



**Senate**

<b>Paper Title</b>	Proposed Changes to the Annual Programme Review Process 2013-14
<b>Outcome requested</b>	Senate is asked to <b>consider</b> the changes proposed to the Annual Programme Review process and <b>approve</b> them for implementation at the end of 2013-14 and 2014-15.
<b>Points for Senate members to note and further information</b>	<ul style="list-style-type: none"> <li>• This paper is the outcome of an evaluation undertaken by the Deans for Taught Programmes and ARCS at the end of 2012-13 to consider the effectiveness of the APR process over the previous two years.</li> <li>• Minor changes are proposed to the APR reviews that will take place in 2013-14 (review of 2012-13 activity).</li> <li>• Greater change is proposed for the review of the academic year in 2013-14, by introducing a programme-level health check at the end of the academic year and bringing forward APR meetings to the end of semester one 2014-15.</li> <li>• The changes proposed aim to be proportionate and flexible to taught provision in Schools and Institutes, recognising diversity in the scale of provision and internal organisation and management of programmes across QM.</li> <li>• Feedback was sought from Schools and Institutes on the changes. Comments were made in HSS about the proposed timing of the undergraduate programme-level review and whether any flexibility could be afforded. Two direct responses were made regarding the new timings and the impact this would have on Schools in the interim year 2013-14. This paper attempts to include some flexibility and clarify the proposed changes.</li> </ul>
<b>Questions for Senate to consider</b>	Are members able to provide comments on the proposals to improve the effectiveness of APR as a key mechanism for monitoring the academic standards of QM's taught programmes?
<b>Regulatory/statutory reference points and links to College strategy</b>	<p>Annual Programme Review is a key part of QM's quality assurance framework, it is also central to monitoring the student learning experience on all our taught programmes.</p> <p>The effectiveness of the APR process in monitoring academic standards and the student experience is a key element that QMUL</p>

	will be assessed on when reviewed by the QAA (anticipated to be in 2016)
<b>Strategy and risk</b>	<p>The Strategic Plan aims to provide the finest possible education to our undergraduate and postgraduate students. Effective annual monitoring of QM's taught provision underpins this aim by maintaining the currency and validity of our programmes.</p> <p>Failure to monitor the progress of actions could have serious implications for the delivery of the excellent student experience that QM strives for.</p>
<b>Reporting/ consideration route for the paper</b>	N/A
<b>Authors</b>	Alana Lythgoe Assistant Academic Registrar (Student Experience)
<b>Sponsor</b>	Professor Susan Dilly Vice-Principal (Teaching and Learning)

## Annual Programme Review (APR)

### Proposals for improving the process for 2013-14 and beyond

#### 1. Current situation

- Annual Programme Review (APR) is a key part of Queen Mary's quality framework, it is central to assuring the academic standards of taught provision and enhancing the student experience.
- The main features of the current APR process are an annual meeting between the Deans for Taught Programmes and the School / Institute to review all taught provision, and the online Taught Programmes Action Plan (TPAP) which is a self-evaluation summarising review and the responses to feedback. The current guidance on the process can be found on the [ARCS APR web page](#).

#### 2. Evaluation of the process

- At the end of 2012-13, ARCS and the Deans for Taught Programmes met to evaluate the effectiveness of the APR process. The experience of the last two years (when the revised process has been running) indicated that whilst there was much evidence to suggest the process was meeting its aims some improvements were required.

These were agreed to be in relation to:

- Ø **Timeliness:** the APR meetings have taken place in semester two and this is felt to be too great a time lapse from the end of the previous academic year.
- Ø **Level of review:** the Taught Programmes Action Plan and APR meetings are held at school/institute level; these are focused on both programme-level issues and broader contextual matters. It would be preferable to have a separate review of each programme in advance of the APR meeting in order that the programme health-check can be more dynamic, allowing the APR meeting to focus on the outcomes of these separate reviews.
- Ø **Ownership and involvement in the process:** this needs to be extended so that all those involved in delivering and managing programmes contribute to the review.
- Ø **Action planning:** engagement with the TPAP as a tool for summarising review has been variable. The linkage with the Planning and Accountability Review web application will be removed and the TPAP should be an organic tool.
- The internal evaluation of the APR process is timely, as changes taking place in the external regulatory environment require QM to re-appraise its quality assurance processes. In particular the Quality Assurance Agency (QAA) is in the process of publishing a new [Quality Code for Higher Education](#). This includes expectations and guidance in relation to programme monitoring and review that QM will be assessed against when the QAA come to review the university (anticipated to be 2016-17).
- The key points to highlight in the relevant chapter (B8: [Programme Monitoring and Review](#)) in relation to APR are:

- ∅ that it should be a regular, routine process that provides a check on on-going learning and teaching provision at an operational level;
- ∅ that programme review should consider the continuing currency and validity of programmes in light of internal and external developments;
- ∅ that the university ensures that all those connected with the programme have the opportunity to be involved.

