



This procedure applies to all taught provision (including provision which is delivered through a collaborative academic partnership) in accordance with the Continuous Monitoring Policy.

## **Responsibilities for Oversight**

### **1. Module Level Oversight**

- 1.1. All modules will have a Module Monitoring Plan (which will include all patterns/modes of delivery) to record good practice and actions for development.
- 1.2. Maintenance of the Module Monitoring Plan and the actions listed within it will be the responsibility of the **Module Leader**, noting that it is their action, but one that might include delegation or escalation for further investigation.
- 1.3. Where modules are delivered both on-campus and at a collaborative academic partner(s), module tutors at the partner(s) are required to maintain a Module Monitoring Plan using the University template. This will be held by the University and will inform the overall Monitoring Plan for the module. Where modules are bespoke to a collaborative academic partnership arrangement (for example validated provision) module monitoring will be undertaken by the collaborative academic partner using the University template and this will be held by the University as the Module Monitoring Plan.
- 1.4. Module Monitoring Plans will be informed by a variety of evidence such as student comments, module surveys, statistical data, team meetings and, for franchise provision, module monitoring plans from collaborative academic partners.
- 1.5. The Module Leader will be assigned by the Head of Department.
- 1.6. Actions should be SMART (Specific, Measurable, Achievable, Relevant, Timebound) and should have a realistic deadline for completion.

### **2. Course Level Oversight**

- 2.1. All courses will be grouped into agreed Course Monitoring Groups and each group will have a Course Monitoring Plan which will be the definitive source for highlighting areas of good practice and opportunities for development.
- 2.2. Courses delivered by Collaborative Academic Partners (whether franchised or via another type of arrangement) will be in groups specific to the subject area and location of delivery, so that separate reports can be produced for them. However, the partner groups will always hold reference to an associated 'home' group so that provision delivered at different locations can be compared. (See 8.1).
- 2.3. Course Monitoring Plans can draw evidence and information from the following sources:
  - Module Monitoring Plans.
  - Statistical data.
  - Award External Examiner Comments.
  - Course Committee Meeting Minutes.
  - PSRB Reports (where necessary).
  - Course Web Page information.
- 2.4. Actions should be SMART (Specific, Measurable, Achievable, Relevant, Timebound) and should have a realistic deadline for completion.

- 2.5 All actions should be tagged according to the following themes (as many as apply):
- Teaching and Learning
  - Assessment and Feedback
  - Academic Support
  - Organisation and Management
  - Learning Resources
  - Learning Community
  - Student Voice
  - Curriculum Design
  - Collaborative Academic Partnership
  - Apprenticeship
- 2.6 Course Monitoring Plans will be received at each Course Committee Meeting.
- 2.7 Each Course Monitoring Group will be assigned a Course Group Leader by the Head of Department.
- 2.8 Each partner group will also be assigned a Group Leader and this will be the Academic Link Tutor for the provision in that group. The Academic Link Tutor for the Group must therefore be the Academic Link Tutor for all the provision included in the group.
- 2.9 Maintenance of the Course Monitoring Plan and the actions listed within it will be the responsibility of the **Course Group Leader**, (or for collaborative provision, the relevant **Academic Link Tutor** who is the partner group Leader – in liaison with the partner).

### **3. Department Level Oversight**

- 3.1 The **Head of Department** (or equivalent) will have continual oversight of the Course Monitoring Plans for their department (including collaborative provision), and being able to scrutinise these on a regular basis, will provide a summary of the key items of good practice and key actions in a departmental report which will highlight where targeted interventions may be necessary.
- 3.2 The departmental report will be completed on the template provided.

### **4. School Level Oversight**

- 4.1 The **School Academic Committee** will consider the health of the learning provision on an on-going basis, through the receipt of Course Monitoring Departmental Reports at a minimum of three meetings over the academic year, using the template provided.
- 4.2 Course Monitoring Departmental Reports will be completed and introduced by the relevant Head of Department who will highlight any areas of concerns or bring to the attention of the Committee any areas of good practice identified through the Action Plans.
- 4.3 The School Academic Committee will make timely decisions on implementing support measures where necessary, and agree where targeted interventions may be necessary.
- 4.4 Annually the Associate Dean Students will complete a Course Monitoring School Evaluation of the actions and the good practice highlighted through the Action Plans, using the template provided.

