

ANNUAL PROGRAMME REVIEW

GUIDANCE FOR COMPLETING THE ANNUAL PROGRAMME REVIEW (APR) FORM

Background to Annual Programme Review

Queen Mary operates the Annual Programme Review (APR) process as a key part of its quality assurance mechanisms.

This guidance information is provided to schools and institutes to assist them with completing the APR templates. The main premise of the templates is that schools/institutes should concentrate on programmes where there have been issues identified during their delivery in the academic year under review. The guidance is intended to assist schools/institutes with deciding whether an item needs to be included in the review. In addition to issues identified by departments, schools and institutes may also be asked to respond in their document to points identified centrally as concerns. Space is also provided for listing strengths and successes (whether in relation to prior “issues” or on their own).

Once the document has been completed, it is expected that the school and institute will submit it to their relevant Student Staff Liaison Committee and Teaching and Learning Committee/Quality Enhancement Committee or equivalent for discussion. Any comments from these fora should be included on the form before it is submitted for review by the Dean for Education for the relevant faculty and ARCS.

If the school/institute’s ongoing monitoring processes have already identified issues and strengths that would be included on the template, these can just be cross-referenced to the relevant item in Student Experience Action Plan (SEAP) or Taught Programmes Action Plan (TPAP). If this is done, schools/institutes should ensure that an up-to-date version of the SEAP or TPAP is available for review.

General Guidance

The template should be completed with reference to:

- APR dashboard;
- Internal school/institute data;
- Minutes of internal committees overseeing programme delivery;
- Student Experience Action Plan (SEAP) or Taught Programmes Action Plan (TPAP)
- Student-Staff Liaison Committee minutes;
- Module evaluation results;
- Exam board minutes;
- External Examiner reports and responses;
- Student surveys (NSS/UKES/PTES).

This is not intended to be an exhaustive list so please refer to other sources of information as necessary.

Timelines

The review should be submitted to the relevant Dean for Education or nominee and ARCS by Friday 3 April 2020.

Guidance by section

1. General overview – looking back and looking forward

You can use this section to give an overview of the academic year under review. This could also be used to note any developments or planned changes for the school/institute. Please concentrate on key points only that may not be discussed under other areas.

2. Strategy 2030 Key Performance Indicators

KPIs for the Strategy 2030 are shown on the APR dashboards as relevant to the level of programme. Schools/institutes are asked to comment on their position in relation to these KPIs and indicate areas where work is being undertaken to improve performance.

3. Enrolments

Please discuss any programmes where the school/institute has identified major issues. Major issues would be expected to include programmes significantly under-recruiting against target, an unexpected drop in enrolments from certain groups (e.g. EU students) or over-recruitment against expectations. Strengths and successes would include recruitment strategies and induction activities.

4. Progression

This section is only included on the UG template.

You should use this section to note any concerns about progression whether for particular groups or between programme years using the data provided and any internal data from your school / institute. If necessary, the school/institute should be prepared to do further investigation of data to establish whether there are common factors for non-progression so as to ensure any actions being taken are appropriate. Strengths and successes would include retention strategies, student-voice activities, personal advising highlights, and Year One foci.

5. Programme content and assessment

This section may include major curriculum changes as the result of a review or changes to assessment methods or patterns. If you are accredited by a Professional, Statutory or Regulatory Body (PSRB) and there has been a review during the academic year, this should be included in this section. Please note how student-voice and evaluation has been incorporated.

6. Final awards

It is expected that this section would include reference to 'Good Honours' data and identification of differential outcomes for groups such as BME students. Please note what your school or institute has actively done in this regard (e.g., incorporating marking benchmarks, etc.).

7. Student Engagement and Feedback

This section should be used to highlight any issues that may have come up through discussions with or feedback from students that may not have been included elsewhere.

This may cover areas such as academic advisors or provision of information in the school/institute and operation of feedback mechanisms. Highlight what has actively been done to encourage student inclusion and how “feedback” expectations have been managed.

The next section deals with issues relating to learning resources, estate and space so please do not cover these items here.

8. Learning Resources, Estates and Space

Please use this section to comment on the following learning resources:

- QMplus
- Library
- QReview
- TALIS ASPIRE – Reading Lists Online
- Any other specific learning resources e.g. Box of Broadcasts or specialist software

In regard to estates and space, please note issues such as standard of teaching rooms, provision of study space for students or timetabling concerns.

Providing all such issues in one table will allow for easier collation of concerns and make it quicker to send these on to the respective departments for action.

9. Programme Management and Procedures

In this section you should discuss any organisational issues that have affected programmes whether positively or negatively. You would also be expected to discuss concerns such as a high number of assessment offences in a programme or cohort here.

10. Good and Innovative Practice

This section is a chance for you to share the good practice and/or innovative techniques colleagues may have applied over the year. Ideally, this section will be shared with other schools and institutes so if you have implemented an effective new delivery tool, for example, it would be helpful to include a contact name who would be happy to discuss this with other interested colleagues.

11. SSLC/TLC or relevant quality committee comments

It is expected that the relevant SSLC/TLC/executive or quality enhancement committee(s) will have the opportunity to review the document and comment on the issues identified and the actions proposed. This should be done before submission and the school/institute may wish to revise the document in light of any discussions. This section should, as a minimum, note the TLC/SSLC meeting(s) or virtual discussions where the template was reviewed even if there are no comments or changes from course representatives or others. If the Dean chooses to hold meetings with each of their schools/ institutes to discuss their APR submission it is expected that student course reps should attend these meetings.

Completion of the review

The final part of the template should be completed to show which staff have contributed to the review. The date should be when the final version is approved within the school/institute and the review is submitted to ARCS for circulation to the Dean for Education or delegate.