QUALITY ENHANCEMENT AND ASSURANCE HANDBOOK

2016 V6.3

Section 5: Programme Monitoring

Contents

5. PROGRAMME MONITORING

5.1 Programme Monitoring Process: Matters for Consideration

Programme monitoring and review is the process for discharging responsibilities for setting and maintaining academic standards, and assuring and enhancing quality of learning opportunities within the University. This is a core activity and all staff have a responsibility to uphold standards.

Programme monitoring and review takes place in a planned cycle based on a transparent rationale to ensure that all provision is monitored adequately and evidence how it is experienced by the student body. GCU values student feedback as a core element of programme monitoring and review.

GCU adheres to the principles of the UK Quality Code for Higher Education (Chapter B8[1]) and:

- maintains strategic oversight of the processes for and outcomes of programme monitoring and review to ensure that processes are applied systematically and operated consistently
- takes deliberate steps to use the outcomes of programme monitoring and review for enhancement purposes
- operates a process to protect the academic interests of students on programme closure or as the result of portfolio review
- defines the processes for programme monitoring and review and communicates them clearly to all internal staff and external bodies involved
- evaluates the process for programme monitoring and review
- involves external stakeholders and draws widely on internal and external expertise
- involves students in all aspects of programme monitoring and review
- enables staff, students and external participants to contribute effectively by putting in place arrangements for support and development.

Programme monitoring and review acknowledges that information can be drawn from a range of sources and stakeholders within and outside the institution and are particular stages within an on-going process. Opportunities to change a programme may be identified at any time, particularly as part of on-going team discussion but the process of monitoring and review provides a formal opportunity for Programme Boards to evaluate and reflect on the academic provision and highlight how the student learning experience can be enhanced. All changes must comply with GCU policy and procedure.

The purpose of monitoring and review is to ensure that the programme remains fit for purpose. In GCU monitoring takes place on an annual basis and in addition to opportunities for the identification for enhancement is the opportunity to identify and disseminate good practice internally and, if appropriate, across the sector.

Programme Boards must consider key performance indicators(KPIs) annually as part of the programme monitoring process using the **proforma in Appendix 5(b**) (much of the data will be supplied by the Strategy and Planning Office). For audit purposes, evidence of consideration (KPIs) should be provided within the minutes of the

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[1] http://www.qaa.ac.uk/en/Publications/Documents/quality-code-B8.pdf

Programme Board and the Board should retain the complete evidence base on which the considerations were founded.

Process

Annual Programme Monitoring is carried out 'in-year' and should formally commence at the beginning of each new academic session in September and follow the flow of the academic year, completing in June and updating in October for UG Programmes. Rather than being a static, retrospective process, completing the APA should now be regarded as a continuous enhancement process. The APA document is housed on all School Portal Programme Sites and should be completed and updated over the period of an academic year (September to June), as information, such as first diet statistics and NSS/ISB results, are released by Strategy and Planning.

The process should start with evaluation of the past academic session expressed via the Programme Enhancement Plan (PEP) and lead into an (academic) yearlong cycle of on-going monitoring and evaluation of the effectiveness of the programme. This should be substantially completed by June of each year and updated with second diet assessment results added as they become available. Appendix 5(a) shows a flow chart of the process.

The key performance indicators to be considered are:

- review of the previous year's Programme Enhancement Plan (PEP) including areas identified for development in the new academic year
- trends in admission progression and awards statistics, including RPL[2] and articulation[3] policies, and honours classification (as an appendix to the main document)
- trends in graduate employment, including the most recently available graduate employment statistics
- the minutes of the Student Staff Consultative Group and an evaluation of the GCU student experience priorities related to the programme (SEF)
- the External Examiner comments and final report(s) and the Programme Board's response to the Examiner(s). Comments should be made in a timely manner.
- an analysis of evidence of interaction with the academic units contributing modules to the programme
- equality and diversity
- a review of the Strategy for Learning (SfL) in relation to the demonstration and application of the curriculum design principles
- collaborative and professional/statutory/regulatory body activity
- reference to the requirements or recommendations of approval/review events or visits from professional/statutory/regulatory bodies.

N.B.

