Validated Institution - Guidance for Annual Programme Evaluation

Equality and Diversity statement

City, University of London is committed to promoting equality, diversity and inclusion in all its activities, processes, and culture, under its Public Sector Equality Duties and the Equality Act 2010. This includes promoting equality and diversity for all, irrespective of any protected characteristic, working pattern, family circumstance, socio-economic background, political belief or other irrelevant distinction.

Where relevant to the policy, decision-making panels will ensure a reasonable gender balance (with at least one man and one woman) and will actively consider representation of other protected groups.

Contents

Guidance on Annual Programme Evaluation

Scope

For all taught and research students studying for an award on a validated or institutional partnership programme. Separate guidance exists for internal programmes and programmes involving other forms of collaborative arrangement.

To be read in conjunction with: Section 5 of the *Validation and Institutional Partnerships Handbook https://www.city.ac.uk/__data/assets/pdf_file/0009/492912/VIP-Handbook-2020-21.pdf*

The Policy on Annual Programme Evaluation (APE) sets out the purpose of APEs and the principles that guide their development and use.

This guidance should be used in conjunction with the policy and provides additional information to support the development and use of the APEs. This guidance is specifically for internal and partnership provision.

Overview

APEs are designed to support **reflection** on the past year's activity, with an opportunity to comment on trends and to capture and monitor actions being taken to **enhance** programmes across the course of the present academic year.

They are the primary way in which programme teams **plan and report** on performance against key metrics for student satisfaction, progression and employability/employment.

The action plans within the APEs are **'living documents'** updated throughout the year to reflect on-going feedback, developments and new data. Programme Committees monitor progress at every meeting and Boards of Studies consider APEs twice each year. APE action planning should be undertaken in consultation with Staff Student Liaison Committees (SSLCs).

Educational Quality Committee, together with Education & Student Committee and its substructure consider APE reports to **inform strategic decision-making**. Senate receives an annual report on **quality and standards** as part of the APE cycle.

APEs should be based on evidence from a variety of sources including (but not limited to):

- data on admissions, progression, satisfaction, employability, degree class distribution
- NSS/PTES/PRES/ Your Voice surveys
- module evaluation
- SSLC minutes

- External Examiner feedback
- professional body reviews or audits
- periodic reviews
- Careers registration data

APEs are also designed to capture actions being taken by Professional Services and by management colleagues within Schools.
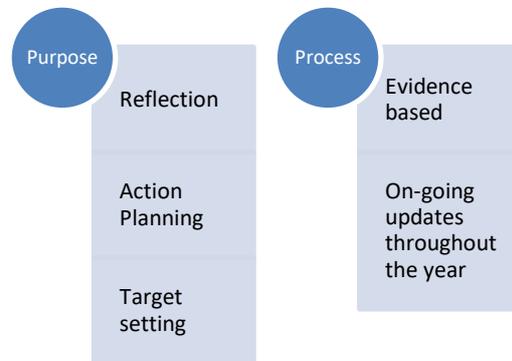
Forms

APE forms are available in [Section 8 of the Quality Manual on the Student and Academic Services website](#). There are two forms covering validation and institutional partnership:

- All taught programmes (Undergraduate, Postgraduate Taught & Foundation)
- Research programmes

Can more than one programme be included in an APE?

Some Schools/departments choose to cluster a number of programmes into a single APE. This is very helpful where a number of modules are shared or the broad provision is comparable.

Advice should be sought from the Associate Dean (Education) and School Professional Services lead for Quality Standards and Enhancement on how best to group programmes. It is vital that differences across provision are adequately reflected where feedback and action plans may relate specifically to a particular route or cohort.

The Executive Summary is also an excellent place to draw out any key differences between the groups covered.

Consideration should also be given to whether some or all of the Management Information tables and survey results should be separated out so that differences in admissions, progression, destinations and the student experience can be identified and addressed.

A balance must be struck between covering a very small programme or clustering too many programmes together – both approaches present risks for undertaking meaningful evaluation and action planning. It is therefore vital that where a cluster of programmes are covered by a single APE, each programme has a separate and targeted action plan.

Timetable

Throughout the lifecycle of the APE on-going monitoring and development takes place via a standing item on Programme Committee. The Programme Committee should receive a full copy of the APE as early as possible in the APE lifecycle. Following this the Programme Committee along with the SSLC will focus on the progress of the action plan and development required resulting from feedback and new data including matters arising during the year.

