

Undergraduate Annual Programme Evaluation Quality Review

Summary

For the review of the 2014/15 Annual Programme Evaluation a series of changes were made to streamline and integrate the Education and Student Strategy into the process.

This review, taken from a sample of the Undergraduate Annual Programme Evaluations, analyses the quality of the submissions, looking at the different elements of the document. These observations will be used as context for future developments in the Annual Programme Evaluation process and as part of this review a number of recommendations are made for underlying principles for this work moving forwards.

Recommended action

Education & Student Committee is asked to:

- a) **Receive** the quality report on the 2014/15 Annual Programme Evaluations and **note** the following areas:
- The understanding shown of the Education and Student Strategy hubs and high quality of submissions related to the hubs in the majority of Annual Programme Evaluations.
 - Information recorded on the cover sheet often not reflecting the approval process which has been undertaken within schools in a number of cases.
 - The inconsistent approach to partnership provision, including absence of Academic Partnership Coordinator Annual Reports and Annual Programme Evaluation documents not offering an analysis of Foundation routes.
 - A lack of understanding shown within Annual Programme Evaluations of statistical trends and targets for key areas such as retention and student destinations.
 - Those undergraduate courses not yet to have submitted an Annual Programme Evaluation, listed in Appendix 1
- b) **Discuss** proposals for the future development of the Annual Programme Evaluation process.

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Undergraduate Annual Programme Evaluation Quality Review

This year the Annual Programme evaluation underwent a series of changes, following extensive consultation, primarily delivered to ensure alignment with the Education and Student Strategy and to streamline the process to make it more efficient and effective. The Annual Programme Evaluation is designed as the University's main annual quality assurance process, ensuring the continual development of programmes offered by the University, including local level analysis of management information including survey results, admissions, progression/retention rates, degree classification and graduate destinations.

As part of the changes to the structure a series of training workshops were run for Programme Directors which had a total of over 90 attendees. These workshops centred mostly on the new elements of the Annual Programme Evaluation, principally those linked to the Education and Student Strategy. Feedback on the training was broadly positive, although this did highlight some issues with the process which were rectified following the training.

This year, for the first time, Association Deans (Education) have been given the opportunity to highlight areas of best practice from their own schools for discussion. This will be combined with feedback from LEaD and the Education and Student Committee sub-committees responsible for implementation of the strategic hubs, to develop a separate report on best practice which will come to the April meeting of Education and Student Committee.

Education and Student Strategy

The most significant change in the form was the inclusion of the Education and Student Strategy in the process, which it is encouraging to see, was fully embraced in the vast majority of cases. Responses indicated a full understanding of the strategic hubs and that there is already active implementation of the core themes in the strategy at a local level. This was often applied effectively within the context of the individual course and student cohort to deliver relevant provision. Whilst this often involved collaboration with central services, there was sometimes heavily localised provision which may benefit from greater collaboration.

As part of the Annual Programme Evaluation integration with the Education and Student Strategy, the elements related to each of the strategic hubs will be extracted for all undergraduate programmes and a sample of postgraduate programmes. These will be analysed by sub-committees of Education and Student Committee responsible for each of the hubs and from these discussions a best practice document generated to be circulated via the Programme Directors Forum. Further discussion will take place on how best to support the work of Programme Directors in implementing the strategy at a local level and this will be factored in to future discussions on the priority areas of focus moving forwards.

Quality Overview

As per last year, in order to provide quality assurance associated with Annual Programme Evaluation an annual sampling process has been established. This review process focuses on the quality of information provided and the analysis of statistical data. This is analysed by School, to provide assurances of University-wide review and compliance with academic standards, and also the enhancement of the educational offer and the broader student experience. The choice of programmes to review has been based on their NSS scores. Where it is feasible to do so, the two lowest-scoring and highest-scoring programmes for each school (noting that these are usually programme clusters) have been selected.

Overall, in the majority of cases the Annual Programme Evaluations had been used to give an effective overview of the health of the programme, however there was in many cases a lack of

innovative practice highlighted. This was particularly evident in the absence from a large number of submissions of the mention of innovative teaching practice, despite recognition for innovative teaching having been received through other mechanisms both at a local and national level. Thus it should be considered if the Annual Programme Evaluation process is the most effective mechanism for capturing innovative learning and teaching practice or if this should be captured by alternative means.

