Part 7

Review and Enhancement Process

1　Introduction

1.1　The University of East London (UEL) is committed to the continuous enhancement of the quality of programmes and educational and pastoral experience provided for all students.

1.2　Annual Monitoring forms part of the process by which programmes, departments and schools are monitored and reviewed thereby ensuring that quality and standards are being met. It also supports the enhancement of learning, student experience and learning opportunities.

1.3　The Annual Monitoring process may be used to satisfy professional, statutory or regulatory body (PSRB) review requirements. Where modifications to standard forms, processes, or timelines are required, these should be discussed and agreed with QAE. Where the PSRB has their own standard monitoring forms, QAE will assess whether these meet UEL requirements and may require additional information to be completed by programme teams over and above the PSRB requirements.

1.4　Annual Monitoring forms an integral element of the evidence base for periodic Academic Review that all programmes are required to undergo at least once within a six year cycle.

1.5　At UEL the process by which annual monitoring takes place is through the Review and Enhancement Process (REP).

1.6　The REP encompasses all Undergraduate (including foundation year, short courses and shared modules), Postgraduate Taught, and the taught provision of Postgraduate Research programmes, such as Research Masters (MRes) and Professional Doctorate programmes across all modes of delivery. This also currently includes Combined Honours programmes, which are running out.

1.7　The REP unites Programmes, Departments, Schools and Professional Services in driving forward the continuous enhancement of the quality of programmes and student experience.

1.8   The process supports the Teaching Excellence Framework and the Office for Students (OfS) Annual Provider Review.

1.9   The UK Quality Code for Higher Education (Chapter B8: Programme monitoring and review) sets out the expectation for programme monitoring and review, which higher education providers are required to meet:

"Higher education providers, in discharging their responsibilities for setting and maintaining academic standards and assuring and enhancing the quality of learning opportunities, operate effective, regular and systematic processes for monitoring and the review of programmes".

2   Aims of the Review and Enhancement Process

2.1   The aims of the Review and Enhancement Process are to:

- Provide a focus for quality enhancement at programme, department and school level, and promote ownership of quality assurance and enhancement processes by those responsible for delivery;
- Reflect upon and analyse provision and educational experience of students within programmes, departments and schools;
- Evaluate success of students on modules and programmes;
- Identify good and innovative practice;
- Identify opportunities for enhancement using feedback from student surveys, student contributions to programme committees and programme teams;
- Ensure that where appropriate, actions addressing concerns be recorded in an action plan or as objectives;
- Utilise data and appropriate evidence to demonstrate that the programme / department / school continues to meet the needs of students and employers;
- Provide assurance in terms of the maintenance of academic standards of programmes and modules and ensure that their delivery continues to be consistent with published aims and objectives;
- Identify any issues of institutional significance so that appropriate action can be taken and good practice disseminated;
- Demonstrate how the institution meets TEF and Annual Provider Review requirements
- Meet the requirements of the UK Quality Code for Higher Education

3.   Scope of the Review and Enhancement Process

3.1   Those directly responsible for the delivery and management of a programme and modules are continually reflecting on its quality and considering ways in which improvements might be made. The REP provides a focus for improvement at module, programme and school level, but it is also the primary

way in which accountability for quality of teaching and delivering learning is demonstrated within both the school and institution.

3.2   All programme teams are required to produce a REP report and objectives on an annual basis. In drawing up the report and objectives, programme teams will consider a range of evidence about the quality of their provision but will also be proactive in moving their programme(s) forward and keeping them current via innovation and change in content, delivery and assessment.

3.3   Each programme should be reported individually. However in some circumstances (for example where programmes are closely aligned or where a programme includes a foundation year) then it may be agreed that a report can cover multiple programmes. Approval from Quality Assurance and Enhancement should be sought prior to the report being written.

3.4   Where a programme is closing or has been closed during the academic year under review then commentary should be included to demonstrate how the academic interests of the students have been protected.

3.5   Staff delivering collaborative programmes are also expected to produce a REP report (paragraphs 4.12 – 4.21).

3.6   Department REP meetings provide a forum for consideration of the programmes and modules within the Department.

3.7   School REP meetings provide a forum for consideration of issues for discussion raised at Department REP meetings.

Structure

3.8   Programme REP reports contribute towards the Department REP Meeting and action plan by highlighting items to be considered at departmental level.

3.9   The School Learning Teaching and Quality Committee (SLTQC) is responsible for ensuring that the process is followed and all programme reports are received in a timely manner.

3.10   The Department REP Meeting will consider programme reports within the department; achievement data; areas of good practice; short courses and CPD, inclusivity, research activity, civic engagement, staffing and resources and items to be considered at School level. A report and action plan will be developed following the meeting.

3.11   The School REP Meeting will consider Department REP Meeting reports and action plans, collaborative provision, overview of student feedback, overview of external examiner feedback, civic engagement and issues to be included in the college strategic plan.

