for the component assessment will be recorded. For the second case, a mark of 0% for the module will be recorded. For any subsequent case, the student may be withdrawn.

25. The Board will minute the receipt and approval of all marks. In line with Qualifications Framework, all modules at a level should be assessed to a broadly comparable standard. The KP Assessment Framework is the reference document for grading standards. The profile of module marks (mean and deviation) will be reviewed to confirm that this principle has been applied. Where the marks for a module suggest this principle may not have been applied (with too high, too low or unusually distributed marks), the entire module marksheet may be withdrawn for reconsideration and resubmission. If the External Examiner expresses concern about the mark profile of a module, the module marksheet may be withdrawn for reconsideration and resubmission. The Board will not alter individual marks.

26. Exceptional cases will be considered. All decisions should be made in accord with the Academic Regulations. Where there are exceptional circumstances for viring the regulations, the reasons must be reported to and approved by Senate. If Senate does not approve the virement, the decisions will be referred back to the Board for correction.

Final Awards

The assessment Board determines the final classifications in line with the following regulations.

27. For the purposes of calculating an award below honours Level on undergraduate programmes a minimum mark of 50 per cent must be achieved in each module. Awards below Honours level may be made with Distinction if a mark of 80% or over is attained on at least half the modules and the average exceeds 75%.

28. Wherever Levels are mentioned below, credit at a higher level may be substituted for a credit requirement at a lower level.

Honours Degree Classification

29. **First Class Honours** (1st) will be awarded to a candidate who has achieved a mark of at least 80 per cent in more than half the modules at Levels 4 and 5, including the Project, and the average mark exceeds 75%.

30. **Second Class Honours, Upper Division** (2i) will be awarded to a candidate who has achieved a mark of at least 70 per cent in more than half the modules at Levels 4 and 5, including the Project, and the average mark exceeds 65 per cent.

31. **Second Class Honours, Lower Division** (2ii) will be awarded to a candidate who has achieved a mark of at least 60 per cent in more than half the modules at Levels 4 and 5, including the Project, and the average mark exceeds 55 per cent.

32. **Third Class Honours** (3) will be awarded to a candidate who achieves a minimum mark of 50 percent in all modules at Levels 4 and 5, including the Project. A candidate may also be considered for the award of a 3rd Class Honours Degree with marginally fails (a mark between 45% and 49%) in up to 20 credits of modules at

these levels, provided he or she has achieved at least 50 per cent for the Project/Dissertation.

External Examiners

33. External Examiners are a key part of the assurance process to ensure the comparability of the standard of all awards of the Institution with other African universities. External Examiners are involved in the processes of external verification and moderation. Each External Examiner will:

    (i)   have appropriate responsibility for a specified programme (or programmes) and for designated modules;

    (ii)   will scrutinise assessment requirements (including examination questions) and will look at selected pieces of assessed work at level 4 and above;

    (iii)   attend those Assessment Boards responsible for making final awards.

The responsibilities and duties of External Examiners are provided in detail to External Examiners in a handbook.

34. Nominations for External Examiners are made by Deans, who are required to demonstrate that the External Examiner has the appropriate standing, expertise and experience to compare standards for the programme; to ensure impartiality there should be no recent connection with the Faculty and no reciprocal arrangement with the External Examiner's faculty; where there is insufficient national provision to make this possible, a case must be made to the Quality Office.

35. Where the proposal clearly meets the above criteria then the appointment will be formally made by Quality Office. All proposals will be submitted to the Quality Committee to establish whether a sufficient case has been made to recommend approval. Normally an External Examiner will be appointed for a four-year period. Quality Committee also has the power to terminate appointments in case of non-performance of the External Examiner.

36. External Examiners receive a briefing pack on their role and responsibilities and are invited to attend a briefing event held annually for all new External Examiners. As part of their contract with the Institution, External Examiners must report annually on a range of issues related to the standard of the programme(s) for which they are responsible. External Examiners are advised that if they are unable to fulfil their responsibilities or fail to submit their annual report they will forfeit their fee and their appointment will be terminated.

37. External Examiner reports are reviewed at the Faculty level and the Dean is responsible for ensuring that responses to issues are sent to individual external examiners within an appropriate timescales. Where a report identifies an "essential" concern (or where Quality Office or the Chair of Quality Committee finds it necessary to categorise a comment elsewhere in the report as "essential"), the Dean is required to send an immediate written response (ie within 2 weeks) to the External

Examiner and to copy that at the same time to Quality Office. "Advisable" and "desirable" recommendations must also be responded to by the Dean but this might take place less immediately.

38. As part of the Annual Monitoring Process the Programme Leader is required to comment on the views expressed, recommendations made and good practice identified by the External Examiner in his/her report, and on any actions taken.

