



**UNIVERSITY OF  
BIRMINGHAM**

**Annual Module and Taught Programme Review 2022/23**

**Guidance Notes**

## **1. Overview**

The annual review process provides Schools with an opportunity to reflect on and evaluate the effectiveness of their teaching portfolio, with a view to the continual enhancement of provision for students. The adoption of a consistent approach to the process at School-level allows annual review to be carried out systematically and with the necessary rigour. Subsequently, Colleges and the University are able to detect any areas of concern and to disseminate good practice.

The objectives of annual review are:

- To enable academic staff to reflect, individually and collectively, on the effectiveness of the programmes and modules within their remit (i.e., that the course content is up to date, provides educational challenge and requires students to develop relevant skills, and that the delivery modes and assessment processes continue to be appropriate), and to evaluate the success of students against the learning outcomes, including the consideration of any awarding or progression gaps;
- To provide an effective mechanism for identifying and minimising areas of risk and to capitalise on opportunities for innovation and enhancement in relation to teaching, learning, assessment, and student support;
- To enable academic staff to reflect on the pedagogical appropriateness of their approach for the cohort size and for students not studying in their first language, and to ensure education equity as part of maintaining quality and academic standards;
- To provide an efficient system for reporting the outcomes of review and monitoring accountability for academic provision at different levels in the University, demonstrating the University's commitment to improving academic quality;
- To set out the School's strategic educational direction for the year, clearly linked to and informed by issues arising from the previous year's activity, allowing a more 'joined up' approach to academic planning.

## **2. Key inputs and information for the Annual Review**

The key inputs listed below are important indicators of quality and standards. Schools should ensure that they review and utilise all the key inputs when completing their annual review. These may be supplemented by secondary inputs and any other information available in the School. College Academic Policy Partners (CAPPs) will produce annual review summaries that will include data/feedback from staff student forums, external examiners, and statistical data to supplement this process and Schools are expected to also review all the inputs independently.

### **Key inputs in CAPP Annual Review Summaries:**

- Statistical data, such as new entrants and widening participation, non-continuation, and non-completion; class of degree and awarding gaps, including for different diversity groups (provided via Tableau Server, the link to which is available via Teams).
- External Examiners' feedback.
- Student feedback from summaries of annual SSF reports.

### **Key input information provided by CAPPs for scrutiny by Schools:**

- Module data spreadsheets including student module registrations (to be provided via Annual Review Teams).

### **Key input information for scrutiny by Schools:**

- Module review forms (to be completed by module leaders and uploaded to the Annual Review Teams site, see section 4 below).
- Dubai programme level review forms where relevant (UG forms should be available by the end of August and PGT forms by the end of November).
- Collaborative programme review forms.
- Apprenticeship programme review forms.
- Student Feedback (including information gathered through Student Evaluations of Learning and Teaching (SELT) and external student surveys (e.g., PTES, UKES)). NB. due to the timing of the release of the NSS results for this year, Schools will not be required to include commentary or action relating to NSS within their 'Annual Review of Taught Programme' forms.
- Information from external examiners' oral reports delivered at Board of Examiner's meetings.
- Reports from accrediting bodies or other external bodies (where applicable); industry feedback (for apprenticeships) (where applicable).
- Recommendations from Vice Chancellor's Integrated Review.

**Secondary inputs and additional information which may be of use during annual review:**

- Staff feedback gathered during the academic session (e.g., through committee meetings or learning and teaching fora within the School).
- Material available to students (e.g., student handbooks or website information).
- Module and programme specifications.
- Attendance and engagement, e.g., resource usage, data.
- 'Module boxes' (which may contain sample teaching materials), if used within a School.
- Compact discussions:
  - Schools may wish to consider any strategies or initiatives arising from Compact discussions and incorporate these into their review.
  - Schools should also consider module and programme viability (supported by statistical data) and, where appropriate, consider withdrawing zero and low recruiting modules and programmes to ensure they are aligned with the focus on the size and shape of the University's overall portfolio.
  - Your Head of School or College Planning Partner will be able to provide more information about Compact, if required.

