



HE Taught Award Regulations: Part B

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REVISION HISTORY

Ver	Date	Author	Description
1	April 2016	Scott Smith	Initial Programme Monitoring Procedure

APPROVAL

Ver	Committee	Date Approved	Comments
1	HEAB	6 July 2016	

B12. PROGRAMME MONITORING AND REVIEW

B12.1 INTRODUCTION

This procedure and its associated Part A Section have been devised to meet the expectations of the Quality Assurance Agency's (QAA) Quality Code.

B12.2 QUALITY ASSURANCE AGENCY

Chapter B8 of the Quality Code discusses the mechanisms that higher education providers use to reflect on a programme once it is running, and to determine how it can be improved. It also addresses matters relating to closure of existing programmes. Chapter B8 Programme Monitoring and Review should be read alongside Part A of the Quality Code: Setting and Maintaining Academic Standards.

The Quality Code sets out the following Expectation about programme monitoring and review, which higher education providers are required to meet.

“Higher education providers, in discharging their responsibilities for setting and maintaining academic standards and assuring and enhancing the quality of learning opportunities, operate effective, regular and systematic processes for monitoring and for review of programmes.”

These regulations ensure compliance in meeting the above expectation.

B12.2.1 QAA DEFINITIONS

The QAA Quality Code Chapter B8 Programme Monitoring and Review states that:

Programme monitoring is a regular, systematic process that may take place annually or at shorter or longer intervals and provides a check on ongoing learning and teaching provision at an operational level.

Programme review in contrast occurs less frequently, but periodically and to an agreed cycle. It has a broader remit and is informed by a view of trends over time. The review of a programme may be related to its re-approval, if the original approval was time limited; if the original approval was open ended, review is designed in a way that fulfils the function of re-approval.

B12.2 FUNCTION OF MONITORING AND REVIEW

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

- A school'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.
- Schools 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.
- Schools 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.

B12.3 BENEFITS OF MONITORING AND REVIEW

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

- 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.

B12.4 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.

B12.4 PROGRAMME QUALITY MEETING (PQM)

Programme Quality 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 QIP. The terms of reference for PQMs are available in the College's Committees Handbook located on the HE Directorate SharePoint site.

B12.5 QUALITY ASSURANCE MEETING (QAM)

Quality Assurance Meetings provide a forum for discussion of the on-going evaluation of programmes, including Annual Programme Review (APR) and its Quality Improvement

Plan. The terms of reference for QAMs are available in the College's Committees Handbook located on the HE Directorate SharePoint site.

B12.6 ANNUAL PROGRAMME REVIEW (APR)

B12.6.1 APR INTRODUCTION

The Annual Programme Review (APR) 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 APR process also evaluates student attainment of academic standards and allows programme teams and academic schools to confirm that their portfolio aligns with the College mission and strategic priorities, and that the programme remains current and relevant.

The APR 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 APR process is cyclical, in that it looks back specifically at the previous year of delivery, and looks ahead to the next year through a Quality Improvement Plan (QIP) 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 School through the process.

The process is driven through the use of a SharePoint APR workflow which includes the key documents:

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

B12.6.2 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 school level, to provide support and to intervene where necessary at course or scheme level.
- Responsibility at school 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.

B12.6.3 KEY ROLES AND RESPONSIBILITIES

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

The Curriculum Manager (CM) has an overview of the process for their school or corporate area. They are responsible for ensuring that the APR 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 APR authors at key points in the process.

The Programme Leader (PL) 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 Board of Examiners processes each year, and using these to inform the APR 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.

A representative from the Students' Union (SU Sabbatical Officer) ensures student engagement in the process.

B12.6.4 COMMITTEES

The College Academic and Standards and Development Committee (ASDC) has responsibility for the oversight of the APR process in liaison with both the Quality and Standards Directorate and the HE Directorate.

The APR 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. A panel made up of ASDC members provides an extra layer of scrutiny and facilitates a college level overview of all APR reports. The terms of reference for the APR event are available in the College's Committees handbook available on the HE Directorate SharePoint Site.

