



Annual Monitoring of Taught Programmes: Procedure

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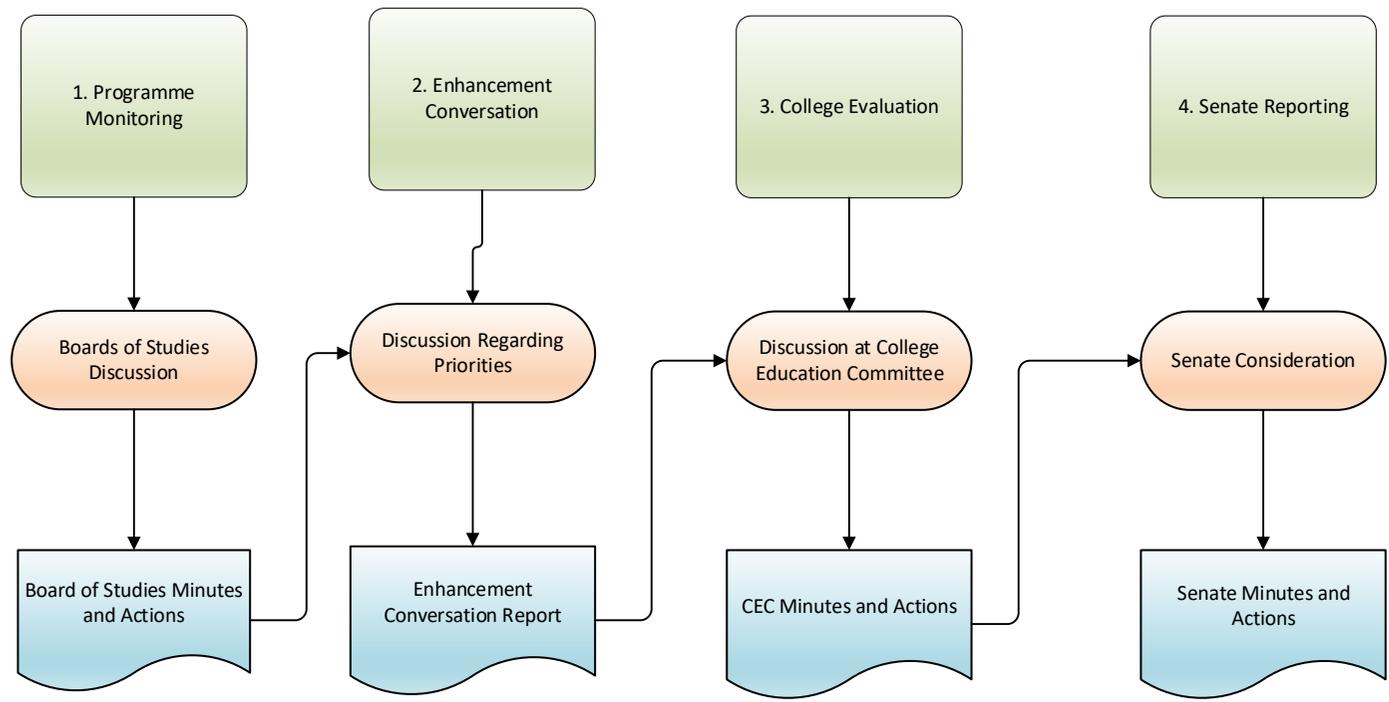
Version Control

Document Version	Amendments	Amended By	Date	Approved By
2.0	Introduction of enhancement meeting stage; revised formatting.	Head of Quality Assurance	September 2017	University Education Committee
2.1	Document Management Table Updated; update to role titles	Head of Quality Assurance	Jul-2018	N/A
3	New process for annual monitoring of 2018/19 academic year	Quality Assurance	May 2019	UEC/Senate
4	Revised process for annual monitoring of 2019/20 academic year	Quality Assurance	September 2020	UEC
4.1	Minor amendments	Quality Assurance	October 2020	N/A

Stage

Action

Output



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1 Introduction

- 1.1 Monitoring underpins the Expectations for Quality and Expectations for Standards ([UK Quality Code for Higher Education](#)), which are mandatory requirements for all UK providers and will be assessed as part of the OfS regulatory framework. The procedure set out below will:
- Assure quality of programmes
 - Include consideration of the student voice and that of the University's External Examiners
 - Identify risks
 - Measure performance against KPIs
 - Support TEF and Access and Participation priorities
 - Result in tangible actions and enhancements
 - Inform University-level enhancement priorities.
- 1.2 The importance of regular monitoring is clear – it allows the University to assure itself of the continued quality and relevance of its programmes. Additionally, it benefits the institution in identifying and sharing of good practice.
- 1.3 The responsibility for annual monitoring of both undergraduate and postgraduate taught programmes (hereafter referred to as annual monitoring) is devolved to Colleges, who will make use of qualitative and quantitative data in order to identify concerns and propose responsive actions.
- 1.4 This procedure sets out the process by which the institution can assure itself of the robustness of the annual monitoring process. A process overview is shown on page 3.
- 1.5 In light of the COVID-19 pandemic and considerable changes required to the delivery of learning, teaching and assessment in 2019/20, the procedure for undertaking annual monitoring is temporarily adjusted. Given the need to provide online delivery of all programmes for 2020/21, which will require a review of modules and blocks; and taking account of feedback and what will work best for the 2020/21 academic year, it is not considered necessary, for this cycle, to carry out a separate backwards-looking exercise for module review.
- 1.6 The annual monitoring procedure includes:
- programme review
 - enhancement conversations and priority setting
 - College consideration and actions
 - Senate consideration and actions
- 1.7 Outcomes from these annual processes will be used to inform the University's Periodic Programme Reviews for provision within its Colleges, and Affiliate College.