39. Annually the Quality Office prepares a report for the Quality Committee identifying the "essential" concerns and responses to them, plus generic issues arising from other recommendations and good practice. If there are any recommendations to terminate an External Examiner full explanation will be provided.

Annual Monitoring Process

40. Every operating programme is reviewed annually, as part of the Institution's annual monitoring process. The purpose of the process is:

To evaluate and improve programme quality

To ensure the best possible student experience within the resource available

To ensure that appropriate action is taken to remedy any identified shortcomings

To identify and disseminate good practice

To build up information needed for the programme review process and for external

(HEC) reviews and audits

41. For every operating module Quality Office will conduct a student evaluation and feedback – students taking the module will under confidential conditions evaluate the module and provide feedback on aspects for enhancement. Individual responses are maintained strictly confidential by Quality Office, who will analyse the responses and provide aggregate feedback and copies of all comments to the tutor, programme leader and the Dean.

42. The programme leader will incorporate this information in the annual monitoring report, along with student achievement and progression statistics, withdrawals, external examiner comments and proposed action plan to address enhancements.

43. At each level (Programme; Faculty; Institution) an action plan is produced for those matters which can be addressed at that level. Any issues which are beyond the remit at that level are referred up (eg by a Faculty to Quality Committee or Senate).

Quinquennial Programme Review

44. The primary purpose of Programme Review is to confirm the good standing of programmes and is conducted by Quality Office. The focus of the event will be upon the review and re-approval of existing programmes. Programme Review takes place as a faculty based event approximately every 5 years, according to a schedule

approved by Quality Committee. The process is conducted by a panel comprising the Director of Quality, an independent member of academic staff and an external adviser, and includes scrutiny of documentation, meetings with staff and meetings with students. Quality Office will present a report on the outcomes of the Programme Review process to Quality Committee.

45. The documentation requirements comprise a set of standard documentation which is circulated to Panel members approximately 8 weeks prior to the event. In addition, an evidence base of review documentation and handbooks will be made available for checking by the Panel members approximately 10 weeks prior to the Review event.

46. The Panel will recommend to Quality Committee and Senate whether the programmes should be reapproved, with or without conditions, which the Faculty must meet within six months.

Updated 1st June 2014

APPENDIX A: **PROGRAMME PROPOSAL FORM**

1. PROGRAMME DETAILS 1 U**Programme Title**		
2 **Exit Awards**		
3 **Modes of Attendance** (please tick) _____	Part-time	Full-time
_____	Distance Learning	Work-based Learning
4 **Resource group**: (See Notes of Guidance)	Other (please specify)	Short course
	1	5
	2	6
	3	**Other (write in)**
	4	
5 **First year of programme presentation**		Current Session (short courses only)

2. PROGRAMME FUNDING AND ADMINISTRATION 1 **Programme Organiser/Leader:**	
2 **Programme Development Team**	
Name	**Faculty**
	(Chair)
	(Library Representative)
	(CIT Centre Representative)
3 **Faculty/ School/Centre administratively responsible for the programme**	

5. Expected student numbers	First year FT	First year PT	Second year FT	Second Year PT
Level1				
Level 2				
Level 3				
Level 4				
Level 5				
TOTAL				

6 WILL THE PROGRAMME BE RESOURCED FROM THE EXISTING RESOURCES OF THE CONTRIBUTING FACULTY(S), SCHOOL(S), CENTRE(S)?	
YES	**NO**
If 'No' please indicate the resource requirements, including the proposed source of funding.	

7 STAFFING (numbers of staff at each grade – or estimate)

Year				**SOURCE**

				OF FUNDS
Academic Staffing				
Full professors				
Associate professors				
Senior lecturers				
Lecturers				
Assistant lecturers				
Tutorial assistants				
ther – e.g. short-term expatriate)				
Support Staff				
Technical & Other Staff				
Equipment				
Library				
Other				

Note: you do not have to fill in the last three rows, but make a note in Q8 of any unusually high or low demands – otherwise you will be credited with the programme average for the number of students.

8 General accommodation requirements

   (Please give details of the classroom and laboratory space required to deliver the programme and whether the space is currently available)

3. PROGRAMME BACKGROUND, RATIONALE AND INDICATIVE CONTENTS

   (See Notes of Guidance)

4. UNIT APPROVAL

Faculties/Schools/Centres contributing to Programme (this table should be signed by the Deans/Heads of all Units contributing to the programme to confirm agreement with the proposal). **Faculty**	**Dean /Director**	
1	Signature	
	Print Name	
2	Signature	
	Print Name	
3	Signature	
	Print Name	
4	Signature	
	Print Name	

Seen and noted Library	Signature	
	Print Name	
ICT	Signature	
	Print Name	
Quality Office	Signature	
Print Name		

