



Senate

<b>Paper Title</b>	<b>Draft Annual Report to the University of London</b>
<b>Outcome requested</b>	Senate is asked to <b>consider</b> the quality enhancement report which is part of Queen Mary's annual return to the University of London.
<b>Points for Senate members to note and further information</b>	The report will be submitted to the University of London on 7 <sup>th</sup> October 2013.  Are there any other issues that members would wish to highlight in the report?
<b>Questions for Senate to consider</b>	n/a
<b>Regulatory/statutory reference points</b>	The University requires all colleges to submit an annual report as part of its monitoring exercise.
<b>Strategy and risk</b>	n/a
<b>Reporting/consideration route for the paper</b>	Senate to consider.
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## QUALITY ENHANCEMENT REVIEW

<b>Name of College/Central Academic Body</b>	Queen Mary University of London
<b>Session</b>	2012-13
<b>Author of this response</b>	Jane Pallant, Deputy Academic Registrar
<p><i>This proforma has two parts. <b>Part 1</b> asks for information about current issues and priorities for enhancement – especially of systems for assuring standards and managing or enhancing academic quality - in each College or Central Academic Body. The information provided will be used to identify issues for information sharing and discussion through the Academic Quality Advisory Committee. <b>Part 2</b> asks for summary factual information, mainly about whether there have been changes to the College or CAB's quality arrangements or regulations, especially those available to other members of the Federation via a restricted access website.</i></p>	
<p><b>PART 1: ENHANCEMENT ISSUES</b></p> <p><i>If the College/CAB offers both taught and research degree programmes, please respond in relation to both categories wherever possible.</i></p>	
<p><b>1. What matters in relation to systems for managing quality and standards is the College/CAB currently most seeking to improve?</b></p> <ol style="list-style-type: none"> <li>1. Annual Programme Review: we are currently reviewing our processes for Annual Programme Review. This forms part of a regular review process, but we are also aligning our current procedures to the indicators of good practice in the UK Quality Code for Higher Education.</li> <li>2. Academic Regulations: QMUL has recently harmonised its award regulations in order to reduce unnecessary variance between programmes.</li> <li>3. Appeals, assessment offences and complaints: following an external review of our appeals, assessment offences and complaints procedures we have removed the final review stage of our appeal process in order to secure a swifter completion of procedures for students. Enhanced guidance is being developed for students and staff on the various penalties for assessment offences. The Appeals and Complaints Unit is closely engaged with developments in the sector and holds regular meetings with colleagues in the Students' Union in order to discuss emerging issues on student casework.</li> <li>4. Educational Partnerships Board: a new sub-board of Senate will commence in autumn 2013 to focus on collaborative provision.</li> <li>5. Module evaluation: Queen Mary's module evaluation scheme is in its third year of operation and the current questionnaire will be reviewed in 2013-14. Following the development of a new Student Experience, Learning, Teaching and Assessment Strategy (SETLA), a survey is being devised to measure the objectives of the strategy. The purpose of the survey will be to measure student satisfaction with their programme of study, student-engagement and other non-academic aspects of the student experience. A pilot SETLA survey scheme is being prepared for launch later in 2013-14.</li> <li>6. Research degrees: we intend to develop the annual review process for research degree programmes significantly in 2013-14, to include more detailed data on entry profiles and attainment, progression and time to submission against examination outcome. We are also undertaking a second-pass mapping exercise against the Quality Code to drill down into the detail and review our existing processes.</li> </ol>	
<p><b>2. Identify any recent College/CAB or national developments in the area of managing quality and standards you are currently working on, which you think it would be useful to consider collectively?</b></p> <p>Our work in mapping existing frameworks for quality and standards to the QAA's UK Quality Code for Higher Education will continue in 2013-14. We are also considering the QAA's Higher Education Review handbook.</p> <p>We await the Office of the Independent Adjudicator's good practice framework for handling appeals and complaints</p>	

