UNIVERSITY OF ESSEX PARTNER INSTITUTION

Annual Review of Courses

Reflecting on the academic year 2020-21

An Annual Review of Courses report must be approved by the relevant senior manager with responsibility for Higher Education provision before being submitted to the Dean of Partnerships via Quality and Academic Development (quad@essex.ac.uk).

**Purpose:**

* To review and evaluate the centre/school to inform quality assurance and enhancement
* To develop action plans that ensure the enhancement of the centre/school under review
* To ensure excellence in the quality of education and alignment to the University’s Education Objectives
* To identify and share good practice and lessons to be learned

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| **Partner institution:** |  |

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| **Programme area** (where several courses are being reviewed together) |  |

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| **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** | **Name of course leader** |
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| **Report author** |  |
| **Which Partner Committees have considered this report?** |  |

**Head of Higher Education at the Partner Institution**

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(I confirm that the information provided in this report is a correct record)

***SUBMISSION DEADLINE:***

***Undergraduate:*** *By noon on Wednesday 17 November 2021*

***Postgraduate:*** *By noon on Wednesday 2 February 2022*

Please note that the Deans will be reviewing these reports and providing the Partnerships Education Committee with an overview at the meetings on 1 December 2021 (UG) and 1 March 2022 (PG). It is therefore essential that these reports are submitted by the deadlines above, or earlier where possible.

***Please attach as appendices:***

* *Recruitment and retention data*
* *NSS data*
* *ISS data*
* *Summary of module satisfaction data where available*

**Section 1: Action update since last year’s Annual Review of Courses**

*Please add rows as necessary.*

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| **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.  To facilitate cross-referencing and future monitoring please allocate each objective and action a unique identifier in line with the format explained in the guidance notes. | | | | | | | |
| **ID** | **Objectives carried forward from previous years** | **Action** | **Means of measuring impact and achievement of objective** | **Responsibility** | **Timescale** | **Progress to date** | **Action carried forward** |
|  |  |  |  |  |  |  | Y / N |
|  |  |  |  |  |  |  | Y / N |
|  |  |  |  |  |  |  | Y / N |
|  |  |  |  |  |  |  | Y / N |
| **ID** | **New objectives** | **Action** | **Means of measuring impact and achievement of objective** | **Responsibility** | **Timescale** | **Progress to date** | **Action carried forward** |
|  |  |  |  |  |  |  | Y / N |
|  |  |  |  |  |  |  | Y / N |
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**Section 2a: Strengths and enhancements**

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| **The following points should be considered during the annual review of courses meeting(s) within your centre/school, and when completing this section:**   * Use as evidence the relevant Partnership Performance Indicators, NSS, ISS, UKES, TEF, Student Staff Liaison Committees (or equivalent), module evaluations, progression, retention and achievement data, equality and diversity data, External Examiner reports, and any other centre/school monitoring systems in place, including variation in course performance across different subject/disciplinary areas**.** * Reference should be made to steps taken in response to [internal and external influences](https://www1.essex.ac.uk/quality/Documents/course_design_approval_and_modifications/Guidance_on_internal_and_external_reference_points.pdf), external organisation requirements and updates to the relevant QAA subject benchmark statement(s) or qualification benchmark(s). * Highlight key enhancements to your courses and modules, and where good practice has been shared.   **Where you have indicated that a strength or enhancement requires further work, an objective and action must be generated in the 2021/22 action plan**. When completing the table below, please ensure that the unique ID reference is provided in brackets for the corresponding objective and action. |

**Overview of strengths and enhancements**

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| 1. What has been successful this year, including areas of good practice that could be shared?   What good practice has been shared within and outside the centre/school (this could include areas where commendations were set by periodic review and validation panels)?  Please also highlight any good practice from other centres/schools that you have introduced or adapted. (If relevant, please include links to online material). |
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| 1. What issues/risks have arisen this year, and what will require monitoring in the forthcoming year? What steps or processes have you used to resolve issues or overcome problems, and to measure the impact of actions taken? |
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**External engagement**