- Statistical information (the first three items in the list above) should include a comparison with no more than three previous years. Where the monitoring covers a suite of programmes, such as within a framework document, the statistical information should, where possible, be collated and held separately for each programme within the suite.

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[2] http://www.gcu.ac.uk/lead/leadthemes/recognitionofpriorlearning/
[3] http://www.gcu.ac.uk/study/collegeconnect/

- The monitoring process must now take into account any changes to the programme since approval/last review that may affect the programme's compliance with UKVI regulations for Tier 4 students in force at that time.

The outcome of the monitoring process, which must be approved by the School Board, will be:

- the production/updating of the Enhancement Plan for the programme which sets out how the Programme Board will enhance both the quality and standards of the programme. This plan will be based on improvement key performance indicators and will include 'SMART' targets.

- where the monitoring process identifies problems within a programme, including where:
    - students have shown dissatisfaction with a programme
    - progression rates after the second diet are lower than agreed School benchmarks
    - an External Examiner has expressed concern in relation to the quality and/or standards of a programme.
    the Enhancement plan must address these problems directly.

- a review of the Programme Specification[4], and updating where required, should be carried out on a yearly basis as this forms the basis of KIS[5] data. The programme specification is part of University public information and accountability and is used to explain the aims and intended learning outcomes of the programme (please refer to Quality Code B3 Appendix 1, page 9 for specific prompts for the development and updating of the programme specification[6]

- the identification of wider issues for consideration by the School and/or University.

5.2 Department and School Annual Report on Monitoring, Quality Enhancement and Assurance of Programmes

Each **Department Learning, Teaching and Quality Lead,** based on analysis of the APAs, will, following approval by the Departmental Learning and Teaching Committee, submit a summary Department Report **(Department analysis template is provided in Appendix 5(b))** to the **ADLTQ**. The ADLTQ will submit a strategic report to School Board **(School analysis template is provided in Appendix 5(b)).**

Each School will submit this report to the Department of Academic Quality and Development for discussion by the LTSC.

5.3 University Consideration of the Programme Monitoring Process

The Department of Academic Quality and Development will produce an overview report and submit it, together with the reports from Schools, for consideration by the Learning and Teaching Subcommittee.

