

Quality Enhancement
Support Team
(QuEST)
Enhancement and
Annual Monitoring
Session 2019/20

CHAPTER 7 ENHANCEMENT AND ANNUAL MONITORING

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ANY QUERIES CONCERNING THIS BOOKLET SHOULD BE RAISED IN THE FIRST INSTANCE WITH QUEST. THIS BOOKLET CAN BE PROVIDED IN OTHER FORMATS ON REQUEST.

THE PROCEDURES DESCRIBED WITHIN THIS BOOKLET HAVE BEEN ASSESSED FOR EQUALITY IMPACT AND CONFIRMED AS BEING AT LOW RISK OF HAVING ANY NEGATIVE IMPACT ON DIFFERENT GROUPS OF PEOPLE.

CHAPTER 7 ENHANCEMENT AND ANNUAL MONITORING

1 ENHANCEMENT AND ANNUAL MONITORING (EAM)

Our annual monitoring processes should take account of the UK Quality Code for Higher Education, in particular the [‘Monitoring and Evaluation Chapter’](#) within the revised 2018 edition – “*Monitoring and evaluation of higher education is an essential process within providers internal quality assurance mechanisms, covering all provision that leads to their awards and assuring the standard of those qualification. Relevant sector-recognised standards form a baseline for monitoring and evaluation systems*”;

The University’s approach to enhancement and annual monitoring is programme-based and focuses on the quality of the student experience through reflection at both module and programme level. In line with the UK Quality Code, “*The provider actively reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement*”. Strategic principles have been agreed “*to ensure processes are applied systematically and operated consistently*”.

The Programme Monitoring Report and Action Plan is the main EAM report offering reflective commentary and assurance, as well as a forward-looking approach to provision and support arrangements. The report also facilitates consideration of any future development of the programme.

The main forums for consideration of annual monitoring information and reports will be at Divisional Programme Board level and through School Board. The culmination of matters arising from EAM and other student-related activities will be concluded at University-wide Institutional Enhancement and Annual Monitoring Event. A timeline flowchart outlining details of the process can be found in [Appendix 1](#).

The rationale in support of a programme-based approach to annual monitoring is to look holistically and coherently at the student experience. This approach also allows a more local perspective to be taken on programmatic and modular issues, encouraging colleagues to reflect on all aspects of provision and support with a view to continuous improvement.

It is recognised that not all students follow traditional programmatic routes; and some programmes have collaborative local and joint delivery arrangements at other institutions. Separate programme reporting is required for programmes validated for delivery at other institutions and specific input is required from collaborative partners where such provision is offered. (Further details on collaborative provision can be found in **Chapter 9** of the Quality Handbook).

2 ANNUAL MONITORING DOCUMENTATION AND DATA

All key enhancement and annual monitoring guidance will be lodged at the following sites:

- **UWS [QuEST site](#)**
This will include guidance and templates related to module review, programme monitoring, External Examiner reports, Collaborative Annual Reports, Institution-led Review reports, among other material.
- **[Academic Data Service Applications site](#)**
The [Academic Data Service Applications](#) site is the main source to facilitate all Programme monitoring and review.

This site will enable Schools to complete their **Programme Monitoring Reports (PMRs)** electronically within this bespoke online site. The site provides the PMR template, an exemplar and the associated data (grouped by School/programme).

a) Key Dates and Documentation

Details surrounding key dates, activities and documentation are provided in an accompanying table (Please refer to [Appendix 2](#)).

Key documents include the following:

- **Module Review Forms (MRFs)**
- **Programme Monitoring Report (PMR) / Action Plans**
- Programme Annual Reports (PARs) (validated collaborative partners only)
- Collaborative Annual Reports (CARs) (franchise collaborative partners only)
- **External Examiner Reports & Responses**
- Summary of Analysis of External Examiner Reports (QuEST)
- School EAM Report / Summary Outcomes from School Event
- School SMART Targets
- Institutional EAM Report (QuEST)

Further details are outlined within the main text of this chapter.

b) Module Review Forms

Module Review forms an integral part of the annual monitoring process. The **MRF pro-forma** can be found in [Appendix 3](#).

The aim of module review is to identify the strengths and weaknesses in the delivery and assessment of a module. The identification of strengths will allow for the dissemination of good practice and the identification of weaknesses will allow action to be proposed to both increase module pass rates and also to enhance the quality of the student learning experience. In order to be able to do this, an evaluative rather than a descriptive approach is expected. It is anticipated that **Module Experience Questionnaire (MEQ)** survey data will be analysed as part of module review.

MRFs should be completed as soon as possible after the module runs for the last time in a session, with a final submission deadline of end September. Module co-ordinators are expected to complete MRFs as soon as possible to ensure that a qualitative evaluation is undertaken at a timely stage within the process. Centrally produced module success rate data will be made available via the Dashboard soon after Terms 1 and 2. Overall centrally produced module success rate data and Term 3 data will be available by early-mid September; thereby this submission date should allow sufficient time for evaluation.

The MRF should indicate any module amendments made for the next session. The module co-ordinator has responsibility for ensuring that the moderator and School Assessment Board Chair is in agreement with the content of the MRF prior to lodging the completed form on the School drive by the above submission date. Programme leaders will access the relevant MRF on the School drive to inform the writing of Programme Monitoring Report and Action Plan. Thereafter the appropriate Divisional Programme Board shall convene to consider annual monitoring Programme Monitoring Reports/ Action Plans and MRFs collectively prior to the Schools annual monitoring focused event normally held during mid-

November.

c) Programme Monitoring Reports (PMRs)/ Action Plans

Approach for Session 2019/20 (to review 2018/19):

The new [Academic Data Service Applications](#) site is the main source to facilitate all Programme Reviews.

