

## Programme review

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Section		CURRICULUM DESIGN, APPROVAL AND REVIEW
Type		Academic policy
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Date of approval of current version		26 August 2019
Post/section with responsibility for implementation and monitoring		Board of Studies
Approved by		University Council
Policy review	Latest review by	Head of Institutional Effectiveness
	Latest review date	January 2024
	Review outcome	No Changes
	Next review date	January 2025
Cross reference/related documents:		1.0 Policies and procedures manual 2.0 Institutional effectiveness manual 2.7 Evaluation of learning and teaching

### 1.0 Rationale and principles which this policy seeks to uphold

- 1.1 The University operates a framework of evaluative and consultative activities referred to as 'Institutional Research'.
- 1.2 The evaluation of learning and teaching forms part of this framework. The primary purposes of evaluation are to attest standards of student achievement and/or evidence change required in programmes and instructional methods in order to improve student achievements.
- 1.3 Learning and teaching are multi-faceted, complex, and unpredictable processes. The evaluation of learning and teaching requires a variety of assessment tools, a variety of informants/perspectives, and the generation of qualitative and quantitative data.
- 1.4 Programme review is one assessment tool; it also draws on other assessment tools.

### 2.0 Scope

- 2.1 This policy is applicable to all Faculties and all programmes operated by the University.

### **3.0 Definitions**

- 3.1 Programme Review is a formative evaluation intended to generate critical reflective analysis of:
  - 3.1.1 the administration, goals, structure, content, teaching, and assessment of programmes;
  - 3.1.2 student achievements relative to intended learning outcomes.
- 3.2 Programme Review is intended to generate change oriented to preserving the currency of intended learning outcomes, improving alignment of programmes to their purpose, and improved student achievements relative to outcomes and purposes.

### **4.0 Policy**

- 4.1 Established programmes are reviewed every other year, at the conclusion of the relevant academic year.
- 4.2 New programmes and programmes that have recently been revised substantially will be reviewed annually for three consecutive years, after which they are deemed 'established'.
- 4.3 Programmes that are considered 'at risk' under 4.1 or 4.2 are reviewed annually.
- 4.4 The Chair of the Academic Board will appoint a review panel for each programme under review.
- 4.5 The Programme Review Panel will produce a critical analytical report for the Academic Board.

### **5.0 Responsibilities**

- 5.1 Programme Reviews are produced by Faculties supported by the Office of Institutional Effectiveness.
- 5.2 Academic Board is accountable for implementation of this policy.

### **6.0 Structures**

- 6.1 The Programme Review Panel will consist of two members of academic staff, one of which will have experience of programme review and serve as lead.

### **7.0 Procedures**

- 7.1 The Head of Programme prepares annual self-studies using the University template included at Appendix A herein.
- 7.2 Programme Review Panels receive the following from the Office of Institutional Effectiveness:
  - 7.2.1 annual programme self-study reports;
  - 7.2.2 analysis of questionnaires relevant to the programme;

- 7.2.3 the programme handbook;
- 7.2.4 module reviews;
- 7.2.5 external Examiner reports relevant to the programme;
- 7.2.6 a copy of the previous review and a report on actions taken on the recommendations contained therein;
- 7.2.7 minutes of the Board of Studies, the Professional Advisory Group, and Staff-Student Liaison Committee.

7.3 The Programme Review Panel will meet, in the following order, with:

- 7.3.1 student Representatives or if unavailable, other students on the programme;
- 7.3.2 the Head of Programme and Programme Coordinators (as appropriate);
- 7.3.3 members of academic staff contributing to the programme (simultaneously with the Head of Programme, at the discretion of the lead of the Programme Review Panel);
- 7.3.4 the Dean of Faculty.

7.4 The Programme Review Panel prepares a report using the University template included herein at Appendix B. The report is signed off by the academic lead who submits it to the Office of Institutional Effectiveness.

7.5 The Office of Quality and Institutional Effectiveness ensures that Programme Review Panel reports are included on the agenda of the next meeting of the Academic Board.

## APPENDIX A

# ANNUAL PROGRAMME SELF-STUDY REPORT

### Introductory Note

It is intended that the annual self-study should be undertaken by the Head of Programme/Programme Coordinator primarily for discussion with the Dean of Faculty. Copies of this should be retained in the Faculty for analysis. One copy should be submitted to OQIE for central record keeping.

The form should constitute an identifiable trace of action taken to deal with any problem identified in the self-study and the last Programme Quality review.

