Quality Enhancement & Standards Team
(QuEST)
Chapter 7
Enhancement and Annual Monitoring
Session 2022/23
Chapter 7  Enhancement and Annual Monitoring

Appendices

Appendix 1  Timeflow Chart – School Enhancement and Monitoring Process 2022/23
Appendix 2  Enhancement and Annual Monitoring (EAM) Key Dates Session 2022/23 (To Review AY 2021/22)
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Appendix 7  External Examiner Annual Report Response

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. Some new elements relating to triangulation with NSS and survey data will also feature for this cycle; with a significant review of our EAM processes anticipated to follow during session 2022/23.

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).

EAM APPROACH FOR 2022/23

Annual monitoring remains a fundamental key quality function of the University. Given this, over the last two sessions, only a small number of adjustments have been made to the process, some of which will be continued in the forthcoming cycle for 2022/23. The key principles remain but the process continues to offer enhanced flexibility for Schools to best manage the workload. School Boards will continue to have increased ownership as to how their School manages its annual monitoring, mainly with School events continuing to be optional. The main shift this year is trying to more explicitly embed NSS actions to those arising from annual monitoring with a view to having a more joined up approach.
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 can also be accessed from the UWS Connect Home page under core systems.

This site will enable Schools to complete their **Programme Monitoring Reports (PMRs)** electronically within this bespoke online site. The site provides the PMR template and the associated data (grouped by School/programme). PMRs from previous cycles are archived and remain on the site for viewing.

**a) Key Dates and Documentation**

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

<table>
<thead>
<tr>
<th>Key documents include the following:</th>
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<tbody>
<tr>
<td>Module Review Forms (MRFs)</td>
</tr>
<tr>
<td>Programme Monitoring Report (PMR) / Action Plans</td>
</tr>
<tr>
<td>NSS/Survey Action Plans</td>
</tr>
<tr>
<td>Programme Annual Reports (PARs) (validated collaborative partners only)</td>
</tr>
<tr>
<td>Collaborative Annual Reports (CARs) (franchise collaborative partners only)</td>
</tr>
<tr>
<td><strong>External Examiner Reports &amp; Responses</strong></td>
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<tr>
<td>Summary of Analysis of External Examiner Reports (QuEST)</td>
</tr>
<tr>
<td><strong>Divisional Summary Overview</strong></td>
</tr>
<tr>
<td>School EAM Report / Summary Outcomes (either from School Event/or Board)</td>
</tr>
<tr>
<td>School SMART Targets</td>
</tr>
<tr>
<td>Institutional EAM Report (QuEST)</td>
</tr>
</tbody>
</table>

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 is **currently under review** to ensure this is refreshed and that it appropriately addresses our flexible delivery approaches. We are also exploring whether MRFs can be online for staff access. A full review of annual monitoring processes will include exploring options for an online MRF and building on work previously considered by Academic Quality Committee (AQC).

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 Evaluation 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 **routinely being the end of 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 routinely 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 School-wide consideration (either at a School annual monitoring focused event or at School Board).

c) Programme Monitoring Reports (PMRs)/ Action Plans

<table>
<thead>
<tr>
<th>Approach for Session 2022/23 (to review 2021/22):</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Academic Data Service Applications site is the main source to facilitate all Programme Reviews. Also features on core systems on Connect Home page.</td>
</tr>
</tbody>
</table>

- For this cycle, a pilot to increase the links between the PMR/EAM outcomes with any actions arising from **National Student Survey (NSS) results** will take place; each School holding a meeting with Senior Management to inform actions. It is hoped to evidence more effective use of data to inform outcomes.

- **School/NSS Monitoring:** As an Institution, we want to triangulate the NSS actions plans and EAM targets. School responses should ensure NSS outcomes correlate with EAM activities. Whilst NSS Action Plans will be required per programme, NSS Divisional Action Plans will only be required where there are actions identified across a set of programmes.

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

- **The site will “Go Live” on Monday 12 September 2022.**

- 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 12 September 2022 with final data normally being lodged by **early October**.

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.
- For the upcoming cycle, the PMR mirrors the streamlined approach adopted last session. The shorter version with less questions of a more generic nature was well received by colleagues and for this reason it has been retained. It provides general questions allowing increased flexibility in its completion. Two additional questions; one linked to NSS and one linked to the Curriculum Framework now feature. We are piloting a system which will pull through PMR actions and NSS actions into one definitive place for monitoring purposes and tracking. Further information on this will follow.

