Portfolio Review Pathway

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Strategic Foundations Programme
Portfolio Review Pathway

The Pathway comprises four inter-related projects:

- **Programme & Module Review project**
  - Louise Hague
  - Keith Swanson

- **Programme Expectations project**
  - Joy Collier
  - Orla Kennedy

- **Blended Learning project**
  - Dan Grant
  - Vicki Holmes

- **Academic Year project**
  - Charlotte Coleman
  - Peter Miskell
Programme & Module Review (1)

Institutional aims:

• Reduce staff workloads associated with delivery and administration of teaching.

• Ensure our portfolio is distinctive, coherent, reflective of student demand and sustainable.

• Reduce the volume of our portfolio by around a third.

School aims (programme review):

• Review UG and PGT programmes with fewer than 30 students enrolled in 2020/21.

• Make recommendations about what to withdraw, reconfigure or retain to support the achievement of the Institutional aims and target.

2020/21

The number of students enrolled on the bottom third of programmes ranged from 0-9 for UG and 0-5 PGT.
## Programme Review (2)

<table>
<thead>
<tr>
<th>June-July 2021</th>
<th>July-August 2021</th>
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<td>• Share additional market and recruitment data and financial information with School Leads.</td>
<td>• Reviewing and providing feedback on School programme review reports.</td>
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<td>• Agree and circulate a reporting template for Schools reports to the Programme and Module Review Board in July.</td>
<td>• Developing guidance for module review in collaboration with Schools and Functions.</td>
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<td>• Begin to develop the process for module review in the autumn term (2021/22).</td>
<td>• Planning for the launch of module review early in the autumn term.</td>
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Programme Expectations (1)

The project aims to support the design, delivery and enhancement of new and existing programmes and modules by:

• Refreshing and revising the Curriculum Framework to reflect the aims of the University Strategy;

• Establishing expectations to reduce assessment load and facilitate more effective, engaging, proportionate and evenly distributed assessment; and

• Developing proposals for simplified and more consistent programme and module structures and delivery, including progression rules.
Programme Expectations (2)

<table>
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<tr>
<th>Curriculum Framework</th>
<th>Assessment &amp; Progression; Programme/module structures &amp; delivery</th>
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<td>• Four guiding principles developed: Coherent, Connected, Student Centred and Inclusive, Sustainable.</td>
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<td>• Blended Learning principles embedded.</td>
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<td>• Access and Participation Committee and Senate (June 2021) &amp; UBTSLE (July 2021).</td>
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<td>• Analysed and incorporated feedback from student panel sessions into proposals.</td>
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<td>• Continuing review of best practice and benchmarking.</td>
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<td>• Internal data analysis.</td>
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<td>• Developed consultation sessions.</td>
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<td>• Senate presentation (June 2021)</td>
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<td>• Staff engagement on proposals (June-July 2021).</td>
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Blended Learning (1)

Our blended learning approach during the Covid pandemic

- The T&L Framework was introduced for 2020/21 and continues 2021/22. It sets out a specific flexible teaching approach to enable continuation of teaching and learning during the pandemic.
- It combines face-to-face and digital learning experiences as **blended learning**, whilst allowing a rapid switch from blended to **fully online learning** as necessary.

A blended learning approach for the future

- The University’s Blended Learning project looks **beyond** the pandemic, building from the experiences of the last 16 months during the pandemic.
- Our Blended Learning approach can be redesigned and may differ from the approach set out in the current Framework.
Blended Learning (2)

Since the last update, the Project Group has been:

• Exploring examples of university-wide approaches at other HEIs.
• Analysing and incorporating feedback from student panels.
• Preparing and delivering staff engagement workshops and Senate consultation.
  • Analysing and incorporating feedback from these into proposal for blended learning.
• Starting to prepare proposals for second round of staff and student engagement.

Next steps

Autumn term (2021/22) - the Project Group will engage again with staff and students to inform the development of the final proposed approach.
Academic Year (1)

Institutional aims

To provide a platform to create a more sustainable T&L Framework that:

- Improves student experience in relation to T&L.
- Provides opportunities for future growth and innovation.
- Reduces assessment load.
- Supports professional services teams.

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<th>The two models</th>
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<tr>
<td>The semester system</td>
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<td>The three (teaching) term system</td>
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Academic Year (2)

Project work since the last update

We submitted a paper to the following Boards / Committees recommending adopting a semester system based on feedback from staff and students:

• UBTLSE (June 2021)
• UEB (June 2021)
• Senate (June 2021)
• Council (July 2021)

The recommendation to adopt a semester system was supported by these Boards / Committees.

Next steps

Portfolio Review Steering Group to agree the appropriate remit and membership for an implementation group and to consider the resource implications for adopting a semester system from 2023/24.
Timeline for portfolio review

- 2020/21
  - Develop and launch a process for reviewing programmes and modules in collaboration with Schools and Functions.
  - Engage with colleagues on programme expectations, blended learning and the academic year.

- 2021/22
  - Complete review of programmes and modules.
  - Redesign of programmes, policies and processes to facilitate changes.

- 2023/24
  - Programme and module changes complete.
Any questions?

Please feel free to share any points or ask any questions across the Pathway or individual Projects.