### 3. Proposed changes

The following changes are proposed in order to make the APR process more effective in responding to learning and teaching issues, enable greater programme-level consideration, and involvement of staff concerned with the programme.

#### 3.1 Review of 2012-13 academic year

- The APR process, to review the 2012-13 academic year, is taking place this year with some changes to reflect the proposed new system. All APR meetings will be held between February and March 2014 following a revised and reduced agenda. A template is available as **Annex A**.

#### 3.2 Review of 2013-14 academic year

##### Undergraduate programmes

- The new system will come into effect at the end of the 2013-14 undergraduate academic year. Following the Subject Exam Board, a programme-level review should take place for all UG programmes by those responsible for delivering and managing the programme e.g. Programme Directors / Leads / Convenors, Head of Year (MBBS).
- In recognition of the diversity of scale and organisation of taught provision across QM this review may be of discrete or cognate programmes, or by subject area. For undergraduate programmes in the Medical School (MBBS and BDS) this may be by year of programme. Joint honours programmes should be reviewed with appropriate contribution from the partner School.
- The end of year review is an internal School-focused exercise. It should be conducted in a way that is appropriate for the School, it may be in a Programme Management Committee meeting, Brainstorming session, Learning and Teaching Committee meeting, Year Review meeting (for MBBS and BDS), Learning and Teaching Away Day etc.
- The form of the review is a short health-check with prompts to consider: is student achievement satisfactory? Are there any progression issues? Were any changes made to the curriculum and how successful were they? On the basis of feedback, are any changes required to the programme for future years? (taking into account the schedule of timescales for programme and module development)
- The main reference point for the review will be the Programme Specification(s) in use for all cohorts in the 2013-14 academic year. These are considered with information readily available at the time about the health of the programme that year e.g. verbal reports from External Examiners at the Subject Exam Board, indicative student

achievement as considered at the SEB, feedback received from students that year e.g. module evaluations associated with the programme.

- The output of the review is the Programme Review Form. This may be used as a cover sheet if the prompts were considered in an existing meeting and the notes / report may be appended (it will not be necessary to re-produce any responses in the cover sheet if the explanation is contained in the notes / report).
- Outputs of the review will be collected in Schools by the Director of Taught Programmes and considered by Teaching and Learning Committee / Medical Education Committee members. It is recommended that the review takes place by the end of the July (or at the end of the MBBS academic year). Follow-up to the review would be pursued through the usual quality assurance and programme management processes, major actions would be entered into the TPAP for School-level monitoring. The outputs will be required to be submitted to ARCS and the Dean for Taught Programmes in advance of the APR meeting.

### **Postgraduate taught programmes**

- The same process will take place for postgraduate taught programmes.
- Following the Subject Exam Board meeting in October 2014 a programme-level review of discrete or cognate programmes should be conducted by those responsible for managing and delivering the programme e.g. Programme Directors / Convenors / Leads.
- The review should be conducted in a way that is appropriate for the School / Institute through any existing forums e.g. Programme Management Committee or Learning and Teaching Committee meeting etc. A short-health check with some prompts to consider should be completed in reference to the Programme Specification(s) and information readily available at the end of the year (as above).
- The output of the review is the Programme Review Form (which may be used as a cover sheet). Outputs will be collected in Schools / Institutes by the Director of Taught Programmes (or equivalent) and considered by Learning and Teaching Committee members (or equivalent).

### **All taught programmes**

- The APR meeting, following a revised agenda, will be held with the Dean for Taught Programme in November – December 2014 and will consider the key issues to be addressed and successes arising from the programme-reviews as identified by the Director of Taught Programmes. It will consider progression and achievement issues, School/Institute level processes and structures in relation to teaching, learning and the student experience, and the TPAP, which provides a strategic and holistic learning and teaching position for the School / Institute. The draft agenda for APR meetings in 2014/15 is available in **Annex B**.
- The scheduling of the APR meetings would be sensitive to those Schools / Institutes with significant taught postgraduate provision that would have not long completed the exam board period.

- Once all APR meetings have concluded, working with the Deans for Taught Programmes, ARCS will provide a written overview report to the new Quality Committee (TBC) with a summary of the meeting notes and a review of the process.

#### **4. Summary of proposed schedule**

##### **∅ Review of 2012-13 academic year**

**February – March 2014**

APR meetings held with DTPs and School / Institutes to monitor the TPAP and complete the review of 2012-13.