Whilst efforts have been made to analyse the available data and actions were generally relevant to the issues statistics highlighted, there were indications that in some cases targets were not clear. This could be seen in the analysis not fully reflecting the data, in particular with reference to career destinations and retention statistics, where it was not clear there was an understanding of patterns of the data or targets with reference to these elements.

The following analysis of the selected sample looks at each individual area of the Annual Programme Evaluation form. The full analysis of each APE is available in Appendix 1.

Front cover sheet

Some effort has been made to complete the front cover sheet for all programmes, however only the submissions from the School of Law were fully complete. In a number of cases the only element missing was the confirmation of date received by the Board of Studies. When queried, the APEs had been received by the Board of Studies, however this was not always complete on the APE. It was also notable that the date last reviewed by the SSLC and Programme Committee/Critical Review Panel was missing on a number of the APEs despite this process having taken place. Increased efforts must be taken to ensure the information related to the review process, including review by students in SSLCs and via Critical Review Panels and Boards of Studies is effectively recorded.

There were also a number of cases where it was not explicitly clear on the cover sheet which course routes were covered by the APE. This was of particular concern where there were feeder courses or 2+2 programmes delivered through partnership provision, but there was not a detailed analysis of these routes, either through an APC or through the main body of the APE. This is a potential area of risk to ensuring the quality of courses offered and accredited by the University.

Partnership Provision

This section was complete for the majority of the APEs analysed, however there were instances where the APC Annual Report was not attached. This is a recurring issue from previous years and a full analysis of the APCs received from relevant courses is complete in Appendix 2

Good Practice

All courses had completed the section on Best Practice; however there was some variation in the number and quality of examples submitted. Many courses submitted thoughtful examples, covering a range of areas from curriculum design and assessment through to specific careers support. In a small number of cases however responses were limited to one or two sentences with a small number of examples and only one source being used. Examples of good practice in this area included Mathematics, which gave a detailed breakdown of innovations using survey results, survey open comments and SSLC minutes and Psychology which offered detailed explanations of specific innovations and the impact of these new initiatives.

Supporting the Education and Student Strategy

All courses offered local level initiatives aligned to the Education and Student Strategy, with the vast majority offering examples related to all of the five strategic hubs. In a number of cases there were well thought through examples of innovative practice, including collaboration across the university. However it was clear that there was evidence of pockets of good practice which could benefit from

improved collaboration and this will be supported by the process being linked to the subcommittees of Education and Student Committee, in particular where these activities could be supported with the expertise of central services. Innovative practice in the hub areas will be highlighted through a separate report to be circulated to Programme Directors.

There was some variation in the level of detail of submissions on each of the hubs, but overall the quality of submissions showed due thought had been given to how the hubs applied to their programme. Given the strategy was signed off in December 2014, part way through the academic year being evaluated, it is encouraging to see existing pockets of activities and it would be expected for there to be an expansion of this activity as Programme Directors are now more familiar with the process.

Your Voice, Our Action

The majority of courses offered clear examples of changes made to courses on the back of student feedback, which it was clear had come from a range of sources including through Staff Student Liaison Committees and Survey results and open comments. This was displayed in a clear way and in some cases where the request for changes had not been able to be granted, this was explained clearly. Despite this, for some cases there was not sufficient commentary offered on the context of the changes or detail in the action or the resulting effect on the student experience. This context is vital to ensure changes are clearly communicated to students, in particular those from future cohorts.

Statistical data analysis

There was a lack of consistency in the data which was analysed, with many of the Annual Programme Evaluations not offering a detailed analysis of the full range of information provided in the management information. It was also clear that a number of Programme Directors did not have a full understanding of the data and in particular what targets should be in some areas, in particular with reference to progression and retention. Despite this there was still clear monitoring of trends and in many cases clear actions had been put in place where concerns were recognised. Examples of best practice in analysing the full range of data available in detail include Mathematics, Accounting and Finance and the LLB Undergraduate programme.

