

Annual Programme Evaluation

Summary

This report covers the six thematic questions proposed for the coming APE round and minor updates required to the APE Policy to reflect changes to committees, form format and terminology resulting from City joining the University of London

The thematic questions are designed to support focused reflection and planning related to Assessment Strategy and the Progression KPI. The questions have been created in consultation with colleagues from Student and Academic Services and LEaD.

Following Education and Student Committee's consideration, Senate will be asked to approve the minor revisions to the Annual Programme Evaluation Policy.

Recommended action

Education & Student Committee is asked to:

- (i) **approve** questions for the Annual Programme Evaluation thematic elements
- (ii) **note** the updated Annual Programme Evaluation Policy

Annual Programme Evaluation thematic element

Introduction

At the Education and Student Committee held in February 2017 two themes for the coming Annual Programme Evaluation (APE) round 'Assessment Strategy' and 'Progression Improvement' were approved. The questions have been developed by LEaD and Student & Academic Services to reflect where we will be as an institution in relation to development work for each of these areas at the time of the APE round.

Proposed questions

Assessment Strategy:

- Briefly outline the range of assessments specified in the programme specification.
- What is the average number of assessments for each 15 credit module within the programme?
- When did the programme team last review the assessments across the programme and what was the outcome?
- What does feedback from students about assessment tell you?

Progression Improvement:

- Following on from planning meetings with the Deputy President and Provost in the autumn term 2016 which initiatives or activities have you introduced to address progression issues, and why?
- What initiatives or activities have been particularly successful?

Support

In addition to the updated supporting APE guidance, Programme Directors will be supported in completing the thematic elements of the APEs through interactive workshops with an opportunity for group discussion and sharing of best practice. Examples of high quality APEs and extracts will be provided to further support Programme Directors.

Megan Butler, Education & Student Strategy Co-ordinator

Annual Programme Evaluation Policy

Scope

For all taught and research students studying for an award at City, including those on validated or collaborative programmes.

Date approved/re-approved

July 2011-April 2017

Date for review

To be reviewed on a periodic basis, with allowance for minor annual updates of roles and responsibilities by Education and Student Committee, as required.

To be read in conjunction with

Section 8 of the Quality Manual including: Periodic Review Policy.

Annual Programme Evaluation Policy

City is committed to providing high quality programmes that support student achievement and high levels of student satisfaction. This is enabled by effective curriculum design and delivery, appropriate learning and teaching spaces, the establishment of a broader constructive environment and community for staff and students and effective integration between various management levels across City.

The Annual Programme Evaluation (APE) is designed to act as the single action plan for programme planning and development. It provides a mechanism for staff to review a programme's success at the end of each academic year and to capture actions designed to enhance that programme. It is also used to monitor those actions during an academic year.

Through the APE, Programme Teams (or, for research degrees, Senior Tutors for Research) can:

- reflect upon strong features and any good practice.
- confirm responses made and actions taken, or planned, in relation to issues raised by students.
- analyse programme-related management information and External Examiner reports.
- capture actions that support programme planning and development.
- identify clear responsibilities for development work and any support needed to assist implementation. This includes management support within Schools and/or from Professional Services.

APEs are completed for all programmes leading to an award of City. Tailored approaches exist for collaborative provision and research degrees. For collaborative provision, respective responsibilities are agreed between City and each partner institution and these are detailed in each Memorandum of Agreement.

Student Voice

Students' views play a core part in the development of action plans designed to enhance their learning experience and the quality of their programme. When compiling APEs, Programme Teams will review the various sources of student feedback considered throughout the year. This includes:

- discussions at Staff-Student Liaison Committees (SSLCs) and Student Experience Committees (SECs)¹.
- module evaluation outcomes.
- results from the institution-wide internal survey, *Your Voice*.
- results from the National Student Survey (NSS), Postgraduate Taught Experience Survey (PTES) or Postgraduate Research Experience Survey (PRES).

Student representatives will be involved in reviewing feedback from students during the year, through SSLCs in particular. In addition, Programme Teams may share sections of a draft APE with students. Actions within APEs will be updated and/or new actions added in response to feedback from students.

¹ For postgraduate research degrees, other committees/fora may be used

Development process

The Programme Director (or, for research degrees, Senior Tutor for Research) will normally lead the development of the APE. Supporting and oversight roles will be undertaken by Associate Deans (Education), Heads of Department (or equivalent) and Deans.

APEs will be completed according to these key principles:

1. APEs should normally be completed as soon as possible after the end of an academic year and approved at the first Board of Studies after this. This will normally be October (undergraduate and postgraduate research programmes) and December/January (postgraduate taught programmes).
- ~~2. Part A (Student Satisfaction) will be updated on a regular basis, reflecting progress in completing actions and/or the amendment or addition of actions based on student feedback. Part B (Programme Monitoring) will be completed annually.~~
2. APEs should be updated throughout the year to reflect on-going feedback, developments and new data. Boards of Studies consider the APE reports twice a year to assure quality and support enhancement.
3. Progress in achieving the actions within an APE will be monitored through a standing item at Programme Committee meetings. Boards of Studies will receive a mid-year update on progress via Programme Committees (this will normally be in February/March for undergraduate and postgraduate research programmes and May/June for postgraduate taught programmes).
4. Students will be provided with updates on those actions designed to enhance student satisfaction and/or actions taken in response to student feedback. This would normally occur at ~~Staff-Student Liaison Committees~~ SSLCS.

Management Information

The appendix to the APE includes programme-related management information that relates to various aspects of a student's learning experience. This data should be reflected upon throughout the document and used to identify actions.

Institutional oversight

APEs for internal provision are approved by Boards of Studies on behalf of Senate. Institutional consideration of key themes arising from these APEs is facilitated through reports to Education and Student Committee. These will normally be received in November (undergraduate programmes) and February (postgraduate taught and postgraduate research programmes).

APEs for validated provision are approved by Course Boards on behalf of Senate. Institutional consideration of key themes arising from these APEs is facilitated through a report to ~~Validation and Institutional Partnerships Committee~~ the Collaborative Provision Committee.

Guidance

Further advice on the compilation and use of APEs is provided in the guidance.