

LTC12D030

Title: Course Review
Circulation: Learning and Teaching Committee – 24 October 2012
Agenda: LTC12A001
Version: Final
Status: Open

MODULE REVIEW AND ANNUAL COURSE MONITORING & UPDATE

The Learning and Teaching Committee approved new processes for the monitoring and review of modules and courses for implementation in 2011-12.

Background

The revised approach to monitoring and review was developed following a thorough review of policy and procedure for: module monitoring; course update; periodic programme review; and within each of these, student evaluation. Informing the process was the need for robust quality assurance and enhancement in keeping with the University's Corporate Plan. The new processes have been designed to meet the University's needs, whilst being mindful of external agency requirements (including the Quality Assurance Agency and Professional, Regulatory and Statutory Bodies). A core principle was the need to be more efficient, thus reducing the workload, whilst still ensuring efficacy and fitness for purpose.

Key features

A key feature of the new processes is that they take a risk-based approach, particularly with regard to module review. The main changes are:

- Course monitoring and update: to remain an annual event. The focus of the revised policy and procedure is at the level of the course rather than the module on the basis that course coherence (including course content and currency, learning, teaching and assessment methods and learning outcomes, inter alia) is critical to the student experience and academic standards. The outputs of course monitoring and update are one of the 'trigger' points determining which modules are to be reviewed.
- Module review: each module to be reviewed at least once during a five-year cycle unless certain identified 'triggers' dictate more frequent review (see later for details).
- Course review: to continue broadly as now with a few tweaks to the process.
- Student evaluation: new annual internal 'NSS Plus' survey during each year below final year utilising NSS questions with additional questions regarding students' views of their modules. These additional questions will be sent to final year students who otherwise undertake the external NSS. Module evaluation by students each time that a module is run thus becomes optional unless outputs of course monitoring and students' survey outcomes suggest otherwise.

ANNUAL COURSE MONITORING AND UPDATE

- Purpose:**
- To evaluate the course to inform quality assurance and enhancement
 - To update the course
 - To trigger module(s) review (where necessary)
 - To identify and share good practice

Frequency: Annual

- Process:**
- **Lead** to be nominated by the **Head of School** (or HoS may delegate to the School Director (Learning, Teaching and Quality))
 - A course monitoring meeting to be arranged to consider all data
 - Monitoring and update to take account of:
 - course overview (including gaps and overlaps)
 - course learning, teaching and assessment strategies
 - course structure, content and assessments
 - course currency (learning outcomes, knowledge, skills and practice, where relevant)
 - student engagement and achievement (including feedback to students)
 - external examiners' feedback (in view of timescale i.e. prior to submission of their reports) take into account comments at Boards of Examiners' meetings in respect of current session)
 - PSRB requirements (where relevant)
 - NSS/PTES/Internal annual survey feedback (N.B. Internal annual survey to be managed by the Business Intelligence Unit of the Planning Office. This survey will cover undergraduate, and integrated masters. It will include questions about modules. Final year students' comments are obtained via national NSS/PTES to which the University may add up to five additional questions. Short internal survey of final year students' to include questions about modules. Students to be informed at the beginning of each year that they will be required to complete an online survey like the NSS. Students must also be informed of outcomes of previous year's surveys in a "you said... we did" format)
 - strategies and activities in respect of employability (Note: separate reports to Faculty LTQC and LTC no longer needed)
 - the report and action plans from the previous year
 - feedback from Staff Student Liaison Committees.
 - Outputs to cover:
 - Proposed amendments to programme specifications and course profiles and the reasons for these
 - A report covering three areas
 1. Academic standards
 2. Student learning experience (including opportunities to demonstrate learning outcomes, resources and other forms of support)
 3. Enhancement (setting out changes/improvements and the reasons for these)
 - An action plan, including identification/dissemination of good practice and changes
 - **Lead** submits report to School Director (LTQ)
 - **School Director (LTQ)** reviews reports of all reviews undertaken in each session, summarising good practice and action plans and approves (where appropriate) amendments to programme specifications/profiles
 - **School Director (LTQ)** submits these to Head of School and Faculty Associate Dean (LTQ)

Process resolved LTC 29.6.11 (LTC 10A007)

LTS Management /QAA

Module and course monitoring 2011-12 20111021 v4 AJB

- **Faculty Associate Dean (LTQ)** confirms with School Director (LTQ) any module(s) requiring review
- **Faculty Associate Dean (LTQ)** confirms to LTC that process has been undertaken, drawing attention to good practice and/or university wide issues.
- **Faculty Associate Dean (LTQ)** co-ordinates dissemination of good practice within/across Faculties
- **School Director (LTQ)** co-ordinates dissemination of good practice within School

Points to notes:	
Timescale for completion of annual programme monitoring and update:	within two weeks of meetings of Boards of Examiners: May/June for most UG programmes; November for most PGT programmes
Access to programme monitoring and update forms	via Blackboard
Joint courses	Joint courses require especially careful consideration. They may cover a School, a Faculty or cross Faculties or are owned by a Faculty acting as a School. The Lead must consult the Course Director (School of Students' registration) and the Assistant Course Director(s) in the other School(s).
PSRB requirements	PSRB requirements which may stipulate the content/style of report must be observed

MODULE REVIEW

Purpose: Risk-based evaluation of module to inform quality assurance and enhancement

Frequency: Minimum of once per five-year review cycle, **unless** one or more of the following triggers are present.

- Trigger one: module monitoring recommended in periodic review and/or annual programme monitoring and update action plan;
- Trigger two: the module is a new one and is within the first two years of its introduction;
- Trigger three: there is a new organiser of the module;
- Trigger four: there are changes to the module which the School Director (LTQ) considers should be evaluated;
- Trigger five: there has/have been (a) concern(s) arising from previous module evaluation during the last cycle **that remain(s) unresolved within the School**
- Trigger six: there are issues arising from student module evaluation (if done) or arising from the annual student survey.
- Trigger seven: there are staff within their probationary period undertaking substantial amounts of teaching on the module.

Process:

- **School Director (LTQ)** determines which module(s) require review in light of 'triggers';
- **Module Organiser** agrees with School Director (LTQ) (delegated to Course Director in some Schools) the methods and focus of review and must include student evaluation;
- **Module Organiser** undertakes review and completes short report for the School Director (LTQ) (or delegated Course Director);
- **Delegated Course Director** considers report and agrees action plan with the Module Organiser and submits both to School Director (LTQ); *(or School Director (LTQ) acts directly)*
- **School Director (LTQ)** reviews all modules reviews undertaken in each session and submits with summary of good practice and action plans to Head of School and Faculty Associate Dean (LTQ);
- **School Director (LTQ)** co-ordinates dissemination of good practice within School
- **Faculty Associate Dean (LTQ)** confirms to LTC that process has been undertaken, drawing attention to good practice and/or university wide issues. FAD (LTQ) co-ordinates disseminate of good practice within and across Faculties
- **One** form is used

Notes	
Timescale for completion of Module Review:	within one month of end of module
Access to Module Review schedule and forms	via Blackboard
Student evaluation of modules:	<ul style="list-style-type: none"> ➤ is optional at the level of the individual module for evaluation of teaching and CPD for teaching team. ➤ is mandatory if the module is being reviewed under the process described above ➤ otherwise, students' views about their modules will be sought via an annual University questionnaire about their university experience.

COURSE REVIEW

Purpose:

- A critical review of taught provision to inform strategic planning.
- To reflect on curriculum design, teaching and assessment.
- To plan for the next 5 years: quality assurance and enhancement of the course, inform currency of the course and/or inform course closure.

Note: Emphasis is on the outcome following a panel event (rather than on the completion of the report for the panel).

Frequency: Quinquennial

Responsibility: Course Director to lead and manage a team of people leading up to the review.

Process: Data collected and analysed leading to a SWOT analysis with a report to inform a panel event with as much data as possible to be available electronically. After the panel event an action plan would inform future changes and development. Essential review data for the SWOT analysis and report:

- Annual monitoring reports (last 5 years)
- Any module evaluations
- Data Warehouse - Marketing and Admissions reports, current student data
- Equality and diversity data
- Employability data (Careers Centre), employability action/activities in Schools and employers' views
- SSLC data
- Action plans from NSS/PTES and from new internal annual survey
- Programme specification and relevant subject benchmark statement(s)
- Learning Outcomes
- Assessment data
- Admissions information and processes
- School management arrangements for quality assurance/ enhancements
- External examiners' reports and responses
- Library resources
- Learning resources

Panel membership:

Chair (Faculty Associate Dean (LTQ), Head of School or School Director (LTQ) who should not be a member of the School(s) whose course(s) is/are under review); one member from another Faculty; a subject specialist external to UEA (must not be an external examiner); two students' representatives; a Service user if applicable
Support available from the Learning & Teaching Service for identifying and organising a panel noting the importance for panel members to have some QA/E experience, or want to acquire QA/E experience.

May be a conjoint event with PSRBs as appropriate.

Outcome: Action plan written by Course Director to inform ongoing developments / improvements and enhancements. This will be reviewed in subsequent annual course monitoring and update.

Number of opportunities to be specified at which good practice may be shared both internally and externally to School: e.g. UEA Learning and Teaching Day, School

away day, School forum, reporting at Teaching Committee/School Board, reporting to LTQC and LTC.