Summary Evaluation

Whilst this section was complete on all Annual Programme Evaluations, there was considerable variation on the content and depth of analysis. Some courses used this as a continuation of the statistical data analysis whilst others considered the broader context of the programme and included information such as exemptions from accreditation bodies and rankings in subject league tables. There was considerable thought given to a full range of factors influencing the health of the course in a number of cases in particular Journalism which included analysis of their international offer, efforts of recruit a more diverse student body, cross disciplinary collaboration, the role of research, teaching staff structure and curriculum enhancement alongside expected areas such as student satisfaction and graduate destination.

Action planning

The vast majority of the sample contained both updates on actions taken in previous years and forward looking actions, and there were clear links between these actions and the analysis in previous sections. Despite this there was not a consistent approach taken to linking these actions to targets, in particular with reference to survey scores.

A small number of courses have set targets and outlined actions on each individual question in Your Voice 1 and 2 and the NSS. In most cases these actions are either limited, or it is not realistic to expect to be able to achieve them all in the current academic year. It is recommended that clearer

guidelines are given on the setting of targets, to allow for a more focussed and effective approach to be taken to action planning.

Other factors

It is clear that in some instances, there is an inconsistency within and between schools on the approach taken to a number of different sections of the APE. This is most notable with the setting of targets for student surveys and linking this to action plans, where very different approaches are taken by different schools. It is clear that some schools, for instance Cass Business School, where all programmes are reviewed as one cluster, and the School of Health Science, there is a robust approval process which ensures a consistent approach is taken to these areas.

Despite this being emphasised in previous years institutional reports, it is still clear that the timescales allocated are not sufficient to allow for the full submission of the Annual Programme Evaluations to Student and Academic Services by all schools in time for sufficient analysis to take place. Whilst some schools approved their Annual Programme Evaluations at the first Board of Studies of the year, others are still yet to approve them for all courses. Thus it is proposed that the deadlines for submission of Annual Programme Evaluations are set by the end of the academic year under review and this is clearly communicated to schools to ensure early completion.

Considerations for the future – APE Development for a new era

With the emerging University Vision and Strategy 2026 and the level of change within the sector, there is an opportunity to re-examine the Annual Programme Evaluation process to enable it to become more agile and focussed. This is needed in order to deliver significant local level change to support institutional objectives, with the focus now likely to have to be on a range of objectives, including retention and graduate outcomes, in addition to the core focus of recent years on student satisfaction. In order to deliver this change effectively a system which indicates priorities and supports delivery will be needed.

This section looks to develop some of the key underlying principals and piece together a vision of what a more agile and living evaluation process may look like.

Principles

In order to design an effective system there are a number of key principles which must be adhered to:

- Annual Programme Evaluation is an ongoing process, embedded by points of reference, an evidence base and regular dialogue. As new information becomes available, objectives developed and actions implemented, the process supports and frames these in an effective way.
- The evaluation process is captured at key moments each year for the purpose of providing assurances and sharing practice, ensuring compliance and ongoing development

Points of reference

There will be a series of standards and benchmarks developed against which programme teams can measure their performance, potentially including:

- Institutional performance indicators
- Destination statements in the Education and Student Strategy
- Subject competitor performance
- Regulatory requirements (QAA code, subject benchmark statements, PSBRs)

In addition to this it is also envisaged there will also be the flexibility to include School, subject or programme performance indicators, to be agreed with Associate Deans Education. These will also enable context specific progress towards institutional performance indicators.

Programme teams should be informed as early as possible of any changes to points of reference (eg changes in subject benchmark statements), giving as much time as possible to implement actions on an ongoing basis.

Thematic Elements

In order to ensure the ongoing development of the educational offer across the University, it should be considered if it would be relevant to include thematic elements to the Annual Programme Evaluation process. These could be themes for each academic year across the university, or based around the periodic review cycle, with different thematic elements being reviewed in consequent years after a periodic review.

Evidence base

To support this ongoing process a significant body of evidence will need to be developed to include a series of core and supplemental information. It is envisaged that the core evidence base will include relevant programme data and performance indicators, feedback from stakeholders, records of meetings and discussions. This will then be supplemented by additional information, which could come from a range of sources but is expected to include for example records of staff development and awards.