As the inputs do not all become available until August, CAPPs will provide the UG Annual Review Summaries to Schools/Institutes at the end of August 2023. However, other inputs such as module review forms should be reviewed at School/Institute level before this date. The PGT inputs and summaries will become available during the Autumn.

**3. Annual Review of Taught Programmes Form**

Heads of Education, with support from Heads of Quality, will be required to complete the Annual Review of Taught Programmes form, which should be approved within the School via the Head of School/Institute Director prior to submission to the CAPP via the [Annual Review Teams site](#) by 29 September 2023. It should then be approved by the College Director of Education (DoE) and the

College Quality Assurance and Approval Committee (CQAAC) before submission to the University Quality Assurance Committee (UQAC). It is recommended that the College Director of Education (DoE) and Heads of Education attend the CQAAC when the Annual Review of Taught Programme forms are being considered; or that an extraordinary joint meeting of CQAAC and CEC is held. Deadlines for College and University approval can be found in the timeline below.

Part A of the Annual Review form is where Schools/Institutes can provide commentary and context for their evaluation of the past year and their key priorities for the upcoming year. The responses under this section should be concise and can be completed using bullet points or continuous prose. Part B (SMART Action Plan) should include all issues raised by the CAPP in their summaries plus any extra actions the School/Institute wishes to add ensuring any awarding/progression gaps are explicitly considered. These actions should be listed in priority order. Part C (Good Practice) should include any good practice raised by the CAPP in their summaries, plus any points that the School/Institute wishes to highlight.

Schools will be required in Part A of the Annual Review Form to comment on the progress of actions from the previous year and clarify in the SMART Action table in Part B where a previous action has been carried over.

Schools/Institutes are expected to hold an annual review meeting and to undertake their own analysis of the annual review inputs, adding any additional actions arising from their own analysis to the action table. This analysis should involve review of the same inputs considered by CAPPs in their Annual Review Summaries (SSFs, external examiner reports, or Tableau data, with particular reference to Access and Participation Plan Targets and Proportion of Good Honours Awarded), but also actions arising from module review, SELT, student feedback, informal feedback from external examiners, and module data spreadsheets. Schools/Institutes should ensure that all areas (e.g., Dubai/TNE, DL and apprenticeship programmes) are able to give input to the creation of the Annual Review form. It is also recommended that action plans are not developed in isolation; it is suggested that cross-School communication is used to ensure a joined-up approach across the College.

It is the intention that the Annual Review process in the future will involve some institutional-level actions to address awarding and progression gaps. However, for annual review of 2022/23, the Deputy PVC Education Policy and Academic Standards and Deputy PVC Education will support the DoE/DDoE within each College in offering a facilitated event if required in order to enable the development of actions to address any issues with the annual review data (such as actions relating to Access and Participation Plan targets or issues with awarding/progression gaps). The Deputy PVC Education Policy and Academic Standards will also be available to offer advice and guidance to individual Schools/Institutes to aid the completion of their Annual Reviews.

For 2022/23 onwards, Student Access, Progress, and Inclusion Committee (SAPIC) will monitor the progress of data-related actions within the Annual Review of Taught Programmes forms, which will enable identification of key themes arising across the University and development of institutional-level actions to inform future rounds of annual review.

#### **4. Module Review – Key Points**

- Module leaders are encouraged to review their modules at the end of the semester in which the module is taught. Module review forms should provide an overview of the module's performance using appropriate inputs from the list above and/or School level data available prior to the inputs above. It is expected that any module delivered in a meaningful way during 2022/23 should complete a module review form (this includes placement learning/work-based learning/year abroad/dissertation modules).