- This site will enable Schools to complete their Programme Monitoring Reports (PMRs) electronically within this bespoke online site. The site provides the PMR template, an exemplar and the associated data (grouped by School/programme).
- **The site will “Go Live” on Monday 16 September 2019.**
- Programme health and student data will be provided to schools via this site to inform the drafting of the PMR/Action Plans. The data provided on this site is overseen by Strategic Planning. Provisional data will be available on this site from 16 September 2019 with final data being lodged by **30 September 2019**.

One PMR/Action Plan will be prepared for each taught University programme as determined by Schools. This will ensure that an action plan is developed encompassing reflection of all data sources including programme performance progression data and survey outcomes, ILR outcomes, among others. The flowchart in [Appendix 1](#) outlines the main sources of information.

- **Completion of PMR:** Each Programme Review is grouped per School and a drop down menu exists to select individual programmes. Once selected, the PMR for this programme will appear and will be ready for completion. For each programme, the designated Programme Leader will have lead responsibility for completion of the PMR, in close consultation with members of the programme team.

The PMR will seek to identify influencing factors affecting programme performance and the student experience (aligned closely with the data). An indication of questions embedded within the PMR are identified in [Appendix 4](#).

- **School Approver:** Each School will have a School Approver whose role will be to sign off each PMR once finalised prior to School Annual Monitoring Events. The School Approver will *normally* be the Deputy Dean of School/ or relevant Head of Division.
The Programme Leader will have writing/editing rights and will allocate Programme members to the group thereby providing individuals with writing/editing rights. Affected Programme Team members will automatically be notified by email.
- **Final submission deadline of PMR/Action Plan is Monday 21 October 2019.**
- Only once the School Approver has confirmed the final PMR, will the Programme Leader and QuEST receive automated notification.
- **Access for All Staff across UWS:** Once approved, the PMR will be available to view by colleagues across the University (as read-only).

Student engagement should also form an integral part in the development of the PMR to ensure a holistic overview of the student experience is encompassed. It is recommended that PMRs be considered at Student/Staff Liaison Groups (SSLGs)

and Divisional Programme Board to capture the student voice.

The PMR will require approval by the **School Approver** prior to agreement by the appropriate Programme Board and should be submitted to the Chair of the Programme Board by the final **submission deadline of 21 October 2019**. Where necessary, the Divisional Programme Board will make recommendations for amendments to modules and programmes in light of observations. Completed PMRs will form public documents available for staff to view internally on the [Academic Data Service Applications](#) site (once signed off and finalised by School).

Programme Monitoring Reports (PMRs) /Action Plans will be used as follows:

- Divisional Programme Board (must endorse PMR/Action Plan)
- School EAM Event (key document considered at or prior to event)
(Schools may wish to allocate peer review tasks)
- SSLGs (to receive & consider) (*to capture student voice*)
- School Board / Institutional EAM Event (will receive assurances on various quality aspects for reporting to Senate)

d) Annual Monitoring Documentation of Collaborative Provision

In terms of annual monitoring of collaborative partnerships, UWS adopts a robust internal monitoring system to safeguard its academic awards and ensure standards are appropriate across all areas of local delivery.

Two reports exist for different models as follows:

(i) Collaborative Annual Report (CAR): (Applicable to Franchise/Dual models)

The Collaborative Annual Report forms an important part of the university's annual monitoring cycle for its franchise provision and will be used by UWS Programme Leaders to inform the Programme Monitoring Report (PMR).

A CAR on the operation of franchised/or dual collaborative programme(s) should be **prepared by the partner institution in liaison with the UWS Link Tutor** with responsibility for the collaborative partnership. The report should be **submitted annually by end August** and will be considered at the Divisional Programme Board as part of normal annual monitoring activities, usually in late October/early-November.

(ii) Programme Annual Report (PAR): (Applicable to Validated models)

Where validation of another institution's programme of study as a University of the West of Scotland award takes place; this is referred to as a Validated Collaborative Model. These students are students of the partner, but quality elements reside with the degree awarding body.

For such validated provision, UWS still maintains responsibility for monitoring that quality and standards are satisfactory, as well as monitoring elements of the student experience. It is therefore necessary for a Programme Annual Report to be **completed by staff at the partner institution** for consideration as part of our enhancement and annual monitoring processes.

Partners with validated collaborative models should submit a Programme Annual Report (PAR) by the annual **submission deadline of end August**.

e) Annual Monitoring Process for non-standard Delivery Structure

Where UWS provision is delivered in collaboration with a partner institution and a different structure for delivery and use of the teaching year has been approved by Senate, the School is asked to liaise with QuEST to establish appropriate annual monitoring timelines. The aim is to ensure that there is timely review of module and programme delivery and the opportunity to reflect on student feedback, external examiner comment and insights from the partner. Please contact the Head of QuEST following approval of non-standard delivery at Senate, who will work with you to develop relevant timelines and processes in line with requirements of UWS approach to Annual Monitoring.

3 SCHOOL-BASED ANNUAL MONITORING

It is expected that all staff engage in the EAM process to inform future developments for the continual improvement of the student experience. The importance of Divisional Programme Boards in the role of EAM must be emphasised to encourage maximum engagement of academic colleagues in this evaluative process. This event will be managed through School Board and will seek to make assurances to the School that the overall health and quality assurance of academic programmes are being managed appropriately and to determine any key messages for discussion at School or Institutional level.

