ANNUAL PROGRAMME REVIEW

# Review of Academic Year 2024-25

# **WORKBOOK**

# **FOR**

# **UNDERGRADUATE**

# **LEVEL**

## Introduction

Annual Programme Review (APR) is a process of department-based annual review of teaching. It is a reflective conversation about teaching, learning and assessment focused on enhancement that is underpinned by relevant data and evidence.

1. It assures the University of the academic quality and standards of our awards.
2. It identifies good practice and encourages continual enhancement to promote positive outcomes for students and other stakeholders.
3. It identifies and addresses poor programme performance including responding to any actual or potential concerns from external regulators or PSRBs.
4. It results in a set of actions for the reporting unit to enhance and / or address weaknesses.

APR operates at 3 levels: Undergraduate (UG), Postgraduate Taught (PGT) and Postgraduate Research (PGR).

APR reports should be received from each specified Reporting Unit as defined in the [Student Focused Dashboards](https://www.lancaster.ac.uk/planning-and-analytics/staff/student-focused-dashboards/). The Reporting Unit level is intended to focus meaningful analysis and responses at a level close to students' experience of study while combining similar programmes to minimise duplication.

The process is divided into a series of sequential steps that break down the Review by theme based upon available evidence and data. The intention is to allow annual review to commence when not all sources of evidence may yet be available. But steps may be discussed concurrently where evidence and data are available (for example, at partners where data is not supplied by LU), and Reporting Unit Teams are encouraged to complete the Review at the earliest opportunity.

## Timing

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| UG | July 2025 | Aug 2025 | Sept 2025 | Oct2025 | Nov2025 | Dec2025 | Jan2026 | Feb2026 | March 2026 | April 2026 | May 2026 | June 2026 |
| Step 1: Post-exam board review of student performance  |   |   |   |   |   |   |   |   |   |   |   |   |
| Step 2: Student voice and experience  |   |   |   |   |   |   |   |   |   |   |   |   |
| Step 3: Standards, quality and academic integrity  |   |   |   |   |   |   |   |   |   |   |   |   |
| Step 4: Student outcomes and awards  |   |   |   |   |   |   |   |   |   |   |   |   |
| Step 5: Submission of report for Departmental consideration |   |   |   |   |   |   |   |   |   |   |   |   |
| Step 6: Faculty consideration  |   |   |   |   |   |   |   |   |   |   |   |   |
| Step 7: ASQC consideration |   |   |   |   |   |   |   |   |   |   |   |   |
| Step 8: Institutional assurance  |   |   |   |   |   |   |   |   |   |   |   |  |

## Outputs

The outputs of APR for each Reporting Unit and for each relevant level of study (UG, PGT, PGR) are:

* A completed Workbook.
* A Quality Enhancement Plan (draft until the completion of Steps 1-5 to be finalised at Step 6). **Please ensure that all areas of weakness or areas requiring further enhancement identified in your responses to questions are detailed in your Quality Enhancement Plan.**
* An Appendix comprising:
	+ The Head of Department response letter to the External Examiner (UG and PGT).
	+ A PDF of the Reporting Unit's data contained in the Student Data Dashboard, once updated (expected by early November 2025).

*Please complete boxes from this page using question prompts:*

|  |  |
| --- | --- |
| **Reporting Unit:** |  |
| **Department:** |  |
| **Faculty:** |  |
| **Lead Author:** |  |
| **Contributing Authors:** *please involve not only relevant teaching staff but, where appropriate, demonstrators, technicians and professional service staff such as Teaching Coordinators and Student Programme Officers* |  |

## Step 1: Post-exam board review of student performance

Evidence to be considered:

* Student performance as demonstrated at the most recent examination board(s).
* External Examiner's oral comments.
* Where relevant, please consider the performance of students on variant programmes such as study abroad or placement/year in industry.