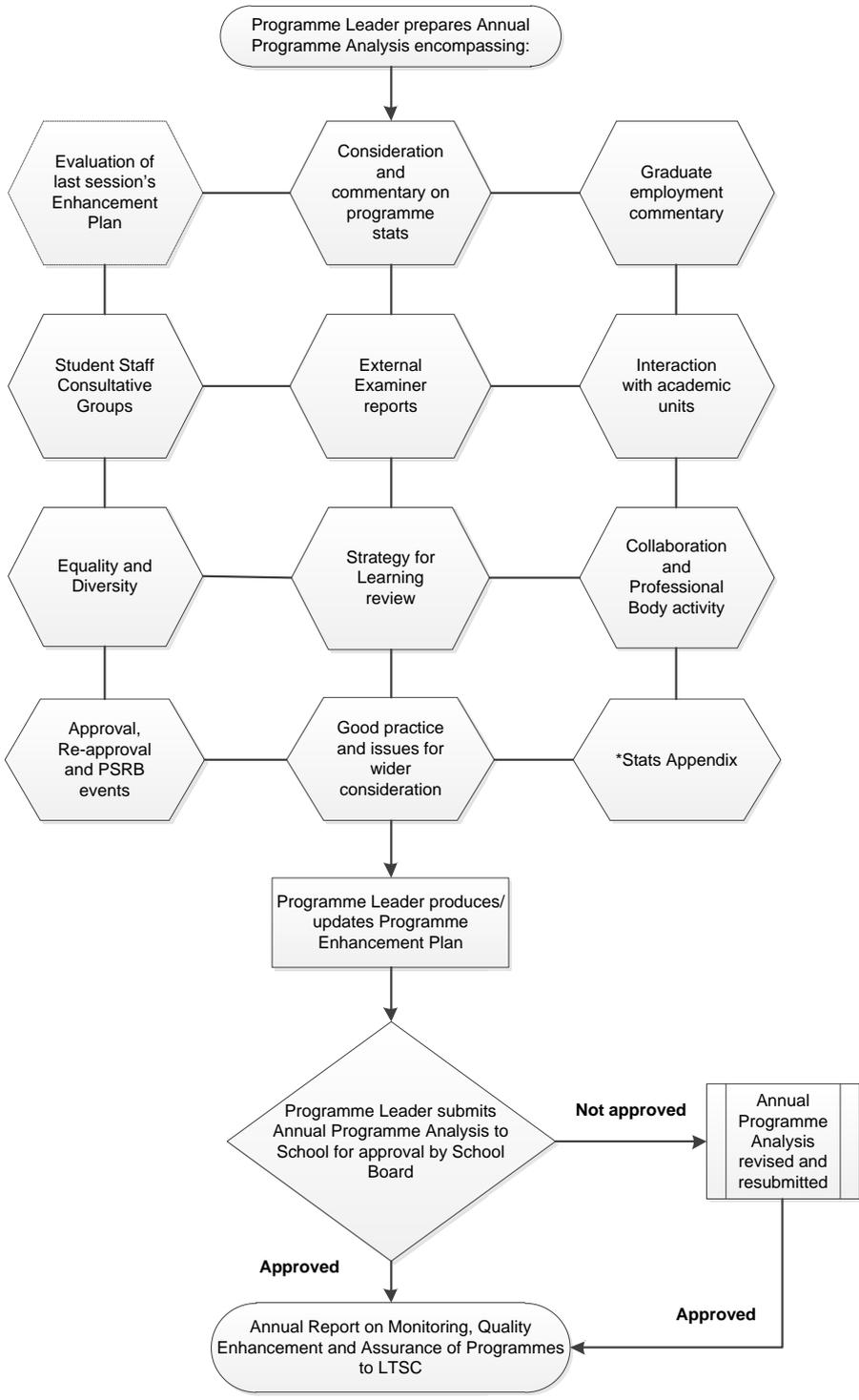**NB. A summary of Annual Monitoring Roles and Responsibilities is detailed in Section 15 of the Programme Monitoring Manual**

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[4] http://www.qaa.ac.uk/assuring-standards-and-quality
[5] Key Information Statistics
[6] http://www.qaa.ac.uk/assuring-standards-and-quality

THE PROGRAMME MONITORING PROCESS

Programme Leader prepares Annual Programme Analysis encompassing:

Evaluation of last session's Enhancement Plan

Consideration and commentary on programme stats

Graduate employment commentary

Student Staff Consultative Groups

External Examiner reports

Interaction with academic units

Equality and Diversity

Strategy for Learning review

Collaboration and Professional Body activity

Approval, Re-approval and PSRB events

Good practice and issues for wider consideration

*Stats Appendix

Programme Leader produces/ updates Programme Enhancement Plan

Programme Leader submits Annual Programme Analysis to School for approval by School Board

Not approved

Annual Programme Analysis revised and resubmitted

Approved

Approved

Annual Report on Monitoring, Quality Enhancement and Assurance of Programmes to LTSC

Strategy and Planning will provide statistical data for this section of the report.

DEPARTMENT OF ACADEMIC QUALITY AND DEVELOPMENT

QUALITY ENHANCEMENT AND ASSURANCE

ANNUAL PROGRAMME MONITORING MANUAL

ACADEMIC SESSION 2016/17

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1. Summary

Programme monitoring and review is the process for discharging responsibilities for setting and maintaining academic standards, and assuring and enhancing quality of learning opportunities within the University. Programme monitoring and review takes place in a planned cycle based on a transparent rationale to ensure that all provision is monitored adequately, how it is experienced by the student body and whether it can be offered using alternative forms of delivery, e.g. blended or digitally mediated learning.

GCU adheres to the principles of the UK Quality Code for Higher Education (Chapter B8[7]) and

- maintains strategic oversight of the processes for and outcomes of programme monitoring and review to ensure that processes are applied systematically and operated consistently
- takes deliberate steps to use the outcomes of programme monitoring and review for enhancement purposes
- operates a process to protect the academic interests of students on programme closure or as the result of portfolio review
- defines the processes for programme monitoring and review and communicates them clearly to all internal staff and external bodies involved
- evaluates the process for programme monitoring and review
- involves external stakeholders and draws widely on internal and external expertise
- involves students in all aspects of programme monitoring and review
- enables staff, students and external participants to contribute effectively by putting in place arrangements for support and development.

