

Academic Policy and Procedures



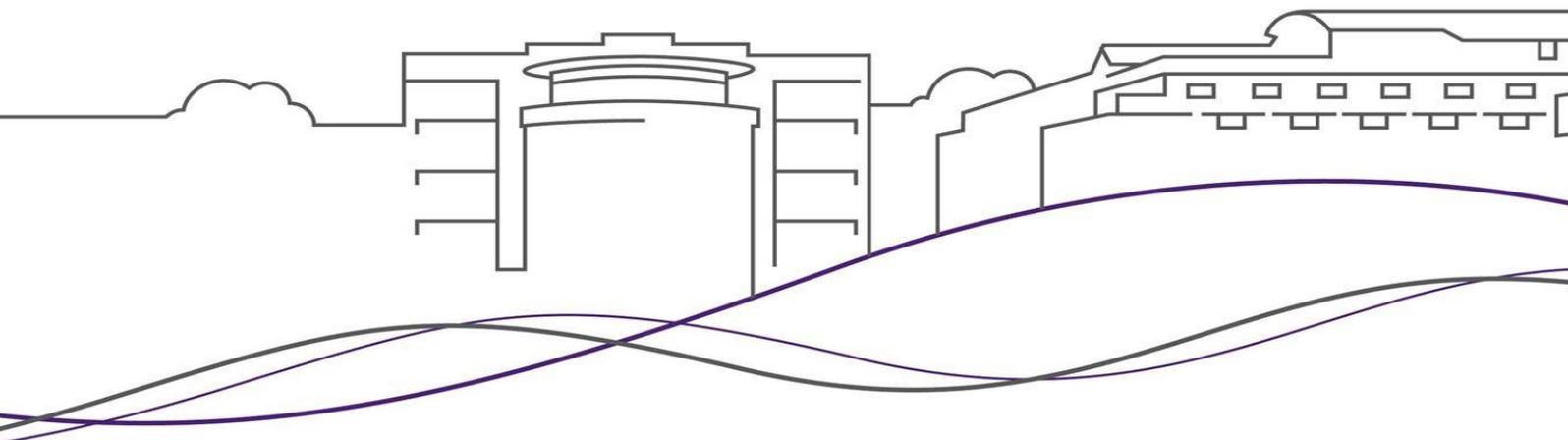
UNIVERSITY
CENTRE
SOUTH DEVON

 South Devon College

HIGHER EDUCATION

(HEFAPP3) MONITORING AND REVIEW PROCEDURE v.3

2020-21



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INTRODUCTION

This procedure has been devised to and references the Quality Assurance Agency's (QAA) Advice and Guidance for Monitoring and Evaluation.

QUALITY ASSURANCE AGENCY

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.

Expectations for standards from the Quality Code:-

- 1. The academic standards of courses meet the requirements of the relevant national qualifications framework.**

Monitoring and evaluation ensures that providers' academic provision enables students to achieve the intended learning outcomes of courses. They evaluate student attainment of academic standards and allow providers to confirm that their portfolio aligns with their mission and strategic priorities.

- 2. The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.**

Monitoring and evaluation is an essential process within a provider's internal quality assurance mechanisms, covering all provision that leads to their awards and assuring the standard of those qualifications. Relevant sector-recognised standards form a baseline for monitoring and evaluation systems

Core Practice

The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks.

In practice, this means that we refer to the relevant national qualifications framework when designing monitoring and evaluations policies and processes, and ensure they assess whether threshold standards are being achieved by their graduates.

The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.

In practice, this means that we collect and analyse data that allows for comparison and make appropriate use of externality and sector guidance on, for example, degree classifications and algorithms.

Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.

In practice, this means that we ensure monitoring and evaluation arrangements are tailored to HE delivery in other organisations and learning environments, which may include satisfying themselves that those organisations' own monitoring systems are sufficient and feed in to their own appropriately

Expectations for Quality from the Quality Code:-

1. Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.

Effective monitoring and evaluation allows providers to consider objectively whether their courses are in fact well designed and high-quality, and can consider whether other systems and processes are effective in ensuring reliable assessment.

2. From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.

Monitoring and evaluation systems look at all stages of the student experience and consider the support provided to students.

Core Practice

The provider designs and/or delivers high-quality courses.

In practice, this means that we routinely monitor their course provision to allow objective assessment of whether this practice is being achieved.

The provider supports all students to achieve successful academic and professional outcomes.

In practice, this means that we ensure that the support given to their students is scrutinised through their monitoring activity.

The provider actively engages students, individually and collectively, in the quality of their educational experience.

In practice, this means we ensure effective collection, collation and analysis of student perspectives and feedback in monitoring and evaluation, and feed outcomes into strategic planning and course design as appropriate.

These regulations ensure compliance in meeting the above expectation.

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. the Framework for Higher Education Qualifications in England, Wales and Northern Ireland' (FHEQ) (<http://www.qaa.ac.uk/en/Publications/Documents/qualifications->

[frameworks.pdf](#)) 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 Head 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 Section 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:

- Team Meeting - Following the completion of an academic year (taking place from end of June annually) the programme team meet and undertaken their meeting following an agreed format. The EE report will be responded to by the Programme Lead with agreement from the Programme team
- Student Engagement - in the early part of the new academic year the programme lead and Higher Education Coordinator meets with course reps to hear feedback, and share the programme plan
- Final Submission - Finalised Plans are produced and discussed with their AP, HEC and Head of Higher Education for agreement

The APM Document

The APM template is updated annually and is available on the 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 is either:

- The SED takes into account the QAA Quality Code
- A review of a curriculum area's portfolio of programmes, which assesses its health and facilitates planning for future provision
- A review of a service area that assesses its health and facilitates planning for future provision

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 teaching, learning, methods of assessment and the quality of the student experience
- Reviews the continuing validity and relevance of programme aims and intended learning outcomes, including adherence to external reference points such as the FHEQ, 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 Head 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, or part of a service. 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 or service produces a Self-Evaluation Document (SED). Following this, the Assistant Principal produces a Department SED for consideration at HEAB

Peer Review

A peer reviewer is a colleague from a different curriculum area, Section or service, usually a Section Head, providing an external perspective. Peer reviewers will critically evaluate their allocated SED and complete a commentary to assist the author in finalising the document ready for final submission. Completion of the peer review must be to agreed deadlines.

Where the author makes amendments to their SED as a consequence of the peer review these should be easily identifiable through the use of a different font colour.

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.

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.

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
UoP Method	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
UCSD	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