##### **∅ Review of 2013-14 academic year**

**July 2014  
(i.e. after the SEBs)**

UG programme-level review of 2013-14 academic year

**October 2014  
(i.e. after the SEBs)**

PGT programme-level review of 2013-14 academic year

**November – December 2014**

APR meetings held with DTPs and Schools / Institutes

##### **∅ Review of 2014-15**

**July 2015  
(i.e. after the SEBs)**

UG programme-level review of 2014-15 academic year

**October 2015  
(i.e. after the SEBs)**

PGT programme-level level review of 2014-15 academic year

**November – December 2015**

APR meetings held with DTPs and Schools - Institutes



## ANNUAL PROGRAMME REVIEW MEETINGS 2013/14

(Review of 2012/13 academic year)

FACULTY OF \*\*\*\*\*  
School /Institute \*\*\*\*\*

The Annual Programme Review meeting for the \*\*\*\*\* will be held on \*\*\*\*\*from \*\*\*\*\* in room \*\*\*\*\*

### AGENDA

*Scope of the meeting: to consider all taught programmes in the School / Institute as detailed in the student enrolment report for 2012/13.*

*NB: This agenda is indicative and not all items have to be discussed. One star against an item means it is a priority for discussion, two stars mean that the item is suggested/required by the QAA.*

Part 1 – Preliminary Items		Paper	Led by
1.	<b>Notes of the Last Meeting</b> <i>To review the notes of the meeting held in 2012/13 meeting</i>	Paper	Dean for Taught Programmes
Part 2 – Programme Feedback		Paper	Led by
2**.	<b>Module evaluation</b> <i>To consider a summary of module evaluation data from 2012/13 and a report of high and low scoring modules</i>	Data provided by ARCS	Dean for Taught Programmes
3**.	<b>Student-Staff Liaison Committees</b> <i>Feedback from student representatives at Student-Staff Liaison Committees in 2012/13</i>	SSLC minutes on ARCS website	Dean for Taught Programmes
Part 3 – Programme and Portfolio Review		Paper	Led by
5. **	<b>Student data</b> <ul style="list-style-type: none"> <li>. Enrolments</li> <li>. Progression (retention)</li> <li>. UG Final Awards / Achievement</li> <li>. UG Classifications by widening participation characteristics</li> <li>. Undergraduate completions</li> <li>. Postgraduate taught completions</li> </ul>	Data to be provided by Planning	Director of Taught Programmes / Head of School
6**.	<b>External reviews</b> <i>Actions from Periodic Reviews or PSRB reviews or reports</i>	Paper	Director of Taught Programmes / Head of School

<b>7. Review of specific taught provision:</b> <ul style="list-style-type: none"> <li>· <i>Partnership provision (external partnerships including exchanges, articulation agreements and placements)</i></li> <li>· <i>Joint programmes (internal joint honours)</i></li> <li>· <i>Distance-learning programmes</i></li> <li>· <i>Associate students</i></li> </ul>	Director of Taught Programmes / Head of School
---	--

Part 4 – Curriculum and Assessment	Paper	Led by
<b>8**. External Examiners and Exam Boards</b> <ul style="list-style-type: none"> <li>· <i>To discuss the External Examiners reports and written responses made by Exam Board Chairs</i></li> <li>· <i>To discuss suspension of regulations reports</i></li> </ul>	Paper provided by ARCS	Dean for Taught Programmes
<b>9. Curriculum review</b> <ul style="list-style-type: none"> <li>· <i>To discuss plans for curriculum review / outcomes of curriculum review</i></li> <li>· <i>Graduate attributes in the curriculum</i></li> </ul>	Oral reports	Director of Taught Programmes / Head of School
<b>10. Assessment matters</b> <i>To review any assessment issues not otherwise covered on the agenda</i>	Oral reports	Director of Taught Programmes / Head of School
Part 5 – Student Experience	Paper	Led by
<b>11.** To review the student experience in relation to:</b> <ul style="list-style-type: none"> <li>· <i>Student survey feedback (follow through from NSS and PTES surveys)</i></li> <li>· <i>Induction</i></li> <li>· <i>Academic support and personal advising</i></li> <li>· <i>Learning resources (including e-learning, QMPlus, library, equipment, facilities)</i></li> <li>· <i>Information for students (handbooks, web pages)</i></li> <li>· <i>Employability initiatives</i></li> </ul>	Oral reports	Director of Taught Programmes / Head of School
Part 6 – Learning and Teaching	Paper	Led by
<b>12*. Learning, Teaching and Assessment Strategy and / or Taught Programmes Action Plan</b>  <i>To review the School / Institute strategy and / or progress with the Taught Programmes Action Plan, to consider additional items for inclusion</i>	Paper / Online	Dean for Taught Programmes
Part 7 – Other business	Paper	Led by
<b>13. Any other business</b>	n/a	n/a
<b>14. Date of the next meeting</b>	n/a	n/a





## ANNUAL PROGRAMME REVIEW MEETINGS 2014/15

(Review of 2013/14 academic year)