For session 2019/20, a QuEST School Partner approach is being piloted. It is anticipated that QuEST Partners will be on hand to advise on School EAM arrangements, among other quality-related matters, and will normally attend the School EAM Event. This year's School allocation is as follows:

School	QuEST Partner
School of Business & Creative Industries	Karyn Woolcock
School of Health & Life Sciences	Donna Taylor
School of Computing, Engineering and Physical Sciences	Sharon Cosh
School of Education and Social Sciences	Helen McLean

School Event: Stage 1 – Information

School Board will identify a suitable date for the annual monitoring event to ensure maximum attendance (this must be **prior to** the November School Board). The dates of events should be communicated to all members of the School including the School Service Delivery team, the QuEST Partner, Education Futures, UWS Academy and any other relevant colleagues and support departments. The School Service Delivery Team and Deputy Dean will work in collaboration to pull together relevant documentation for the School-based Annual Monitoring event.

Key material required for the event will include the following:

- **Programme Monitoring Reports (PMRs) /Action Plans – for each programme / or cognate group of programmes (as appropriate);**
- **External Examiner reports and responses;**
- **CARs (if applicable / may be encompassed in PMR);**
- **Previous year’s EAM SMART targets;**
- **iGraduate Survey / School level survey outcomes.**

The School should also reflect on Enabling Plans, Student Success Policy, School Operational Plan and the Corporate Strategy.

The School-based Annual Monitoring event takes place with discussion predominantly around PMRs and feedback from External Examiners and students. It would be desirable for peer review (across Divisions) to have taken place before the School EAM event to ensure adequate academic scrutiny has taken place.

School Event: Stage 2 – Review and Reflection

Schools will have autonomy to determine the most suitable approach to review and reflect on their provision and a School Event should take place. Schools will determine how material should be reviewed and commented on.

The School event will be attended by the QuEST Partner and normally a representative from UWS Academy. Participants of the School event should review allocated documentation and highlight issues and identify good practice for discussion at the event. It is up to each School and Deputy Dean to determine how best to focus the event to ensure cross-School awareness of key information, statistics and student feedback. Advice can be sought from the School’s QuEST Business Partner in terms of agenda and activities.

Student involvement is crucial. Student representation is strongly encouraged at the School EAM Event to capture the student voice.

- A designated member of the **School Service Delivery Team will attend and prepare a School Report of the event.**
- **SMART Targets** will be agreed (see stage 3).
- A **Summary Outcomes Report** will also be completed based on standard template ([Appendix 5](#)).
In cases where standards issues are identified, the School is responsible for ensuring that any necessary actions are followed up promptly.

The event will review the previous session’s SMART targets (Specific, Measurable, Achievable, Realistic and Time-related) and will report on progress and any actions undertaken.

School Event: Stage 3 – Identify Actions

SMART targets are identified along with issues for the School Board to consider along with examples of good practice. Each target/good practice must be linked to a clear source and must have an identified person/group responsible for its

completion. Clear timescales and reporting lines should also be indicated. The School Board will give final approval. The SMART Targets will be taken to the Institutional EAM event.

The infrastructure and relationship between Schools and Professional Support Departments/Units is considered of paramount importance. Schools should therefore consult with relevant Heads/Directors of Professional Services at the SMART Target drafting stage about any issues relating to Professional Service support to enable actions to be addressed directly.

Responsibilities of School-based Annual Monitoring

These events will be led via the Deputy Dean/School Service Delivery team and will normally:

- Provide a **key forum for discussion surrounding academic provision within relevant subjects**, taking cognisance of PMRs, External Examiner reports, CARs, NSS and other student surveys, and any reports from accrediting or other external bodies. Schools will determine the most appropriate approach.
- Consider statistical data outlined within PMRs where pre-populated data will exist (this will include honours classification, progression statistics and module success rates). If not considered at the School-based meeting itself, then analysis of the data should be presented and reviewed by the Divisional Programme Board. Contact Strategic Planning for guidance and information on availability of data and statistics.
- Provide an opportunity to draw pertinent issues to the attention of the School Board, as well identifying any areas of good practice.
- Provide an opportunity for students to be involved in the annual review of programmes.
- Provide a formal **School Report** of the School-based EAM event documenting annual monitoring discussions for use at the Institutional EAM Event. This School report will be supplemented by a **Summary Outcomes Report** which will provide assurances to Senate. This evidence will be a key resource for internal and external reviews.
- Identify actions (SMART targets) and good practice for final approval by the School Board. These will be considered at the Institutional EAM Event.

4 RESPONSIBILITIES OF THE SCHOOL BOARD

The School EAM Event outcomes will feed into School Board. In **February** each year, the School Board will convene to provide assurance on behalf of the School that appropriate annual monitoring of academic provision and collaborative provision has taken place within the School. Senate will be informed accordingly.

To inform this discussion, the School Board will consider the School EAM Report and School SMART targets comprising an analysis of Divisional Programme Board discussions. The SMART targets will be prepared by the Deputy Dean, assisted by the School Service Delivery team at the School EAM event and must be signed off by the relevant School Board prior to notification to Senate. The Institutional EAM monitoring event will receive draft SMART Targets.

The resulting February School Board minute (together with the Summary Outcomes Report) should provide Senate with an overview of the health and quality assurance of the School's programmes and modules (ensuring validity and currency) as well as identifying opportunities for enhancement and dissemination of good practice.

The School Report and SMART Targets will provide key evidence during Institution-Led Review and QAA Review processes. Draft SMART Targets will also be used at the Institutional EAM Event in January 2020.

Assurances to Senate:

The School Board would wish to provide assurances of the following in its report to Senate, via the appropriate minute and [Summary Outcomes Report](#) :

- Programme health: To ensure validity and currency of programmes;
- Monitoring of academic and collaborative provision has taken place within the School and that standards are being maintained;
- Monitoring of research teaching linkages within the School;
- All External Examiner reports received have been responded to appropriately by the School (see [Appendix 6](#) for form);
- Where appropriate, quality assurance on any short course provision (non-University awards) offered within the School has been undertaken;
- To confirm that appropriate actions are being taken in response to issues raised, and that actions from the previous year's activities have been addressed.

School Boards – Held during February 2020
Senate – 24th March

5 INSTITUTIONAL ANNUAL MONITORING EVENT

The Quality Enhancement Support Team (QuEST) will host the Institutional Annual Monitoring event which, during session 2019/20, will take place in January.

As intimated earlier, Senate will receive assurance from Schools of the maintenance of standards and monitoring of quality via the relevant School Board minute and a Summary Outcomes Report.

Timelines for 2019/20 (to review 2018/19):

The Institutional Event for session 2019/20 will be held on **Wednesday 15th January 2020 (PM)**.

QuEST will require material from Schools **by Friday 20th December 2019**.

The Institutional Event will consider:

- School EAM Report;
- School SMART Targets 2019/20 (arising from 2018/19);
- Reflection on new Online PMR process & good practice exemplars;
- Highlights from External Examiner Reports and Institution-Led Reviews 2018/19 (undertaken by QuEST);
- Institutional Focus on Assessment & Feedback;

- Institutional Survey Headlines 2018/19;
- Closing the Loop – from previous year's IEAM.

The Institutional EAM Event will take an institutional overview and focus attention on key issues relating to the quality of the student experience and the integration of professional services in annual monitoring. It will seek to examine how internal monitoring activities within Schools have impacted progression and retention, either positively or negatively, and report findings to the event.

Key outputs from the Institutional EAM Event are expected to be:

- A **final report to Senate via EAC**. This report should identify trends, areas of positive practice and any challenges which require consideration at an institutional level. It should identify the intended approaches being adopted by Schools via internal monitoring processes to improve progression and retention. Reference to follow up progress in relation to previous year's activities should be made.
- An **EAM Newsletter** will be developed on the key highlights arising from the EAM cycle; this will be available for both staff and students.

6 ANNUAL MONITORING OF EXTERNALLY ACCREDITED PROVISION

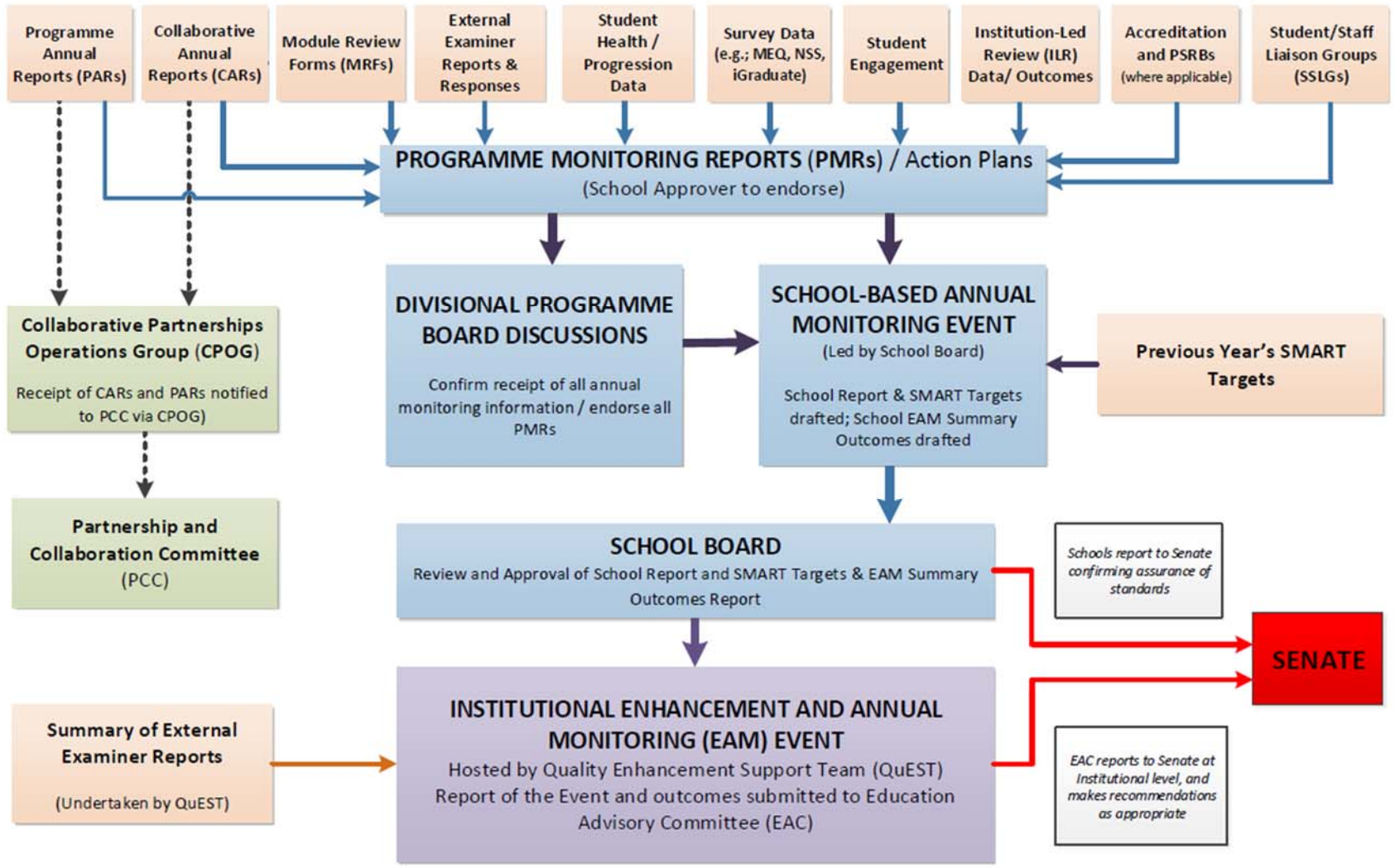
Please refer to Chapter 8 which outlines details relating to Accreditation of External Provision.

7 INSTITUTIONAL OVERVIEW

An indicative timeline of the Enhancement and Annual Monitoring cycle for session 2019/20 (to review 2018/19) is provided below:

Activity	Date(s)	Purpose
MRF completion	By end September 2019	Module evaluation; To inform PMRs & improvements
External Examiner Reports & Responses	By 15 September 2019	External Assurance of Academic Standards; To inform PMRs & improvements
PMR completion	By 21 October 2019	Programme evaluation and review; To inform School planning & improvements
Divisional Programme Boards	Prior to School EAM event (Suggest w/c 28 October)	To consider relevant PMRs assigned to Divisional Programme Board.
School EAM Events (School Board-Led)	November 2019	In partnership with students. Considers PMRs and other material. Produces: <ul style="list-style-type: none"> • School EAM Report • SMART Targets 2019/20 • School Summary Outcomes (for Senate)
School Deadline for Materials for IEAM Event	By 20 December 2019	Timeline necessary to enable materials to be circulated to participants in advance of IEAM.
Institutional EAM Event (IEAM)	15 January 2020 (PM)	In partnership with students. Produces: <ul style="list-style-type: none"> • IEAM Report (to include follow-up to previous year) • Newsletter (for wider circulation to staff & students)
School Board	12 – 19 February 2020 (provides sufficient time after School EAM event to finalise report and outcomes)	Receives: <ul style="list-style-type: none"> • School EAM Report • SMART Targets 2019/20 • School Summary Outcomes Report (for Senate) Summary Outcomes Report to provide assurances on academic standards for upward reporting to Senate.
Education Advisory Committee (EAC)	2 March 2020	The full report arising from the IEAM Event will be scrutinised by EAC. Relevant actions to be identified to address highlighted areas and report to Senate.
Senate	24 March 2020	Statement of Assurances. Senate receives: <ul style="list-style-type: none"> • School Board minute (& link to School EAM Report) • School Summary Outcome Report (for Senate) • EAC report to Senate (Include link to Report from IEAM Event) Schools will report assurances to Senate on programme health and academic standards - confirming validity and currency of programmes.
Court	23 April 2020	Court will receive confirmation in April.

APPENDIX 1 - SCHOOL ENHANCEMENT AND ANNUAL MONITORING PROCESS 2019/20



Enhancement and Annual Monitoring (EAM) KEY DATES – Session 2019/20
(to review AY 2018/19)

Appendix 2

Report/Document/ Activity/Event/ Other	Lead Responsibility For Completion by:	Timescales Required by:	For Submission to: (where applicable) (Material should be lodged on School Drive) Use for Report / Activity
<p>Collaborative Annual Report (CAR) 2019/20 <i>(from previous session 2018/19)</i></p>	<p>Franchise Models only; Completed by: Collaborative Partner</p> <p>Designated section also required to be completed by UWS Link Tutor.</p>	<p>For submission by: End of August 2019</p>	<p>Collaborative Partners should provide CAR to UWS Link Tutor/School. The Link Tutor will complete relevant section of CAR to ensure School evaluation of the partnership.</p> <p>CARs will be used as follows:</p> <ul style="list-style-type: none"> • Divisional Programme Board (receive and consider) • Informs PMRs/ Action plans by PLs • School EAM Event (Optional whether CARs considered at event) <i>(CAR may inform action plans for event)</i> • To report receipt of CAR to Partnerships and Collaboration Committee (PCC).
<p>External Examiner Annual Report 2019/20 <i>(from previous session 2018/19)</i></p>	<p>External Examiners</p>	<p>For submission by: 15 September 2019</p>	<p>Online External Examiner Report Form – available at end of T2 (www.uws.ac.uk/about-uws/uws-commitments/quality-enhancement/external-examiner/)</p> <p>Online completion to Quality Enhancement Support Team (QuEST).</p> <p>External Examiner Reports will be used as follows:</p> <ul style="list-style-type: none"> • QuEST undertakes full analysis of these reports to provide assurance of academic standards • School / Deputy Deans / Divisional Heads (receive and consider) • Programme teams (consider and provide response) • Institutional EAM Event (will receive analysis of all reports) • Lodged on QuEST External Examiner site <p>For provision adopting non-standard deliveries, or with multiple intakes, External Examiners can determine a suitable approach to reporting arrangements to ensure all cohorts are covered.</p>

