

**ANNUAL PROGRAMME EVALUATION REPORT**

**Reflecting on Academic Year \_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Programme title(s)** | **Level** | **No. of students registered** | **Programme Leader** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Programmes that share a significant amount of content may be included in a single report.

**Evidence Base (tick all that apply)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **External Examiner Report** |  | **Statistical data (appended)** |  | **Component/ Module surveys** |  |
| **Programme evaluation surveys** |  | **Minutes of programme committee meetings** |  | **Minutes of programme team meetings** |  |
| **National Student Survey** |  | **Placement/ partnership reports** |  | **Other (please state)** |  |

All sections of the APE should be completed with reference to the evidence considered.

**Reporting**

|  |  |
| --- | --- |
| **Date of approval by Programme Committee** |  |
| **Date of approval by ASQB** |  |

# ACTIONS FROM THE PREVIOUS YEAR’S ANNUAL PROGRAMME EVALUATION (APE)

|  |
| --- |
| Provide updates on last year’s action plan, highlighting any ongoing issues (ongoing or outstanding issues should be rolled over to the new action plan). |
|  |
| Are there any matters arising from the last evaluation that require further action? |
|  |

# PROGRAMME CONTENT

|  |
| --- |
| Summarise any changes to the programme introduced last year. What impact have the changes had and how have they been received by staff and students? |
|  |
| Is the programme relevant and does it continue to reflect current developments in the discipline/profession? |
|  |
| In light of the comments above, are any further changes to the programme content planned for the future? |
|  |

# LEARNING AND TEACHING

|  |
| --- |
| Summarise any issues arising from programme and module evaluation. How were these issues addressed during the year? |
|  |
| Were the learning and teaching methods used effective in enabling students to achieve the learning outcomes for the programme? |
|  |
| Are any changes to learning and teaching methods required in order to reflect changes in the discipline or in HE practice? |
|  |

# ASSESSMENT

|  |
| --- |
| Were the assessment methods used effective in enabling students to achieve the learning outcomes for the programme? |
|  |
| Are any changes to assessment methods required in order to reflect changes in the discipline or in HE practice? |
|  |

# RECRUITMENT AND ADMISSIONS

|  |
| --- |
| Was the number of applications and enrolments in line with forecast numbers? If not, what factors may account for this and how are they being addressed? |
|  |
| Were any additional marketing or recruitment needs identified during the year? If so, how are these being addressed? |
|  |
| Do the admissions criteria for the programme remain valid in terms of the number and quality of students recruited? Are there any plans to change admissions criteria or processes? |
|  |
| What strategies are in place to ensure widening participation in the programme? |
|  |

# PROGRESSION AND ACHIEVEMENT

|  |
| --- |
| (Where applicable) Was progression between stages/years of the programme in line with expectations? If any issues have been identified, how are these being addressed? |
|  |
| Were retention rates for the programme in line with expectations? If any issues have been identified, how are these being addressed? |
|  |
| Was the achievement of students on the programme in line with expectations? If improvement is required, what measures have been put in place to address this? |
|  |
| Were there any progression or achievement issues for particular groups of students (e.g. direct entrants or those with non-standard entry qualifications)? |
|  |

# LEARNING RESOURCES AND SUPPORT SERVICES

|  |
| --- |
| Is the programme team effectively utilising the available learning resources (including library, Moodle, IT/AV etc.)? |
|  |
| Does the available learning support provision (including learning support, English language support and tutorial support) adequately support students to achieve the programme learning outcomes? |
|  |
| Are there any other learning resources or support services that could be provided to enhance the delivery of the programme? |
|  |

# GOOD PRACTICE

Trinity Laban defines good practice as:

**Enhancing practice and process in support of dance and music training over and above standard expectations.**

|  |
| --- |
| Summarise any examples of good practice arising from your evaluation and the associated evidence base. |
|  |

# ACTION PLAN

The action plan should be presented at each Programme Committee meeting, reporting on the progress of actions through the year

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Item number** | **Issue** | **Action Required** | **Responsible** | **Date for completion** | **Progress** | **Evidence** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |