

Annual Programme Monitoring – Faculty Commentary and Action Plan

FACULTY / SCHOOL		
Name of Dean Sandra Joyce	Signature of Dean:	Date:
Academic session under review 2024/25	Please note: The submission deadline was February 9, 2026. This report is based on the programme reports that were submitted by February 21, 2026. Programmes that are not covered by this report are highlighted in bold below.	Stage 2: Faculty Report

NAME OF DEPARTMENT / School <i>(with Head of Dept in brackets)</i>	TAUGHT COURSE PROVISIONS	COLLABORATIVE COURSES <i>(with name of partner/ s in brackets)</i>
AHSS Faculty <i>(Sandra Joyce)</i>		Bachelor of Arts (Kemmy Business School, Education and Health Sciences, and Science and Engineering)
English, Irish and Communication (Yvonne Cleary)	Bachelor of Arts in Journalism and Digital Communication Graduate Certificate in Technical Writing Master of Arts in Creative Writing Master of Arts in English Master of Arts in Journalism and Digital Communication Master of Arts in Technical Communication and E-Learning	
History and Geography <i>(Alistair Malcolm)</i>	Certificate in History of Family and Genealogical Methods Certificate in Local History Master of Arts in History Master of Arts in History of the Family Master of Arts in Irish and Local Conflict History Master of Arts in Local History Master of Arts in Public History and Cultural Heritage	

	Professional Diploma in Climate Adaption and Sustainability	
Irish World Academy (Helen Phelan)	<p>Bachelor of Arts in Contemporary Dance Bachelor of Arts in Irish Dance Bachelor of Arts in Irish Music Bachelor of Arts in Voice Bachelor of Arts in World Music Certificate in Music and Dance Master of Arts in Classical String Performance Master of Arts in Community Music Master of Arts in Composition and Creative Music Practice Master of Arts in Dance Performance Master of Arts in Dance Studies Master of Arts in Ethnochoreology Master of Arts in Ethnomusicology Master of Arts in Irish Music Studies Master of Arts in Irish Traditional Music Performance Master of Arts in Music Therapy Master of Arts in Ritual Chant and Song Master of Arts in Songwriting</p>	
Modern Languages and Applied Linguistics (Liam Murray)	<p>Master of Arts in European Studies Professional Diploma in Digital Content Development Bachelor of Arts in Applied Languages Bachelor of Arts in European Studies Master of Arts in Applied Linguistics (International) Master of Arts in Teaching English to Speakers of Other Languages</p>	Master of Arts in European Studies (Europa Universität Flensburg)
Politics and Public Administration (Andrew Shorten)	<p>Diploma in Community, Wellness, Empowerment, Leadership and Lifeskills Graduate Certificate in Public Administration and Law Master of Arts in Community Research Master of Arts in International Studies Master of Arts in Peace and Development Studies</p>	

	<p>Master of Arts in Politics Postgraduate Diploma in Political Studies Professional Diploma in Community Engagement Structured PhD in Politics</p>	
<p>Sociology (Martin Power)</p>	<p>Bachelor of Science Social Sciences Master of Arts in Sociology (Youth, Community and Social Regeneration) Master of Science in Sociology and Data Analytics</p>	
<p>Law (Lucy-Ann Buckley)</p>	<p>Please note: School of Law programmes were not included in this year's annual programme review because the unit underwent a quality review during the relevant period.</p>	
<p>Centre for Teaching and Learning (Mary Fitzpatrick)</p>	<p>Master of Arts in Teaching Learning and Scholarship Professional Diploma in Teaching Learning and Scholarship Postgraduate Certificate in Learning, Teaching and Assessment in Higher Education</p>	
<p>Access Office (Deirdre O'Connor)</p>	<p>Certificate in Access Studies for Higher Education</p>	

A: General Overview

A.1 Observations on Enhancements Implemented:

- Several programmes streamlined routes/pathways and rationalised modules to make programmes easier to administer and easier for students to navigate. The BA Arts removed single-subject pathways (e.g., Politics/IR; Public Administration & Leadership) to reinforce the double-honours identity and simplify the structure. The BA European Studies reduced elective bundles and eliminated multiple routes to address an excessively intricate structure and strengthen programme identity. The MSc Sociology & Data Analytics rationalised module offerings, removing duplication (e.g., the same module offered in both semesters).
- Many programmes expanded choice via ab initio routes, new pathways, or new electives, often responding to applicant/student demand. The BA Applied Languages introduced a French ab initio route for entry from September 2025 after demand signals at Open Days/Orientation. The BA Arts added Advanced Japanese and Ab-initio Japanese pathways, explicitly framed as increasing student choice. The MA Peace & Development Studies added a new elective on Migration, Minorities and Multiculturalism to broaden options linked to careers (e.g., humanitarianism/advocacy).
- Across disciplines, enhancements focus on workplace-relevant skills, clearer graduate pathways, and professional readiness. The BA Journalism & Digital Communication added a first-year data journalism module and a 4th-year PR/communications module to reflect changing industry norms and pathways. The BA Irish Music reshaped the 4th-year practicum to add real-world performance opportunities and technical workshops, explicitly emphasising networking and industry understanding. The BA Arts added “Transferable Skills for the Workplace and the World We Live In” to its broadening modules, explicitly tied to employability.
- Multiple programmes are strengthening research preparation, dissertation processes, and assessment guidance. The MA Journalism added a Theory & Ethics module before Research Methods and tightened dissertation processes/supervision; early indications include higher dissertation quality and fewer deferrals. The MA Applied Linguistics (International) rebalanced credits to align with 30-credit semester regulations and restructured the dissertation into product vs process assessment (21 + 9 credits). The MA Irish & Global Conflict History added supports for research ethics applications and clearer assessment explanations (e.g., recorded guidance on historiography), reporting strong student results.
- There is a noticeable move away from “optional extras” to embedded external engagement that drives participation and professional connection. The MA Journalism changed external expert talks from voluntary to required, with a written report, leading to higher engagement. The MA Dance Performance expanded external partnerships and created professional placements (e.g., with Luail) plus international intensive opportunities. The MA Creative Writing provided students with access to Irish Writers Centre events and improved visiting-guest sessions using structured pre-circulated questions.
- AI appears across several programmes as either curriculum content or assessment integrity framing. The MA Teaching, Learning & Scholarship embedded a GenAI statement within assessment processes. The MA Technical Communication & E-Learning notes the External

Examiner's approval of the fact that generative AI is addressed in most modules. The MA Composition & Creative Music Practice introduced an elective on AI for artwork, enabling students to engage with AI-related realities, including creating software.

- Multiple programmes sought to improve students' experience via scheduling tweaks, better learning resources, and flexible delivery modes. The BA Contemporary Dance adjusted schedules (later start day; Friday half-day for final-year project work) and improved studio logistics. The MA Irish Music Studies redesigned the programme so Semester 1 can be taken online or face-to-face, broadening access while keeping Semester 2 in Limerick. The Diploma in Community, Wellness, Empowerment, Leadership, and Lifeskills standardised module delivery via uniform UDL Brightspace sites with direct access to multimedia resources.
- Several programmes explicitly mention identity clarity and marketing refresh as enhancements. The BA European Studies redesigned its structure partly to avoid identity dilution and overlap with other programmes. The MA Classical String Performance foregrounded its distinctive somatic focus in published materials/advertising to align with applicants' expectations. The MSc Sociology & Data Analytics and MA Ritual Chant and Song both highlight marketing improvements as part of enhancement efforts.

A.2 Best Practice Examples for University-wide Dissemination

- Curriculum renewal to address gaps and emerging areas. Examples: New Japanese module (BA Applied Languages); new art history module (MA History); elective on Migration, Minorities and Multiculturalism (multiple MAs).
- Creating clear, coherent progression routes and specialisations. Examples: New fourth-year specialisation routes (BA European Studies); new international pathway (BA Journalism and Digital Communication).
- Expanding programme "streams" aligned to disciplinary/career interests. Examples: Fourth professional stream in Law (BA Applied Languages) to support multilingual legal career pathways.
- Module redesign to improve coherence and student success. Examples: Splitting an overloaded first-year module into two (BA Journalism and Digital Communication); simplifying a complex first-year module to improve success rates (BA Arts' HP4001).
- Using evidence (e.g., enrolment data) to rationalise module offerings. Examples: Dropping electives due to low student numbers (MA European Studies).
- Dissertation redesign to strengthen research quality and manage workload. Examples: Dividing the dissertation into two assessed components (MA Applied Linguistics).
- Structured dissertation timelines with staged milestones. Examples: Adding spring-semester dissertation/internship milestones (MA TESOL).
- Offering multiple dissertation formats to improve inclusivity and fit-for-purpose outputs. Examples: Identifying a range of dissertation formats (MA TESOL); varied dissertation formats (MA Community Music).
- Embedding Universal Design for Learning (UDL) through flexible assessment options. Examples: Alternative format for final research paper (MA Community Music); flexible assessment formats (MA Peace and Development Studies).

A.2 Best Practice Examples for University-wide Dissemination

- Assessment standard-setting through explicit criteria and rubrics. Examples: New assessment criteria for performance exams (MA Irish Traditional Music Performance).
- Sequencing research modules to scaffold learning. Examples: Introducing a theory-based module before research methods (MA Journalism).
- Aligning module structures with clearly articulated learning outcomes. Examples: Restructuring modules for greater clarity in learning outcomes (MA Teaching, Learning, and Scholarship).
- Reducing unnecessary assessment burden while protecting learning. Examples: Reducing assignments for a fieldwork module (MA Ethnochoreology).
- Increasing structured practice opportunities to deepen learning. Examples: More performance opportunities and a weekly voice lab (BA Voice); facilitating more classes (BA Contemporary Dance).
- Embedding career preparation into curriculum and co-curricular design. Examples: Practical newsroom experience and PR module reflecting industry needs (BA Journalism and Digital Communication); professional placements partnership (MA Dance Performance); “careers in history” event (MA History).
- Building cohort identity and a supportive learning community. Examples: Intentional focus on group identity and clearer guidance/support across programme journeys (described as a cross-programme approach).
- Partnerships and external engagement to enrich learning. Examples: Guest speakers; engagement with external cultural/arts bodies; partnership with a national dance company; increased interaction with professional musicians.

A.3 Observations on Incorporation of Graduate Attributes

- **Articulate:** The MA Creative Writing develops articulate voices via workshop dialogue, reflective practice, and public readings, plus sustained peer-feedback roles (e.g., “lead reader”). The BA Journalism & Digital Communication and MA Journalism develop this attribute through experiential “news days,” publication projects, and communicating complex issues to publics; MA Journalism also ties articulation to responsible public-service reporting. The MA Technical Communication & E-Learning, Grad Cert Technical Writing, and Prof Dip Digital Content Development frame articulation as communicating to diverse audiences (documentation, e-learning, accessibility-oriented content). The MA History and MA in Local History programmes incorporate continual seminar dialogue and presentations to develop articulation around sources/methods and dissemination.
- **Agile:** The MA European Studies and BA European Studies link agility to making interdisciplinary connections and integrating students with different backgrounds; programmes emphasise linking distinct disciplines and contexts. The MA Classical String Performance incorporates

agility through developing students' flexibility to perform across styles and cope with demanding professional scenarios. The MA Applied Linguistics (International) develops agility through problem-based approaches and flexible learning modes (online/offline, peer/self-directed) are used to build adaptability. The Prof Dip Digital Content Development teaches students to be adaptable to audience needs through UDL, plain language, and accessibility guidelines is treated as a core "agile" capability.