<p>Module Review Forms (MRF) 2019/20 <i>(from previous session 2018/19)</i></p>	<p>Module Co-ordinators</p>	<p>For completion by: End September</p> <p>(To be completed as soon as possible after the module runs for the last time in a session)</p>	<p>Module Review Form (MRF)</p> <p>Note: Centrally produced data available from Strategic Planning soon after T1 & T2. T3 data & overall module success data available by end September.</p> <ul style="list-style-type: none"> • Module Experience Questionnaire (MEQ) survey data will be analysed as part of module review. <p>MRFs will be used as follows:</p> <ul style="list-style-type: none"> • Inform Programme Monitoring & development of PMR/ Action plans by PLs and Divisional Programme Board. • School EAM Event (Optional whether MRFs considered at event) <i>(MRFs may inform action plans for event)</i> • To report receipt of MRFs to Divisional Programme Board / School Board • Anticipated in the future, MRFs may be merged into programme monitoring technical capabilities to enable this to be done online with PMR. Consideration of stand-alone modules will need explored.
<p>N.B. Strategic Planning will ensure final data is lodged on PMR site by 30 September 2019.</p>			
<p>Programme Monitoring Report (PMR) 2019/20 <i>(from previous session 2018/19)</i></p>	<p>Programme Leaders</p>	<p>For completion by: 21 October 2019</p>	<p>The Academic Data Service Applications site will be the main source to facilitate all Programme Reviews. (Link: https://connect.uws.ac.uk/serviceapps/academicdata/Lists/ProgrammeReview/Summary.aspx)</p> <p>This Programme Review site will enable Schools to complete their PMRs mechanically within this bespoke online site. The site provides the PMR template, an exemplar and the associated data (grouped by School/programme).</p> <p>The site will “Go Live” on Monday 16 September 2019.</p> <p>Programme health and student data will be provided to schools via this site to inform the drafting of the PMR/Action Plans. The data provided on this site is overseen by Strategic Planning. Provisional data will be available on this site from 16 September 2019 with final data being lodged by 30 September 2019</p>

			<p>Programme Monitoring Reports/ Action Plans will be used as follows:</p> <ul style="list-style-type: none"> • School Approver to endorse (normally the Deputy Dean or Head of Division) • Divisional Programme Board (must endorse PMR/Action Plan). • School EAM Event (key document considered at or prior to event) • Student Staff Liaison Groups (SSLGs) (to receive & consider) (<i>to capture student voice</i>) • School Board / Institutional EAM Event (will receive assurances on various quality aspects for reporting to Senate)
<p>Programme Annual Reports (PAR) 2019/20 (from previous session 2018/19)</p>	<p>Validated Models only; Completed by: Collaborative Partner</p> <p>Designated section also required to be completed by UWS Collaborative Contact.</p>	<p>For submission by: 21 October 2019</p>	<p>Programme Annual Report (PAR) (Validated Model Only) (Link: https://connect.uws.ac.uk/education/sitepages/eam.aspx)</p> <p>Note: Whilst there has been a recent shift in programme monitoring arrangements with a shift away from PARs, these are still necessary for validated collaborative partnerships; completion of this report will seek to provide assurances that quality and standards are safeguarded.</p> <p>Validated Collaborative Partners should provide the PAR to UWS Collaborative Contact/School. The UWS Collaborative Contact will complete relevant section of PAR to ensure School evaluation of the partnership.</p> <p>PARs will be used as follows:</p> <ul style="list-style-type: none"> • Divisional Programme Board (Copy to Deputy Dean) • Consideration at Joint Programme Panel (JPP) (October annually) • To report receipt of PAR (Validated) to Partnerships and Collaboration Committee.
<p>External Examiner Annual Report Response 2019/20 (from previous session 2018/19)</p>	<p>Programme Leaders/Programme Board</p>	<p>Response due for completion by: 21 October 2019</p>	<p>External Examiner Annual Report Response (<i>forms part of the External Examiner Report</i>).</p> <p>Schools complete response section of External Examiner Report Form and forward to the External Examiner and to QuEST.</p>

<p>School EAM Event 2019/20 <i>(to reflect and review the previous sessions activities 2018/19, and determine a School approach for the coming year)</i></p> <p>Participation: Strongly encourage engagement of students during School EAM Events.</p>	Deputy Dean and School Board	By end- November 2019	<p>EVENT: School-based EAM event managed by the School Board/School Service Delivery Team. Whilst some specific criteria must be followed, in general Schools have the autonomy to undertake this EAM activity as they feel is appropriate. Schools may wish to allocate peer review tasks across Divisions.</p> <p>The School EAM Event will be required to:</p> <ul style="list-style-type: none"> • Consider PMRs/ Action Plans for all programmes within the School. [The PMRs/Actions place will encompass several elements including MRF comments, CARs, NSS, NSS,ILR outcomes, PSRB, progression data and student data, all in one document per programme] • External Examiner Reports; • Outcomes from Institution-Led Review (ILR)(where applicable); • Previous year’s SMART Targets; • Elements for any non-standard delivery and student input; • Produce School EAM Report and School EAM Summary Outcomes; • Produce School SMART Targets 2019/20 (arising from 18/19) (for consideration at the Institutional EAM Event);
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<p>School EAM Report (from Event) and Summary Outcomes</p>	<p>School; School Service Delivery Team</p>	<p>Institutional EAM Event By 20th December 2019 (to QuEST) for IEAM Event</p> <p>February round of School Boards</p>	<p>Production of report for School Board and Institutional EAM Event.</p> <p>School Report will be used as follows:</p> <ul style="list-style-type: none"> • Submission to School Board (to provide assurances) • Submission to Institutional EAM Event (QuEST co-ordinating) <p>Assurances to Senate on Academic Standards: Both School Board and the Institutional EAM Event (via Education Advisory Committee (EAC)) will provide assurances to Senate.</p> <p>Note: To confirm assurances on behalf of the School on programme health, and that monitoring of academic and collaborative provision has taken place; providing assurances that standards are being maintained. The confirmation from School Boards (which escalates to Senate and Court) will inform the annual statement of assurance required for submission to SFC annually.</p>
<p><u>Confirmed</u> School SMART Targets 2019/20 <i>(taking into account reflection on previous session 2018/19)</i></p>	<p>School; Education and Quality Officer</p>	<p>By 20th December 2019 (to QuEST) for IEAM Event</p>	<p>Production of School SMART Targets for approval by School Board and for consideration at the Institutional EAM Event.</p> <p>SMART Targets will be used as follows:</p> <ul style="list-style-type: none"> • Submission to School Board (for approval) • Submission to Institutional EAM Event <p>School to Progress: Schools will be required to monitor progress with respect to their defined SMART targets. This will be continually followed up and progress captured at the next EAM cycle.</p>