- Schools with Dubai and credit-bearing short course / microcredential provision will be asked to ensure that separate module review forms are completed for modules running in Dubai or as standalone short courses / microcredentials, in line with the standard timelines. Module/programme leaders should compare and contrast the performance of modules running in Dubai and/or short courses / microcredentials with the equivalent Birmingham-based/standard module, if relevant.
- Apprenticeship modules are to be reviewed within the module review form for the standard version of the module. A separate module review form for apprenticeship modules is only necessary if there is no equivalent standard module being reviewed.
- Schools should have a mechanism in place to enable Programme Directors (including those that oversee Dubai programmes, Apprenticeships, transnational education (TNE), and other non-standard programmes) to discuss the completed module review forms with module leaders. Module review forms should be reviewed by Programme Directors in collaboration with Heads of Quality, and the conclusions drawn from this review should feed into an annual review meeting and as appropriate be noted within the Annual Review Form. It is expected that Programme Directors and module leaders will make appropriate changes to modules for the 23/24 session, based on the outcomes of the module reviews undertaken, if appropriate and feasible, subject to the appropriate student consultation. It is also expected that Programme Directors will keep their programmes under continual review, based upon routine feedback and review mechanisms (including completed module review forms). Heads of Quality should be assured that Programme Directors have reviewed these forms, as well as student survey results and data for their programmes in order to be able to complete the Head of Quality confirmation section on the Annual Review of Taught Programmes form.
- The module review form asks for consideration of any placement issues, where applicable, including feedback from students on placements and feedback from placement providers. Schools should ensure that any issues relating to placements, or any other issues, raised via the module review are given attention at School-level and fed into the Annual Review of Taught Programmes SMART Action Plan as appropriate.
- Schools should save their module review forms on Teams with a file name commencing with the five-digit module code. Schools and Colleges should ensure that module review forms are completed and uploaded to Teams by the relevant deadline (see below table), undertaking spot checks if thought appropriate.

## 5. Timeline and Approval Process

By 28 July 2023	Schools to upload completed module review forms for all modules (except for PGT Dissertation modules) to the <a href="#">Teams site</a> .
End of August 2023	CAPPs to provide Schools/Institutes with their Annual Review Summaries (UG)
By 29 September 2023	Heads of Education (with support from Heads of Quality) to complete Annual Review of Taught Programmes form and upload Head of School approved form to the <a href="#">Teams site</a> .
By 11 October 2023	CAPPs to arrange approval by CQAAC and DoE. <i>(N.B there will be no requirement for the Annual Review of Taught Programmes form to be</i>

	<i>approved by College Board or UEC, although DoE should report key areas for commendation/concern at College Board)</i>
25 October 2023 (Papers to be submitted by 11 October)	Annual Review of Taught Programmes forms to be considered by UQAC.
By 7 November 2023	Schools to upload completed module review forms for PGT Dissertation modules to the <a href="#">Teams site</a> .
End of November 2023	CAPPs to provide Schools/Institutes with their PGT Annual Review Summaries
By 12 January 2024	Heads of Education, with support from Heads of Quality, to update Section 5 of the Annual Review of Taught Programmes Form with additional commentary on postgraduate programmes, also updating the action table where necessary.
By 26 January 2024	Updated Annual Review of Taught Programmes Forms (to include PGT commentary and action) to be considered by CQAAC.
February 2024 (Papers to be submitted by 7 February 2024)	Updated Annual Review of Taught Programmes Forms (to include PGT commentary and action) to be considered by UQAC.

It is expected that the Annual Review actions will be monitored throughout the academic year by College Education Committee, where the School Heads of Education should give updates on the progress of the actions. In addition, College Deputy Directors of Education (DDoEs) will be required to provide a verbal update to University Quality Assurance Committee on the progress of annual review actions within the College. Directors of Education should also report on areas for commendation/concern to College Board.

## **6. Student Involvement in Annual Review**

Schools are encouraged to involve students in shaping actions to address issues raised in the Annual Review Summaries, through Staff Student Forums, online platforms, and/or focus groups, for example. It is recommended to invite student representatives to the School annual review meetings to ensure the input of student voice. The final action plan and reports on progress towards actions should be periodically shared with students via Staff Student Forums.

## **7. Arrangements for Collaborative Provision, Apprenticeship Programmes and Accredited Programmes**

The principles of the annual review process also apply to programmes covered by Collaborative Provision arrangements.

Validated programmes, new UoB collaborative programmes (in their first two and possibly third year), and UoB programmes involving a significant proportion of delivery by the collaborative organisation will be required to complete a Collaborative Programme Review form. UoB collaborative programmes that have been established for 3 or more years will not normally be required to complete a Collaborative Programme Review form. Schools should review these

programmes (and associated Tableau data) as part of the overall annual review process. The Collaborative Provision team will be able to give guidance on this process if necessary.