- **Courageous:** The MA Creative Writing cultivates "creative bravery" through sharing work publicly, writing into uncertainty, and persisting through critique and revision. The MA Ritual Chant and Song bolsters courage through developing its students' ability to perform unfamiliar repertoires (including medieval languages/notation) and potentially undertaking fieldwork with practitioner communities. The MA Journalism fosters courage by encouraging its students to feel ethically grounded and confident to innovate; students engage real subjects and the risks/responsibilities of reporting. The MA Peace & Development Studies pushed its students into reflexive, ethically complex debates on inequality and power, which are framed as both responsible and courageous.
- **Curious:** The MA International Studies, MA Politics, and Structured PhD Politics bolster curiosity via confronting real-world problems through research methods, argumentation, and critical analysis. The MA Irish & Global Conflict History supports curiosity through immersive field research (site visits/museums/archives) and seminars with visiting scholars. The MA Ethnomusicology, MA Ethnochoreology, and dance studies programmes embeds curiosity by combining theory and practice and also by generating original field/practice research projects. The MA Creative Writing cultivates curiosity by treating creative challenges as open questions, drawing on traditions and interdisciplinary influences.
- **Responsible:** The MA Journalism develops responsibility through law/ethics and day-to-day engagement with people who may be harmed by malpractice. The MA Technical Communication & E-Learning and Prof Dip Digital Content Development frames responsibility as producing accessible, ethical content; SDG alignment and inclusivity are explicitly referenced. The GCert/PD/MA in Learning, Teaching & Scholarship embed responsibility through critical evaluation of material (ethics, equality, diversity, inclusion, open educational practice) within blended delivery. CWELL fosters responsibility through its strongly community-facing design, where the curriculum is co-authored with communities, and by positioning students as co-creators and "drivers of social change" who are asked to produce reflective portfolios and public presentations. The MA Ritual Chant and Song incorporates responsibility through ethical engagement with living/historical sacred traditions and cultural sensitivity (e.g., observational visits and repertoire contexts).

A.4 Observations on Collaborative Provision

- Partnerships are frequently expressed through placements, internships, and structured engagement with organisations. For example, the MA Public History and Cultural Heritage partnership is embedded via internships and work-based reflective practice with local, regional, and international organisations, giving students structured professional application opportunities.
- Most partnerships are functioning effectively and meeting their original aims. The Professional Diploma in Teaching, Learning and Scholarship describes its partnership as an “excellent working relationship” with Garda College, especially around practicalities like scheduling and communication with instructors. The MA in Local History characterises its partnership as a long-running partnership (with MIC) that “continues to do what it set out to do originally and works well.” The Certificate in Local History describes its partnership as “mutually beneficial,” with the Irish Workhouse Centre supporting recruitment and promotion.
- Multiple programmes note that their collaborations directly shape students’ learning activities. The MA in Songwriting (IWAMD) features joint songwriting/history seminars with MIC Limerick, noted as opening up further collaborative pedagogical possibilities.
- Where the partnership model depends on cross-institution study, affordability is a decisive factor. The MA European Studies includes a double-degree that is described as less attractive to students at the partner institution due to UL tuition fees; for example, a former UL undergraduate student opted for a two-year MA in Flensburg (without fees) instead of the dual-degree route. The unit is therefore exploring an Erasmus Mundus joint degree model with Flensburg and other partners.
- Not all partnerships have reached a steady state of exchange flows. The BA Journalism and Digital Communication has a 2+2 structure with UCAM Murcia in place, but they have not yet reached the point where students will come to UL.

A.5 Observations on Planned Enhancements for the Programme

- Many programmes prioritise boosting applications and visibility, often with a specific international focus. The BA and MA European Studies are emphasising international recruitment (noting strong interest from the US) and exploring dual degrees. The MA Politics and Grad Cert Public Administration & Law are planning more targeted promotion and new promotional materials. Multiple IWAMD programmes are explicitly foregrounding recruitment and outreach.
- Extensive restructuring of programmes and modules took place, from incremental tweaks to major redesigns. The MA Applied Linguistics (International) is implementing a redesigned programme aligned to an institutional initiative. The IWAMD is planning “radical restructuring” of MA offerings, with some programmes in a “holding pattern” pending Academy-wide change. The BA Applied Languages is continuing curricular review and considering structural shifts (e.g., year-abroad semester timing; credit changes).
- Several programmes are actively formalising how they handle generative AI, especially in assessment design and policy consistency. The BA Journalism & Digital Communication intends to lead course-wide discussions on AI, increase in-class writing/newsdays, and clarify where AI

may be appropriate. The MA Technical Communication & E-Learning proposes a common GenAI policy across modules and more explicit instruction on benefits/pitfalls. The BA in Applied Languages plans continued monitoring of Final Year Projects with explicit attention to AI impacts.

