ANNUAL PROGRAMME REVIEW

# Review of Academic Year 2022-23

# **WORKBOOK**

# **FOR**

# **UNDERGRADUATE**

# **LEVEL**

## Introduction

Annual Programme Review (APR) is a process of department-based annual review of teaching. It is a reflective conversation about teaching, learning and assessment focused on enhancement that is underpinned by relevant data and evidence.

1. It assures the University of the academic quality and standards of our awards.
2. It identifies good practice and encourages continual enhancement to promote positive outcomes for students and other stakeholders.
3. It identifies and addresses poor programme performance including responding to any actual or potential concerns from external regulators or PSRBs.
4. It results in a set of actions for the reporting unit to enhance and / or address weaknesses.

APR operates at 3 levels: Undergraduate (UG), Postgraduate Taught (PGT) and Postgraduate Research (PGR).

APR reports should be received from each specified Reporting Unit as defined in the [Student Focused Dashboards](https://www.lancaster.ac.uk/planning-and-analytics/staff/student-focused-dashboards/). The Reporting Unit level is intended to focus meaningful analysis and responses at a level close to students' experience of study while combining similar programmes to minimise duplication.

The process is divided into a series of sequential steps that break down the Review by theme based upon available evidence and data. The intention is to allow annual review to commence when not all sources of evidence may yet be available. But steps may be discussed concurrently where evidence and data are available (for example, at partners where data is not supplied by LU) and Reporting Unit Teams are encouraged to complete the Review at the earliest opportunity.

## Timing

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| UG | July 2023 | Aug 2023 | Sept 2023 | Oct2023 | Nov2023 | Dec2023 | Jan2024 | Feb2024 | March 2024 | April 2024 | May 2024 | June 2024 |
| Step 1: Post-exam board review of student performance  |   |   |   |   |   |   |   |   |   |   |   |   |
| Step 2: Student voice and experience  |   |   |   |   |   |   |   |   |   |   |   |   |
| Step 3: Standards, quality and academic integrity  |   |   |   |   |   |   |   |   |   |   |   |   |
| Step 4: Student outcomes and awards  |   |   |   |   |   |   |   |   |   |   |   |   |
| Step 5: Submission of report for Departmental consideration |   |   |   |   |   |   |   |   |   |   |   |   |
| Step 6: Faculty consideration  |   |   |   |   |   |   |   |   |   |   |   |   |
| Step 7: ASQC consideration |   |   |   |   |   |   |   |   |   |   |   |   |
| Step 8: Institutional assurance  |   |   |   |   |   |   |   |   |   |   |   |  |

## Outputs

The outputs of APR for each Reporting Unit and for each relevant level of study (UG, PGT, PGR) are:

* A completed Workbook.
* A Quality Enhancement Plan (draft until the completion of Steps 1-5 to be finalised at Step 6).
* An Appendix comprising:
	+ External Examiner report and Head of Department response letter to the External Examiner (UG and PGT).
	+ A PDF of the Reporting Unit's data contained in the Student Data Dashboard, once updated (expected by early November 2023).

*Please complete boxes from this page using question prompts:*

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| **Reporting Unit:** |  |
| **Department:** |  |
| **Faculty:** |  |
| **Lead Author:** |  |
| **Contributing Authors:** *please involve not only relevant teaching staff but, where appropriate, demonstrators, technicians and professional service staff such as Teaching Coordinators and Student Programme Officers* |  |

## Step 1: Post-exam board review of student performance

Evidence to be considered:

* Student performance as demonstrated at the most recent examination board(s).
* External Examiner's oral comments.

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| **In the light of student performance at the examination board(s) and comments by your external examiner(s), identify areas of strength and areas that require further development or enhancement. Provide a summary below and add resultant actions to your draft Quality Enhancement Plan.** |
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## Step 2: Student voice and experience

Evidence to be considered:

* NSS results including student comments. Reporting Unit level data on the NSS on the [Undergraduate student focused dashboard](https://tableauserver.lancs.ac.uk/t/authorised/views/Studentfocuseddashboards-UG-suppressedversion/UGAPRreportingunit?%3Aiid=1&%3AshowVizHome=no&%3Aembed=yes&%3Atoolbar=#2) will be updated for 2023 results in November. Please note that more detailed data on NSS 2023 is available from [NSS Internal Results](https://tableauserver.lancs.ac.uk/t/authorised/views/NSSLancasterresults2023/NSSInternalResults?%3Aiid=5&%3AshowVizHome=no&%3Aembed=yes&%3Atoolbar=top#3) dashboard but that this data is not presented by Reporting Unit.
* LUMES results from [Student Module Evaluation Reports](https://evaluations.lancs.ac.uk/displayreport).
* Summary of staff-student consultative committee (or equivalent).

