

Hibernia College Quality Framework



HIBERNIA
COLLEGE

Template for Annual Programme Board Report to the Academic Board.

1 Introduction

1.1 Purpose

This is a template to guide the preparation of the Annual Programme Board Report to the Academic Board.

1.2 Scope

a. To whom does the document apply?

All members of the Programme Board.

b. In what situations does the policy apply?

Ongoing monitoring and annual review.

c. Who is responsible for implementing/auctioning, etc. if relevant?

The Programme Director.

1.3 Definitions

Refer to any definitions defined elsewhere in the HCQF.

Adopt or reference any third-party conventions or definitions.

2 Introduction

The following form is to be completed by each Programme Director in December of each year following consultation with the Programme Board, focusing on the previous academic year, and feedback from faculty and students. Completed forms should be submitted to the Quality Assurance Officer. Each submission will inform any review and validation activity for the coming year.

Complete each section of the report to provide an overview of the students, outcomes, Faculty and activities of your programme, any changes and updates, the main strengths and weaknesses of the programme and actions to be taken. Your report must be informed by evidence from

student feedback, Faculty feedback, external examiner reports, graduate feedback, course committee minutes and other appropriate sources.

The report should be reflective in nature and should seek to answer the following:

- What do we do?
- How do we do it?
- Has it always been done this way (how has it changed or evolved)?
- Is there a more suitable alternative?
- Is the current approach effective?
- How do we know if it is or isn't (what evidence is there)?
- Could it be improved?
- What else is required?
-

3 Content

Programme Details	
Programme(s):	NAME
Programme(s) Director:	NAME
Report Period:	Dates
Report Date:	Date
Cohorts:	

Please complete all sections of the following report. Extend text boxes as required and increase or decrease the number of information tables per cohort to reflect the programme concerned.

3.1 Programme Statistics

- a. *Number of applicants*
- b. *Number of places offered*
- c. *Number of places accepted*
- d. *Number of registered students*
Provide statistics on student enrolment according to age, gender and ethnicity and analyse this data compared to previous years (where appropriate) and benchmark it against statistics provided by the HEA – www.hea.ie.
- e. *Programme Persistence: provide the statistics on student retention as actual numbers and the final completion figure as a percentage. Analyse this data compared to previous years. Provide data on Number who started the programme, Number who completed the programme, Number of deferrals, Number of fails, Number of withdrawals and an analysis of the reasons for deferrals and withdrawals. Compare to previous years.*
- f. *Programme graduates: provide statistics of number of graduates according award classification and analyse this data compared to previous years (where appropriate).*
- g. *Student Performance Within Modules and on the programme as whole*
This section must outline student achievement per module and comparison made between modules. Where there is a significant deviation from the norm, possible reasons for this should be identified. This may require a more detailed analysis of individual tutor group performance and their impact on the overall module grades.
- h. *Analyse any patterns*

3.2 Student Feedback received

- a. *From students via module surveys on content, environment, assessment, teaching*
- b. *From students via feedback at programme board*
- c. *From ad hoc feedback sent via ticketing*
- d. *From any focus groups conducted with students*

3.3 Faculty and Staff Feedback received

- a. *From surveys*
- b. *From faculty via feedback at programme board*
- c. *From ad hoc feedback sent via ticketing*
- d. *From any focus groups conducted with faculty*
- e. *During performance reviews*

3.4 Assessment

- a. *Outline the assessment tools, processes and regulations in place and the effectiveness of these. Consider fitness for purpose, suitability to learning outcomes, adherence to college and*

programme regulations, student performance, Faculty capability etc. Support claims with appropriate evidence.

- b. Provide feedback Received from External Examiners on Assessment and a response*

3.5 Research Approval Statistics

- a. How many were approved, not approved*
- b. Research themes*
- c. Standard of student research*
- d. Standard of supervision*

3.6 Programme Provision and Content:

Summarise the teaching and learning strategies utilised and the effectiveness of these. Outline views on the ongoing suitability of the programme content and structure, the interactivity of the on-demand content and the appropriateness of the programme content to module and programme learning outcomes. Support the claims within this section with evidence of student and graduate satisfaction, external examiner feedback etc.

3.7 Delivery

- a. Learning Environment*
- b. Technology*
- c. The Student Online Learning Experience*
- d. On-Demand Content*
- e. Live Virtual Classes (Tutorial and/or webinar)*
- f. Learner Communities*
- g. On-site Sessions/Conference Days*
- h. Library Developments*
 - i. Reading Lists*
 - ii. Library Training*

3.8 Staff and Faculty Training

Describe training undertaken and/or required.

3.9 Student Support

Outline the student support mechanisms in place, the uptake and the effectiveness of these. Again, support claims with evidence from student feedback, external examiners etc.

4 Overview

Outline any key changes within the programme in the past academic year. Changes may include amendments to or implementation of new policies, procedures, regulations, practices, appointment of new personnel, restructuring of roles and responsibilities etc. Identify any key successes or achievements. For subsequent years this section will also summarise the progress made towards achieving the action planning from the previous year.

5 Recommendations and Action Planning

Based on your evaluation, compile an action plan to outline how recommendations will be addressed.

No.	Improvement	Description of Actions to be taken	Responsible	Deadline
	Description of Improvement required	Brief outline of actions needed to implement this improvement	Person /team responsible for implementing this improvement	
1				
2		•		
3		•		
4		•		
5		•		
6		•		
7		•		
8		•		
9		•		
10		•		
11		•		
12		•		
13		•		
14		•		
15		•		
16		•		
13		•		

6 Document Control

Document Title			
Author			
Version		Adoption Date	

Expected Review Date	
Related Guidelines	
Related Procedures	
Other related documents	