**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 Friday 21 October 2022.

- Only once the School Approver has confirmed the final PMR, will the Programme Leader 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).

- **Head of Divisions** will produce a brief Divisional Summary Overview of PMRs/EAM activity (Appendix 5) in their Division for School Board (covering all relevant provision). This overview should be completed by end November 2022, with School-level discussions either at School Event or School Board completed by February 2023.

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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, but Schools have flexibility to determine the most appropriate method of student engagement.

The PMR will require approval by the School Approver prior to agreement by the appropriate Divisional Programme Board and should be submitted to the Chair of the Divisional Programme Board by the submission deadline of 21 October 2022.

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) via Divisional Summary Overview
- To lodge NSS/Survey Action Plans
- School EAM Event (Optional event) or School Board (will normally receive Divisional Summary Overviews)
- 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 liaision 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) normally by the annual submission deadline of end August (some flexibility can be requested). Depending on the agreed term dates of the partner, there is some flexibility for submission of the PAR (in line with (e) below) but they must be received prior to the Autumn Joint Programme Panel (JPP).

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. School EAM activities 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.

QuEST School Partners are identified in the table below. 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 for those who opt to hold one this session.

<table>
<thead>
<tr>
<th>School</th>
<th>QuEST Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Business &amp; Creative Industries</td>
<td>Edmund Harrison</td>
</tr>
<tr>
<td>School of Health &amp; Life Sciences</td>
<td>Donna Taylor</td>
</tr>
<tr>
<td>School of Computing, Engineering and Physical Sciences</td>
<td>Sharon Cosh</td>
</tr>
<tr>
<td>School of Education and Social Sciences</td>
<td>Leanne Steele</td>
</tr>
</tbody>
</table>

**School Based Scrutiny: Stage 1 – Information**

For 2022, Schools will not be required to hold separate School EAM events. It is optional as to whether Schools hold separate EAM Events, or whether they would prefer to embed this discussion within their February 2023 School Board. Regardless of the method adopted by each School, the interim process will seek to complement academic contingency work already underway within Schools, as well as providing assurances on Quality and Standards, and must be concluded by end February 2023.
The format of School annual monitoring offers flexibility where Schools can determine the best approach.

**Key material** required for the event /or for consideration at the February School Board will include the following:

- **Divisional Summary Overviews** (confirming that PMRs/Action Plans have been received for each programme / or cognate group of programmes (as appropriate) and highlighting key areas/ or actions identified within. There must be assurances that full discussion has taken place at Divisional level, with identification of Divisional-level actions and may embed NSS/Survey actions.

There will be an expectation that the following will have been scrutinised at Divisional level:

- PMRs;
- External Examiner reports and responses;
- CARs (if applicable / may be encompassed in PMR);
- Previous year’s EAM SMART targets;
- NSS / Student Experience Surveys / iGraduate Survey / School level survey outcomes.

The School should also reflect on UWS Curriculum Framework 2022, Learning and Teaching Thematic Plan, Student Success Policy, School Operational Plan and the UWS Strategy2025.

School-based Annual Monitoring activities (whether event or School Board based), take place with discussion predominantly around Divisional Summary Overviews, PMRs, Survey results and feedback from External Examiners and students. A peer review approach may be desirable to ensure adequate scrutiny.

**School Based Scrutiny: Stage 2 – Review and Reflection**

Schools will have autonomy to determine the most suitable approach to review and reflect on their provision and either a School Event should take place or this parallel activity can be covered at School Board level. Schools will determine how material should be reviewed and commented on. Advice can be sought from the School’s QuUEST Business Partner in terms of agenda and activities.

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

- A designated member of the School Service Delivery Team will prepare a **School Report on annual monitoring**. (Regardless of the approach, a separate report on EAM will be requested; this could be an independent report from the EAM School Event, or if via School Board, a separate Appendix could be produced for the School Board minute).
- **SMART Targets** will be agreed (see stage 3).
- A **Summary Outcomes Report** will also be completed based on standard template (Appendix 6).
  In cases where standards issues are identified, the School is responsible for ensuring that any necessary actions are followed up promptly.

The Event/or School Board 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 Based Scrutiny: Stage 3 – Identify Actions

SMART targets are identified along with issues for the School 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 draft SMART Targets will be taken to the Institutional EAM event in January. (Draft SMART Targets will be required in advance of the February School Board)

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.

