Annual Review of Courses
Reflecting on the academic year 2022-23

An Annual Review of Courses (ARC) report must be approved by the relevant Head of Department (or Heads in the case of a joint course) before being submitted to the Faculty Dean via Quality and Academic Development (quad@essex.ac.uk).

Purpose:

- To review and evaluate courses offered (including apprenticeships) to inform quality assurance and enhancement
- To identify themes and trends in data relating to educational performance
- To develop action plans that ensure the enhancement of all courses (including apprenticeships) under review and embed actions from the Curriculum Review
- To ensure excellence in the quality of education and alignment to the University's Education Objectives
- To identify good practice and lessons to be learned and shared across the University

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Updates to Form for submission in 2023-24

Curriculum Review and ARCs: New Actions

As part of Curriculum Review, each Department/School has been asked to outline actions that will be taken as part of Curriculum Review. To avoid duplicating actions between the annual review of courses and Curriculum Review process, please add actions from the ARC and Curriculum Review process in Section 3 of this template. Each action should be signposted as ARC or Curriculum Review (or both), and it should also be clear if it only applies to some courses/subject areas or across the department or school.

ARC actions should relate to **UG provision only**.

Curriculum Review actions should cover **UG and PGT provision**. An **update on PGT Curriculum Review actions** should then be supplied along with the **PGT ARC report** in Spring 2024. **ONLY** actions borne out of the Curriculum Review process for UG should be mapped to one or more of the Curriculum Review areas:

1. Research-led curricula

2. Explicit developmental trajectory of both knowledge and skills

3. Curriculum addresses societal challenges by committing to interdisciplinarity

4. Curriculum develops a broader sense of learning community.

5. Curriculum is inclusive and diverse

6. Curriculum encourages students to be active participants.

Actions can take a range of forms. Any actions relating to changes to course structure should be planned to be submitted as part of the **2023-24 Curriculum Update process**.

Submission Deadline:

Undergraduate: *By noon on Wednesday 15 November 2023*

Postgraduate: *By noon on Wednesday 31 January 2024*

Please note that the Deans will be reviewing these reports and providing the Faculty Education Committee with an overview at their meetings on 29 November 2023 (UG) and 21 February 2024 (PG). It is therefore essential that these reports are submitted by the deadlines above, or earlier where possible. ARC reports are also shared with students, External Examiners and Periodic Review Panels.

Report Authorship and Approval:

Name of department solely or principally responsible for courses under review	
Date report discussed by Department	

Courses to which this report applies *(Please add or delete rows as necessary)*	Number of students on the course (all years of study) in the year under review

Report author(s)	

Head of Department

Name _____

Signature _____

(I confirm that the information provided in this report is a true and accurate record)

Section 1: Action plan update since last year's Annual Review of Courses

Please add rows as necessary.

Please state the action taken as an outcome of last year's Annual Review of Courses						
Please ensure that updates are provided for all objectives identified in last year's Annual Review of Courses, as well as objectives that are still outstanding from the Annual Review of Courses from previous years. Please indicate where objectives are being carried forward and ensure these are included in Section 4.						
Objective	Action	Means of measuring impact and achievement of objective	Responsibility	Timescale	Progress to date	Action carried forward (Y/N)

Section 2: Strengths and enhancements

> **The areas covered within this ARC report should be considered during the course review and enhancement meeting(s) within your department.**
>
> Please consider the questions below as prompts, not as an exhaustive list, answering as appropriate for the circumstances of your department and according to the evidence available to you. Utilise key data in relation to educational performance for your department/school when answering the questions, outlining any trends or patterns in **progression, retention, achievement, and employability data**, as well as any other departmental monitoring systems in place, including variation in course performance across different subject/disciplinary areas**.**
>
> Commentary in relation to **Equality Diversity and Inclusion** should be provided under Question 6.
> Review of employability trends should include results from **Graduate Outcomes** data.
>
> **Please indicate in brackets where comments link to the action plans**
> Where a previous action or initiative has been reported as 'Complete' in Section 1, please outline the outcome of this and, where possible, the impact on key educational performance data such as progression, retention, achievement, module outcome and employability data. Where you have indicated that further work is required, an objective and action should be generated in the 2023-24 action plan.