3.12   The Learning and Teaching Quality Committee (LTQC) oversees REP for collaborative programmes and reports on the robustness of the process.

3.13   Validation and Review Sub-Committee (VRSC) considers School REP Meeting reports on behalf of LTQC and reports to the LTQC on the robustness of the process.

3.14   LTQC receives an overview report on the robustness of REP and also highlights issues of institutional significance arising from the process, together with proposed actions which are monitored at subsequent meetings of the Committee.

4   Process

4.1   Each Learning, Teaching and Quality Committee is responsible for managing the process and ensuring that every programme report has been recorded as received

4.2   REP reports for programmes and modules delivered by distance learning (where UEL is responsible for the programme and modules), will be incorporated into the relevant on-campus programme report.

4.3   Writing of Programme REP reports commences in October at the beginning of the academic year and takes place in four stages throughout the year.
- Stage 1 – Ambitions for the Year; which establish goals for both the programme team and students and allows new programme representatives to understand the direction of the ongoing development of the programme. This should be presented at the first programme committee of the year.
- Stage 2 – Mid-Year Checkpoint; which reflects on progress of the ambitions of the year, and the outcomes of the programme committee meeting. References may be made to mid-year data, such as, RAG data and mid-module evaluation questionnaires.
- Stage 3 – End of Year Checkpoint; which is the main point of reflection for the programme team, following completion of teaching and assessment. At this point programme committee meetings and programme evaluation questionnaires can also be considered.
- Stage 4 – Outcomes and External Measures; which includes data analysis on internal and external reference points and key performance indicators. This is also the opportunity to record items for consideration at Department level and good practice/good news.

Interventions can be recorded throughout the year as they arise.

4.4   Report data is released throughout the year at the point the data becomes available. Guidance on extrapolation of data is provided. Each programme and department team will use the data to reflect on strengths and areas for enhancement, using these to inform and measure interventions.

4.5   Programme teams are required to take into account, and respond to, a range of evidence concerning the quality of the programmes and modules.

4.6   Each Programme REP report includes a section detailing what progress has been achieved in relation to the previous year's interventions. This section is designed to be completed throughout the year with both long and short deadlines.

4.7   Each individual programme team presents their report to the Programme Committee for discussion and endorsement.

4.8   Programme and Department Committees play a key role in monitoring REP objectives and interventions throughout the academic year.

4.9   Programme leaders are advised to review the programme specification at the same time as writing the REP report. This ensures that changes proposed in the REP report are actioned and that the programme specification remains up to date.

4.10   Quality Assurance and Enhancement is responsible for identifying a sample of reports to audit. SLTQC will be responsible for auditing the identified selection of programme Review and Enhancement Reports. Feedback should focus on the process and recommendations for enhancement noted. Quality Leaders feedback to Validation and Review Sub-Committee (VRSC) with their findings and VRSC will make final recommendations for consideration at institutional level. Templates are provided to support the audit of reports.

4.11   Reports should be uploaded onto Moodle and shared with students directly or through student representatives.

Collaborative programmes

4.12   Review and Enhancement Process (REP) reports for collaborative programmes will incorporate the requirements of both programme and department reports. For the purposes of consistency for partners, a template for Collaborative REP reports is provided by Quality Assurance and Enhancement.

4.13   The Link Tutor for each collaborative programme is required to work with the School and partner in order to ensure the Collaborative REP report is completed. The Link Tutor is responsible for completion of section 11 of the report.

4.14   Completed Collaborative REP reports should be submitted by partners to the QAE collaborative mailbox by 16 November 2018, with the exception of section 11 of the report. **Failure by partners to submit a satisfactory report (complete with all relevant appendices) by 16 November 2018 will risk the recruitment to the programme in the 2019/20 academic year.**

4.15 QAE will circulate the Collaborative REP reports to Link Tutors for the completion of section 11.

4.16 Upon completion of section 11 by the relevant deadline, Link Tutors should submit the completed Collaborative REP report to the QAE collaborative mailbox and the College Quality Assurance Officer, who is responsible for ensuring that the documentation is complete prior to submission to the School Learning and Teaching and Quality Committee (SLTQC) for review and approval.

4.17 Each member of the SLTQC will be allocated Collaborative REP reports to audit. This is to ensure that each report has been appropriately completed and areas of good practice and improvement have been identified.

4.18 Schools are then required to provide the following to the Institutional Learning, Teaching and Quality Committee (LTQC)

- The partner Collaborative REP report, complete with appendices;
- SLTQC Audit forms as evidence of the process undertaken at School level.

4.19 Each School Collaborative Lead will be required to complete a School Overview of REP Reports for Collaborative Partners, using the information in the School Audit forms as a guide. The report is intended to be a holistic overview of the Collaborative REP process within the School. The aims of the process are to:

- Identify areas of good practice across the collaborative institution;
- Identify areas for improvement across the collaborative institution;
- Identify themes specific to programmes being run by multiple collaborative partners.