<table>
<thead>
<tr>
<th>Responsibilities of School-based Annual Monitoring</th>
</tr>
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<tbody>
<tr>
<td>These activities will be led via the Deputy Dean/School Service Delivery team and will normally:</td>
</tr>
<tr>
<td>➢ 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.</td>
</tr>
<tr>
<td>➢ 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.</td>
</tr>
<tr>
<td>➢ Provide an opportunity to draw pertinent issues to the attention of the School Board, as well identifying any areas of good practice.</td>
</tr>
<tr>
<td>➢ Provide an opportunity for students to be involved in the annual review of programmes (either at Event or Board).</td>
</tr>
<tr>
<td>➢ Ensure production of Divisional Summary Overviews by Head of Divisions.</td>
</tr>
<tr>
<td>➢ Provide a formal School Report of the School-based activities documenting annual monitoring discussions. This School EAM report (either event report, or Appendix to School minute) 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.</td>
</tr>
<tr>
<td>➢ Identify actions (SMART targets) and good practice for final approval by the School Board. Where timings permit, these will be considered at the Institutional EAM Event (normally draft SMART targets).</td>
</tr>
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4 RESPONSIBILITIES OF THE SCHOOL BOARD

Where a School EAM Event takes place, outcomes will feed into School Board.
Where no School EAM Event takes place, parallel activity will take place at the 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 (where appropriate) and School SMART targets comprising an analysis of Divisional Programme Board discussions. If no School EAM event, the School Board will consider the Divisional Summary Outcomes. The SMART targets will be prepared by the Deputy Dean, assisted by the School Service Delivery team 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 Divisional Summary Overviews and draft SMART Targets will provide key evidence during Institution-Led Review and QAA Review processes. Draft SMART Targets will normally be used at the Institutional EAM Event annually in January.

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;
- 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.
- Any further adaptations required in light of the pandemic are recorded and endorsed by the School (where applicable).
5 INSTITUTIONAL ANNUAL MONITORING EVENT

The Quality Enhancement & Standards Team (QuEST) will host the Institutional Annual Monitoring event which, during session 2022/23, 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 2022/23 (to review 2021/22):
The Institutional Event for session 2022/23 will be held on Wednesday 25 January 2023.

Decisions as to whether the event will be held on-campus or facilitated remotely are yet to be determined; this will inform the format of the event.

It is anticipated this year’s Institutional Event will:

- Provide a sector update;
- Consider Divisional Summary Overviews;
- Consider School draft SMART Targets 2022/23 (arising from 2021/22);
- Enable School reflection on the shift to flexible learning;
- Enable School reflection on the bedding in of the Aula VLE platform;
- Take an Institutional Focus & Quality of Student Experience;
- Ensure Student Union involvement to reinforce student engagement;
- Provide an opportunity for discussion/networking;
- Receive Institutional Survey Overview Data/Headlines 2021/22 (undertaken by Strategic Planning);
- Receive highlights from External Examiner Reports and Institution-Led Reviews 2021/22 (undertaken by QuEST);
- Seek to “close the loop” – from previous year’s IEAM.

QuEST will require School-based material from by 17 January 2023.

It is recognised that School Board approval of SMART targets may still be pending (February).

