1. Introduction

This document sets out the Navitas policy and procedure for annual monitoring of the College stages of pathways. All Colleges undertake annual monitoring; some follow the procedures of their Partner University, whilst others follow the Navitas process.

2. Purpose

2.1 The purpose of annual monitoring is to ensure that the academic standards and quality of the provision offered by the Colleges is maintained and enhanced. The process:
   a) provides an opportunity to review the effectiveness of a programme and the extent to which learning outcomes are being achieved;
   b) monitors student performance (pass rates, progression rates, and retention rates), including correlation with admission route;
   c) monitors the performance of students once they have progressed to the University stages of the pathway through the consideration of tracer studies;
   d) considers any relevant feedback from those involved with the programme including academic staff, University moderators, external examiners (where they are used as part of a particular RAA), and link tutors;
   e) considers feedback from students obtained primarily through module surveys and supported by the Navitas student satisfaction and alumni (graduate) surveys;
   f) identifies features of good practice;
   g) provides an opportunity to update assessment regimes, progression criteria, and content, resulting in revised Programme Specifications and DMDs;

2.2 Where a College and Partner University are teaching under the Integrated Delivery Model, then the College should consider the University’s annual monitoring reports alongside student feedback.

2.3 Annual monitoring reports for the prior academic year should be submitted to the College Teaching and Learning Board (CTLB) by the agreed date. Following approval by the CTLB, the reports are forwarded to the relevant School/Faculty office of the Partner University, and presented at the Academic Advisory Committee. They are also forwarded to QaSO where any trends and common issues will be identified for action, as well as features of good practice for dissemination across the Navitas UK Colleges via the Learning and Teaching Committee.

2.4 In order to ensure consistency, a template is provided for annual monitoring reports (Form QS2).

[Link to Form QS2]


2.5 The following is a checklist of areas that should be covered in Annual Monitoring Reports:

   a) Moderation reports on modules and moderation meeting minutes:
      • Outcomes of discussions of moderation reports within the College.
      • Recommendations made by the moderators and actions taken.
   b) Student feedback:
      • Analysis of student feedback survey data, and broad outcomes.
      • Significant issues identified.
      • Significant points of satisfaction identified.
      • Comparison between module feedback and the results from Navitas Student Satisfaction Survey.
      • Issues raised by student representatives at the Student Forum.
• Actions resulting from student feedback.

c) Teaching staff feedback:
• Key issues arising from module reviews.
• Recommendations for minor changes to modules.

d) Quantitative information:
• Student numbers compared with targets.
• Characteristics and trends of the intake (e.g. gender balance, country of origin).
• Progression rates.
• The number of re-sits or re-assessments per stage of study.
• Non-continuation rate.
• Trends for particular programmes or student groups where retention rates are high/low.

e) Intended Learning Outcomes:
• Whether all aims and learning outcomes are being met by the programme.

f) The report should also revisit the previous year’s report and review the actions arising from it.

3. Responsibility for Annual Monitoring of Modules and Programmes

3.1.1 Academic staff are responsible for the quality and delivery of the module, including the timely completion of the end of semester module evaluation forms.

3.2 The College is required to undertake Annual Monitoring of Modules and Programmes for all taught Programmes/Pathways under its aegis.

3.3 The Manager of Academic Services is responsible for managing the processes to support the annual monitoring of modules and programmes based upon the approach set out below.

3.4 The College Director/Principal is responsible for summarising key issues at programme and College levels and implementing an improvement plan according to agreed timelines.

4 Module level Review

4.1 Annual review of modules is initiated by the Manager of Academic Services and draws upon the experience of those delivering the module, external examiner’s comments, student feedback, student achievement, current developments in the discipline and in practice.

4.2 The completed module pro formas, should evaluate whether:

• the intended outcomes were realistic, achieved and appropriate;
• they should alter the curriculum content;
• the delivery method was appropriate;

4.3 Data on student achievement at module level should also be examined and reported upon. This includes the failure rate, mean, minimum and maximum marks. Statistics to support a review of student achievement and to evaluate the appropriateness of assessment approaches are available on request (termed ARQUE module analysis). The purpose of the analysis is to ensure that marking criteria are being consistently applied, and where variations are found, to promote discussion on possible changes that may be required. Module coordinators in discussion with their teaching team should also then reflect on whether

• assessment methods were suitable;
• grading criteria were successful in distinguishing performance;
• material and/or assessment methods should be revised.