FREQUENTLY ASKED QUESTIONS

- Q** If I want to do a student evaluation exercise on my module and it has not hit a trigger can I do so?
- A** Yes, contact your School Director (LTQ) who will be determining which modules are reviewed each year.
- Q** Recently the University has moved increasingly towards on-line surveys but I find hard copy surveys give a higher return rate – can I continue doing a hard copy survey?
- A** The Learning & Teaching Service (LTS) can only support evaluations undertaken using the SITS survey tool and does not have capacity to support other methods. The on-line survey has the advantages of generating an immediate analysis of the feedback scores, and the system facilitates an immediate response from module organisers (to the results) which students welcome and encourages engagement in evaluation exercises.
- Q** Is it acceptable to gather student feedback via other means than a survey?
- A** Yes, and this is particularly encouraged in years when the module is not subject to formal review.
- Q** Who will keep records of when modules are monitored?
- A** The Learning & Teaching Service will keep records and plans for future monitoring at the module and course level.
- Q** How will I know a trigger has been hit and my module requires monitoring?
- A** Once teaching workload allocations have been determined for the following year the relevant LTS Team Leader will liaise with the School Director (LTQ) over which modules should be monitored in the following year. Any changes in personnel that might generate triggers on additional modules should be notified by the School Director (LTQ) to the LTS Team Leader.
- Q** What questions will be asked in the annual survey and when will it be conducted?
- A** The questions are being finalised at the moment and will be based on the NSS topics with some additional questions about facilities, teaching accommodation and resources and it will provide an opportunity for continuing students to raise issues about the modules they have studied. The current plan is to conduct the survey in February/March each year.
- Q** Who determines what questions can be asked on the student evaluation surveys undertaken as part of module review?
- A** There is no change here, Schools and Faculties can determine the standard question sets to be asked which will be set up as templates. Currently different sets of questions are being asked depending on whether the module is lecture/seminar based, lab based, or contains fieldwork etc. Please seek advice from your LTS Team Leader. It is useful to have a high degree of commonality in the surveys to enable comparisons to be made.

Module Monitoring, Annual Course Update and Course Review

1. Introduction and Summary of the Process

- 1.1 The Learning and Teaching Committee (LTC) of Senate is responsible for overseeing the annual monitoring and regular review of taught provision on behalf of Senate.
- 1.2 **Module Monitoring, Annual Course Update and Course Review** are informed by the QAA's Code of Practice (*Programme design, approval, monitoring and review*)¹.
- 1.2 The three elements of programme monitoring and review, as set out below, apply to all levels of taught modules and courses:

Module Monitoring

Module Monitoring is the first stage of Course Update. Monitoring is carried out by the Module Organiser a minimum of once per five-year review cycle, unless one or more of the following triggers are present:

Trigger 1: module monitoring recommended in periodic review and/or annual programme monitoring and update action plan;

Trigger 2: the module is a new one and is within the first two years of its introduction;

Trigger 3: there is a new organiser of the module;

Trigger 4: there are changes to the module which the School Director (LTQ) considers should be evaluated;

Trigger 5: there has/have been (a) concern(s) arising from previous module evaluation during the last cycle **that remain(s) unresolved within the School**;

Trigger 6: there are issues arising from student module evaluation (if done) or arising from the annual student survey;

Trigger 7: there are staff within their probationary period undertaking substantial amounts of teaching on the module.

Monitoring provides an opportunity for the Module Organiser to reflect upon the delivery of the module and plan for future developments in the context of the Course or Programme. A Module Monitoring report is made by the Module Organiser to the School Director of Learning, Teaching and Quality.

Annual Course Update

Course Update is an annual event incorporating Module Monitoring and comprising the review of module descriptions, programme specifications and course profiles. The timing of Course Update corresponds with the timetable for updating information on the Student Information System. It confirms the

¹ Available at <http://www.qaa.ac.uk/academicinfrastructure/codeOfPractice/section7/default.asp>

information to be published to students on the content and structure of their course in the next academic year. It also feeds into Course Review.

Running parallel to the Course Update process (for example, in the Faculty of Medicine and Health Sciences), Annual Monitoring for some modules and courses will also be required to be reported to their professional body.

Course Review

Course Review is a periodic and strategic review of a cognate group of courses within a School, conducted via a formal review event by a Panel, including external, and as far as is possible, diverse membership, reflecting the profile of the student body. Courses must be reviewed at least once every five years.

In certain circumstances Course Review may be replaced by review or revalidation by a Professional Statutory or Regulatory Body.

1.3 Student Evaluation of Learning and Teaching

Module Monitoring, Annual Course Update and Course Review are informed by feedback from students on the teaching they have received and on their learning experience. The process of gathering feedback from students each time that a module is offered runs in parallel with the processes of Module Monitoring and Annual Course Update.

Additionally, Schools should have mechanisms in place for considering feedback across modules and courses at the level of the School on a semester or annual basis. This process should identify examples of good practice or issues of concern across modules and courses and inform actions to enhance the student learning experience.

Schools have discretion in the methods they can use to gather and consider Student Feedback, providing that the procedures adopted are approved by the School Director of Learning, Teaching and Quality and that the appropriateness, the inclusivity and the robustness of these procedures can be justified. Teachers at the start of their careers, those who are offering a module for the first time or who are experimenting with new teaching styles are likely to wish to gather detailed and specific feedback in addition to the general feedback obtained across modules. Examples of methods of gathering feedback include:

- Module evaluation questionnaire
- Course evaluation questionnaire
- Feedback sessions in lectures, seminars or practical classes
- Student forum
- Staff:Student Liaison Committees

The mechanism for gathering feedback from students should be reviewed at

least once every five years and should aim to ensure that feedback from as broad a range of students as possible be gathered.

In addition to the above, Annual Course Update and Course Review will be informed by the outcomes of the National Student Survey. Schools should receive and consider on an annual basis the detailed information on the student experience provided by the survey.

Prompt and open responses/feedback to students on the comments they have provided is an essential part of the quality management and enhancement system. It is the responsibility of module organisers to ensure that feedback to students takes place in respect of the comments provided by students on the module. It is the responsibility of the School Director of Learning, Teaching and Quality to ensure that students receive feedback from Annual Course Update and Course Review.

It is assumed that students will receive information on the School's response to the feedback they have given via staff/student liaison groups, via student members of Teaching Committees or School Boards or via regular briefings by the School Director of Learning, Teaching and Quality. Feedback must also be by at least one of the following routes:

- via notice boards;
- via the intranet or Blackboard;
- through individual module organisers;
- via email.

Schools should consult with students as to how they would prefer to receive feedback.

2. Annual Course Update

- 2.1 The School Director of Learning, Teaching and Quality is responsible for ensuring that Course Update is completed and for taking an overview across courses. The process of Course Update will be undertaken by Course Directors in consultation with those involved in delivering the course
- 2.2 Course Update is intended to ensure that modules make coherent contributions to a course of which they are core, compulsory or optional elements, as indicated on the course profile. It should also identify aspects of modules where change is desirable or required, and aspects that might be adopted with benefit more widely.

It is the responsibility of Course Directors to take account of changes to modules which form part of the course profile.

At the end of the process it is important that feedback is given to students, to

individual lecturers contributing to the course and to the School by the Course Director(s) and/or the School Director of Learning, Teaching and Quality.

Module Monitoring

2.3 Module Monitoring is the first stage in Annual Course Update. Module Monitoring is the prime responsibility of the Module Organiser. It is carried out each time a module runs with formal reporting on the Module Review proforma.

2.4 Module Monitoring is intended to enable Module Organisers to assess:

- the appropriateness of the content, including issues of inclusivity;
- the effectiveness of the means of learning, teaching and assessment in:
 - (a) engaging the interests of the full range of participating students;
 - (b) enabling the full range of participating students to attain the learning outcomes of the module to the best of their abilities; and
 - (c) demonstrating their attainments accordingly;
- the appropriateness, fairness and validity of assessment.

and thereby identify opportunities for enhancement.

2.5 It is the responsibility of the School Director of Learning, Teaching and Quality to ensure that Module Monitoring is completed and any appropriate corrective or enhancement action taken.

Process of Module Monitoring

2.6 On an annual basis, the Module Organiser should reflect upon the following in order to assure quality and provide potential for enhancing it:

- Student performance;
- The content and structure of the module;
- Learning outcomes and modes of assessment;
- Teaching and learning methods, inclusivity for a range of students, and appropriateness of learning resources;

In so doing, the Module Organiser should refer to the following sources of evidence:

- The teacher's own reflections on the module
- Student enrolments (including equality monitoring data)
- Evidence of student participation and feedback
- Marks achieved in coursework, examinations, course tests, practicals, dissertations etc.

- Number of students referred to reassessment and their performance
- Feedback from students
- Best practice from the sector in developing an inclusive curriculum
- Peer observation

Module Monitoring Report

2.7 Module Organisers should write a brief annual report commenting on the following:

- Student participation and performance;
- Issues of concern, including any constraints that have been experienced;
- Examples of good practice (for example, a teaching style, learning resource or assessment task that worked well);
- A summary of the issues raised via student feedback;
- Amendments made to the module during its delivery or for its next run;
- Any issues of equality, inclusivity or access that have been actively addressed in developing the curriculum;
- Recommendations for future changes and enhancement;
- Confirmation that the content, structure, learning outcomes and modes of assessment for the module remain appropriate.

The module description for the next academic year, including module content, assessment tasks and weighting should be attached to the report.

2.8 Students should be informed about the outcomes of Module Monitoring. It is especially important to acknowledge that students' views have been carefully considered as part of this process. School's arrangements for obtaining and considering student feedback must include a mechanism for summarising and responding to that feedback at the earliest opportunity. In addition feedback on the Module Monitoring process should inform students how their comments and concerns have been taken forward. This should be through the mechanisms listed in 1.3 above.

