Annual Monitoring and Evaluation Procedures

2023-24

BLOOMSBURY
INSTITUTE
LONDON

Index

Committee Approval

Committee	Committee Action	Date
QAEC	Recommended approval	20 September 2023
Academic Committee	Approved	27 September 2023
	Date in force	1 October 2023

The Annual Monitoring and Evaluation Procedures will be reviewed annually by our Quality Assurance and Enhancement Committee. Any amendments require the approval of our Academic Committee.

1.   Introduction

Annual monitoring and evaluation is a key part of our **Annual Planning Cycle** which should be read alongside this document.

Our Annual Monitoring and Evaluation Procedures are designed to provide assurance regarding the quality and standards of our programmes, providing opportunities for the sharing of good practices, and identifying areas for enhancement.

Annual monitoring and evaluation is important because it generates evidence-based reports which reflect the perspective of our academic staff, who are best placed to assess any potential risks to the quality and standards of their provision. At the heart of the process is the ability to demonstrate that we have a self-critical approach to quality and standards.

2.   Principles and Purpose

The QAA Quality Code, Advice and Guidance for Monitoring and Evaluation, states that:

"Monitoring and evaluation of higher education is an essential process within providers, forming a fundamental part of the academic cycle. It can, and should, look at all aspects of the higher education experience. All higher education providers are involved in course monitoring and review processes as these enable providers to consider how learning opportunities for students may be improved."

Our Annual Monitoring and Evaluation Procedures aim to:

- provide evidence that the standards and quality of our academic provision are being maintained and enhanced;

- promote rigorous and critical self-evaluation of our provision;

- facilitate the identification and dissemination of good practice;

- engage a range of stakeholders in the exercise, particularly students, collaborative partners, employers and other key stakeholders.

3.   Annual monitoring and evaluation process

During each academic year, our Annual Monitoring and Evaluation Procedures comprise the following elements (each occurring in the order stated):

3.1   Initial Course Evaluation (ICE)

The Initial Course Evaluation (ICE) is completed by new students. It is conducted at the course level around four weeks into the students' course. The ICE is intended to be an 'early warning' survey to ensure that all new students have settled into their studies and are not facing any difficulties.

The results from the ICE are considered within the relevant Course Committee. The results are also received by the Quality Assurance and Enhancement Committee (QAEC) and the Senior Academic Leader Team (SALT) for information, and they are formally considered within the Annual Course Evaluation Report (ACER); see **Section 3.6** below.

3.2   Transition Experience Survey (formerly Welcome Back Survey)

The Transition Experience Survey is completed by continuing students as they transition between levels. It is conducted at the course level around four weeks into the start of their new academic year.

The survey is intended to ensure that all students have transitioned well into their next level of study (i.e. from Level 4 to Level 5, and so on) and are not facing any difficulties.

The results from the Transition Experience Survey are considered within the relevant Course Committee. The results are also received by the Quality Assurance and Enhancement Committee (QAEC) and the Senior Academic Leader Team (SALT) for information, and they are formally considered within the Annual Course Evaluation Report (ACER); see **Section 3.7** below.

3.3　Student Module Evaluation Questionnaire (SMEQ)

A Student Module Evaluation Questionnaire (SMEQ) is completed by students for each module. It is conducted at module level.

The results from the SMEQ are considered within the relevant Course Committee. The results are also received by the QAEC and SALT for information.

The results from the SMEQ are collated and commented on by Module Leaders in the Module Monitoring Report (MMR); see **Section 3.4** below. The results of the SMEQ are formally considered within the Annual Monitoring and Evaluation Report (AMER); see **Section 3.8** below.

3.4　Module Monitoring Report (MMR)

The Module Monitoring Report (MMR) is completed by the Module Leader after the end of each term/semester. The MMR collects data and Module Leader commentary on:

- Module results and statistics [including Grade Distribution Reports]

- Whether the module is flagged

- Commentary on SMEQ [see **Section 3.3** above]

- Canvas VLE Engagement

- Student performance on assessments

- Employability and enterprise-related skills development

The results from the MMR are collated and formally considered within the AMER; see **Section 3.9** below.

3.5　External Examiner Report (EER) and External Examiner Response Form (EERF)

The Quality Department receives all External Examiner Reports (EERs) via the awarding body and circulates to the Course Leader(s). If there are any urgent actions to take, this is coordinated and monitored by the Head of Quality who ensures that, if required, there is a timely report back to the external examiner.

The relevant Course Leader completes an External Examiner Response Form (EERF). The QAEC approves the EERF prior to its submission to the awarding body.

The EER and the EERF are received by the relevant Course Committee. The relevant Course Committee monitors the completion of any actions set out within the EERF.

The QAEC has institutional oversight of the completion of any actions and monitors any responses from the Course Committees.

The Academic Committee also receives all EERs and EERFs.

EERs are formally considered within the AMER; see **Section 3.8** below.

Student representatives are also present at the committees where these are considered.

3.6   Annual Course Evaluation Reports (ACERs)

The Annual Course Evaluation Report (ACER) is completed at the mid-year stage of delivery of a course and is informed by the Internal External Intelligence Report (IEIR). The ACER includes a holistic reflection on the strengths and weaknesses of the course. The purpose of the ACER is not just to identify weaknesses; strengths and good practices are also identified so that they can be disseminated internally and externally.

The ACER incorporates an Action Plan. Actions relate to how weaknesses will be rectified and how strengths and good practices will be built upon. Implementation of the Action Plan is monitored within the relevant Course Committee. The minutes of the Course Committee are received by the QAEC for consideration and action if a matter has been referred to the QAEC for consideration (otherwise the QAEC will have online access to the minutes for information).