2. Introduction

This handbook provides detail on the content of the **Programme APA** and the timescales for completion and Programme Board consideration for undergraduate and taught postgraduate programmes. See appendix A for details.

2.1 Statistical data
All statistical data e.g. admission data, progression and completion data, must be included as an appendix to the APA.

The statistical data will be provided by the following areas:

Category	Source of data	Date available
Admissions	Strategy and Planning	December 2016
Progression and Completion first diet	Strategy and Planning	June 2017 (Within 5 working days after the deadline has passed for results to be communicated to students)

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[7] http://www.qaa.ac.uk/en/Publications/Documents/quality-code-B8.pdf

Progression and Completion second diet	Strategy and Planning	September (Within 5 working days after the deadline has passed for results to be communicated to students)
Progression and Completion masters awards	Strategy and Planning	October 2017 (Within 5 working days after the deadline has passed for results to be communicated to students)
Progression and Completion results confirmed	Strategy and Planning	2016-17 results confirmed **1st week of December** and made available at the beginning of the **2nd week of December**
NSS	Strategy and Planning	August 2017
ISB	Strategy and Planning	February 2017
DLHE	Careers	May 2017

3. Admissions

A commentary on trends, based on a comparison with previous two sessions, should be provided i.e. are numbers falling, increasing etc., relationship to target numbers and benchmark entry qualifications, entry through clearing. Consideration should also be given to gender balance, mature entrants, part-time demand (if appropriate), direct entry including formalised articulation arrangements with partner colleges, international enrolments to provide a comprehensive picture of the 'health' of the programme in respect of demand.

Any Programme Board actions to address issues identified should be included in the Programme Enhancement Plan.

4. Progression and Completion

This is a critically important area and appropriate consideration and explanation is required in respect of progression and awards.

4.1 Commentary
Where appropriate, commentary should be provided in respect of:
- total number of students in the cohort at the beginning of the session
- total number of students who withdrew, transferred, etc. during the session,
- total number of students remaining who successfully progressed, including those allowed to carry modules
- total number of students who did not progress and the reasons for this
- For those cohorts who are eligible for award, i.e. Level 3, 4 and/or Masters, analysis of the awards made at both levels should be provided and compared with previous two sessions. Trends and spread of awards should be considered and national figures (where available).

It is particularly important that the reasons for student withdrawal are highlighted, as far as possible, as this may in turn identify wider issues to be addressed by the Programme Team, the School or the University.

The Programme Board should outline potential programme strategy to maintain and develop progression and completion rates.

5. Student Feedback and Engagement

Student feedback and engagement is an integral part of all aspects of University business and a key source of information in the programme monitoring process.

Apart from the formal feedback mechanisms identified through the University-level committee structure, principally Student Staff Consultative Groups (SSCG), where student feedback is sought and acted upon, there are a range of other mechanisms where students can and do provide feedback. These include the Academic Advising system; student and staff interaction at tutorials, seminars, lectures or practical classes/labs; and feedback via GCU Learn. Student engagement also includes analysis of the NSS and if appropriate ISB.

Please include any key issues that students have raised during the session relevant to this analysis including an indication of any issues that are on-going from previous cohorts; and any action taken in response to this feedback (and how changes have been communicated back to students).

6. External Examiner Feedback

This section must include a comprehensive analysis of issues raised by External Examiners. The Programme Board should provide:

- a summary of the key issues raised by the External Examiner(s) at the Assessment Board
- a summary of the key issues raised by the External Examiner(s)in their annual report*
- the response to the External Examiner to each of the issues raised including issues referred to the appropriate Module Leader, Programme Team or to other parties.

* **Please note that the full external examiner(s) report(s) should be considered by the Programme Board**

If an External Examiner has expressed concern in relation to the quality and/or standards of a programme the PEP must be updated to address the issues directly and include details of proposed action.

7. Strategy for Learning

All programmes must demonstrate at approval/review that the current Strategy for Learning (S*f*L) **design principles** have been embedded in the programme.