Undergraduate Timetable

Monitoring and development of previous year's APE via Course Board and SSLC. Overseen by PD and HoD.

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Activity	Input	Responsibility	Committee/s	Timing
Review and planning Identify broad issues to be covered in new APE	• Previous year's APE • Impact of strategic developments	PD, HoD	PC	**May - June**
Draft APE Incorporate inputs as they become available Identify and incorporate any development support needs for each action.	• Survey data • Assessment Board data/ External Examiner comments and any actions arising • Initial NSS results • External Examiner report(s) • Resit Assessment Board data	PD (in liaison with HoD)	BoS/PC	**June -Sept**
APE meeting Meeting to discuss APE's interaction with Institution plan	• Institution/ School plan and impact of any strategic aspects • Resource implications	Principal, HoD, PD	Inst. Management Committee/ School Exec	**As needed**
Confirmation that **APE is ready for receipt by Board of Studies** (or PC for IP provision)		PD	BoS/PC	**Sept**
First stage consideration and approval of APE		Principal	BoS/ PC	**Oct**
Student input Discuss and update APE	Targeted focus groups and other forms of feedback might usefully be used here in addition to SSLC	PD	SSLC, BoS/PC	**First SSLC**
Receipt/ approval by Course Board (receipt for Validated provision, approval for Institutional provision)		Chair of Course Board	Course Board	**Nov/Dec**
Monitoring and updates	• Matters arising • Additional feedback • Additional data	PD	PC, SSLC	**Each PC & SSLC**
Report to University-level Committees		Academic Services, Dean of Validation	VIP Committee	**Feb**
Discuss University-level issues		Dean of Validation	Senate, UET/ExCo	**As needed**
APE update Actions updated/ monitored		PD, Principal, *Chair of Course Board[1]*	BoS/PC, *Course Board*	**By last BoS**

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Use APE to commence development cycle for new APE.

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[1] Relevant to some institutional partnership programmes only.

Postgraduate Taught Timetable

Monitoring and development of previous year's APE via Course Board and SSLC. Overseen by PD and HoD.

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Activity	Input	Responsibility	Committee(s)	Timing
Review and planning Identify broad issues to be covered in new APE	• Previous year's APE • Institution and University strategic developments	PD, HoD	PC	**Jul-Aug**
Draft APE Incorporate inputs as they become available. Identify and incorporate any development support needs for each action.	• Assessment Board data/ External Examiner comments and any actions arising • External Examiner report(s) • Resit Assessment Board data	PD in liaison with HoD	BoS/ PC	**Jul-Nov**
APE meeting Meeting to discuss APE's interaction with Institution plan	• Institution/ School plan and impact of any strategic aspects • Resource implications	Principal, HoD, PD	Inst. Manag. Committee/ School Exec	**As needed**
Confirmation that **APE is ready for receipt by Board of Studies** (or PC for IP provision)		PD	BoS/ PC	**Dec - Jan**
First stage consideration and approval of APE		Principal	BoS/ PC	**Jan- Feb**
Student input Discuss and update APE	Targeted focus groups and other forms of feedback might usefully be used here in addition to SSLC	PD	SSLC,BoS PC	**First SSLC**
Receipt/ approval by Course Board (receipt for Validated provision, approval for Institutional provision)				**Nov/Dec**
Monitoring and updates	• Matters arising • Additional feedback • Additional data	PD	BoS/ PC, SSLC	**Each PC & SSLC**
Report to University-level Committees		Academic Services, Dean of Validation	VIP Committee	**Feb/June**
Discuss University-level issues		Dean of Validation	Senate, UET/ExCo	**As needed**
APE update Actions updated/ monitored		PD, Principal, *Chair of Course Board*[2]	BoS/PC, *Course Board*	**By last BoS**

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Use APE to commence development cycle for new APE.

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[2] Relevant to some institutional partnership programmes only.

Postgraduate Research Timetable

Monitoring and development of previous year's APE via Course Board and SSLC. Overseen by PD and HoD.

