

REPORT PROCEDURES

The colleges are responsible for ensuring that an Annual Programme Review is undertaken for each programme validated by the University, and that the reports of these reviews (APR reports) are: (a) considered internally as part of the standard quality assurance procedures for the programme; and (b) that there is strategic oversight of these reports and the APR process within the college. The colleges will organise an annual meeting for review of the APR reports, which Lancaster University representatives will attend. Representation at the annual meeting will enable Lancaster University to monitor the quality of the programmes it validates at its Associate Colleges.

Following the colleges' annual meetings the colleges are required to provide a report on the APR process and outcomes to the January meeting of the University's Collaborative Partnership Teaching Committee (CPTC) as part of the Annual Quality Report. Review of the Annual Quality Reports by CPTC will facilitate the cross-fertilisation of ideas and good practice across the different programmes and colleges.

REPORT GUIDELINES

The following guidelines are provided in order to both encourage the production of constructive, self-critical and analytical reports and aid comparison between documents. The report should be evaluative rather than purely descriptive.

GENERAL GUIDELINES

(i) Format. All reports should include a contents page and should have the sections and subsections of the report including appendices, clearly labelled to aid the ease of referencing of the material. Sequential page numbers should also be used throughout the report.

(ii) Style. Programme teams are encouraged to be constructively self-critical and evaluative within their reports and to explore means of improving their future performance.

(iii) Analysis of reports. Programme Consultants' and External Examiners' reports and students' comments are an integral focus of the review. All comments, queries and suggestions from these parties should be directly responded to within the report. Particular attention should be paid to ensure that all issues raised by external examiners are fully addressed. Programme leaders are asked to contact the Academic Quality Standards and Conduct office directly, or via their Quality Office, if they have not received programme consultants' or examiners' reports at the time of writing their annual review.

CONTENT OF REPORT

A. Basic Information

This should include:

- (i) the name of the College;
- (ii) the name of the Faculty/School/Department/Unit in which the programme is located;

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- (iii) the approved title of the programme and a note of the nature of the programme, for example: three year full-time Honours degree; one year full-time Ordinary degree;
- (iv) a list of the programme team members and their roles and responsibilities on the team;
- (v) the academic year to which the report relates;
- (vi) the date the report was produced;
- (vii) signature of the report author (usually the programme leader) and the Head of School or Department.

B The Review

This section of the report should include:

(i) A review of the previous year's Action Plan

The previous year's Action Plan should be included in full along with a commentary on what has been done to date on each point of the action plan.

(ii) A description of the College's internal review process

The quality assurance systems for monitoring and enhancing teaching throughout the year should be described. These systems are likely to include student feedback on programmes and modules, programme team meetings, annual programme reviews etc. A note should be made of the documentary evidence that is available to demonstrate how these systems have worked.

(iv) PSRB Accreditation

Please list any PSRB reviews or other accreditation events (e.g. interim inspection visits) in which your programme was involved and/or any annual reports/data returns made to the PSRB.

(v) Teaching, learning and assessment

Teaching, learning and assessment issues arising from reviews of the programme, at the level of both individual modules and the scheme as a whole, should be identified and discussed, and examples of good practice in teaching, learning and assessment (current or proposed) should be highlighted, as well as any concerns and responses that were raised through the year.

(iv) Programme developments

This section should comment on the currency of the programme and any changes to subject and/or professional standards/accreditation which impact on this. The commentary should also include a report on:

- any changes to the programme and modules which have taken place over the course of the year (minor and major changes)
- routine updating of bibliographies
- any proposed changes arising from the review.

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(vi) Student recruitment, progression and achievement

A commentary should be provided on:

- applications for admission to the programme for the academic year under review;
- the entry profile for the academic year under review. This should include the number of students recruited compared with target admissions numbers, and patterns of qualifications on admission, including APL and APEL if appropriate;
- progression and retention (if relevant);
- achievement at the end of the programme;
- other achievements of students: regional/national awards, exhibitions, publications, etc.
- destinations of students to employment or progression to further academic awards. If no specific first destination data are available for this are tutors aware via other feedback?
- For foundation degree students, comment on progression to top-up Honours awards. What are students' options for Honours top-ups; what proportion takes this route?

The commentary should be supported by appropriate numerical information which should be included as an appendix to the document rather than in the body of the report. The numerical information should incorporate comparative information for the two previous academic years, and should be analysed appropriately, for example, by gender and by type of qualification on admission.

The commentary should also include reference to any impact on the programme if numbers are significantly lower or higher than target.

(vi) Comments from external examiners and College responses

A summary should be given of the comments made by the External Examiner(s) for the programme, and of the College's responses to those comments, including any changes that are to be made as a result. External Examiners' reports and formal written responses to those reports from the Head of Faculty/School/Department/Unit or the programme leader should be included as appendices to the document.