Where programmes are proposing enhancements to the curriculum, either at programme or module level, in response to issues that have come to light through annual monitoring it must be evidenced within the Programme Enhancement Plan that the S*f*L curriculum design principles have been utilised in determining the appropriate action.

This section should highlight any issues which require to be considered at School/University level and may merit inclusion in the School action planning process for the SfL, which forms part of the University Annual SfL Operational Plan.

8. Career Development

Where possible this section should be completed in partnership with the Careers Adviser for the programme.

This section should outline the learning opportunities to support career and employability development which students have within the programme and through active, timely referral to the Careers Service. This will include contributions employers make through case-study resources, talks, skills workshops, consultation to inform curriculum development etc.

A review of the destinations dataset for the programme should be undertaken and comment made on the progress of graduates from the programme in relation to the graduate labour market and this should inform planning with the Careers Adviser for the next academic session.

9. Interaction with Academic Units

This section should summarise the interaction with all departments providing modules, including key issues referred by the Programme Board to departments and any significant module delivery and development issues raised by module staff.

The School's annual reports on module monitoring may also be referenced for module issues impinging on the programme.

10. PSRB Activity

This section should be completed if the programme has had a visit from a professional, statutory, and/or regulatory body (PRSB).

A summary should be provided of the key aspects of working relationships with (PSRB), employers and/or partner organisation(s) over the session, e.g. through formalised work-based learning arrangements. This should include details of any accreditation events/visits (including name of PSRB and date of visit), an overview of those issues impacting on the programme and how these are monitored by the PSRB.

Employer engagement, including those who may be directly involved in the programme (for example in offering placement learning opportunities) should also be considered. Plans for developing/enhancing arrangements should also be included. This might be highlighted as an activity within the PEP together with how the programme will address any significant issues raised during the event.

N.B. Programmes delivered under a collaborative programme arrangement will be subject to the completion of a separate APA.

11. Approval and Review

Any relevant outcomes not otherwise included in the Programme Team's formal response to the Programme Approval and/or Review Event, impacting on the analysis, should be integrated into the PEP. Include any plans for approval and review within next session(s).

12. Areas of Good Practice in Learning, Teaching and Assessment

This section should provide evidence of good practice e.g. if students have particularly valued an element of the programme, or an approach to learning or if the External Examiner(s) have commented favourably on elements of the programme and/or modules, this should be detailed to aid dissemination and enhancement across the School and University. Please also consider the **SFL priority of Digital Innovation** in this section.

13. Areas for Wider Departmental/School Consideration

There may be issues arising from the programme monitoring process which are not programme-specific rather, that they have wider implications for the Department/School/University. To ensure that such issues are identified and actioned as appropriate, the APA should detail these here. The Programme Board may be contacted for further information if needed.

Appendix A. Annual Programme Analysis Schedule

Annual Programme Analysis – Undergraduate Programmes

Key Performance Indicator	Required/As Appropriate	Programme Board Consideration	Update
Admissions	Required	January	October
Progression and Completion	Required	June	October
Student Feedback and Engagement	Required	June	October
External Examiner Feedback	Required	June	October
Strategy for Learning	As appropriate	June	October
Career Development	Required	October	
Interaction with Academic Units	Required	June	
PSRB Activity	Required	June	
Approval and Review	As appropriate	June	
Good Practice	As appropriate	June	October
Issues for Wider Consideration	As appropriate	June	October
Programme Enhancement Plan	Required	June	October

Annual Programme Analysis – Taught Postgraduate Programmes

Key Performance Indicator	Required/As Appropriate	Programme Board Consideration	Update
Admissions	Required	June	
Progression and Completion	Required	October	December
Student Feedback and Engagement	Required	October	
External Examiner Feedback	Required	October	December
Strategy for Learning	As appropriate	October	
Career Development	Required (excluding DHLE)	October	
Interaction with Academic Units	Required	October	
PSRB Activity	Required	October	
Approval and Review	As appropriate	October	
Good Practice	As appropriate	October	
Issues for Wider Consideration	As appropriate	October	
Programme Enhancement Plan	Required	October	December