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| 1. What external feedback on course changes and developments was sought or obtained during the year? |
| External Examiners Yes / No  Other external academic input Yes / No  Employer Advisory Boards Yes / No  Employer or industry representatives (outside the Advisory Board) Yes / No  Professional, Statutory or Regulatory body Yes / No  Other (if yes, please summarise below) Yes / No |
| Please highlight how external feedback on the course(s) and has been considered and acted upon. |
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| 1. Where there have been updates to the QAA UK Quality Code[[1]](#footnote-1) and relevant QAA subject benchmark statement(s) or qualification benchmark(s)[[2]](#footnote-2) over the previous academic year, please outline any resulting action taken to reflect this. |
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**Student engagement**

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| 1. Please highlight how student feedback on the course(s) and modules has been considered and acted upon. |
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**Employability and work-based learning**

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| 1. Drawing on your Departmental Employability Action Plan and other relevant evidence, please comment on the effectiveness of your employability activities in 2020/21 and how these initiatives are anticipated to improve results in the future. What further steps are planned for the **2021/22** academic year to enhance the employability of your students? |
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| 1. Where work-based learning forms a part of the course(s), please summarise existing arrangements for managing, supervising, monitoring and reviewing this activity.   Evaluate how effectively work-based learning has contributed to student learning opportunities. |
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**Equality, diversity and inclusion**

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| 1. Drawing on relevant evidence, what differences, 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 BaME, female/male students, disabled students, mature/young students, participation of local areas classification groups (POLAR), and other protected characteristics)?   What have you done to address this and to embed inclusive practice in 2020-21?  What further steps are planned for the 2020-21 academic year to continue and further promote inclusivity and best practice, and enable all students to reach their potential? |
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**Response to Periodic Reviews and course approvals in the last 12 months**

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| 1. For the first report after a validation or periodic review, include a summary of the response to each condition and recommendation where appropriate, and indicate where the response has been approved or work is ongoing.   In subsequent years, updates should be provided via other relevant sections of the ARC report. |
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**Section 2b: Staffing and resources**

Where comments link to the action plan, please provide the unique identifier in brackets.

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| **Facilities and resources**  Please provide an evaluative summary of the adequacy of facilities and resources to support the delivery of the course during the period under review, including teaching accommodation, library and IT resources. |
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| **Staffing**   1. Please outline any key issues in relation to staffing that have arisen during the year under review (for example staff changes or significant periods of staff absence) and, where relevant, action taken to maintain the quality of the student experience. |
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| 1. Please provide, in the form of a table, the staff to be involved in the delivery of each of the modules within a course for the forthcoming academic year. Use a separate table for each course. Please highlight any new members of staff who have not previously taught on the course, or who are to teach at a higher level than previously.   Please confirm that any new staff (as indicated above) have been approved in line with the criteria for the approval of HE teaching staff at partner institutions. |
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| **Staff development and scholarly activity**   1. Please provide details of any relevant HE staff engagement in research, scholarship and professional activity during the year under review. |
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| 1. Please provide details of any relevant HE staff development activity undertaken by the course team during the year under review, including involvement in teaching observation schemes. |
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| 1. Please explain how staff development and staff engagement in research, scholarship and professional activity has impacted on curriculum design and teaching quality. |
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**Section 3: Quality assurance and enhancement processes**

Where comments link to the action plan, please provide the unique identifier in brackets.