- Many programmes aim to strengthen the student experience through support structures and community. The MA Classical String Performance is prioritising student wellbeing and consulting on the intensity/duration of somatic immersions. The BA Irish Dance is adding dancer health sessions with Health Sciences and strengthening engagement with musicians/guest practitioners. The MA History of the Family is continuing monthly check-ins for part-time students to sustain cohort connection.
- There is a strong through-line of standardising feedback and improving quality assurance, often prompted by external examiner/student feedback. The BA Journalism & Digital Communication is raising grade inflation as a serious issue. The BA Arts is seeking a faculty-wide feedback policy due to inconsistency (especially around exams). The MA Technical Communication & E-Learning is planning an audit to identify gaps/overlap and assessment methods. The MA History is focusing on enhancing quality across modules and inclusive assessment practices.
- Several programmes are adjusting delivery modes and learner guidance, especially where participants are working professionals. The PG Cert Learning, Teaching & Assessment is addressing workload/timetabling via greater hybrid/blended flexibility and possibly some out-of-hours teaching. The Professional Diploma in Teaching Learning & Scholarship is planning added guidance on managing academic workload. The MA Irish Music Studies is reconsidering blended/flipped elements in response to student feedback.
- A smaller but clear trend is leveraging shared modules/spaces and interdisciplinary links to enrich experience and optimise resources. The BA Irish Dance is emphasizing shared studio-based teaching across BA/MA/PhD cohorts to reinforce peer learning. The MA Ethnochoreology and MA Ethnomusicology plan to continue shared spaces/dialogue (while also protecting disciplinary distinctiveness). Several programmes mention integrated delivery as part of wider curriculum review.
- A frequently noted practical constraint is capacity - people, rooms, studios, and technical facilities - often framed as a risk to planning and student experience. The MA Journalism indicates that meaningful planning depends on staffing clarity (concerns about casual staff cuts). The BA Contemporary Dance and BA Irish Dance are continuing efforts to secure/coordinate studio space. The BA Voice is working with technical staff to improve access to facilities.

B. Enhancements identified that need Faculty or University Level Support

		Action	Responsibility	Deadline
1	Supporting structural enhancements to programmes and modules (including changing delivery methods)	Determining the structural changes at the department/school level, seeking advice from Academic Registry, Centre for Transformative Learning, and ADAA,	Module Leaders, Course Directors, Course Boards, Department Heads,	Autumn 2026

B. Enhancements identified that need Faculty or University Level Support				
		submitting changes to AHSS Management Committee and Faculty Board, Executive Committee, and APRC	AHSS ADAA, Centre for Transformative Learning	
2	Supporting international recruitment, visibility, and targeted promotion	Coordinating marketing calendar across programmes (shared campaigns, shared assets, shared events); Providing Faculty-led market intelligence (what messages/conversions are working across cognate programmes); supporting alumni/student ambassador involvement across programmes (panels, webinars, testimonials); supporting the development of additional possible dual degrees (templates, approval timelines, risk guidance).	Course Directors, Department/School administrators, AHSS Faculty Office, UL Marketing and Communications	Autumn 2026
3	Establish consistent approaches to Generative AI in teaching and assessment	Providing Faculty-wide baseline guidance for assessment design in an AI context (principles and exemplars); establishing assessment clinics and moderation support to help teams redesign tasks without increasing workload; sharing best practices (e.g., what “appropriate use” looks like in different disciplines).	Module Leaders, AHSS ADAA, Centre for Transformative Learning, UL Academic Integrity Unit	Autumn 2026
4	Addressing capacity constraints: staffing clarity, rooms, studios, technical facilities	Improving central timetabling and space management for specialist facilities (visibility, conflict resolution, utilisation metrics); providing greater HR/workforce planning clarity around casualisation and	Academic Registry, AHSS Management Committee, Executive Committee	Autumn 2026

B. Enhancements identified that need Faculty or University Level Support				
		teaching continuity to support forward planning.		
5	Strengthening student experience, wellbeing, and cohort community	Developing Faculty-wide student support “toolkit” for programmes (check-in models, escalation pathways, inclusive practice templates); embedding accessibility and inclusion supports embedded into programme design (not just individual accommodations).	Module Leaders, Course Directors, Course Boards, Department Heads, AHSS ADAA	Spring 2027
6	Standardising feedback, addressing grade inflation, strengthening Quality Assurance	Enhancing Faculty-wide guidelines setting minimum expectations for feedback (timelines, format, exam feedback norms, rubrics); calibrating and moderating processes across modules (to, for example, address grade inflation and consistency); supporting periodic programme “assessment audits” (mapping methods, workload, overlap, skill progression).	Module Leaders, Course Directors, Course Boards, Department Heads, AHSS ADAA	Spring 2027

