

Code of practice for annual programme review: taught programmes

Academic year 2018/19

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Introduction

1. This *Code of practice for annual programme review: taught programmes* applies to all taught programmes at the University of Surrey and its Associated and Accredited Institutions which lead to the University awards as described in the [Regulations for taught programmes](#).

Definitions

2. **Programme** – any stand-alone, approved curriculum followed by a student, which contributes to a qualification from the University of Surrey or otherwise carries academic credit. The provision may be of any length or credit value, and includes pre-defined programmes leading to a specific qualification, multidisciplinary programmes and pathways through a modular scheme

Revised process for annual programme review for reporting on 2017/18: undergraduate programmes

3. The annual programme review process for reporting on 2017/18 for undergraduate programmes has been amended for University delivered programmes. The standard reporting on student performance by analysis of data will remain but the narrative analysis element of the process will be replaced by a pilot Subject level TEF exercise. This will take place throughout 2018/19 in preparation for the introduction of the actual [Subject level TEF](#) in 2019/20.
4. References in the paragraphs below that relate to data are applicable to both undergraduate and taught postgraduate programmes and references to narrative relate to taught postgraduate programmes only. Associated and Accredited Institutions should carry out the annual review process in the usual way.

Purpose, aims and scope of the annual programme review process

5. The annual programme review process is aimed at continuous improvement of the quality of the taught programmes offered by the University. The main function of the annual programme review process is to provide a regular check on ongoing learning and teaching provision at an operational level.
6. The annual programme review process enables the University to reflect on:
 - existing learning opportunities for students
 - achieved academic standards
 - the continuing currency and relevance of learning opportunities and academic standards
7. The annual programme review process covers all undergraduate and postgraduate taught programmes leading to a University award or stand-alone credit and offered by the University of Surrey and its Associated and Accredited Institutions.
8. The principles of the annual programme review process are based on the Expectations and Core and Common practices of the Quality Assurance Agency [UK Quality Code for Higher Education](#)¹
9. The effectiveness of the annual programme review process is ensured by following up recommendations for appropriate actions and the provision of clear roles, responsibilities and reporting processes for all members of staff involved. As a

¹ The UK Quality Code for Higher Education is currently undergoing substantial revision; a set of revised Expectations and Practices were published in March 2018. The full Code, including the advice and guidance that underpins the Expectations and Practices, is due to be published in November 2018.

result, the effective and prompt follow-up of recommendations will protect the interests of current students and allow any staff and resource development needs that are identified to be addressed.

10. The University considers the annual programme review process to be a key contributor to its quality enhancement policy, helping to identify and disseminate good practice across all programmes.
11. A separate annual report must be produced for every programme of study, or cluster of related programmes (pathways).
12. All permanently or temporarily closed programmes must undertake annual programme review during the process of teaching out, including during the final year of the programme(s). The main reporting template should be used during the teaching out period and all relevant sections should be completed as appropriate. The focus of the programme review process should be on the student learning experience and on how any issues and recommendations identified have been addressed and followed-up.
13. An overview of the annual programme review process for Surrey undergraduate and postgraduate programmes is attached in Appendix 1.

Roles and responsibilities

14. The programme review report can be presented for a single programme or a cluster of cognate programmes of study. The rationale for presenting a cluster of programmes as a single report must be considered very carefully and a special note to outline the rationale presented together with the combined report. It is also important to ensure that measures have been taken to enable effective scrutiny of any specific issues arising from individual programmes included in the report as a part of a group.
15. In cases of a review process for a joint honours or major/minor programme, the Department/School responsible for the programme should produce the report.
16. Normally, the annual programme review report is discussed at a designated annual programme review Board of Studies meeting or a dedicated section of the Board of Studies meeting. The annual programme review report template should be used to ensure that all relevant matters are covered.
17. Where programme(s) to be reviewed are delivered through an education partnership, there should be appropriate representatives of all partners contributing to the annual programme review meeting.
18. Student input to programme evaluation is a central element of the annual programme review process and it is vital to ensure that the process allows the views of the student body to be represented.
19. Where student or partner representatives are present at the Board of Studies meetings that consider annual programme review reports, the meeting agenda may include a Reserved Business section for any discussions to be attended by staff members only.
20. It is the responsibility of the Chair of the Board of Studies to ensure that annual programme review reports have been approved by the Board of Studies, and that an electronic copy of the report with appendices and the Board of Studies' minutes are submitted to the Faculty Associate Dean (Learning and Teaching) for further consideration and approval.

