

## **A Guide for Departments on Annual Developmental Review**

### **Introduction**

Annual developmental review is a reflective and evaluative quality assurance and quality enhancement process, providing the opportunity to improve the quality of student learning opportunities and the learning and teaching experience as a whole. It also provides an opportunity to identify student successes and disseminate good practice. The process:

- provides an opportunity for reviewing and improving the quality of the student learning and teaching experience and assuring academic standards and quality in between Periodic Developmental Reviews;
- strengthens departmental processes of annual review and monitoring;
- includes a specific focus on enhancement;
- plays a central role in informing the periodic review process;
- clarifies the role played by the College Academic Committee in assuring standards and the quality of learning opportunities of programmes offered by departments within the College.

### **The Annual Developmental Review Process**

Through its quality management committee structures, each department is responsible for identifying the number of ADRs to be completed, to ensure appropriate monitoring of the range of programmes across its provision, and for identifying the author/s of each ADR. Departments should identify clusters of programmes for which an ADR report will be submitted to the College Academic Committee. As a minimum a separate ADR should be produced for undergraduate and postgraduate provision. Where departments are involved in joint provision with another department, both departments should contribute to the ADR report. A separate ADR should also be produced for collaborative arrangements which involve module delivery, validation and joint or dual awards.

Each ADR should follow the format of the appropriate ADR template (available at [this](#) web page). Please note that departments are advised to use the template that includes a suggested format and additional guidance to support the completion of the ADR, including notes on the business objects reports which should be used. Each report will include a statement on each of the following points that are relevant to their programmes, although not all the sections may apply to all programmes in every year. At the end of each section, please provide a summary of any points for action, proposed actions and timescales for implementation, which will then form the basis of your 'enhancement plan' at the end of the ADR.

One of the outcomes of the Curriculum Transformation project was to identify any enhancements that would be most appropriate for consideration as part of the ADR process. In preparing your 'enhancement plan' please ensure that you revisit any relevant requirements and recommendations made by your College Curriculum Transformation Sub Group and consider how these will be addressed by your department. These will be identified in the communication you receive from your College Academic Advisor, but if you have any queries please do not hesitate to contact your College Academic Advisor for further assistance.

### 1. Programmes covered by this ADR

**Guidance:** it is recommended that as a minimum each department should produce a separate ADR for UG and PGT provision and possibly one for each cognate area of programmes. Departments will identify clusters of programmes for which separate ADRs are to be submitted to College Academic Committees for approval in each academic year. For guidance on collaborative and joint provision, please refer to points 15 and 17 respectively below.

### 2. Good Practice and any success stories

A feature of good practice is a process or way of working that makes a positive contribution to:

- The assurance of academic standards;
- The quality and/or enhancement of the learning opportunities provided for students;
- The fitness for purpose, accessibility and trustworthiness of the information it processes.

**Guidance on commentary:** The ADR offers an opportunity to identify good practice which might include:

- Well established ways of working that have always succeeded;
- New initiatives which have successfully addressed specific issues;
- Ways of working which students or external evaluators have identified as being particularly helpful and which could be transferred across other programmes.

Additionally, departments should ask whether the provision includes any collaborative links or formal PSRB accreditations and any additional points worthy of note. This section can also be used to showcase student success and achievement as well as identify good practice.

### 3. Update on previous year's enhancement plan

**Guidance on commentary:** Completion of this section is mandatory for monitoring the outcomes of the previous year's ADR. This information will then form part of the on-going quality assurance monitoring process. Please confirm the completion of action points from the previous ADR and provide a summary of any action points arising/still outstanding and the reasons why, as well as time scale for completion.

### 4. Student Recruitment (H/EU and O/S): 3 year rolling table setting out the agreed targets for each of the years, numbers of applicants, CF/CIs, entries through clearing, final registrations, average UCAS points score.

**Guidance on commentary:** identification of trends over the 3 year period, any specific issues of concern (e.g. falling applications, poor feedback from visit days, low conversion rates etc.), problem areas (e.g. availability of facilities for, or staff participation in open days), areas of good practice (any specific activities or practices that are considered particularly effective in enhancing student recruitment).