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. Where relevant, the report may feature a response to any continuing impact of the pandemic. 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 2022/23 (to review 2021/22) is provided below:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date(s)</th>
<th>Purpose</th>
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<tbody>
<tr>
<td>NEW Senior Management NSS meetings</td>
<td>July 2022</td>
<td>Interim Principal, VP(LTS), Interim Head of QuEST, Director/or Head of LTIE &amp; Director of Strategic Planning &amp; Dev hold meetings to discuss NSS 2022 results/data and assign to categories.</td>
</tr>
<tr>
<td>NEW School/NSS Monitoring</td>
<td>Terms 1 and 2</td>
<td>Deputy Deans will be tasked to meet with all PLs and provide a response, and Schools will be asked to provide details of tracking/ongoing monitoring during Terms 1 and 2. Deputy Deans may devolve this activity to their Heads of Division. As an Institution, we want to triangulate the NSS actions plans and EAM targets. School responses should ensure NSS outcomes correlate with EAM activities. Whilst NSS Action Plans will be required per programme, NSS Divisional Action Plans will only be required where there are actions identified across a set of programmes.</td>
</tr>
<tr>
<td>PMR site will 'go live'</td>
<td>On Monday 12 September 2022</td>
<td>To allow Schools to begin completion. Expectation – PLs may wish to begin, even if data is not finalised. Provisional data will be lodged on Dashboard</td>
</tr>
<tr>
<td>MRF completion</td>
<td>By end September 2022</td>
<td>Module evaluation; To inform PMRs &amp; improvements; To reflect on effectiveness and success of the module.</td>
</tr>
<tr>
<td>External Examiner Reports submitted</td>
<td>By 15 September 2022</td>
<td>External Assurance of Academic Standards; To inform PMRs &amp; improvements; External Examiners consider samples; Responses will follow thereafter.</td>
</tr>
<tr>
<td>External Examiner Responses</td>
<td>By 15 October 2022</td>
<td>Programme Teams to provide responses to External Examiner Reports (timing subject to receipt of External Examiner report)</td>
</tr>
<tr>
<td>Final Data available</td>
<td>By Wednesday 5 October 2022</td>
<td>Final data will be lodged/confirmed on Dashboard</td>
</tr>
<tr>
<td>PMR completion (By PLs and teams)</td>
<td>By Friday 21 October 2022</td>
<td>Programme evaluation and review; To inform School planning &amp; improvements. We are piloting a system which will pull through PMR actions and NSS actions into one definitive place for monitoring purposes and tracking. Further information on this will follow.</td>
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<tr>
<td>PMR approval (undertaken by Head of Divisions)</td>
<td>By Friday 28 October 2022</td>
<td>Approvers may undertake approval of PMRs as received; Useful to retain a window for any PMR influx around the completion date.</td>
</tr>
<tr>
<td>Event Description</td>
<td>Date</td>
<td>Details</td>
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<tr>
<td><strong>Divisional Programme Board (DPB) – Scrutiny of PMRs</strong></td>
<td>By Friday 25 November 2022</td>
<td>To consider relevant PMRs assigned to Divisional Programme Board. Schools may opt to hold extra-ordinary DPBs, or this may be a desk-based exercise via email (for noting at next DPB). Either way, expectation is that DPBs will undertake this task, the outcomes of which will inform completion of Divisional Summary Overviews by HoDs.</td>
</tr>
<tr>
<td><strong>Divisional Summary Overview completion (completed by Head of Divisions)</strong></td>
<td>By end November 2022</td>
<td>Following Divisional scrutiny of EAM materials, this overview should highlight pertinent points from their Division’s PMRs and identify Divisional SMART targets. This continuing activity may be used to incorporate the NSS discussions. Expectation is that DPBs will endorse the summary, normally via email should this not align with a DPB</td>
</tr>
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| **School EAM Events (School Board-Led)** | By mid-December 2022 | In partnership with students. Considers Divisional Summary Overviews (and PMRs) alongside other material. Produces:  
  - School EAM Report  
  - Draft SMART Targets 2022/23  
  - School Summary Outcomes (for Senate) |
| **School Deadline for Materials for IEAM Event** | By 17 January 2023 | Timeline necessary to enable materials to be circulated to participants in advance of IEAM. |
| **Institutional EAM Event (IEAM)** | 25 January 2023 (PM) | In partnership with students. Produces:  
  - IEAM Report (to include follow-up to previous year)  
  - Newsletter (for wider circulation to staff & students) |
| **School Board (may embed EAM activity if no School Event)** | Mid-February 2023 (to finalise all EAM activities and outcomes) | Agrees:  
  - School EAM Report (if available). If no previous Event, the School Board will provide EAM report.  
  - Draft SMART Targets 2022/23  
  - School Summary Outcomes Report (for Senate)  
  Summary Outcome Report to provide assurances on academic standards for upward reporting to Senate. |
| **Education Advisory Committee (EAC)** | 23 February 2023 | 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** | 22 March 2023 | Statement of Assurances. Senate receives:  
  - 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** | 27 April 2023 | Court will receive confirmation in April. |
### Appendix 2