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

The Learning, Teaching and Scholarship Committee (LTSC) takes forward any specific issues which may impact more widely than individual programme level.

B12.6.5 APR PROCESS

OVERVIEW

The APR process comprises of three stages:

- Initial Draft – Following the completion of an academic year authors prepare a draft of their APR document. During the early stages of writing authors may not have available to them all pertinent data, for example, external examiners reports but are able to revise the document iteratively until its presentation at ASDC.
- Peer Review – Peer reviewers are generally provided to the author randomly from other APR authors across the College. Following the completion of the peer review authors have an opportunity to revise their document before their Head of School (HoS) reviews the document. Authors may also be provided with the chance to further amend their APR following the review of the HoS.
- ASDC Panel – Authors are required to present their APR to the panel. Panel members may during the meeting make recommendations to the author or set conditions before the documents is approved.

When approved the external examiner response contained with the document is sent by the HE Academic registrar to the relevant examiner.

The APR process is illustrated in Appendix B.

B12.6.6 THE APR DOCUMENT

The APR template is updated annually and is available on SharePoint. It should include the following sections:

- Introduction
- Review of Last year's Action Plan

- Programme Review Overview
- Teaching, Learning, Assessment and Personal Development Planning
- Student Recruitment, Progression, and Achievement
- EDIM Analysis
- Learner Destinations
- Comment from External Examiner and College Responses
- Comments from Programme Consultant / Link Tutors & College Responses
- External Course Review and College Responses
- View of Students
- Resources
- Staff Scholarship, Research and CPD
- Work Based Learning and Employer Engagement
- Strategic Developments
- Thematic Element
- Programme Quality Improvement Plan for year ahead

Additional guidance is also provided within the template document.

The APR Event Terms of Reference are available on [SharePoint](#).

B12.7 SELF EVALUATION

B12.7.1 OVERVIEW

School 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 Schools and Services. The SED is either:

- A review of a school'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

B12.7.1 CORE THEMES

The School SED:

- Provides the College with a system by which a School'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
- Enables Schools, to review and evaluate their portfolio of programmes, assess their suitability, success, development and possible improvement, and to plan for future provision
- Enables Schools, to review and evaluate their students' achievement of the appropriate academic standards and the learning opportunities offered to them to support their achievements
- Enables an independent panel to review this self-evaluation through the consideration of a Self-Evaluation Document that covers the period under review, and which incorporates trends and changes over time.
- It is developmental and based on a dialogue between peers. It should be forward-looking but also take account of the current situation and any relevant previous issues.

The Service area SED:

- Provides the College with a system by which a Service's management of its provision both in the current year and over time may be monitored
- Provides the College with a system by which the standards and quality of the service's provision may be monitored
- Reviews the quality of the student experience with regard to the service
- Reviews the continuing validity and relevance of elements of the service, including adherence to external reference points such as the FHEQ and the QAA Quality Code, the CMA, in addition to service specific reference points
- Identifies areas of good practice for wider dissemination
- Enables Services, to review and evaluate their provision, assess its suitability, success, development and possible improvement, and to plan for future provision
- Enables Services to review and evaluate their contribution to students' achievement of the appropriate academic standards and the learning opportunities offered to them to support their achievements
- Enables an independent panel to review this self-evaluation through the consideration of a Self-Evaluation Document that covers the period under review, and which incorporates trends and changes over time.
- It is developmental and based on a dialogue between peers. It should be forward-looking but also take account of the current situation and any relevant previous issues.

B12.7.2 KEY ROLES AND RESPONSIBILITIES

The Heads of School or Service (HOS) have the key responsibility for ensuring that the process meets college requirements and facilitates continuous enhancement. The HOS is also responsible for completion of the School Self-Evaluation Document each year

The Curriculum Manager or identified Service Manager has an overview of the process for their School or Service area. They are responsible for ensuring that the SED templates are completed in accordance with deadlines and the staff are aware of their roles and responsibilities.