## **5. Institutional Oversight**

- 5.1 Quality Committee will monitor the health of the university's taught provision through on-going and summative consideration.
- 5.2 On-going oversight will be achieved through receipt of School Academic Committee minutes at Quality Committee, where Associate Dean Students can highlight any issues relating to the Course Monitoring Plans.
- 5.3 Summative consideration will be achieved through the annual scrutiny of School Evaluations (see 4.4). Quality Committee will hold a workshop to consider the end of year School Evaluations and collate the institutional wide strategic issues and actions. An Institutional Annual Monitoring Report will be compiled by QES, following the workshop, and this will be presented to Academic Board.

## **6. Information and Evidence**

- 6.1 Information and evidence used to inform the monitoring of modules and courses will cover the student lifecycle and will be considered and analysed at the earliest possible opportunity. Alerts will be sent to users to notify them when key new evidence becomes available.

### **6.2 Module Information**

#### 6.2.1 Quantitative Data:

1. Headcount
2. Successful completion: on first attempt and on repeat attempt(s).
3. Referrals (Resits and Repeats)
4. Attainment

Data can be filtered for BAME / Gender / Ethnicity / Disability / Widening Participation.

#### 6.2.2 Other Information:

5. Appeals and Complaints
6. Extenuating Circumstances
7. Academic Misconduct
8. Module Questionnaires
9. Comments from other sources such as External Examiner Reports

### **6.3 Course Information**

#### 6.3.1 Quantitative Data will be available on the Course Monitoring Dashboard:

1. Graduate Outcomes (DLHE) Survey Data
2. NSS Survey Data
3. SVS / PTES
4. New Entrant Headcount per Level
5. Withdrawal Data
6. Progression Data
7. Good Degrees/Awards Data
8. BAME Good Degrees/Awards Data
9. Student Gender Data
10. Ethnicity Data
11. Disability Data
12. Widening Participation Data

### 6.3.2 Other Information:

10. External Examiner Reports
11. Course Committee Minutes
12. Academic Link Tutor Reports
13. PSRB Reports
14. Appeals and Complaints
15. Extenuating Circumstances
16. Academic Misconduct
17. Course Web Page (and the accuracy of information)

### 6.3.3 Additional Information for Apprenticeships

18. ESFA Apprenticeship Survey (Employer and Student)
19. Apprenticeship Tripartite Review Reports

## 7. Staff Support

- 7.1 Associate Deans Students (or equivalent) will be the first point of support for academic teams operating continuous monitoring.
- 7.2 Quality Enhancement Service (QES) and Corporate Information (CI) will develop and organise training events on a regular basis.

## 8. Course Monitoring Groupings

- 8.1 All Courses are allocated to a Course Monitoring Group (and also a larger Periodic Review Group) at their initial planning stage. The criteria for how courses are grouped are:
1. Undergraduate and postgraduate should not normally be in the same group.
  2. Integrated Masters should be grouped with undergraduate courses.
  3. One Course Leader should be assigned (by the School) as the Course Group Leader.
  4. The Course Group Leader should be a member of University Staff.
  5. Courses delivered by Collaborative Partners should be grouped in partner groups specific to the subject area and location of delivery (ie separate groups for each partner). These will be associated to an overall 'home' Course Monitoring Group. The overall 'home' group may simply be a collection of the partner groups if courses are not delivered on campus and in this instance, where there is no University Course Group Leader, the Head of Department will be responsible for the overall 'home' group.
  6. The Academic Link Tutor should be the Course Group Leader for the partner group.
  7. Dual Awards should be held in their own separate group.
  8. Courses and Course Monitoring Groups should only feed into one Periodic Review Group.
  9. Individual Modules should be included in Course Monitoring Groupings.
  10. The size of the Course Monitoring Group should be manageable, to be able to reflect on provision as a whole.
  11. Courses which are part of apprenticeships should normally be grouped separately.
  12. Professional Doctorates should be grouped separately from taught courses.

## 9. Glossary

CAP	Collaborative Academic Partnerships
CI	Corporate Information
DLHE	Destination of Leavers from Higher Education

EE	External Examiners
ESFA	Education and Skills Funding Agency
NSS	National Student Survey
PTES	Postgraduate Taught Experience Survey
QES	Quality Enhancement Service
SaAS	Student and Academic Services
SVS	Student Viewfinder Survey (internal)