APR Process

The University considers programme monitoring and review to be a continuous process - an integral part of teaching, learning and assessment activities, through which student feedback is gathered, issues are addressed, and good practice is promoted. This process culminates in the annual review process. (AQH 4.6.1)

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APR Process Continued

The purpose is to reflect upon the effectiveness of the University's academic portfolio and to ensure that:

- Programmes are well designed and of a high quality
- Effective assessment mechanisms in place
- Appropriate support systems in place to ensure students are provided with the support needed
- Quality and standards are maintained (AQH 4.6.2)

The reporting process for partners comprises of:

- Report at programme (cluster) level - PV11a, which feed into the Institute Discipline Reports (some reports may be sampled by the Academic Standards Committee)
- Report at Partner Institution level - PV12a, which is considered by the Academic Standards Committee

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APR Process Continued

The University expects that the following principles are being adhered to:

• APR reports are discussed as appropriate with student representatives (e.g. within Student Staff Committees) and students are informed about the outcomes of APR processes
• APR reports are discussed as appropriate with academic staff;
• APR reports are considered as appropriate within management structures;
• Progress against action plans is monitored;

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APR reports other purposes

PV11a and PV12a reports will also be used for:

- UWTSD partnership reviews

- QAA Institutional Reviews

- QAA TNE Reviews

- Annual reporting to Pearson (HN awards)

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APR Reporting 20/21

- All PV11a reports received (68)
- Some PV11a reports received by the deadline (30 September), most received during October.
- When reports are late:
  - Disrupts feedback cycle
  - Knock on effect for Institute reports
  - Additional work for CPO

- Acknowledgement and/or feedback from CPO has been provided for all reports
- Some additions/clarifications added to reports following CPO feedback

Themes

- Missing EE and PTL reports - EE reports in particular have led to delays in reports being submitted. (EE deadline for reports is 31 August)
- HN programmes – a few reports had to be returned as section 4 (*issues relating to HN Certificates or Diplomas run under the University's Pearson Licence)* was not completed or wrongly stated it was not applicable. The University has to report annually to Person and uses APR reports as source of information/evidence
- Some recommendations for University were unclear and/or appeared to be for the programme team. Important to think about how the recommendations are phrased so that the University can respond/take action appropriately

Themes

The following themes featured in recommendations for the University:

- University forms/procedures, inc. programme modifications and Examining Boards and requests for related staff development /guidance
- PTL role, including visits
- RPCL processes
- Opportunities for students to meet
- Sharing resources
- Improve relationships between institutions / work more closely together
- Updating modules/assessments

Themes

Good practice identified in terms of:

- Mechanisms for student engagement and/or support

- Retention

- Addressing continued impact of pandemic; lessons learned

- Relationship between partner/University programme teams

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Feedback and Progress

At the 2019 conference we asked participants to provide feedback on the APR process:

Negative	Positive
• Repeat reporting • Need template earlier • Template changing year on year • Need more feedback • Format of form – digital form? • Limited guidance for completion inc. how to analyse data	• Good opportunity for reflection • Useful to have action table

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