



UNIVERSITY OF
CHICHESTER

CELEBRATING
180 YEARS
OF HIGHER
EDUCATION

ACADEMIC QUALITY AND STANDARDS SERVICE

2021-22

Quality and Standards Handbook



Section C: Annual Monitoring

Annual Monitoring

| | |
|-------------------------------------|---------|
| Department/Institute | |
| Programme(s) covered by this report | |
| Period covered by this report | 2020/21 |

Guidance notes

QAA defines “monitoring” as the *“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.”*

In order to deliver on the objectives set out in the Learning, Teaching and Student Experience Strategy 2018-2025, activity and resource will focus foremost on laying the foundations for subsequent wider transformational change, rather than on routine activity.

Departments will continue to monitor their programmes through the ongoing examination of key indicators – such as External Examiner reports, student feedback (including through surveys and discussions at Staff/Student boards/committees), and programme data (including admissions, retention and degree outcomes data) – and take action where appropriate. Programme data will continue to be made available to Departments and Institutes/the School for monitoring purposes – specifically, statistical data on admission, retention and degree outcomes (provided by Planning).

No routine reporting on the annual monitoring of programmes will be required through completion of action plans. The requirement to submit an annual monitoring report will be risk-based.

Programmes involving collaborative provision are by their nature considered to be higher risk and therefore it is a requirement that annual monitoring reports are completed for these programmes and a report should be completed by each partner for each programme they deliver. Please note that the names of individual staff (or students) should not be included.

For other areas, where appropriate - for example if key data indicate an issue of concern in relation to a programme - the relevant Department/Institute/School should produce a monitoring report. If so, the report format and process as set out in below should be followed

In order to facilitate informed student engagement with the enhancement of the learning experience, Departments/Institutes/Schools are expected to make key indicator data (as outlined in paragraph 2 above) available for discussion at staff-student boards/committees and to ensure that feedback from these is duly considered. Departments are strongly encouraged to share the key findings contained in any monitoring reports, with their students. Departments will continue to carry out module monitoring, such as through module evaluations.

The Report (where required) should consider: • demand and recruitment • curriculum content, teaching, assessment • support and guidance for students including equalities issues • learning and teaching

resources • retention, progression, degree classifications • staffing and staff development • careers education and employability and should be based upon evidence including: • statistics on demand, recruitment, retention, progression, classifications and first destinations, and feedback from o External Examiners o students (e.g. module evaluations, NSS, UKES/PTES and other survey data, SSLCs, focus groups) o issues raised in meeting the needs of particular groups of students (including disabled students) o employers o Professional Accreditation – where appropriate. A composite action list including any actions ongoing from the previous report should be included alongside points of good practice or concern for wider dissemination - to be drawn to the attention of the University.

ACTION PLAN

Please provide a composite list of significant actions completed or in progress:

- From statistical data provided by Planning
- What is working well?
- What needs work?

| Source i.e. attainment / continuation / completion / Graduate Outcomes | No | Action | Timeline (please be specific, rather than 'on-going', for example) | Role (not name) responsible for action | Evaluation of progress |
|---|-----------|---------------|---|---|-------------------------------|
| | 1 | | | | |
| | 2 | | | | |
| | 3 | | | | |

SIGN OFF

Head/Director Department/Institute:

Date:

Academic Partner Annual Monitoring

Programme Annual Monitoring Template

Reporting period 2020/21

| | |
|-------------|--|
| Department: | |
| Programme: | |

Section I Indicative sources of evidence

| | |
|---|--|
| 1 | Student programme handbook |
| 2 | External Examiners' reports and responses |
| 3 | Student feedback (module evaluations, NSS, PTES, DLHE) |
| 4 | Approval/review reports |
| 5 | PSRB accreditation reports, where applicable |
| 6 | Data from Planning |

Section II Programme action plan

| 1.1 A CTION NUMBE R | 1.2 PO INT FOR CONSID RATION | 1.3 S OURCE OF EVIDEN CE | 1.4 A CTION | 1.5 S UCCESS CRITERI A | 1.6 A CTION BY WHOM/ WHEN | 1.7 PR OGRESS | 1.8 CO MPLETED (Y/N) |
|---|---------------------------------------|---------------------------------------|----------------|---------------------------------|---------------------------------------|------------------|----------------------------|
| Curriculum development | | | | | | | |
| | | ie external examiner report | | | | | |
| | | | | | | | |
| Learning, teaching and assessment | | | | | | | |
| | | ie NSS, PTES | | | | | |
| | | | | | | | |
| Resources and student support (including retention, progression and employability) | | | | | | | |
| | | ie student feedback, GO | | | | | |
| | | | | | | | |
| Student experience | | | | | | | |
| | | ie GO | | | | | |
| | | | | | | | |
| Evaluating and supporting student achievement | | | | | | | |
| | | ie external examiner reports | | | | | |
| | | | | | | | |