Appendix B
1. Programme Monitoring Report Template (APA)
2. Department Monitoring Report Template
3. School Monitoring Report Template

Glasgow Caledonian University

Annual Programme Analysis Report

Academic Session 2016/2017

(For Undergraduate and Taught Post Graduate timelines for completion of each section please refer to Section 14 of appendix 5(b))

School: **Department:**

Programme: **Programme Leader:**

Interim Analysis Approved by PB   **Date**
Final Analysis Approved by PB   **Date**

KPI	Commentary on previous PEP
	This section should provide a concise overview of the progress made on the previous session Programme Enhancement Plan (PEP). The APA from the previous session will have identified a number of enhancement issues and actions related to the KPIs that are transitional and require action. These should be briefly discussed in this section. Programme Board will then consider these issues throughout the academic year.

KPI-Admissions (see section 3 for details)
Commentary: **June**: full analysis
KPI- Progression and Completion (see section 4 for details)
Commentary: **June**:1st Diet Analysis   **September**: update to include 2nd Diet Analysis
KPI-Student Engagement and Feedback (see section 6 for details)
Commentary: **June**: summary of key issues raised during session and PB response/NSS/ISB
KPI-External Examiner Feedback (see section 6 for details)
Commentary   **June**: issues raised at AB   **September**: areas raised from EE Reports   **All Programme EE Reports have received appropriate response where indicated**

Yes/No (delete as appropriate)

If no please provide details:

Areas of good practice identified:

Areas for improvement identified:

KPI- Integration of Strategy for Learning Design Principles (see section 7 for details)

Commentary:
June: where appropriate

KPI-Career Development and Employability including Graduate Employment (see section 8 for details)

Commentary:
September: full analysis

KPI- Interaction with Academic Units (see section 9 for details)

Commentary:
June: full analysis

KPI- PSRB Activity (see section 10 for details)

Commentary:
June: has the Programme been subject to PSRB review/approval/accreditation in this academic year

Yes/No (delete as appropriate)
If yes please provide details:

KPI- Programme Approval and Review (see section 11 for details)

Commentary:
June: has the Programme been subject to **review/approval/accreditation** in this academic year

Yes/No (delete as appropriate)

If yes please provide details **and** confirm that any outstanding areas for action not addressed in the Programme Team response have been integrated into the PEP and cross referenced to the report

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KPI-Areas of Good Practice in Learning, Teaching and Assessment including Digital Innovation (see section 12 for details)

Commentary:
June: full details

KPI- Areas for Wider Department/School Consideration (see section 13 for details)

Commentary:
June: full details

Programme Enhancement Plan

The PEP to be completed defines, identifies and summarises all Programme Board deliberations in-year, recording and reporting enhancement actions and activities noted in the PB and SSCG minutes and should record the key themes of PB discussions in relation to programme milestones. This should provide an audit trail and directly identify the relationship between PB and Annual Monitoring. Transitional activities and actions should be identified and carried forward to the review of the PEP section in the following year, completing the monitoring cycle in year. Generally this section should demonstrate indicators of sound practice.

UG June and updated in September
PG October and updated (if required) in December

PEP Objective Details of proposed objective	APA Section Cross reference to relevant section of APA	Proposed Action Details of proposed action	KPI Inset relevant KPI	Action by Who will be responsible	Smart Target for current session Anticipated outcome	Outcome Achievement Detail measurement of outcome

Glasgow Caledonian University

University for the Common Good

Glasgow Caledonian University

Department Annual Monitoring Report

Academic Session 2016/2017

School:

Department:

LTQ Lead:

Date

Date approved by LTQ Committee:

Department Admissions
(Using the APA data please provide an overview of current trends and identify any areas of concern)
Commentary:
Progression and Completion
(Using the APA data please provide an overview of current trends and identify any areas of concern)
Commentary:
Student Engagement and Feedback (SSCG/NSS/ISB)
(Using the APA data please provide a brief overview of current trends, good practice and identify any areas of concern)
External Examiner Feedback
(Using the APA data identify areas of good practice and highlight any issues. Please include verification that all EE Reports have received a response from the Programme Team where indicated)
All Departmental EE Reports have received appropriate response from Programme Leaders where indicated **Yes/No (delete as appropriate)**

