

# QA Update: Programmes and Modules

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# Programme validation: Why make changes?

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Enable effective marketing - 24 month cycle (with HoS expected to have included additional staff in previous planning round).

Curriculum Management System – rationalise process

Make better use of academic time.

Make better use of our data.

Underpinned by the UK Quality Code as it applies to Wales, particularly in relation to:

- Planning for sufficient and appropriate staff, facilities, learning resources and student support;
- The involvement of students and relevant stakeholders throughout the process of programme design and reapproval;
- Ensuring external peer review of all new programmes.

QAA. The UK Quality Code for Higher Education: Advice and Guidance on Course Design and Development. Gloucester, November 28<sup>th</sup>, 2018.

# New Programme Process: Advice

Ashford-Rowe, K., Herrington, J. and Brown, C. (2014) Establishing the critical elements that determine authentic assessment. *Assessment & Evaluation in Higher Education* 39 (2). pp. 205-222.

Biggs J (1993) "What do inventories of students' learning process really measure? A theoretical review and clarification" *Brit. J. Ed. Psych.* vol 83 pp 3-19

Biggs J and Tang C (2007) *Teaching for Quality Learning at University* (3rd edn) Buckingham: SRHE and Open University Press

Reverse programme planning – start with outcomes.

Consider the assessment and teaching and learning strategy across the programme before designing modules

Authentic assessment: challenge, performance or product as output, ensure transfer of knowledge, metacognition, accuracy, real-world environment, use of feedback and collaboration.

Deep learning: students understand expectations and are supported to abstract meaning and interpret differently.

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# New Annual Review Process

Annual review of programmes and EE response is mandatory

We have good data (ARQUE) particularly in terms of identifying outliers in student performance and any worrying trends for example by gender.

However, discussion on how to improve programmes would happen at exam boards (summer) for a November 1<sup>st</sup> deadline. Scrutiny of these plans was by a QA officer who would check that points raised by the External Examiner had been addressed.

*Wasted academic staff time, wasted opportunities to use the process, and often resulted in very poor deliberation.*

# Quality Enhancement Group

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Compress the submission period so that annual reviews will be assessed and approved before the next period of teaching begins.



Considered by a new cross university group, the Quality Enhancement Group to ensure appropriate high-level scrutiny of the plans.



Chaired by Nicky Callow, College DTLs, Head of QE, Celt training representatives, and an academic staff member from each college.

Identifies training needs; emerging T&L trends; and best practice.

Discussions are then fed through to CELT and together with CELT training is developed and ways of disseminating best practice found. Teaching and Learning trends feed through to T&L SG.

Assessment and feedback training; good practice in scaffolding skills teaching and teaching theory through practice. Also training in self-reflective curriculum design.

**We will score plans according to their quality (1-3) – shared internally including HoS.**

# Advice on Annual review

ESRC's 10-year Teaching and Learning Research Programme (TLRP) identifies 10 principles. **Principle 7: Effective teaching and learning requires learning to be systematically developed and involve reflection on evidence.**

**The programme leads** should access all data they need, and use it.

Be systematic in response to External Examiner comments – they are checked and will be a core part of the process

Be ready to do some quick research or discussion, use the HEA fellowship network and talk to peers, CELT and Quality Enhancement Unit.

Use the Board of Studies or equivalent for collaborative, open discussion.

**DTLs:** QA1 one-to-one workshops may be needed in some cases where QEG has identified the need to support reflective curriculum design.

Ashwin, P. et al (2017) *Reflective Teaching in Higher Education*. London and New York, Bloomsbury.

UK Professional Standards Framework (UKPSF) (2019). Available at: <https://www.advance-he.ac.uk/guidance/teaching-and-learning/ukpsf>



# Standalone Modules

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Large numbers (100+) of standalone modules were approved each year 2018-2020. These led to drift from programme learning outcomes, inter-school conflict, a lack of cohesion across a programme.

Since October 2020, new modules may only be proposed outside programme validation and revalidation and QA1s, where they are required:

They are required to create new pathways linked to funding,

They meet strategic needs as outlined by the ASG.

Where they are requested by PSRBs



# Retaining “Covid processes”

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Final section of QA1 form will ask whether there are changes you want to keep

What is the rationale for maintaining them.

Reference the same range of data as for other changes (Arque, student feedback, External Examiner Comments and pedagogy/research).

These will be considered as part of the development plan by the QEG.





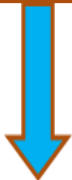
# Dates and Timelines: Existing and New Programmes

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Soon after summer exam boards: Schools need to convene a special BoS or equivalent with student reps to discuss QA1s.



August 16<sup>th</sup>: Completed QA1 with rationale for any new modules (via Sarah Jackson).