C. ACTIONS FOR PROGRAMMES WITH OVERALL RETENTION BELOW AGREED TARGETS					
1.1 Transforming Education Target >92%					
Transforming Education Goal 1.1, First year retention rate (based in HEA KPI) target >92%					
Programme Code and course title		Key Action	Responsibility	Deadline	How this will be monitored at Faculty level?
1	CTLOHIUPA Certificate in Local History (91%)	No action required. One student dropped out shortly after the programme began. This is a fairly typical number, given that this is an Access programme, and all are mature students. Most have not been in formal education for many years.			
2	MAHIFMTFA Master of Arts in History of the Family (70%)	The current retention rate (70%) is a 20% increase on the previous year. Two students left the programme early for health issues and one left early for family commitments. The Course Director has implemented a new structure for the part-time version of the programme, providing a more evenly spread workload, which should support student retention further.	Course Director	Ongoing	During progression decision entry meetings and regularly liaising with Course Director.
3	GCPALATPA Graduate Certificate in Public Administration and Law (66%)	No answer provided. The programme lost one student due to ill health. The Course Director aims to meet with every potential applicant and new student to ensure they are aware of the programme's expectations.			

C. ACTIONS FOR PROGRAMMES WITH OVERALL RETENTION BELOW AGREED TARGETS					
1.1 Transforming Education Target >92%					
Transforming Education Goal 1.1, First year retention rate (based in HEA KPI) target >92%					
Programme Code and course title		Key Action	Responsibility	Deadline	How this will be monitored at Faculty level?
4	MACCMPTFA Master of Arts in Composition and Creative Music Practice (90%)	No answer provided.			
5	MAITMPTEFA Master of Arts in Irish Traditional Music Performance (89%)	No action required. No changes are planned as the retention rate is only slightly below the target and the withdrawals within the last academic year have been for medical or financial reasons.			
6	MASOWRTFA Master of Arts in Songwriting (89%)	No action required. The student who withdrew early did so for medical or family reasons. The Course Director will continue to ensure that each new entrant is made aware of the supports available to them, and encouraged to engage with them.			
7	BACODAUF Bachelor of Arts in Contemporary Dance (85%)	No action required. The students who withdrew either transferred to another programme or deferred their place in this programme until the next academic year.			

C. ACTIONS FOR PROGRAMMES WITH OVERALL RETENTION BELOW AGREED TARGETS					
1.1 Transforming Education Target >92%					
Transforming Education Goal 1.1, First year retention rate (based in HEA KPI) target >92%					
Programme Code and course title	Key Action	Responsibility	Deadline	How this will be monitored at Faculty level?	
8	MARCSOTFA Master of Arts in Ritual Chant and Song (33%)	No action required. Of the three students who enrolled, one completed the programme, one was taking two MAs at the same time and had to withdraw within three weeks, and one accepted her place but then deferred her entry for two years for financial reasons and is expected to enrol in 2026-27. When interviewing applicants, the Course Director will be transparent about the workload involved and encourage applicants to consider what is feasible for their circumstances.			
9	MATCELTFa and MATCELTPA Master of Arts in Technical Communication and E-Learning (90%)	The retention rate (90%) has increased in recent years (it was 64% in 2023/24). In addition, the number of new entrant exits has steadily decreased in recent years (from four in 2021/22 to one in 2024/25). The incoming Course Director (2025/26), plans to improve the retention rate, though it is important to acknowledge that many of the students on this programme also work full-time, making it	Course Director	Ongoing	During progression decision entry meetings and regularly liaising with Course Director.

