

Guidance for Conducting Annual Review of Taught Programmes

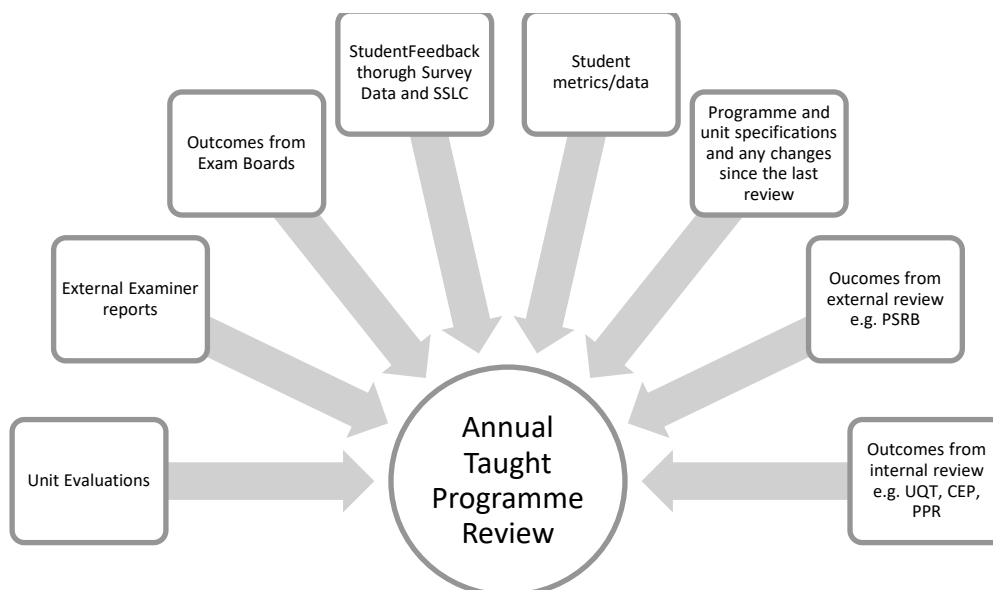
Purpose and Scope of the Annual Review

1. The purpose of the annual review is to bring together relevant colleagues who are responsible for the delivery and academic standards of the programme or suite of programmes, to agree priorities and relevant actions to address any concerns and make refinements to the programme. The annual review may be organised at subject, department, or school level.
2. The annual taught programme review gives schools the framework to reflect on all aspects of their teaching in a timely manner. It provides the opportunity to reflect upon the effectiveness of programmes through discussion of the evidence inputs (figure 1), and to consider and plan any subsequent changes in order to improve the quality of the programmes.
3. For joint honours programmes and interdisciplinary postgraduate programmes, it is the responsibility of the host school, in consultation and with the involvement of the partner school, to annually review the programme(s).
4. Unit Directors are responsible for ensuring that any interdisciplinary units, which are not connected to a 'programme', are reviewed as part of annual programme review being held in their home school. Further information on the management of interdisciplinary units is available on the AQPO website.

What should we discuss at the Annual Review?

5. The annual review should review the evidence inputs (see figure 1) that have been gathered during the year through various ongoing quality assurance mechanisms and identify successes and any issues that need to be addressed from the previous year.
6. The review should discuss and agree immediate and future priorities for the programme, based on the outcomes from the discussion of the evidence inputs.
7. The review must confirm that the programme specification is up to date and accurate and agree any necessary changes that may be required.
8. An example agenda with a series of questions relating to the evidence inputs is provided in annex 1. The sample questions provided here are intended as suggested prompts for discussion and are neither prescriptive nor exhaustive.

Figure 1: Annual Taught Programme Review EVIDENCE INPUTS



When should the Annual Review be held?

9. The annual review of taught programmes should be carried out after the summer exam boards have been held so that any urgent changes to the programme can be made in time for the next academic year. The timing of the annual review should also allow sufficient time to feed into the school's Education Action Plan (EAP) priority setting prior to the start of the University Quality Review Team (UQT) cycle, at the end of September.
10. A supplementary review of taught postgraduate programmes is held in January as a checkpoint once the awarding exam board has been held and external examiner reports are available.
11. Please refer to the Education Action Plan timeline for further details on how the outcomes of the annual review feeds into this.