- Programme or Service Delivery team are collectively responsible for critically reviewing and reflecting on the coherence and overall success of the School's/Service's provision holistically in addition to their individual teaching or service delivery commitments
- A representative from the Students' Union (SU Sabbatical Officer) ensures student engagement in the process

B12.7.3 THE SED PROCESS

Self-Evaluation as a process is normally considered at the School or Service level, rather than by individual programme or groups of cognate programmes, or part of a Service. The process is organised by the School or Service and should involve staff and student input and make reference to APRs or other reviews, any external reviews, relevant data and the outputs of QAMs. At the end of the process the School or Service produces a Self-Evaluation Document (SED) for consideration by HE Academic Board through its annual SED panel.

Additional guidance is also provided within the template document.

B12.7.3 PEER REVIEW

A peer reviewer is a colleague from a different School or Service, usually the Head or more senior manager, 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.

B12.7.4 THE SED DOCUMENT

The SED should discuss both strengths and weaknesses of provision, as perceived by the School/Service under review. The document is an opportunity for the School/Service to demonstrate how the strengths of the provision identified in previous reviews have been

built upon, and how any weaknesses identified have been addressed. Where weaknesses remain, plans for addressing these should be summarised. Completion of the SED must be to agreed deadlines.

The SED should be no more than 20 pages long and should include following sections:

SCHOOLS

- Overview
 - Scope, range and relevance of the school's provision
 - Cohort analysis and trends over time (3 years minimum) including any implications
 - Recruitment
 - Retention, Achievement, Success and Completion
- Academic Standards
 - The School's approach to setting, maintaining and reviewing academic standards
 - External Examiner/Verifier reports
 - Programme Consultant reports
 - Accrediting or other external body reports (where appropriate)
- Curriculum design, development and currency
- Quality of Students' Learning Opportunities
 - Teaching, learning and assessment including observations)
 - Blended learning development and impact
 - Research, scholarship and professional practice
 - Work place learning/Employer engagement
 - Enrichment/key graduate skills development
 - Partners for Success
 - International Students (if applicable)
- Learning Resources
- Analysis of Student Feedback
- Thematic Element
- The School's approaches to identifying, disseminating and extending good practice
- Summary
 - Strengths of provision
 - Key areas for improvement
 - Review of previous year's QIP
 - QIP for the year ahead

SERVICES

- Overview
 - Scope, range and relevance of provision
- Academic Standards

- The Service's approach to setting, maintaining and reviewing academic standards
- Include areas relevant to the service in addition to the QAA Quality Code
- Quality of Students' Learning Opportunities
 - Include areas relevant to the service
- Partners for Success
- Analysis of Student Feedback
- Thematic Element
- The Service's approaches to identifying, disseminating and extending good practice
- Summary
 - Strengths of Provision
 - Key Areas for Improvement
 - Review of Previous Year's QIP
 - QIP for the year ahead

Additional guidance is also provided within the template document.

The Terms of Reference for the SED Panel is available on [SharePoint](#).

B12.8 COLLEGE SED

The College Self-Evaluation Document (SED) 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 College SED process is cyclical, in that it looks back specifically at the previous year and looks ahead to the next year through a Quality Improvement Plan which identifies strategic areas for enhancement. This is reviewed through HE Academic Board.

B12.9 4.PERIOD REVIEW AND REVALIDATION

For academic provision, Periodic Review and Revalidation, Self-Evaluation and Annual Programme Review together form the major components of the College's HE quality framework. The relationship between these is one of cyclical interdependence; for schools, the outputs of each APR 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 as well as school 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 school's provision. Periodic Review and Revalidation are part of the same process.

