**U N I V E R S I T Y O F Y O R K**

**TEACHING COMMITTEE**

**Annual Programme Review (APR)**

**Individual Undergraduate Programme Review for the Academic Year 2016/17**

|  |  |
| --- | --- |
| **Department** | *Name* |
| **Programme Title** | *Name* |
| **Programme Leader** | *Name* |
| **Form completed by** (if not the Programme Leader) | *Name(s)* |
| **Other staff and (their roles) consulted to compile this review** | *Name(s)* |
| **Did students on the programme contribute to the compilation of this form?** Please briefly detail any student contribution | *Y/N (delete as appropriate)* |

**Please see guidance notes at the end of the pro forma for prompts on the content
of this Individual Undergraduate Programme report**

This pro forma should be completed by the Programme Leader (PL) and be used by the Department to inform its APR meeting and report to UTC. HoDs are responsible for determining the deadline for submission of PL reflections to allow sufficient time for their consideration in advance of the APR meeting).

Where a Programme Leader is responsible for more than one programme they may choose to include more than one programme on the same form where these programmes are sufficiently similar and in such a way as to clearly distinguish references to the individual programmes.

**Programme Leaders should seek the advice from their** [**Academic Quality Team**](https://www.york.ac.uk/about/departments/support-and-admin/academic-support/staff/#quality) **contact if they are unsure whether it is appropriate to include more than one programme on the same form.**

These programme level documents should be retained in the Department for review as required by the University, for example in Periodic Review.

|  |
| --- |
| **1. Please comment on your experience of the role of Programme Leader and of implementing programme changes in line with the principles of the York Pedagogy.** This section may comment on: * how you as the Programme Leader (PL) have led the programme team;
* how you have been supported by, and communicated with, the Chair of BoS and the DMT;
* how you have worked with the student body to gain and act upon their feedback;
* any challenges you face in fulfilling the role of Programme Leader and any solutions you propose.
 |
| *Indicative length: no more than 200 words* |
| **2. How are you implementing, or have you implemented, the enhancement plan approved by UTC and any recommendations made by UTC in approving the programme’s alignment with the York Pedagogy?** This should:* include the outcome of any funded projects specific to the programme or the impact of any wider departmental working groups/ reviews arising from aspects of the York Pedagogy;
* explain how recommendations have been actioned with brief justification if any recommendations have not been actioned (if there were no UTC recommendations please indicate with N/A).
 |
| *Indicative length: no more than 300 words* |
| **3. How effectively are students and staff using the framework provided by the PLOs to understand or communicate the design of the programme and to support its smooth delivery?**For example, staff and students’ understanding of what the PLOs mean and how modules contribute to the progression and achievement of them. |
| *Indicative length: no more than 200 words* |
| **4. How effectively is formative and summative assessment supporting and evidencing students’ progression towards and achievement of the PLOs?**This section may comment on:* the volume and variety of tasks used throughout the programme to assess student progress;
* indications from student surveys of the value of formative and summative feedback;
* any proposed revisions to the assessment strategy to further enhance the learning experience.
 |
| *Indicative length: no more than 200 words* |
| **5. How effectively is students’ independent work contributing to their progression towards and achievement of the PLOs?**This section may comment on:* new or revised independent study activities introduced;
* new or revised online resources;
* indicators of success, such as enhanced engagement or levels of student attainment.
 |
| *Indicative length: no more than 200 words* |
| **6. How effectively is staff-student contact meeting the aims of the York Pedagogy and the PLOs?**This section may comment on:* the use of different teaching methods to achieve progression and achievement of the PLOs;
* the use of e-learning and other non-face-to-face/ classroom based interactions with staff;
* any proposed revisions to staff-student contact to further enhance the learning experience.
 |
| *Indicative length: no more than 200 words* |
| **7. Any further comments regarding successes or challenges encountered in the delivery of this programme that you wish to bring to the Department’s attention as part of Annual Programme Review?** |
| *Indicative length: no more than 100 words* |

**ANNUAL PROGRAMME REVIEW: GUIDANCE NOTES FOR COMPLETION OF THE INDIVIDUAL UNDERGRADUATE PROGRAMME REVIEW PRO FORMA**

For 2016/17 the Annual Programme Review (APR) process and documentation has been revised to better focus reflection on individual programmes of study. The guidance notes below provide specific advice on completing the Individual Undergraduate Programme Review Pro Forma.

**Part A. Completion of the Individual Undergraduate Programme pro forma**

Introduced for the APR of the academic year 2016/17, the Individual Undergraduate Programme pro forma captures at the level of each individual programme of study (or cluster of programmes) key strengths, challenges, concerns and good practice that shall then be used to inform the Department level APR report concerned with key themes identified and acted upon. The pro forma focuses review and reflection through the lens of the York Pedagogy for undergraduate programmes, on the ongoing implementation and development of the programme following UTC confirmation of its alignment with the principles of the Pedagogy.

HoDs are responsible for determining the internal deadline for submission of the Individual Programme pro formas from each PL to ensure that they can be reflected on in suitable time by colleagues and student representatives to feed into the department-level face-to-face APR meeting.

Each individual undergraduate PL should complete the pro forma reflecting and reporting on the delivery of ‘their’ programme during the academic year. Where an individual Programme Leader (PL) is responsible for more than one programme *and* where the programmes are similar in nature, the Department may wish to complete a single pro forma for these programmes, ensuring that any nuances between them are captured clearly. It is otherwise expected that each distinct programme will have its own pro forma for consideration as part of the Departmental APR.

**Programme Leaders should seek the advice from their** [**Academic Quality Team**](https://www.york.ac.uk/about/departments/support-and-admin/academic-support/staff/#quality) **contact if they are unsure whether it is appropriate to include more than one programme on the same form.**

For combined programmes, where the PL is a member of staff based in the department they should complete the pro forma for that programme as part of the department’s APR, *in consultation with* appropriate colleagues from partner departments who may wish to raise any concerns or areas of good practice themselves in their own department’s APR.

A proportionate approach should be taken to the completion of the pro forma, that is, the PL should:

* involve those colleagues within the programme team or wider department(s) (in relation to combined programmes) that are well-placed to comment on the questions asked;
* involve the student body (e.g. the Course Reps for 2016/17) as required to have a suitably informed, rounded perspective of the programme’s delivery;
* report *by exception* on key, significant issues and activities pertinent to answering the questions;
* complete the pro forma in the context of the stage of development of the programme in terms of alignment with and embedding of the principles of the York Pedagogy.