HE INTERNAL PROGRAMME REVIEW PROCESS

QAA Quality Code B8 I1,2,4,5,6,7,8

1. Objectives of Internal Programme Review

1.1 Internal programme review is a process which provides a comprehensive, self-reflective analysis and peer evaluation of that self-analysis in terms of the following key questions:

   a) the continuing currency and validity of the programme in light of developments in research, professional and industry practice and pedagogy (including the use of technology in learning and teaching), changes in the external environment such as requirements of professional, statutory and regulatory bodies
   b) whether the programme continues to be aligned with its aims, intended learning outcomes and the College's strategy and mission
   c) are the students attaining the intended learning outcomes and whether the assessment regime enables this to be appropriately demonstrated
   d) whether the intended learning outcomes of the programme continue to align with relevant national and European reference points e.g. the national frameworks for higher education qualifications and credit.
   e) Potential improvements to provision which will enhance the student learning experience and encourage the development of more inclusive approaches to learning, teaching and assessment.
   f) the entitlements of students with protected characteristics, ensuring that all students have an equal opportunity to achieve the intended learning outcomes.
   g) where changes to enhance a programme may be made and how they may be acted upon
   h) whether criteria for programme design, development and approval are still met.

1.2 The outcomes of internal programme review should provide both quality assurance and identify enhancement opportunities.
1.3 Internal Programme review is different to programme monitoring. Programme monitoring is achieved through the annual monitoring report and forms part of the annual quality cycle.

2. Information, data and documents which may be utilised in an internal programme review

2.1 The following may be if use in the review process: retention and achievement, ethnicity, disability, gender, age, employment data, student evaluations, annual monitoring reports, external examiner reports, board of study reports, student handbook, online resources, staff profiles and roles, peer lesson observations, minutes from academic board, College strategic objectives and plan, initial course information / marketing materials, the interview process and student induction. FHEQ, QAA quality code, subject benchmark statements, sector body requirements.

3. Roles and responsibilities

3.1 The programme team lead by the programme leader will produce a SWOT (Strengths, weaknesses, opportunities and threats analysis of the programme which draws upon (but not necessarily exclusively) on the information data and documents listed in paragraph 2.1 module specifications and addresses the key questions in paragraph 1.1. A preliminary action plan for enhancement should also be produced.

3.2 If ,as part of this plan or as part of the recommendations of the review any changes to the module specifications are proposed these must follow the validating university processes. Unless the change is very minor this usually means that both the external examiner and university approval for the change has to be obtained however the relevant university quality manual must be consulted to ensure the correct process is followed. The plan should demonstrate how the changes may be implemented while maintaining academic standards and the quality of learning opportunities, this may necessitate introduction on a phased basis, if necessary. It should also ensure students receive sufficient notice of forthcoming changes.

3.3 The Higher Education Quality Assistant (HEQA) will manage the internal programme review on behalf of the Director of Adult and Higher Education and will work closely with the programme leaders/curriculum heads and divisional staff to ensure that a meaningful and thorough review is conducted for each programme.

3.4 The HEQA will work with the Director of Adult & Higher Education to assemble a Peer Programme Review Team (PPRT) where individuals have appropriate expertise or where that is not possible that appropriate guidance is put in place. The PPRT may consist of a combination of internal/external HE staff not teaching on the programme, student representatives (current or former), support staff members involved in HE, employers ,external experts and bodies as appropriate. This team should consist of 4-6 members including the HEQA.

3.5 Once the review team has been assembled there will be a team briefing delivered by the HEQA and the Director of Adult & Higher Education.

3.6 The Peer Programme Review Team (PPRT) will receive the SWOT and Enhancement action plan and carry out a triangulation process again focussing on the key questions in paragraph 1.1.

3.7 The PPRT will produce a report, verify the action plan and suggest additions/ modifications to the plan as appropriate.

3.8 The PPRT will feedback to the programme team and an agreed final version of the action plan will be created. The action plan will be incorporated into the next AMR and monitored via the quality review cycle.

3.9 The HEQA will jointly report back with the programme leader at the next Academic Board meeting.

4. Frequency of Internal Programme Review

4.1 A pilot of the internal quality review process will take place in the academic year 2014-15. The focus for the review will be the Counselling FD as this was the first degree

programme to be implemented. A rolling programme will then be adopted with a subject receiving an internal review every four years.

4.2 IPR cycle 2014-17

Year	Subject
2014-15	Counselling
2015-16	Early Years /Teaching and Learning/ Sport
2016-17	Business /Liberal Arts

5. Evaluation of internal Programme review

5.1 The Internal programme review process will be reviewed/evaluated after the pilot and then every five years to ensure that the process remains fit for purpose, and that the outcomes continue to contribute to the enhancement of the student learning experience. This will include consideration of the definition of roles and responsibilities and any delegation of authority within the processes and whether these remain efficient and are operating effectively. Student input to the evaluation will be sought in particular as to whether the process provides sufficient opportunities for student involvement. The evaluation will be led by the HEQA and outcomes from the evaluation will be shared through the Academic Board.