Full details of the process are documented within Blackpool and The Fylde College's HE Taught Award Regulations which can be accessed here: - <http://www.blackpool.ac.uk/he-regulations>

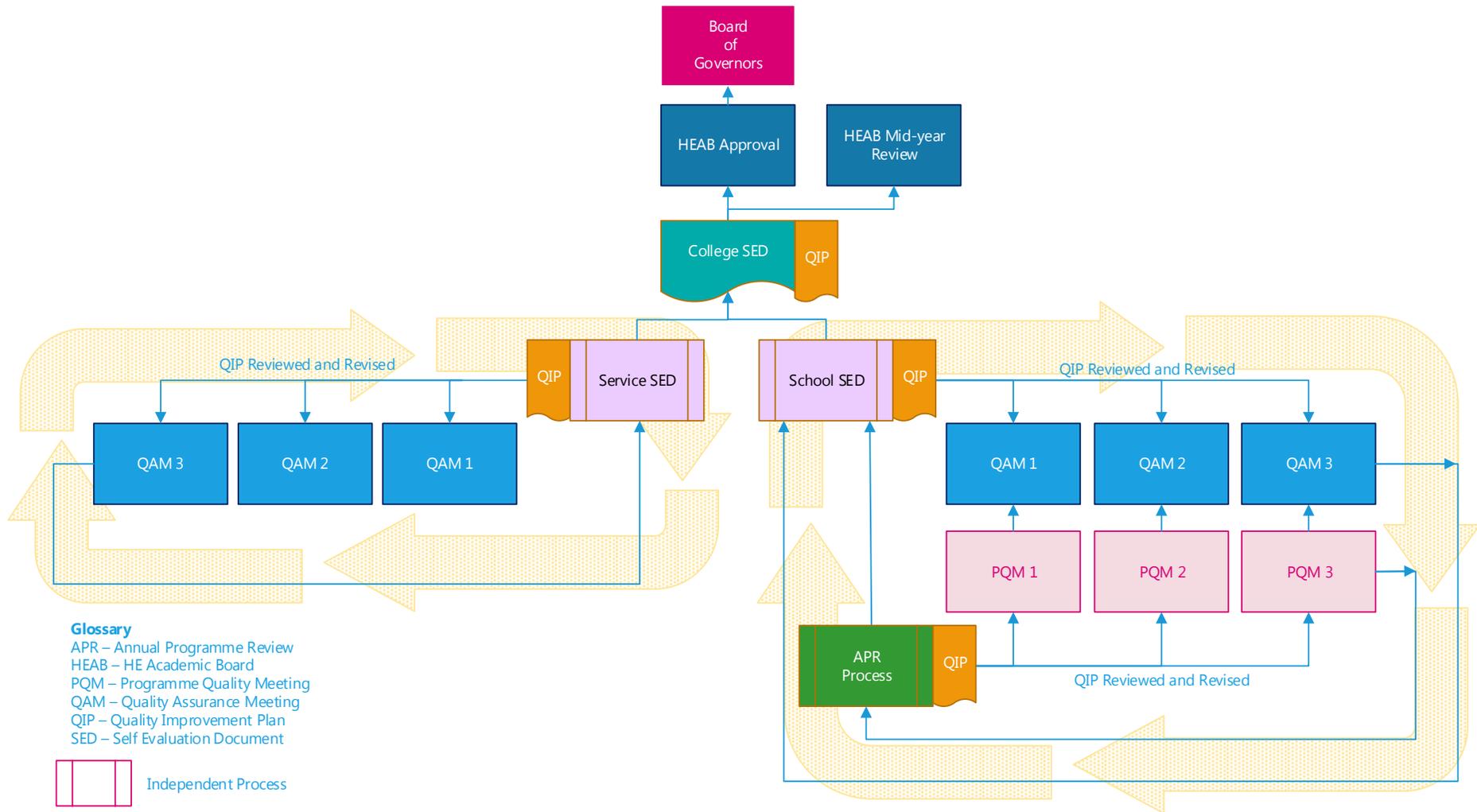
B12.10 PROGRAMME AMENDMENT

Details regarding proposed amendments to programmes can be found in the College's HE Taught Award Regulations, B4 - Curriculum Development and Approval Procedure.