Dialogue

Evaluation is an active process of reflection and action planning. Therefore it should include contributions from stakeholders (students, academic staff, course officers) and advice from experts including Student and Academic Services, Learning Enhancement and Development, industrial advisory boards and other relevant sources.

Setting the focus

The focus of the review will be determined by the performance of the programme against a series of criteria placed in order of priority. It is envisaged that these criteria will clearly highlight where there are particular concerns with the health of a programme, and set a more focussed approach to areas such as retention, graduate outcomes and student satisfaction on particular courses where it is most needed.

Chris Clements,
Education and Student Strategy Coordinator

Appendix 1 – Quality Review from sample of courses.

	CASS	LAW	SASS	SHS	SMCSE
FRONT COVER SHEET (including Programme Directors, Key Contacts, HoD, ADE, Date last received by BoS, Date last reviewed by Programme Team, Date last reviewed by SSLC)	Accounting and Finance – Complete except date received by Board of Studies (21 st October)	LLB – Fully complete	Economics cluster – Partially complete, Date received by BoS, date of review by PC/Critical review panel and SSLC and Date of next periodic review missing	Fdn Ophthalmic Disp – Fully complete	Informatics – No APE submitted
	Banking & Intn'l Finance – Complete except date received by Board of Studies (21 st October)	GE LLB – Fully complete	Journalism - Partially complete, Date received by BoS, date of review by PC/Critical review panel and SSLC and Date of next periodic review missing	Midwifery – Complete except date received by BoS	Civil Eng - Partially complete, date received by BoS, date of review by PC/Critical review panel and SSLC missing
	Management – Complete except date received by Board of Studies (21 st October)	N/A ¹	Psychology ¹ – Complete with exception of date received by BoS and Date of next Periodic Review	Radiography – Complete, Date received by BoS and PC/Critical Review Panel listed as TBC	Electrical & Electronic – Complete with exception of date received by BoS
	Business Studies – Complete except date received by Board of Studies (21 st October)	N/A	International Politics - Partially complete, Date received by BoS, date of review by PC/Critical review panel and SSLC and Date of next periodic review missing	Speech & Lang - Partially complete, Date received by BoS, date of review by PC/Critical review panel and SSLC and Date of next periodic review missing	Mathematical Sciences – Complete except Date of Periodic Review
PARTNERSHIP PROVISION	Accounting and Finance – Complete with APC attached	LLB - Complete	Economics cluster – Complete, no APC Annual Report attached.	Fdn Ophthalmic Disp - Complete	Informatics – No APE submitted
	Banking & Intn'l Finance - Complete with APC attached	GE LLB - Complete	Journalism – Not complete	Midwifery - Complete	Civil Eng – Complete, no APC attached. Brief paragraph on programme included in summary.
	Management - Complete with APC attached	N/A ²	Psychology ¹ –Complete	Radiography - Complete	Electrical & Electronic - Complete, no APC Annual Report attached
	Business Studies - Complete with APC attached	N/A	International Politics - Complete	Speech & Lang - Complete	Mathematical Sciences - Complete

¹ As per the sampling process Sociology was selected based on the criteria identified. However, as the programme is undergoing a Periodic review it was this year exempt for completion of an Annual Programme Evaluation and thus Psychology selected randomly for review to ensure consistency in the number of programmes reviewed from the school in the sampling approach

² It should be noted City Law School run only two Undergraduate programmes.