2 The Annual Monitoring Process Overview

The University's annual monitoring process has 4 distinct stages (*NB. For monitoring year 2019/20, the annual review of modular, study and assessment blocks process is suspended*)

Stage and description of activity	Output	Key staff/Committee/Board	Timing	
1	<p>Programme-level Review</p> <p>BoS to discuss programmes in context of External Examiners/PSRB¹ comments/data provided</p> <p>Programmes delivered in partnership – may need a separate meeting with partner institution</p> <p>¹Professional Statutory Regulatory Body</p>	<p>Board of Studies Minutes and Actions (using template provided here)</p>	<p>Board of Studies</p>	<p>October</p>
2	<p>Enhancement Conversation</p> <p>Direct dialogue between subject areas and the University. Primary mechanism by which scrutiny of annual monitoring is documented.</p>	<p>Annual Monitoring Enhancement Priorities Form with actions)</p>	<p>Vice-Provost (Education) Chair other relevant staff Union Vice President for College or nominee Board of Studies Chair(s) and relevant Division/Department staff Quality Assurance Manager for the College</p>	<p>November</p>
3	<p>College-level Monitoring</p> <p>Discussion at College Education Committee of the enhancement priorities arising from the Enhancement Conversations; identification of College actions and plans to disseminate good practice</p>	<p>College Education Committee Minutes and actions</p>	<p>College Education Committee</p>	<p>January</p>

Stage and description of activity		Output	Key staff/Committee/Board	Timing
4	Senate Reporting Deputy Deans (Academic Affairs) and Vice-Provost (Education) identify enhancement actions/focus for current and future year(s) for Colleges and the University.	Senate Minutes and actions	Senate University Education Committee	February / March

3 The Annual Monitoring Process

Stage 1 - Programme-level Review – Boards of Studies

- 3.1 The BoS should discuss the programmes in context of external examiners/PSRB comments and data provided, to ensure there is oversight of the programme(s).
- 3.2 The BoS will need to ensure that programmes delivered in partnership are given due consideration. Where this provision is extensive it may be appropriate to have a separate meeting that includes the partner institution.
- 3.3 Board of Studies minutes and actions will need to be carefully written to ensure that they usefully inform the enhancement conversations. The standard template for minutes and actions must be used.
- 3.4 Data underpins the process and will be provided for the following areas:
 - Recruitment
 - Retention
 - Satisfaction/engagement
 - Student Outcomes

Output of Stage 1: Boards of Studies Minutes and Actions

Stage 2 – Enhancement Conversations

- 3.5 The Enhancement Conversation is the primary mechanism by which scrutiny of annual monitoring is documented and sufficient time (at least 1 hour) will be scheduled to ensure an appropriately detailed discussion of the provision.
- 3.6 The Enhancement Conversation follows the Board of Studies programme monitoring meeting. It will be Chaired by the Vice-Provost (Education), and attended by:
 - the Board of Studies Chair(s)
 - relevant Division/Department staff
 - student representative(s)
 - the Quality Assurance Manager for the College
 - any other relevant members of staff from across the University as required
- 3.7 Agreed outcomes from each conversation will be documented by an appropriate member of staff from the subject area using the Annual Monitoring Enhancement Priorities proforma. Annual monitoring data sets and PPR or PSRB review action plans will be made available to those involved in the meeting.

Output of Stage 2: Enhancement Priorities Actions

Stage 3 - College-level Monitoring

- 3.8 It is essential that Colleges have a mechanism for considering the annual programme monitoring process and ensuring that appropriate actions are taken both in regards to routine improvements and enhancement priorities. A College overview of the process also allows identification of issues that are common to several Departments, and those that may need to be brought to the attention of the University, including identification of and plans for disseminating, good practice.
- 3.9 The College Education Committee will consider the Enhancement Conversation priorities reports. The CEC will take a view of how the priorities will be supported by the College. It also allows for appropriate matters to be identified which need to be drawn to the attention of Senate if a University response/action is required.

Output of Stage 3: College Education Committee Minutes and Actions

Stage 4 - University Reporting

- 3.10 The Chair of the College Education Committees (Deputy Deans (Academic Affairs)) and the Vice-Provost (Education) will report to Senate on the enhancement actions/focus for the current and future year(s) for the Colleges and University respectively. In particular, it is envisaged that these will set the direction for the focus of the University's enhancement priorities and should inform the planning cycle both for Colleges and professional services.

Output of Stage 4: Senate Minutes and Actions

4 Collaborative Provision

- 4.1 The University's partnership provision includes joint programmes with overseas institutions and distance learning with an external provider. Our Affiliate College (LBIC) continues to deliver validated elements of Brunel programmes.
- 4.2 The annual monitoring processes for these collaborative activities should be aligned with the procedure described in this document, with the detailed process agreed by the partners in consultation with Quality Assurance.