4.4 As good practice, module review should be completed as soon as possible after the module has been delivered, assessed and the assessment results are available. The completed forms should be sent to the College Director and Manager of Academic Services.
5 Sources of Data for Annual Monitoring

5.1 The Annual Monitoring of Modules and Programmes process will make use of, *inter alia*, the following sources of information:

Essential
- Programme Specification(s) and Module descriptors
- Critical self-reflection by teaching staff
- Recruitment, Selection and Admissions statistics
- Assessment, Progression and Outcomes Statistics
- External Assessment (including external examiners) Reports
- Outcomes of Student Feedback
- ARQUE analysis
- Reports from Student/Staff Committees
- Student Handbooks
- Prior year’s Annual Monitoring of Modules and Programme report, in particular the action points
- Audit and Periodic Review Action Plans as appropriate
- Tracer statistics

Recommended
- Reports from Quality Assurance activities
- Minutes of the College Teaching and Learning Board
- Relevant QAA Subject/Qualification Benchmark statement(s) – copies available from www.qaa.ac.uk

6. Scope of Reporting Outcomes and Retention of Documentation

6.1 The Manager of Academic Services and Academic staff shall meet on an annual basis and shall prepare a draft programme monitoring report for consideration and approval by the College Teaching and Learning Board. These reports shall:

a) Comment upon action taken as a consequence of the previous Annual Monitoring of Modules and Programmes Report (or where relevant the periodic review of programmes report - PPR)
b) Evaluate changes to admissions and associated policies
c) Evaluate changes to programmes in respect of aims; intended learning outcomes; structure and content; assessment policy and methods of assessment; delivery, teaching methods and staffing
d) Identify programme issues raised by quality assurance mechanisms
e) Evaluate significant changes to programme administration
f) Evaluate significant changes to arrangements for providing academic and pastoral support for students
g) Evaluate significant changes to programmes arising from external feedback
h) Identify any resource issues relating to the quality of programme delivery
i) Identify any future developments which may impact on the quality of programme delivery
j) Provide an action plan to disseminate good practice and/or address weaknesses

6.2 The College Director/Principal shall submit an Annual Monitoring of Modules and Programmes Synopsis (to the NVT Director of Student Experience & Academic Quality. The College’s synopsis shall effectively constitute a summary of the Reports submitted to College Teaching and Learning Board and shall provide:

a) A confidence statement outlining:
   - That the College Teaching and Learning Board has received reports for each programme
   - That the College has retained Annual Monitoring of Modules and Programme documentation
   - A brief description of the process including the role of students and any external involvement
b) A College Quality Improvement Plan
c) An executive summary of the outcomes of the Annual Monitoring of Modules and Programme in the College.
d) An account of any future developments in respect of:
   - Any proposals for new taught programmes of study
   - Any proposals to discontinue existing programmes of study
   - Any proposals to substantially revise existing programmes of study
6.3 Where the College Teaching and Learning Board synopses raise matters with major policy or procedural implications, the Teaching and Learning Board will advise the Director of Student Experience & Academic Quality.

7. Approving Changes to a Programme/Module

7.1 As a consequence of completing the College synopsis, College Teaching and Learning Board chairs are reminded about the following Navitas procedures concerning amending/withdrawing modules or programmes.

7.2 Minor changes to individual modules or to the intended learning outcomes of the programme should be updated via the standard DMD proforma and uploaded to the College SharePoint, which shall hold the central record of the Programme Specification and the modules.

7.3 Major changes to the programme, should they be required, should be submitted to the Director of Learning and teaching, who should be provided with an updated Programme Specification so that module changes can be recorded. Major changes (i.e. more than 50% of the modules or a change in intended aims/outcomes of the programme) will require re-validation of the programme via the Academic Advisory Committee.

8 Tracer Studies

8.1 Tracer Studies are carried out by the Partner University on College cohorts to monitor the progress of students during the University stages of their degree pathways to final award. The data contributes to the consideration of the fitness for purpose and effectiveness of the College stage provision and, importantly, enables College student performance to be compared with international/EEA students recruited directly by the Partner University or via other feeder/access routes by stage of entry and cognate area.

8.2 Specifically, tracer studies should:

a) compile degree classification data for the following groups of students:
   - students who have progressed to the University from the College;
   - international/EEA students who entered directly into their degree programme at the University;
   - international/EEA students who entered via the University’s own foundation programmes;
   - international/EEA students who entered their degree programme via a different access route or collaborative partner institution of the University;

b) compare the results of College cohorts in each programme of study with the results of international students who joined the University through other routes;

c) compare the results of College cohorts in each programme of study with the results of the ‘Home’ student cohort;

d) compare the results of College cohorts with the whole cohort average.

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