#### Enhancement and Annual Monitoring (EAM) KEY DATES – Session 2022/23
(to review AY 2020/21)

<table>
<thead>
<tr>
<th>Report/Document/ Activity/Event/ Other</th>
<th>Lead Responsibility For Completion by:</th>
<th>Timescales Required by:</th>
<th>For Submission to: (where applicable) (Material should be lodged on School Drive) Use for Report / Activity</th>
</tr>
</thead>
</table>
| **Collaborative Annual Report (CAR) 2022**                      | Franchise Models only; Completed by: Collaborative Partner Designated section also required to be completed by UWS Link Tutor. | For submission by: **End of August 2022**                                                    | 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. **CARs will be used as follows:**  
  - Divisional Programme Board (receive and consider)  
  - Informs PMRs/ Action plans by PLs  
  - School EAM Event (Optional whether CARs considered at event)  
    *(CAR may inform action plans for event)*  
  - To report receipt of CAR to Partnerships and Collaboration Committee (PCC). |
| **External Examiner Annual Report 2022**                       | External Examiners                                                                                      | For submission by: **15 September 2022**                                                     | Online External Examiner Report Form – available at end of T2  
  *(www.uws.ac.uk/about-uws/uws-commitments/quality-enhancement/external-examiner/)*  
  Online completion to Quality Enhancement & Standards Team (QuEST). **External Examiner Reports will be used as follows:**  
  - 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*  
  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. |
<table>
<thead>
<tr>
<th>Module Review Forms (MRF) 2022 (from previous session 2022/23)</th>
<th>Module Co-ordinators</th>
<th>For completion by: End September 2022 (To be completed as soon as possible after the module runs for the last time in a session)</th>
</tr>
</thead>
</table>

Note: Centry produced data available from Strategic Planning soon after T1 & T2. T3 data & overall module success data available by 30 September 2022.

- **Module Experience Questionaire (MEQ)** survey data will be analysed as part of module review.

**MRFs will be used as follows:**
- Inform Programme Monitoring & development of PMR/ Action plans by PLs and Divisional Programme Board.
- School EAM Event (Optional whether MRFs considered at event) *(MRFs may inform action plans for event)*
- 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.

<table>
<thead>
<tr>
<th>N.B. Strategic Planning will ensure final data is lodged on PMR site by 30 September 2022.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Programme Monitoring Report (PMR) 2022 (from previous session 2021/22)</th>
<th>Programme Leaders</th>
<th>For completion by: 21 October 2022</th>
</tr>
</thead>
</table>

The **Academic Data Service Applications** site will be the main source to facilitate all Programme Reviews.

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).

The site will “Go Live” on Monday 12th September 2022.

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 12 September 2022 with final data being lodged by 5 October 2022.
| Programme Annual Reports (PAR) 2022 (from previous session 2021/22) | Validated Models only; Completed by: Collaborative Partner Designated section also required to be completed by UWS Collaborative Contact. | For submission by: End August 2022 (flexibility permitted as partner terms may deviate, but must be provided prior to Autumn JPP) | Programme Annual Report (PAR) (Validated Model Only) 
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. 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. 

PARs will be used as follows: 
- 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. |
| --- | --- | --- | --- |
### School EAM Event 2022/23 (Optional)
*(to reflect and review the previous sessions activities 2021/22, and determine a School approach for the coming year)*

| Participation: Strongly encourage engagement of students during School EAM Events. | Deputy Dean and School Board | By end November 2022 | **EVENT:** *(OPTIONAL)* 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. **The School EAM Event may wish to:**

- Consider **PMRs/ Action Plans** for all programmes within the School;
- Consider **Divisional Summary Overviews** within the School.
- 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 draft SMART Targets 2022/23** (arising from 21/22) (for consideration at the Institutional EAM Event);

If no School Event is held, these EAM activities will be undertaken elsewhere by the School, normally culminating at the February School Board.
### School EAM Report (from Event) and Summary Outcomes

<table>
<thead>
<tr>
<th>School; School Service Delivery Team</th>
<th>Institutional EAM Event By 25th January 2023 (to QuEST) for IEAM Event February round of School Boards</th>
<th>Production of report for School Board and Institutional EAM Event.</th>
</tr>
</thead>
</table>

**Assurances to Senate on Academic Standards:**
Both School Board and the Institutional EAM Event (via Education Advisory Committee (EAC)) will provide assurances to Senate.

Confirmation of Covid-19 contingencies will also be confirmed.

