University of Reading

TEMPLATE AND GUIDELINES FOR ANNUAL QUALITY ASSURANCE REPORTS

Approved by the University Board for Teaching and Learning, May 2018

[For the purposes of the processes described in this document, in Henley Business School, references to 'School' should be taken to mean 'programme area' and references to 'School Director of Teaching and Learning' should be taken to mean 'Programme Area Director' (except where the School Director of Teaching and Learning is fulfilling the function of the School Board for Teaching and Learning and Student Experience).]

GUIDELINES ON PRODUCING ANNUAL QUALITY ASSURANCE REPORTS

Introduction

1. These guidelines on writing Annual Quality Assurance Reports (AQAR) and the accompanying template have been informed by *Chapter B8: Programme monitoring and review* of the QAA *UK Quality Code for Higher Education[1]*, which was published in October 2013.

2. Annual Quality Assurance Reports provide an opportunity for Board of Studies to routinely monitor the management and operation of their programmes during the previous academic year, thus fulfilling a quality assurance function. The process also helps the Schools to reflect on ways in which programmes might be enhanced in future years and in highlighting areas of good practice which can be shared across the institution.

3. The process also gives Schools the opportunity to consider how the programmes align with the Curriculum Framework (or identify opportunities to do so and other University strategic initiatives in Teaching and Learning.

4. Work on the Annual Quality Assurance Reports for undergraduate programmes commences at the end of the Summer Term of the year in review and are completed in the Autumn Term of the following year. Work on the Annual Quality Assurance Reports for postgraduate programmes commences in the Autumn Term of the year following the year under review and is completed in the Spring Term of the same. However, planning for the AQAR and the monitoring of programmes should be part of an ongoing process.

5. The drafting of the undergraduate AQAR will be undertaken on a 'facilitated' model. Boards of Studies are asked to review the programmes for which they are responsible, including those delivered at branch campuses, either as part of its Summer Term or at a Meeting convened for this specific purpose (noting the requirements around timings of the meetings detailed in the timeline below). The meeting will be supported by a member of staff from CQSD who will take notes on matters pertaining to sections in Part A of the AQAR, and then write these up to complete Part A of

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[1] www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-B8.aspx

the AQAR form. The School (or Departmental) Director of Teaching and Learning is encouraged to attend this meeting.

6. The postgraduate AQAR will not be supported in the same way for the first year of operation, and will rely upon the Chair of the Board of Studies/Programme Director for the completion of Part A of the form. This model will be reviewed at the end of the 2017/18 reporting cycle.

7. CQSD will forward a copy of the initial draft of Part A of the undergraduate AQAR to the School Director for Teaching and Learning. Depending on the timing of the Board of Studies meeting, Part A of the undergraduate AQAR can inform the creation of the School's Teaching and Learning Plan submitted as part of the School Planning and Enhancement of Learning and Teaching (SPELT) process.

8. The Autumn Term Undergraduate Board of Studies should consider various data sets and complete Parts B, C and D of the AQAR (revising Part A if applicable). If the data sets are not available ahead of the BoS it may be necessary for the AQAR to be completed by Chair's Action.

9. The Autumn Term School Board for Teaching and Learning and Student Experience (SBTL) considers the UG Annual Quality Assurance Reports submitted by the Boards of Studies (and their responses to reports of External Examiners), and supplements it with an Evaluative Commentary. Where the UG AQARs are incomplete (because final data is unavailable), or PGT AQARs are not finalised, the SBTL will discuss the content available and provide feedback; the SDTL will then approve the Reports by Chair's Action.

10. The Evaluative Commentary will detail initiatives and developments within the School which have had a positive impact on the students' academic experience. It will also highlight areas for improvement (especially those which may require central support or have wider impacts) and provide a critical reflection on the programme activities within the School. The Evaluative Commentary should be no more than two sides of A4 in 11pt text.

11. The Annual Quality Assurance Reports, School Evaluative Commentary and External Examiners Reports (and School responses) are submitted to the appropriate Teaching and Learning Dean (TLD) (via the Centre for Quality Support and Development (CQSD) or the Programme Administration and Faculty Support Office, Henley Business School), who will consider and evaluate the reports in the context of the previous year's Annual Quality Assurance Reports (or Annual Programme Reports in the first year of operation), the contextual data on which the reports rest and the most recent SPELT findings. This will happen late in the Autumn Term (for UG AQAR) and early in the Spring Term (for PGT AQAR).