2.9 Module Monitoring reports should be submitted to the School Director of Learning, Teaching and Quality by **30 September** (Undergraduate units) or **30 November** (Postgraduate units) in the academic year following the session in which the modules were delivered.²

2.10 In addition to the annual cycle of Module Monitoring and Annual Course Update, Schools should consider aspects of teaching and learning in greater depth across modules and courses on a regular basis. This may be focused on Course Review but the School Director of Learning, Teaching and Quality may wish to consider some of the following issues outside Course Review. Each aspect should be reviewed at least every five years and opportunities for

² These dates have been set to take account of the timetable for meetings of Boards of Examiners and the confirmation of reassessment decisions. Variations in these dates will be agreed for those courses operating non-standard academic years.

enhancement identified.

- The appropriateness of learning and teaching methods and the development of fully inclusive curricula
- Assessment strategies, including issues of access for a wide range of students
- Use made in the School of learning resources (e.g. Blackboard, module handbooks, visual aids)
- Other resources (library provision, ICT, staffing, accommodation)
- How feedback from students is obtained, and whether feedback gathered reflects a full range of student views
- Modes of providing feedback to students on their work

Schools should consider gathering specific feedback from students on these issues as part of the review process.

Other sources of information to support this review activity are listed in Appendix E

Process of Course Update

2.11 The Course Director is responsible for reviewing the programme specification and course profile on an annual basis. This should be done in consultation with the course teaching team and may be done via a School Teaching or Course Committee. The Course Director should consider the following:

- The proposed content, structure and assessment mode(s) of all the modules comprising the course as set out in the Module Monitoring reports and provisional module descriptions;
- Comments made on the course in external examiners' reports and, where appropriate, by accrediting or other external bodies;
- Student engagement and achievement as illustrated through assessment and progression data and comparative engagement and achievement of differing student groups (e.g. disabled, international, home minority ethnic, gender, etc).;
- Any feedback from students at the level of the course (including the outcomes of the National Student Survey);
- Whether the modules to be offered make a coherent contribution to the course of which they are a core or compulsory elements and whether there are any areas of overlap or gaps.
- Whether the course remains current in respect of developing knowledge, skills and practice, and continues to take adequate account of relevant

Module Monitoring, Annual Course Update and Course Review

Subject Benchmarks and, where appropriate, the requirements of professional bodies.

- 2.12 If the overview of the course indicates that amendments to the structure, content, teaching methods or modes of assessment for individual modules are required these should be discussed with the Module Organiser and the proposed changes submitted to the School Director of Learning, Teaching and Quality for approval.

Where changes to a module are proposed and the module forms a core or compulsory part of more than one course, all relevant parties should be informed and/or consulted.

It is the responsibility of Course Directors to review provisional module descriptions and ensure that course profiles remain current, taking into account any changes.

- 2.13 The Course Director prepares an Annual Course Monitoring and Update Report confirming that the above process has been completed. The report should include details of any amendments proposed to programme specifications or course profiles, and the reasons for these³ and should identify actions taken to enhance student learning opportunities or the student experience. The report should be submitted to the School Director of Learning, Teaching and Quality no later than **31 January** (Undergraduate courses) or the published date in **March** (Postgraduate courses).⁴
- 2.14 The School Director of Learning, Teaching and Quality reviews updated module descriptions, programme specifications and course profiles and approves amendments where appropriate.

Changes in module descriptions, course profiles and programme specifications will be reported to student representatives, through the appropriate School forum (e.g. the School Teaching Committee, School Board, regular meeting between the School Director of Learning, Teaching and Quality and student representatives, Staff:Student Liaison Committee). Any significant changes of general interest to students should be reported more widely by other methods (as set out in 1.3 above).

Where changes to programme specifications and/or course profiles go beyond minor modifications, the approval of the Associate Dean for Learning and Teaching or the Faculty Learning, Teaching and Quality Committee via Fast Track or full New Course Approval may be necessary.

³ It is recommended that a copy of the updated programme specification, showing tracked changes, is attached to the Course Review proforma to facilitate this process.

⁴ The Learning and Teaching Service publishes a schedule of key dates on an annual basis, which includes deadlines for the completion of each stage of quality assurance and enhancement processes. Variations to this schedule may be agreed where courses run a non-standard academic year.

2.15 Using the information provided by the completed Module Review and Course Update reports, the School Director of Learning, Teaching and Quality prepares a School Summary to confirm that:

- Module Monitoring has taken place in respect of the previous academic year;
- module descriptions have been amended as appropriate;
- review of programme specifications and course profiles has been conducted in accord with the above guidance;
- areas of good practice have been identified.

This report should be submitted to the Faculty Learning, Teaching and Quality Committee by the published date (normally February for undergraduate courses and March for postgraduate courses)⁵.

2.16 In reviewing the completed reports, the School Director of Learning, Teaching and Quality should identify areas of good practice and opportunities for quality enhancement. Schools should have in place arrangements for the dissemination of good practice. The School Director of Learning, Teaching and Quality may identify areas for staff development, which should be communicated to the appropriate person(s) in the School, Faculty or University.

Where work has actively taken place to improve access to learning for disabled students or to develop inclusive curricula, the Equality and Diversity Manager should be contacted so that an Equality Impact Assessment can be derived from the work that has taken place.

Action by the Faculty Learning, Teaching and Quality Committee

2.17 The Faculty Learning, Teaching and Quality Committee scrutinises the reports for areas of good practice, opportunities for quality enhancement, emerging themes, areas requiring Faculty input and any other issues (including issues of principle or those which have University-wide implications) which it wishes to raise with the Learning Teaching Committee of Senate.

2.18 The Faculty LTQC reports to the Learning and Teaching Committee of Senate, confirming that Module Monitoring and Annual Course Update have been properly carried out, good practice has been identified and dissemination has been put in train.

The report should also comment on any emerging themes, areas of good practice and on opportunities for quality enhancement. Faculty LTQCs are encouraged to provide the Learning and Teaching Committee of Senate with

⁵ The Learning and Teaching Service publishes deadlines annually. The deadlines for completion of Module Monitoring and Annual Course Update will correspond with the deadlines for entering information onto the Student Information System for the next academic year.

a flavour of the issues being discussed in Schools and to highlight examples of innovative and/or excellent teaching or assessment, as well as the outcomes of any of the review activity in respect of 2.10 above.

The report shall be submitted to the last meeting of the Learning and Teaching Committee of Senate in each academic year (i.e. the year following the academic year to which the report relates), which is normally in May/June.

3. Course Review

- 3.1 Courses must be reviewed at intervals of no more than five years. The approval of the University's Academic Director of Taught Programmes, acting on behalf of the Learning and Teaching Committee of Senate, will be required for any variation in the Course Review schedule, where a course will be reviewed at an interval longer than five years.

Variant procedures will be agreed with those Schools that are subject to periodic re-validation or periodic review by a Professional or Statutory Regulatory Body. The review schedule for these courses will normally be driven by the requirements of the Professional Body.

- 3.2 It is recommended that, wherever possible, cognate courses are reviewed together. This is not only an efficient use of time and other resources but also an effective way of ensuring that any issues or changes affecting more than one course are considered and any recommendations for action made at the same time. Where cognate courses are separately reviewed, the outcomes of each Review should be made available to the next Review Panel to promote consistency and coherence. Identical procedures apply where a School conducts a Review of a single course.
- 3.3 All courses on which students are currently enrolled must be included in a Course Review, regardless of whether the course has been discontinued or will not recruit in future.

Where a course has been discontinued or will not recruit in future, the Course Director's Report should include a brief explanation of the reasons why the course has been or will be discontinued and comment on the impact this may have had on the School's recruitment and admissions. A note should be made of the impact upon the student experience and of the measures taken by the School to safeguard the interests of continuing students. Any areas of good or innovative practice should be noted and comment made on how this practice has been or will be translated to continuing courses.

Where a course has changed its name or been modified substantially, the new course should be reviewed at an appropriate stage in the review cycle, which will normally be within five years of the previous review. Data relating to the old course should be used when preparing the Course Director's Report,

which should comment on the reasons for the change and the impact of the change.

Where a course has transferred between Schools, it will normally be reviewed within five years of the last review and in line with the review cycle of cognate courses within the new School.

- 3.4 Subject to the requirement that courses must be reviewed at least every five years, FLTQCs will prepare a timetable for Course Reviews that has been agreed with Schools. Schools must give early notice to the FLTQC when seeking alterations to the timetable.

FLTQCs will agree with Schools the process for reviewing joint courses (i.e. courses which combine two or more subjects). Where a joint course is comprised of two (or more) parallel subject pathways, the recommended way of conducting such reviews is for the outcomes of one review to be made available to the next Review Panel to ensure consistency and coherence. Each Review Panel will be responsible for considering the contribution of the subject under review to the course as a whole, the experience of students on the joint course and the operation of the joint course. It would be appropriate for a representative of the School offering the joint subject, such as a Course Director or School Director of Learning, Teaching and Quality, to attend the Review Event. The outcomes of a review of a joint course will require follow up in both Schools. Alternatively, Schools may wish to consider conducting a joint Review during which both/all subject pathways are reviewed together.