If no please provide details:
Areas of good practice:

Areas for improvement:

Strategy for Learning Principles (Using the APA data please highlight key areas of activity) **Commentary:**
Career Development (Using the APA data please provide an overview of employability and levels of graduate employment, highlighting trends and any overall increase or decrease) **Commentary:**
Interaction with Academic Units (Using the APA data please highlight any current developments and challenges) **Commentary:**
PSRB Activity (Using the APA data please detail PSRB review/approval/accreditation) **Commentary:**
Approval and Review (Using the APA data please detail any Programmes that have been subject to review/approval in this academic year) **Commentary:**
Good Practice in Learning, Teaching and Assessment including Digital Innovation (Using the APA data please highlight any major areas of innovative practice) **Commentary:**
Areas for Wider Department/ School Consideration (Using the APA data please identify any major areas of concern) **Commentary:**
Key Areas for Consideration by the Department LTQ Committee arising from the APA's (This will inform learning and teaching discussions at first Department LTQ Committee to highlight priorities for consideration by UG/PG programmes in the forthcoming year) **Commentary:**

Glasgow Caledonian University

School Annual Monitoring Report

Academic Session 2016/2017

School:

Associate Dean (LTQ):

Date:

Date Approved by School Board:

Trends in School Admission, Progression and Completion   **Commentary:**
Trends and Challenges in Student Engagement and Feedback (SSCG/NSS/ISB)   **Commentary:**
Good Practice and Challenge Highlighted External Examiner Feedback
Strategy for Learning Principles and Priorities   **Commentary:**
Overview of Career Development (DHLE)   **Commentary:**
Major Areas of Good Practice in Learning, Teaching and Assessment Including Digital Innovation   **Commentary:**
Major Areas for Wider School/University Consideration   **Commentary:**

Appendix C: Annual Monitoring Roles and Responsibilities

Role	Responsibility
Head of Academic Quality and Business Partners (Academic Quality)	The Head of Academic Quality and the Business Partners (Academic Quality) prepare a strategic overview of the School reports, identifying key themes and challenges. This is submitted along with the School Reports to LTSC.
Business Partners (Academic Quality)	The School facing Business Partners (Academic Quality) support the Associate Dean with the construction of the high level School Report in preparation for submission to LTSC.
ADLTQ	The ADLTQ completes the **high level School analysis** based on the information contained in the Departmental analysis. This is submitted for approval to the **School Board**. Once approved by School Board the School Reports are submitted by the ADLTQ to the **Department of Academic Quality and Development.**
Department Learning, Teaching and Quality (LTQ) Lead	The Department LTQ Lead provides support and guidance to the Programme Leaders around the APA process and supports the ADLTQ to construct the high level School Report by completing the Department analysis template. The Department level analysis is based on, and summarises, the metrics and narrative contained in the APA's
Programme Leader	The Programme Leader (PL) in is accountable to the PB and is responsible for the ongoing maintenance, currency and academic integrity of the Programme. This includes having oversight of and responsibility for all modules including those accessed by other academic units. The PL, on behalf of the Programme Board, leads the development and completion of the Annual Programme Analysis (APA) and submits it to PB for approval and then to the Department Learning, Teaching and Quality Lead. **Section 14 of this appendix details the schedule**
Module Leader	The Module Leader (ML) is responsible and accountable to the **host Programme Board**[8] (PB). The ML submits all module changes for approval, completed Module Monitoring Reports and responses to External Examiner Reports to the **host PB** to inform the APA process. The ML is accountable for the maintenance, currency and academic integrity of a module and supports upholding academic quality and the enhancement of the student experience.

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[8] The host Programme Board is the owner of all the modules that make up the programme regardless of the number of academic units that may access an individual module.

6. PROGRAMME REVIEW*

*All Programme Review events will take place by the end of November each year.

6.1 Process

This process will either take place as part of Enhancement-Led Internal Subject Review (ELISR) or as a stand-alone process, however Schools must scrutinise their programmes at least once every five years. The review process at programme level may be carried out by grouping programmes in appropriate clusters or suites. Clustering must be approved by the Department of Academic Quality before the