

# Programme Monitoring and Review Protocols

## Guidance on Annual Report Writing

### Purpose

1. This guidance is intended for anyone writing an Annual Report for Academic Board. This formal review takes place at the February Academic Board meeting each year.

### Expectation

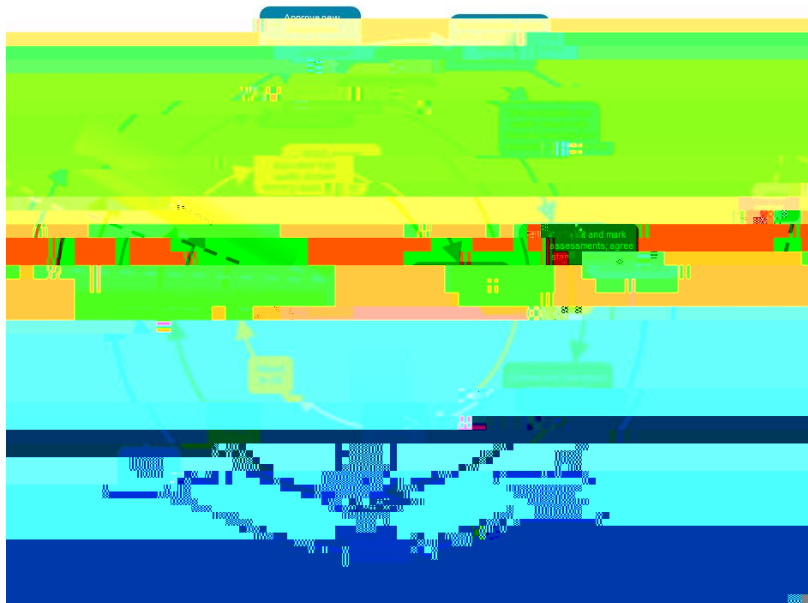
2. Our policy states routine monitoring and periodic review of programmes. This includes the collection and analysis of appropriate information to ensure the continued effectiveness of the strategic approach to and enhancement of learning opportunities and teaching

### Deadlines

3. Programme<sup>1</sup> Annual Monitoring Reports are due for submission by the end of November
4. Draft Function Annual Reports are due for submission before the Christmas closure. This is to allow time for the function annual reports to reflect on the programme annual monitoring reports, and for draft functional annual reports to be compared and overall conclusions to be drawn.

The chart below sets out the Universit

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## Reports

5. Annual monitoring requires the annual critical appraisal of the quality and delivery of a programme, modules and components by those most directly involved in curriculum design and delivery and the support of learning and teaching/training. It provides a regular opportunity to review the success of programmes in the year





Programme reports (see documents Q8.1.2 and Q8.1.3 provided separately) must address the aims set out below, together with any additional information required by a Professional, Statutory, or Regulatory Body (PSRB) and any other external body.

### 7. The aims of annual monitoring are:

- ◁ to evaluate the extent to which academic standards continue to align with the UK Framework for Higher Education Qualifications and/or the Characteristics Statement as appropriate;
- ◁ to evaluate the extent to which academic standards continue to meet the requirements of the relevant PSRB if any;
- ◁ to evaluate the extent to which the intended learning outcomes are attained by students;
- ◁ to evaluate the continuing effectiveness of the curriculum and of assessment and feedback practices in relation to the intended learning outcomes;
- ◁ to ensure that programmes, modules and components remain current and valid in light of changes in both the underlying substantive law and practice;
- ◁ to ensure that programmes, modules and components remain aligned with the institution's mission;
- ◁ to ensure that appropriate action is taken, in a timely manner, to remedy any identified issues, and to measure the effectiveness of such actions;
- ◁ to measure performance against Key Performance Indicators, where set; and.
- ◁ for apprenticeship programmes specifically, to ensure that:
  - training and assessment strategies remain authentic to the workplace and relevant to work objectives

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## Data and Evidence

13. The evidence bases covering both standards and quality which are used in undertaking monitoring and review include:

- < detailed statistics on student enrolment, progression<sup>3</sup> and achievement;
- < external examiner reports (mainly standards assurance);
- < student feedback, including TQEFs, complaints data, monitoring visits (mainly quality assurance);
- < d review



- ◁ Employability in relation to:
  - destination statistics
  
- ◁ Customer Insight in relation to:
  - course surveys
  - with updates as appropriate (Operations?) for action taken
  
- ◁ Programme Management teams (working with Student Officer to avoid duplication of effort) in relation to:
  - student liaison committees
  - focus groups
  - other student feedback
  - tutor feedback
  
- ◁ For apprenticeship provision, the Programme Management Team is responsible for information/data relating to the progression of apprentices against their apprenticeship standard, and feedback from employers.

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**(c) Teaching and learning**

There is an evaluation by the University of the teaching of all subjects that make up

support staff, arrangements for staff induction and development, programme publicity and documentation. This will specifically include details of course and subject meetings.

**(g) Outline of proposed changes and enhancements**

Proposed changes and enhancements are identified in addition to or as part of an Action Plan.

**Post-Qualification Programmes**

16. The majority of the post-qualification programmes are delivered by the Professional Development Team and are short programmes of less than one week duration,



**Pre-join degree in Professional Policing**

**Annual Monitoring Timetable**

The annual monitoring of the Pre-join degree in Professional Policing incorporates 5 distinct phases.

<b>Phase</b>	<b>Output</b>	<b>Key staff/Board</b>	<b>Timing</b> (specific dates set each academic year)
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## Version history

Version	Amended by	Revision summary	Date
V1.0			