1. Annual Programme Review

Contents

1. Annual Programme Reviews .............................................................. 1
   Taught Programmes ............................................................................... 2
     1.1 Purpose .......................................................................................... 2
     1.2 Scope .............................................................................................. 3
     1.3 Process ........................................................................................... 3
       1.3.1 Internal Programme Reviews ...................................................... 3
       1.3.2 The Taught Programmes Action Plan (TPAP) ............................... 4
       1.3.3 Student Feedback .................................................................... 5
       1.3.4 Annual Programme Review meeting ........................................... 5
     1.4 Reporting of outcomes .................................................................... 6
   Research degree programmes ................................................................. 6
     1.5 Research degree programmes ......................................................... 6
**Taught Programmes**

1.1 **Purpose**

Annual Programme Review (APR) is central to QMUL’s assurance of the academic standards of its provision, with the aim of enhancing the student learning experience at its core. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery; the results of this iterative process should be added to the Taught Programmes Action Plan (TPAP) which is the summary of the school/institute’s work throughout the year to monitor academic standards and to improve the student experience. The TPAP is monitored at both Faculty and institutional level and reviewed annually at the Annual Programme Review meeting between the school / institute and the relevant Dean for Taught Programmes or nominated chair.

Academic staff with responsibility for the delivery of taught programmes are asked to consider the following as part of the review process:

- the progress achieved with the Taught Programmes Action Plan
- the extent to which intended learning outcomes are being attained by the students
- the academic standards set and student achievement of these
- the quality of the learning opportunities
- the Learning, Teaching and Assessment strategy of the school / institute (if required by the faculty)
- notable achievements and good practice
- programme development / curriculum review including the cumulative impact of small/incremental changes
- information for students
- student support arrangements for collaborative programmes taught at the partner venue
- future plans/new initiatives/developments to include anticipated challenges and an approach for dealing with these

In preparation for the APR meetings, schools and institutes will be expected to submit documentary evidence of the results of the review undertaken above for each programme or cognate programme group, as outlined in section 1.3.1.

Notes will be kept of each school or institute’s Annual Programme Review meeting with the Faculty Dean for Taught Programmes; from these a summary report will be produced by ARCS which will be considered by the following:

- Vice Principal (Student Experience, Teaching and Learning)
- Academic Registry and Council Secretariat
- Students’ Union
- Education Quality Board
- Senate
1.2 Scope

This procedure covers all taught undergraduate and postgraduate programmes of study. It does not cover research degrees or non-award-bearing continuing education.

1.3 Process

The Annual Programme Review process is designed to ensure that schools and institutes evaluate and reflect upon the taught provision delivered over the year and identify and resolve any issues that may have arisen. Progress should be captured on the Taught Programmes Action Plan (TPAP). Alongside review of the TPAP, schools and institutes should take particular note of the general academic health of each programme, the resources and facilities available to it; student comments and action taken in response; points raised by External Examiners and evidence of good practice and should complete an internal programme review which will be considered at the APR meeting (see section 1.3.1).

1.3.1 Internal Programme Reviews

Schools and institutes are expected to have undertaken a programme review for each of the taught programmes that are offered. Programmes can be considered individually or as cognate groups if appropriate. The programme leader or convenor should review the data related to the programme (such as module evaluation results, progression information, etc.) and assess whether the delivery and performance of the programme has been as anticipated. A template has been produced to assist the reviewer in focussing on specific areas that are important for effective programme review.

A review of programme(s) would be expected to consider the following areas (as a minimum)

- Programme content
- Enrolments
- Progression
- Learning, achievement and award
- Learning resources

Reference should be made to student data relating to these areas as well as to student feedback via module evaluations, Student-Staff Liaison Committees and student surveys such as NSS.

The results of the review(s) should be submitted to the School / Institute Director of Taught Programmes (or equivalent). Review documentation (whether in the form of notes, a report, minutes or completion of the template) will be shared with the appropriate Dean for Taught Programmes (or nominee). Points arising from the programme reviews will be discussed at school and institute Annual Programme Review meetings.
Internal programme reviews for all courses should be submitted to ARCS and the relevant Faculty Dean as follows:

undergraduate programmes - by 30 September of the following academic year

taught postgraduate programmes - by 31 December of the following academic year.

The Programme Review Template and associated guidance is available to download from: http://www.arcs.qmul.ac.uk/quality-assurance/apr/

**1.3.2 The Taught Programmes Action Plan (TPAP)**

The TPAP is the means by which schools / institutes can summarise the continuous review processes undertaken for their taught provision, and can demonstrate their actions in response to feedback on the programmes. It is a living document that should be updated over the course of the year as appropriate via the website: https://webapps2.is.qmul.ac.uk/apr/index.action.

Each TPAP will be considered at the Annual Programme Review meeting. There is a TPAP for each school and institute, plus one for each of the three faculties and others for college-level strategies. The TPAP also included the facility for reflection on actions relating to smaller-scale partnership provision within the school / institute, and the achievement of students entering programmes through other collaborative arrangements such as articulation agreements.

A discrete TPAP should be created for each collaborative programme leading to an award of QMUL which will be the responsibility of the school/institute which owns the programme. Further guidance on this area can be found at the end of this section.