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| **In the light of student performance at the examination board(s) and oral comments on student performance made by your external examiner(s) either at or in advance of the exam board(s), identify areas of strength and areas that require further development or enhancement.**  |
|  |

## Step 2: Student voice and experience

Evidence to be considered:

* LUMES results from [Student Module Evaluation Reports](https://evaluations.lancs.ac.uk/displayreport).
* NSS results including student comments. Reporting Unit level data on the NSS on the [Undergraduate student focused dashboard](https://tableauserver.lancs.ac.uk/t/authorised/views/Studentfocuseddashboards-UG-suppressedversion/UGAPRreportingunit?%3Aiid=1&%3AshowVizHome=no&%3Aembed=yes&%3Atoolbar=#2) will be updated for 2025 results in November. Please note that more detailed data on NSS 2025 is available from [NSS Internal Results](https://tableauserver.lancs.ac.uk/t/authorised/views/NSSLancasterresults2023/NSSInternalResults?%3Aiid=5&%3AshowVizHome=no&%3Aembed=yes&%3Atoolbar=top#3) dashboard but that this data is not presented by Reporting Unit.
* Summary of staff-student consultative committee (or equivalent).
* Where relevant, please consider the experience of students on variant programmes such as study abroad or placement/year in industry.

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| ***(a) In the light of your most recent LUMES results - and compared to the rest of the University - identify strengths and areas that require enhancement*** |
|  |
| ***(b) In the light of your most recent NSS results - and compared to the rest of the University and to your subject in comparator institutions - identify strengths and areas that require enhancement.*** |
|  |
| ***(c) What are the key actions that arose from your staff-student consultative committee (or equivalent)?*** |
|  |
| ***(d) How effectively does your programme team elicit and respond to students’ views?***  |
|  |
| ***(e) What strengths and areas for further development were identified from student feedback?*** |
|  |
| ***(f) Please comment on any other factors affecting the quality of the student experience within (or beyond) the department and how you intend to address these.*** |
|  |

## Step 3: Academic standards, quality and academic integrity

Evidence to be considered:

* External Examiner's annual report.
* Any professional standard or PSRB report.
* QAA Framework for Higher Education Qualifications level descriptors.
* QAA Subject Benchmark Statement.
* Employer feedback.
* Any recent STLR or programme approval/reapproval event.
* Other external reference points.
* Indicators of esteem of relevance to teaching, learning and assessment such as dean's awards for teaching, national teaching nominations or awards, teaching fellowships.
* Data on cases of poor academic practice, academic misconduct and referrals to Standing Academic Committee.

### External examiner's report

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| --- |
| ***(a) What areas of strengths were identified by your external examiner(s) in their annual report?*** |
|  |
| ***(b) What areas for improvement were identified by your external examiner(s) in their annual report?*** |
|  |

*As part of the process of APR programme teams are asked to:*

* *work with the Head of Department to draft a written response to the external examiner report(s);*
* *submit this response to a meeting of the staff-student consultative committee (or equivalent) for discussion;*
* *append a copy of the HoD response to the APR Workbook.*

***(c) Please confirm that the Head of Department's response letter is contained in the Appendix to this Workbook:***

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| --- | --- |
| YES |  |
| NO |  |

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| ***(d) Note the date of the staff-student consultative committee at which this response was or will be discussed.*** |
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### Outputs from any other review processes relevant to academic standards and quality

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| ***(e) Where your programmes have been part of an STLR, reapproval event or PSRB review process, what strengths and areas for enhancement were identified?***  |
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### External reference points

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| --- |
| ***(f) Please confirm which QAA Subject Benchmark Statement (give date of publication) your programme(s) is/are aligned to. Add any other key external reference points for your programme(s), in each case giving the relevant year of publication:*** |
|  |

### Other indicators of esteem

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| ***(g) List any indicators of esteem relevant to teaching, learning and assessment received by members of your programme delivery team(s) in the last academic year:*** |
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##  Academic integrity

***(h) Using the table below, please indicate both number of cases of poor academic practice and academic misconduct within your department during the last academic year and the proportion of the student cohort that these numbers represent.***

|  |  |  |  |
| --- | --- | --- | --- |
|  | Number of cases  | Cases as a proportion of relevant student cohort  | Comments  |
| No. of cases of poor academic practice  |  |  |  |
| No. of cases of academic misconduct  |  |  |  |
| No. of cases referred to Standing Academic Committee (SAC)  |  |  |  |

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| ***(i) Note the steps you took to minimise and detect academic misconduct.***  |
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## Step 4: Student outcomes and awards

Evidence to be considered:

* Student rates of:

 Continuation from Year 1 to Year 2

 Completion of course

 Progression to further study or graduate employment.

