

QA Update: Programmes and Modules



Rheoleiddio Regulation

- Higher Education Funding Council for Wales (HEFCW) assesses the **Quality of Education** provided by institutions.
- 5-yearly reviews by the Quality Assurance Agency (QAA)
- Next review is for 2023/24. We are now in the period which is scrutinized.
- Ongoing: Governing body approving 5 statements annually

5 Annual Statements

5 Datganiad Blynyddol

1 Action plan responding to last review in partnership with student body

2 Methodologies to improve student experience

3 The standards of awards appropriate and maintained.

4 & 5 Partnership with students and discussion of survey results

Rhaglenni Newydd New programmes



Students in School part of strategic stage sign off
Student reviewers provide written reports or attend panel events
Subject experts involved in development of programme.
Other external subject experts involved in scrutiny



Standalone Modules

Large numbers (100+) of standalone modules were approved each year 2018-2020. These led to drift from programme learning outcomes and in some cases to inter-school conflict as shared modules were added or dropped without sufficient consultation.

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

They are required to create new pathways linked to funding,

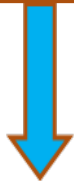
- Unforeseen circumstances such as staff illness mean the programme cannot be taught otherwise – approved by ASG.
- Where they are requested by PSRBs
- Where an evidence-based outline has been approved by the QEG as part of the previous year's QA1.

Dates and Timelines: Existing and New Programmes

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



August 15th: Completed QA1 with rationale for any new modules (via Sarah Jackson).



February 1st : Submit new modules if outlined in QA1s and accepted or in other cases set out

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



December 1st, Submit programme specifications and aligned modules through WT

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

Reverse programme planning – start with outcomes and deep learning as defined by benchmark statements or equivalent.

Bangor graduate attributes

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

Support authentic assessment to provide appropriate challenge particularly around applying theory in practice

Support assessment and feedback literacy – clear assessment structures and opportunities for use and build on feedback.



Annual Review: Quality Enhancement Group



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.



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. Teaching and Learning trends feed through to T&L SG.

Plans to develop bespoke training in future

Plans are scored 1-5, feedback and scores shared with Heads of School.

Advice on Annual review

The programme leads should access all data they need – particularly module feedback and QA2s.

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

New programme leads should be ready to do some quick research or discussion, use the HEA fellowship network and talk to peers, CELT and us.

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

DTLs: Facilitate and encourage self-reflective evaluation of teaching. Not always about addressing problems also providing evidence of quality and impact.

QA1 one-to-one workshops may be useful so that experienced T&L leaders can work through a plan “in vivo” with a colleague.

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>

Key points for new programmes

All programmes other than those 'fast tracked', require strategic approval through the September ASG meeting for recruitment in 24 months. Additional staff resources need to be approved through School planning round in next weeks.

Information, including programme specs and FQHE descriptors is available here:

<https://my.bangor.ac.uk/quality/course/valid.php.cy>

<https://my.bangor.ac.uk/quality/course/valid.php.en>

CMS: videos and training available through CMS team.

<https://www.bangor.ac.uk/quality/curriculum/assistance/Appendix-1-Guidance-videos-new-modules.docx>

Good Practice in QA1s

MSc. Applied Marine Geoscience

What are the positive aspects of
this annual review?

Are there areas you might borrow
for your practice?