| **Please confirm the following for the 2020/21 academic year**  **Please highlight processes which show good practice and any processes you plan to improve**  *Please indicate in brackets where comments link to the action plan.*  **Evidence**  *Ensure that copies of evidence are saved and available for review. Hyperlinks provided as evidence should be accessible to the Deans of Partnership and the Partnerships team.* | | |
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|  | **Monitoring and review process** | |
| **1** | Students were consulted in the process for the Annual Review of Courses (ARC) | |
|  | *Process* | *Evidence e.g. dates of meetings and minutes, or website links* |
| **2** | Management committees were convened for joint course annual review purposes | |
|  | *Process* | *Evidence e.g. dates of meetings and minutes, or website links* |
| **3** | Action plans from the ARC were regularly reviewed | |
|  | *Process* | *Evidence e.g. dates of meetings and minutes, or website links* |
| **4** | The ARC was sent to the External Examiner(s) | |
|  | *Process* | *Evidence e.g. dates of meetings and minutes, or website links* |
|  | **Student involvement with quality assurance and enhancement** | |
| **5** | Students were consulted in curriculum developments | |
|  | *Process* | *Evidence e.g. dates of meetings and minutes, or website links* |
| **6** | The centre/school had a clear system for identifying which modules are due for module evaluation | |
|  | *Process* | *Evidence e.g. dates of meetings and minutes, or website links* |
| **7** | The centre/school had an effective mechanism for ensuring that actions identified through the module evaluation process are implemented | |
|  | *Process* | *Evidence e.g. dates of meetings and minutes, or website links* |
| **8** | The outcomes of module evaluation, including good practice, were communicated to students | |
|  | *Process* | *Evidence e.g. dates of meetings and minutes, or website links* |
| **9** | The centre/school disseminated action and issues arising through ISS, NSS and UKES, to staff and students | |
|  | *Process* | *Evidence e.g. dates of meetings and minutes, or website links* |
| **10** | An up to date commentary on actions taken in response to student feedback was provided on the web for current and prospective students | |
|  | *Process* | *Evidence e.g. dates of meetings and minutes, or website links* |
| **11** | Changes to courses and modules were communicated to all affected students and applicants in advance of information sent to them. | |
|  | *Process* | *Evidence e.g. dates of meetings and minutes, or website links* |
| **12** | Actions identified in student and staff liaison committees (or equivalent meetings) were followed up and outcomes reported to subsequent meetings. | |
|  | *Process* | *Evidence e.g. dates of meetings and minutes, or website links* |
| **13** | Minutes of student and staff liaison committees (or equivalent meetings) were published to students. | |
|  | *Process* | *Evidence e.g. dates of meetings and minutes, or website links* |
| **14** | External Examiner reports were routinely reported and discussed at the appropriate student and staff liaison committees (or equivalent meetings). | |
|  | *Process* | *Evidence e.g. dates of meetings and minutes, or website links* |
|  | **External Examiners** | |
| **15** | External Examiners were briefed and provided with the module and course information they needed to carry out their role by the centre/school | |
|  | *Process* | *Evidence e.g. dates of meetings and minutes, or website links* |
| **16** | Issues raised by External Examiners were discussed and acted upon. | |
|  | *Process* | *Evidence e.g. dates of meetings and minutes, or website links* |
| **17** | Action taken was reported to External Examiners and each External Examiner was sent a letter or email by the department in response to their report or the relevant section of the report portal was completed. | |
|  | *Process* | *Evidence e.g. dates of meetings and minutes, or website links* |
| **18** | A copy of the school/centre’s response to the External Examiner was completed on the External Examiner report portal or sent to Quality and Academic Development via [external.examiners@essex.ac.uk](mailto:external.examiners@essex.ac.uk) | |
|  | *Process* | *Evidence e.g. dates of meetings and minutes, or website links* |
|  | **Assessment** | |
| **19** | An assessment strategy was in place which aligned with the Institution’s Marking and Assessment policies. | |
|  | *Process* | *Evidence e.g. dates of meetings and minutes, or website links* |
| **20** | A system was in place for monitoring the quality of feedback to students on coursework | |
|  | *Process* | *Evidence e.g. dates of meetings and minutes, or website links* |
| **21** | A system was in place to monitor the timeliness of feedback. | |
|  | *Process* | *Evidence e.g. dates of meetings and minutes, or website links* |
|  | **Communication** | |
| **22** | Updates to University Policies and Procedures, and key issues discussed and clarified by the University, were disseminated and implemented | |
|  | *Process* | *Evidence e.g. dates of meetings and minutes, or website links* |

**Section 4: Action plan**

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| **Please outline the actions for the 2021/22 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.  Please allocate unique IDs to objectives and actions as explained in the guidance on completing ARC reports. For items carried over from a previous year, please keep the ID consistent across all reports. | | | | | | |
| **ID** | **Objectives carried forward from previous years** | **Action** | **Means of measuring impact and achievement of objective** | **Responsibility** | **Timescale** | **Progress to date** |
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| **ID** | **New objectives** | **Action** | **Means of measuring impact and achievement of objective** | **Responsibility** | **Timescale** | **Progress to date** |
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| **Document author** | Quality and Academic Development |
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| **Review frequency** | Annually |

1. <https://www.qaa.ac.uk/quality-code> [↑](#footnote-ref-1)
2. <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements> [↑](#footnote-ref-2)