

ANNUAL MONITORING AND
REVIEW PROCESSES
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1. Context

A key tenet of the new processes has been to adopt a risk-based, light-touch approach to avoid any unnecessary administrative burden whilst maximising the value of the review exercise, focusing on enhancement wherever possible. The following principles underpin the approach taken:

Engage programme teams, students and external stakeholders

Note and share effective practice

Highlight the importance of the programme

Analyse data to inform decision-making and action planning

Nurture innovation in teaching and learning

Collaborate across departments, faculties and services to optimize students' experience

Encourage continuous reflection and improvement

In all cases, programmes delivered via collaborative partnerships, other than via a designated Regional or International Teaching Partnership, will be included within the associated cognate programmes and/or department's monitoring and review reports.

2. Processes

2.1. Programme Re-approval

The primary mechanism for programme re-approval is curriculum and assessment mapping, which evidences the extent to which the cumulative effect of revisions to a programme over time may have undermined the integrity of the programme as specified in the programme learning outcomes.

Supported by the Quality Assurance and Enhancement Manager, programme teams will complete or update curriculum and assessment maps to make an initial determination that the programme remains structurally sound and aligned to learning outcomes. Then an analysis of programme related data from the previous 5 years is undertaken to consider the performance of the programme over time. It is anticipated that these data will include student numbers, market research, a summary of any changes in the discipline area over the period since last approval (for example updated professional requirements or revised benchmark statements), PSRB audit or (re)accreditation outcomes, External Examiner feedback, student feedback, and league table results.

A faculty re-approval checklist is completed which records the findings of the mapping exercise, indicators of the programme's currency, sustainability and the student experience. Once the checklist has been completed it is submitted to Faculty Teaching Committee to determine if the programme can, and should, be reapproved for a further 5 years. Faculty Teaching Committee may also refer the programme back to the programme team for amendments to be completed before re-approval is granted.

Note: In the first instance programme re-approval and Strategic Teaching and Learning Review will run together, however as the cycle rolls forward it is likely that the two processes will become out of synch; the assumption being that the annual monitoring and minor change processes will trigger re-approval where significant programme alterations have been made. Consequently it is vital that an accurate record is kept of when programmes have undergone re-approval to ensure that they are not enduring unnecessary review. It is anticipated that LUSI functionality will enable this.

2.2. Annual Programme Review

Departments will be presented with data packs for cognate subject areas, using these to inform reflection on each programme's performance in the preceding year, highlighting areas for celebration or concern, and informing action plans for future years.

The data packs will be prepared by the Institutional Data Analytics Team and will cover (as appropriate):

- New entrants (over time)
- Total student numbers
- UG entry tariff
- WP indicators
- Gender split
- Continuation rates
- Graduate destinations
- NSS/PTES/PRES results
- Benchmark data for Lancaster faculties and comparator institutions

Data packs will be made available from June/July each year, with a second release covering continuation rates in September/October following resit boards.

The APR questions are intended to prompt a reflective conversation about programmes through a programme team approach, and with a focus on enhancement. They have been grouped into 3 categories which align with the approach to programme design used in the CAP and ATLAS programmes; specified, enacted, experienced. They cover a number of key areas such as the currency of programme content and documentation, the experience of delivery by the team, resources, and feedback and performance data. Further supplementary guidance has also been prepared for each question to help with programme teams' discussions

Coming together either physically or virtually, UG, PGT and PGR programme teams for cognate areas will each will prepare the report collaboratively to ensure a holistic picture of the experience of delivering and studying on the programme(s) is captured. Once completed, each report will be submitted first to the administrating department and then to Faculty Teaching Committee for discussion. A summary Faculty Report will be prepared highlighting any particular themes which have emerged from the APRs, and areas for concern or practice to be disseminated more widely. Faculty Reports will then be submitted to Academic Standards and Quality Committee.

APRs and Faculty Reports will be accompanied by their associated rolling action plans. Data packs will be held in a centrally located Box folder to enable key colleagues and committee members to access the data as required when reviewing APR reports.

Note: ITPs (LU Ghana, LUC@BJTU, and Sunway) will be required to undergo the same APR process, with the exception of EMBA which will be managed through LUMS irrespective of delivery location. RTPs (Blackburn and Blackpool Colleges) have a separate annual review process which they follow.