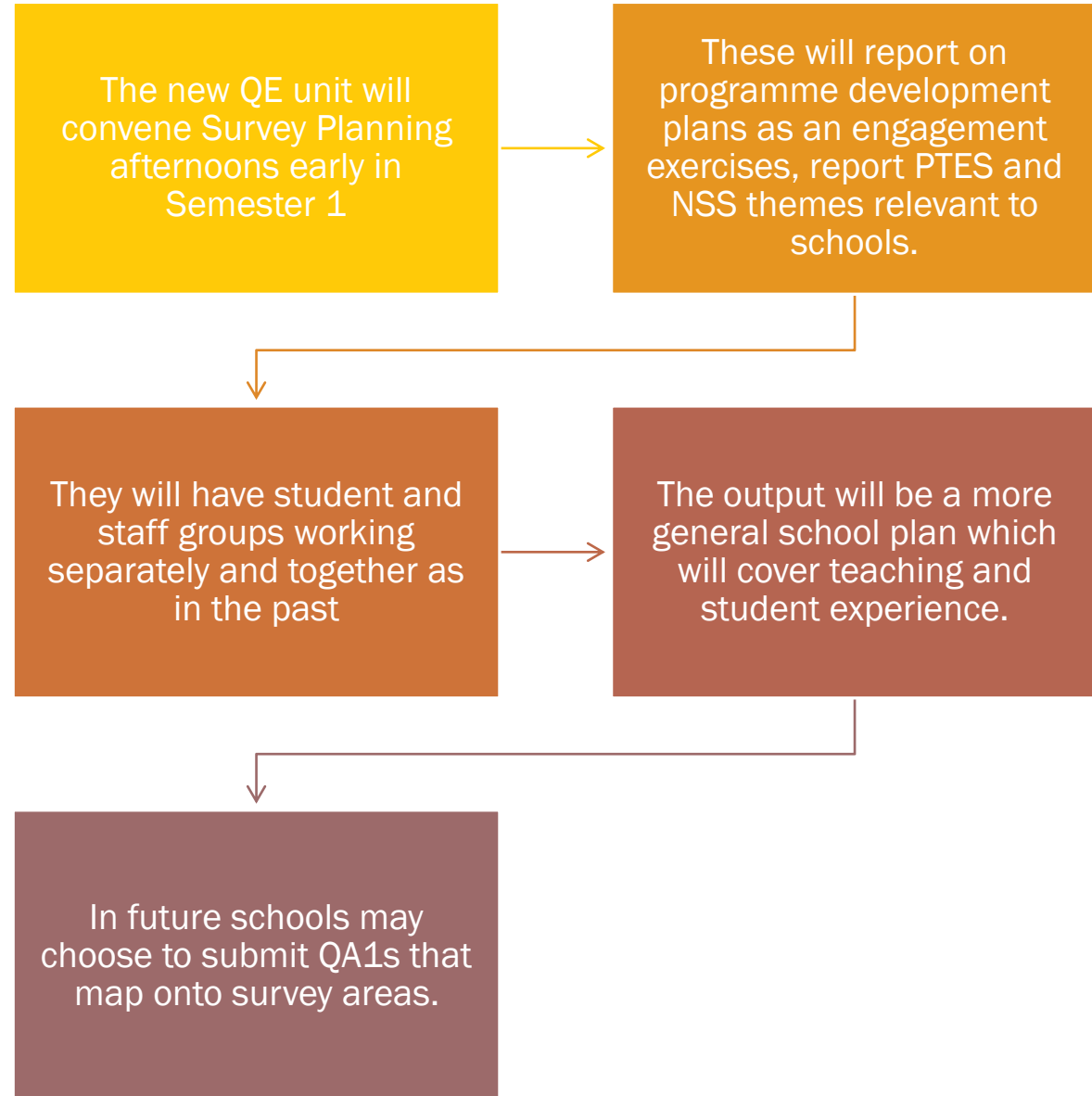
February 1<sup>st</sup> : Submit new modules if outlined in QA1s and accepted or in other cases set out (slide 10/code 08)

Mid- September submit strategic proposals for new programmes to ASG (via Mike Wilson)



December 1<sup>st</sup>, Submit programme proposals and aligned modules to QAV function (via Wendy Williams)

# Towards integrated school plans



# Next steps

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Information, including programme specs is available here: <https://my.bangor.ac.uk/quality/course/valid.php.cy>  
<https://my.bangor.ac.uk/quality/course/valid.php.en>

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Modules to be submitted through PIP.

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FQHE UK (descriptors) and Bloom's taxonomy and alternatives are available on QE website:  
<https://www.bangor.ac.uk/quality/course/valid.php.cy> <https://www.bangor.ac.uk/quality/course/valid.php.en>

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Other than these changes and for all programmes other than 'fast tracked', strategic approval will be needed through the September ASG meeting.

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CMS: training is being rolled out this month by Worktribe. Also in process of appointing to 2 internal posts. These focus on data transfer but also provide training to academics later in August-Sept and then during term time until this time next year.

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The QE Unit (Mandy Angharad) will produce a Together We toolkit by Sept 1<sup>st</sup> to be used within schools.

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CELT is developing training and preparing to disseminate best practice and will increase efforts over the summer.