5. CENTRAL AUTHORISATION

Estminated cost in FRw Staffing - total	
Equipment	
Library	
Other	
Overall total	

Resource Confirmation _____ **Date:** _____

VRAF

    Approved _____ **Date:** _____

APPENDIX B: MODULE DESCRIPTION FORM

1. Module Code: _____ **Faculty:**

_____

2. Module
  Title: _____

  _____

3. Level: Semester: Credits: _____
4. First year of presentation: _____ **Administering Faculty:**
5: Pre-requisite or co-requisite modules, excluded combinations

6 Allocation of study and teaching hours See Notes of Guidance

Total student hours _____ s	Student hour	Staff hours
Lectures		
Seminars/workshops		
Practical classes/laboratory		
Structured exercises		
Set reading etc.		
Self-directed study		
Assignments – preparation and writing		
Examination – revision and attendance		
Other:		

6.1 Brief description of aims and content (not more than five lines)

6.2 Learning Outcomes
Knowledge and Understanding
  Having successfully completed the module, students should be able to demonstrate knowledge and understanding of:

Cognitive/Intellectual skills/Application of Knowledge
  Having successfully completed the module, students should be able to:

Communication/ICT/Numeracy/Analytic Techniques/Practical Skills
  Having successfully completed the module, students should be able to:

General transferable skills
  Having successfully completed the module, students should be able to:

7. Indicative Content

8.Learning and Teaching Strategy

9 Assessment Strategy

10 Assessment Pattern

Component	Weighting (%)	Learning objectives covered
In-course assessment:		
Final assessment		

11 Strategy for feedback and student support during module

12 Indicative Resources

Core Text (include number in library or URL) (inc ISBN)
Background Texts (include number in library or URL) (inc ISBN)
    Journals
    Key websites and on-line resources
Teaching/Technical Assistance
Laboratory space and equipment
Computer requirements
Others

13: **Please add anything else you think is important**

14: **Teaching Team**
4. UNIT APPROVAL

Deans and Heads of all Departments contributing to the programme to confirm agreement. Department	**Dean/Head of Department**	**Date**
1	Signature	
	Print Name	
2	Signature	
	Print Name	
3	Signature	
	Print Name	
4	Signature	
	Print Name	
Seen and agreed Library	Signature	
	Print Name	
ICT	Signature	

	Print Name	
Quality Office	Signature	
Print Name		

APPENDIX C: **PROGRAMME SPECIFICATION FORM**

1. PROGRAMME DETAILS

1 **Programme Title**				
2 **Exit Awards**				
3 **Modes of Attendance** *(please tick)* _____	Part-time		Full-time	
4 **Resource group**: (See Notes of Guidance)	Distance Learning	Work-based Learning		
	Other (please specify)	Short course		
	1	5		
	2	6		
	3	**Other (write in)**		
	4			
5 **First year of presentation**		Current Session (short courses only		

1 **Programme Organiser/Leader:**	
2 **Programme Development Team**	
Name	**Faculty**
3 **Faculty/ School/Centre administratively responsible for the programme**	

2. PROGRAMME FUNDING AND NEED FOR RESOURCES (changes since Programme Proposal Form)
Student numbers: Intake per year _____ into Level ____
Eventual population, all years: _____

3 PROGRAMME AIMS AND RATIONALE (See Notes of Guidance)

4.1 PROGRAMME LEARNING OUTCOMES (include modules not bearing credit)
Knowledge and Understanding
> At the end of the programme students should be able to demonstrate knowledge and understanding of:

Cognitive/Intellectual skills/Application of Knowledge
> At the end of the programme students should be able to:

Communication/ICT/Numeracy/Analytic Techniques/Practical Skills
> At the end of the programme students should be able to:

General transferable skills
> At the end of the programme students should be able to:

Specific learning outcomes for u/g Levels 1-4 should be included in the Appendix to this Document

4 PROGRAMME STRUCTURE (include modules not bearing credit)
   (please also give the same information in the table on the next page)
   Add rows to either table as required.

Module	Level	Semester

Note: Programme outcomes are to be shown in bold. Most outcomes will be achieved, finally, at Level 5, but some may be achieved earlier in the programme.