2.3. Strategic Teaching and Learning Review

Strategic Teaching and Learning Review (STLR) is intended to be a largely forward-focused, enhancement-led process to consider the activities of, and challenges faced by, departments over the review period and provide an indication of the department's plans for strategic development over the subsequent 5 years.

Drawing on monitoring and review processes completed during the review period (e.g. annual review reports, External Examiner reports, interactions with PSRBs, student feedback, benchmarking data, etc.), departments undergoing STLR will prepare a review document (3000 words max.) which will be the basis of discussion for the review event held between the department and the review panel. To reduce duplication of work, wherever possible the review should be aligned to any existing faculty-based initiatives, including any PSRB (re)accreditation activity, which closely align with the purpose and intent of STLR.

Typically the review event will be held over the course of one day (or 1.5 days for larger departments). The review panel will be drawn from academic and professional service colleagues from across the university and include input from external colleagues from other institutions, as well as current students and alumni. The panel membership will be agreed in advance between the panel Chair and the Head of Department but should include:

- Academic peers from other institutions (including at least one which is not an existing or recent External Examiner)
- Internal academic colleagues most relevant to the provision under review

and is likely to also include representatives from relevant professional services including, for example,

- A colleague from OED, to consider teaching and learning practice and enhancement and professional development needs
- A colleague from ISS, to consider digital interventions and technology requirements
- A colleague from Library Services, to consider resource and support requirements
- A colleague from the Careers Service to advise on employability within the curriculum
- A faculty Quality Assurance and Enhancement Manager or Assistant Registrar from ASQ to act as secretary for the event¹

The event should also include the views of current students and, wherever possible, alumni, either through participation in the event or by seeking views prior to the event.

The discussions will provide opportunities to identify the extent to which staffing expertise and interests in the department align with teaching requirements for the future, and in particular what support and development needs the department may have in relation to staffing and programme development/delivery ambitions. This information may then be used to inform subsequent planning rounds.

As an output of the event the review should include a refresh of the department's teaching and learning strategy for consideration at Education Committee, and a 'sharing practice' report for wider dissemination through ASQC and Faculty Teaching Committees.

¹ Note that QAEM and ASQ involvement is limited to administrative support and facilitation as the focus of the event is enhancement and development rather than quality assurance.

3. Appendices

3.1. Programme Re-approval Process

3.1.1. Programme Re-approval Process Guidance Notes

Formal re-approval must be sought by all programmes (UG and PGT) normally every 5 years. The process provides the opportunity for a 'stock-check' to be taken on the programme, in particular its currency, validity, and alignment of curriculum content, programme learning outcomes and assessment strategy. Re-approval takes account of the cumulative evidence drawn from annual monitoring processes, such as Annual Programme Review (APR), and so it is anticipated that in the majority of cases programmes will be re-approved.

Curriculum and assessment mapping form the primary mechanisms for the re-approval process. This allows programme teams and the QAEM to determine and evidence the extent to which the cumulative effect of amendments may or may not have undermined the integrity of the programme as specified in the programme learning outcomes.

The outcomes of the mapping exercise will be submitted to Faculty Teaching Committee along with a brief analysis of 5 years' data relating to the programme, accompanied by a commentary on the programme currency. This is expected to include student numbers, market research, a summary of any changes in the discipline area over the period since last approval (for example updated professional requirements or revised benchmark statements), PSRB audit or (re)accreditation outcomes, external examiner feedback, student feedback, and league table results and to be drawn from a range of sources including APRs.

This analysis will be completed by the QAEM in liaison with the programme team. The QAEM will complete the Faculty Re-approval Checklist, noting how the evidence indicates that each checkpoint has or has not been met, along with any actions or further comments of relevance.

Once the checklist has been completed the QAEM will make a recommendation on the overall RAG status using the RAG re-approval definition, and suggest any actions required and an approval outcome. The RAG is a broad summary of the balance of evidence submitted, and takes account of any trends, patterns or concerns identified through the analysis which may impact on a re-approval decision.

This analysis will inform Faculty Teaching Committee's deliberations and decision on the final outcome of the exercise: to re-approve, to re-approve with actions for completion, or not to re-approve.