- 5. Student Progression:** summary statistics on student progression and degree results and comparison with the pattern of results from recent years.

**Guidance on commentary:** identification of trends over the last 3 years, including any specific issues of concern.

- 6. Employability:** Consideration of the First Destination data will be essential for providing summary statistics on student employment records, summary of engagement with the Career Development Service, level of participation in e.g. Leicester Award, engagement with employers etc. and any success stories from the previous academic year, which may include feedback from former students and employers.

**Guidance on commentary:** identification of any issues arising and commentary on any year-on-year trends in employment, volunteering, Work Based Learning, engagement with the Leicester award etc.; identification of good practice. Identify any employability skills which can be addressed through the process of curriculum review and development. Please also include a summary of employability activities and priorities planned for the coming year.

- 7. Module Reviews:** confirmation that all modules have undergone annual review (to be completed by October each year which also evaluates the continuing effectiveness of the curriculum and of assessment in relation to the intended learning outcomes).

**Guidance on commentary:** identification of any issues arising and commentary on any trends, e.g. in student performance, module recruitment etc., identification of good practice.

- 8. Programme review: amendments/preliminary consideration of new programmes/ withdrawal of programmes:** summary of all proposed amendments made to the constituent programmes resulting from the outcomes of the previous ADR or other reviews - (this will be based on the Quality Office's classification of amendments) and confirmation that these do not affect programme specifications or, if so, that the changes to the specifications have been approved. Provide a brief description of proposals for new programmes or withdrawal of programmes.

**Guidance on commentary:** brief summary of rationale for changes/proposals.

- 9. Student Feedback:** summary statement of feedback arising from the NSS, Student-Staff Liaison Committees, Year Questionnaires, Module Reviews and any other formal or informal mechanisms used.

**Guidance on commentary:** identification of any trends, areas of concern or unresolved issues, changes to student satisfaction following amendments to programmes or procedures, also identification of good practice as indicated by specific improvements in student satisfaction.

- 10. Assessment & Feedback:** summary statement of outcomes of NSS specifically related to assessment and feedback, operation of peer observation of feedback etc., module reviews, adherence to the 21-28 day turn-round assessment and feedback policy.

**Guidance on commentary:** Provide a summary of how the performance of students in assessments has met the learning outcomes of the programme. Identify any trends, areas of concern or unresolved issues.

- 11. Peer Observation of teaching and marking:** summary of statement confirming that the Department has engaged in peer observation of teaching and/or marking during the previous academic year, as appropriate.

**Guidance on commentary:** Provide a summary of any key issues and/or good practice that has been identified.

- 12. External Evaluations:** external examiners' reports

**Guidance on commentary:** identification of key points arising from the reports including action points and areas of good practice.

- 13. Periodic Development Review Requirements and Programme Approval Conditions**

As the annual monitoring process provides an opportunity for reviewing, and improving the quality of the student teaching and learning experience and the assurance of standards between Periodic Developmental Reviews (PDRs), this mechanism also provides an opportunity for providing regular updates in response to any PDR recommendations. In addition to this, responses to Programme Approval conditions should also be documented in the ADR to ensure adherence to the approval process and that a clear audit trail is in place.

**Guidance on commentary:** provide a summary of any responses which have been made or planned in relation to PDR requirements and PAP conditions.

- 14. Professional Statutory and Regulatory Body Activity (PSRB):** for programmes which are awarded professional accreditation, or are in the process of applying for accreditation.

**Guidance on commentary:** Please provide a brief summary of any recent accreditation submissions and/or visits, annual monitoring activity, the main outcomes and follow up activity.

- 15. Learning Resources:** A primary focus of this section will be a review of the use of VLE and associated issues relating to their design and contribution to the overall student learning

experience. It is important to identify technology enhanced learning development priorities for the next academic year. This section also provides an opportunity to comment on the quality of physical resources.

**Guidance on commentary:** identification of any current or prospective issues having an impact on the quality of provision.