21. The relevant Board of Studies' minutes must reflect the outcome(s) of the annual review, follow-up action taken, recommendations and examples of good practice, as appropriate.
22. Once individual annual programme review reports have been approved by the relevant Board of Studies, the Faculty Associate Dean (Learning and Teaching) submits an overview of annual programme review reports and appendices, including all individual annual programme review reports and a list of all taught undergraduate and postgraduate programmes with dates of the submission of annual programme review reports for these programmes, to the Directorate of Quality Enhancement and Standards (QES): gesadmin@surrey.ac.uk. The templates for the individual programme review reports and Faculty overview reports for undergraduate and taught postgraduate programmes are available to download from the [QES website](#).
23. The University defines roles and responsibilities of various members of staff, organisational bodies and committees involved in initiating and managing the annual programme review process, as described in Table 1 below.

Table 1: Annual programme review process: a summary of roles and responsibilities

Role	Responsibilities	Reporting to
Programme Leader	To obtain and analyse the dataset produced by the Strategic Planning department; To prepare the annual programme review report using the standard template; To send the report to the Chair of Board of Studies in good time for presentation to the Board of Studies meeting.	Board of Studies
Chair of Board of Studies / Board of Studies meeting	To discuss the report; To agree recommendations and SMART action plan; To discuss the follow-up actions from the previous annual programme review report; To record in minutes	Associate Dean (Learning and Teaching)
Associate Dean (Learning and Teaching)	To discuss any issue of Faculty-wide concern; To identify any examples of best practice for the attention of the University; To use annual programme review reports to inform objectives; To use annual programme review reports to inform periodic reviews	Faculty Learning and Teaching Committee
Associate Dean (Learning and Teaching)	To summarise Faculty Learning and Teaching Committee's discussions and concerns; To summarise recommendations and follow-up actions; To submit an overview report, individual annual programme review reports and a spreadsheet with dates of submission of these reports to the Directorate of Quality Enhancement and Standards who will submit the overview report to the Quality and Standards Sub-committee	Quality and Standards Sub-committee; Directorate of Quality Enhancement and Standards / the Academic Quality Officer (Enhancement and

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		Taught Programmes)
Quality and Standards Sub-committee (QSS)	To review Faculty overview reports and to: <ul style="list-style-type: none"> consider any serious issues and concerns; review the follow-up recommendations; discuss any actions required; consider the examples of good practice for dissemination; produce a set of recommendations for the University Learning and Teaching Committee to consider and approve. 	University Learning and Teaching Committee Directorate of Quality Enhancement and Standards / the Academic Quality Officer (Enhancement and Taught Programmes)
The Academic Quality Officer (Enhancement and Taught Programmes), Directorate of Quality Enhancement and Standards	To prepare a summary report to University Learning and Teaching Committee (all Faculty overview reports attached); To highlight in the report examples of best practice for dissemination across the University and recommendations produced by QSS	University Learning and Teaching Committee
University Learning and Teaching Committee	To receive and discuss the summary report and approve any actions/recommendations required; To report to Senate and back to Faculties.	Senate; Faculties (via Associate Dean (Learning and Teaching)).

Timescale for annual programme monitoring and review

24. The University deadline for completion of the full review cycle for all taught programmes is end of March/beginning of April.
25. The University requires that the annual programme review process takes place in a consistent cycle to ensure the efficiency of the process to review student learning opportunities and academic standards and to allow the current students to benefit from the annual programme review process.
26. Therefore, Faculties must prepare and consider annual programme review reports for undergraduate and postgraduate programmes within the following period(s):
 - undergraduate programmes: September – December
 - taught postgraduate programmes: November – February
27. The overall schedule for dealing with the annual programme review reports is as described in Table 2 below:

Table 2: Schedule for the consideration and approval of annual programme review reports

Programme level	BI data release	Board of Studies meeting	Deadline for submission of the Faculty overview annual programme review report to the Directorate of Quality Enhancement and Standards	To be considered by Quality and Standards Sub-committee
Undergraduate programmes	Early November	To be held by 30 November	By the end of December	End of January
Taught postgraduate programmes	Early January	To be held by 30 January	By the end of February	End of March-beginning of April