GOOD PRACTICE	Accounting and Finance – Complete, range of sources used	LLB - Complete but with limited detail and range of sources	Economics cluster – Complete, NSS open comments only source used.	Fdn Ophthalmic Disp – Complete but this very limited detail and sources	Informatics – No APE submitted
	Banking & Intn'l Finance - Complete, lacking in detail	GE LLB – Complete but with limited detail and range of sources	Journalism – Complete with good range of sources and detail	Midwifery – Complete, range of sources used	Civil Eng – Complete, limited detail and range of sources used
	Management – Complete, range of sources used	N/A	Psychology¹ – Complete with good range of sources and detail	Radiography – Complete, range of sources used	Electrical & Electronic – Complete with limited range of sources
	Business Studies – Complete, range of sources used	N/A	International Politics – Complete but lacking in detail and range of sources	Speech & Lang – Complete, range of sources used	Mathematical Sciences – complete with exceptional detail and range of sources
SUPPORTING THE EDUCATION AND STUDENT STRATEGY	Accounting and Finance – All hubs complete, multiple examples, good level of detail.	LLB – All hubs complete with multiple examples and good level of detail	Economics cluster – All hubs complete, multiple examples	Fdn Ophthalmic Disp – All hubs complete	Informatics – No APE submitted
	Banking & Intn'l Finance – 3/5 hubs complete, good level of detail.	GE LLB – All hubs complete, limited detail	Journalism – All hubs complete with multiple examples and good detail	Midwifery – All hubs complete, multiple examples of varying detail	Civil Eng – All hubs complete but with minimal detail
	Management – All hubs complete, good level of detail	N/A	Psychology¹ – All hubs complete with multiple examples and good detail	Radiography – All hubs complete with good level of detail	Electrical & Electronic – All hubs complete with limited detail
	Business Studies – 3/5 hubs complete, limited detail	N/A	International Politics – All hubs complete	Speech & Lang – Complete with multiple examples	Mathematical Sciences – 3/5 hubs complete with good detail
Your Voice, Our Action	Accounting and Finance – Complete with examples and good detail	LLB – Complete with examples	Economics cluster – Complete with examples but poor quality	Fdn Ophthalmic Disp – Complete with multiple examples	Informatics – No APE submitted
	Banking & Intn'l Finance – Complete with examples but limited detail	GE LLB – Complete with clear examples	Journalism – Complete with multiple examples and good detail	Midwifery – Complete with multiple examples and good detail	Civil Eng – Complete with multiple examples and good range of detail.
	Management – Complete with examples	N/A	Psychology¹ – Complete with multiple examples and good detail	Radiography – Complete with multiple examples, but mostly forward looking not reflective	Electrical & Electronic - Complete with multiple examples
	Business Studies – Complete with multiple examples and good detail	N/A	International Politics – Complete with multiple examples and good detail	Speech & Lang – Complete with multiple clear examples	Mathematical Sciences – Complete with multiple examples and good detail

Statistical Data Analysis	Accounting and Finance – Full range of data analysed, in depth	LLB - Partial range of data analysed with limited analysis	Economics cluster – Full range of data analysed	Fdn Ophthalmic Disp – Complete with range of data used	Informatics – No APE submitted
	Banking & Intn'l Finance – Partial range of data analysed but with good depth and linked to action planning	GE LLB – Complete with full range of data analysed in depth	Journalism – Partial range of data analysed, some additional analysis in Summary Evaluation	Midwifery – Partial range of data analysed, mostly focussed on student satisfaction	Civil Eng – Complete with partial range of data analysed.
	Management – Partial range of data analysed with limited depth.	N/A	Psychology¹ – Full range of data analysed	Radiography – Full range of data analysed	Electrical & Electronic – Complete with good range of data analysed
	Business Studies – Good range of data analysed	N/A	International Politics – Full range of data analysed	Speech & Lang – Majority of data analysed in depth	Mathematical Sciences – Full range of data analysed in depth
Summary Evaluation	Accounting and Finance – Completed with reasonable depth of analysis	LLB – Completed with good level of discussion	Economics cluster - Completed	Fdn Ophthalmic Disp - Completed	Informatics – No APE submitted
	Banking & Intn'l Finance – Completed with some discussion	GE LLB – Completed with limited discussion	Journalism – Fully complete with in depth discussion	Midwifery – Completed with limited discussion	Civil Eng – Complete with discussion
	Management – Completed with reasonable discussion	N/A	Psychology¹ – Fully complete with in depth discussion	Radiography – Complete with some discussion	Electrical & Electronic – Complete with discussion
	Business Studies – Completed with good level of discussion	N/A	International Politics - Completed	Speech & Lang - Completed	Mathematical Sciences – Fully complete with in depth discussion
Action planning	Accounting and Finance – Completed with updates on previous actions but limited forward looking actions	LLB – Complete with updates on previous actions and forward looking actions	Economics cluster – Completed with updates on previous actions but limited forwards looking actions	Fdn Ophthalmic Disp – Complete with updates and range of forward looking actions.	Informatics – No APE submitted
	Banking & Intn'l Finance – Completed with updates on previous actions and forward thinking actions	GE LLB – Complete with updates on previous actions and forward looking actions but limited detail	Journalism – Completed with detailed updates on previous actions and thoughtful forward thinking actions.	Midwifery – Completed with detailed actions, primarily forward looking	Civil Eng – Complete with updates on previous actions and forward thinking updates
	Management - Completed with updates on previous action and forward thinking actions	N/A	Psychology¹ – Complete with updates on previous actions and forward thinking actions.	Radiography – Completed with updates on previous actions and forward looking updates.	Electrical & Electronic – Complete with updates on previous actions and forward looking actions. Links made in NSS target setting

