

Annual Course Review Handbook

September 2022

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Introduction

Overview

Annual Course Review (ACR) is a key element of the College's HE quality framework. Together with Periodic Review, ACR provides a mechanism by which the College can be confident that its educational provision meets quality standards and that the enhancement of learning opportunities is taking place at all levels of the institution.

The handbook is of particular relevance to:

- Directors of Curriculum Areas
- Heads of Department
- Course Leaders
- Module/Unit Leaders
- Members of Quality Team
- Professional services staff who support teaching and learning

This handbook is maintained by the Academic Development and Quality Committee and is led by the Director of Quality and Standards (Higher Education)

Key contacts

Director of Quality and Standards (HE)	Finola Fitzgerald
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Purpose and Aims of Annual Course Review

Purpose

As a critical part of the College's quality assurance and enhancement framework, the ACR is an opportunity for departments to reflect on the teaching and learning activity of the previous academic year for all undergraduate provision. It encompasses celebration of successes, identifying addressed issues and proposing a way forward for any areas which remain unresolved. The process also highlights matters for consideration at institutional level and provides assurance that issues identified, both internally and externally, are acted upon and to inform College level priorities for support and policy development.

It is important that the review does not replicate existing work; rather that it takes an *holistic* review of provision, drawing on the review activities that take place in the department during the year.