C. ACTIONS FOR PROGRAMMES WITH OVERALL RETENTION BELOW AGREED TARGETS					
1.1 Transforming Education Target >92%					
Transforming Education Goal 1.1, First year retention rate (based in HEA KPI) target >92%					
Programme Code and course title		Key Action	Responsibility	Deadline	How this will be monitored at Faculty level?
		personally challenging for them to complete their studies on a standard schedule.			
10	BAULARUFA Bachelor of Arts (78%)	<p>The Course Director plans to increase the career-focused content of the common core module, HP4001, by working with the Careers office and alumni.</p> <p>They also plan to develop additional modes of contact for students, particularly with the CD and Module Leaders, for the pillar modules in first year.</p> <p>They will closely monitor students' engagement with module tasks and the VLE as well as their attendance to facilitate early intervention prior to a crisis moment.</p> <p>They will help develop early assessment processes to encourage engagement.</p> <p>Finally, they plan to develop peer-to-peer engagement to connect students in different years of the BA.</p>	Course Director	Ongoing	During progression decision entry meetings and regularly liaising with Course Director.
11	PDDICD/TPA Professional Diploma in Digital	<p>No action required.</p> <p>The programme was not offered in 2025/26.</p>			

C. ACTIONS FOR PROGRAMMES WITH OVERALL RETENTION BELOW AGREED TARGETS					
1.1 Transforming Education Target >92%					
Transforming Education Goal 1.1, First year retention rate (based in HEA KPI) target >92%					
Programme Code and course title		Key Action	Responsibility	Deadline	How this will be monitored at Faculty level?
	Content Development (75%)				
12	MAJOURTFA Master of Arts in Journalism (67%)	No action required. The retention data does not accurately reflect the retention rate of new entrants in this programme.			
13	BAEUSTUFA Bachelor of Arts in European Studies (89%)	The Course Director is in the process of simplifying the programme's structure to benefit the student experience. They are also exploring the possibility of offering students the opportunity to undertake an international dual degree pathway at university in France, Germany, or Spain.	Course Director	Ongoing	During progression decision entry meetings and regularly liaising with Course Director.
14	MAALINTFA Master of Arts in Applied Linguistics (International) (80%)	No action required. Two students exited the programme for personal and financial reasons. The Course Director continues to enhance the range of module offerings on the programme, which should be attractive to its students.			
15	CTASHEUFB Certificate in Access Studies for Higher Education (88%)	No action required. This programme is designed to prepare students for entry and success in their undergraduate programme. It is a natural consequence of the			

C. ACTIONS FOR PROGRAMMES WITH OVERALL RETENTION BELOW AGREED TARGETS**1.1 Transforming Education Target >92%**

Transforming Education Goal 1.1, First year retention rate (based in HEA KPI) target >92%

Programme Code and course title	Key Action	Responsibility	Deadline	How this will be monitored at Faculty level?
	students undertaking the programme that they may decide that pursuing an undergraduate programme at UL is not for them at this time.			

D. ACTIONS FOR PROGRAMMES THAT DO NOT MEET PROGRESSION TARGETS

For the purpose of this exercise, Progression is defined as the % of students who progress without delay to the next year of study or to graduation. Please note: No details provided to CDs as to what Progression Targets exists within the University. The $\geq 92\%$ retention target used in C above was used.

Please note: the programmes listed below were selected on the basis of their progression rate at the end of year one.

Programme Code and course title	Key Action	Responsibility	Deadline	How this will be monitored at Faculty level?
1 MAEUSTTFA Master of Arts in European Studies (80%)	<p>One first year student took a leave of absence and might return; one second year student exited the programme with a postgraduate diploma because he failed his MA thesis in Flensburg.</p> <p>The Course Director plans to introduce a one-year MA in European Studies (alongside the double degree) so that students unwilling or unable to complete the second year in Flensburg have the opportunity to complete a one-year MA (three semesters, including a dissertation in semester three) at UL.</p>	Course Director	Ongoing	During progression decision entry meetings and regularly liaising with Course Director.

2	MASOWRTFA Master of Arts in Songwriting (89%)	<p>No action required.</p> <p>The student who failed to progress experienced significant medical or family reasons.</p> <p>The Course Director will continue to ensure that each new entrant is made aware of the supports available to them, and encouraged to engage with them.</p>			
3	BAULARUFA Bachelor of Arts (no data available but the progression rate is most likely below the target)	<p>The Course Director has conducted a review of the Erasmus deficient credit policy and introduced a formal Alternative to Erasmus programme.</p> <p>They plan to further develop subject choices through the programme and develop better systems to monitor student engagement.</p> <p>They plan to review broadening modules in Year Two of the programme with high failure rates.</p> <p>They also plan to develop a means to better acclimatize students to academic life at UL in Year Three after they have completed their Erasmus and Coop placements.</p>	Course Director	Ongoing	During progression decision entry meetings and regularly liaising with Course Director.
4	GCTEWRDFA Graduate Certificate in Technical Writing (67%)	<p>Retention rates are high for a distance education programme. Of the three students who passed the modules in Year 1, all went into Year 2. Due to the multiple external pressures on this cohort of students, it is not usually possible for every student to progress on schedule.</p> <p>The Course Director will continue to encourage students to contact them should they wish to</p>	Course Director	Ongoing	During progression decision entry meetings and regularly liaising with Course Director.