	Business Studies – Completed with updates on previous action and forward thinking actions	N/A	International Politics – Completed with detailed forward thinking actions but limited update on completed actions	Speech & Lang - Completed with forward thinking actions but no update on completed actions	Mathematical Sciences – Complete with very detailed updates on previous actions and wide range of forward looking actions. Links made to NSS targets
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Appendix 2 – Annual Programme Evaluations and Academic Partnership Coordinator Annual Reports
Received at 27th January 2016

School	Level	Name	Additional Routes/Options to include	APE Completed	Partnership activity?	APC Completed?
Cass	UG	Foundation Year in Actuarial Science	Placement	No – There is mention in APC of not being completed since 2011	Westminster Kingsway	Yes
Cass	UG	BSc Actuarial Science	Placement/Study Abroad	Yes	Articulation 2+2 with Beijing Normal University	Yes
Cass	UG	BSc Accounting & Finance	Placement/Replacement Year Abroad	Yes		
Cass	UG	BSc Banking and International Finance	Placement/Replacement Year Abroad	Yes	Articulation 2+2 with Beijing Normal University	Yes
Cass	UG	BSc Business Studies	Placement/Replacement Year Abroad. Finance or Marketing specialism	Yes		
Cass	UG	BSc Investment and Financial Risk Management	Placement/Replacement Year Abroad	Yes	Articulation 2+2 with Beijing Normal University	Yes
Cass	UG	BSc Management	Placement/Replacement Year Abroad	Yes		
SMCSE	UG	BEng (Hons) Aeronautical Engineering with Foundation	Placement/Study Abroad	Yes	Franchised access/feeder (Westminster Kingsway College)	Ticked but not attached
SMCSE	UG	BEng/MEng (Hons) Aeronautical Engineering	Placement/Study Abroad	Yes	Articulation agreement with NUAA, Manipal Education Network and Harbin. 2+2 with Jiangsu	No
SMCSE	UG	BEng/MEng (Hons) Air Transport Engineering	Placement/Study Abroad	Yes	2+2 with Jiangsu University of Science and Technology	No
SMCSE	UG	BEng/MEng (Hons) Automotive & Motorsport Engineering	Placement/Study Abroad	Yes	Articulation with Nanjing University of Aeronautics and Astronautics Manipal Education Network and Harbin. 2+2 with Jiangsu University of	No