How should the Annual Review be carried out?

12. There is not a one-size-fits-all way to operate the annual taught programme review. In large multidisciplinary schools the annual reviews may take place through separate programme or discipline-level reviews or in groupings that are relevant and appropriate to the school structure. In single discipline schools there could be one review that encompasses all taught provision.
13. Suggested formats for the annual review:
 - The review could be carried out as one formal review meeting that considers all data inputs (figure 1) and agrees actions and priorities.
 - The review could take place through a series of online synchronous and asynchronous discussions at different points over the summer as relevant data becomes available for discussion, and to agree the actions and priorities.
 - The review could be carried out through a combination of online asynchronous and synchronous discussions, to discuss the data as it becomes available with in-person meetings to agree priorities and actions.

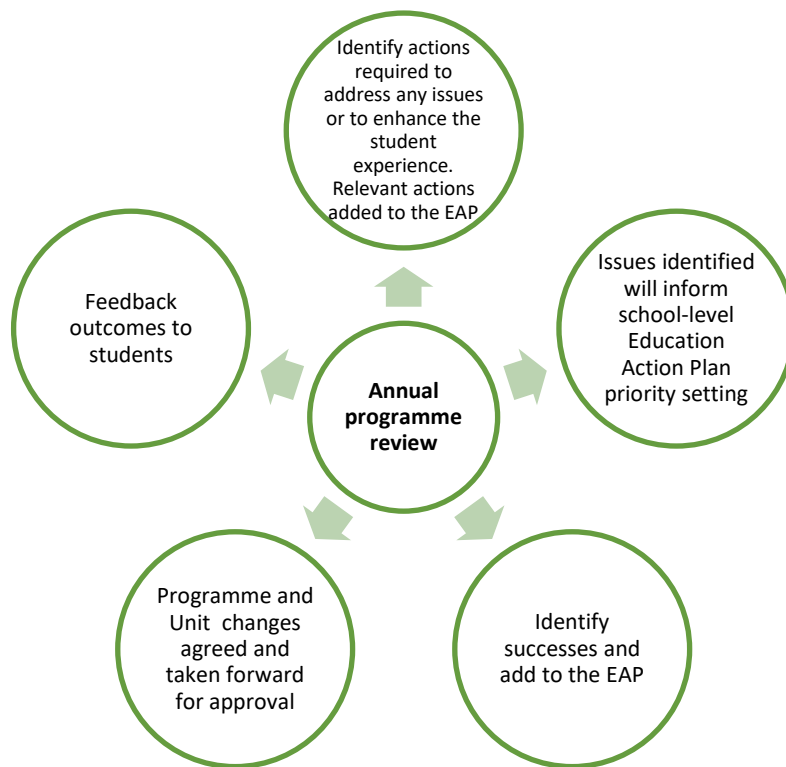
Who should be involved in the Annual Review?

14. Attendees of the review meeting/s will typically include:
 - School Education Director or equivalent (e.g. Director of Teaching and Learning)
 - PGR Directors (for taught component of PGR programme reviews if relevant)
 - Programme and Unit Leads/ year of study leads
 - Senior Tutor
 - Student Administration Manager
 - Study Abroad Academic Director or Placement Coordinator
 - Student representatives (if possible)
15. For [joint honours programmes](#) the host school may wish to invite a representative from the partner school to attend the review meeting.
16. For interdisciplinary programmes, the programme Governance and Advisory Board will carry out the annual programme review. Please see the [Guidance for Interdisciplinary programmes](#) for further information.
17. Where programme(s) to be reviewed are delivered through an external partnership/collaborative arrangement, participants would typically include the collaborative partner where appropriate, e.g. for joint awards. It must be ensured that appropriate representatives of all such partners have access to the supporting information that contributes to the review.

What happens with the outcomes from the Annual Review?

