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**Partner annual monitoring review form (TAUGHT PROGRAMMES)**

Partner Annual Monitoring Review (PAMR) is an annual, retrospective activity which allows the partnership team to reflect on the previous academic year and create an action plan to address any issues identified as a result of the exercise.

# Key Details

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| **Name of Partner Institution(s)** |  |
| **Address of Partner Institution(s)** |  |
| **Contact Information *(Academic Lead and Professional Services)*** | Partner:  HWU: |
| **Programme Code/Title(s)** |  |
| **Agreement Approval Status** |  |
| **Reporting Period** | 1st September 2023 – 30th April 2025  *This monitoring period only is extended to bring the process into line with School Annual Monitoring Review* |

**2. Actions from Previous PAMR Form**

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| **Action** | **Progress** | **Status** |
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| **Recruitment and Admission of Students** | | | | | | |
|  | **A/Y 2022-23** | | **A/Y 2023-24** | | **A/Y 2024-25 (to 30th April 2025)** | |
| **New Students** | **No. Applications** | **No. Admitted** | **No. Applications** | **No. Admitted** | **No. Applications** | **No. Admitted** |
| **UG Stage 1** |  |  |  |  |  |  |
| **UG Stage 2** |  |  |  |  |  |  |
| **UG Stage 3** |  |  |  |  |  |  |
| **PGT** |  |  |  |  |  |  |
| **Analysis and commentary:** | | | | | | |
| *Please provide commentary on trends in student recruitment and admissions over the last three years, including any significant changes in terms of demand in country if applicable, admissions processes, entry qualifications and student profile data. Are the numbers in line with expectations or contractual numbers/agreed quota? What factors contributed to any differences and how will they be addressed?* | | | | | | |

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| **Progression and Retention** | | | | | | | |
|  | **AY 2022-23** | | | **AY 2023-24** | | | |
| No. Students | Total in Period | Progress/Achieve Final Award | Withdraw/Fail | Total In Period | Progress/Achieve Final Award | Withdraw/Fail | |
| UG Stage 1 |  |  |  |  |  |  | |
| UG Stage 2 |  |  |  |  |  |  | |
| UG Stage 3 |  |  |  |  |  |  | |
| UG Stage 4 |  |  |  |  |  |  | |
| UG Stage 5 |  |  |  |  |  |  | |
| PGT |  |  |  |  |  |  | |
| IDL (through ALP) |  |  |  |  |  |  | |
| **Analysis and commentary:** | | | | | | |
| *Please provide commentary on trends in student continuation, progression between levels and completion over the last 2 years and reflect on the success of any initiatives to support retention, progression and completion. Please also provide commentary on student degree outcomes (by degree classification) and an explanation of any high failure rates (>10%).* | | | | | | | |

*Data for A/Y 24-25 for the section above will be captured in the next monitoring period.*

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| 1. **Academic Staffing** | |
| Please comment on whether academic staff resources, both at the partner and HWU, are adequate for the effective delivery and operation of the programme. Is any additional investment necessary in this area? |  |
| Please provide a description of how feedback is collected from teaching staff and evaluated. How has feedback from teaching staff been this year? Are there any insights or changes you plan to implement to further enhance the delivery of the partnership? |  |
| Please provide details of any staff development/training activities that are available. |  |

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| 1. **Professional Services Staffing** | |
| Please comment on whether professional services staff resources, both at partner and HWU, are adequate for the effective delivery and operation of the programme. Is any additional investment necessary in this area? |  |
| Please provide a description of how feedback from those who provide administrative support is collected. How has feedback from professional services staff been in the monitoring period? Are there any insights or changes you plan to implement to further enhance the delivery of the partnership? |  |

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| 1. **Physical Resources** | |
| How do current physical resources (e.g., IT and teaching facilities) enhance the student experience, and what opportunities exist for further development? Has any change occurred in resources in the last year? |  |

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| 1. **Learning and Teaching Strategies** | |
| Please confirm what your current student induction arrangements are. How do these arrangements support partnership students, and what opportunities are there for improvement? |  |
| Please reflect on the programme team’s approach to learning, teaching and assessment, and comment on any enhancement opportunities which have been identified. |  |
| Please outline the number of academic misconduct/academic integrity cases (both ongoing and resolved) in the monitoring period.Please provide commentary on any common themes (e.g., whether issues are more common in specific assessment types and / or courses). Please outline any action taken to educate students on academic misconduct, the effectiveness of these actions and any further activities that may support reduction in academic misconduct. |  |

