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| **School** |  | |
| **Subject Standards Board** |  | |
| **Head of Subject** |  | |
| **Course Title(s)** | | **Course code(s)** |
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| **Course Leader(s) [For School use]** |  | |

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| **Module Improvement Actions** | | | | | |
| **Module Code** | **Module Title** | **Action required** | **Responsibility** | **Action Update** | **Action complete - Yes/No with date** |
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| **Module Improvement Actions – please complete for modules in above list that also appeared in the previous year’s action plan by recording here details from previous document** | | | | | |
| **Module Code** | **Module Title** | **Action required** | **Responsibility** | **Action Update** | **Action complete - Yes/No with date** |
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| **Module Improvement Actions – please complete for modules in above list that also appeared in the previous year’s action plan by recording here details from previous document** | | | | | |
| **Module Code** | **Module Title** | **Action required** | **Responsibility** | **Action Update** | **Action complete - Yes/No with date** |
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**Course Level**

**Section 2: Student retention, progression and achievement[[1]](#footnote-1)**

Section 2 relates principally to the key performance indicators of student attainment: retention, progression rates and awards. This section should be completed for each level relevant to the course(s). The commentary section does not require a full overview report, but should be used to provide any background information that contextualises the actions listed below. While it is not expected that data should be reproduced here, reference should be made in the commentary to the key statistics underlying the actions.

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| **Provide commentary on retention and progression issues requiring action at level 3** | | | | |
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| **List actions required below** | | | | |
| **Date** | **Action required** | **Responsibility** | **Action Update** | **Action complete - Yes/No with date** |
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| **Provide commentary on retention and progression issues requiring action at level 4** | | | | |
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| **List actions required below** | | | | |
| **Date** | **Action required** | **Responsibility** | **Action Update** | **Action complete - Yes/No with date** |
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| **Provide commentary on retention and progression issues requiring action at level 5** | | | | |
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| **List actions required below** | | | | |
| **Date** | **Action required** | **Responsibility** | **Action Update** | **Action complete - Yes/No with date** |
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| **Provide commentary on retention and progression issues requiring action at level 6** | | | | |
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| **List actions required below** | | | | |
| **Date** | **Action required** | **Responsibility** | **Action Update** | **Action complete - Yes/No with date** |
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| **Provide commentary on issues requiring action at level 7[[2]](#footnote-2)** | | | | |
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| **List actions required below** | | | | |
| **Date** | **Action required** | **Responsibility** | **Action Update** | **Action complete - Yes/No with date** |
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| **Provide commentary on issues requiring action relating to student awards, covering, for example, ‘good’ degrees, BME differential attainment etc** | | | | |
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| **List actions required below** | | | | |
| **Date** | **Action required** | **Responsibility** | **Action Update** | **Action complete - Yes/No with date** |
|  | None required. |  |  |  |
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**Section 3: Student Feedback[[3]](#footnote-3)**

This section covers all matters arising from student feedback. Particular attention should be given at UG level to NSS scores but for all courses other sources of student feedback should be included, for example, course or module feedback surveys, feedback from StARs or course committee discussions. The commentary section does not require a full overview report, but should be used to provide any background information that contextualises the actions listed below.

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| **Provide commentary on issues requiring action arising from student feedback** | | | | |
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| **List actions required below** | | | | |
| **Date** | **Action required** | **Responsibility** | **Action Update** | **Action complete - Yes/No with date** |
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**Section 4:Employment and employability**

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| **Provide commentary on issues requiring action relating to employment or employability of students** | | | | |
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| **List actions required below** | | | | |
| **Date** | **Action required** | **Responsibility** | **Action Update** | **Action complete - Yes/No with date** |
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**Section 5:External examiner feedback**

This section covers all matters arising from external examiner (EE) reports or feedback. Alll proposals or issues of concern raised in external examiners’ reports should be addressed through the EE response template and summarised here. External examiners will have access to this document and are asked to respond in their annual reports if they do not consider that their concerns have been adequately addressed.

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| **Record any issues of concern raised by external examiners** | | |
| **Name of external examiner** | **Issue raised** | **Response** |
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**Section 6: General comments**

This optional section is for any additional information not included above. Details of any particular instances of good practice that course leaders may wish to record may be given here, but also issues arising that require attention either at School or University level. The section may also be used for any additional issues that Heads of Subject wish to have addressed.

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| **Include here any general comments or issues not recorded above** |
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**Section 7: For collaborative provision only**

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| **Academic liaison tutor to comment on the appropriateness of identified actions recorded above** |
| N/A |

1. Actions identified through analysis of data available in Business Objects. [↑](#footnote-ref-1)
2. [↑](#footnote-ref-2)
3. Please also refer to the module log for actions identified through the Student Led Module Feedback (SLMF) exercise (available November/December), and the Course Evaluation exercise (available April/May). For relevant available SLMF and student course evaluation feedback (not available through Business Objects), please contact Constance Regardsoe (c.regardsoe@londonmet.ac.uk) in AQD. [↑](#footnote-ref-3)