<p>Institutional EAM Event 2019/20 <i>(to reflect and review the previous sessions activities at an institutional level, and identify any Institutional trends or areas for consideration in the coming year)</i></p>	<p>QuEST</p> <p>In liaison with:</p> <ul style="list-style-type: none"> • UWS Academy; • Education Futures; • Deputy Deans; • Head of Divisions; • IT; • Strategic Planning; • Student Life. 	<p>15 January 2020</p> <p>EAM Event (PM)</p>	<p>EVENT: Institutional EAM event managed by QuEST.</p> <p>QuEST will require material from Schools by Friday 20th December 2019 for circulation to participants for Institutional Event immediately after the Christmas break.</p>
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Appendix 3 MODULE REVIEW FORM (MRF)

In completing this MRF, it is useful to reflect on:

Q: Where are we now?

Q: Where do we want to be in the future?

Q: How are we going to get there?

Q: How will we know when we get there?

School:	
Session being Reviewed: <small>(e.g. 2018/19)</small>	
Module Title:	
Module Code:	
Module Coordinator:	
Other staff involved in delivery:	

	Term 1	Term 2	Term 3 /Resit Diet	Overall
No. of Students Enrolled				
No. of Staff Teaching on Module				
% Pass Rate				
Corresponding Pass Rate in Previous Session				
Mean Mark				

Guidance Note

Module co-ordinators may choose to begin completion of MRFs following each diet to ensure that a qualitative evaluation is undertaken at a timely stage within the process. Thereafter, MRFs should be completed as soon as possible after the module runs for the last time in a session with a final submission deadline by end September. Quantitative data provided later in the process may result in slight refinements nearer the submission deadline.

Module co-ordinators have responsibility for ensuring that the module moderator and the School Assessment Board Chair are in agreement and comfortable with the content of the completed MRF. Module teams should take cognisance of the School Plans and relevant Enabling Plans, and reflect upon how the delivery/content/structure of the module aligns with the targets and ambitions of these key plans.

- Completed MRFs should be lodged on the School Drive /attached to the relevant PMR.
- Module review should feed into the relevant Programme Monitoring Report / Action plan, where applicable.

PART 1 – ASSURANCE

<p>Delivery & Attendance Comment on how the module has operated.</p>
<p>Assessment (Co-ordinators comments)</p>
<p>Assessment (Moderators comments)</p>

PART 2 – EVALUATION AND ENHANCEMENT

Where appropriate, module co-ordinators should evaluate modules by taking full cognisance of external examiner comments, pass rates, making use of statistical data available to inform developmental changes and enhancement. Reflection on changes from previous years may also be useful.

<p>Teaching & Learning Approaches Briefly evaluate the teaching & learning approaches used in the module (in light of the pass rate) indicating the effectiveness of any changes in the method of module delivery. Please highlight the use made of any new or innovative teaching & learning approaches.</p>
<p>Assessment Evaluate the assessment strategy used in the module and comment on the performance of students in the module compared with previous years and also the performance in constituent parts of the assessment.</p>
<p>Student Feedback Comment on the student feedback which was received on the module and indicate the action taken. (It would be useful to identify how many students undertook the module, and how many respondents). Feedback should reflect comment from a diverse range of module participants from all campuses and modes of delivery.</p>
<p>Multi-campus delivery/Multi-mode delivery (CRNs) and Collaborative Delivery Comment on the comparison of the equity of delivery and student experience at all campuses and sites of delivery. Comments should also encompass WBL elements, blended learning, online learning, etc.</p>
<p>Personal Development Planning Comment on the extent and method by which the PDP elements identified in the module descriptor are disseminated to the students and how any shortcomings will be addressed.</p>
<p>Virtual Learning Environment Comment on the use of the VLE and any further plans for enhancement.</p>
<p>Action Confirm changes which are proposed in the delivery or assessment of the module in the coming session. These changes should be designed to rectify any identified weaknesses and also to enhance the student learning experience. In addition, indicate if referred for action/information elsewhere (eg. Divisional Programme Board, School Board, University Committees or other).</p>
<p>Additional Comments including any module amendments</p>

PROGRAMME MONITORING REPORT 2019 – ONLINE COMPLETION

SESSION 2019/20 (to review session 2018/19)

Programme Monitoring Reports (PRMs)/Action Plans will require programme teams to comment on the data/metrics provided, as well as providing reflective comment with respect to several directed questions (where applicable). **The PMR should seek to ensure validity and currency of programmes.**

PMRs/Action Plans – for completion no later than 21 October 2019.

PMRs should be completed by the Programme Leader directly on the PMR site located at -: Academic Data Service Applications.

Once approved by the School Approver, a designated colleague within the School Service Delivery Team shall be notified automatically for use at the School EAM Event. QuEST shall also be notified.