The table below shows the roles that hold overall responsibility for the management of the TPAP although other staff can be given access to edit the TPAP by request from one of the roles below

<table>
<thead>
<tr>
<th>Level</th>
<th>Role(s) responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/institute</td>
<td>Head of School / Institute Director, Director of Taught Programmes and the School Manager / Head of Administration for each School, and the main Teaching and Learning Committee</td>
</tr>
<tr>
<td>Faculty</td>
<td>Dean for Taught Programmes (and Deputies if appointed), Faculty Executive, DTPAG or SMD equivalent (comprising the Directors of Taught Programmes);</td>
</tr>
<tr>
<td>College</td>
<td>VP Student Experience, Teaching and Learning and Executive Officer, VP International and Executive Officer, Academic Lead for International Student Experience, Academic Lead for Study Abroad, CAPD, Education Quality Board and Senate</td>
</tr>
</tbody>
</table>

The TPAP can be added to and amended at any point in the year, however it should be up to date and ready for discussion before the meeting between the school / institute and the Faculty Dean for Taught Programmes.

The TPAP for collaborative programmes includes most of the features of a school / institute TPAP. In addition the process may focus on the following areas:

Organisation, management and quality assurance: actions arising from joint management or academic committees (or equivalent) and actions relating to their operation.
Student progression: actions relating to student achievement and progression, it may also be useful to compare with other relevant QMUL provision.

Visits to the partner institution (where relevant): actions that may arise as an outcome of partner institution visits.

In addition to the standard documents provided for the Annual Programme Review meetings, those involving a collaborative TPAP may also include the minutes of joint committees (or equivalent) with the partner institution that are concerned with quality assurance. It is also expected that the collaborative TPAP will be discussed at appropriate points in the relevant joint committee meetings with the partner.

1.3.3 Student Feedback

Student representatives should also be given the opportunity to review and provide comments on the school’s/institute’s TPAP in the appropriate comment boxes. The Students’ Union will arrange an annual event to enable representatives to get together to discuss the TPAP and agree their commentary.

For more information please see the separate TPAP guidelines, or visit:

http://www.arcs.qmul.ac.uk/quality-assurance/apr/

1.3.4 Annual Programme Review meeting

The annual programme review meeting will normally take place in semester one. The following persons should normally be present at these meetings:

- The Faculty Dean for Taught Programmes / Dean for Education or nominee (Chair)
- Any other person nominated by the DTP/DE (such as the Faculty Administrative Officer)
- The Head of School/Institute Director
- The Director of Taught Programmes
- The Director of Administration
- The Director (or academic lead) of each collaborative taught programme
- Any other person nominated by the Head of School/Institute
- Student representative (such as nominated course representative)
- ARCS Representative (secretary)

Before the meeting, schools and institutes should provide ARCS with any external accreditation reports referred to in the TPAP, together with the most recent version of their Learning, Teaching and Assessment Strategy (LTAS) if required by the faculty. These plus other potential sources of actions, such as External Examiner reports or NSS results, will be supplied to the Faculty Dean for Taught Programmes in advance of the meeting.

The meeting will reflect on taught programmes within the school / institute with reference to the TPAP, consider the school / institute’s LTAS, and review student data relating to
enrolment, progression, awards and module performance. Any good or innovative practice should be identified so that it can be more widely disseminated, and developmental issues identified and reflected appropriately in the TPAP. As well as agreeing further actions, completed, or superseded, actions may be removed from the TPAP with the agreement of the Dean. The meeting will be chaired by the Faculty Dean for Taught Programmes, and will follow a standard agenda agreed by Senate.

Collaborative programmes leading to a QMUL award will be considered as part of the home school/institute Annual Programme Review meeting but will also be considered in a separate annual review meeting. This review will be undertaken by the Vice-Principal (Teaching and Learning), Vice-Principal (International) and Deputy Academic Registrar (Academic Secretariat). The outcome of this meeting will be to provide an overview report on actions and features of good practice for wider dissemination to home schools and institutes and for consideration by the Education Quality Board.

1.4 Reporting of outcomes

Minutes will be taken of each annual programme review meeting, identifying priorities for action and any areas of good practice. Notes, together with the TPAP, will be considered by the school / institute’s Teaching and Learning Committee and Student-Staff Liaison Committee. As part of this consideration schools and institutes should take account of the feedback provided at the meeting, together with any action points which should have been added to the TPAP for the following academic year.

Once the APR meetings have concluded, ARCS will provide a written overview report to Education Quality Board with a summary of meeting minutes and a review of the process. The overview report will comment on any Faculty-wide trends, examples of new initiatives and good practice and any school/institute concerns that should be brought to the attention of Senate. Senate must satisfy itself as to the conduct of the exercise (and that action has been taken to resolve or highlight any issues identified) referring issues back to the individual school/institute/faculty for comment as necessary, and referring instances of good practice to the CAPD or other central services for further development and dissemination as appropriate. Once Senate has considered the overview report it will be sent to all Chairs of Teaching and Learning Committees for discussion, with particular emphasis on considering and disseminating good practice.

Research degree programmes

1.5 Research degree programmes

Schools and institutes will be advised of requirements by the Doctoral College and Research Degrees Office about the process for reviewing research degree programmes.