- 3.5 Where a course is subject to external re-validation, re-accreditation or review by a professional or statutory regulatory body, a case may be made to the Learning and Teaching Committee of Senate that this partially or completely fulfils the UEA Course Review requirements. The FLTQC should confirm that the aims, evidence base and procedures of the professional or statutory regulatory body are broadly consistent with those of Course Review. (Alternatively, the documentation prepared for a Course Review may be used, where appropriate, in a PSRB process or the documentation used in an external review may be used in Course Review.)

The professional or statutory body should give formal agreement that their review may form part of the University review process. Records of such agreements should be retained by the School and the FLTQC.

Schools may wish to approach the professional or statutory body to establish whether University procedures could be used in lieu of a visit by the relevant body.

Where an external review is to be substituted for Course Review, the FLTQC will report the planned date of the external review in the coming academic year to the May/June meeting of the Learning and Teaching Committee of Senate.

As part of the process of preparing for the external review, the FLTQC may undertake a critical read of the documentation prior to it being sent to the PSRB. As part of this process, the Faculty LTQC may identify areas of concern, issues requiring clarification or examples of good practice that the School will be asked to comment upon.

The outcomes of the professional or statutory regulatory body review should be reported to and considered by the FLTQC and included in the annual CR3 report. Follow up action, including the dissemination of good practice, should be undertaken in accordance with the process outlined below.

- 3.6 The FLTQC will submit the timetable for the forthcoming academic year to the last meeting of the Learning and Teaching Committee of Senate in each academic year (usually May/June).

The Learning and Teaching Service will maintain a master schedule of Course Reviews in consultation with the FLTQCs and will provide assistance to FLTQCs in devising timetables as necessary.

- 3.7 It is the responsibility of the School Director of Learning, Teaching and Quality to ensure that course teams undertake Course Review in accordance with the agreed timetable. Once appointed, it is the responsibility of the Chair of the Review Panel to oversee the co-ordination of the Review Event and to agree the agenda for the Event.

- 3.8 Course Review is informed by the *QAA Code of Practice: Programme design, approval, monitoring and review*,⁶

Key points of reference for Course Review are:

- Subject Benchmarks;⁷
- *The Framework for higher education qualifications in England, Wales and Northern Ireland*.⁸
- Requirements of recent equality legislation (e.g. Race Relations Amendment Act 2001, Disability Discrimination Act 2005, The Equality Act 2006) should also be considered in relation to course content and design.

Aims of Course Review

- 3.9 Course Review is intended to enable Schools to ensure that:

- at the level of the course, academic standards, learning outcomes and learning, teaching and assessment methods are appropriate and are made explicit to students;

⁶ <http://www.qaa.ac.uk/academicinfrastructure/codeOfPractice/section7/default.asp>

⁷ <http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp>

⁸ <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/default.asp>

- modes of learning, teaching and assessment are effective in enabling all students to attain the learning outcomes of the course to the best of their abilities and demonstrating their attainments accordingly;
- timely and appropriate action is taken if significant problems or difficulties are identified or standards perceived to be at risk;
- good practice and innovations in teaching and learning are identified and disseminated, opportunities for enhancement are taken and curricula designed to be fully inclusive;
- we continue to meet our obligations under equality legislation;
- courses continue to be aligned with School/Faculty/University strategic plans and to represent an efficient use of resources as far as possible;
- Schools continue to offer courses that meet student and employer needs/that are attractive to students, offer a quality learning experience and prepare students for employment and/or further study.

3.10 As an aid to achieving these aims, Schools must have:

- obtained and taken into account the views of the full range of current students;
- obtained and taken into account the views of recent graduates (which may be in addition to the data obtained via the National Student Survey);
- obtained and taken into account the views of relevant employers (where these are identifiable). Alternatively, Schools should consult the Careers Centre for advice and guidance;
- addressed the comments of external examiners (by referring to the actions arising from a consideration of external examiners' reports at the appropriate time).

The procedure for Course Review

3.11 There are three phases of Course Review:

- (i) preparation of documentation by the Course Director(s);
- (ii) a Course Review event conducted by a Course Review Panel;
- (iii) follow-up and dissemination by the School Director of Learning, Teaching and Quality, the School Board and Faculty LTQC.

Preparation of documentation by the Course Directors

3.12 The Course Director(s) will review the information shown in Appendix B and prepare the following documents for the consideration of the Review Panel.

There should be a single report, commenting as appropriate on all the courses under review.

The Course Review Panel will be provided with:

- the most recent Programme Specification(s);
- an evaluative report covering:

Introduction and Background

- a commentary on recruitment, student profile and achievement, including any differentiation of achievement within that profile;
- a statement of educational aims and the intended learning outcomes of the provision (noting the expectations of the QAA's Academic Infrastructure⁹ and any relevant Professional and Statutory Regulatory Body requirements);
- a description of the learning, teaching and assessment methods employed, including any adjustments made in the interests of inclusivity;
- description of changes which have been made during the previous period;
- how the course(s) fit the strategic aims of the School;
- description of any innovative or inclusive teaching or learning strategies;
- evidence of and mechanisms for the maintenance and enhancement of standards and quality;

Evaluation

- evaluation of the quality of learning opportunities;
- evaluation of the appropriateness of the intended learning outcomes;
- the ways in which the course supports and promotes equality and diversity;
- the degree to which widening participation has been addressed;
- a commentary on student evaluation of the course;
- recruitment, retention and student achievement (including disaggregated statistics by equality target groups);
- the employability of graduates;
- reflections on what has worked well over the previous period;

Looking Forward

- proposals for the future development of the course(s);

⁹ <http://www.qaa.ac.uk/academicinfrastructure/default.asp>

The Academic Infrastructure includes:

- the Framework for Higher Education Qualifications in England, Wales and Northern Ireland
<http://www.qaa.ac.uk/academicinfrastructure/FHEQ/default.asp>
- relevant benchmark statement(s)
<http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp>

Module Monitoring, Annual Course Update and Course Review

- an assessment of whether the course(s) should be modified or discontinued and whether new courses should be developed;

Issues for Discussion with the Panel

- supporting documentation as listed in Appendix C.

The Course Director's Report should be available to the Review Panel in sufficient time for them to read the documentation and identify potential lines of enquiry prior to the Event.

Student input into Course Review

- 3.13 It is the responsibility of the Course Directors concerned, to ensure that students are consulted in the preparation of documentation (subject to the University conventions about reserved business) and have an opportunity to comment on the report before it is submitted to the Panel.

Student representatives from all years of the course(s) under review shall meet formally with the Course Review Panel.

A Course Review event conducted by a Course Review Panel

- 3.14 The **Course Review Panel** must include:

- A Chair, who should normally be a member of the relevant FLTQC but who should NOT be a member of the School(s) whose course(s) is/are under review;
- At least one independent member external to UEA, such as:
 - a relevant employer¹⁰, or
 - a member of academic staff from another University¹¹, or
 - a member of the professional body established in some Schools to provide general oversight of the academic work of the School.

It is **not** appropriate for a current external examiner or someone who has acted as an external examiner of a taught course in the School during the previous three years to act as an independent external panel member. Nor is it appropriate for someone who was a member of UEA staff or a student at UEA within the previous three years to act as an independent external panel member.

¹⁰ The Careers Centre, potentially in liaison with Research and Enterprise Services, may be able to assist in the identification of relevant employers.

¹¹ The relevant Subject Centre within the Higher Education Academy may be helpful in identifying a relevant external.

Module Monitoring, Annual Course Update and Course Review

The external membership must be appropriate to the range of expertise required for reviewing the course.

- One member from another Faculty such as:
 - A member of a FLTQC/Director of Learning, Teaching & Quality
 - A former Director of Learning, Teaching and Quality
 - A Chair of Examiners
 - A School Director of Admissions
 - A Course Director
- A student representative, who will normally be a member of the relevant FLTQC (but should not be a member of the School whose course(s) are under review);¹²
- A Secretary (LTS Co-ordinator).

The relevant Course Director(s) are not members of the Course Review Panel but should be in attendance throughout the Review Event, except for the private meeting of the Panel at the start of the Event and where the Panel prefers to hold a private meeting with students.

- 3.15 The FLTQC is responsible for approving the membership of the Review Panel (pro-forma CR1).
- 3.16 The members of the Course Review Panel should receive the documentation in good time to consider it prior to the Review event. On receipt of the documentation, the Review Panel will agree an agenda for the event with the Chair of the Panel, identifying issues that they wish to discuss with those listed in 3.17 below.
- 3.17 In advance of the meeting, the Chair of the Panel should agree with the School a list of those who will be available at the Event. The Panel may also request that written answers to specific questions are provided. Such requests should be made in good time. The School should endeavour to meet such requests insofar as it is possible without disrupting the research and teaching of the academic staff concerned.

The Panel will normally wish to interview the following:

- the Course Director(s), who should be present throughout the Event (with the exception of the meeting with current students);
- members of the teaching team;
- the School Director of Learning, Teaching and Quality;
- a representative of the University's Careers Centre¹³;

¹² Appropriate alternatives include other elected student representatives from within the Faculty in which the Review is taking place, but not from the School in which the review is taking place, such as student representatives on School Boards, student members of Staff-Student Liaison fora or members of Union Council.

- students currently registered on all years of the course(s) under review.

The Panel may also wish to meet

- former graduates;
- relevant employers¹⁴.

The Course Director(s) should be invited to give a brief oral presentation at the beginning of the event.