**FACULTY OF \*\*\*\*\***  
**School/Institute \*\*\*\*\***

The Annual Programme Review meeting for the \*\*\*\*\* will be held on  
 \*\*\*\*\*from \*\*\*\*\* in room \*\*\*\*\*

### A G E N D A

*Scope of the meeting: to consider all taught programmes in the School / Institute as detailed in the student enrolment report for 2013/14*

*NB: This agenda is indicative and not all items have to be discussed. One star against an item means it is a priority for discussion, two stars mean that the item is suggested/required by the QAA.*

Part 1 – Preliminary Items		Paper	Led by
1.	<b>Notes of the Last Meeting</b> <i>To review the notes of the meeting held in 2013/14 meeting</i>	Paper	Dean for Taught Programmes
Part 2 – Programme and Portfolio Review		Paper	Led by
2.**	<b>Programme reviews</b> <i>To consider any issues and / or successes identified from the 2013/14 programme-level review forms. These cover all taught programmes of study owned by the School / Institute, including:</i> <ul style="list-style-type: none"> <li>• Undergraduate and post graduate taught programmes</li> <li>• Programmes delivered with an external partner</li> <li>• Joint programmes</li> <li>• Distance – learning programmes</li> </ul>	Paper	Director of Taught Programmes
3.	<b>Review of specific taught provision:</b> <ul style="list-style-type: none"> <li>• Exchanges</li> <li>• Articulation agreements</li> <li>• Placements</li> <li>• Associate students</li> </ul>		Director of Taught Programmes / Head of School

<b>4.** Student data</b>	<ul style="list-style-type: none"> <li>. Enrolments</li> <li>. Progression (retention)</li> <li>. UG Final Awards / Achievement</li> <li>. UG Classifications by widening participation characteristics</li> <li>. Undergraduate completions</li> <li>. Postgraduate taught completions</li> </ul>	Director of Taught Programmes / Head of School
--------------------------	--	--

<b>5.** External reviews</b>	<i>Actions from Periodic Reviews or PSRB reviews or reports</i>	Paper	Director of Taught Programmes / Head of School
------------------------------	---	-------	--

<b>Part 3 – Programme Feedback</b>	<b>Paper</b>	<b>Led by</b>
------------------------------------	--------------	---------------

<b>6.** Module evaluation</b>	<i>To consider a summary of module evaluation data from 2013/14 and a report of high and low scoring modules</i>	Data provided by ARCS	Dean for Taught Programmes
-------------------------------	--	-----------------------	----------------------------

<b>7.** Student-Staff Liaison Committees</b>	<i>Feedback from student representatives at Student-Staff Liaison Committees in 2013/14</i>	SSLC minutes on ARCS website	Dean for Taught Programmes
--	---	------------------------------	----------------------------

<b>Part 4 – Curriculum and Assessment</b>	<b>Paper</b>	<b>Led by</b>
---	--------------	---------------

<b>8.** External Examiners and Exam Boards</b>	<ul style="list-style-type: none"> <li>. <i>To discuss the External Examiners reports and written responses made by Exam Board Chairs</i></li> <li>. <i>To discuss suspension of regulations reports</i></li> </ul>	Paper provided by ARCS	Dean for Taught Programmes
--	---	------------------------	----------------------------

<b>10*. Assessment matters</b>	<i>To review any assessment issues not otherwise covered on the agenda</i>	Oral reports	Director of Taught Programmes / Head of School
--------------------------------	--	--------------	--

<b>Part 5 – Student Experience</b>	<b>Paper</b>	<b>Led by</b>
------------------------------------	--------------	---------------

<b>11.** To review the student experience in relation to:</b>	<ul style="list-style-type: none"> <li>. <i>Student survey feedback (follow through from NSS and PTES surveys)</i></li> <li>. <i>Induction</i></li> <li>. <i>Academic support and personal advising</i></li> <li>. <i>Learning resources (including e-learning, QMPlus, library, equipment, facilities)</i></li> <li>. <i>Information for students (handbooks, web pages)</i></li> <li>. <i>Employability initiatives</i></li> </ul>	Oral reports	Director of Taught Programmes / Head of School
---	--	--------------	--

<b>Part 5 – Learning and Teaching</b>		<b>Paper</b>	<b>Led by</b>
<b>12*.</b>	<b>Learning, Teaching and Assessment Strategy and / or Taught Programmes Action Plan</b>	Paper / Online	Dean for Taught Programmes
	<i>To review the School / Institute strategy and / or progress with the Taught Programmes Action Plan, to consider additional items for inclusion</i>		
<b>Part 7 – Other business</b>		<b>Paper</b>	<b>Led by</b>
<b>13.</b>	<b>Any other business</b>	n/a	n/a
<b>14.</b>	<b>Date of the next meeting</b>	n/a	n/a

DRAFT