12. The CQSD will support the TLDs in producing an overarching University Annual Quality Assurance Report (UAQAR). The UAQAR will highlight examples of good practice and set out any recommendations arising from common and/or significant issues identified. TLDs will also provide individual feedback to SBTLs (who, in turn, provide feedback to relevant Boards of Studies) at this stage on the content of their reports and any resulting actions/outcomes.

13. The School's Evaluative Commentary and the University's Annual Quality Assurance Report are considered by DELT at the last meeting of the Spring Term. DELT produces a response to the reports and forwards the UAQAR and response to the University Board for Teaching and Learning and Student Experience at the end of the Spring Term. CQSD will refer back to the SBTLs (who, in turn, refer back to the relevant Boards of Studies) an extract from the minutes of the University Board for Teaching and Learning and Student Experience detailing its consideration of the reports and any relevant actions/outcomes.

14. In order to facilitate the effective dissemination of good practice, CQSD compiles a selection of examples of good practice from across the University for consideration by SBTLs and circulation by

the Teaching and Learning mailing list. CQSD then liaises with the TLDs in order to identify examples which can be developed into case studies and captured in the T&L Exchange[2].

15. CQSD and the TLDs will also identify examples of initiatives and developments which positively impact on the student academic experience. These will then form a useful bank of resources to be considered during curriculum reviews and the preparations for subject-level TEF. These will also be highlighted in the University Annual Learning and Teaching Report which is considered by Senate and Council.

Timeline for annual quality assurance reporting

Summer Term 2018

Mid May 2018	Centre for Quality Support and Development (CQSD) to publish the *Template and guidelines for Annual Quality Assurance Reports* and circulate to TLDs.
	TLDs to circulate the templates to Schools.
May/early June 2018	Schools to propose dates for 'end of year' Undergraduate AQAR Board of Studies. In the first year of operation these should be scheduled between the 11 June and the end of Week '0' in September – ie week commencing 24 September. For future iterations of the process the meetings should be scheduled between 11 June and 2 July – ideally within two weeks of the Programme Examiners Meetings.
	CQSD to finalise list of facilitators for Undergraduate AQAR Board of Studies, and facilitators to make contact with Schools.
Early/mid June 2018	CQSD supply School with standard agenda and materials for UG AQAR BoS. CQSD to liaise with Chair of UG BoS to discuss arrangements for the meeting and which areas of the AQAR form could be completed ahead of the meeting.
Mid June to early Sep 2018	UG AQAR BoS meeting facilitated by CQSD
Late June to mid Sep 2018	Chair of Board of Studies and CQSD finalise Part A of the UG AQAR Completed Part A of UG AQAR shared with TLDs and PVC T&L as part of SPELT process

Autumn Term 2018

Late Sep 2018	Cohort Statistics Report (from the SIS Office), External Examiners' Reports relating to undergraduate programmes, NSS results and other data to be made available to Schools and Departments[3].
Nov 2018	Final UG progression and degree classification data (by equality and diversity characteristics) to be made available to Schools and Departments[4].

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[2] The T&L Exchange in an online directory of teaching and learning expertise which captures examples of innovative practice in the University and makes them available to the teaching and learning community to promote the enhancement of teaching and learning. It can be found at https://blogs.reading.ac.uk/t-and-l-exchange

[3] Data contained in the Cohort Statistic Report will be provisional and may not fully reflect the results of resits, complaints or appeals. Other data should be available via the T&L Dashboards here - www.reading.ac.uk/closed/planning/InternalReporting/PSO-IR-Teaching-and-Learning.aspx

[4] Details may be available in October, but this may not include results from Undergraduate examination resits