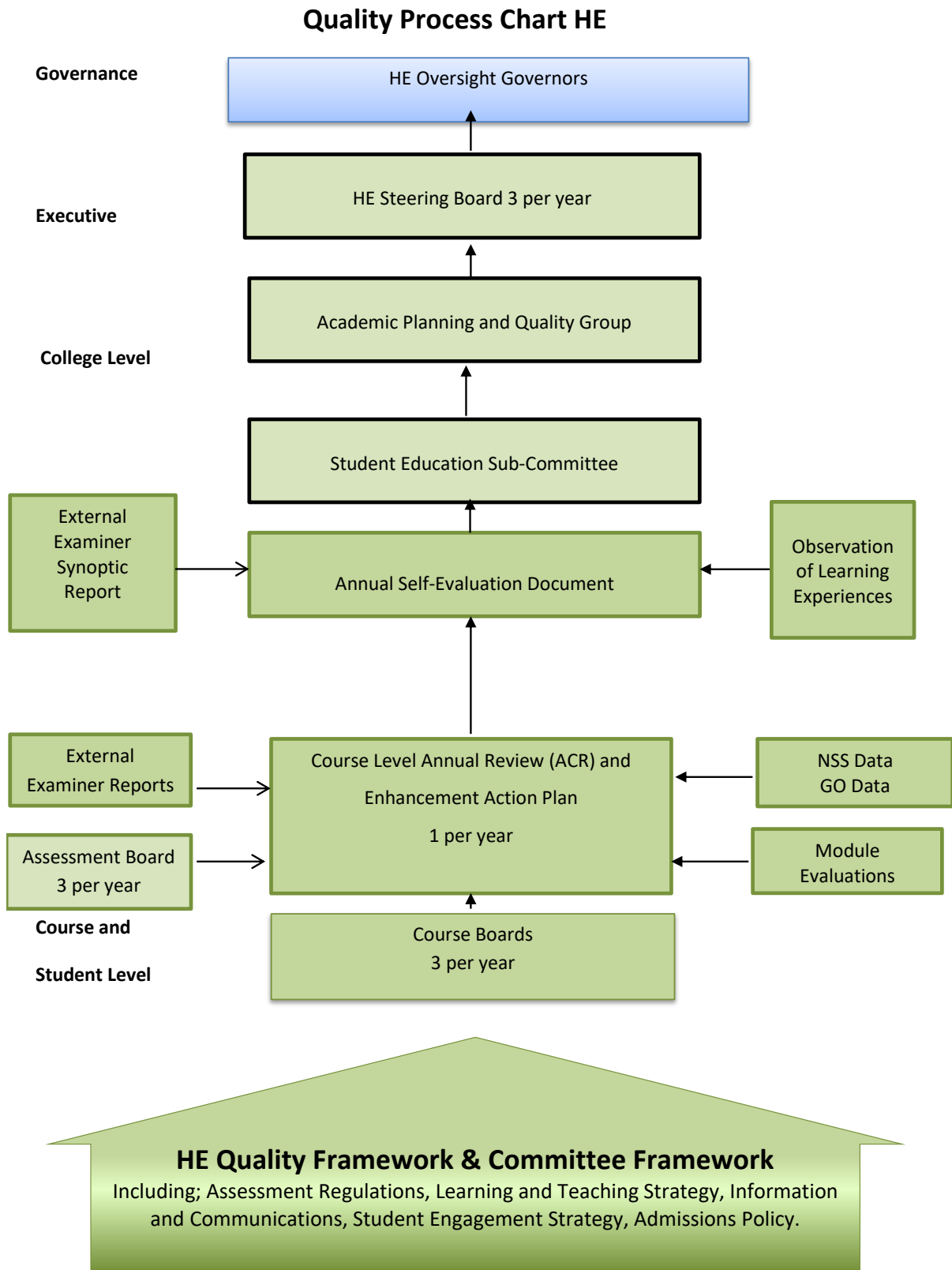
Aims

The key aims of the Annual Course Review are as follows:

- to ensure that the course fulfils its aims, meets the needs and aspirations of students, embraces established and emerging practice;
- to enable the ADQ Committee to provided assurances to HE Steering Board and governors that all courses have appropriately engaged with the process of annual monitoring and be confident that threshold academic standards have been met.
- to identify good practice and opportunities for enhancement and to share this with the wider College community.

Process

Process overview - the diagram below illustrates the key steps of the quality process and its outputs.



Completing the review

The process timeline is located in [Appendix 1](#).

To ensure that the process adopts a risk-based approach, particular consideration must be given to any new modules or significantly changed aspects of the course. Also subject to focus are details of how students have been engaged with the process of Annual Course Review to promote their significant role as partners in their educational experience at Newham College. All course staff and students should have the opportunity to contribute to the ACR.

Data	<p>Only centrally generated data should be used and figures quoted to support qualitative commentary.</p> <p>Applications and intake data – are targets being met and is intake quality improving or declining?</p> <p>Retention, progression, non-completion and degree outcomes</p> <p>Incidences of academic misconduct.</p> <p>Incidents of appeals and their outcomes</p> <p>NSS and other survey results – are students satisfied with their experience and is this improving or declining?</p> <p>DLHE data</p>
Student Feedback	<p>Feedback from the wider student population as well as elected Student Representatives should be considered.</p> <p>Module/Unit feedback is a central data source</p> <p>What matters have been raised by students over the course of the year?</p> <p>Include positive and negative feedback.</p> <p>Are there any issues relating to pastoral or welfare provision for students that need consideration?</p> <p>Note any innovative ways of gathering feedback.</p>
External Feedback	<p>This could include external examiners, placement providers (if appropriate) or graduate employers.</p> <p>Consider what feedback have external contacts given about the course and/or particular elements of the course?</p>
Learning Teaching and Assessment	<p>Consider inclusivity of teaching, learning and assessment.</p> <p>Has there been peer observation of teaching?</p> <p>Are there staff development issues to consider?</p> <p>Resources including Library and IT.</p>

Course Leaders should undertake meaningful reflection with input from relevant module Leaders to understand what has worked well in the academic year under scrutiny. Where things have not been as successful, possible reasons and remedies should be considered and added to the action plan. The action plan will include responses to the external examiner's report and NSS results. Separate action plans will not be necessary to reduce administrative burden and potential confusion for all involved in the process. Actions should have clear ownership and be measurable.

Data, feedback and Information to consider

A checklist of items to be considered when completing Annual Course Review paperwork is included below:

- Student performance data – progression and achievement
- Student feedback including NSS results, and 6 ways to have your say.
- External Examiners reports and College reviews where available
- Graduate Employment data and general employability matters including any feedback from employers
- Complaints/Appeals/Misconduct data
- Previous year's action plan
- Recommendations from validations/accreditations/Periodic Review (where these concern the year under review)
- Peer observation
- Innovations and best practice
- Staff development needs
- Resource needs (e.g. Library, IT, Estates)

Appendix 1 – Time line for ACR

Month	ACR/APR Activity
January	n/a
February	n/a
March	Graduate Employment
April	n/a
May	n/a
June	NSS results published Brief SWOT analysis of each course Received at each Course Board
July	n/a
August	n/a
September	Autumn Exam Board – all courses
October	Course Board – Individual ACR Finalised SED completed by FF and presented to AD&Q Committee & HE Steering Board
November	SED Agreed by Governors
December	n/a
January	n/a
February	n/a
May	n/a