# Leeds Trinity University

## Programme Review – UUK Annual Statement 2022-23

### 1. Approaches Taken in Monitoring Courses and Programmes

**Programme Annual Review**

**1.1.** The Programme Annual Review (often referred to as PAR) process is critical to the ongoing enhancement of programmes, learning opportunities and awards made by the University that underpin the student experience. Programme Annual Review has been developed to enable a pro-active approach to annual monitoring, based on the principles of continuous reflection and aligned to the release of academic data across the academic year.  For 2021-22 reporting, all templates required commentary on the 'core' metrics identified by UUK and updated to include some of the 'contextual' metrics, where the proforma did not already require this. This continued for 2022-23 reporting.

**1.2.** A Programme Enhancement Grid (PEG) forms part of Programme Annual Review and requires Programme Leaders to identify SMART actions under the themes of Teaching and Learning, Assessment, and Student Experience and confirmation whether actions link to the Access and Participation Plan (APP) and/or the Teaching Excellence Framework (TEF).

**1.3.** PARs provide a framework for programme teams to review and formalise existing enhancement and reflective practice, and to offer a formal and coherent vehicle for the consideration of a range of existing data (including External Examiners' reports, student feedback, enrolments, progression and completion, assessment results, degree outcomes and employability) throughout the year to drive continuous enhancement and improvement of the student experience.  It is expected that students will participate actively in PARs. This will largely take place as a part of student reps' participation in Programme Studies Boards and Faculty Boards.

**School Annual Review**

**1.4.** The School Annual Review process draws upon Programme Annual Review and requires School-level scrutiny of programme data in the context of programme performance against institutional Key Performance Indicators (KPIs) and the Office for Students (OfS) B3 performance baselines.

**Faculty Annual Review**

**1.5.** The Faculty Annual Review process draws upon Programme Annual Review and requires the critical reflection of the faculty's academic performance to identify areas for enhancement and improvement for the following academic year.

### 2. Assessment Criteria

**2.1.** The University adopts a RAG rating at cohort-level and programme-level for the purposes of annual review and to help facilitate the critical and reflective commentary of programmes:

**Key to RAG Rating:**

| Cohort Data: | ⬦ X% | Difference of more than 5% compared to all programmes |
| | ● X% | Within 5% of all programmes |
| Performance Data: | ▲ X% | Higher Performance - More than 5% above all programmes |
| | ● X% | Similar Performance - Within 5% below all programmes |
| | ▼ X% | Lower Performance - More than 5% below all programmes |

**2.2.** The University receives external input via External Examiners and from Professional, Statutory and Regulatory Bodies (PSRBs).  An annual External Examiners' Overview Report is prepared and monitored by the Academic Quality and Standards Committee.

## 3. Institutional Governance

### School-Level
**3.1. Programme Studies Boards (PSBs),** chaired by Heads of School, are responsible for reviewing programme-level data and ensuring the completion of programme annual review reports and the associated programme enhancement grid are completed to a satisfactory standard and data-informed.  Programme Leaders submit and present their reports with the programme-level data appended.

### Faculty-Level
**3.2. Faculty Boards,** chaired by Deans of Faculty, are responsible for considering the approval of all Programme and School Annual Review reports and the Dean will present the Faculty Annual Review report.

### University-Level
**3.3. Academic Quality and Standards Committee,** chaired by the Deputy Vice-Chancellor, receives each Faculty Annual Review and an overview report of all Programme and School Annual Review reports is considered, with separate reports for Foundation Year, Undergraduate, Postgraduate Taught, Apprenticeships and Collaborative Provision.  The outcomes of this are reflected within Part A of the Institutional Annual Quality Report.  Part B considers student characteristics and outcomes data.

**3.4. Academic Board**, chaired by the Vice-Chancellor, receives the Institutional Annual Quality Report and considers its approval for consideration by the Board of Governors.

## 4. How Actions are Taken

### School-Level
**4.1.** Each meeting of the **Programme Studies Board** receives an update on progress against deliverables identified within programme enhancement grids.  Minutes are received by the Faculty Board for transparency and accountability.

### Faculty-Level
**4.2. Faculty Boards** receive an update on the outcomes of the Programme Studies Boards and oversees the implementation of programme development and enhancement activity across the faculty.  The relevant section of the Faculty Board minutes is received by the Academic Quality and Standards Committee.

**4.3. Programme Enhancement Reviews** are a review of how the academic team is performing against institutional KPIs and the OfS B3 performance baselines. The reviews focus on the measures the academic team have identified through programme enhancement grids to address programme performance, coupled with institutional support to help performance above the baseline. Institutional support is be provided by the Academic Quality Office, Centre for Excellence in Learning and Teaching (CELT) and Graduate Outcomes and Enterprise team. The outcome of these reviews will inform curriculum modifications for 2024-25 and outcome reports will be reported through to the Academic Quality and Standards Committee.

**4.4. Student Success Strategy Group (formerly the TEF and APP Monitoring, Evaluation and Enhancement Group)** receives updates from academic teams on actions identified through annual review that support the University's APP and TEF progress. Minutes are received by the Academic Board.