A report should also be made on the engagement has the College had with external examiners and whether communication and contact been sufficient and appropriate.

NOTE: External examiners' reports should not contain the confidential 'Section D'.

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(vii) Comments from Programme Consultants and College responses

A summary should be given of the comments made by the programme consultants(s) for the scheme, and of the College's responses to those comments, including any changes that are to be made as a result. Programme consultants' reports and, where appropriate, formal written responses to those reports from the head of Faculty/School/Department/Unit or the programme leader should be included as appendices to the document.

A report should also be made of the engagement has the programme team had with their Consultant and whether communication and contact been sufficient and appropriate.

(viii) External programme reviews (or validation) and College responses

When a programme has undergone a revalidation/Periodic Review by the University in the year, a summary should be given of the comments made by the Panel. This should incorporate any Conditions and/or Recommendations set by the Panel and of the College's responses to these, including any programme changes that are to be made as a result.

Where this is the first year a programme has run, a report should be made on any Recommendations of the Panel that were not carried out by at initial validation, and how/whether these have been, or are being, addressed.

(ix) Views of students

The views expressed by students, and issues raised by students, should be summarised, and the College's responses outlined. This summary should always include a commentary on the NSS feedback where this is available.

Where quantitative data is available, it would be helpful to include this in the Appendices.

(x) Resources, staffing, and staff development

Any issues relating to resources for the programme should be identified and briefly commented on, including the implications for current and predicted recruitment to the programme.

Physical resources

- Are resources sufficient? Include reference to equipment, software, and space requirements as well as library and electronic resources.

Staff resources

- Have any changes to staff personnel or programme team roles occurred in the previous year? If so, comment on how this has changed the programme team's academic profile and/or delivery and management of the programme.
- Are any changes in personnel needed and/or anticipated?
- Is management and administration of the programme transparent and effective?

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Staff Development

- Summarise the key areas of staff development that have occurred - CPD and research – and the impact on the development and delivery of the programme.
- Identify any specific needs for further staff development.

The annual programme review should also contain details of the current staffing of the programme. A [staffing template](#) is provided for this purpose.

(xi) Work based learning/ employer engagement

A report should be made on issues relating to work-based learning (in particular for foundation degrees) and employer engagement. This should include a commentary on:

- individual feedback from participating employers, and in particular any external employer consultant employed by the College (include a report in appendices if available)
- issues raised at employer fora
- mentoring arrangements for students
- the integration of any work based learning with the rest of the programme including assessment of the equivalency of experience for students at different employers
- any use of employers as visiting lecturers
- College visits made to relevant employers
- the impact employer engagement has had on programme design and delivery.

(xii) Strategic developments

A brief summary should be provided of the views of the programme team on strategic developments relating to this programme, which should include reference to any planned revalidation and any developments at School and/or institutional level which may impact on the programme.

If a related foundation degree and/or other awards have been introduced alongside, the impact of this on the programme, particularly in terms of recruitment, should be commented on.

(xiii) Action plans

An action plan in tabular form should be provided of those actions to be taken in the coming academic year arising out of the APR. Action plans form a crucial element of the APR. They should be explicit and focussed on specific issues, and include any issues raised by the programme consultant(s), external examiner(s) and students.

The format should include:

- the issue to be addressed cross-referenced to the section(s) of report it relates to
- the action arising
- a named member(s) of staff to oversee dealing with the action
- a date specified for completion/reassessment (not “Ongoing”)
- an indication of if and when each action has been reassessed/signed off

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In addition, the previous year's action plan should be provided within the APR (this could be included as an appendix).

(xiv) Good practice

Areas of good practice identified by the programme team and/or reviewers for wider dissemination should be identified.

C Appendices

These should include the following:

- (i) Numerical information on student data.
- (ii) The external examiner's report on the programme for the academic year in question and the College's formal written response to this report.
- (ii) The Programme Consultant's report on the programme for the academic year in question and, the College's formal written response to this report.
- (iv) **If applicable:** the Conditions and Recommendations from the programme validation report (if this is the first year a programme has run); reports relating to any other internal/ external review of the programme (if available) and the College's formal written responses to those reports.

AN IMPORTANT NOTE ON DATA PROTECTION

It should not be possible to identify a particular student in an APR report. Personal data of students (including personalised exam results, names on student feedback sheets, etc.) should not be included within the report as this would constitute a breach of the Data Protection Act, 1998. In particular, examination board minutes, which may include sensitive personal data relating to specific students (e.g. details of mitigating circumstances), should **never** be included within the reports.