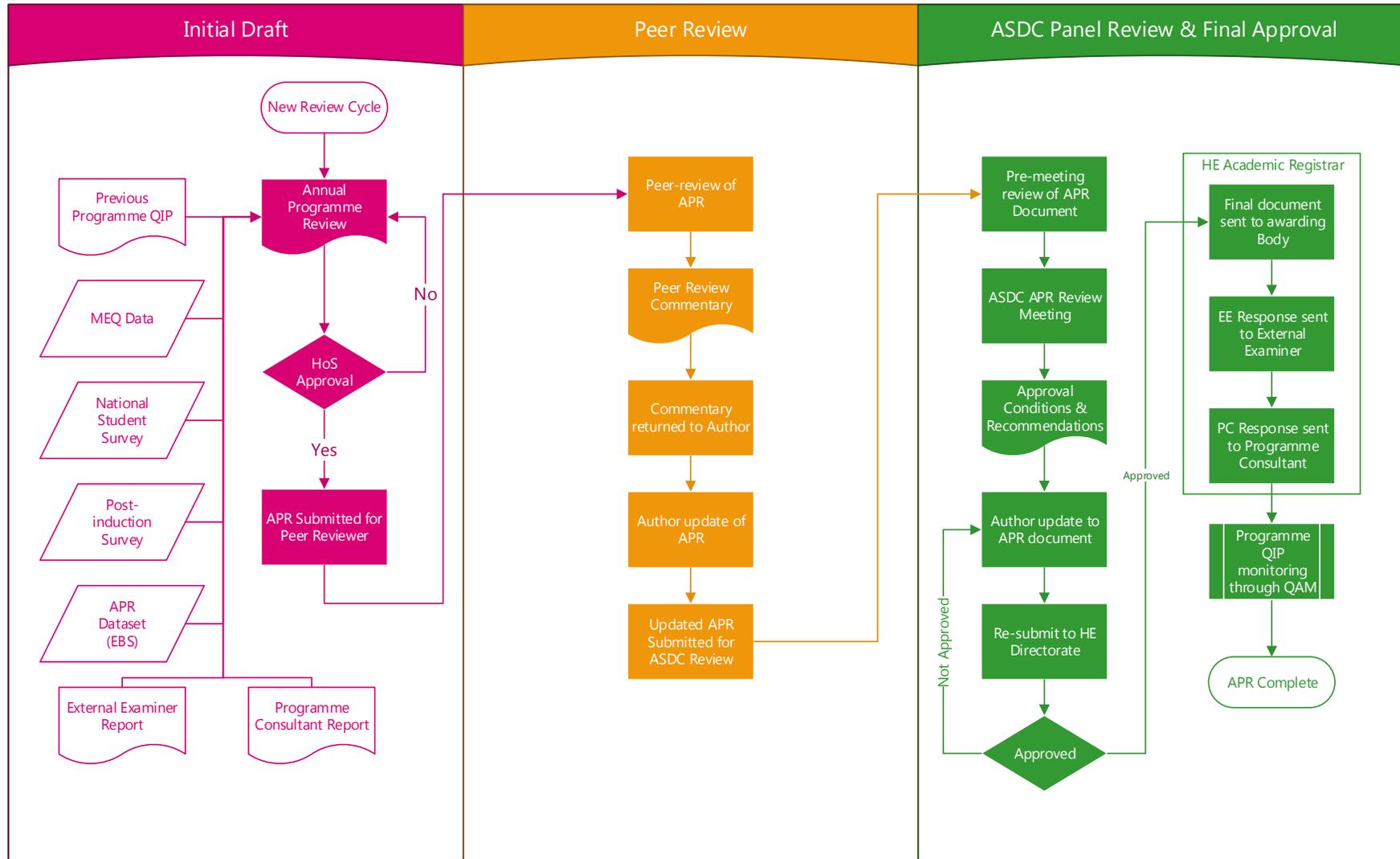
B12.11 ORGANISATIONAL OVERSIGHT

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 HE Academic Board for discussion and approval. The College SED is also given consideration at Corporation Board level through the Quality and Standards Committee.