- 3.18 The style of the event should be inquiring rather than inquisitorial. It should be characterised by frank acknowledgement of problems or weaknesses, helpful suggestions by Panel members and identification of good practice and opportunities for quality enhancement. Ideally the event should lead towards a common view between the Panel and course team as to how to build on strengths and rectify weaknesses.
- 3.19 The Secretary to the event should prepare a brief summary of the meeting for subsequent use by the Course Directors and School, setting out the main points of the discussion. The summary should be circulated to the members of the Panel for comment and approval prior to dissemination. (The summary is for internal purposes only.)
- 3.20 The Secretary shall also prepare an Action Plan and a summary report of the Review event (CR2). The CR2 should be circulated to the members of the Panel and the School Director of Learning, Teaching and Quality for comment and approval.

It is recommended that the CR2 should be completed no more than two months after the Review Event.

Follow-up

- 3.21 The final version of the CR2 including the Action Plan will be sent to the FLTQC and to the School Director of Learning, Teaching and Quality and the Course Director(s). A copy should also be sent, as a matter of courtesy, to the Careers Centre and any other contributors who request a copy.
- 3.22 The FLTQC should scrutinise and comment upon CR2, to ensure that the process has been robustly undertaken and to identify areas of good practice and issues requiring broader consideration by the Faculty or University.
- 3.23 In **November** each year, the FLTQC should formally report to the Learning and Teaching Committee of Senate (proforma CR3) that the process has

¹³ Through their regular contact with employers, the Careers Advisers are well placed to represent the perspective of employers and to comment on the correlation between the employability skills included in the curriculum and the needs of employers.

¹⁴ The Careers Service may be able to assist in the identification of relevant employers.

been duly completed, identifying areas of good practice, of enhancement to standards and/or quality of provision, and action taken on dissemination. Faculties are asked to comment in particular on examples of innovative or excellent teaching and assessment, course design and to provide the Learning and Teaching Committee of Senate with a flavour of the issues being discussed in Course Review Events. The report should also comment on issues of principle, those which have University-wide implications or other issues for consideration by the Learning and Teaching Committee of Senate.

- 3.24 Following consideration of the outcomes of the Review by the FLTQC, the School Director of Learning, Teaching and Quality should provide the School Board with a summary of the main outcomes of the Course Review and the Action Plan should be reported to the Board for any appropriate action.
- 3.25 The School Director of Learning, Teaching and Quality is responsible for ensuring and confirming formally to the School Board that the following are undertaken:
- appropriate dissemination of the outcomes;
 - communication of the main elements of the documentation and at least a summary of the outcomes of the Review to students;
 - action and on-going monitoring within the School as necessary;
 - communication of comments and information arising from the Review to other interested Schools where appropriate (for example, in the case of joint degree courses or where other Schools offer modules which are required or specifically listed as options within the course(s) reviewed).
- 3.26 The School Director of Learning, Teaching and Quality is charged with overseeing the implementation of the Action Plan and must report to the School Board on progress in achieving this. To assist with this process there should be a regular review of the Action Plan. A report on progress with the Action Plan should be made on an annual basis (or more frequently if appropriate) to the FLTQC.

4. Documentation and records

- 4.1 The provision of documentary evidence about the operation of quality assurance procedures is important for Audit purposes. It is essential that such evidence is retained and maintained in good order by the School and Faculty.
- 4.2 Documentation relating to Module Monitoring, Annual Course Update and Course Review may be sampled at any time for audit purposes by the Learning and Teaching Committee of Senate.
- 4.3 Other Schools with a legitimate interest should be provided with information on Module Monitoring of particular modules, for example in the context of Annual Course Update and a Course Review where the module forms part of

Module Monitoring, Annual Course Update and Course Review

a joint degree programme or is listed as an option in a course profile for which the other School is responsible.

- 4.4 The Equality and Diversity Manager should be provided with information on active Module or Course update that reflects development of inclusive curricula and assessment methods.

Approved by Senate March 2003.

Updated version approved by the Learning and Teaching Committee 2006.

Revisions approved by Learning and Teaching Committee April 2008.

Appendix A

Key Questions for Course Review

Paragraph 3.12 provides an outline for the Course Directors' Report. It may be helpful for Course Directors to have the following questions in mind when preparing their Report. The list is intended for guidance only, it is not prescriptive and it is not anticipated that the Report will comment on each question.

Admissions

- The actual intake as a percentage of the target intake
- The ratio of applications to places and offers to admissions
- The ratio of offers to actual admissions
- Actual entry qualifications compared with standard offer
- How the admissions profile has changed over the preceding period
- Comparison of applications to places with similar courses nationally, and possibly selecting a peer group or group of main competitors
- Whether there is any difference between the percentage of students from each of the equality monitoring groups applying, receiving offers and being admitted. If there are differences, what might account for these?
- Comparison between the percentage of applications, offers and admissions for each of the equality monitoring groups for the courses under review, with UEA in general and national figures.
- Do recruitment targets and admissions criteria remain appropriate?
- What strategies have been adopted to attract applications from under represented groups of students? How effective have these been?

Course Design and Academic Standards

- What are students achieving?
- Do students from the different equality monitoring groups perform as well as each other?
- Which modules / options are popular?
- Do students from the different equality monitoring groups choose the same modules?
- How does the design and delivery of the course and its component modules promote inclusivity?
- How does the design of the courses relate to that of similar courses in other universities (including language used in titles and descriptors)?
- Are there any issues from external examiners' reports that remain to be addressed?
- Does the content of the courses continue to meet Subject Benchmark Statements and reflect the latest developments in the field of study?
- How has the content of the curriculum taken account of the latest developments in scholarship / research and (where applicable) changes in professional requirements?
- How is the curriculum informed by the research or professional activity of the

Module Monitoring, Annual Course Update and Course Review

teaching team?

- How does course design, content and organisation support and promote student learning and the achievement of the learning outcomes for the course as a whole?
- What are the expectations of students in respect of workload (attendance at formal classes, independent study, assessment)?
- How do we inform students about what is expected of them?
- Is it clear to students how modules fit together to make a coherent course?
- What is the experience of students who are registered on joint courses or take modules across Schools?
- Has student achievement identified any particular issues, for example in respect of the design of the First Year or demonstration of progression through the course?
- Are there sufficient opportunities for students to acquire and / or develop skills relevant to future employment or research alongside subject specific knowledge?
- How have the views of employers or advice from the Careers Centre informed the design of the course / modules?
- Are mechanisms for sharing information between Schools, in the case of joint courses or where course profiles contain modules in other Schools, working effectively?
- Why are the courses taught and assessed in the way that they are? Are there examples of innovative or inclusive approaches that could be adopted more widely?
- How effective have any changes been in enhancing the quality of provision?

Resources

- Are the available resources likely to continue to support the delivery of the course?
- Are there resource constraints on the delivery of the course?

Appendix B

Information Pack for Course Review (Documentation and Sources)

There are five sources of the data required to prepare the Course Directors' Report:

- Admissions and Outreach Office (applications, market information)
- Careers Centre (employability)
- Dean of Students Office: Learning Enhancement Service
- The Planning Office Business Information Unit
- Learning and Teaching Service/Course Team

In May, the Learning and Teaching Service will provide the above offices with a copy of the schedule of Course Reviews for the coming academic year.

A. ADMISSIONS AND OUTREACH OFFICE

The Market Research and the Operations teams within the Admissions and Outreach Office will provide the following:

Full Time Undergraduate degree programmes

For each year covered by the Course Review

- Entry score by UCAS Tariff band (based on acceptances)
- Number of applications (note not applicants)
- Ratio of applications compared to target (note that target is set at School / admitting unit level and not by course)
- Number of Acceptances (note: AAO cannot provide details on actual intake)

Information in relation to applications and acceptances will also be formatted with respect to data on applicants'

- gender
- ethnicity
- age
- disability (this information has only recently been made available, so will not be available for all years)

Benchmarking:

Information will be provided for the University as a whole for each year of entry in relation to each of the above criteria.

National data for each criterion will be incorporated from UCAS where it is available – note that this information is aggregated into JACS subject line.

Note that information relating to diploma courses (previously admitted through NMAS) is unavailable prior to 2008 entry. The Faculty of Medicine and Health Sciences Admissions Office should be contacted for this information.

Part-time Undergraduate degree programmes

Information on applications and acceptances is only available from 2006 entry onward.

There is no benchmarking data available.

Full-time Postgraduate Taught Programmes

For each year covered by the Course Review

- Number of applications (note not applicants)
- Ratio of applications compared to target (note that target is set at School / admitting unit level and not by course)
- Number of Acceptances (AAO cannot provide details on actual intake)

Information in relation to gender, ethnicity, age and disability will be provided where it is available, but does not normally exist prior to 2006 entry.

The institutional average for each of the above will be made available for benchmarking.

National comparative data is not available, but the Market Research team may be able to comment in general terms.

Part-time Postgraduate Taught Programmes

For each year covered by the Review

- Number of applications (note not applicants)
- Ratio of applications compared to target
- Number of Accepts (AAO cannot provide details on actual intake)

Information in relation to gender, ethnicity, age and disability will be provided where it is available, but does not normally exist prior to 2006 entry.

Benchmarking data is not available.

Programmes offered by the Centre of Continuing Education

All such requests should be referred to the Faculty of Social Sciences Admissions Office.

B. PLANNING OFFICE

Discoverer Reports based on data held within SITS are under development, aimed at providing flexible information to support Course Review. The Learning and Teaching Service will be able to advise on the latest position.

The Business Information Unit (BIU) will provide the following information on the profile of the student body. The data can be presented by individual course, but for many purposes aggregating data across cognate courses is advised.

