1. Annual Programme Review

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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. Programme monitoring is a continuous process of reflection and action planning to monitor academic standards and to improve the student experience which is owned by those responsible for programme delivery. The outcomes of this iterative process should be captured by a Student Experience Action Plan (SEAP), Taught Programmes Action Plan (TPAP) or equivalent tool. The Annual Programme Review is the process by which this monitoring is evaluated and discussed to ensure that the school/institute is capturing and addressing issues appropriately as well as providing the opportunity to identify common themes (both positive and negative) arising from taught programme delivery that may require consideration at faculty or university level.

For 2018/19, Education Quality and Standards Board have agreed to adopt a risk-based approach to APR. The key changes to the process as a result of this change are:

- A move to a desk-based process to allow more time for reflection about the review with no requirement for an APR meeting to take place (see section 1.3)
- A revised template which requires schools/institutes to report only on programmes where significant issues have arisen over the year rather than completing a review for every programme or programme group (see sections 1.3 and 1.3.2).
- A revised dataset to allow an overview of all programmes against key areas (see section 2.1)

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 is designed to make use of the progress or actions already being undertaken recorded in the SEAP or TPAP.

Each school/institute should complete an APR form completing each box or table as required and cross-referencing where appropriate. As this is a risk-based approach it is expected that schools/institutes will concentrate their reporting on programmes where issues have been noted. However, schools/institutes can also comment on positive developments if they wish to include these.

Schools/institutes are encourage to refer to their own internal data when completing the form and can begin this process over the summer if desired. A central APR dataset will also be circulated to schools and institutes for review in mid-October. When this has been released ARCS will meet with the Dean for Taught Programmes / Dean for Education in each faculty to consider the data. Any areas of concern will be noted and the school/institute will be informed of this and asked to respond as part of their review. In addition, the faculty and ARCS will consider other areas of activity such as assessment or complaints and may ask the school/institute to address these areas in their review if specific concerns are noted (for example a high number of assessment offences in a year or course).
The timelines for the review process are shown in the next section. As part of the process it is expected that the Teaching and Learning Committee or a quality enhancement committee as well as the relevant SSLC(s) should review the final document before it is submitted. If there are any comments then there is space to record this on the form.

There is no longer a central requirement to hold an APR meeting for each school/institute to review the APR form and associated data. However, faculties have the discretion to continue to hold a meeting if this is desired – schools/institutes will be informed by their faculty if this is the case.

Collaborative programmes with an external partner can be included on the same form as other programmes, however, schools/institutes may wish to confirm whether the APR document will be required for the joint monitoring of the programme with the external partner. In such cases, it may be helpful to ensure explicit reference is made to the programme(s) in all sections or to report on this provision in a separate document.

There is a common deadline for all schools and institutes to submit their APR review. These will then be considered by the faculty in discussion with ARCS and the outcome of these discussions will be fed back to the relevant department. It is expected that any new issues identified as a result of the APR should be added to the SEAP or TPAP so these can be addressed and monitored over the academic year.

1.3.1 APR Process Timelines

The following schedule has been agreed for 2018/19. As this is a new process, it is likely that this will not fit with internal school/institute planning so some flexibility may be necessary.

<table>
<thead>
<tr>
<th>Date</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 15 October</td>
<td>Central dataset sent out to school/institutes/ARCS and faculties.</td>
</tr>
<tr>
<td></td>
<td>Schools and institutes can already have started their review</td>
</tr>
<tr>
<td></td>
<td>using internal data sources / information</td>
</tr>
<tr>
<td>15 October – 2</td>
<td>Faculties and ARCS compile list of central queries for schools</td>
</tr>
<tr>
<td>November</td>
<td>and institutes. Once agreed/prioritised, these are sent out to</td>
</tr>
<tr>
<td></td>
<td>schools/institutes as necessary</td>
</tr>
<tr>
<td>15 October – 30</td>
<td>Schools/institutes complete reviews including discussion at SSLC(s) and</td>
</tr>
<tr>
<td>November</td>
<td>TLC or relevant quality committee</td>
</tr>
<tr>
<td>30 November</td>
<td>Submission date for reviews</td>
</tr>
<tr>
<td>3 December – 22</td>
<td>Faculties / ARCS review submissions and agree outcomes.</td>
</tr>
<tr>
<td>December</td>
<td>If necessary, schools/institutes will be contacted during this period if</td>
</tr>
<tr>
<td></td>
<td>items need to be clarified</td>
</tr>
<tr>
<td></td>
<td>Faculties inform / meet with schools to discuss the outcome of the</td>
</tr>
<tr>
<td></td>
<td>reviews and any further actions required</td>
</tr>
<tr>
<td>Semester two</td>
<td>Faculties produce overview of issues for internal discussions and</td>
</tr>
<tr>
<td></td>
<td>reporting to EQSB in March.</td>
</tr>
</tbody>
</table>
1.3.2 Annual Programme Review Template

A revised template and guidance have been agreed and are available from the ARCS website:

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

The guidance aims to help with completion of the new template but as this is a new process, it may not be comprehensive. Schools/institutes are encouraged to send any comments to Emma Rabin – e.rabin@qmul.ac.uk

1.3.3 Student Feedback

Student representatives should be given the opportunity to review and provide comments on the school’s/institute’s review either at an SSLC meeting or through email circulation. There is space to add comments from students as well as from any other committees in the document.

2.1 Annual Programme Review Dataset

To support the new process, a revised dataset has been adopted with the intention of providing a more comprehensive overview of programme performance across the student lifecycle in one workbook. It is hoped that this will be more useful for schools/institutes than the multiple worksheets previously circulated.

The dataset will also include breakdowns of data by the following categories:

- Ethnicity
- Disability
- Gender
- Fee status

Strategic Planning Office are working on a series of dashboards that will allow schools/institutes to look at data such as enrolment and progression on a live basis throughout the year. Therefore, it is anticipated that future APRs will use this dashboard and it will be unnecessary to do a specific data release for these purposes. The process for future years will be confirmed once the dashboards have gone live.

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.

Research Degree Programmes
3.1 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.