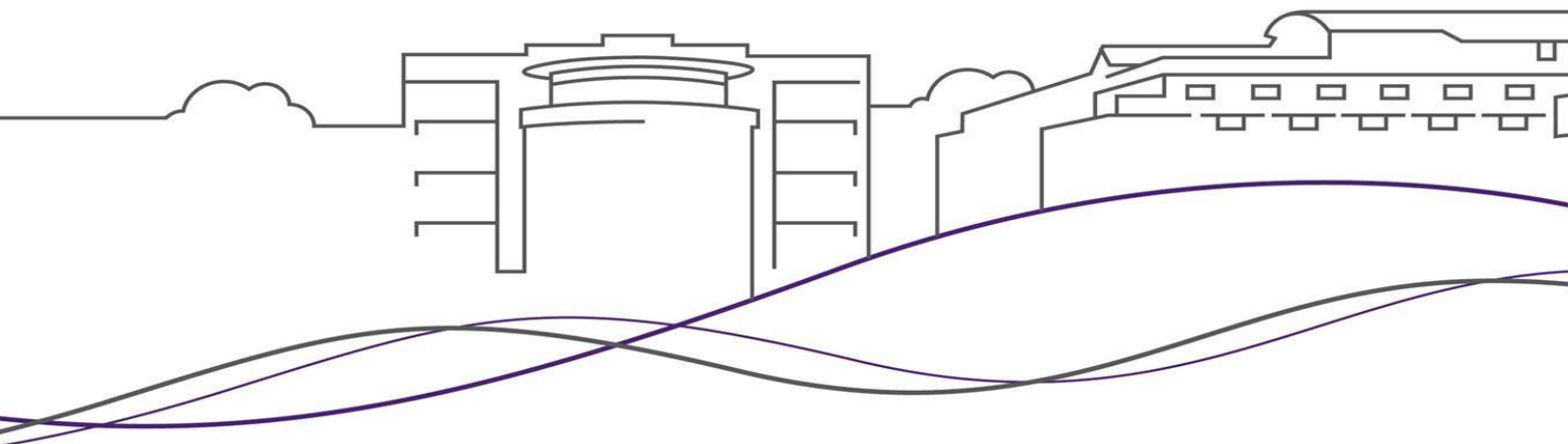


# Academic Policy and Procedures

HIGHER EDUCATION

MONITORING AND REVIEW PROCEDURE v6



## Document Control

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### APPROVAL

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## Contents

<b>INTRODUCTION</b> .....	3
<b>FUNCTION OF MONITORING AND REVIEW</b> .....	3
<b>BENEFITS OF MONITORING AND REVIEW</b> .....	4
<b>INTERNAL AND EXTERNAL ENGAGEMENT</b> .....	5
<b>PROGRAMME COMMITTEE MEETING (PCM)</b> .....	5
<b>ANNUAL PROGRAMME MONITORING (APM)</b> .....	6
<b>Introduction</b> .....	6
<b>Core themes</b> .....	6
<b>Key Roles and Responsibilities</b> .....	7
<b>Groups and Boards</b> .....	7
<b>APM Process</b> .....	8
<b>The APM Document</b> .....	8
<b>SELF EVALUATION</b> .....	8
<b>Core themes</b> .....	9
<b>Key roles and responsibilities</b> .....	9
<b>The SED process</b> .....	9
<b>College HE Annual Quality Report</b> .....	10
<b>QUINQUENNIAL REVIEW AND REVALIDATION</b> .....	10
<b>ORGANISATIONAL OVERSIGHT</b> .....	10

## INTRODUCTION

This procedure has been devised to and references the Quality Assurance Agency's (QAA) Advice and Guidance for Monitoring and Evaluation and OfS Conditions B1-5

Monitoring and evaluation of higher education is an essential process within providers, forming a fundamental part of the academic cycle. It can, and should, look at all aspects of the higher education experience. All higher education providers are involved in course monitoring and review processes as these enable providers to consider how learning opportunities for students may be improved.

### Definitions

**Monitoring:** The routine collection and analysis of information that focuses on an area of work, project or programme/course, undertaken while the area of work, project or programme/course is ongoing.