Early Nov 2018	UG Boards of Studies to consider data and complete **Parts B, C and D** (revising Part A if applicable) of the Annual Quality Assurance Reports in respect of **undergraduate programmes.** The entire AQAR is then submitted for consideration by School Boards for Teaching and Learning by **mid November**.
Mid-late Nov 2018	PGT progression and degree classification data (by equality and diversity characteristics) to be made available to Schools and Departments.
12-23 Nov 2018	School Boards for Teaching and Learning should take place between **12-23 November**, with Boards of Studies taking place in the two-week window period prior to the SBTL.
Early Dec 2018	Completed undergraduate AQAR to be sent to TLDs via CQSD by **Friday 30 November 2018**.
Mid Nov 2018	External Examiners' Reports relating to taught postgraduate programmes and PTES results to be made available to Schools and Departments.
Nov-Dec 2018	Boards of Studies (or the Chair of the BoS) to consider data and prepare Annual Quality Assurance Reports in respect of **taught postgraduate programmes**[5] for submission to SDTL for consideration on behalf of the SBTL) by **Friday 30 November 2018**.
Spring Term 2019	
Jan 2019	SDTL (on behalf of the School Boards for Teaching and Learning) to consider Annual Quality Assurance Reports for undergraduate and taught postgraduate programmes and draft the School Evaluative Commentary for submission to the DELT via the TLDs.
Jan 2019	Completed postgraduate AQAR and School Evaluative Commentary to be sent to TLDs via CQSD by **Monday 14 January 2019**.
Jan-Feb 2019	TLDs (with support from CQSD) to consider Annual Quality Assurance Reports and School Evaluative Commentaries in order to draft the University Annual Quality Assurance Report. School Evaluative Commentaries and the University Annual Quality Assurance Report to be submitted to DELT by **Tuesday 19 February 2019**.

TLDs to provide individual feedback to spring School Boards for Teaching and Learning (who, in turn, provide feedback to relevant Boards of Studies) on the content of their reports and any resulting actions/outcomes. |
| **Jan-Feb 2019** | CQSD to consider Annual Quality Assurance Reports relating to collaborative programmes at undergraduate and taught postgraduate level and prepare the Annual Overview Report on Collaborative Provision. |
| **28 Feb 2019** | DELT to consider the School Evaluative Commentaries, the University Annual Quality Assurance Report and the Annual Overview Report on Collaborative Provision 2017-18, and prepare a response for submission to the University |

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[5] Please note that this includes the taught element of professional doctorate programmes

Board for Teaching and Learning and Student Experience on **Tuesday 19 March 2019**.

19 Mar 2019	University Board for Teaching and Learning and Student Experience to consider the University Annual Quality Assurance Report, the Annual Overview Report on Collaborative Provision and the response from DELT.
	CQSD to refer back to the summer School Board for Teaching and Learning and Student Experience (who, in turn, refer back to Boards of Studies) an extract from the minutes of the University Board for Teaching and Learning and Student Experience detailing its consideration of the reports and any relevant actions/outcomes.

Summer Term 2019

Apr-May 2019	CQSD to compile a selection of examples of good practice from across the University to be shared with the Summer Term meetings of School Boards for Teaching and Learning and circulation via the Teaching & Learning mailing list.
	CQSD to liaise with TLDs to identify a small number of good practice examples which can be developed into case studies and captured in the T&L Exchange.

GUIDELINES ON PRODUCING ANNUAL QUALITY ASSURANCE REPORTS

General notes

16. In preparing their Annual Quality Assurance Report, Boards of Studies are asked to reflect upon the management, operation and development of their programmes in relation to:
    - the relevant School Teaching and Learning Plan;
    - the University's Learning and Teaching Strategy 2013-2018[6];
    - the University's Strategy[7]; and,
    - the Curriculum Framework.

Part A of the AQAR

17. Boards of Studies should consider qualitative data, including student feedback (from module evaluations and Student-Staff Liaison Committees) and any Module Convenor/Programme Director discussions/reviews. Schools should normally invite a student submission from Course Reps to inform the Review. However, given the short timescales involved in implementing the new AQAR process for the 2017/18 academic session, we recognise that this may not be possible for the Undergraduate AQAR BoS. As such, we would recommend that the Board of Studies considers and comments upon issues raised by students through the year in SSLCs, SBTLs etc. With the next iterations of the process (ie from 2018/19 forward), Board of Studies are encouraged to seek, where feasible, a written submission from the Course Reps detailing student views on the successes and concerns arising from delivery of the programme during the academic session under review. For relevant programmes, written feedback should also be requested from Student Reps at branch campuses.