**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.

### School Draft SMART Targets 2022/23 (taking into account reflection on previous session 2021/22)

<table>
<thead>
<tr>
<th>School; Education and Quality Officer</th>
<th>By 17th January 2023 (to QuEST) for IEAM Event</th>
<th>Production of School SMART Targets for approval by School Board and for consideration at the Institutional EAM Event.</th>
</tr>
</thead>
</table>

**SMART Targets will be used as follows:**
- Submission to School Board (for approval)
- Submission to Institutional EAM Event

**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.
<table>
<thead>
<tr>
<th>Institutional EAM Event 2022/23</th>
<th>QuEST</th>
</tr>
</thead>
</table>
| (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) | In liaison with:  
  - Learning Transformation, Innovation & Environments);  
  - Deputy Deans;  
  - Head of Divisions;  
  - IT;  
  - Strategic Planning & Development;  
  - Student Life. |
| 25 January 2023 EAM Event | EVENT: Institutional EAM event managed by QuEST.  
QuEST will require material from Schools by **Monday 17th January 2023** for circulation to participants for Institutional Event. |
**Appendix 3  MODULE REVIEW FORM (MRF) – 2022**  
(Currently under review)

**MODULE REVIEW FORM 2022-23**

*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?

<table>
<thead>
<tr>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session being reviewed</td>
</tr>
<tr>
<td>Module title</td>
</tr>
<tr>
<td>Module code</td>
</tr>
<tr>
<td>Module Coordinator</td>
</tr>
<tr>
<td>Other staff involved in the delivery</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3/Resit Diet</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students enrolled</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of staff teaching on module</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Pass rate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corresponding pass rate in previous session</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Mean mark</td>
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<td></td>
</tr>
</tbody>
</table>

**Guidance Notes**

Module Coordinators 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 the end of September. Quantitative data provided later in the process may result in slight refinements nearer the submission deadline.

Module Coordinators 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 thematic Plans and reflect upon how the delivery/content/structure of the module aligns with the targets and ambitions of these key plans and the UWS Curriculum Framework.

- 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

**Delivery and attendance**  
Comment on how the module have operated and any continuing impact of covid-19.

**Assessment (Comments from the Module Coordinator)**

**Assessment (Comments from the Moderator)**

## PART 2 – EVALUATION AND ENHANCEMENT

*Where appropriate, Module Coordinators 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.*

**Overall reflection on continuing impact of Covid-19 on module delivery (where applicable)**  
Include details of any adjustments made in response to Covid-19, this could include examples of innovative or effective online practice in response to pandemic. Evaluate the use of online delivery (where applicable).

**Teaching and 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 and learning approaches.

**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.
<table>
<thead>
<tr>
<th><strong>Student feedback</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Multi-campus delivery/multi-mode delivery (CRNs) and Collaborative Delivery (where applicable)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Personal Development Planning</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Virtual Learning Environment (VLE) / Learner Management System (LMS)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Comment on the use of the VLE/LMS and any further plans for enhancement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Action</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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 (e.g., Divisional Programme Board, School Board, University Committees or other).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Additional Comments including any module amendments</strong></th>
</tr>
</thead>
</table>
PROGRAMME MONITORING REPORT 2022 – ONLINE COMPLETION

SESSION 2022/23 (to review session 2021/2022)

PMRs/Action Plans will require programme teams to provide reflective comment with respect to several directed questions. The PMR should seek to ensure validity and currency of programmes.

PMRs/Action Plans – for completion no later than Friday 21 October 2022. The PMR should be brief (suggested length of no more than three pages). Use bullet points where possible.

PMRs should be completed by the Programme Leader directly on the PMR site located at:

Connect Home Page Programme Monitoring Report

Once approved by the School Approver, a designated colleague within the School Service Delivery Team shall be notified automatically for use at the School/Divisional level (provided they are on the member list).

Programme Monitoring Report (PMR) / Action Plan
UWS Enhancement & Annual Monitoring 2022 (reviewing 2021/22 session)

Programme Performance Data – will be provided on the site. Data will be finalised by 5 October 2022.

QUESTION 1:
Overview & Reflection: This is an open question giving the opportunity to reflect on the previous session in general, taking student engagement into account and the student learning experience. As part of this overview, at minimum, you may wish to comment on :-

- Programme Health;
- Any recent Reviews (eg. If your programme was subject to Institution-Led Review (ILR) or PSRB review);
- Collaborative aspects - if your programme is part of a franchise delivery;
- Any proposed curricular changes;
- Follow-up from last year’s cycle – status of actions, anything ongoing;
- Successes, examples of positive practice;
- Challenges faced from a programme perspective (both as a result of Covid-19 and out with Covid-19).

QUESTION 2:
Quality Assurance and Monitoring:

Q2 (a) Please comment on any quality assurance matters and provide a high-level overview of any further changes made in the continuing response to the Covid-19 outbreak/resulting shift to Hybrid Delivery, addressing how arrangements have operated and the impact of these changes.
- Please confirm whether any further academic contingency activity was necessary during 2021/22 or whether the programme was able to shift back to ‘normal’ delivery.
- Please reflect and confirm how the team is continuing to address the move to hybrid delivery.
- Please confirm that any PSRBs were consulted and content that any adaptations were in line with accreditation criteria.
- Forward planning at programmatic level in light of the pandemic/or other factors should be answered in Q5.