Given the evidence and analysis, the Faculty Teaching Committee may decide that, where there is a legitimate reason, it may be reasonable for the programme to be laid down. In such instances the Faculty Teaching Committee will refer the decision back to the Head of Department to progress through the appropriate channels.

Once the outcome of re-approval is known, it is reported to ASQC for note at Senate.

3.1.2. Programme Re-approval Checklist

SPECIFIED	COMMENT
Programme specifications are complete, up-to-date and accurate.	
Curriculum maps are complete and up-to-date, and accurately reflect the programme learning outcomes.	
Assessment maps are complete and up-to-date, and enable appropriate testing of the programme learning outcomes.	
The programme documents evidence alignment to the Assessment and Feedback principles.	
Changes made to the programme or modules since last approval have not had a substantive impact on the integrity of the programme as specified in the programme learning outcomes. Where this is the case, the programme has been reviewed and the programme learning outcomes, content, and assessment have been updated as relevant.	
ENACTED	COMMENT
External Examiner reports evidence that the programme aligns to relevant sector or professional requirements, and that the content and structure of the programme/modules is appropriate to the aims and learning outcomes, and mode(s) of study.	
External Examiner reports evidence that the standard of teaching on the programme/modules is appropriate.	
External Examiner reports evidence that marking and assessment is equitable, rigorous, and fair, particularly for multi-site or multi-mode delivery and collaborative provision.	
The data provide evidence that the programme remains attractive to prospective students, with strong student applications/admissions.	

The data provide evidence that the programme performs well in the sector, and in line with appropriate institutional priorities and strategic goals.	
There is evidence of successful adoption of digital enablers within the programme/modules.	
From the information provided, there is confidence that the design and structure of the programme, including the anticipated cohort size, can be accommodated within the university's timetable and teaching estate.	
There is evidence that any Library resources required by the programme are already in place, or that the Library has acknowledged the need for such and included them within appropriate planning requirements.	
EXPERIENCED	COMMENT
The data provided evidence that students are fully able to progress through their course of study to achieve the programme aims and outcomes.	
The data provided evidence that students are satisfied with their programme and their experience whilst studying for a Lancaster degree.	
The data provided evidence that the programme prepares students appropriately for a career or further study.	
There is evidence that the programme team have embraced an inclusive curriculum, and teaching and learning strategy.	
There is evidence of an equitable student experience regardless of mode or location of delivery.	
PROFESSIONAL, STATUTORY OR REGULATORY BODIES (where applicable)	COMMENT
Changes made to the programme/modules over time have had no substantive impact on the alignment with PSRB requirements. Where this is the case it is clear that approval has been sought with the relevant PSRB.	

Where a PSRB has required changes made to be made to the programme/modules there has been no substantive impact on alignment with the programme learning outcomes, or the appropriateness of the assessment strategy. Where this is the case the programme has been reviewed and the programme learning outcomes, content, and assessment have been updated as relevant.

FURTHER COMMENTS

RAG OUTCOME			RECOMMENDATIONS
RED	AMBER	GREEN	

RAG	RE-APPROVAL DEFINITION
Red	On balance, considering the evidence and analysis provided there are significant concerns with the quality of the programme such that re-approval cannot be given at this stage.
Amber	On balance, considering the evidence and analysis provided there are some concerns with the programme such that actions have been identified which must be completed before re-approval can be given.
Green	On balance, considering the evidence and analysis provided confidence can be placed on the quality of the programme and thus re-approval can be granted for another 5 years.

3.2. Annual Programme Review Process

3.2.1. Annual Programme Review Guidance Notes

3.2.1.1. Context

Annual Programme Review (APR) provides a valuable opportunity to reflect on a programme – or cognate suite of programmes – to ensure that there is a focus on the overall student experience, including in any minor subjects, and that due account is taken of combined/consortial programmes involving multiple departments.

It should be noted that the focus of the annual review process has shifted significantly from previous years, towards consideration of the *programme* rather than modules and/or departments. As such the discussion fora may also be different from previous years with less emphasis on departmental reviews and more on groups of individuals who contribute to the delivery of the programme(s). The process is not prescriptive about how these discussions are organized or facilitated, and where cross-faculty provision exists it may well be the case that these groupings cannot come together physically in one location at one time. Effort should be made, however, to enable virtual discussions, or at the very least for the whole group to be able to review and contribute to the completion of the APR form prior to submission to Faculty Teaching Committee in order that a truly holistic review is presented.