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[6] www.reading.ac.uk/web/FILES/qualitysupport/University_Learning_and_Teaching_Strategy_201318.pdf - note that the new T&L Strategy for 2018-2021 has recently been published
[7] www.reading.ac.uk/web/FILES/us2012/Vision-Ambition-Strategy-2026.pdf

18. Boards of Studies are asked to highlight throughout the Annual Quality Assurance Report key examples of good and innovative practice (especially developments and initiatives which positively impact on the student academic experience); any significant changes, trends or issues identified, and, where relevant, any actions taken or proposed at programme/School level and issues requiring attention at University level.

19. **Postgraduate Taught:** It is assumed that Module Convenors and Programme Directors are routinely engaged in frequent discussions about the health of their programmes. For the PGT AQAR these discussions, and other conversations, could profitably be pulled together for inclusion in Part A of the form at the end of the academic year in a review meeting, possibly after the final SSLC or External Examiner meetings.

Part B of the AQAR

20. A wealth of data is available on the Planning and Strategy Office website[8] at University and School/Departmental level to inform the annual programme reporting process. This includes data relating to:
    - the student experience (including National Student Survey (NSS) results);
    - employability (Destinations of Leavers from Higher Education (DLHE) results);
    - league tables;
    - learning gain;
    - student retention and performance.

21. The Planning and Strategy Office also circulates NSS and Postgraduate Taught Experience Survey (PTES) results at School/Departmental level to TLDs and School Directors of Teaching and Learning during the Autumn Term to inform the preparation of Annual Quality Assurance Reports.

22. Access to Cohort Statistics Reports, which provide undergraduate and taught postgraduate cohort analysis data, is arranged on request by the SIS Office (risis@reading.ac.uk). The Reports provide data on:
    - progression;
    - withdrawals;
    - suspensions;
    - transfers;
    - overall pass rates and Not Qualified rates; and,
    - degree classifications.

23. Schools should note that data contained in the Cohort Statistics Report should be considered as 'provisional' until mid-October. The School may wish to reflect on any major changes in data from the date of access and release of final data in their School Evaluative Commentary.

24. Progression and degree classification data broken down by equality and diversity characteristics (gender, ethnicity and disability status) will be available from the Planning and Strategy Office website in mid-late November.

25. Boards of Studies are asked in Part B of the Annual Quality Assurance Report to reflect and comment on data from a number sources. **Relevant contextual data should not be included in the narrative nor appended to the Report since they are considered elsewhere.**

Programmes involving a branch campus

26. Where Boards of Studies are responsible for (a) programme(s) delivered at a branch campus these should be fully considered alongside other programmes in the AQAR process. Each section of the Annual Quality Assurance Report should clearly distinguish between issues relating to delivery at

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[8] www.reading.ac.uk/closed/planning/InternalReporting/PSO-IR-Teaching-and-Learning-T-and-L-Data.aspx

the branch campus, issues relating to delivery in the UK and issues relating to provision at both campuses.

27. Where possible Programme Leads should attend the AQAR BoS meeting at the end of the year. Where this is not possible, Programme Directors should contact Programme Leads in advance of the AQAR meeting to ask for feedback to contribute to the discussions.

Programmes involving delivery with a partner

28. Where Boards of Studies are responsible for programmes involving delivery with a partner, such programmes may be considered by a Report which covers only those programmes or, where applicable, by a Report which covers cognate programmes delivered both at Reading and with a partner. In the latter case, each section of the Report should clearly identify issues relating to the delivery with a partner. In either case, Section 6 of the Report relating to the Management of Collaborative Provision should be completed.

29. Collaborative programmes will need to submit a Partner Programme Sub-report[9] for each partner to the Boards of Studies for consideration. This form should be completed by the partner institution and will inform the production of the relevant Annual Quality Assurance Report. Programmes which need to adhere to this requirement are listed on the Register of Collaborative Provision[10].

30. Programme Directors responsible for programmes involving delivery with a partner are additionally required to complete a Partnership Annual Review Form (Form 1)[11] at the same time as the AQAR (on completion of Parts B, C and D in the case of the UG AQAR). The purpose of the Form 1 is to monitor the financial and operational aspects of the collaborative programme, whereas the Annual Quality Assurance Report (and the associated Partner Programme Sub-report) focuses on academic quality. All Form 1s will be considered by the Global Engagement Strategy Board in the Spring Term.

Apprenticeship Programmes

31. Where a Board of Studies is responsible for an apprenticeship programme, the partnership between the University and the Client should be monitored on an annual basis to ensure that the articulation between the academic programme and the work-based learning is effective, that students are progressing as expected through the programme, and that good relations have been maintained between the University and the Client.