**Evaluation (Review in UCSD):** The periodic, retrospective assessment of an organisation, an area of work, project or course, that might be conducted internally or by external independent evaluators. Evaluation uses information from monitoring, current and historic, to develop an understanding and inform planning.

### Visual overview

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Programme Level		Annual Programme Monitoring (APM)					Programme Committee Meeting (PCM)	Programme Quality Handbooks (PQH)			
Section Level			Self-Evaluation Document (SED)								
Organisational Level			HE Annual Quality Assurance Report			Quality Assurance and Enhancement Plan report		Quality Assurance and Enhancement Plan report			
HE Team	Quality Assurance Curriculum Compliance (QACC) updates										

## FUNCTION OF MONITORING AND REVIEW

Monitoring and review of programmes provides the College with systems that enable:

- A curriculum area's management of its programmes and discipline areas to be monitored.
- The standards and quality of programmes may be monitored.
- A review of teaching, learning, methods of assessment and the quality of the student experience.
- Evaluates the extent to which intended learning outcomes are being met and standards attained, taking account of the award qualifications and external reference points e.g. Sector Recognised Standards [Sector-recognised standards \(officeforstudents.org.uk\)](http://officeforstudents.org.uk) and other Professional, Statutory or Regulatory Bodies (PSRBs).
- The identification of areas of good practice for wider dissemination.
- Curriculum areas and collaborative partners to review and evaluate their:
  - Portfolio of programmes, assess their suitability, success, development and possible improvement, and to plan for future provision.
  - Taught programme provision, and in particular students' achievement of the appropriate academic standards and the learning opportunities offered to them to support their achievements.
- Curriculum areas to plan strategically; reviewing longer term plans and objectives, taking into account external developments (e.g. changes to entry profiles and employer expectations) to evaluate the cumulative effect of change.

An independent panel to review this self-evaluation through the consideration of documentation that covers the entire period under review, and discussions with staff and students.

## **BENEFITS OF MONITORING AND REVIEW**

The benefits to the College of the monitoring and review of programmes is that it provides:

- Enables strategic overview and ensures process are applied systematically and operations consistently
- Opportunities for the College and programme teams to take a holistic view of the quality and standards of the provision.
- A structured opportunity to reflect on current systems in place and develop new approaches and/or enhance current practices.
- An opportunity for students to actively engage in the enhancement of the College's programmes; for the student voice to inform curriculum design and delivery and enhance the student experience.

- An opportunity to record external and independent confirmation of the quality and standards of the programmes.
- An opportunity for potential good practice to be identified so that it can be verified, disseminated and embedded.
- Evidence of quality and quality assurance processes to help to secure the confidence of external bodies such as the QAA and PSRBs.

## INTERNAL AND EXTERNAL ENGAGEMENT

Feedback on programmes from those not directly involved in their delivery, from individuals either internal or external to the provider, enables higher education providers to identify areas for improvement and enhancement, as well as offering assurance of academic standards and the quality of learning opportunities. Possible sources of feedback in addition to current and former students and staff of the higher education provider directly involved with the programme may include: staff of the higher education provider, from other academic subject areas or with professional services expertise, such as educational development, library and learning resources staff, learning technologists, disability practitioners and equality and diversity practitioners

- staff from other higher education providers, including those with whom they work to deliver learning opportunities
- contacts from academic subject associations, the Higher Education Academy and relevant sector networks, such as those concerned with developments in pedagogy and technology-enhanced learning
- external examiners and their reports
- professional, statutory and regulatory bodies
- organisations in the communities with which the higher education provider works
- contacts made through working with others, at other higher education providers, in industry or professional practice, or through research collaborations
- employers, who may be directly involved in the programme, for example, in offering placement opportunities, or have employed students who had previously studied on the programme.

## PROGRAMME COMMITTEE MEETING (PCM)

Programme Committee Meetings provide a forum for debate and decision regarding issues around standards, quality and the on-going enhancement of student experience across a programme and an opportunity to review and revise the programme Action Plan.

## ANNUAL PROGRAMME MONITORING (APM)

### Introduction

The Annual Programme Monitoring (APM) is a cornerstone of quality assurance and enhancement in the College and is central to ensuring that the learning opportunities made available to students enable the intended learning outcomes of the programme to be achieved. The APM process also evaluates student attainment of academic standards and allows programme teams and academic curriculum areas to confirm that their portfolio aligns with the College mission and strategic priorities, and that the programme remains current and relevant.

