**FBMH Programme Enhancement SWOT Analysis – October 2022**

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| **Strengths** | **Weaknesses** |
| **Governance and strategy:** appointment of School T&L Director and new portfolio of Associate Deans.  **Programme enhancement:** engagement and feedback around professional accreditation and curriculum review and redesign work.  **External Examiners:** consistent feedback on varied assessment methods (authentic and creative), fair and consistent marking.  **Engagement with new technologies:** supporting student experience and learning – Cadmus pilot, TBL pilot, Unitu  **Positive Outcomes:** Embedding employability and practice skills in the curriculum – e.g. (1) communication skills suite for MB ChB; (2) “Graduates for Greater Manchester” project (Psychology)  **Student Outcomes**: measures are generally at (or above, for CAH2 Allied Health) benchmark  **Staff:** committed and dedicated.  **Personal & professional development (Optometry)** – CV writing, help with employment  **Live ‘wrapping up’ sessions** – really helpful for revision | **Student experience:** NSS is below university aspirations, with all disciplines below the top-quartile benchmark for successive years.    **Student experience:** low level of student engagement in surveys.  **Student Outcomes:** P/T completion and continuation are materially below benchmark in Nursing & Midwifery (CAH2 subject grouping). Noting that this is by programme design.  **Student communication:** consistency and transparency of student communications, including ILOs, handbook material, assessment rubrics, etc. Lecture/student comms – clarifying ILO’s  **Feedback:** the assessment burden (especially PSRB regulated programmes) puts pressure upon the delivery of timely feedback. Assessment feedback an issue across board.  **5-year plan**: mixed progress with APP targets and small numbers on programmes.  **Continuation**: CAGs, TAGs, and grade inflation potentially distorting numbers.  **Student voice & feedback** – don’t see point in being a rep because students don’t feel listened to & therefore don’t give feedback. Lecturers don’t want’ emails but don’t respond to feedback on discussion boards  **Optometry** – changed from block system to semester system with little support -students finding it very challenging.  **Student numbers** – over recruitment (although some deferred) – difficulty managing numbers and affecting experience – not getting as much time on practical skills. Opposite in Molecular Pathology – only 9 students so cancelled sessions.  **Study spaces** – not enough and very crowded. Can use FSE building but more spaces needed across campus.  Change to exam formats – if changing back to pre-Covid structure, need to be done more gradually to allow students time to reaclimatise. |
| **Opportunities** | **Threats** |
| **Student voice:** greater co-development on projects of strategic priority around student voice, assessment and feedback and differential attainment, programme development.  **UoM QA framework:** risk-based approach should reduce workload, though implementation unclear.  **Communication**: implementation of student communications audit recommendations.  **Curriculum re-design:** review programmes and re-design to deliver new and improved approaches to teaching and learning incorporating through flexible and blended learning, decolonisation, assessment for the future recommendations.  **Data dashboard development**: to examine student cohorts across several themes.  **Standardisation:** greater consistency and transparency(incl. assessment rubrics, feedback templates, nomenclature, and Blackboard layout). | **Estate:** lack of appropriately designed and equipped teaching estate - for flexible and interactive learning. Improving design and equipped teaching estate to allow for more flexible & interactive learning  **SEP:** impact of SEP on programme delivery, current improvement projects (e.g., MB ChB early years review) and capacity for strategic priorities.  **Over-recruitment:** negative impact of over-recruitment running through programme years across student experience and academic/PS staff workloads.  **Processes**: lack of transparency between professional programme exemptions from University regulations/policies and detail of actual requirements of the PSRB.  **ITS systems:** stability, in service support model and process improvement, capacity. IT an issue for everyone. Wifi, Blackboard – affecting students submitting assignments.  **Data analysts**: lack of qualified data professionals in FBMH.  **Staff capacity:** lack ofheadspace and time to engage in key strategic aims due to workload and burnout.  **Housing** – a concern for students with increased student numbers – impact on student experience. |