32. Programme Directors will be asked to complete the Apprenticeship Annual Review Form[12], covering provision across all clients for a particular programme, and this should be considered by Boards of Studies as part of their Annual Quality Assurance Review discussions.

33. For Academic year 2017/18, the University Annual Quality Assurance Report, produced by DELT should include significant observations regarding the development and management of the University apprenticeship programmes. If provision increases in subsequent years an Apprenticeship Annual Report may be produced.

School Evaluative Commentary

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[9] www.reading.ac.uk/web/files/qualitysupport/Partner_Programme_Sub-Report_2017.docx
[10] www.reading.ac.uk/cqsd/QualityAssurance/CollaborationWithOtherInstitutions/cqsd-register.aspx
[11] www.reading.ac.uk/web/files/qualitysupport/Annual_partnership_monitoring_Form_1_Final_for_publishing.docx
[12] www.reading.ac.uk/web/files/qualitysupport/Apprenticeship_Annual_Review_Form.docx

34. The Evaluative Commentary is a short piece of text (2-sides of A4 at most), written by the SDTL, which provides a reflective commentary on key issues that programmes within the School are facing and in doing so, Schools will help DELT to understand better the issues facing Schools and to find ways of removing blockages to the effective delivery of programmes.

35. In addition to drawing issues and concerns to the University's attention, the Commentary can also be used to highlight areas of best practice (especially where they have been used to overcome challenges).

36. The Evaluative Commentary should be delivered to the TLD (via CQSD) alongside the submission of the Postgraduate AQAR (ie by **Monday 14 January 2019**).

DETAILED GUIDELINES ON THE AQAR TEMPLATE

The guidance below corresponds to the sections in the accompanying Annual Quality Assurance Report template, as a guide to filling in each part correctly. There are no stipulated maximum word lengths for the sections outlined below, since the amount of content will vary considerably depending on the number and nature of programmes covered by the relevant Board of Studies among other factors. However, Boards of Studies should seek to be concise and it is suggested that the length of **Part A** of the Annual Quality Assurance Report **should not normally exceed eight A4 pages**.

Boards of Studies are asked within the various sections of Part B of the template to report principally 'by exception'. Where indicators show consistently good performance and no significant trends, changes or issues are to be reported, Boards of Studies should simply indicate this; no further commentary will be required. However, reasons should be identified and actions taken/proposed should be noted where:

- significant issues are identified;
- there is a significant deviation in data from one year to the next;
- survey results are below the University average or there is a significant drop in score(s); or,
- there is lack of progress in addressing previously identified issues.

Boards of Studies are encouraged to adopt an evaluative approach in their reports, reflecting upon various aspects of their programmes, rather than being overly descriptive. School Directors of Teaching and Learning should work closely with those responsible for producing the reports to promote this approach.

Boards of Studies are also asked to note any **new** examples of good or innovative practice within the various sections of the template. **Examples of good/innovative practice which have been reported in previous Annual Programme Reports should not be included**.

Boards of Studies are also asked to indicate how they plan to (or how programmes currently) fulfil the expectations of the Curriculum Framework.

For help and advice on writing your Annual Quality Assurance Report, please contact your CQSD contact (AQAR BoS Facilitator it he case of UG programmes or SBTL attendee in the case of PGT programmes, if different), School Director of Teaching and Learning or TLD.

SECTION AND TITLE	GUIDANCE

Part A: Board of Studies meeting (for UG), or Programme Director reflections (for PGT)

This section is completed over the summer based on notes taken at the facilitated Board of Studies meeting after the Examination Boards (in the case of UG programmes), or by the Programme Director on behalf of the Boards of Studies early in the Autumn Team (for PGT programmes).

Meeting details (UG AQAR only)	Provide details of attendees at the facilitated BoS. This can (in part) be completed ahead of the meeting.
Summary of the operations during the last year	Boards of Studies are asked to provide details of: • T&L meetings from the academic year under review; and, • details of the programmes included in the review. Schools are asked to detail any major or recurring issues discussed at the meetings. (In the case of the UG AQAR this can be completed ahead of the facilitated BoS).
Review of actions from last year's report	This should be completed (in the case of the UG AQAR) ahead of the facilitated BoS. Boards of Studies are asked to list the actions from the previous report and details progress with actions in place to address them.
Response to student feedback	The Board of Studies is asked to respond to issues highlighted by the Student-Staff Liaison Committee and by students in the School Board for Teaching and Learning and Student Experience. With the next iteration of the process, Board of Studies are encouraged to seek, where feasible, a written submission from the Course Reps detailing student views on the successes and concerns arising from delivery of the programme during the academic session under review. (Where students meet with External Examiners as part of the Exams Boards you may wish to substitute notes from this meeting for a formal student submission).