The APM process may take the form of a curriculum cluster where this has been agreed with the Dean of Higher Education as there is significant cross over between curriculum and teaching teams.

The APM is at its heart a means of continuously enhancing the student experience.

Self-evaluation requires the programme team to reflect collectively, honestly and to stand back and consider objectively both strengths and weaknesses. For the process to have any real worth, it has to be owned by all involved and should not simply be issues-driven nor an attempt to conceal any issues.

The APM process is cyclical, in that it looks back specifically at the previous year of delivery, and looks ahead to the next year through an Action Plan which identifies strategic areas for enhancement. This is continuously reviewed through the Programme Quality Meeting (PQM) process which allows progress to be monitored and opportunities to proactively improve the curriculum and the student experience while delivery is being undertaken.

Authors, normally the programme leader, will be allocated a set of documents to complete their review and a digital workflow guides the author, peer reviewer and head of curriculum through the process.

The process is driven through the use of the key documents:

- The APM templates with associated guidance
- The APM Guidance document

### Core themes

The core themes of the process are engagement and responsibility:

- Engagement with students' concerns at programme level - programme leaders taking responsibility for actions or enhancements which are highlighted by student feedback or management information.
- Engagement at curriculum area level, to provide support and to intervene where necessary at course or scheme level.
- Responsibility at curriculum area level, for taking action on provision which is underperforming.
- Engagement at institutional level, to align priorities and lead on relevant enhancement and development themes.
- Responsibility at institutional level, to embed those priorities which improve the student experience and to link these to the college's strategic plan.

### **Key Roles and Responsibilities**

The Curriculum Head has the key responsibility for ensuring that the process meets college requirements and facilitates continuous enhancement. The Curriculum Head is also responsible for completion of the curriculum area Self-Evaluation Document each year.

The Curriculum Head has an overview of the process for their curriculum area. They are responsible for ensuring that the APM templates are completed in accordance with deadlines and the staff are aware of their roles and responsibilities. They are also key in supporting teams and liaising with cross college service areas to ensure that relevant data is available to the APM authors at key points in the process.

The Programme Leader is responsible for collating feedback, gathering data and facilitating delivery team discussion and critical review of the year of delivery, and drawing up an action plan of key areas for further enhancement.

The Module Leader is responsible for ensuring that student feedback is captured during the module run and completing Module Reports as part of the Examining Board processes each year, and using these to inform the APM process.

The Programme Delivery team is collectively responsible for critically reviewing and reflecting on the coherence and overall success of the programme holistically in addition to their individual teaching commitments.

### **Groups and Boards**

The Higher Education Academic Board has responsibility for the oversight of the APM process in liaison with the HE Faculty Office



The APM event is an annual meeting which provides an opportunity to review the student experience as an academic community, focusing on the sharing of effective practice.

Reports are provided to the HEAB and the College's Board of Governors on enhancements and/or issues arising out of the process.

### **APM Process**

The APM process comprises of three stages:

- Programme Committee Meeting - in the early part of a new academic year, the programme team undertake their meeting. The meeting follows an agreed format (led by the Programme Lead), which includes review and discussion of quality and standards, student engagement, the EE report and standard data (e.g. outcomes, student satisfaction). A programme action plan is then agreed by the programme team. All Level 4 and above programmes are included. The action plan is updated at the Spring Programme Committee Meeting
- Student Engagement - following the meeting, the Programme Lead and Higher Education Coordinator meets with a Student Representative from each programme and cohort to share the programme plan
- Final Submission - finalised Plans are produced and discussed with their AP, HEC and Dean of Higher Education for agreement

### **The APM Document**

The APM template is updated annually and is available on the Higher Education Hub.

## **SELF EVALUATION**

Curriculum area and service Self-Evaluation is an opportunity to critically reflect on both the period of recent delivery and operation as well as provide a review and analysis of trends over time. They also look ahead to the coming year in order to provide continuous enhancement of the student experience. This model also ensures comparability with the College Self-Assessment Review (SAR) which provides an evaluation of the College's performance against OFSTED criteria.