					Science and Technology	
SMCSE	UG	BEng/MEng (Hons) Civil Engineering	Placement	Yes	Articulation with Nanjing University of Aeronautics and Astronautics Manipal Education Network and Harbin. 2+2 with Jiangsu University of Science and Technology	No
SMCSE	UG	BEng/MEng (Hons) Civil Engineering with Architecture	Placement	Yes		
SMCSE	UG	BEng (Hons) Civil Engineering with Foundation	Placement	Yes	Franchised access/feeder (Westminster Kingsway College)	No APC or recognition of foundation year on cover sheet
SMCSE	UG	BEng (Hons) Computer Systems Engineering with Foundation	Placement/Study Abroad	Yes	Franchised access/feeder (City & Islington College)	No APC or recognition of foundation year on cover sheet
SMCSE	UG	BEng/MEng (Hons) Electrical and Electronic Engineering	Placement/Study Abroad	Yes	Articulation 2+2 with NUAA, Manipal, Harbin and Jiangsu	No
SMCSE	UG	BEng (Hons) Electrical and Electronic Engineering with Foundation	Placement/Study Abroad	Yes	Franchised access/feeder (City & Islington College)	No APC or recognition of foundation year on cover sheet
SMCSE	UG	BEng/MEng (Hons) Energy Engineering	Placement/Study Abroad	Yes		
SMCSE	UG	BEng/MEng (Hons) Mechanical Engineering	Placement/Study Abroad	Yes	Articulation 2+2 with NUAA, Mainpal, Harbin and Jiangsu	No
SMCSE	UG	BEng (Hons) Mechanical Engineering with Foundation	Placement/Study Abroad	Yes	Franchised access/feeder (Westminster Kingsway College)	Boxed ticked but not attached
SMCSE	UG	BEng/MEng Biomedical Engineering	Placement/Study Abroad	Yes	Articulation agreement with NUAA, Manipal Education Network and Harbin. 2+2 with Jiangsu University of Science and Technology	No

SMCSE	UG	BEng Computer Systems Engineering	Placement/Study Abroad/Foundation	Yes	Articulation agreement with NUAA, Manipal Education Network and Harbin. 2+2 with University of Business and Technology, Kosovo. 2+2 with Jiangsu University of Science and Technology	No
SMCSE	UG	BEng Electrical and Electronic Engineering (Avionics and Control)	Placement/Study Abroad/Foundation	Yes	Articulation 2+2 with NUAA	No. Brief paragraph about this programme is included in the summary of this form.
SMCSE	UG	BEng Engineering with Management and Entrepreneurship	Placement/Study Abroad	Yes		
SMCSE	UG	BEng Telecommunications	Placement/Study Abroad	Yes	2+2 with the University of Business and Technology, Kosovo	No
SMCSE	UG	BSc (Hons) Business Computing Systems	Placement-Professional Pathway	No		
SMCSE	UG	BSc (Hons) Computer Science	Placement-Professional Pathway	No		
SMCSE	UG	BSc (Hons) Computer Science with Games Technology	Placement-Professional Pathway	No		
SMCSE	UG	BSc (Hons) Software Engineering		No		
SMCSE	UG	BSc (Hons), MMath Mathematical Science with Computer Science		Yes		
SMCSE	UG	BSc (Hons), MMath Mathematical Science with Finance and Economics	Placement	Yes		
SMCSE	UG	BSc (Hons), MMath Mathematical Science with Statistics	Placement	Yes		
SMCSE	UG	BSc (Hons), MMath Mathematics and Finance	Placement	Yes		
SMCSE	UG	BSc (Hons)/MMath Mathematical Science	Placement/Study Abroad/Foundation	Yes		

SMCSE	UG	MSci Computer Science with Cyber Security		No		
SMCSE	UG	Msci Computer Science		No		
SMCSE	UG	Msci Computer Science with Games Technology		No		
SMCSE	UG	BSc Computer Science with Artificial Intelligence		No		
SMCSE	UG	BSc Information Systems	Placement-Professional Pathway	No		
SASS	UG	BA Journalism	Integrated Professional Training	Yes		
SASS	UG	BMus Music		No		
SASS	UG	BA Journalism AND Sociology		Non-continuing programme, contained within BA Journalism		
SASS	UG	BA Journalism AND Psychology				
SASS	UG	BA Journalism AND Economics				
SASS	UG	BA Journalism with Economics				
SASS	UG	BA Journalism with Psychology				
SASS	UG	BA Journalism with Sociology				
SASS	UG	BA Cultural and Creative Industries	Integrated Professional Training/Study Abroad	Yes	Articulation 2+2 with Shanghai Theatre Academy	No
SASS	UG	BSc Economics	Integrated Professional Training/Study Abroad	Yes	Articulation 2+2 with Renmin University	No – No students on programme 2014/15
SASS	UG	BSc Economics with Accounting	Integrated Professional Training	Yes	Articulation 2+2 with Renmin University	No – No students on programme 2014/15
SASS	UG	BSc Financial Economics	?	Yes		
SASS	UG	BSc International Political Economy	Integrated Professional Training/Study Abroad	Yes		
SASS	UG	BSc International Politics	Integrated Professional Training/Study Abroad	Yes		