Commentary on module data, including any points of concern	Boards of Studies are asked to reflect on the operation/delivery of modules and student results, informed by module data. The discussion should be based on Module Results Analysis data considered as part of the Programme Examiners Meetings and the data resulting from the Module Evaluation exercise.
Any other significant issues raised during the year	Boards of Studies should comment on any other significant issues or hindrances to the effective delivery of programmes which have arisen in the session. Where remedies have been implemented or identified these should also be listed.
	Any significant issues encountered, proposed actions at programme/School level and any issues requiring attention at University level should be briefly summarised under the "Action Plan" in Part D.
Reflection on...	In the following sections Boards of Studies are asked to reflect briefly on how teaching and learning have been enhanced by the imaginative application of resources or frustrated by a shortage of funding or facilities. The following sections should be completed with reference to the areas outlined below and may include details of student feedback on resources obtained via surveys or other reporting mechanisms.
	Briefly summarise any good practice or significant issues (alongside proposed actions at programme/School level and any issues requiring attention at University level). Where relevant these should be referred to under "Five points of good practice/teaching enhancement" in Part A (if space permits) or under the "Action Plan" in Part D.
Placements, including work placements and study abroad	Boards of Studies are asked to identify and reflect briefly on any significant changes in relation to placement and study abroad provision during the session. Boards of Studies are also asked to identify and reflect briefly on any new good/innovative practice and any significant issues in this area of provision which were identified in the session.
Employability	Boards of Studies are asked to identify and reflect briefly on any significant changes in relation to employment trends and careers learning and other employability initiatives (including co-curricular and extra-curricular activities) during the session. Boards of Studies are also asked to identify and reflect

	briefly on any new good/innovative practice and any significant issues in this area of provision which were identified in the session.
	DLHE data for students graduating in the previous session (and previous years) is available on the Careers Centre website[13]. Please do not include contextual data within your report.
Use of space and facilities	Boards of Studies are asked to comment on the suitability of space and facilities for the delivery of programmes. This might include details of the innovative use of space or facilities, as well as any perceived shortfall in quality or suitability.
Staffing and other resources	Boards of Studies are asked to comment on staffing or other resourcing issues. This might include reference to staff/student ratios,
Any reviews of provision during the past year (eg Periodic Review, accreditation, special project and curriculum reviews)	Please use this section to identify and reflect briefly on any significant changes or trends in the outcomes of the following evaluation and review mechanisms, and to comment on any key issues identified and actions that will be taken in response.
	Boards of Studies are also asked to comment briefly on any key examples of good practice identified by the evaluation and review mechanisms.
Commentary on functions that co-deliver programmes	Boards of Studies are asked to reflect and comment upon any perceived gaps or opportunities for resource in the functions that co-deliver programmes, as per the list below. • Careers centre • Centre for Quality Support and Development (including Technology Enhanced Learning, Academic Development and Enhancement, and Quality and Policy) • Examinations • Information Technology • Library and UMASCS • Study Advice • Other

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[13] www.reading.ac.uk/careers/staff-only/dlhe/

	Briefly summarise any good practice or significant issues (alongside proposed actions at programme/School level and any issues requiring attention at University level). Where relevant these should be referred to under "Five points of good practice/teaching enhancement" in Part A (if space permits) or under the "Action Plan" in Part D.
Further observations	Boards of Studies may wish to use this section to reflect briefly on the effectiveness of programmes in achieving their stated aims and the success of students in attaining learning outcomes. Please comment on how any international study opportunities are used in achieving aims and learning outcomes.
	It also affords the opportunity to reflect upon engagement with University strategic initiatives (including the Curriculum Framework) or highlight any issues arising from the implementation of new policy or procedures.
External changes	Commentary on any relevant external changes or developments during the past year.
Five points of good practice/teaching enhancement	The Board of Studies is asked to detail five points of good practice/teaching enhancement. Of particular interest are those developments and initiatives which have had a demonstrable positive impact on the student academic experience.