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Activity	Input	Responsibility	Committee(s)	Timing
Review and planning Identify broad issues to be covered in new APE	• Previous year's APE • Institution and University strategic developments	PD, HoD	PC	**Jul-Aug**
Draft APE Incorporate inputs as they become available. Identify and incorporate any development support needs for each action.	• PTES survey data • Assessment Board data/ External Examiner comments and any actions arising • External Examiner report(s) • Resit Assessment Board data	PD in liaison with HoD	BoS/ PC	**Jul-Nov**
APE meeting Meeting to discuss APE's interaction with Institution plan	• Institution/ School plan and impact of any strategic aspects • Resource implications	Principal, HoD, PD	Inst. Manag. Committee/ School Exec	**As needed**
Confirmation that **APE is ready for receipt by Board of Studies** (or PC for IP provision)		PD	BoS/ PC	**Dec - Jan**
First stage consideration and approval of APE		Principal	BoS/ PC	**Jan- Feb**
Student input Discuss and update APE	Targeted focus groups and other forms of feedback might usefully be used here in addition to SSLC	PD	SSLC,BoS PC	**First SSLC**
Receipt/ approval by Course Board (receipt for Validated provision, approval for Institutional provision)				**Nov/Dec**
Monitoring and updates	• Matters arising • Additional feedback • Additional data	PD	BoS/ PC, SSLC	**Each PC & SSLC**
Report to University-level Committees		Academic Services, Dean of Validation	VIP Committee	**Feb/June**
Discuss University-level issues		Dean of Validation	Senate, UET/ExCo	**As needed**
APE update Actions updated/ monitored		PD, Principal, *Chair of Course Board*[3]	BoS/PC, *Course Board*	**By last BoS**

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Use APE to commence development cycle for new APE.

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[3] Relevant to some institutional partnership programmes only.

Completing the form – Taught Programmes

Section 1 – Programme Details & Tracking

Purpose: To provide the School Board of Studies with an overview of responsibilities and progress

Completion: Complete the 'Progress Tracking' section as the APE progresses through the year.

Section 2a - Covid-19 Impact

Please provide a brief overview of any additional key changes made to the operational elements of the programme overall for 2020/21 (not already implemented in 2019/20) due to the on-going pandemic. These can be at overall programme level, you do not need to identify changes for each module. Please also provide a brief reflection on the short- and long-term impact of these changes.

Section 2b – External Examiner Reports

Please use this space to highlight areas of good practice, recommendations and comments made by the External Examiner(s) formally within the report as well as any relevant verbal feedback.

Please note actions being taken in response to recommendations must be reflected in each programme's APE Action Plan with appropriate actions and dates for resolution.

Section 3 – Areas for Improvement Action Plan

The action plan should provide an update of any <u>incomplete actions</u> from the preceding year's action plan **and outline new actions arising from the evaluation process not already captured in Section 2 action planning**.

For each action a number of pieces of information are requested:

- **Area for Improvement** – Indicate the broad area e.g. arising from data, feedback (student/ external examiner/ professional body etc.) and enhancement activity related to quality and standards, strategic hubs, thematic element. Identify the specific issue and how/where it was identified (for example SSLC)
- **Action taken or to be taken** - provide a broad indication of the proposed action
- **Action Owner** - identify the individual(s)/team responsible for bringing the development forward and reporting back via the APE (also note the individual / body responsible for monitoring progress where different)
- **Intended impact or actual impact of action** - what will change as a result of the development
- **Deadline** - proposed completion date of action (or actual completion date if action has been taken)
- **Status of action** - status should be updated regularly to reflect progress, challenges

Section 4 – Your Voice, Our Actions

Identify specific changes made to the programme following feedback from students, either through student surveys or via other channels. This section should be shared via SSLC and in any fora where it will have a positive impact on the student body. This will ensure the feedback loop is closed prior to the point at which student surveys are released in the academic year.

Section 5 – Management Information

This section of the APE provides an opportunity to comment on programme level data including data on admissions, progression, degree class distribution, and student survey scores which will support programmes in reflecting on any changes and trends highlighted by the data.

Following each table a reflection of the last 3 years is required, including any reasons for changes and any trends, a comment on performance against School/ Programme targets as well as the programmes performance against wider University targets.

Completing the form – Research Programmes

Section 1 – Programme Details & Tracking

Purpose: To provide the School Board of Studies with an overview of responsibilities and progress

Completion: Complete the 'Progress Tracking' section as the APE progresses through the year.

Section 2a - Covid-19 Impact

Please provide a brief overview of any additional key changes made to the operational elements of the programme overall for 2020/21 (not already implemented in 2019/20) due to the on-going pandemic. These can be at overall programme level, you do not need to identify changes for each module. Please also provide a brief reflection on the short- and long-term impact of these changes.