4.20 Using the information provided in the School Overview of REP reports for collaborative partners, the Quality Manager (Collaborations) will create an Institutional Collaborative REP Overview Report for submission to LTQC.

4.21 LTQC will report on the effectiveness of the process, the completeness of reports submitted and via consideration of all Collaborative REP reports for a partner, the health of partnerships at institutional level.

School REP report

4.22 A School REP Report and action plan is produced following the School meeting,

4.23 The School REP Report and action plan must be formally considered and approved by the School Board and signed off as such by the Dean of School.

4.24 The School level process, must be completed by the end of November with all School REP Reports submitted to VRSC in December for consideration each year.

4 Overseeing the Review and Enhancement Process

5.1 The VRSC is responsible for monitoring the Review and Enhancement Process to ensure that it is robust and effective at School level and for recommending to the LTQC methods in which the process could be improved.

5.2 To this end, the VRSC co-ordinates an audit process each year. The Sub-Committee will allocate a 'Quality Facilitator' to each School being audited.

5.3 The Quality Facilitator attends the relevant School meeting that considers the individual programme reports. The Quality Facilitator will be required to make an oral report to the Validation and Review Sub-Committee, confirming that the School has effectively discharged its responsibilities.

5.4 In the event that the Quality Facilitator is unable to confirm the effective operation of the Review and Enhancement Process, the VRSC determines action to be taken and informs the LTQC.

5.5 The VRSC submits an annual report to the LTQC, summarising the outcomes of the audit process and making any recommendations for further action required. This report informs the LTQC's final report on the operation of the entire Review and Enhancement Process to Academic Board.

5.6 All Schools will be audited on a three-year cycle. At its discretion, on the basis of the audit process, the VRSC may audit the operation of the Review and Enhancement Process in any School in any year where significant concerns have been identified.

6 MRes

6.1 The Programme Leader will prepare a REP report in respect of the MRes programme and all associated research modules. This report should be submitted to the SLTQC (or equivalent) in the School designated for the purpose.

7 Objectives and Interventions

7.1 Programme Review and Enhancement Reports: Actions will be generated at Department Meetings

Department Review and Enhancement Meeting Reports: Actions should be presented to School Meetings

School Review and Enhancement Meeting Reports: College Board should have oversight of the School overview report and action plan.

Institutional Oversight Report: The action plan should be presented to LTQC

REP reports and action plans should be reviewed on a regular basis to ensure that actions are considered and completed.

8   External Examiners

8.1   Although External Examiners are not directly involved in the Review and Enhancement Process, it is good practice to provide them with a copy of the appropriate Review and Enhancement report and action plan for information. The report received will be appropriate to the department or awards for which the External Examiner is responsible.

Manuals, Forms and Guidance notes relevant to Part 7

- *Internal forms available through the staff intranet at: https://uelac.sharepoint.com/LearningandTeaching/Pages/forms-and-guidance-notes.aspx* Template and Guidance notes for producing Review and Enhancement reports for:
  - Programme
  - Professional Doctorate
- Guidance on Review and Enhancement performance measures
- Guidance for Data Extraction for the Review and Enhancement Process

- *Collaborative forms available through the staff intranet at: https://uelac.sharepoint.com/LearningandTeaching/Pages/quality-assurance-handbook.aspx*
- Collaborative templates and guidance notes:
- Guidance on Review and Enhancement performance measures
- Guidance for Data Extraction for the Review and Enhancement Process

9   Indicative timetable

(NOTE that bold text indicates 2017/18 REP process)

DATE	Activity
July 2018	• 2017/18 and 2018/19 Documentation templates and guidance issued to Schools
August/September 2018	• **Completion of Transitional Foundation Year/Programme/Professional Doctorate reports for 2017/18**
October 2018	• **2017/18 Department REP Meeting** • 2018/19 reporting starts – Ambitions for the year
November 2018	• **2017/18 School REP Meeting**
January 2019	• 2018/19 Mid-Year Checkpoint
February 2019	• **Production of UEL Overview Review Report for 2017/18**
March 2019	• **Consideration of UEL Overview Report for 2017/18 at LTQC**
June 2019	• 2018/19 End of Year Checkpoint
August/September 2019	• 2018/19 Outcomes of External Measures • Review of REP Process and documentation
October 2019	• 2018/19 Department REP Meeting
November 2019	• 2018/19 School REP Meeting • 2019/20 reporting starts – Ambitions for the year
January 2020	• 2019/20 Mid-Year Checkpoint
February 2020	• Production of UEL Overview Review Report for 2018/19
March 2020	• Consideration of UEL Overview Report for 2018/19 at LTQC