<p>with interest. In the meantime, we take very seriously any recommendations received from the OIA following its consideration of a case.</p> <p>It would be helpful to discuss QAA and OIA developments collectively and share good practice in responding to these initiatives.</p>				
<p><b>3. Briefly summarise any principal College/CAB-wide enhancement goals arising from the National Student Survey, PRES, Student Barometer or internal surveys.</b></p> <p>Students are keen to receive feedback on examination performance (at the level of the question), and QMUL has conducted a pilot scheme in one school and continues to explore the best means of providing this feedback to students.</p>				
<p><b>4. Has the College/CAB used any data on entry profiles, progression and achievement in the past year to derive enhancement plans? If so, outline the key areas for enhancement arising.</b></p> <p>Data on entry profiles, progression and achievement are used as part of Annual Programme Review which informs enhancement plans. Queen Mary continues to work on progression and retention, with a QM-wide retention statement approved by Senate in June 2013.</p> <p>Senate has also considered the relationship between entry standards and award classifications.</p>				
<p><b>5. The QAA expects institutions periodically to review the effectiveness of their processes to assure quality and standards (e.g. in relation to programme approval, monitoring and review, use of external examiner reports, information published to students, etc). If the College/CAB has conducted any such review in the last year, briefly indicate the main issues arising which might be of wider interest.</b></p> <p>Revisions have been made to procedures for managing collaborative provision and external examining in light of the new UK Quality Code for Higher Education. We are also reviewing our Annual Programme Review process at present.</p>				
<p><b>PART 2: INFORMATION UPDATE</b></p>				
<p><i>Have there been any <b><u>SUBSTANTIVE</u></b> changes in any of the following in your College/CAB? If so, please attach copies if current document, or provide a web link to where they may be found.</i></p>				
<p><b>1. Academic Regulations (Taught)</b></p>				
Changes? A 'what's new' guide is included	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Web-link:				
or Electronic copy attached.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
<p><b>2. Research Degree Regulations</b></p>				
Changes?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Web-link:	<a href="http://www.arcs.qmul.ac.uk/docs/policyzone/111285.pdf">http://www.arcs.qmul.ac.uk/docs/policyzone/111285.pdf</a>			
Or Electronic copy attached.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
<p><b>3 Programme Quality Assurance Procedures (e.g. for approval, monitoring and review)</b></p>				
Changes? Annual programme review is currently under consideration	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Web-link:				
Or Electronic copy attached.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
<p><i>(NB Please respond in relation to both taught and research programmes)</i></p>				
<p><b>4. Procedures for considering reports from external examiners for taught programmes</b></p>				
Changes?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Web-link:				
or electronic copy attached	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

<b>5 Procedures for consideration of the Joint Reports of Examiners of candidates for Specialist Doctorates and the degrees of MPhil, PhD, MPhilStud and MD(Res) and for taking action on them.</b>				
Changes?	Yes		No	x
Web-link:				
or electronic copy attached	Yes		No	
<b>COLLABORATIVE PROVISION*</b>				
Does the College/CAB offer any taught or research degrees collaboratively, either with other organisations or with other members of the University federation?	Yes	x	No	
If yes, please indicate where the current (dated) College or CAB Register of Collaborative Provision may be found:				
Current CP register can be found at web-link:				
An electronic copy of current CP register is attached.	Yes		No	
<b>REGULATION 1</b> ( <i>applicable to awards of the University of London only</i> )				
Is the College/CAB confident that its procedures and the specification of its programmes comply with Regulation 1 of the University of London?	Yes	x	No	
<b>NB:</b> <i>Regulation 1 requires that procedures take account of the QAA Academic Infrastructure. It includes additional requirements, beyond the Academic Infrastructure, in respect of awards which may be conferred and in respect of collaborative provision.</i>				
<b>EXTERNAL EXAMINER REPORTS</b> ( <i>applicable to awards of the University of London only</i> )				
We confirm that all examination boards had input from at least one external examiner.	Yes	x	No	
We confirm that no external examiner has failed to confirm the appropriateness of standards or sector comparability of student performance of the awards at each level.	Yes	x	No	
We confirm that no external examiner has failed to confirm the appropriateness and due conduct of the processes for assessment and the determination of awards.	Yes	x	No	
If one or more external examiner has not confirmed the appropriateness of standards and process, have the concerns raised been addressed?	Yes	x	No	