Section 2b - Developments on Academic Year Under Review & Future Enhancements

Please provide a reflection of any developments that have taken place in the previous academic year and any future enhancements that may have arisen:

Section 3 – Approved Research Supervisors

Please use this space to provide a list of approved Category A or Category B research supervisors.

Section 4 – Areas for Improvement Action Plan

The action plan should provide an update of any <u>incomplete actions</u> from the preceding year's action plan **and outline new actions arising from the evaluation process not already captured in Section 2 action planning**.

For each action a number of pieces of information are requested:

- **Area for Improvement** – Indicate the broad area e.g. arising from data, feedback (student/ external examiner/ professional body etc.) and enhancement activity related to quality and standards, strategic hubs, thematic element. Identify the specific issue and how/where it was identified (for example SSLC)
- **Action taken or to be taken** - provide a broad indication of the proposed action
- **Action Owner** - identify the individual(s)/team responsible for bringing the development forward and reporting back via the APE (also note the individual / body responsible for monitoring progress where different)
- **Intended impact or actual impact of action** - what will change as a result of the development
- **Deadline** - proposed completion date of action (or actual completion date if action has been taken)
- **Status of action** - status should be updated regularly to reflect progress, challenges

Section 5 – Your Voice, Our Actions

Identify specific changes made to the programme following feedback from students, either through student surveys or via other channels. This section should be shared via SSLC and in any fora where it will have a positive impact on the student body. This will ensure the feedback loop is closed prior to the point at which student surveys are released in the academic year.

Section 6 – Management Information

This section of the APE provides an opportunity to comment on programme level data including data on admissions, progression, degree class distribution, and student survey scores which will support programmes in reflecting on any changes and trends highlighted by the data.

Following each table a reflection of the last 7 years is required, including any reasons for changes and any trends, a comment on performance against School/ Programme targets as well as the programmes performance against wider University targets**.**

Completing the form – INTO Programmes

Section 1 – Programme Details & Tracking

Purpose: To provide the School Board of Studies with an overview of responsibilities and progress

Completion: Complete the 'Progress Tracking' section as the APE progresses through the year.

Section 2a - Covid-19 Impact

Please provide a brief overview of any additional key changes made to the operational elements of the programme overall for 2020/21 (not already implemented in 2019/20) due to the on-going pandemic. These can be at overall programme level, you do not need to identify changes for each module. Please also provide a brief reflection on the short- and long-term impact of these changes.

Section 2b - Developments on Academic Year Under Review & Future Enhancements

Please provide a reflection of any developments that have taken place in the previous academic year and any future enhancements that may have arisen:

Section 3 – External Examiner Reports

Please use this space to highlight areas of good practice, recommendations and comments made by the External Examiner(s) formally within the report as well as any relevant verbal feedback.

Please note actions being taken in response to recommendations must be reflected in each programme's APE Action Plan with appropriate actions and dates for resolution.

Section 4 – Areas for Improvement Action Plan

The action plan should provide an update of any underline actions from the preceding year's action plan **and outline new actions arising from the evaluation process not already captured in Section 2 action planning**.

For each action a number of pieces of information are requested:

- **Area for Improvement** – Indicate the broad area e.g. arising from data, feedback (student/ external examiner/ professional body etc.) and enhancement activity related to quality and standards, strategic hubs, thematic element. Identify the specific issue and how/where it was identified (for example SSLC)
- **Action taken or to be taken** - provide a broad indication of the proposed action
- **Action Owner** - identify the individual(s)/team responsible for bringing the development forward and reporting back via the APE (also note the individual / body responsible for monitoring progress where different)
- **Intended impact or actual impact of action** - what will change as a result of the development
- **Deadline** - proposed completion date of action (or actual completion date if action has been taken)
- **Status of action** - status should be updated regularly to reflect progress, challenges

Section 5 – Your Voice, Our Actions

Identify specific changes made to the programme following feedback from students, either through student surveys or via other channels. This section should be shared via SSLC and in any fora where it will have a positive impact on the student body. This will ensure the feedback loop is closed prior to the point at which student surveys are released in the academic year.

Section 6 – Management Information

This section of the APE provides an opportunity to comment on programme level data including data on admissions, progression, degree class distribution, and student survey scores which will support programmes in reflecting on any changes and trends highlighted by the data.