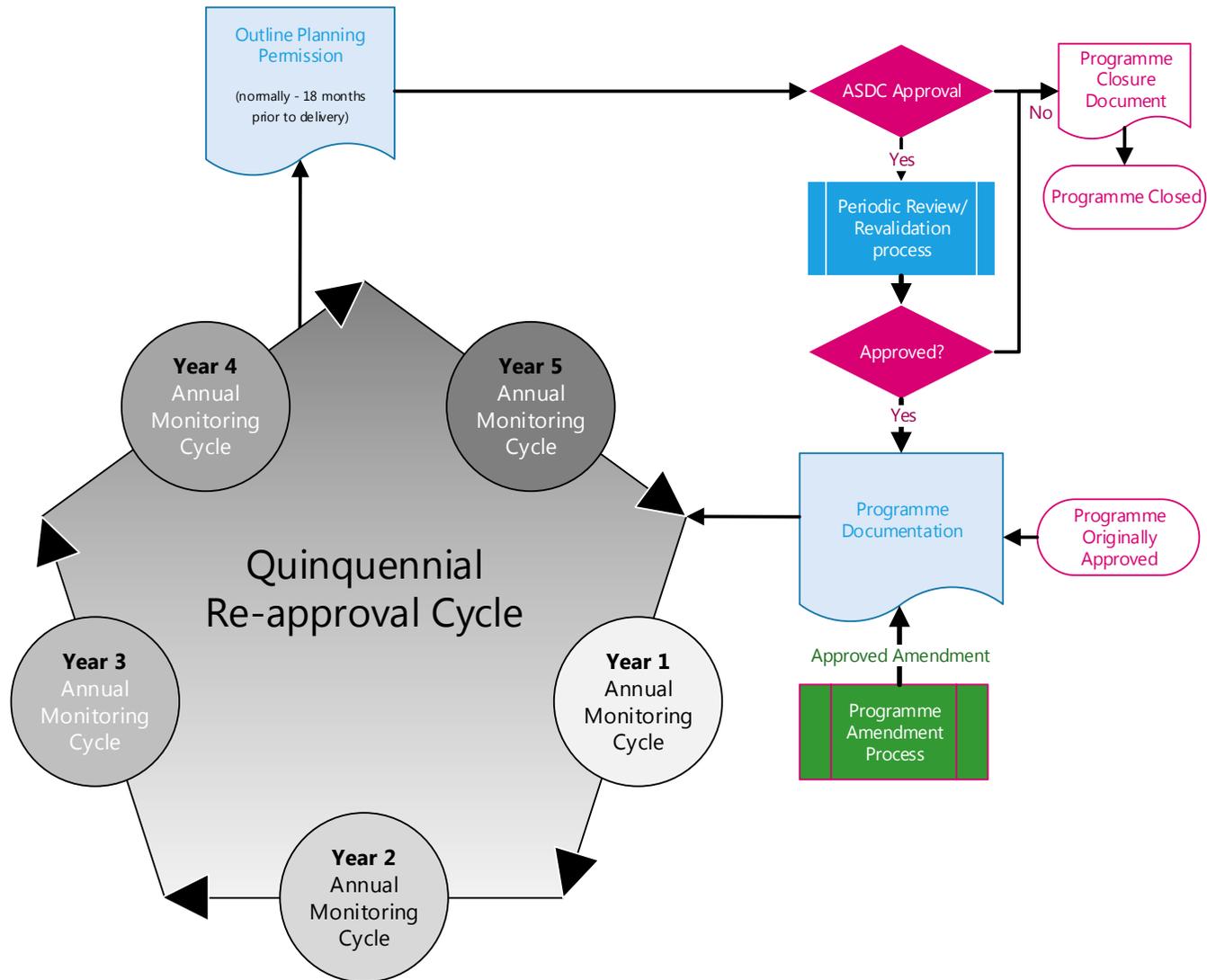
APPENDIX A ANNUAL MONITORING AND REVIEW CYCLE



APPENDIX B ANNUAL PROGRAMME REVIEW PROCESS (APR)



APPENDIX C PERIODIC REVIEW / REAPPROVAL / REVALIDATION CYCLE



APPENDIX D HE PROGRAMME LIFECYCLE (CONCEPT/VALIDATION/REVALIDATION/CLOSURE)