Therefore, it is an expectation of the process that all those connected with the delivery of the programme will have the opportunity to be involved in the review, and that students will also have opportunity to input, through staff-student committees or other means.

The APR questions are drawn around 3 areas: specified, enacted and experienced. Those who have completed the CAP or ATLAS programmes will be familiar with these terms as foundations of good programme design, being; what is described, what is delivered, and how it is experienced. Thus the questions take reviewers through a journey considering at first how the programme is designed, its purpose in terms of learning outcomes, and how they are tested through assessment. Secondly the APR seeks reflection on how the programme has been delivered by considering teaching, learning and assessment practice, the use of technology, and in particular any innovations that have been implemented or challenges that have been faced. Finally the APR seeks a commentary on how the programme has been experienced both from a student and staff perspective. Here the data packs will be particularly useful, along with feedback from students, external examiners (through their reports) and other stakeholders.

Taken together the sections should provide an opportunity for all those involved in the delivery to think holistically about the programme, and to identify successful practice and enhancements for the future. These may be revisions to structure, assessment, or content; it may equally be a decision to expand further practice or activity that has proved to be particularly effective. The resulting activity creates a feedback loop as described in figure 1.

3.2.1.2. Analysis

Departments will be presented with data packs for cognate subject areas prepared by the Institutional Data Analytics team. Whilst acknowledging the limitations of the data for detailed statistical analysis, subject teams are asked to use these data packs to inform reflection on each programme's performance in the preceding year, to highlight areas for celebration or concern, and to inform action plans for future years.

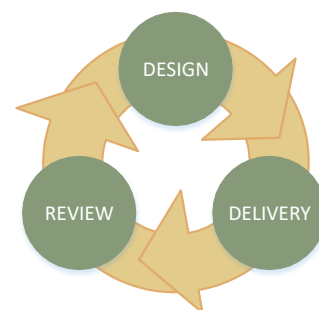


Figure 1: Quality enhancement 'feedback loop'

3.2.1.3. Reporting

The process has been designed to be predominantly forward-looking, acknowledging the performance of the previous academic year, identifying good practice and building on these foundations. The process aligns to the Programme Monitoring and Enhancement Principles of Quality Assurance for Quality Enhancement (QA4QE):

Engage programme teams, students and external stakeholders

Note and share effective practice

Highlight the importance of the programme

Analyse data to inform decision-making and action planning

Nurture innovation in teaching and learning

Collaborate across departments, faculties and services to optimize students' experience

Encourage continuous reflection and improvement

Teams are encouraged to consider these principles when addressing the APR questions. To aid in the reflective process and in identifying actions, further supplementary questions/prompts have been provided below, alongside each question. Teams are not required to respond to these supplementary questions directly, but may wish to factor them in to their deliberations and when completing the APR report form. In addition, programme teams are encouraged to seek input from colleagues providing more specialist support, such as the Transitions Officers, the Inclusive Practice Development Consultant, the Disability Advisors, or EDI and Disability Reps. UG, PGT and PGR provision for each cognate subject area will be considered in separate reports along reporting timelines similar to previous annual evaluation mechanisms. An indicative timeline for reporting is available in section 3.2.4 below.

Where collaborative partnerships exist, the programme team is required to consider these as part of the suite of programmes and respond within the questions appropriately. However, the designated Regional or International Teaching Partnerships (LU Ghana, LUC@BJTU, Sunway, Blackburn College and Blackpool and the Fylde College) will undergo annual review processes separately; ITPs will undergo the same APR process but on their respective timescales, with the exception of EMBA which will be managed through LUMS irrespective of delivery location. RTPs have a separate process which they follow.

In the case of ITPs, the faculty's Director of ITPs will review each ITP APR on receipt and provide input to the relevant year's Faculty APR report.

It is anticipated that departments will review APRs relevant to their portfolio through the most appropriate extant mechanisms. Heads of Department will have the opportunity to add a 'wrap-around' statement to each APR which falls under their department's administration responsibility. Non-administering departments may choose to also review relevant APRs in a formal setting, with the Head of Department contributing to the wrap-around statement, but this is not in itself a requirement of the process unless there are specific issues or highlights that require report and/or escalation.