**Action Points:** summary of any points for action, proposed actions and timescale for implementation.

## 16. Public Information

This section will focus on any new developments and / or improvements to public information at programme level. This may include, programme handbooks, programme and module specifications, websites, KIS data. Where collaborative provision is included in the report, please comment on the quality and accuracy of information published about the course.

**Guidance on commentary:** Please provide a summary of any developments for the improvement and enhancement of information prepared for current and / or prospective students.

## 17. Collaborative Provision

For the following types of collaborative provision, a **separate** ADR should be prepared, as set out in Section 2: Module Delivery, Franchise, Validated Programme, Dual Award and Joint Award.

For the following types of collaborative provision, it is recommended that commentary can be included in the relevant section of one of the departmental ADRs (as appropriate): Progression Accord, Articulation, and Educational Delivery Partners for Distance Learning Programmes, Support Provider, Placement Providers, and Student Exchange Partners.

Further information on the 'Definitions of collaborative partnerships arrangements' can be found at the following link:

<https://www2.le.ac.uk/offices/sas2/quality/codes/managing-he/Managing-HE-and-others>

## 18. Enhancement plan for the current academic year:

Please provide a summary of action points from the above and projected implementation dates. The amount of detail on each point will be a matter for each department but it is not intended that the report should be overly long. Please ensure that you address any outstanding requirements and recommendations identified through the Curriculum Transformation project. The departmental representative on the College Academic Committee will have the opportunity to expand on any point they wish to in the presentation of the report to the Committee. Whilst this process ensures that a robust review of teaching and learning has been undertaken, the departmental report should also allow the College Academic Committee to reflect on issues that are of concern to all departments and to identify areas of best practice, with an emphasis on enhancement of the student experience.

## 19. Annual monitoring reporting for Joint Programmes within or across Colleges

As part of the process for grouping programmes together for the preparation of ADRs, departments are also required to identify ADRs for joint provision. A single ADR can be prepared where there are joint programmes in cognate subject areas and where there is sufficient overlap. Both Departments need to contribute to the annual monitoring process. Each ADR will then in turn be approved by the relevant departmental Academic Committee, the relevant CAC for joints within the College and both CACs for joint degrees across Colleges.

## **Approval and Monitoring of Annual Developmental Reviews**

### **Department (Academic Committee or Teaching and Learning Committee or the equivalent)**

20. A record of the consideration and endorsement of each ADR at departmental level (by the Academic Committee, Teaching and Learning Committee, or equivalent) is required for quality assurance monitoring purposes. A record of issues to be monitored and regular follow up should also be provided in the minute record. Each ADR should receive endorsement by the Department in time for consideration by the College Academic Committee.
21. Additionally, departments will be required to confirm to CAC which ADRs have been considered and which, if any, are outstanding, including programmes for joint and collaborative provision.

### **College Academic Committees**

22. **All** ADRs will be considered and endorsed at meetings normally in April. The exact timing will be dependent upon each College's schedule of meetings and business. A record of this activity and monitoring follow up will also be presented in the minute record.
23. Following the approval of ADRs by CAC, a summary report will be prepared for each College which will then feed into one final report for consideration by APC. Colleges will then be able to use the individual reports for monitoring purposes. The final report to APC will include specific sections as listed below:
  - Purpose
  - Introduction
  - Confirmation of any outstanding reports by College
  - Main issues and themes identified across departments for consideration by APC identified by each College (could be split by PGT/UG/DL/CB, whatever is appropriate)
  - Significant issues to be monitored by the Colleges this session
  - Specific areas of good practice arising from review reports
  - Evaluation of the operation of the Annual Developmental Review process for the previous year
  - Suggested improvements and enhancements
24. A separate summary report will be prepared for collaborative provision and considered alongside the summary report for APC, following consideration by the Collaborative Partnerships Management Group.

25. In parallel to the above, a summary report will be prepared for consideration by the Student Experience Enhancement Group highlighting areas of good practice for dissemination and issues for wider consideration by the University.

**Academic Policy Committee and Senate**

26. Academic Policy Committee will receive a summary report on the operation of the ADR process annually.

**Senate**

27. APC reports to Senate on annual monitoring activities through the annual summary report and the reports presented to Senate following each meeting.