Q2 (b) In post pandemic time, will the areas identified as working well continue to be retained?

FREE TEXT BOX
Progression and outcome comments: Please comment on the patterns of progression and success at each level of your programme, identifying factors influencing positive and less positive performance. You may wish to review programme performance over a longer period where the data is available rather than a straightforward comparison with the outcomes from 2021.

FREE TEXT BOX

NSS/Survey comments (undergraduate programmes only): Institutional discussion surrounding National Student Survey (NSS) results has been undertaken at senior level and cascaded down to Programme teams. What is the outcome following consideration of NSS and related survey data and how does the team intend to make improvements where required?

In addition, you may wish to attach your NSS Programme Action Plan to the PMR.

FREE TEXT BOX

Quality Assurance and Monitoring - 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 4 allowed).

FREE TEXT BOX

UWS Curriculum Framework alignment: Please outline the ways in which the programme engages and aligns with the Curriculum Framework. You may find it helpful to consider the reflective questions in the document Engaging with the Framework and aligning your provision (2021-22).

Your answers should include details on the following:

- In what ways did the programme team engage with the Curriculum Framework?
- Were there existing aspects of the programme that connected to the principles of the Curriculum Framework?
- Were any changes made to enhance the programme in line with the Curriculum Framework? If so, what were these changes?
- When were the changes made?
- Did these changes require approval and, if so, what steps were taken to achieve this? (e.g. student consultation; external examiner input; module amendments; approval event)
- If the programme is undergraduate, were design changes required to embed the central APPD module at Level 7? How has this affected the programme? (please state if the programme had a deferral for APPD implementation)
- If postgraduate, please provide detail on the ways in which the programme shares modules and/or operates as part of a framework. If this is not currently the case, please outline any ways in which this could be achieved in the future.

FREE TEXT BOX

Programme Action Plan: Please select how many actions are identified for the year ahead. (Identified actions may inform Divisional and/or School SMART targets)

As part of the Action Plan, teams should comment on any anticipated operational challenges to delivery over the 2022/23 academic year, and what plans are in place or being considered locally (at programmatic level) to address these should any further adjustments be required due to the ongoing pandemic. Teams should also identify any challenges or opportunities related to the ongoing move to hybrid delivery, the new Curriculum Framework and/or the transition to Aula Learner Management System. For undergraduate programmes leaders and teams need to ensure that they are cognisant of the Consumer and Market’s Authority guidance on the provision of material information to current and potential students. (Maximum of 4 actions allowed)

FREE TEXT BOX

Action 1:
Action 2:
Action 3:
Action 4:
Please contact ResilienceandSafety@uws.ac.uk with any questions with respect to the Business Continuity aspects.
DIVISIONAL SUMMARY OVERVIEW 2022/23 (to review 2021/22)

INTRODUCTION
Head of Divisions to produce a brief Divisional Summary Overview of PMRs/EAM activity in their Division for School Board (covering all relevant provision). The brief report should provide evidence to support reflection at Divisional/School level.

The overview should be completed by end November 2022, with School-level discussions either at School Event or School Board completed by February 2023. The Divisional Summary should be brief, only highlighting key points. Use bullet points where possible.

DETAILS

<table>
<thead>
<tr>
<th>School</th>
<th>Insert</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division</td>
<td>Insert</td>
</tr>
<tr>
<td>Head of Division (Author)</td>
<td>Insert</td>
</tr>
<tr>
<td>Date Completed</td>
<td>Insert</td>
</tr>
<tr>
<td>Programme List Appended</td>
<td>See Appendix</td>
</tr>
<tr>
<td>(Extract from School Master Spreadsheet)</td>
<td></td>
</tr>
<tr>
<td>Date of Scrutiny – Divisional Board</td>
<td>Insert</td>
</tr>
<tr>
<td>Date Signed off by -: Divisional Programme Board (either via DPB meeting or Desk-based &amp; Chairs Action)</td>
<td>Insert</td>
</tr>
<tr>
<td>Date Endorsed at School Board</td>
<td>Insert</td>
</tr>
</tbody>
</table>

The Divisional Summary Overview is based on PMR 2022 questions (to review 2021/22).

