GUIDANCE: Approved Learning Partners

This guidance note refers to the Annual Monitoring and Review process for Approved Learning Partners (ALPs).

1. In October of each year, Academic Registry will pre-populate the PAMR report template (Appendix 2a) with core information (such as partner name, location, programme title/award) and send it to Schools for completion.

2. Completion of the PAMR report should be a collaborative process, involving both School and partner. Both parties should authorise the final version of the report prior to submitting it to Academic Registry by 31 January (see Appendix 1 for all AMR timescales).

3. The PAMR report template will be completed following a self-evaluation process, analysing both past and planned activity. Outcomes of the whole PAMR review process will inform the completion of the main SAMR report.

4. All sections of the PAMR report template should be completed. If a particular section is not relevant this should be stated, so that it is clear that information has not been inadvertently omitted.

5. Detailed below are the headings of each section within the PAMR template, along with brief guidance for completing each of the sections. It should be noted that additional sections required by the School or Learning Partner may be added to the template as required; no sections should be removed or re-ordered.

   a. Student Progression and Retention
      This section should be completed as per the column headings, in order to provide a clear overview of the number of total/active students, progressions, awards and withdrawals. Figures for the current and previous academic session should be provided in order that a comparison may be made. High failure rates for specific courses should be commented on (ie >10%), and reasons for withdrawals or non-completions should be given.

      The IDL section is exceptionally for specific partners supporting Edinburgh Business School students.

   b. Graduate Employment
      This section can be used to provide information (not necessarily statistical) on employment obtained by students, upon completion of their programme. If students are already in employment, details could include opportunities that have arisen for promotion or further career development, as a result of completing the programme.

   c. Staff/Tutor Feedback
      This section should include feedback from staff/tutors, raised throughout the year but also raised specifically as part of the annual review process. Issues raised should be reviewed and appropriate action identified. This section should also record outcomes following the consideration of staff development and training requirements.

   d. Student Feedback, Support and Guidance
      This section should include a summary of feedback raised by students following a review of comments submitted through all student feedback mechanisms, including staff/student committees. Issues requiring attention should be included, along with intended action for resolution and details of how the outcomes will be fed back to students.

      Details of (and reasons for) major changes to policies or procedures underpinning student feedback, support and guidance processes should be discussed within this section.
e. **Learning Resources**
   This section should include comments on the adequacy of resources that are available to support
   students throughout their programme of study. This may include: issues of concern; plans for
   improvement; resources that exceed expectations.

f. **Enhancement**
   This section should be used to detail any planned developments for enhancing the delivery of the
   programme and consequently the students’ learning experience. It may also be appropriate to
   comment on recent developments and their success.
   Schools should comment on the contribution to objectives set out in the Learning and Teaching
   Strategy Operational Plan and/or on a designated enhancement theme.

g. **Other Developments or Changes**
   This section should be used to report any significant changes that have taken place since the
   previous year’s report, in relation to, but not exclusively: the organisational structure of the partner;
   national or local regulatory requirements; new partnerships; new programmes.

h. **Other Information**
   This section allows for the partner and School to provide feedback on other areas not previously
   addressed within the report template.

i. **Action Plan**
   The Partner and School should complete and agree upon an action plan, detailing issues and
   intended actions, as a result of completing monitoring activities such as programme/course
   monitoring, student feedback and External Examiner reports. The final column within the ‘Action
   Plan’ section is for the recording of progress towards intended actions. This column should be
   completed as part of the next year’s AMR process. In this way, the monitoring and review loop will
   be closed.

6. The partner and School will submit the completed PAMR report to Academic Registry by **31 January**
   of each year.

Refer back to the main [AMR Handbook](#) for the next stage of the process *(Stage 2a (iii) University-level Review
of PAMR Reports).*