3.2.1.4. Rolling Action Plans

Any actions identified through this process should be included in the Rolling Action Plan for the *administering* department and appended to the report.

3.2.2. Supplementary Questions

SECTION 1: SPECIFIED	
APR Questions:	Supplementary Questions/Prompts:
<p>a) To what extent are the programme specifications and associated module specifications up to date and comprehensive, reflecting any changes over the last year (or longer)? Do they accurately describe the programme, its purpose and content, so that prospective applicants and students are clear about what they should expect during the course of their studies and what is expected of them? What processes are in place for the regular review of programme and module specifications?</p>	<p>Programme Teams may wish to consider CMA requirements to ensure that the information supplied via all media to current and prospective students about the programmes and modules enables them to make an informed choice based on a sound understanding of what is involved. It is good practice for example to provide details of the syllabus (e.g. what will be covered in lectures and seminars; how students should prepare for a particular class) and associated learning materials / resources in advance. This helps clarify what is expected and allows students to prepare, enabling them to get the most out of a particular session. Key points to check are:</p> <ul style="list-style-type: none"> • is the documentation: <ul style="list-style-type: none"> ○ complete ○ up to date ○ accurate ○ in plain English ? • is the documentation comprehensive, with information about the programme content and requirements, such as; <ul style="list-style-type: none"> ○ compulsory and optional modules (including any pre- or co-requisites where appropriate), ○ prior knowledge and/or experience (including pre-course reading or employment experience), ○ costs for materials or fieldtrips, ○ the programme aims and outcomes (including potential graduate attributes), ○ an indication of when assessment occurs and what is required to complete assessments successfully (such as particular referencing styles)?
<p>b) What have curriculum and assessment mapping processes revealed about the design and structure of the programme / relationship between modules, and how</p>	<ul style="list-style-type: none"> • When considering the <u>curriculum map</u> is it clear that the programme: <ul style="list-style-type: none"> ○ provides a stimulating, engaging, intellectually challenging experience for all students ○ accommodating different learning styles, and

are any issues being addressed?

recognising the diverse experiences and needs across a student cohort

- provides a coherent curriculum which supports the achievement of the intended learning outcomes and is tested appropriately by the assessment strategy
 - promotes inclusive practice, addressing the needs of a range of learner types and minimising the need for additional reasonable adjustments to support students with disabilities or specific educational needs
 - uses learning technology to the best advantage of all students to promote student learning
 - provides students with opportunities to develop a range of skills and knowledge that will equip them for graduate employment?
- When considering the assessment map is it clear that there is a programme assessment strategy which is relevant to the context/mode in which the student is learning, and:
 - has been designed to include a diverse range of assessment methods recognising that students are likely to perform better on one form of assessment than another across the programme thereby helping support an equal opportunity for all students to demonstrate the learning outcomes being assessed,
 - enables the valid testing of the programme learning outcomes and provides a range of engaging and intellectually challenging opportunities
 - provides a relevant and practicable workload that, where possible, avoids unnecessary clustering of assessment
 - employs the use of formative feedback to support students' development throughout the programme
 - is optimised for the chosen modes of delivery?
 - In the case of joint/combined programmes is it clear that:
 - either a specific academic(s) is working across the disciplinary boundary, or that there are