- Student numbers (number of students registered on each year of each course covered by the Review)
- Retention and Progression (number of students progressing between Stages, number of transfers, withdrawals and academic failures)
- Equality data (student numbers and achievement categorised by ethnicity, gender, age, disability and socio-economic group)
- Fees status (student numbers and achievement categorised for Home, EU and International students)
- Qualifications on Admission
- Student Achievement (number of students awarded a qualification and classification)

Benchmarking

The Planning Office will provide comparative data on retention, progression, achievement and equality profile, both for UEA as a whole and (where publicly available) nationally.

From September 2007, HESA also collects data on parental education. There will be insufficient longitudinal data in this field to inform Course Review for at least three years and, therefore, this will not be included in Course Review until 2010/11.

Learning and Teaching Service

Discoverer Reports based on data held within SITS are under development, aimed at providing flexible information on the student profile to support Course Review. The Learning and Teaching Services will be able to advise on the latest position.

- Module enrolment statistics from SITS (for each year of the Review period, showing number of students enrolled on each module, including the gender, age, ethnicity and disability profile)
- External examiners' reports and resulting responses and action plans for the period covered by the Review.
- Copy of the previous Course Review documents (Course Directors' Report and Action Plan)

C. LEARNING ENHANCEMENT SERVICE (Dean of Students' Office)

- Commentary on any issues/themes that have emerged in respect of students' use of the Learning Enhancement Service.

D. THE LEARNING AND TEACHING SERVICE/SCHOOL/COURSE TEAM

- Module enrolment statistics from SITS (for each year of the Review period, showing number of students enrolled on each module, including the gender, age, ethnicity and disability profile)
- External examiners' reports and resulting responses and action plans for the period covered by the Review.
- Copy of the previous Course Review documents (Course Directors' Report and Action Plan)
- Programme specifications for each course and each year covered by the Review (showing through tracked changes how these had changed during the period)
- Outcomes of the NSS for each year covered by the Review (including profile by subject area, gender, and other criteria as relevant)
- Comparison with national NSS outcomes for the relevant subject areas for each year of the Review
- Module Review reports for all relevant modules (which may include core, compulsory and option ranges) for each year of the Review period
- Summary of issues emerging from student evaluation of teaching for each year covered by the Review, and any resulting action taken.
- Relevant Subject Benchmark statements
- Framework for Higher Education Qualifications

E. CAREERS CENTRE

- First Destination data

this can be downloaded from the CCEN web pages at

<http://www.uea.ac.uk/careers/fds/>

- Careers Report
 - Analysis of first destination data
 - University League Table information
 - Summary of the usage of the Careers Centre by students covered by the Review
 - Careers provision for students covered by the Review
 - Industrial context

Appendix C

Supporting Documentation to be made available to the Review Panel

These documents should be available to the Review Panel during the Course Review Event but need not be sent to them in advance:

- Current Course Handbooks
- Current Module descriptions
- Statistical appendices to support the contents of the Course Directors' Report (including student progression and retention, student profile)
- Careers Centre Report
- External examiners' reports and School responses for the period covered by the Review

Appendix D

Additional guidance notes for Course Review Panels

The Course Directors' Report will provide a basis for the issues to be explored during the Course Review Event. There are, however, a number of key questions that the Review should address, either through the documentation provided or via the Event itself.

Conclusions on Quality and Standards

- Do the courses meet the expectations of the National Academic Infrastructure?
 - Are the course outcomes appropriately aligned to the level descriptors as defined in the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ)?
 - Do the courses take appropriate account of the Subject Benchmark Statements where these exist?
 - Do the curriculum, learning outcomes and assessment strategy take account of the requirements of PSRBs?
- Is there evidence that the course team and School have taken appropriate action to safeguard quality and standards where concerns have been raised?
- Is there evidence that good practice is identified and disseminated?
- How have the course team enhanced quality?
- What mechanisms are in place for ensuring that the curriculum remains current and is effective in promoting student learning and achievement?
- Are the School's statements about the courses accurate and appropriate?

Areas of Innovation and Good Practice

- Are there any examples of good practice and innovation, for example in approaches to teaching and/or learning, assessment design, or student support that should be highlighted and which might be more widely disseminated to enhance quality?
- There might also be examples of a particular approach to feedback on assessed work, particular learning support materials or student involvement in quality enhancement that should be commended.
- Do members of the teaching team take advantage of opportunities for professional development?

Ways in which equality of opportunity is supported and promoted

- What strategies has the School and course team adopted to attract applications from under-represented groups? How successful have these been?
- Does the curriculum promote inclusivity?
- Have the course team deployed a range of teaching and assessment styles?
- Are students made aware of what is expected of them?
- Do students from all groups perform as well as each other?
- Are students from all groups as satisfied with their experience as each other?

Module Monitoring, Annual Course Update and Course Review

- How does course design, including induction, support students to progress?
- What actions have been taken over the period covered by the Review to enhance equality of opportunity?

Currency and validity of courses

- Do the courses take appropriate account of the Subject Benchmark Statements where these exist?
- Has curriculum design taken account of the latest developments in scholarship/research/skills/professional requirements? Do staff draw upon their research or professional activity to inform teaching / the curriculum?
- Does the curriculum, learning outcomes and assessment strategy take account of the requirements of PSRBs?
- Do teaching, learning and assessment methods support students in achieving and demonstrating the intended learning outcomes?
- What changes have been made to enhance learning opportunities and ensure that courses remain current?
- Is there sufficient evidence that the courses are equipping students to progress to employment or further study?
- Do the design and content of the curricula encourage achievement of the intended learning outcomes in terms of knowledge and understanding, cognitive skills, subject-specific skills (including practical/professional skills), transferable skills, progression to employment and/or further study, and personal development?

Future delivery and development of the courses

- Does admissions information indicate that there is a continuing demand for the courses under review?
- Is the School appropriately resourced to continue to deliver these courses?
- What actions are recommended to enhance provision?

Appendix E

Information for Review of Learning and Teaching Methods

- Which teaching and learning strategies are currently being used?
- Module Review Reports (any changes made to the delivery of modules as a result of trying new approaches to teaching or learning)
- Student feedback on what worked well or was less effective.
- Comments from external examiners.
- Student performance and achievement comparing modules using different learning and teaching strategies.

Information for Review of Assessment Strategy

- Number and type of assessments per module (by Stage)
- Comparative assessment volume for cognate subjects
- Marking load per member of staff
- Student achievement by module and by assessment type (broken down by gender, ethnicity, nationality, age and disability where possible)
- External examiners' reports
- How does assessment design promote inclusivity and provide opportunities for all students to demonstrate achievement?

Information for Review of Learning Resources

- Current library resources
- Current use of VLE (Blackboard)
- School / Course teaching and learning strategy
- Specialist equipment employed

Information for Review of Resources

- List of current staff teaching on the course
- Research interests and expertise of staff teaching on the course
- Professional development opportunities
- NSS outcomes and other student feedback
- Teaching accommodation currently used
- Administrative support for the course

Information for Review of Student Evaluation of Teaching

- Current feedback questionnaires
- Outcomes of the NSS
- Student representatives
- Mechanisms for providing information to students on outcomes from / responses to their feedback

Information for Review of Feedback on Assessed Work

Module Monitoring, Annual Course Update and Course Review

- Outcomes of the NSS and comments from students through School-based surveys
- External examiners' reports
- Feedback cover sheets

Appendix F

Course Review Timeline

The following sets out a suggested timeline for Course Review. It is intended as guidance only. FLTQCs are free to adjust the schedule to meet local requirements.

April

- Faculty LTQCs confirm with Schools the courses (route codes) to be reviewed in next academic year
- Begin to schedule Review Events

May

- Faculty LTQC reports schedule for next academic year to LTC
- Planning Office, Admissions and Outreach Office, Learning Enhancement Team and Careers Centre informed by LTQO of schedule
- Preliminary consideration of potential Panel members, including external member and/or employer
- Schools may wish to consider whether additional student surveys are required

Three months prior to Review Event

- Finalise Review Event date and Panel membership
- Submit CR1 to FLTQC
- Provisional room booking
- Statistical data sent to School/Faculty
- Designated Administrator checks data for completeness, formats if appropriate and forwards to School Director of Learning, Teaching and Quality / Course Directors

Two months prior to Review Event

- Course Director reviews data and considers whether additional information is required (including discussion with School Director of Learning, Teaching and Quality)
- Selection of/invitation to students from the courses under review to meet the Review Panel
- Outline or draft of Course Director's Report discussed with students on the course(s) under Review (cf. 3.13)

Four weeks prior to Review Event

- Completed Course Director's Report submitted
- Course Director's Report sent to Chair and Panel members
- Panel Chair and Secretary meet to agree a draft agenda and identify potential witnesses

Module Monitoring, Annual Course Update and Course Review

- Panel Secretary prepares a briefing document for student representatives and timeslot information
- Confirmation of room booking etc.

Two weeks prior to Review Event

- Chair discusses draft agenda and potential witnesses with other Panel members
- Chair invites comments on potential lines of questioning and requests for additional information
- Agenda agreed
- Learning and Teaching Service provides any additional information requested
- Panel Secretary invites witnesses to attend

Three weeks post Review Event

- Completed draft CR2 sent to the Chair for approval by the Panel Secretary
- Panel Chair reviews the documents, provides comments and returns to Panel Secretary for forwarding to other Panel members for comment (requesting that any comment is made within a two-week time period).