* Student degree outcomes.
* Where relevant and your evidence allows, please consider the performance of students on variant programmes such as study abroad or placement/year in industry.

Relevant data by Reporting Unit is available on the [Undergraduate student focused dashboard.](https://tableauserver.lancs.ac.uk/t/authorised/views/Studentfocuseddashboards-UG-suppressedversion/Frontpage?%3Aiid=1&%3AshowVizHome=no&%3Aembed=yes&%3Atoolbar=#3) We expect data to be updated in early November 2025. More detailed information is available on progression in the Graduate Outcomes dashboard (but note this information is not displayed by Reporting Unit).

### Student continuation

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| --- |
| ***(a) With reference to your programme data for the latest available 4 years, in comparison to the OfS B3 threshold, please comment on:******- the absolute level of student continuation on your programme******- student continuation on your programme in comparison to overall University achievement******- student continuation on your programme in comparison to wider student performance in the discipline.*** |
|  |

### Student completion

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| ***(b) With reference to your programme data for the latest available 4 years, in comparison to the OfS B3 threshold, please comment on:******- the absolute level of student completion on your programme******- student completion on your programme in comparison to overall University achievement******- student completion on your programme in relation to wider student performance in the discipline.*** |
|  |

### Student progression to further study or graduate employment

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| ***(c) With reference to your programme data for the latest available 4 years, in comparison to the OfS B3 threshold, please comment on:******- the absolute level of student progression on your programme******- student progression on your programme in comparison to overall University achievement******- student progression on your programme in comparison to wider student performance in the discipline.*** |
|  |

### Student degree outcomes

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| ***(d) With reference to your programme data for the latest available 4 years in comparison to the subject weighted good honours benchmark, please comment on:******- the absolute level of degree outcomes in your programme*** ***- student performance on your programme in relation to overall University achievement*****- *student performance on your programme in relation to wider student performance in the discipline.*** |
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## Step 5: Departmental consideration

Once the Reporting Unit staff have completed Steps 1-4 the resulting report and appendices should be submitted to the Department for consideration.

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| Lead Author signature confirming APR Report is final and can be submitted to Department Teaching Committee: |  |
| Date:  |  |

### Record of discussion and approval at Department Teaching Committee (or equivalent):

Where the Lead Author is also the chair of the Department Teaching Committee it is recommended that an independent chair is appointed for this item. The Department Teaching Committee is recommended to invite the Head of Department to comment on the Report.

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| ***Please summarise below the discussion of the APR report at the Department Teaching Committee, noting any changes requested to the Quality Enhancement Plan.*** |
|  |
| Date of Department Teaching Committee consideration and approval: |  |

## Step 6: Faculty consideration

Once the APR Report has been approved by the Department Teaching Committee it should be submitted to the Faculty Teaching Committee via the Quality Assurance and Enhancement Manager.

### Record of discussion at Faculty Teaching Committee (or equivalent):

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| ***Please summarise below the discussion of the APR report at the Faculty Teaching Committee, noting any changes requested to the Quality Enhancement Plan.*** |
|  |
| Date of Faculty Teaching Committee consideration and approval: |  |

## Actions from Previous Year(s)

*Summary of achievement on Action Plan from 2023-24 APR. Indicate progress made on actions from last year.*

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| **COMPLETED ACTIONS** |
| **Issue** | **Action** | **Responsible person** | **Due date** | **Anticipated outcome** | **Update on progress** |
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| **ONGOING ACTIONS** |
| **Issue** | **Action** | **Responsible person** | **Due date** | **Anticipated outcome** | **Update on progress** |
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## Quality Enhancement Plan

*Summarise all actions deriving from your responses to the 2024-25 APR in the following table.*

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| **NEW ACTIONS** |
| **Issue** | **Action** | **Responsible person** | **Due date** | **Anticipated outcome** | **Update on progress** |
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# APPENDICES

## APPENDIX 1: Head of Department response letter to the External Examiner

## APPENDIX 2: PDF of the Reporting Unit data contained in the Student Data Dashboard (once updated in November 2025)