	<p>demonstrable intellectual links between academics in each of the disciplines</p> <ul style="list-style-type: none"> ○ there is a clear intellectual or other (e.g. work-related) benefit to the combination of these particular disciplines?
<p>c) What significant changes have there been to the programme or suite of programmes this year that have impacted on the structure, content and/or delivery of the programme?</p>	<p>The programme team may wish to consider the following points which may have impacted on the programme:</p> <ul style="list-style-type: none"> ● a general review of the curriculum ● developments to introduce or increase international study or work placement opportunities ● staff changes ● PSRB visits/reviews of programmes which resulted in particular actions ● actions/suggestions identified in External Examiner report(s) ● activities or developments to address problems that have been highlighted through performance indicators, such as NSS/PTES ● developments or initiatives to engage with educational collaborative partners, other external bodies such as employers, or industry representatives which identified changes to the programme content and/or delivery ● any issues arising from the delivery of work-based learning partnerships ● actions identified from student feedback, for example through Staff-Student Committees.
<p>d) How does the programme curriculum respond to and embed the Education Strategy themes of inclusivity, sustainability, internationalisation and employability? Where improvements can be made, what plans are in place to enhance this alignment?</p>	<p>Below is a list of current institutional initiatives aligned to the Education Strategy which the programme team may wish to reflect on in addressing the question:</p> <ul style="list-style-type: none"> ● The Employability Framework, ● The 5 Principles of Assessment and Feedback, ● The PGT and PGR Review implementation plans, ● Technology enhanced teaching and learning via Digital Lancaster 2.0, ● Globalising and integrating the student experience (Internationalisation Plan) ● Partnerships with ITP colleagues and other international links, ● The Student Retention Plan

SECTION 2: ENACTED	
APR Questions:	Supplementary Questions/Prompts:
<p>a) In the programme team’s opinion, what has been most innovative and/or challenging this year in relation to teaching, learning and assessment, and how might this reflection inform actions for next year?</p>	<p>The programme team may wish to consider the following points when reviewing teaching, learning and assessment practice:</p> <ul style="list-style-type: none"> • a module/ programme which adopted new learning and teaching techniques or assessment methods • examples of developments in research-led/informed teaching • initiatives to develop students’ employability skills (reflection which might be informed by comments from employers, placement providers, PSRBs, or DLHE data) • enhancement initiatives which have resulted in notable student feedback and/or developed the themes of the Education Strategy • external examiner comments • successes by individual staff or teams such as awards for teaching or commendation from a professional body • initiatives undertaken to provide or promote teaching development or enhancement within the programme team • student successes in award or recognition schemes related to their academic activities • the successful resolution of problems or challenges identified since the previous APR/ATR • any particular examples of excellence in teaching which you have disseminated or which you wish to report for wider dissemination • any lessons learned from your experiences which would be helpful to disseminate to colleagues
<p>b) What resource or programme management issues (staffing, equipment, teaching space, student support needs, etc), if any, have been identified during the year? How were these issues addressed during the year? If it was not possible to address the issues what plans</p>	<p>For example, the programme team may wish to consider:</p> <ul style="list-style-type: none"> • where the programme content, delivery or assessment has been/needs to be revised, if the collective expertise of the academic team remains/will be appropriate for the programme provision, including an understanding of the differing demands of the different modes of study being proposed.

<p>or resource requests will help address them in future years?</p>	<ul style="list-style-type: none"> • if sufficient and appropriate learning resources are available to all students, including where students have documented study/support needs. In particular, are the required reading materials for the course available in the Library? • are there any timetabling issues or challenges which have an impact on teaching, learning and/or assessment? • for joint/combined programmes, if there is there an appropriate structure to manage and administer the programme across departments/faculties, with an identified academic and administrative lead and shared programme team approach to regular cohort meetings and the annual monitoring and review of the programme. • how students' transition to higher education (in the UK) can be supported, with students prepared for the teaching, learning and assessment methods to be used in the programme, so that such methods are not unfamiliar at the point at which students are summatively assessed, and that the programme gives an early opportunity for students to experience these methods. • if there is an appropriate strategy for academic and pastoral support which meets the University's and the programme's requirements and fulfills students' needs.
<p>c) To what extent has the use of technology within the programme enhanced the teaching, learning and assessment experience?</p>	<p>When considering the use of technology within the programme, the programme team may wish to review:</p> <ul style="list-style-type: none"> • if there has been a performance improvement in a curriculum area that students previously struggled with • if students are more engaged in class, if lecture attendance has increased, if feedback from students has improved • if the level of engagement remained steady over time, or declined after an initial high • if different demographic variables within the student cohort have shown any significant trends, for example in the use of the resource, or assessment performance