Approaches to and structure of the annual programme review report

Evidence-based approach

28. The annual programme review process is action-focused and is based on various sources of evidence. Programme teams must use a range of qualitative and quantitative data to evaluate the success of their programme, including the Business Intelligence (BI) tool, feedback from external examiners, students and staff.
29. Datasets from BI will be released by Strategic Planning in accordance with the schedule shown in Table 2 above.
30. Normally, the following types of documentation should be used for preparing the annual programme review report (the list is not exhaustive):
 - (i) the relevant Faculty Learning and Teaching Plan;
 - (ii) external examiners' reports from the previous academic year (undergraduate programmes), and any reports that have been received for the current academic year by date (taught postgraduate programmes), along with programme team/Department/School responses to external examiners. In cases where the external examiners' reports have not been received, reference should be made to any comments made by external examiners either in writing or during the Board of Examiners' meeting (as recorded in minutes);
 - (iii) student feedback on individual modules and programmes, gathered via internal mechanisms, for example, MEQs, Surrey Student Survey, Staff Student Liaison Committee meetings, focus groups, discussions at Board of Studies meetings;
 - (iv) student feedback gathered via external mechanisms, such as quantitative and qualitative data from National Student Survey (NSS), Postgraduate Taught Experience Survey (PTES), and any other external surveys, as applicable;
 - (v) staff feedback, gathered via internal surveys and questionnaires, or via departmental and Faculty meetings, where possible;

- (vi) feedback from alumni (gathered from former students and their employers), where possible;
- (vii) a set of statistical data reports available via the BI tool for the relevant year to enable monitoring of student admission, progression, retention and achievement;
- (viii) relevant programme specifications (approved via the University standard validation procedure);
- (ix) relevant module descriptors;
- (x) league table data, in relation to key competitors;
- (xi) any other information relevant to the programme(s) for that year, including Professional, Statutory and Regulatory Body (PSRB) accreditation where applicable.

Using data for identifying potential areas of risk

- 31. The APR data accessed via the BI system allows programme teams to efficiently evaluate and address potential areas of risk in terms of the provision of learning opportunities and academic standards.

Structure and format of the annual programme review report

- 32. University annual programme review report templates are available for downloading from the [QES website](#) and should be used as appropriate.
- 33. Annual programme review reports must be evidence- based, focused on the evaluation of the learning opportunities provision and quality enhancement as well as summarising follow-up/SMART action plans, and be concise and relevant.
- 34. The annual programme review report should include a list of programme(s) reviewed, the date of the Board of Studies meeting, and be signed by the Chair of Board of Studies and approved by the Associate Dean (Learning and Teaching). The main sections of the annual programme review report templates include the following areas:
 - follow-up actions from the previous year's report
 - academic standards
 - quality enhancement
 - student experience
 - summary action plan
- 35. The following documentation should be attached to the annual programme review report as appendices:
 - action plan from the previous year's annual programme review report
 - external examiner(s)' report for the previous academic year with the inserted response/feedback comment(s) sent back to external examiner(s) by the programme team/Department/School
 - datasets on student progression, retention and achievement and NSS and PTES (where applicable)

36. Programmes that had been scheduled to hold an interim review as a result of a validation/periodic review should use the annual programme review process to do so (use Section 8 of the annual programme review report template for undergraduate programmes and Section 7 for taught postgraduate programmes, to download from the [QES website](#), as applicable).

Faculty overview reports of annual programme review reports

37. Associate Deans (Learning and Teaching) submit separate Faculty overview reports of annual programme review reports for undergraduate and postgraduate programmes to the Quality and Standards Sub-committee (via the Academic Quality Officer (Quality Enhancement and Taught Programmes)) in accordance with the schedule described in Table 2 above.
38. Faculty overview reports should be prepared using the standard template, which is available to download from the [QES website](#). The report template includes the following sections:
- Faculty Learning and Teaching Strategy
 - overview of issues arising and actions from the previous year's annual programme review reports
 - progression and retention
 - degrees awarded
 - student feedback and satisfaction (to include NSS and PTES results plus any other available data for taught postgraduate programmes)
 - quality enhancement and good practice
 - summary action plan
 - issues to bring to the University's attention
39. A summary of strategic issues for the University's attention may include significant issues regarding the learning facilities and resources such as Library and IT resources, central teaching spaces, laboratory spaces or timetabling.
40. A list of current programmes and associated individual annual programme review reports should be included in the Faculty overview of annual programme review report as attachments.