		return. The programme was designed to meet the needs of distance students, and it will continue to be flexibility and modular. Ensuring that students are aware of the expectations and demands of the programme prior to commencing their studies, creates a positive attitude towards the programme. Reasonable accommodations will continue to be made to fit the needs of part-time learners.			
5	MAJOURTFA Master of Arts in Journalism (57%)	<p>This is hard to detect as the programme tends to only lose students due to their personal circumstances that prevent them from attending campus rather than the course itself.</p> <p>The Course Director will continue to communicate the importance of on-campus attendance to students early on and throughout the course to help keep them orientated through the programme and reassure them that there is value in the in-classroom activities and tasks. To assist students as they undertake their dissertations, the supervision start date has been moved earlier in the academic year to April. Students will also be required to demonstrate a much stronger grasp of their chosen theory earlier in the dissertation writing process.</p>	Course Director	Ongoing	During progression decision entry meetings and regularly liaising with Course Director.
6	MATCELTFa and MATCELTPA Master of Arts in Technical Communication and E-Learning (90%)	<p>Progression has improved compared to previous years (it rose from 66.7% in 2023/24 to 90% in 2024/25).</p> <p>The Course Director will continue to regularly monitor students' engagement on Brightspace to ensure they are actively engaging with the programme, reaching out to them directly by email. In addition, when students contact the Course</p>	Course Director	Ongoing	During progression decision entry meetings and regularly liaising with Course Director.

		Director to say they are thinking of dropping out, they will be provided with information on the various options available (e.g., assignment extensions, I grades, or leaves of absence). When they contact the Course Director about returning from leave, they facilitate the paperwork that is required to ensure everything goes as smoothly as possible and there are no delays.			
7	CTASHEUFB Certificate in Access Studies for Higher Education (88%)	No action required. This programme is designed to prepare students for entry and success in their undergraduate programme. It is a natural consequence of the students undertaking the programme that some may decide that pursuing an undergraduate programme at UL is not for them at this time.			
8	MATLSCTPA Master of Arts in Teaching Learning and Scholarship (47%)	The Course Director has been proactive about exploring the benefits of progression to the MA in TLS. The new programme (PGCert/Dip/MA in Learning, Teaching and Assessment), which replaces the Grad Cert/Dip/MA in TLS spreads the workload out over a longer period of time and should reduce the number of early exits without qualification.	Course Director	Ongoing	During progression decision entry meetings and regularly liaising with Course Director.
9	CTLOHIUPA Certificate in Local History (91%)	No answer provided.			
10	MAHIFMTFA Master of Arts in History of the Family	No action required.			

	(73%)	<p>Progression issues were due to family bereavements.</p> <p>The Course Director will continue to offer students all supports to return to the programme to repeat any modules that they need to undertake to complete their programmes.</p>			
11	MAHISTTFA Master of Arts in History (80%)	<p>No action required.</p> <p>Progression issues were due to medical and family issues.</p> <p>The Course Director will continue to offer students all supports to return to the programme to repeat any modules that they need to undertake to complete their programmes.</p>			
12	MALOHITPA Master of Arts in Local History (83%)	<p>No action required.</p> <p>The progression cases were due to medical issues.</p>			
13	GCPALATPA Graduate Certificate in Public Administration and Law (66%)	<p>Some students may underestimate the workload required to complete a level 9 qualification while also working full-time.</p> <p>The Course Director will continue to hold check-in meetings with students to explore how they may assist with managing the programme's workload. They will also work with module coordinators to try to ensure that students are not being tasked with completing an excessive number of assessments.</p>	Course Director	Ongoing	During progression decision entry meetings and regularly liaising with Course Director.