	<ul style="list-style-type: none"> • if academic staff satisfaction of teaching or marking and assessment has changed • if the level of academic staff engagement in the use of technology has increased
d) What challenges, if any, have the mode(s) of delivery of the programme and its modules presented this year, and how have they been addressed? Has this driven any innovative practice which could usefully be shared?	<p>By 'mode of delivery' we mean face-to-face, online, blended, full-time, part-time, work-based, etc. either at a programme or module level. However you may also want to include modules which have particularly large cohorts which require double or triple teaching during a term.</p> <p>Other areas for reflection include:</p> <ul style="list-style-type: none"> • a move to the use of a particular technology to deliver (an aspect of) teaching, • technical aspects of delivery where technology has been used, or where delivery is wholly online • access to learning and support services for part-time students or students studying at a distance, • cohort identity where a cohort does not meet physically (e.g. distance-learning) or meet regularly (e.g. part-time students) • adaptations to teaching styles (e.g. the use of flipped classrooms) • the balance of contact time (e.g. lectures, seminars, tutorials, workshops, etc.) • modules which are delivered across different levels, for example at levels 6 (UG) and 7 (PG) • work-based learning modules (e.g. placements or internships), or study abroad modules for which learning outcomes are specified • the prior experience of staff involved in these delivery modes, and/or their confidence in moving to these delivery modes • the prior experience of students subject to these delivery modes and their response to the experience on course

SECTION 3: EXPERIENCED	
APR Questions:	Supplementary Questions/Prompts:
a) Reflecting on the data provided and the programme team's experience, what key	Do the data indicate any trends, either positive or negative, that are of particular interest or need to be addressed?

<p>areas of enhancement can be identified?</p>	<p>Are there any factors outside the programme team’s control which are affecting performance indicators, positively or negatively? Is there any support which could be provided at department, faculty or university level which could help with this? What support would this be?</p> <p>In particular the programme team should reflect on performance in the following areas:</p> <ul style="list-style-type: none"> • admission numbers, entry qualifications, relevant characteristics of the cohort (including any admissions through access, articulation, exchange or study abroad agreements, where available) • progression between years (failure rates, retention, module, programme level averages) • final award outcomes of students • graduate destinations • particular improvements in areas of the NSS/PTES • benchmark data
<p>b) Has the programme team successfully engaged, or developed new ways of engaging, with all students on the programme to support their learning? What evidence is there of the effectiveness of these methods?</p>	<p>Engagement may be through ‘normal’ established mechanisms common across the university, or it may be through new approaches that are being, or have been, trialed. Any outcome, considered by the team to be positive or negative, should be recorded as its useful to share experiences and lessons learned within the wider context offered by APR.</p>
<p>c) Given the reflection of the programme or suite of programmes above and feedback from External Examiners, to what extent, and on what basis, is the programme team confident that the programme is both current and provides a cohesive learning experience to students? Have any issues been raised by External Examiners this year, and if so, have they been addressed?</p>	<p>The response should be drawn from consideration of the data packs, student and external examiner feedback and performance indicators such as survey and league table results, and the reflections of the programme team <i>as a whole</i> and should be a determination of the students’ experience of the programme or suite of programmes that are being considered.</p>
<p>d) On the basis of feedback received this year from students, external examiners and other stakeholders, and</p>	<p>These three priorities are those actions identified through the review process which the programme team believe are critical to maintain and/or enhance the quality of the student experience. All actions identified through the review</p>

<p>the programme team's reflections above, what are the top 3 priorities relating to the programme or suite of programmes in the next 12 months</p>	<p>process, including the three priorities, should be listed in the Rolling Action Plan which accompanies the APR report.</p>
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<p>SECTION 4: COLLABORATIVE PARTNERS</p>	
<p>APR Questions:</p>	<p>Supplementary Questions/Prompts:</p>
<p>Where collaborative partnerships exist (other than the designated RTPs or ITPs), is the programme team confident;</p> <ul style="list-style-type: none"> a) That the arrangements in place to manage the partnership are secure and working well b) That the arrangements for managing the programme are secure and equivalent to those of a programme delivered at Lancaster c) That the partner is delivering a programme equivalent to the quality and standards of a Lancaster degree delivered at Bailrigg d) That the student experience is of a standard equivalent to that of a student studying at Bailrigg 	<p>By 'collaborative partners' we specifically mean any programmes of study which lead to a Lancaster degree (notwithstanding the award offered by the partner) to which Lancaster may contribute only part of the teaching, or none at all, but for which Lancaster retains oversight for the quality and standards of the provision. The programme team may wish to consider the following in relation to each point a) – d):</p> <ul style="list-style-type: none"> a) For example, are there effective lines of communication which are open and transparent, and is the partnership resourced appropriately with staff identified for key roles and responsibilities? b) For example the arrangements for marketing, recruitment and admissions, entry requirements, provision of resources, marking and feedback, assessment and award, monitoring and review, etc. c) Is there evidence that the partner has processes for the monitoring and review of programmes, modules, teaching and/or learning (including revisions to programmes and modules) to which Lancaster has the opportunity to contribute, that the arrangements for marking and moderation are robust, equitable and fair, that the admissions criteria are appropriate for the level of the award and the process for admitting students commensurate with that of the link department? d) Is there evidence that student satisfaction is at an acceptable level or higher, that sufficient and appropriate resources and facilities are available to students, and that feedback and support is available such that students are able to achieve the learning outcomes.