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| ***(a) In the light of your most recent NSS and LUMES results - and compared to the rest of the University and to your subject in comparator institutions - identify strengths and areas that require enhancement. Summarise issues and add resultant actions to your draft Quality Enhancement Plan.***  |
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| ***(b) What are the key actions that arose from your staff-student consultative committee (or equivalent)?*** |
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| ***(c) How effectively does your programme team elicit and respond to students’ views? Note strengths and areas for development and add any resultant actions to your draft Quality Enhancement Plan.*** |
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| ***(d) Please comment on any other factors affecting the quality of the student experience within (or beyond) the department and how you intend to address these.*** |
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## Step 3: Academic standards, quality and academic integrity

Evidence to be considered:

* External Examiner's annual report.
* Any professional standard or PSRB report.
* QAA Framework for Higher Education Qualifications level descriptors.
* QAA Subject Benchmark Statement.
* Employer feedback.
* Any recent STLR or programme approval/reapproval event.
* Other external reference points.
* Indicators of esteem of relevance to teaching, learning and assessment such as dean's awards for teaching, national teaching nominations or awards, teaching fellowships.
* Data on cases of poor academic practice, academic misconduct and referrals to Standing Academic Committee.

### External examiner's report

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| ***(a) What areas of strengths were identified by your external examiner(s) in their annual report?*** |
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| ***(b) What areas for improvement were identified by your external examiner(s) in their annual report? Indicate how you will respond to address the external examiner suggestions and add resultant actions to your draft Quality Enhancement Plan.*** |
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*As part of the process of APR programme teams are asked to:*

* *work with the Head of Department to draft a written response to the external examiner report(s);*
* *submit this response to a meeting of the staff-student consultative committee (or equivalent) for discussion;*
* *append a copy of the HoD response to the APR Workbook.*

***(c) Please confirm that the Head of Department's response letter is contained in the Appendix to this Workbook:***

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| YES |  |
| NO |  |

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| ***(d) Note the date of the staff-student consultative committee at which this response was discussed.*** |
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### Outputs from any other review processes relevant to academic standards and quality

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| ***(e) Where your programmes have been part of an STLR, reapproval event or PSRB review process, what strengths and areas for enhancement were identified?* *Where areas for enhancement were identified* a*dd resultant actions to your draft Quality Enhancement Plan.*** |
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### External reference points

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| ***(f) Please confirm which QAA Subject Benchmark Statement (give date of publication) your programme(s) is/are aligned to. Add any other key external reference points for your programme(s), in each case giving the relevant year of publication:*** |
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### Other indicators of esteem

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| ***(g) List any indicators of esteem relevant to teaching, learning and assessment received by members of your programme delivery team(s) in the last academic year:*** |
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##  Academic integrity

***(h) Using the table below, please indicate both number of cases of poor academic practice and academic misconduct within your department during the last academic year and the proportion of the student cohort that these numbers represent.***

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| --- | --- | --- | --- |
|  | Number of cases | Cases as a proportion of relevant student cohort | Comments |
| No. of cases of poor academic practice |  |  |  |
| No. of cases of academic misconduct |  |  |  |
| No. of cases referred to Standing Academic Committee (SAC) |  |  |  |

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| ***(i) Note the steps you took to minimise and detect academic misconduct. Include any proposed actions in your draft Academic Enhancement Plan.*** |
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## Step 4: Student outcomes and awards

Evidence to be considered:

* Student rates of:

 Continuation from Year 1 to Year 2

 Completion of course

 Progression to further study or graduate employment.

* Student degree outcomes.