Programme Monitoring Report (PMR) / Action Plan UWS Enhancement & Annual Monitoring 2019 (reviewing 2018/19 session)

Programme Performance Data – will be provided on the site. Data will be finalised by 30 September 2019.

QUESTION 1:

Overview & Reflection: This is an opportunity for you to reflect on the previous session and highlight successes, examples of positive practice and any challenges faced from a programme perspective.

QUESTION 2:

Student Success: Please comment on the **patterns of Progression and Success** at each level of your programme, identifying the factors influencing positive and less positive performance.

QUESTION 3:

Student Satisfaction: Please comment on the **Student Satisfaction** survey outcomes for your programme, identifying the factors influencing positive and less positive performance.

QUESTION 4:

Student Destinations: Please comment on the **Student Destinations** of your programme, identifying the factors influencing positive and less positive performance.

QUESTION 5:

Programme Health: Please comment on the pattern of applications and entrants to your programme, identifying the factors influencing positive and less positive performance.

QUESTION 6:

External Examiners: Please provide details of specific comments from the external examiner(s) and the actions taken. Any concerns raised by the external examiner with regards to academic standards should be recorded here. (Maximum 6 allowed).

QUESTION 7:

Reviews: Was your programme subject to Institution-Led Review (ILR) or Professional, Statutory & Regulatory Body (PSRB) review? Provide comment.

QUESTION 8:

Collaborative: Is your programme part of a collaborative franchise delivery? If so, please provide comment.

QUESTION 9:

Programme Action Plan: Please select how many actions are identified for the year ahead. (Maximum of 6 actions allowed)

QUESTION 10:

Business Continuity (a): The institutional target time to resume teaching following a major disruption is **5 working days**. If this programme, or key parts of it need to be resumed in a different timescale (sooner or later) please document this and explain why. Provide comment.

[Free text box](#)

QUESTION 11:

Business Continuity (b): Buildings the programme needs delivered from: [list of buildings and associated campus \(c30 total across 5 campuses\)](#) Ayr & London don't need specific buildings, for the other 3 can we have an option that reads e.g. Paisley, general teaching space.

QUESTION 12:

Business Continuity (c): Priority times of year if applicable (Aside from exams, are there any key times that would be hard to recover from if they were missed?) ([Choose as little or as much as wanted from terms 1 -3 and weeks 1 – 15 for each, plus a free text option](#))

QUESTION 13:

Business Continuity (d): Is any equipment, internal or external support required to deliver this programme **in addition to** routine AV equipment and teaching space? If so please itemise below including any existing arrangements for each item if it should fail or become unavailable. If there are more than 8 lines, please add the remaining to a word document and upload via attach file button at end of form.

Equipment or other dependencies	Current measures to prevent loss or damage	Alternative plan if equipment etc fails or becomes unavailable with estimated lead time and cost

QUESTION 14:

Business Continuity (e): If disrupted what would be the most likely response? Options are in no particular order and multiple may be appropriate. Please provide details for each option selected. [Add some detail for each box that's ticked, especially the "other" box?](#)

Options	Up to and including 5 days	Over 5 days
Altered or extended teaching hours	Are tick boxes <u>and</u> free text possible? Failing that maybe an extra column on the table for comments on each row that is selected.	User can select as many boxes as they like. Can we force them to pick at least one from <=5 & >5 columns?
Reschedule classes until later in the session		
Provision of reading materials to replace class time		
Online provision such as a recording of a previous years lecture where applicable, or other internal/external resources.		
Delivery by other internal colleagues (taking account of existing commitments)		
Discuss the potential to buy in staff cover with Dean		
Delivery at an alternative location (provide details)		
Other		
Any other relevant information		

Please contact ResilienceandSafety@uws.ac.uk with any questions with respect to the Business Continuity questions.

**SCHOOL SUMMARY OUTCOMES REPORT
FOR PROVIDING ASSURANCES TO SENATE**

ENHANCEMENT AND ANNUAL MONITORING FOR TAUGHT PROVISION

**SESSION 2019/20
(to review 2018/19)**

School of: *(enter as appropriate)*

Assurances to Senate:

Following the completion of the annual monitoring cycle undertaken during session 2019/20 (to review 2018/19), the School Board can provide the following confirmation to Senate:

Area Under Review	School comment / confirmation
The School provides assurances on programme health with respect to the validity and currency of programmes.	
Monitoring of academic and collaborative provision has taken place within the School and that standards are being maintained.	
Monitoring of research teaching linkages within the School has taken place.	
All External Examiner reports received have been responded to appropriately by the School.	
Where appropriate, quality assurance on any short course provision (non-University awards) offered within the School has been undertaken.	
To confirm that appropriate actions are being taken in response to issues raised, and that actions from the previous year's activities have been addressed.	

Confirmation from the Dean of School:

SCHOOL: INSERT TITLE OF SCHOOL

INSERT DEAN/NAME:

Signed:

Date

Forms part of the External Examiner Report

EXTERNAL EXAMINER ANNUAL REPORT RESPONSE

RESPONSE TO BE COMPLETED VIA DIVISIONAL PROGRAMME BOARD

Responses to External Examiners must be considered and confirmed at the appropriate Divisional Programme Board meeting.

Name of External Examiner

Programme/Subject

Academic Session

External Examiner Comment	Response by Divisional Programme Board

Signed <i>(on behalf of the Programme Board)</i>	Date
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Signed <i>(Dean of School on behalf of the School)</i>	Date
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Date sent to External Examiner by School	
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Distribution following signature by Head of School:
 School Business Manager
 School Education & Quality Officer
 Divisional Programme Board Chair
 Donna MacAlister (QuEST) for uploading