Overview of strengths and challenges

1. What has been successful this year, including areas of good practice that could be shared? If relevant, please include links to online material and highlight particular examples of successful changes to different courses (including awards, apprenticeships or higher technical qualifications) and delivery that could be shared. Please also highlight any good practice from other departments or other institutions that you have introduced or adapted.

2. Discuss the specific challenges that you faced in 2022-23, noting areas that will require monitoring in 2023/24 and the course(s) or apprenticeship(s) impacted. What steps or processes have you used to resolve issues or overcome problems, and to measure the impact of actions taken? Have lessons been learned that could be shared more widely across the University?

Education Away Day

3. Please provide a brief note on the process by which your department carried out an early autumn review of educational performance (the 'away day equivalent activity') and any outcomes of this that are not separately listed in the action plan.

External engagement

4. Please highlight how external feedback (for example, from Professional, Statutory and Regulatory Bodies (PSRBs), or any other form of external accrediting body, reports from External Examiners, employer advisory boards or other employer or industry representatives or any other external input as relevant) on the course(s) has been considered and acted upon. For apprenticeships, please comment on employer or industry representative feedback and consultation in relation to apprenticeship design and any End-point assessor feedback.

Student engagement and feedback

5. Please highlight how student engagement and feedback on the course(s) and modules has been considered and acted upon. Provide examples of where student feedback has been acted upon and how this has been reported back to students. Please specify where examples relate to learners on apprenticeships and provide commentary on any student feedback and experience of tripartite meetings (also known as progress reviews) and End-point assessments.

Departments should record student engagement levels and trends in accordance with the relevant Performance Indicators, National Student Survey (NSS), Student Voice Groups (SVGs), Student Module Feedback, UK Engagement Survey (UKES) / Postgraduate Taught Experience Survey (PTES), and apprentice feedback surveys.

Equality, diversity and inclusion

6. Drawing on relevant evidence, what attainment gaps, discrepancies or specific impacts, if any, have you identified in respect of the progression, retention and achievement for groups of students who share a particular characteristic (for example those who identify as Black, Asian and minority ethnic (BAME), female/male students, disabled students, mature/young students, Index of Multiple Deprivation (IMD) classifications, and other protected characteristics)?

What have you done to address any gaps or disproportionality seen in data trends, and how have you embedded inclusive practice in 2022-23?

What further steps are planned for the 2023-24 academic year to continue and further promote inclusivity and best practice, and enable all students to reach their potential?

Response to PSRB requirements, Periodic Reviews and course approvals in the last 12 months

7. Please include where relevant a summary of any requirements, such as conditions and recommendations, received from Professional, Statutory and Regulatory Bodies (PSRBs), or any other form of external accrediting body, and actions being taken in response. For the first report after a Periodic Review or course

approval, include an update on action taken relating to conditions and recommendations. In subsequent years, updates should be provided via other relevant sections of the ARC report.
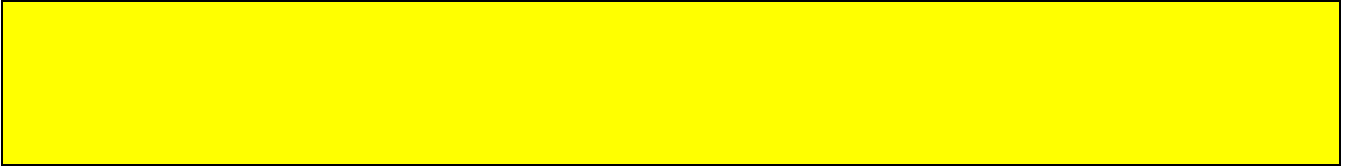
Section 3: Action plan

Please outline the actions for the 2023-24 academic year

When agreeing on objectives and actions, please keep in mind that there needs to be an effective means of measuring the impact of actions and whether the objective has been achieved.

Objectives carried forward from previous years	Action	Means of measuring impact and achievement of objective	Responsibility	Timescale	Progress to date

New Actions for ARC or Curriculum Review (Tick both boxes if joint action)		If Curriculum Review action only – UG or PGT provision?	New Objective	Action	Means of measuring impact and achievement of objective	Responsibility	Timescale	If Curriculum Review action, which **area** is it relating to? If ARC action, what sections of this report does this action relate to?
ARC	Curriculum Review							
☐	☐	UG ☐ PGT ☐						
☐	☐	UG ☐ PGT ☐						
☐	☐	UG ☐ PGT ☐						
☐	☐	UG ☐ PGT ☐						

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