Relevant data by Reporting Unit is available on the [Undergraduate student focused dashboard.](https://tableauserver.lancs.ac.uk/t/authorised/views/Studentfocuseddashboards-UG-suppressedversion/Frontpage?%3Aiid=1&%3AshowVizHome=no&%3Aembed=yes&%3Atoolbar=#3) Data will be updated in early November 2023. More detailed information is available on progression in the Graduate Outcomes dashboard (but note this information is not displayed by Reporting Unit).

### Student continuation

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| ***(a) With reference to your programme data for the last 4 years, please comment on the absolute level of student continuation in your programme in relation to the OfS B3 threshold, overall University achievement and wider comparative student performance.******Where performance is poor, either in comparison to your previous metric, or in comparison with your benchmark, or wider University performance, please indicate planned actions as part of your draft Quality Enhancement Plan; where it is good or improving, please comment below on successful actions or strategies.*** |
|  |

### Student completion

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| ***(b) With reference to your programme data for the last 4 years, please comment on the absolute level of student completion in your programme in relation to the OfS B3 threshold, overall University achievement and wider comparative student performance.*** ***Where performance is poor, either in comparison to your previous metric, or in comparison with your benchmark, or wider University performance, please indicate planned actions as part of your draft Quality Enhancement Plan; where it is good or improving, please comment below on successful actions or strategies.*** |
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### Student progression to further study or graduate employment

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| ***(c) With reference to your programme data for the last 4 years, please comment on the absolute level of student progression in your programme in relation to the OfS B3 threshold, overall University achievement and wider comparative student performance.*** ***Where performance is poor, either in comparison to your previous metric, or in comparison with your benchmark, or wider University performance, please indicate planned actions as part of your draft Quality Enhancement Plan; where it is good or improving, please comment below on successful actions or strategies.*** |
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### Student degree outcomes

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| ***(d) With reference to your programme data for the last 4 years, please comment on the absolute level of degree outcomes in your programme in relation to Faculty and overall University achievement and the subject weighted good honours benchmark.*** ***Where data does not appear to align with these reference points please indicate planned actions as part of your draft Quality Enhancement Plan.*** |
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## Step 5: Departmental consideration

Once the Reporting Unit staff have completed Steps 1-4 the resulting report and appendices should be submitted to the Department for consideration.

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| Lead Author signature confirming APR Report is final and can be submitted to Department Teaching Committee: |  |
| Date:  |  |

### Record of discussion and approval at Department Teaching Committee (or equivalent):

Where the Lead Author is also the chair of the Department Teaching Committee it is recommended that an independent chair is appointed for this item. The Department Teaching Committee is recommended to invite the Head of Department to comment on the Report.

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| ***Please summarise below the discussion of the APR report at the Department Teaching Committee, noting any changes requested to the Quality Enhancement Plan.*** |
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| Date of Department Teaching Committee consideration and approval: |  |

## Step 6: Faculty consideration

Once the APR Report has been approved by the Department Teaching Committee it should be submitted to the Faculty Teaching Committee via the Quality Assurance and Enhancement Manager.

### Record of discussion at Faculty Teaching Committee (or equivalent):

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| ***Please summarise below the discussion of the APR report at the Faculty Teaching Committee, noting any changes requested to the Quality Enhancement Plan.*** |
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| Date of Faculty Teaching Committee consideration and approval: |  |

## Actions from Previous Year(s)

*Summary of achievement on Action Plan from 2021-22 APR. Indicate progress made on actions from last year.*

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| **COMPLETED ACTIONS** |
| **Issue** | **Action** | **Responsible person** | **Due date** | **Anticipated outcome** | **Update on progress** |
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| **ONGOING ACTIONS** |
| **Issue** | **Action** | **Responsible person** | **Due date** | **Anticipated outcome** | **Update on progress** |
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## Quality Enhancement Plan

*Summarise all actions deriving from your responses to the 2022-23 APR in the following table.*

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| **NEW ACTIONS** |
| **Issue** | **Action** | **Responsible person** | **Due date** | **Anticipated outcome** | **Update on progress** |
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# APPENDICES

## APPENDIX 1: Head of Department response letter to the External Examiner

*Insert here*

## APPENDIX 2: PDF of the Reporting Unit data contained in the Student Data Dashboard (once updated in November 2023)

*Insert here*