SECTION 5: POSTGRADUATE RESEARCH PROGRAMMES	
APR Questions:	Supplementary Questions/Prompts:
a) Which aspects of the PGR student experience have been of particular note (strengths and/or challenges) in the past year?	<p>This could include reference to:</p> <ul style="list-style-type: none"> • Induction and support • quality and frequency of supervision; • the sense of being part of an academic community; • annual progression rates; • percentage of successful outcomes (e.g. pass without referral) though you do not need to summarise all completion data as it will be available in the data packs; • improvements as a response to student feedback; • employability, training and development and other student-focused activities. <p>In years when PRES results are available please comment on your PRES results and note any actions being taken to address identified issues. In subsequent years, it would be helpful to receive an update on actions initiated in previous years.</p>
b) Have any i) new PGR programmes, ii) PGR programme changes, or iii) PGR organisational changes been implemented this year? If so, what successes and challenges have you faced?	<p>For example these could include reference to:</p> <ul style="list-style-type: none"> i) distance learning, partnerships, or in DTPs, ii) changes to taught elements, progression requirements, thesis format, iii) changes to student representation in decision making, programme directors, or administrative support.
c) Are there any further PGR programme or student experience issues or strengths that the programme team wishes to raise? In particular, are there any examples of effective practice which might benefit others by being shared?	<p>For example this may include reference to:</p> <ul style="list-style-type: none"> • accommodation or facilities • access to training or conferences • entrant quality or quantity • implementation of policy or regulation
d) Looking forward, what are the top 3 priorities for the programme team relating to the student experience of PGR students or the academic quality of PGR programmes in the next 12 months?	<p>These three priorities are those actions identified through the review process which the Programme team believe are critical to maintain and/or enhance the quality of the student experience. All actions identified through the review process, including the three priorities, should be listed in the Rolling Action Plan which accompanies the APR report.</p>

3.2.3. Faculty APR Template

a) What trends or patterns can be identified from the Programme APR reports in relation to programme design/re-design?
b) What evidence is there that programme teams have responded, or will respond, to the themes of the Education Strategy?
c) What evidence is there of innovations in teaching, learning and/or assessment, particularly with the use of digital enablers, within Programme APR reports?
d) What resourcing issues were identified in the Programme APR reports that require escalation to institutional level? Please provide a summary.
e) From the data provided, to what extent does the faculty have confidence that its programmes are performing in line with the benchmark data for the faculty and/or comparator institutions? Please note any anomalies including any associated mitigating actions.
f) What issues, if any, have been raised by External Examiners this year, and have these been acknowledged and addressed in the relevant Programme APR reports? Have any issues been escalated to faculty level, or require escalation to institutional level?
g) Have External Examiners made any commendations this year which the faculty would like to report?
h) What examples of effective practice have been reported which might benefit others by being shared more widely?
i) In relation to collaborative provision, please provide a brief summary of any issues, challenges or innovations reported through APRs for; i) Designated International Teaching Partnerships ii) Other collaborative partnerships for which the Faculty has responsibility
j) What other trends or issues have been identified from the Programme APR reports, not listed above, which the faculty wishes to escalate to institutional level?
k) Please provide a short reflection on the new process of APR and its effectiveness/usefulness from a: i) programme perspective, ii) department perspective, iii) faculty perspective.

3.2.4. Annual Monitoring Process – Indicative Timeline