SASS	UG	BSc International Politics AND Sociology	Integrated Professional Training/Study Abroad	Yes		
SASS	UG	BSc Media Studies AND Sociology	Integrated Professional Training/Study Abroad	N/A - Periodic Review		
SASS	UG	BSc Psychology	Integrated Professional Training/Study Abroad	Yes		
SASS	UG	BSc Psychology with Organisational Psychology and Behavioural Economics	Integrated Professional Training/Study Abroad	Yes		
SASS	UG	BSc Psychology with Child Development	Integrated Professional Training/Study Abroad	Yes		
SASS	UG	BSc Psychology with Counselling & Health Psychology	Integrated Professional Training/Study Abroad	Yes		
SASS	UG	BSc Psychology with Cognitive & Clinical Neuroscience	Integrated Professional Training/Study Abroad	Yes		
SASS	UG	BSc Sociology	Integrated Professional Training/Study Abroad	N/A - Periodic Review		
SASS	UG	BSc Sociology WITH Psychology	Integrated Professional Training/Study Abroad	N/A - Periodic Review		
SASS	UG	BSc Criminology	Integrated Professional Training/Study Abroad	N/A - Periodic Review		
SASS	UG	BSc Criminology and Sociology	Integrated Professional Training/Study Abroad	N/A - Periodic Review		
SASS	UG	BSc Sociology with		N/A -		

		Quantitative Methods		Periodic Review		
SASS	UG	BSc Criminology with Quantitative Methods		N/A - Periodic Review		
SASS	UG	BSc Criminology and Sociology with Quantitative Methods		N/A - Periodic Review		
SASS	UG	BSc Media, Communications and Sociology with Quantitative Methods		N/A - Periodic Review		
Law	UG	LLB Law	Study Abroad Placement	Yes		
Law	UG	Graduate Entry Law		Yes		
SHS	UG	Dip-HE Adult Nursing		Yes		
SHS	UG	Dip-HE Children's Nursing		Yes		
SHS	UG	Dip-HE Mental Health		Yes		
SHS	FD	Foundation Degree in Health Care - Radiotherapy Practice		Yes		
SHS	UG	BSc Health Sciences		Yes		
SHS	UG	BSc Midwifery	Placement Study Abroad	Yes		
SHS	UG	BSc Nursing - Adult	Placement	Yes		
SHS	UG	BSc Nursing - Children	Placement	Yes		
SHS	UG	BSc Nursing - Mental Health	Placement	Yes		
SHS	FD	Foundation Degree in Ophthalmic Dispensing		Yes	Franchise (City and Islington College)	N/A
SHS	UG	BSc Nursing Studies	Specialisms in General Nursing, Ear, Nose and Throat Practice, Head and Neck Care, Contraception and Sexual Health, Leadership and Managing Change, Acute and High Dependency Care, Cardiac Care, Emergency Care, Intensive Care, Neonatal Care, Ophthalmic Nursing, Supporting LT Care	Yes		
SHS	UG	Master of Optometry (integrated Masters)		Yes		
SHS	UG	Overseas Nurses Programme		Yes	Franchise (Transformational)	Yes

					Learning Consultants)	
SHS	UG	Return to Practice (Nursing)		Yes	Franchise (Transformational Learning Consultants)	Yes
SHS	UG	BSc Primary Care (Practice Nursing)		Yes		
SHS	UG	BSc Professional Practice (Public Service Management)		Yes		
SHS	UG	BSc Professional Practice		Yes		
SHS	UG	BSc Radiography (Diagnostic Imaging)	Placement	Yes		
SHS	UG	BSc Radiography (Radiotherapy and Oncology)	Placement	Yes		
SHS	UG	BSc Speech and Language Science	Study Abroad	Yes		
SHS	UG	BSc Speech and Language Therapy	Study Abroad Placement	Yes		
SHS	UG	BSc Professional Practice (Child and Youth Studies)		Yes		
SHS	UG	Danish Health Visitor Adaptation Programme		N/A - Did not run in 2014/15		