Six weeks post Review Event

- Final CR3 including Action Plan approved by the Panel Chair
- Panel Secretary (and potentially the Chair) to meet with the School Director of Learning, Teaching and Quality to hand over the Report and Action Plan
- CR3 submitted to FLTQC for consideration

Subsequent Action

- CR3 considered by FLTQC
- Identification and discussion of any issues of clarification between FLTQC and School
- Consideration of outcomes of Review by School Board

October

- Outcomes of Course Review used to inform Course Update
- Interim review of Action Plan

Twelve months post Review Event

- Review of Action Plan

Appendix G

Guidance Note for Members of the Review Panel

Role of the Chair of the Review Panel

- Identification, in liaison with other Panel members, of issues for discussion at the Review Event, based on the content of the Course Director's Report
- Drafting and approving with the Panel Secretary the agenda for the Review Event
- Orchestration of the Review Event (timekeeping, management of the discussion)
- Oversight of the completion of the Course Review Report and Action Plan
- Briefing the School Director of Learning, Teaching and Quality and the FLTQC on the outcomes of the Review

Role of the Secretary to the Review Panel

- Co-ordination of the organization of the Review Event (invitations to witnesses and Panel members, room booking, catering)
- Co-ordination of Review documentation (provision of data to Course Directors, distribution of Course Director's Report)
- Formulation in liaison with the Chair of the agenda and timetable for the Review Event
- Note taking during the Review Event (to inform summary report for internal use and formal CR2)
- Clarification of matters of procedure or of fact
- Preparation in liaison with the Chair and Panel of summary report and of CR2

Role of the Members of the Review Panel (including the member external to the University and the Student member)

- Read the Course Director's Report prior to the Event
- Act as critical friends in reviewing the Course Director's Report and the evidence provided by the Course Review Event
- Identify issues for discussion and agree an agenda for the Event in liaison with the Chair and Secretary
- Pursue lines of enquiry with those providing evidence to the Event aimed at understanding the nature of the courses under review, confirming appropriate academic standards, enhancing course content and design, and enhancing the student experience
- Agree an Action Plan in liaison with the Course Director(s) and Chair
- Reach conclusions on academic standards and the quality of the student learning experience
- Identify areas of best practice and issues requiring attention

Appendix H

Guidance Note for Student Representatives

Course Review is a vital part of the University's Quality Assurance and Enhancement procedures. It occurs once every five years and is intended to ensure that courses remain fit for purpose and that opportunities for development and enhancement are identified. The University believes that student participation in the process is important and valuable.

As outlined in the document *Module Monitoring, Annual Course Update and Course Review*, there are three main ways in which representatives of the student body are involved in Course Review:

- Consultation on the content of the Course Director's Report
- Membership of the Course Review Panel
- Meeting with the Course Review Panel

Past and present students also contribute to the process through the completion of surveys (including the National Student Survey) and participation on other feedback activities, such as Staff:Student Liaison fora.

Student Member of the Course Review Panel

Each Course Review Panel must include one student member. It is the role of the Panel to act as critical friends to the School and course team in identifying strengths and weaknesses and potential areas for the development of the courses under review. The student member of the Panel is best placed to add a student perspective to the discussion.

The student member of the Review Panel will normally be an elected representative of the student body who has some experience of sitting on other committees, and will, therefore, bring a broader perspective to the role and have some awareness of the issues course teams have to consider. The student member of the Panel cannot be registered in the School under review.

The first step in Course Review is for the Course Directors to consider a range of information about the courses under review and prepare an evaluative report, which forms the basis of the Review. The evaluative report should take into consideration the views of past and present students, raised through module feedback, course surveys or other fora. Current students registered on the courses under review should have been consulted on the content of the report before it is submitted to the Panel.

Once the Course Director's Report has been completed, it will be sent to the members of the Course Review Panel. It is the job of the Panel to consider the contents of the report and identify questions or issues they wish to pursue with the Course Directors or others attending the Review Event. These lines of enquiry may

result from a reading of the Course Director's Report or be more general issues. The *Module Monitoring, Annual Course Update and Course Review* document contains appendices which provide guidance as to the sorts of questions the Panel may wish to address. Members of the Panel may also be aware of general issues that are currently being debated and wish to explore these with the people who meet with the Panel.

In advance of the Review Event, the Chair and Secretary of the Panel will ask Panel members to identify the issues they wish to raise during the meetings. Student members of Panels will be expected to play an active role in the meetings that make up the Review Event. They can ask the Chair to arrange for additional people to come to the meeting if they feel that there is an issue that needs to be addressed, although the Chair retains final discretion as to whether or not to invite them.

The length of the Event and the number of meetings will depend upon the complexity of the course under review, but will normally take most of the day. The Panel will always meet with a range of students registered on the courses under review, with a representative of the Careers Centre, members of the teaching team and the School's Director of Learning, Teaching and Quality. The aim of the Event is to discuss with those in attendance current strengths and weaknesses in the courses, with the objective of identifying ways in which the courses and the student experience can be enhanced.

At the end of the Event, the Secretary to the Panel will ask the Panel to identify an Action Plan for the Course Directors and School, and may also ask the Panel for their conclusions on quality and standards.

After the Event, the Secretary will draft a brief summary of the issues discussed during the Event (which is intended as an aide memoire for the School and Course Directors), a formal report (which will go to the FLTQC) and an Action Plan. The Panel will be asked to review the draft to ensure that it accurately reflects the outcomes of the Event. The student member of the Panel can provide comments and suggest amendments to these documents.

Student Representatives Meeting with the Panel

A key part of a Course Review Event is a meeting between the Course Review Panel and students who are currently registered in the courses under review. Those chosen to meet with the Panel may be existing student representatives who sit on School committees, but should be as representative of the student body as possible, including at least one student from each year of each course, someone who has been on a year abroad or in industry (where relevant), someone from a joint course, a mix of genders, ethnicity, home and international students if possible. The meeting may take place with or without the Course Directors present, although Course Director(s) normally withdraw for this part of the Event. Student representatives may express a view to the Chair of the Panel as to whether the Course Director(s) should be present at this meeting.

Module Monitoring, Annual Course Update and Course Review

The Panel comprises a group of people from UEA and externally whose role it is to question the Course Directors and others on what works well on the courses and how aspects of the courses could be enhanced. The Panel will include a student member who will be a current UEA student from another School or a member of the Student Union Executive. Their aim is to act as critical friends to the Course Directors and School in identifying how the courses could develop over coming years and in ensuring that the courses remain fit for purpose.

The Panel will have identified a range of issues that they wish to explore during the Event, based on an evaluative report prepared by the Course Directors (which should have taken into consideration the views of current students) and their knowledge and experience of current issues in higher education. They may, therefore, have some specific questions that they wish to explore with the student representatives or they may ask more general questions aimed at understanding the student experience or the issues that concern students. The meeting therefore provides an opportunity for students to highlight things about their course, their relationship with the School or their experience as a student in general that they feel work particularly well and could be built upon or shared more widely, as well as commenting on things that they feel work less well or could be improved. A meeting with the Course Review Panel is not a substitute for other staff:student liaison fora, however, and the Panel would not expect to get bogged down in minor issues. They might, however, be interested in the workings of staff:student liaison mechanisms.

In preparing for the meeting with the Panel, student representatives may find it helpful to canvas the views of other students on their course or to familiarise themselves with issues that have emerged in recent years through student module feedback or staff:student liaison fora. The School Director of Learning, Teaching and Quality or Faculty Manager will be able to assist student representatives in this matter.

Appendix I

Guidance Note for External Member of Review Panel

Course Review is a vital part of the University's Quality Assurance and Enhancement procedures. It occurs once every five years and is intended to ensure that courses remain fit for purpose and that opportunities for development and enhancement are identified.

A key component of Course Review is external scrutiny of the long-term achievements and objectives of a course or courses, which cannot always be accomplished via annual dialogue with external examiners. External members of Course Review Panels are selected because of their experience, professional standing and ability to contribute to the process of assessing current standards and identification of future developments. External members may be academics from other higher education institutions, relevant employers or representatives of professional bodies.

Following the preparation of an evaluative document by the School of Studies, a Course Review Panel, which includes a member external to the University as well as members external to the School under review, have the opportunity to discuss a wide range of issues and to meet with members of the teaching team and current students among others.

The role of the external member of the Panel is to:

- Read the evaluative document prior to the Event
- Identify potential points of further investigation and discussion
- Attend the Review Event and make a contribution to the discussion
- Act as a critical friend in identifying strengths and weaknesses in the current design and delivery of the courses under review
- Contribute to the identification of best practice, opportunities for enhancement and potential future development of the courses under review
- Make an input into the Course Review report and action plan
- Provide feedback and comment on the draft report and action plan prepared by the Chair/Secretary to the Panel

Course Review

Framework:

1 Module Monitoring

Annual process where triggers are hit or at least every 5 years – supported by LTS Hub teams

2 Annual Course Update

Annual for all courses regardless of Module Monitoring reviews – supported by LTS Hub teams

3 Course Review

Schedule of 5-yearly reviews – managed by LTS Manager (Quality and Assessments)

- (i) Standard – internal review every 5 years (supported by LTS)
- (ii) PSRB accreditation (supported by LTS) – can fulfil requirements for (i)
- (iii) Validation – UEA process for other providers (supported by Partnerships)