### 1. Programme Details & Tracking

<b>Programme Title</b>
<b>Faculty</b>
<b>Academic Year Under Review</b>
<b>Head of Programme</b>

<b>2.</b>	<b>Please comment on any actions taken in response to the previous Programme Quality Review or as identified in the last Self-Study Report. Please also comment on any issues which have not been progressed, giving details as appropriate. Append the summary of review actions as provided by the Office of Quality and Institutional Effectiveness. (Attach a separate sheet if necessary)</b>
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<b>3.</b>	<b>Staffing and workload</b>
<b>3.a</b>	<b>Names of academic staff directly responsible for the degree programme</b>

<b>3.b</b>	<b>Faculty Workload (2019-2020)</b>
<b>3.c</b>	<b>Faculty Summary Analysis</b> <b>Discuss how workload, distribution, or other considerations impact the ability of the programme to deliver excellent teaching to students. What changes, if any, should be implemented to ensure faculty effectiveness? Identify any needs related to faculty that impact delivery of a high-quality program.</b>

<b>4</b>	<b>Annual Programme Learning Outcome Assessment Report</b>
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PLO No.	PLO	Module code	Previous action if any	Assessment / Data Source	Evidence	Result/Interpretation	Action/Recommendation
1			NA	<input type="checkbox"/> Written Exam <input type="checkbox"/> Assignment <input type="checkbox"/> Presentation <input type="checkbox"/> Others (please specify)			
2			NA	<input type="checkbox"/> Written Exam <input type="checkbox"/> Assignment <input type="checkbox"/> Presentation <input type="checkbox"/> Others (please specify)			
3			NA	<input type="checkbox"/> Written Exam <input type="checkbox"/> Assignment <input type="checkbox"/> Presentation <input type="checkbox"/> Others (please specify)			
4			NA	<input type="checkbox"/> Written Exam <input type="checkbox"/> Assignment <input type="checkbox"/> Presentation <input type="checkbox"/> Others (please specify)			

<b>5</b>	<b>Recruitment and Enrollment data- The following table includes enrollment data for the last three years</b>					
	Application	Offers	Registration	Rate of Conversion of Complete Applications to Offers%	Rate of Conversion of Offers to Registrations %	Rate of Conversion of Complete Applications to Registrations %

**6** Using the evidence provided, discuss the program’s enrollment trends over the past three years. What, if any, changes to recruitment strategies would benefit the program so that it attracts a sufficient number of students who are a good fit?

**7** Graduate data


**8** Graduate Success Indicators: The table below includes findings from your programmes graduate exit survey.

No of respondents	The programme and module contents met your expectations	After completing the BUiD programme, you feel you are competent in your specialization	Your study at BUiD will support your prospective career, further study, or other individual goals	The programme was an important element in your professional success

<b>9</b>	<b>Cohort Analysis</b>
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<b>10</b>	<b>Student Feedback</b>  Summarize the important recommendations or comments received by the students and alumni through various meetings and questionnaire conducted through the year and what are the actions taken to address these.
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<b>11</b>	<b>Describe the degree to which library and information resources are adequate and available for students and faculty members.</b>
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<b>12</b>	<b>Please attach the EE Report. If the External Examiner did not submit a written report on the programme indicate why not.</b>  Please briefly summarise the External Examiner's report below. Identify where action is required
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<b>13</b>	<b>Advisory groups feedback</b>
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<b>14</b>	<b>Has any UK University Representatives commented on the programme during the last academic year. If yes, Please briefly summarise report and identify where action is required</b>
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Signed: HoP/Programme  
Coordinator:

Dean of Faculty:

Date:

**Please submit to the Office of Quality and Institutional Effectiveness and retain a copy.**

## APPENDIX B

### Programme Review Report

<b>Programme under review</b>	
<b>Review Period</b>	Period of time 12 months / 24 months Academic years:
<b>Date of review:</b>	
<b>Review Panel members:</b>	
<b>Academic staff who met the Panel (names):</b>	
<b>Number of Students who met the Panel:</b>	

**1. Did the Review Panel consider the following? Please signal Yes/No**

- a) Annual programme self-study reports
- b) Analysis of questionnaires relevant to the programme
- c) The programme handbook
- d) Module reviews
- e) External Examiner reports relevant to the programme
- f) A copy of the previous review and a report on actions taken on the recommendations contained therein
- g) Minutes of the Board of Studies
- h) Minutes of the Professional and/or other Advisory Group, and
- i) Minutes of the Staff-Student Liaison Committee

If no, please explain:

- 2. Please highlight any specific points of good practice**
- 3. Please highlight any areas for improvement or points of concern**
- 4. Please report on the Programme learning outcomes**
- 5. Please provide specific recommendations for action**

Signed:

Date:

*Please submit to the Office of Institutional Effectiveness*