18. The outcomes from the review may be in the form of a set of notes and actions or minutes of the relevant meetings. The outcomes should inform the school’s Education Action Plan priority setting, and the departmental EAP where there is one in place.
19. Any actions that have been identified to improve the delivery and student experience on the programme should be taken forward, and where relevant added to the school’s Education Action Plan.
20. If programme and unit changes were agreed, these will be taken forward as proposals for change to the relevant Teaching and Learning Committee (or equivalent). If any urgent changes to units, or in exceptional circumstances programmes are proposed, schools should seek to implement these in time for the next academic year. If agreed by the Faculty Education Director the fast-track programme approval process will be applied, with a deadline of 31st July.
21. The outcomes from the annual review should be fed-back to the student representatives.

Figure 2: Annual Programme Review OUTPUT for all programmes



ANNEX 1 - Example agenda for taught programme annual review, with suggestions for further discussion highlighted in italics. The items on this agenda may be discussed at one meeting or through a series of synchronous and asynchronous discussions (see 9 above).

Annual Review Agenda for Taught Programmes

Attendees: (See 14 above for recommended attendees)

Items for Discussion:

1) Review of the successes of the previous year:

- *What worked well?*
- *What were students happy about?*
- *What were staff happy about?*
- *Are there any particularly good examples of curriculum enhancement introduced?*
- *Have staff been awarded any grants or received awards for learning and teaching developments?*
- *Any particular examples from external feedback?*
- *Are there any successes to take highlight in the school Education Action Plan?*

2) Review of the evidence inputs that feed into the review:

- **Unit evaluations (including interdisciplinary (UNIV) units that are led by the school/dept)**
 - *How effective is your process for getting students' unit evaluations and providing feedback on them to students?*
 - *Were any issues identified at the end of TB1 that required immediate action? Were these discussed with students?*
 - *Were there any issues arising from the end of year unit evaluations?*
 - *Are any unit changes required as a result of the outcomes from unit evaluations?*
- **External Examiners reports**
 - *Comment appropriately on any actions arising from the External Examiners' reports*
- **Outcomes from Exam Boards**
 - *Do the outcomes of the exam board meet expectations, e.g. award classification data?*
- **Student Feedback and Survey data**
 - *What have been the main points (positive and negative) that have been raised and discussed at SSLCs? What actions have been identified?*
 - *Has the student feedback been considered, and actions identified where relevant?*
 - *Discuss the outcomes of the most recent student survey results (NSS/YBS). Are there any areas which need particular attention? Identify actions to address any concerns.*
 - *Are there mechanisms in place for the school to communicate to students what is being done as a result of their feedback working?*
- **Student metrics / data**
 - *Are there any trends in the student data that need to be considered, e.g drop-out and re-assessment rates?*
 - *How is the school responding to any apparent trends in student progress?*
 - *Do the data show that academic standards are being met?*
- **Programme and unit specifications and changes since last review**
 - *Have the programme changes that were agreed at the last review been implemented? Have they been successful?*
 - *Have any changes been agreed and approved since the last review?*
 - *Are the programme and unit specifications still up to date and accurate?*
 - *Have any incremental changes had a cumulative effect on the programme? Has the Programme Specification been revised and approved to take account of these changes?*
 - *Are programme aims and learning outcomes still met by the mandatory units?*
 - *Is summative and formative assessment load and methods appropriate across the programme?*
 - *Is programme content still relevant?*

○ *Is content and outcomes of year abroad/in industry satisfactory?*

● **Outcomes from External Review e.g. PSRB**

○ *Has there been an external review of any /all of the programmes this year e.g. School Review, PPR, or Professional, Statutory and Regulatory Body accreditation visit? Have actions been added to the EAP and has there been any progress?*

● **Feedback from Partners (where applicable)**

- *Have any specific issues been identified (e.g. in relation to the student experience, research environment, support and facilities) arising from programmes delivered through external partnerships, professional placements or split site delivery?*
- *Is the collaboration with partners in the delivery of the programme(s) working effectively?*
- *Have any changes been made to the operation of the collaborative arrangement?*

3) Agree the priorities for the programme and what actions are required to take this forward.

- *Are any programme or unit changes required? When will these be taken forward for approval?*
- *What are the immediate priorities for the programme?*
- *What are the medium-long term priorities for the programme to be taken forward over the next academic year?*
- *Has alignment with the University Education Strategy been considered?*
- *How will students be informed of the outcome of the review?*