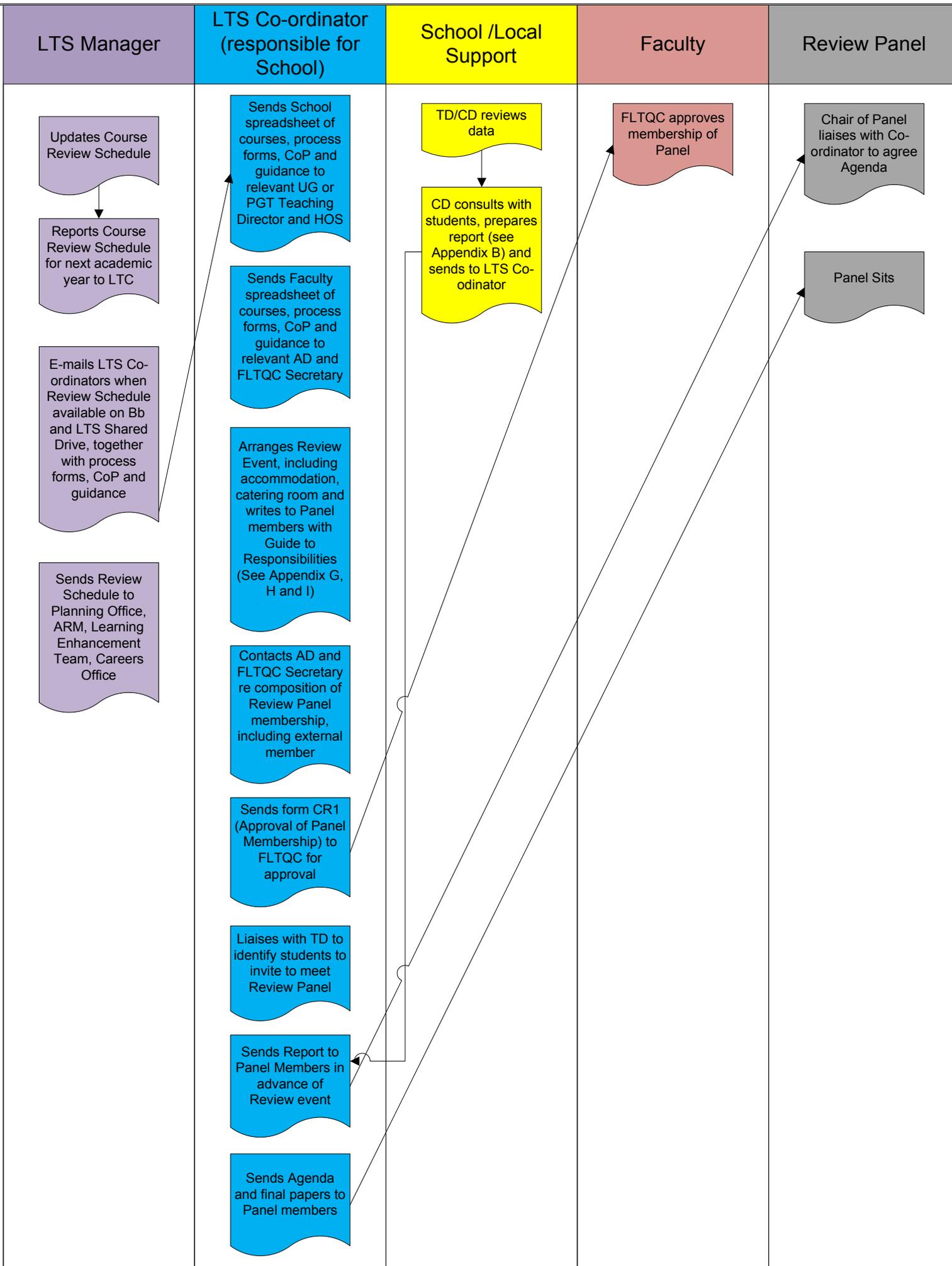
Next Meeting:

- Review and amend existing Course Review documentation
- Review UEA Corporate Plan and ensure learning and teaching related KPIs are reflected in Course Review process
- List what standard data should be provided by Panel and who provides
- Review and finalise process
- Produce Course Review Handbook and forms

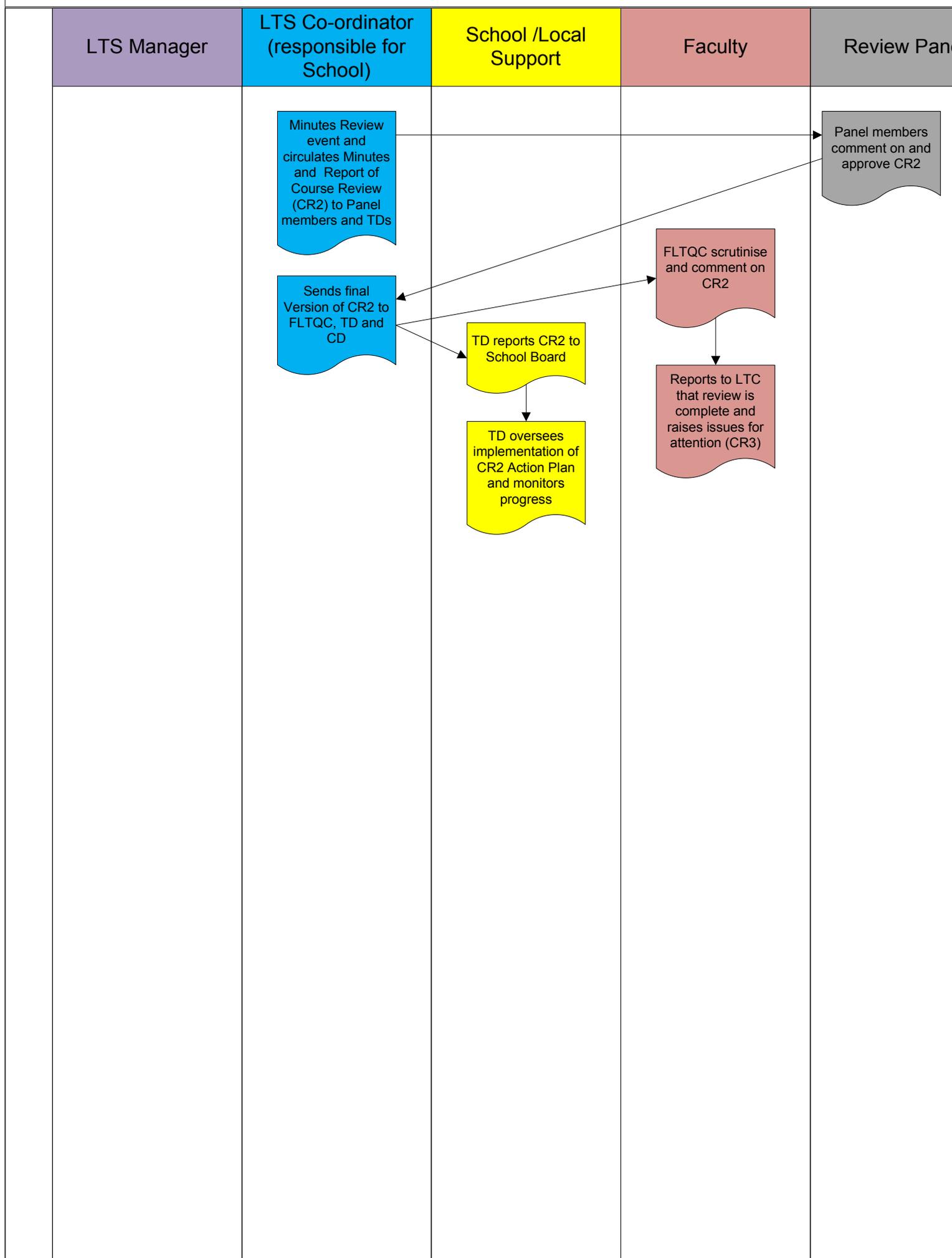
Action:

- Paper outlining Course Review process, current Course Review schedule and Module Monitoring and Annual Course Update documentation to go to Secretary of LTC for 25 July (LW)
- Locate existing Course Review documentation for next meeting (LW)
- Finalised Course Review guidance and forms to go to September 2012 LTC (LW)

Course Review



Course Review



UNIVERSITY OF EAST ANGLIA

**COURSE REVIEW
APPROVAL OF PANEL MEMBERSHIP (CR1)**

School:	
----------------	--

Course Codes and Titles of courses to be reviewed:

Chair of Panel (a member of relevant FLTQC):	
---	--

Secretary to Panel (LTS Co-ordinator):	
---	--

External Member (CV to be attached):
Name:
Organisation:
Position:
Any previous/current relationships with UEA:
Any other relevant information:

Member of other FLTQC (or equivalent):

Student member:

Other members (if appropriate):

Approved by Associate Dean for Learning, Teaching & Quality:

Signature:

Date:

I am satisfied that the panel listed above provides an appropriate range of expertise to undertake the review.

**COURSE REVIEW
REPORT OF REVIEW (CR2)**

School:	
Courses Reviewed: <i>(list all titles and course codes)</i>	
Years covered by Review:	
Date of Review:	
Report prepared by:	

Overview of the main characteristics of the courses covered by the review:

Summary of the topics discussed during the review:

Summary of areas of innovation and good practice:

**COURSE REVIEW
REPORT OF REVIEW (CR2)**



Conclusions on quality and standards:

Assessment of the ways in which equality of opportunity is supported and promoted:

Conclusions on whether the course(s) remain current and valid in the light of developing knowledge in the discipline, practice in its application and developments in teaching and learning:

Comments on the business case for continuing to offer the course(s) and how the course fits into School and Faculty strategy:

Comments on the availability of the necessary resources to deliver the courses over the coming period:

Please attach the agreed Action Plan in the following format:

Issue Identified:	Proposed action:	Action by:(name)	Action by:(date)