Quality Enhancement Review – University of London

Each year University of London institutions are required to submit a Quality Enhancement Review report summarising key developments over the past academic year. The reports are considered by the University of London Academic Quality Advisory Committee.

Recommended action

Educational Quality Committee is asked to:

- to note the report

Publication: Open
## QUALITY ENHANCEMENT REVIEW

<table>
<thead>
<tr>
<th>Name of College/Central Academic Body</th>
<th>City, University of London</th>
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<tbody>
<tr>
<td>Academic year under review</td>
<td>2017-18</td>
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<tr>
<td>Author of this response</td>
<td>Alison Edridge, Assistant Director (Quality and Academic Development)</td>
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<tr>
<td>Name of College/CAB committee</td>
<td>Educational Quality Committee</td>
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<tr>
<td>considering review report</td>
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The information provided may form a discussion at the Academic Quality Advisory Committee (AQAC). This proforma has two parts:
- **Part 1** asks for summary factual information, mainly about any changes to the College or CAB’s quality arrangements or regulations
- **Part 2** asks for information about current issues and priorities for academic quality enhancement.

## PART 1: INFORMATION UPDATE

Have there been any **SUBSTANTIVE** changes in any of the following in your College/CAB? If so, please attach copies if current document, or provide a web link where they may be found.

### 1. Academic Regulations (Taught)
- **Changes?** Yes | No
- **Web-link:** [http://www.city.ac.uk/about/city-information/governance/constitution/senate-regulations](http://www.city.ac.uk/about/city-information/governance/constitution/senate-regulations)
- **Or Electronic copy attached** Yes | No

### 2. Research Degree Regulations
- **Changes?** Yes | No
- **Or Electronic copy attached** Yes | No

### 3 Programme Quality Assurance Procedures (e.g. for approval, monitoring and review) *For both taught and research programmes*
- **Changes?** Yes | No
- **Web-link:** [http://www.city.ac.uk/about/education/quality-manual](http://www.city.ac.uk/about/education/quality-manual)
- **Or Electronic copy attached** Yes | No

### 4. Procedures for considering reports from External Examiners for taught programmes
- **Changes?** Yes | No
- **Web-link:** [http://www.city.ac.uk/about/education/quality-manual/7-external-examining](http://www.city.ac.uk/about/education/quality-manual/7-external-examining)
- **or electronic copy attached** Yes | No

### 5. Procedures for consideration of the Joint Reports of Examiners of candidates for Specialist Doctorates and the degrees of MPhil, PhD, MPhilStud and MD(Res) and for taking action on them.
- **Changes?** Yes | No
- **Web-link:** [http://www.city.ac.uk/about/education/quality-manual/9-research-degrees](http://www.city.ac.uk/about/education/quality-manual/9-research-degrees)
- **or electronic copy attached** Yes | No

## COLLABORATIVE PROVISION

Does the College/CAB offer any taught or research degrees collaboratively, either with other organisations or with other members of the University federation?
- **Yes** | **No**
- **x**
If yes, please indicate where the current (dated) College or CAB Register of Collaborative Provision may be found:

| Current CP register can be found at web-link: | https://www.city.ac.uk/__data/assets/pdf_file/0009/436644/Collaborative-Provision-Register-2017-18.pdf |
| An electronic copy of current CP register is attached: | Yes | No | X |

REGULATION 1 (applicable to awards of the University of London only) NB: Regulation 1 requires that procedures take account of the QAA UK Quality Code for Higher Education. It includes additional requirements, beyond The Quality Code, in respect of awards which may be conferred and in respect of collaborative provision.

| Is the College/CAB confident that its procedures and the specification of its programmes comply with Regulation 1 of the University of London? | Yes | n/a | No |
| Did the College/CAB make any University of London awards? | Yes | n/a | No |

EXTERNAL EXAMINER REPORTS (applicable to awards of the University of London only)

We confirm that all examination boards had input from at least one External Examiner.

| All External Examiners confirmed the appropriateness of standards and sector comparability of student performance of the awards at each level. | Yes | n/a | No |
| All External Examiners confirmed the appropriateness and due conduct of the processes for assessment and the determination of awards. | Yes | n/a | No |

If you answered ‘No’, please provide details:

ANNUAL PROVIDER REVIEW (APR) STATEMENT

| Which judgement did the College/CAB receive: | ‘Meets Requirements’ | x | ‘Meets Requirements with Conditions’ | ‘Pending’ |
| The APR statement indicated above is for 2016/17. APR did not take place in 2017/18 due to the establishment of the Office for Students and the implementation of a revised regulatory framework. |

TEACHING EXCELLENCE FRAMEWORK (TEF)

| Did the College/CAB make a submission? | Yes | No | x |

As a result of the TEF submission or outcome has the College/CAB identified any enhancement initiatives?

