



Annual Programme Evaluation Policy

**Scope:**

For all taught and research students studying for an award at City St George's, including those on validated or collaborative programmes.

Senate Regulations:

N/A

Summary:

To outline City St George's, University of London's approach and procedures in relation to annual programme evaluations.

Date approved/re-approved:

June 2021

June 2025

Date for review:

To be reviewed by the end of 2027/28 academic year, with allowance for minor updates, as required.

Effective from:

2025/26

Equality and Diversity Statement

City St George's, University of London is committed to promoting equality, diversity and inclusion in all its activities, processes, and culture, under its Public Sector Equality Duties and the Equality Act 2010. This includes promoting equality and diversity for all, irrespective of any protected characteristic, working pattern, family circumstance, socio-economic background, political belief or other irrelevant distinction.

Where relevant to the policy, decision-making panels should normally aim to reflect gender diversity and to consider representation across protected characteristics. Panel membership will be based on relevant expertise and independence, and the panel may proceed where such diversity is not practicably achievable for a particular meeting. This clause does not impose fixed quotas and is inclusive of all gender identities.

Freedom of Speech

City St George's, University of London, regards freedom of speech and academic freedom to be fundamental to delivering its mission as the University of business, practice and the professions. Its values in this respect are set out in a code of practice on freedom of speech and academic freedom, which explains how the University will uphold, secure, and promote [Freedom of Speech](#) within the law. Nothing in this policy should be interpreted in any way that would be inconsistent with the code of practice and in the event of any inconsistency the provisions of the code will prevail.

Annual Programme Evaluation (APE) Policy

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1. Scope

For all taught and research students studying for an award at City St Georges, including those on validated or collaborative programmes. To be read in conjunction with the relevant sections of the [Quality Manual: Programme Evaluation and Review](#).

2. Introduction

City St Georges is committed to providing high quality programmes that support student achievement and high levels of student satisfaction. This is enabled by effective curriculum design and delivery, appropriate learning and teaching spaces, the establishment of a broader constructive environment and community for staff and students and effective integration between various management levels across the University.

The Annual Programme Evaluation (APE) process provides a mechanism for staff to review a programme's success at the end of each academic year and to capture actions designed to enhance that programme. It is also used to monitor areas for enhancement and associated actions during each academic year.

3. Compliance with OfS Condition B3

Condition of registration, B3: Quality and Standards require Higher Education providers to ensure that courses are high-quality, well-managed, and meet appropriate academic standards.

As part of this condition, providers must regularly monitor and review their programmes to ensure they remain effective and support positive student outcomes, such as successful progression and employment.

This condition focuses on continuous improvement and accountability to maintain high educational standards.

- **Monitoring and review:** Institutions must have systems in place to monitor and review the effectiveness of their programmes regularly, ensuring continuous improvement and adherence to academic standards.

APEs are one of City ST Georges' primary evaluation methods for assuring the quality and continual enhancement of programmes. The APEs play an important role in assessing progress against strategic priorities and key internal and external metrics.

4. Aims of Monitoring

Through the APE, Programme Teams (or, for research degrees, Senior Tutors for Research) can:

- reflect upon features of excellence and any good practice.
- confirm responses made and actions taken, or planned, in relation to areas for improvement including issues raised by students.
- analyse programme-related management information, Equality, Diversity & Inclusion (EDI) data, Graduate Outcome Survey data and External Examiner reports reflect on significant changes or issues identified in relation to placement capacity.
- reflect on programme-related Module Evaluation scores and appropriate actions.
- capture actions that support programme planning and development.
- identify clear responsibilities for development work and any support needed to assist implementation. This includes management support within Schools and/or from Professional Services.

Through the APE central reporting process, the Educational Quality Committee (EQC) and Senate can:

- contribute to strategic, academic and resource planning.
- allow City St George's to fulfil its responsibilities for maintaining the standards of its awards.

APEs are completed for all programmes leading to an award of City St Georges. Tailored approaches exist for collaborative provision and research degrees. For collaborative provision, respective responsibilities are agreed between the University and each partner institution.

5. Periodic Departmental Review

Please note that any programmes who are completing a Periodic Departmental Review (PDR) do not need to complete an Annual Programme Evaluation Form (APE) during the same academic year.

6. Student Voice

Students' views play a core part in the development of action plans designed to enhance their learning experience and the quality of their programme. When compiling APEs, Programme Teams will review the various sources of student feedback considered throughout the year. This includes:

- discussions at Staff-Student Liaison Committees (SSLCs) and Student Experience Committees (SECs)
- module evaluation outcomes

Student representatives will be involved in reviewing feedback from students during the year, through SSLCs in particular. In addition, Programme Teams may share sections of a draft APE with students. Actions within APEs will be updated and/or new actions added in response to feedback from students.

7. Development Process & Responsibilities of Monitoring

The Programme Director (or, for research degrees, Senior Tutor for Research) will normally lead the development of the APE. Supporting and oversight roles will be undertaken by Associate Deans (Education), Heads of Department (or equivalent) and Deans.

APEs will be completed according to these key principles:

- APEs should normally be completed after the end of an academic year and approved at Boards of Studies after this.
- Final submission to Quality & Academic Development (QUAD) would normally be January (postgraduate research programmes), April (undergraduate programmes), and June (postgraduate taught programmes).
- APEs Action Plans should be updated throughout the year to reflect on-going feedback, developments and new data. Progress in achieving the actions within an APE will be monitored through a standing item at Programme Committee meetings. Boards of Studies will also consider the APE Action Plans twice a year to monitor the status of actions and support enhancement.
- Students will be provided with updates on those actions designed to enhance student satisfaction and/or actions taken in response to student feedback. This would normally occur at SSLCs.

8. Management Information

The APE includes programme-related management information that relates to various aspects of a student's learning experience. This data should be reflected upon throughout the document and used to identify actions.

9. Stages in the APE Process

The following are the key stages in the APE publication, completion and monitoring process presented chronologically:

- publication of the updated forms and guidance (July/August)
- completion of PGR APE forms by Schools, review by Programme Committees and approval by BoS (August – January)
- completion of UG APE forms by Schools, review by Programme Committees and approval by BoS (August – April)
- completion of PGT APE forms by Schools, review by Programme Committees and approval by BoS (August – June)
- submission of final APE forms to the Quality & Academic Development (QUAD) team (January – June)
- submission of annual APE summary reports to EQC and Senate (March – October)

10. Institutional oversight

APEs for internal provision are approved by Boards of Studies on behalf of Senate. Institutional consideration of key themes arising from these APEs is facilitated through reports to the EQC and Senate.

These retrospective reports provide a summary of the APE activity reflections on the academic year under review. They include commentary on the information captured within the APE forms, an overview of the quality of completed APEs and themes arising including features of excellence and areas for development. These will normally be received in March/April (undergraduate and postgraduate research programmes) and May/June (postgraduate taught programmes).

The purpose of these reports is to close the APE cycle loop and provide assurance to EQC and Senate that the APE process is being engaged with by the Schools/Departments. The oversight of individual programme Data and Action Plans for the APEs is the responsibility of the School Programme Committees.

APEs for validated provision are approved by Course Boards on behalf of Senate. Institutional consideration of key themes arising from these APEs is facilitated through a report to the Collaborative Provision Committee.

11. Guidance

Further advice on the compilation and use of APEs is provided in the **Guidance Documents**:

- [Clerkenwell & Moorgate](#)
- [Tooting](#)