

## ANNUAL PROGRAMME\* REVIEW

This form should be completed either for a single programme or for a cognate group of programmes that share several courses. To be completed by the programme director/leader and subsequently considered by the primary School Teaching and Learning forum.

- Part A should provide a review of the courses that make up the programme/group of programmes covered by this APR
- Part B should focus on the programme (or cognate group of programmes if appropriate)
- Part C should be completed if the programme is part of any Collaborative Provision with other Institutions/organisations where students are involved. If Schools wish, they can complete a separate APR for collaborative provision.

<b>SCHOOL INFORMATION:</b>		
<b>School:</b> Business School	<b>Programme/cognate group of programmes:</b> MSc PEEF	<b>Academic year:</b> 2023-2024
<b>A. ANALYSIS OF THE PROGRAMME'S CONSTITUENT COURSES</b>		
<p><b>1. Comment on the pass rates and grade profiles for courses within the programme.</b> <i>Identify outlier courses, i.e. those performing better or worse than others. What can be learned from these to help other courses within the programme? Comment on courses with less than average pass rates. What actions are planned to address the low pass rates? Actions could include, for example, changes to previous year's courses to better prepare the students or inclusion of more formative assessments.</i></p>		
<p>The pass rates and grade profiles for courses within the programme were consistent, with an overall grade distribution similar across courses and in line with previous years. There were no significant outliers in performance, either better or worse than others, indicating a stable academic performance across the programme.</p>		
<p><b>2. Comment on courses that are causing concern.</b> <i>Please include courses where concerns have been raised by staff or students at SSLC meetings or by external examiners. What measures could be put in place to address the concerns raised?</i></p>		
<p>Most of the feedback received has been positive. However, some students raised concerns regarding the weighting of assessments and exams as well as the content of some courses. The programme underwent a major restructuring, which took effect in September 2024. This restructuring directly addresses the issues raised by students, including both programme content and assessment weighting methods.</p>		
<b>B. REVIEW OF THE PROGRAMME(s)</b>		
<p><b>1. Critically review the programmes.</b> <i>For instance: Do they continue to meet the subject benchmark statements? How well do all constituent courses work together to provide the core knowledge required? Do they continue to attract and retain students?</i></p>		
<p>The programme underwent a substantial review and restructuring last year, which resulted in the restructuring of existing courses and the introduction of new ones. These changes were necessary to address recent developments in the energy sector, particularly regarding the increasing role of renewable energy and the transition to renewables across all areas, from transportation to the electrification of households. Additionally, topics related to the just transition and how this shift will be managed were introduced.</p> <p>These changes ensure that the programme continues to meet the subject benchmark statements and equips students with the core knowledge required in light of the evolving energy landscape.</p>		
<p><b>2. What actions have been taken forward this year considering the previous year's feedback from the Course and Programme Review process, External Examiners, Programme Advisory Boards Professional Statutory Body or ITR recommendations (if reviewed within the past 12 months)?</b></p>		

This year, in response to feedback from the Course and Programme Review process, External Examiners, and industry stakeholders, we introduced three two-day workshops led by industry experts. These workshops were designed to enhance the practical relevance of our teaching and strengthen industry engagement. The topics covered included:

- Joint Venture Agreements – providing students with an in-depth understanding of the legal, financial, and strategic considerations involved in joint ventures within the energy sector.
- Gas and Energy Transportation – exploring the technical, regulatory, and economic aspects of transporting gas and energy across global markets.
- Gas-to-Energy Transition – examining the role of gas in the broader energy transition, including its impact on decarbonisation efforts and emerging technologies.

In addition to these workshops, we also organised guest talks by alumni and industry experts, offering students valuable insights into career pathways, industry challenges, and real-world applications of their studies.

Furthermore, we successfully launched work-based projects, enabling students to collaborate directly with industry professionals during their dissertation research. This initiative provided hands-on experience and strengthened links between academia and industry, further enhancing students' employability.

The feedback from students has been overwhelmingly positive, with many highlighting the value of learning directly from industry practitioners and gaining practical insights that complement the theoretical aspects of the programme.

However, due to budget cuts, we will not be able to run these workshops again next year. This is a significant concern, as it will reduce the visibility of our programmes and limit industry engagement opportunities for our students, potentially impacting their professional development and networking prospects.