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| 1. **Student Support** | |
| **Please reflect on the effectiveness of the following student support processes and identify any areas for enhancement, highlighting any patterns or reoccurring themes.** | |
| Mitigating Circumstances & Temporary Suspension |  |
| Student Complaints, Appeals & Conduct |  |
| Personal Tutoring |  |

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| 1. **Student feedback** | |
| Please provide an overview of student feedback mechanisms. How is student feedback gathered and how often? |  |
| Please comment on how significant issues raised by students are addressed and how outcomes are reported back to students. |  |
| Please comment on any enhancements made, based on student feedback, in the monitoring period. |  |
| Please provide a summary of any student representation arrangements in place for the partnership and reflect on their effectiveness in providing feedback on behalf of the student cohort. Consider whether attendance is good/poor and whether student representatives feel well equipped to contribute to discussions. Is any additional support/training necessary in this area? |  |

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| 1. **Modifications** | |
| Please outline any changes that have been made to the programmes and the process by which those changes were approved, and partner institution(s) notified. What was the rationale behind the changes, and have they been successful? |  |
| Please comment on any changes to institutional policies/procedures that could impact upon the delivery of the programme. Please outline the process used for notifying Heriot-Watt University/the partner institution(s) of such changes. |  |
| Please provide details of any other significant changes that have taken place since the last reporting period such as:  * Organisational structure * National or local regulatory requirements * External factors |  |

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| 1. **Partner Relations and Communications** | |
| Please comment as to whether or not communication between Heriot-Watt University and the partner institution(s) is effective or if there is any scope for enhancement? Is sufficient support, advice and guidance made available, both pro-actively and when requested? |  |
| Are there any external factors affecting the partnership and/or relationship with partner? |  |
| Has there been any change to partner’s approval status since the last reporting period? If so, how does this affect the partnership and delivery? |  |
| Have any in-person visits taken place in reporting period? If no, what are the reasons? |  |

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| 1. **Graduate employment** | |
| Please include any relevant information on employment obtained on completion of programme(s), or other information as relevant, e.g. opportunities that have arisen for promotion or further career development. |  |

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| 1. **Key Areas of Good Practice** |
| *Please share what has worked well over the past year, identifying key areas of strength and / or good practice in the operation and delivery of the partnership.* |
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| 1. **Other Information/Comments** | |
| Provide details of any other feedback/information/updates you wish to give. |  |

**Please add any actions arising from this report to the table below for the forthcoming monitoring period, 2025-26:**

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| Reporting Period’s Action Plan: AY 2025-26 | Actions | Progress  (unless carried over to next session) |
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**Please attach a copy of the below documents (if applicable/available):**

Collaborative Board of Studies Minutes

Student Feedback or Survey results

1. **School and Partner Authorisation**

Please confirm that the Partner and School agree with the content of this form and action plan, both of which have been collaboratively produced (to be arranged by the school before sending to Academic Quality).

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| Partner Institution (add more lines as appropriate if multiple Partners) |  | Click or tap to enter a date. |
| HWU Academic Lead |  | Click or tap to enter a date. |
| HWU Director of International |  | Click or tap to enter a date. |
| HWU Director of Academic Quality |  | Click or tap to enter a date. |

**Please send the completed form to Academic Quality (**[**academicpartnerships@hw.ac.uk**](mailto:academicpartnerships@hw.ac.uk)**) no later than Friday, 30th May 2025. Please ensure before doing this that full School and Partner Authorisation has been obtained.**

# University Review and Approval

For completion and coordination by Academic Quality

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| **Reviewer** | **Escalate within School** *(Y/N)* | **Escalate to Deputy Principal (Education & Student Life**  *(Y/N)* | **Comments**  *(please summarise findings of review)* | **Print name and date** |
| **Academic Quality** |  |  |  |  |
| **Associate Dean** |  |  |  |  |
| **Deputy Principal (Education & Student Life)**  ***\*Exceptional Circumstances only*** |  |  |  |  |