On reflection of completed PMRs, please provide a high level overview response on each topic:
(can refer to supporting spreadsheet to minimise repetition, and provide brief narrative on key points – where appropriate, covering each programme attached to the Division)

**Q1 Overview & Reflection on Programmes within the Division:**

FREE TEXT BOX

**Q2 Quality Assurance and Monitoring:**

**Q2a** Comment on any pertinent quality assurance matters identified within PMRs within the Division.

FREE TEXT BOX

**Q2b** Provide comment on post pandemic learning, teaching and assessment approaches which may be retained within the Division.

FREE TEXT BOX
<table>
<thead>
<tr>
<th>Q2c</th>
<th>Comment on any progression matters identified with PMRs.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FREE TEXT BOX</td>
</tr>
<tr>
<td>Q2d</td>
<td>Comment on NSS/Survey actions plans relevant to the Division.</td>
</tr>
<tr>
<td></td>
<td>FREE TEXT BOX</td>
</tr>
<tr>
<td>Q3</td>
<td><strong>Quality Assurance and Monitoring - External Examiners:</strong> Comment on any important matters expressed by External Examiners as identified within PMRs.</td>
</tr>
<tr>
<td></td>
<td>FREE TEXT BOX</td>
</tr>
<tr>
<td>Q4</td>
<td>Comment on how the Division is engaging and aligning to the UWS Curriculum Framework and what areas across the Division still require consideration. Have programme teams considered the reflective questions in the document Engaging with the Framework and aligning your provision (2021-22)? Indicate any programmes with a deferral.</td>
</tr>
<tr>
<td></td>
<td>FREE TEXT BOX</td>
</tr>
<tr>
<td>Q5</td>
<td><strong>Programme Action Plan:</strong> Identify any Divisional-wide actions identified on scrutiny/reflection of PMRs. (Recommend Maximum of 4 actions allowed)</td>
</tr>
<tr>
<td></td>
<td>FREE TEXT BOX</td>
</tr>
<tr>
<td>Q6</td>
<td><strong>Programme Business Continuity:</strong> Comment on any anticipated operational difficulties in delivery over the 2022/23 academic year for the Division, and what plans are in place or being considered locally (at divisional level) to address these should any unanticipated disruption emerge.</td>
</tr>
<tr>
<td></td>
<td>Please contact <a href="mailto:ResilienceandSafety@uws.ac.uk">ResilienceandSafety@uws.ac.uk</a> with any questions with respect to the Business Continuity aspects.</td>
</tr>
<tr>
<td></td>
<td>FREE TEXT BOX</td>
</tr>
</tbody>
</table>

Append:

Programme List – associated with the Division
Assurances to Senate:
Following the completion of the annual monitoring cycle undertaken during session 2021/22 (to review 2020/21), the School Board should provide the following confirmation to Senate:

<table>
<thead>
<tr>
<th>Area Under Review</th>
<th>School comment / confirmation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The School provides assurances on programme health with respect to the validity and currency of programmes.</td>
<td></td>
</tr>
<tr>
<td>Monitoring of academic and collaborative provision has taken place within the School and that standards are being maintained.</td>
<td></td>
</tr>
<tr>
<td>Monitoring of research teaching linkages within the School has taken place.</td>
<td></td>
</tr>
<tr>
<td>All External Examiner reports received have been responded to appropriately by the School.</td>
<td></td>
</tr>
<tr>
<td>Where appropriate, quality assurance on any short course provision (non-University awards) offered within the School has been undertaken.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Confirmation of any further adaptations required in light of the pandemic are recorded and endorsed by the School.</td>
<td></td>
</tr>
</tbody>
</table>

**Confirmation from the Dean of School:**

SCHOOL: INSERT TITLE OF SCHOOL  
INSERT DEAN/NAME:

<table>
<thead>
<tr>
<th>Signed:</th>
<th>Date</th>
</tr>
</thead>
</table>
# Response to External Examiner Report

## Reviewing 2021/22

<table>
<thead>
<tr>
<th>External Examiner Comments:</th>
<th>Response by Programme Team</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

**Author (on behalf of the Programme Team):**

Date:

**Approved (on behalf of Divisional Programme Board):**

Date:

**Date sent to External Examiner by School:**

- [ ] School Business Manager
- [ ] Education Quality Officer
- [ ] Divisional Programme Board Chair
- [ ] Donna MacAlister (QuEST) for uploading