The SED process is designed to scrutinise the strategic management and oversight of academic standards and quality within curriculum areas and services.

- The SED takes into account the OfS Conditions and Registration and is mapped against Conditions B and C
- Requires assessment against each criteria, and where the condition is not met an action will be required within the APM Action Plan

### **Core themes**

The curriculum area, or Section SED:

- Provides the College with a system by which a Section's management of its programmes both in the current year and over time may be monitored
- Provides the College with a system by which the standards and quality of HE awards may be monitored
- Reviews the continuing validity and relevance of programme aims and intended learning outcomes, including adherence to external reference points such as the SRS, QAA Quality Code, Subject Benchmarks and FD Characteristics etc
- Identifies areas of good practice for wider dissemination

### **Key roles and responsibilities**

The Curriculum Heads or the Dean of HE have the key responsibility for ensuring that the process meets college requirements and facilitates continuous enhancement. The Curriculum Head is also responsible for completion of the Section's HE Self-Evaluation Document each year.

### **The SED process**

Self-Evaluation as a process is normally considered at the Section rather than by individual programme or groups of cognate programmes. The process is organised by the curriculum area and should involve staff input and make reference to APMs or other reviews, any external reviews, relevant data. At the end of the process the curriculum area completes the SED template and confirming if conditions are met.

### **Quality Assurance Curriculum Compliance (QACC)**

Whilst the SED process takes a wider overview of the OfS Conditions, to further supplement this the Higher Education Team undertaken an ongoing QACC for areas of key compliance.

This QACC review at Section Level provides a detailed compliance review. The HE Link member will update this on a monthly basis to provide assessment of compliance adding comment and tagging the curriculum.

### **College HE Annual Quality Report**

The College HE Annual Quality Assurance Report provides an annual opportunity at a macro level to critically reflect on how well the College has met its obligations, assured standards and enhanced the student experience.

The process is cyclical, in that it looks back specifically at the previous year and looks ahead to the next year through a Quality Assurance and Enhancement Plan which identifies strategic areas for enhancement. This is reviewed through HEAB and QTLA.

### **Programme Quality Handbooks (PQH)**

Programme Quality Handbooks (PQH) provide applicants, students and employers with an overview of the programme, this maps to the OfS CMA requirements and providers coverage of OfS Quality and Standards Conditions. The PQH is annually updated during the spring term, reflecting any minor or major changes, and provides the programme team with an opportunity to refresh developments of the programme.

### **QUINQUENNIAL REVIEW AND REVALIDATION**

For academic provision, Quinquennial Review and Revalidation, Self-Evaluation and Annual Programme Review together form the major components of the College's approved Degree programmes. The relationship between these is one of cyclical interdependence; for curriculum areas, the outputs of each APM feed in to the SED, which considers data and trends over the previous three years as a minimum. The output from the period of continuous monitoring between Periodic Review and Revalidation of individual programmes approved as SDC Degrees as well as curriculum areas SEDs provides an opportunity to critically reflect on all sources of data in the review and updating of individual programmes as well as the wider curriculum area's provision. Quinquennial Review and Revalidation are part of the same process. These are outlined in Appendix A

### **ORGANISATIONAL OVERSIGHT**

The outcomes of the processes of monitoring and review must be reported at the appropriate organisational level. The College produces an annual Self- Evaluation Report which provides an overarching review of all HE provision and is presented at HEAB for discussion and approval. This includes changes to LDCS codes.

## Appendix A

### Annual/Less Frequent Review Process of Higher Education Curriculum

	Programme Level		Curriculum Area Level		College Level	
	Annual	Less Frequent	Annual	Less Frequent	Annual	Less Frequent
<b>UoP Method</b>	APM	Periodic Review of SDC every 5-6 Years	NA	Periodic Review of SDC every 5-6 Years	JBS Review	Periodic Review of SDC every 5-6 Years
<b>UCSD</b>	APM Process	Quinquennial Review of SDC FDAP Programmes	Section SED	Section HELR	HE QAEP	Moderated QRV and/or QAA QRV

# Appendix B

SDC Programme  
Quinquennial/Periodic  
review Process