### Consideration of collaborative provision forms

It is the responsibility of Programme Directors and Collaborative Programmes Officers to ensure that the Collaborative Programme Review forms are uploaded on Teams, discussed at School-level, and considered by the College Quality Assurance and Approval Committee for approval before they can be submitted to the University Collaborative Provision Committee.

<b>By 29 September 2023</b>	UG Collaborative Provision Review forms to be completed, approved by Heads of Quality, and uploaded to <a href="#">MS Teams</a> .
<b>By 11 October 2023</b>	UG Collaborative Provision Review forms to be considered by CQAAC and submitted to Collaborative Provision Committee (CPC). To be considered at November CPC meeting
<b>By 12 January 2024</b>	PGT Collaborative Provision Review Forms to be completed and uploaded to <a href="#">MS Teams</a> .
<b>By 26 January 2024</b>	PGT Collaborative Provision Review Forms to be considered by CQAAC and submitted to CPC. To be considered at February CPC meeting.

### Apprenticeship Programmes

The principles of the annual review process also apply to all Apprenticeship programmes. However, all Apprenticeship programmes will also be required to complete an Apprenticeship Programme Review form. The Apprenticeship Delivery Team will be able to give guidance on this process if necessary.

It is the responsibility of Programme Directors and College Apprenticeship Partners to ensure that the Apprenticeship Programme Review forms are uploaded on Teams, discussed at School-level, and submitted to the College Quality Assurance and Approval Committee for approval before they can be submitted to the University's Apprenticeship and Skills Bootcamp Steering Group. Apprenticeship Programme Reviews will inform our Self-Assessment Review 2022/23 which will be submitted to Ofsted. Ofsted will use the SAR to assess risk, monitor standards and plan for inspection.

<b>By 29 September 2023</b>	UG Apprenticeship Programme Review forms to be completed, approved by Heads of Education/Heads of Quality, and uploaded to <a href="#">MS Teams</a> .
<b>By 16 November 2023</b>	UG Apprenticeship Programme Review forms to be considered by CQAAC and submitted to the Apprenticeships and Skills Bootcamp Steering Group.

<b>By 12 January 2024</b>	PGT Apprenticeship Programme Review forms to be completed, approved by Heads of Education/Heads of Quality, and uploaded to <a href="#">MS Teams</a> .
<b>By 26 January 2024</b>	PGT Apprenticeship Programme Review forms to be considered by CQAAC and submitted to the Apprenticeship and Skills Bootcamp Steering Group.

### Accredited Programmes

Although there is no requirement to complete separate programme review forms, it is accepted that some Schools may wish to implement a form-based exercise in order to meet the requirements of the relevant professional body.

### 8. Non-College programmes

Non-College based programmes, such as those in the BIA, HEFi, Careers Network, and Liberal Arts and Natural Sciences will complete a Non-College Programme Review Form. Non-College Programme Review Forms should be completed and uploaded to [Teams](#) by 29 September 2023.

For PGT Non-College programmes, Non-College Programme Review Forms should be completed and uploaded to [Teams](#) by 12 January 2024.

### 9. Queries Regarding the Annual Review Process

Any queries concerning annual review should be directed to College Academic Policy Partners (CAPPs), who are available via email and Teams:

Arts and Law	Thomas Melia <a href="mailto:t.m.melia@bham.ac.uk">t.m.melia@bham.ac.uk</a>
Engineering and Physical Sciences	Andy Watkins <a href="mailto:a.w.watkins@bham.ac.uk">a.w.watkins@bham.ac.uk</a>
Life and Environmental Sciences	Rose Pardo Roques <a href="mailto:r.pardoroques@bham.ac.uk">r.pardoroques@bham.ac.uk</a>
Medical and Dental Sciences, and non-College provision	Tamzin Knox <a href="mailto:t.knox@bham.ac.uk">t.knox@bham.ac.uk</a>
Social Sciences	Jennifer Palmer <a href="mailto:j.l.palmer@bham.ac.uk">j.l.palmer@bham.ac.uk</a>