Outcomes of the annual programme review process

Identifying and disseminating best practice

41. One of the important outcomes of the annual programme review process is identification and dissemination of best practice. Therefore, programme teams should also focus on evaluating and highlighting areas of good practice in all areas related to the provision of student learning opportunities.

Follow-up actions

42. The annual programme review reports should include any actions discussed and approved during the Board of Studies meeting (SMART action plan) and the timeframe within which these actions should be completed. The actions taken as a result of the annual programme review process should be considered during the annual programme review the following academic year.

Feedback on the annual programme review process

43. The outcomes of the annual programme review must be fed back to members of staff, students and all those involved in the process. The overview summary of annual programme review reports is discussed and approved by University Learning and Teaching Committee and, following successful approval, the Associate Deans (Learning and Teaching) should report on the outcomes of the annual programme review process to students and members of staff either through Faculty Learning and Teaching Committee, Board of Studies or Staff/Student Liaison Committee meetings as an annual standing item.

Publishing the annual programme review report

44. Annual programme review reports are published on the [University Intranet pages](#) and available to members of staff to be downloaded at any time (University username and password required). Chairs of Boards of Studies and Associate Deans (Learning and Teaching) must ensure that all information provided in the annual programme review reports is correct and relevant and submitted to the Directorate of Quality Enhancement and Standards by the required deadline, as described in paragraphs 24 - 26 above.

Changes to the programme

45. Following the annual programme review process, some changes to programme(s) and/or module(s) could require further actions. The University has a standard procedure to accommodate major/minor amendments to programmes/modules and further information, such as the various types of amendments that can be considered through the modification process, can be found in the [Code of practice for programme lifecycle processes](#).

Collaborative provision: annual review report for Associated and Accredited Institutions

46. Associated and Accredited Institutions offering programmes leading to awards of the University of Surrey are expected to submit an annual review report to the University by the beginning of January each year. The report is designed to confirm that the Institution has in place appropriate procedures for ensuring academic standards and quality and for quality enhancement which are subject to evaluation and review. The report should be self-critical, based on facts arising from the operation of programmes leading to awards of the University of Surrey, and have been subject to an approval process within the institution. The report should be approved and signed by the Principal or their nominee (a member of senior management team).
47. An electronic copy of the report with appendices should be submitted to the Academic Quality Officer (Collaborative Provision and Postgraduate Research), Directorate of Quality Enhancement and Standards, University of Surrey via e-mail: gesadmin@surrey.ac.uk by no later than 10th January each year.
48. The Associated and Accredited Institutions' annual review reports should include the following attachments:
- a list of Surrey validated programmes with attached individual annual programme reports;
 - Educational Oversight: a process analysis (where applicable).
49. The Associated and Accredited Institutions' annual review reports should be prepared using the standard template, which is available to download from the [QES website](#). The report includes the following sections:

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- (i) organogram(s) of quality assurance committees and key personnel to provide an overview of the Institution's quality assurance framework with, if appropriate, a commentary on significant changes;
- (ii) where applicable, a review of the implementation of the SMART action plan or any recommendations agreed by the University's Institutional Review;
- (iii) a review of progress with the action plan, devised to address issues arising from the previous year's annual review report to the University from individual annual programme review reports, reports from external examiners and reports from external accrediting bodies;
- (iv) an analysis of data on student recruitment, progression and achievement by each programme, complemented with a commentary on trends over the past three years in recruitment, retention and awards. A detailed set of statistical information for the relevant year should be attached to the report in a table format;
- (v) a summary of comments from external examiners' reports (commendations and recommendations);
- (vi) student satisfaction and feedback, including NSS score results (where applicable) and any other quantitative and qualitative data related to student satisfaction and student engagement;
- (vii) an evaluation of the effectiveness of quality assurance and enhancement systems with examples to demonstrate where external examiners' reports, feedback from students and staff and the findings of external bodies eg QAA, Ofsted, IBMS may have influenced change;
- (viii) student placements;
- (ix) a brief résumé, if appropriate, of the number and outcome of cases presented through the appeals, complaints and grievance procedure of the Associated Institution;
- (x) a summary of issues arising from quality assurance and enhancement processes, in the form of an action plan, to be addressed by the institution and/or at programme(s) level or for the attention of the University;
- (xi) quality enhancement and good practice;
- (xii) Educational Oversight procedures.

Appendix 1 - Overview of the annual programme review process for undergraduate and taught postgraduate programmes