Part B: End of cycle

This section is completed in early in the Autumn Term (on publication of relevant datasets).

Classification and progression data	Please use this section to identify and reflect briefly on any significant trends or changes in relation to retention, progression, performance, degree classifications, and how any identified issues are being addressed.
	Boards of Studies are asked to reflect on student performance and attainment in relation to gender, ethnicity and disability status. Depending on the timing of the release of data and convening of the Board of Studies meeting, this may be discussed at the Autumn Term BoS or completed by the Chair of the

BoS. Where disparities are identified, please comment on how these are being monitored and addressed. Where significant numbers of overseas students make up a cohort, please also comment on any diversity issues in this respect. In light of the small numbers sometimes involved in the progression and degree classification data, Boards of Studies should ensure that no individual student could be identified on the basis of comments made in their report. For further information and advice regarding identifiable personal data and anonymisation, please contact the Information Management and Policy Services office (imps@reading.ac.uk).

Where a programme has a progression agreement with a partner institution, any changes to the partner's programme which might affect successful progression through the programme should be considered and commented on.

Please do not include or append detailed contextual data here as these are considered in greater detail through other processes.

Boards of Studies are also asked to identify any new good/ innovative practice in this area of provision during the session under review.

Identified good practice and any significant issues encountered, proposed actions at programme/School level and any issues requiring attention at University level should be briefly summarised under the "Five points of good practice/teaching enhancement" in Part A (if space permits) or under the "Action Plan" in Part D.

Access to Cohort Statistics Reports, which provide undergraduate and taught postgraduate cohort analysis data, is arranged on request by the SIS Office (risis@reading.ac.uk).

Progression and degree classification data broken down by equality and diversity characteristics (gender, ethnicity and disability status) will be available on request from the Planning and Strategy Office website in mid-late November for undergraduate and mid-late December for postgraduate. Please note that these are not usually available at Programme level.

Confirmation that end-of-cycle classification and progression data has been received	A short note confirming that relevant data had been received and considered (and by whom).

Any points of note in relation to the University's targets and benchmarks	A short commentary noting any points of interest between the data and targets/benchmarks set by the University.
External examiner's reports	Boards of Studies are asked to indicate that they have received and responded to External Examiner Reports. No more than **three** points of concern (and responses) should be selected and detailed here. **External Examiner reports and School responses to those reports should be appended to the submitted AQAR.**

Part C: Review of partnership and offshore provision

Completed early in the Autumn Term and acting as a precis of information that will be included in the Form 1 and Partner Sub-reports to be submitted in January. Only for completion by Boards of Studies with responsibility for collaborative programmes, including Progression and UK partnerships.

Partner Sub-report	This section will sign-post issues that will be detailed more formally in the Form 1 and Partner Sub-Reports. The Board of Studies is asked to identify and reflect briefly on any significant changes or issues identified during the session in relation to the following areas: • programme monitoring and review; • securing academic standards; • staff appointment and development; and, • comparability of student experience.
Highlight any major issues arising from the Partner Sub-report	In highlighting issues you should also outline how the School plans to address them (or is addressing them) and any resource implications. Details should then be summarised briefly in the Action Plan in Part D.
Reflection on delivery of programmes with partners	Boards of Studies are asked to details any new successes, innovations, good practice implemented over the course of the academic session.

	Any identified good practice, and or/ any issues encountered and actions taken to address these should be summarise briefly under the "Five points of good practice/teaching enhancement" in Part A (if space permits) or under the "Action Plan" in Part D.
Reflection on the delivery of programmes at branch campuses	Boards of Studies are asked to details any new successes, innovations, good practice implemented over the course of the academic session. Any identified good practice, and or/ any issues encountered and actions taken to address these should be summarise briefly under the "Five points of good practice/teaching enhancement" in Part A (if space permits) or under the "Action Plan" in Part D.

Part D: Action Plan

Completed early in the Autumn Term.

Summary of significant issues identified in the 2017/18 session and action taken, or proposed, in response	Boards of Studies are asked to review the preceding sections and identify any significant issues (and action taken, or proposed, in response to them) and detail them in this table. This will form the Actions to be responded to in Part A of the form for next session.