POLICY ON FACULTY ANNUAL REPORTS

Version No.	Description	Author	Approval	Effective Date
1.1	A Policy confirming the Faculty Annual Reporting process and the timelines for submission.	Education Enhancement	Senate November 2022	AY 2022/23

THE QUEEN'S ANNIVERSARY PRIZES 2019 & 2021
For Higher and Further Education

UNIVERSITY OF THE YEAR 2012 & 2019
Times Higher Education

SCOTTISH UNIVERSITY OF THE YEAR 2020
The Times & The Sunday Times

INTRODUCTION

1. The Faculty Annual Reports (FARs) are a key mechanism for recording local initiatives and disseminating good practice across and between Faculties, Education Enhancement and Student Experience Directorates and more widely throughout the institution. The reports are based on a combination of review and forward planning. In addition, they and the related processes which underpin them, provide a synthesis of good practice and lessons learned through reflection on learning and teaching at programme, subject, department / school and Faculty level.

2. The continuous monitoring and review of the University's provision are core activities that underpin the University's quality assurance and enhancement processes. The FARs are developed through a process that specifically identifies and captures innovation and best practice which are then shared across the institution.

3. The FARs are reflective in nature and are prepared annually as a review of the previous 18 months of activity. Further information regarding timescales can be found in para 22 of this document.

4. This Policy should be read in conjunction with the Internal Review Framework.

5. Please contact the Quality Enhancement and Assurance Team (QEAT) for further information educationenhancement-quality@strath.ac.uk or refer to the QEAT SharePoint site.

PURPOSE OF THE FACULTY ANNUAL REPORT

6. The FARs provide information for the University's Quality Assurance Committee (QAC) and Learning Enhancement Committee (LEC) on activities to enhance learning and teaching and confirmation that appropriate quality assurance mechanisms are in place in each of the four Faculties. The reports focus on how each Faculty's enhancement activities contribute to the delivery of overall strategic priorities. The reports also form a valuable source of good practice and are an important part of the University's annual monitoring processes, for reflection and peer review. The reflection and action detailed within the reports provide a critical link between institutional and Faculty/ department/ school oversight.

7. Annual programme monitoring is undertaken as part of the FAR process. Programme leaders/ review teams review their programmes each year, taking into account a wide range of elements including module evaluation, student/external/stakeholder feedback and regulations. Any changes required to these elements as a result of the review are processed via the Faculty Academic Committees as appropriate. Further information on Annual Programme Monitoring can be found in the Internal Review Framework.

8. It is the responsibility of each Faculty and their department/ school to take forward the recommendations arising from their report in conjunction with the relevant Professional Services areas, if appropriate.

FAR TEMPLATE

9. The FAR template is designed to encourage Faculties to capture a focused and concise evaluation (or a reflective summary) of their learning enhancement and quality assurance activities. It is intended to elicit both best practice to highlight and share, and identify challenges that need attention.

10. It is the responsibility of the QEAT to produce the template for the Faculties. The template is reviewed on an annual basis, following feedback from the Faculties, and approved by the Chairs of Quality Assurance Committee and Learning Enhancement Committee.

11. Faculties must avoid going over the length suggested by the template. It is important that the FARs are no more than 10 pages in length with a minimum number of relevant appendices, including the Learner Experience Framework. The FARs should signpost to existing information where possible.

12. The Faculties lead on annual discussions with each of their respective academic departments/ schools, using this template. The Faculty teams produce the draft FAR using the template which is then submitted for peer review.

PEER REVIEW

13. Peer review is an integral component of the Faculty annual reporting process and takes place in advance of the final reports being submitted to QAC and LEC.

14. This process allows the Faculties and Education Enhancement to jointly reflect on the structure and style of the report, helping strengthen the focus on enhancement and to introduce greater consistency in the type and depth of reporting across shared issues.

15. Each report is peer reviewed by a Vice Dean Academic and Assistant Faculty Manager from another Faculty, together with a member of the QEAT. The peer reviewers have the opportunity to meet with the Vice Dean Academic and Assistant Faculty Manager from the Faculty whose report is being reviewed. These meetings are centrally coordinated by the QEAT and are designed to be collaborative and supportive in nature, leading to open and honest reflections on what has worked well and any challenges encountered.

16. Following the peer review meeting, Faculties can refine their reports if required before submitting the final version to both QAC and LEC.

LEARNER EXPERIENCE FRAMEWORK

17. The Learner Experience Framework (LEF) aims to articulate what makes an outstanding student experience at Strathclyde.

18. The LEF is incorporated into the Faculty annual reporting process. Faculty teams are expected to complete this in partnership with the departments/ schools and append to the FAR. Further information on the LEF can be found here.

19. Information provided in the LEF is shared with the Careers and Employability Working Group (CEWG) which reports to Education Strategy Committee (ESC).

SHARING BEST PRACTICE

20. Faculties should share local initiatives and good practice surfaced in the FARs at the peer review meeting. Departments and schools are also encouraged to share and reflect on best practice more generally through a variety of internal mechanisms such as the Learning and Teaching Improvement Framework Forums.

THEMATIC REPORT

21. A short comprehensive report encapsulating the key themes across all four FARs is produced following the peer review meeting. This is shared with QAC and LEC members and published on the QEAT SharePoint site. The key themes are illustrated with examples of good practice, innovations and challenges from each of the Faculties as appropriate. Faculties are encouraged to share the Thematic Report more widely to allow colleagues to review practice in other departments/ schools.

TIMELINES

22. The table below outlines an indicative timeline for the preparation and completion of the Faculty Annual Reports.

Timeline for FARS	FAR Activity
Mid-September	FAR template for reflections issued to VDAs and AFMs (or alternate)
October-December	Faculties to undertake discussions with departments/ schools
By end of last week in January	FARs to be finalised and submitted to Quality Enhancement and Assurance Team QEAT to send finalised FARs to VDAs (or alternate)
By end of first week in February	QEAT to host peer review event with VDAs and AFMs (or alternate)
By end of third week in February	QEAT to produce thematic report following peer review event
By end of February	QEAT to circulate thematic report to VDAs and AFMs (or alternate) for review
By end of first week in March	Comments to be fed back and thematic report to be finalised and circulated.
Mid-March	Joint QAC-LEC held.
April-May	QAC and LEC approve thematic report. QEAT to publish FARs and Thematic Report on QEAT SharePoint site.

GOVERNANCE

23. In advance of being submitted to QAC and LEC for final approval, the FARs must be submitted to and approved by the relevant Faculty Academic Committee. Once approved by QAC and LEC it is expected that the Faculty team shares the FAR more widely within their Faculty.

24. It is the responsibility of each Faculty to take forward and keep track of any actions arising from the reports and update QAC and LEC on their progress on at least an annual basis.