In June 2017, City received a Silver TEF Award and will continue to hold that award until resubmission is required in 2019/20.

PART 2: ENHANCEMENT PLANS

Please respond in relation to both taught and research degree programmes wherever possible.

1. What has been the College/CAB improvement priority with regard to quality and standards in 2017-18?

What, if any, issues were identified and how will the effectiveness of actions taken be measured?

A review and revision of governance arrangements has increased Senate’s direct oversight of quality and standards business through a new Educational Quality Committee. This had previously fallen within the remit of Education and Student Committee which has now been re-purposed to focus solely on strategic matters.

‘Education & Student Strategy 2016-2021’ projects have been progressed throughout 2017/18 and highlights include:

- A review of undergraduate programme assessment strategies was completed and funding for a second phase of the project to undertake targeted work with programmes has been secured.
- A further four undergraduate programmes embedded employability programmes within the curriculum.
- A refreshed Personal Tutoring Policy was approved and the Personal Tutorial Records System was rolled out across City.
- Development of a Student Engagement and Attendance Policy to enable us to provide better and more timely support to students who may be struggling.

The Strategy and associated implementation plan are being revisited in light of significant sector change and to integrate the development of a Student Experience Factors narrative, which describes a student journey where all the functions of the University are effectively working together to deliver a good student experience.

A process review of module evaluation was undertaken and work has now commenced to implement the enhancement recommendations and actions identified.
At research degree level, revisions were made to the template for annual programme evaluation for research degrees to align it more closely with the objectives of the Graduate School, and streamline action planning and reporting, particularly relating to completion rates. Additionally, a high level review of the role of the City Graduate School as a key mechanism for delivery of research student support was initiated and is due to conclude during 2018/19.

2. **How have national developments influenced your enhancement activities?**

As noted in the QER 2016-17, City’s education KPIs are aligned with the TEF metrics. The impending introduction of the Subject-Level TEF has created increased focus on programme level enhancement activities. Reviews were undertaken of City’s policies for periodic review, programme approval, amendment, suspension and termination to align with the Education and Student Strategy KPIs, the requirements of the TEF and consumer law considerations in light of CMA guidance.

3. **Briefly summarise any principal College/CAB-wide enhancement goals arising from student feedback, including the National Student Survey, PRES, PTES, Student Barometer or internal surveys.**

Results from 2018 national surveys are in the process of being analysed and action planning is in progress. Existing work arising from student feedback includes:

- Ongoing development of our estates with new learning and social spaces completed and further developments in progress or planned.
- Implementation of initiatives to enhance the broader student experience and student employability including expansion of micro placement scheme and expansion of CityBuddy provision and development.
- Implementation of a Student Attendance Monitoring and Engagement policy to encourage students’ active engagement with learning and to identify those who might need help so we can take targeted, timely action to support them.
- Ongoing work on assessment strategies across undergraduate programmes including developments to improve quality of feedback.
- Implementation of Personal Tutoring Policy; a refreshed Personal Tutoring Policy sets out the essential role that Personal Tutors take in supporting students at City

4. **How has data on entry profiles, progression and achievement informed enhancement plans?**

Senate considers reports on entry profiles, progression and student achievement. Data on student progression has led to continued focus on initiatives to improve progression rates at both programme and institutional level. Data on entry profiles, progression and achievement are considered at programme level through our annual programme evaluation exercise and inform programme-level action planning.

5. **Please identify any effectiveness review undertaken in the last year (e.g. in relation to programme approval, monitoring and review, use of External Examiner reports, information published to students etc.) and the main issues arising.**

The following areas were reviewed through City’s internal audit process during 2017/18:

- Doctoral supervision
- Effectiveness of Senate

Both of these audits received an overall outcome that “a substantial level of assurance can be given to the adequacy and effectiveness of systems of internal control...”.

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