Following each table a reflection of the last 3 years is required, including any reasons for changes and any trends, a comment on performance against School/ Programme targets as well as the programmes performance against wider University targets**.**

A. Taught Programmes - Data Table Templates:

Admissions Data

Applications

Applications for entry in:	Fee Status			TOTAL
	UK & EU	**Overseas**	**Not assigned**	
2016-17				
2017-18				
2018-19				

Intake

Intake - Student Cohort	Fee Status			TOTAL
	EU	**Home**	**Overseas**	
2016-17 year of entry				
2017-18 year of entry				
2018-19 year of entry				

Reasons for student withdrawals/transfers

Reason for withdrawal/transfer	Within academic year/year of study									TOTAL
	2016-17			**2017-18**			**2018-19**			
	PS I	**PS II**	**PS III**	**PS I**	**PS II**	**PS III**	**PS I**	**PS II**	**PS III**	
Academic Fail [2]*										
Transferred [3] / Internal Transfer [11f]										
Personal [7] / Health Reasons [4]										
Financial [6]										
Other [11]										
TOTAL										

*numbers in [ ] correspond with withdrawal reason numbers in SITS

Degree Class Distributions

	First	Upper Second	Lower Second	Third	Lower qual* (Ord, DipHE, CertHE)	Not assigned	TOTAL
Graduating 2016-17							
Graduating 2017-18							
Graduating 2018-19							

B. Research Programmes - Data Table Templates:

This section of the APE provides an opportunity to comment on programme level data on progression monitoring and graduate destinations.

The data tables below have been provided as templates for the information required, following each table a reflection of the last 3 years is required, including any reasons for changes and any trends, a comment on performance against School/ Programme targets as well as the programmes performance against wider University targets**.**

Data Table Templates:

This report is to enable Schools/Departments to monitor the progress of those students whose intended award is a doctoral degree and to ensure that appropriate and timely action is taken by Schools/Departments if necessary. Please populate cells with the number and %.

Full-time, MPhil/PhD & PhD students													
Year	students in population	Submissions within 4 years	% of MPhil students upgraded within 18 months	resubmissions		qualifiers within 5 years	qualifiers in 5 to 7 years	qualifiers outside 7 years	students still active	students qualifying but not with PhD	students in writing-up	students in suspension	students withdrawn
				Minor revisions	Major revisions								
12/13													
13/14													
14/15													
15/16													
16/17													
17/18													
18/19													

This report is to enable Schools/Departments to monitor the progress of those students whose intended award is a doctoral degree and to ensure that appropriate and timely action is taken by Schools/Departments if necessary. Please populate cells with the number and %.

Part-time, MPhil/PhD & PhD students													
Year	students in population	Submissions within 7 years	% of MPhil students upgraded within 24 months	resubmissions		Qualifiers within 7 years	qualifiers in 7 to 10 years	qualifiers outside 10 years	Students still active	students qualifying but not with PhD	students in writing-up	students in suspension	students withdrawn
				Minor revisions	Major revisions								
09/10													
10/11													
11/12													
12/13													
13/14													
14/15													
15/16													
16/17													
17/18													
18/19													

Notes for completion
- these figures should include all internally and externally registered students;
- any part-time overseas students included in this data should normally be registered externally;
- only those students who are currently registered as MPhil/PhD students should be included;
- the census date is 31 July of each academic year;
- Students who switch mode of study from full-time to part-time (or vice versa) before transferring to writing-up are counted as part-time students.

C. INTO Programmes - Data Table Templates:

Admissions Data

Applications

Applications for entry in:	Fee Status			TOTAL
	UK & EU	**Overseas**	**Not assigned**	
2016-17				
2017-18				
2018-19				

Intake

Intake - Student Cohort	Fee Status			TOTAL
	EU	**Home**	**Overseas**	
2016-17 year of entry				
2017-18 year of entry				
2018-19 year of entry				

Reasons for student withdrawals/transfers

Reason for withdrawal/transfer	Within academic year/year of study									TOTAL
	2016-17			**2017-18**			**2018-19**			
	PS I	**PS II**	**PS III**	**PS I**	**PS II**	**PS III**	**PS I**	**PS II**	**PS III**	
Academic Fail [2]*										
Transferred [3] / Internal Transfer [11f]										
Personal [7] / Health Reasons [4]										
Financial [6]										
Other [11]										
TOTAL										

*numbers in [ ] correspond with withdrawal reason numbers in SITS

Degree Class Distributions

	First	Upper Second	Lower Second	Third	Lower qual* (Ord, DipHE, CertHE)	Not assigned	TOTAL
Graduating 2016-17							
Graduating 2017-18							
Graduating 2018-19							