### **3. What is working well within the programme(s)? What is new/innovative?**

#### **a) at Course level**

At the course level, one of the key strengths is the practicality of knowledge delivered throughout the curriculum. Students not only gain a solid understanding of the theoretical concepts relevant to their courses, but they also develop the necessary skills to apply this knowledge to real-world challenges within the energy sector. This emphasis on practical application enhances their analytical and problem-solving abilities, preparing them for careers in a rapidly evolving industry.

#### **b) at Programme level**

At the programme level, the strong industry engagement is a significant asset. The relevance of the knowledge students acquire is reinforced through direct interaction with industry professionals, alumni guest talks, work-based projects, and specialised workshops. These initiatives ensure that students are exposed to current industry trends, challenges, and best practices, making their learning experience more dynamic and aligned with employer expectations.

The introduction of work-based projects and industry-led workshops has been particularly innovative, providing students with hands-on experience and direct mentorship from industry experts. This not only enhances their learning but also strengthens their professional networks and career prospects.

### **4. What area(s) require, or are intended for, development in the next academic year and how do you intend to address them?**

Key areas for development include:

- Despite financial constraints, we remain committed to maintaining high industry relevance and practical applicability, ensuring that students continue to gain the skills and knowledge needed for successful careers in the energy sector.

As part of our ongoing efforts to enhance inclusivity and diversity within the programme, we considered this within the recent programme review covering all economic courses. These explicitly address issues related to decolonising the curriculum, ensuring that course content reflects a broader range of perspectives and critically examines the historical and structural influences on the energy sector.

The programme actively considers Equality, Diversity, and Inclusion (EDI) in both its structure and delivery, ensuring that it is accessible and inclusive for all students, regardless of their protected characteristics.

1. Where applicable, list the Collaborative Provision agreements (Partnerships) that relate to this programme and the numbers of students involved (add rows as necessary)

[illegible]

<b>2. Comment on the progress students admitted under each partnership have made in their programme and whether any changes to the programme, or arrangements with the partner, need to be made.</b>		
<b>3. For each partnership comment on any issues that have arisen as a result of the partnership and critically evaluate the success of the partnership.</b>		
<b>D. ISSUES TO BE RAISED AT SCHOOL OR UCTL LEVEL</b>		
<p>One of the key challenges faced by the programme is the <b>lack of funding to support industry engagement</b>. Industry-led workshops, guest lectures, and work-based projects have significantly enhanced the <b>practical relevance</b> of the programme and provided students with valuable <b>networking opportunities</b>. However, due to recent budget constraints, we are unable to continue running some of these initiatives, which may negatively impact:</p> <ul style="list-style-type: none"> <li>• <b>The visibility of the programme</b> and its ability to attract industry partners.</li> <li>• <b>Students' exposure to real-world challenges</b>, limiting their ability to apply theoretical knowledge in practical settings.</li> <li>• <b>Graduate employability</b>, as direct engagement with industry professionals has been a key strength of the programme.</li> </ul> <p>We request that <b>alternative funding mechanisms</b> be explored at the School or UCTL level to sustain and enhance industry engagement opportunities, ensuring that students continue to benefit from <b>practical learning experiences</b> and strong links with the energy sector.</p>		

Signed: .....NVlassis..... Date:.....29/1/25.....  
(Programme Lead/Author)

<b>Comments from Head of School*:</b>
<p>The programme team did a lot of work in 2023/24 to restructure the programme for 2024-25 onwards. The introduction of the workshops to increase the practical relevance of the lecture content and strengthen industry engagement was a notable success. It will be disappointing if these benefits are completely lost due to budget constraints.</p> <p>The School supports the team's plan to use alternatives, such as virtual guest lectures, and the intention to expand work-based learning opportunities for students in applied research and dissertation projects.</p>

I confirm that I have read and agree with the content of this form and, where applicable, support the actions proposed.

Signed: .SM Carson..... Date: ...30.1.25.....  
(for Head of School\*)

COPIES OF THIS FORM SHOULD BE:

1. CONSIDERED BY THE PRIMARY SCHOOL LEARNING AND TEACHING FORUM
2. UPLOADED TO THE [QUALITY AND PLANNING SHAREPOINT SITE](#) BY **31 AUGUST** FOR UNDERGRADUATE PROGRAMMES AND **30 NOVEMBER** FOR POSTGRADUATE TAUGHT PROGRAMMES

\* Phase Co-ordinator for the MBChB curriculum; Interdisciplinary Degree Programme Co-ordinator, or Vice-Principal (Education) where appropriate.

Updated : October 2023