CURRICULUM MAP for <u>programme outcomes</u> (add rows or columns as required) – tick where outcome is achieved

Learning outcome									
Level/Module									

5. **LEARNING AND TEACHING STRATEGY**

6. **ASSESSMENT STRATEGY**

7. **STUDENT PROFILE**

8. **SPECIFIC ADMISSION CRITERIA**

9. STRATEGY FOR STUDENT SUPPORT

10. PROGRAMME-SPECIFIC NEED FOR RESOURCES AND UNUSUAL DEMANDS ON INSTITUTIONAL RESOURCES

11. STRATEGIES FOR CONTINUOUS ENHANCEMENT AND FUTURE DEVELOPMENT

12. STAFF DEVELOPMENT PRIORITIES

13. ANY OTHER ESSENTIAL INFORMATION
PROVISIONAL APPROVAL

Members of Approval Panel Role/location	Date	
Signature		
Members of Approval Panel Role/location	Date	
1 Chair (VRAC)	Signature	
	Print Name	
2	Signature	
	Print Name	
3	Signature	
	Print Name	
4	Signature	
	Print Name	
5	Signature	
Print Name		
6	Signature	
Print Name		
7	Signature	
Print Name		
8	Signature	
Print Name		
Seen and noted Library	Signature	
	Print Name	
ICT	Signature	
	Print Name	
Quality Office	Signature	
Print Name		
VRAF	Signature	
Print Name		

APPENDIX: LEARNING OUTCOMES FOR EACH LEVEL
Level 1
Knowledge and Understanding
>At the end of the programme students should be able to demonstrate knowledge and understanding of:

Cognitive/Intellectual skills/Application of Knowledge
>At the end of the programme students should be able to:

Communication/ICT/Numeracy/Analytic Techniques/Practical Skills
>At the end of the programme students should be able to:

General transferable skills
>At the end of the programme students should be able to:

Level 2
Knowledge and Understanding
>At the end of the programme students should be able to demonstrate knowledge and understanding of:

Cognitive/Intellectual skills/Application of Knowledge
>At the end of the programme students should be able to

Communication/ICT/Numeracy/Analytic Techniques/Practical Skills
>At the end of the programme students should be able to:

General transferable skills
>At the end of the programme students should be able to:

Level 3
Knowledge and Understanding
>At the end of the programme students should be able to demonstrate knowledge and understanding of:

Cognitive/Intellectual skills/Application of Knowledge
>At the end of the programme students should be able to:

Communication/ICT/Numeracy/Analytic Techniques/Practical Skills
>At the end of the programme students should be able to:

General transferable skills
>At the end of the programme students should be able to:

Level 4
Knowledge and Understanding
>At the end of the programme students should be able to demonstrate knowledge and understanding of:

Cognitive/Intellectual skills/Application of Knowledge
At the end of the programme students should be able to:

Communication/ICT/Numeracy/Analytic Techniques/Practical Skills
At the end of the programme students should be able to:

General transferable skills
At the end of the programme students should be able to

KIBOGORA POLYTECHNIC
Annual Monitoring for Academic Year 2012/13

Reports should be succinct and EVALUATIVE, and not more than 6 sides when completed.

Program Title _____

Program Leader's Name _____

Faculty _____

1.   **Progress on achieving actions/outcomes identified in previous year's report.**
        Please attach last year's updated Action Plan.

        If this is the first year of operation please list the recommendations made by the audit/approval panel and your response to them.

2.   **Changes to the program.** *Have any changes been made to the program during the year (eg content, delivery, assessment? Rationale for changes? What and when approved?)*

Note: In sections 3-7, please identify both strengths and areas for improvement. Actions taken/planned should be identified also on the attached action grid

3.   **Program Statistics - report each mode (day/evening/weekend) separately**

MODE	Registered Students	Progressed	Withdrawn	Completed
Year 1				
Year 2				
Year 3				
Year 4				

MODE	Registered Students	Progressed	Withdrawn	Completed
Year 1				

Year 2				
Year 3				
Year 4				

Referring to the statistical data, please comment on the patterns in recruitment, entry profile, progression, withdrawal and completion rates (including comment on students entering with advanced standing). Any changes from previous years?

Actions taken:

Actions planned:

4. **Student Feedback:** *What were the outcomes of evaluative questionnaires and of any other feedback methods used (eg staff-student liaison meetings) ? What were the main issues raised by students?*

Actions taken:

Actions planned:

5. **Program Team Feedback:** *What are the views of the program team on the way the program has operated this year (eg teaching and learning, placement, assessment, student support)?*

Actions taken:

Actions planned:

6.   **External Examiners'/ Reviewers' Comments/Reports:** *What comments (if any) were made by External Examiners and Reviewers? What action was taken or not taken in response? Reasons should be given for any action not taken*

       Actions taken:

       Actions planned:

7.   **Learning resources:** *how successful were a) physical/material resources and b) human resources deployed to support student learning ? Please consider library, IT, teaching accommodation, specialist facilities and staffing, including placement situations.*

       Actions taken:

       Actions planned:

Report completed by: _____   **Date:** _____

ACTION PLAN 2013/14

(following review of program operation in 2012/13)

(NB: Actions listed below should be in line with those identified in the body of the report. More than 6 issues may be identified)

	Issue	Activity	Activity Lead (eg Head of Dept)	Target	Date Target to be achieved	Update (as actions are completed)
1.						
2.						
3.						
4.						
5.						

6.					