Within the ACER, the Action Plan from the previous year is reviewed. The Action Plan from the current AMER is also reviewed, this being its mid-year point.

The Annual Course Evaluation Report (ACER) is approved by the QAEC, following a recommendation for approval by the relevant Course Committee, and received by the Academic Committee for information.

3.7   Overview ACER

Once all the ACERs have been finalised and approved, the Overview ACER is compiled. The Overview ACER is informed by the IEIR and summarises the salient points and Action Plans from each ACER.

Within the Overview ACER, the Action Plan from the previous year is reviewed. The Action Plan from the current Overview AMER is also reviewed, this being its mid-year point.

The Overview ACER incorporates an Action Plan.

The Overview ACER is approved by the QAEC. It is received by the SMT and the Academic Committee for information. Implementation of the Overview ACER Action Plan is monitored within the QAEC. The QAEC minutes are received by the Academic Committee and SMT for consideration and action.

3.8   Annual Monitoring and Evaluation Reports (AMERs)

The Annual Monitoring and Evaluation Report (AMER) is completed for each course at the end of each academic year.

It is the principal instrument for the routine monitoring of our activities. The AMER provides comprehensive and reliable evidence[1] on the quality and standards of our academic provision, and on factors that impact upon that provision. It provides intelligence on current and possible future developments within a Course Team's academic or professional community and across the institution.

The AMER procedure is a crucial component of the deliberative aspect of the quality system – a system that is dependent on the mutual accountability of, and open exchanges between, managers, students and staff. A useful or conclusive AMER is comprehensive, forward-looking, action-focused, strategic and evaluative. The AMER provides an 'early warning' of issues and factors that may affect – either positively or negatively – the standards and quality of our provision.

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[1] Comprehensive in this instance means that the evidence has sufficient breadth and depth to infer conclusion and reliable means that the evidence utilised is confirmed to be credible, relevant and supports the conclusions drawn.

The AMER identifies areas of good practice which are worthy of dissemination throughout the institution. This dissemination will take place through the Teaching and Learning Forum (which is convened by the Centre for Excellence in Teaching and Learning (CETL)).

The AMER incorporates an Action Plan. The Action Plan is an integral part of the AMER and it distinguishes between the actions required from the Course Team itself, and those required from other parts of the institution. Action points are identified within the sections of the AMER, and cross-referenced to the Action Plan. The Action Plan from the current ACER is also reviewed, this being its mid-year point.

The AMER is approved by the QAEC, following a recommendation for approval by the relevant Course Committee, and received by the Academic Committee for information. Implementation of the Action Plan is monitored within the relevant Course Committee. The Course Committee minutes are received by the QAEC for consideration and action.

3.9　Overview AMER

The **Overview AMER** is informed by the individual AMERs. The Overview AMER summarises the salient points and Action Plans from each AMER. The Overview AMER includes an Action Plan. The Action Plan from the current Overview ACER is also reviewed, this being its mid-year point.

The Overview AMER is approved by the QAEC. It is received by the SMT and the Academic Committee for information. Implementation of the Action Plan is monitored by the QAEC. The minutes of the QAEC are received by the Academic Committee and SMT for consideration and action.

4.　The student voice

Students input into our Annual Monitoring and Evaluation Procedures individually through the completion of the ICE, the Transition Experience Survey and the SMEQs (see above).

They also input through their representation on our key committees: Course Committees; the Quality Assurance and Enhancement Committee; the Academic Committee; and the Board of Directors.

The committee structure, the terms of reference of each committee and the membership (including student representation), is set out in the Corporate and Academic Governance Framework.

Students also input through their representation on our Student Staff Consultative Forum (see **Section 4.1** below.)

4.1　Student Staff Consultative Forum (SSCF)

To ensure effective institute-wide student representation and consultation, a single Student Staff Consultative Forum (SSCF) convenes at least once a term. The SSCF provides opportunities for students to feedback to staff about their programme and overall student experience. It also allows students to feed the Student Voice into strategic decision-making to inform change and enhancement. Through the SSCF we can fully consult and engage with students with regard to the development of key strategic and management initiatives as well as close the feedback loop on all matters related to student experience.

The Senior Management Team (SMT) and Quality Assurance and Enhancement Committee (QAEC) can refer items to the SSCF if they determine that institute-wide student consultation and engagement is required prior to exercising their decision-making powers. QAEC will receive the relevant extract of the SSCF minutes if a matter has been referred to the QAEC for consideration.

If the above is not the case, the QAEC will have online access to the SSCF minutes for information.

It is anticipated that some issues raised within the SSCF will be actioned and resolved without the need for formal consideration and action by a committee.

Agendas will primarily focus on academic issues identified by the student body (usually via Student Representatives), and staff must endeavour to ensure that the SSCF provides a forum to which all students feel able to contribute openly.

5.   Related regulations, policies and procedures

- Corporate and Academic Governance Framework
- Annual Planning Cycle

6.   Review

The Annual Monitoring and Evaluation Procedures will be reviewed annually by our Quality Assurance and Enhancement Committee. Any amendments require the approval of our Academic Committee.

7. Appendix: The Annual Monitoring and Evaluation Process

Module Level	Course Level	Committee approval and oversight
	ICE	Considered by relevant Course Committee Received by QAEC and SALT for information Formally considered within the ACER
	Transition Experience Survey	Considered by relevant Course Committee Received by QAEC and SALT for information Formally considered within the ACER
SMEQ		Considered by relevant Course Committee Received by QAEC and SALT for information Formally considered within the MMR and AMER
MMR		Formally considered within the AMER
	ACER Informed by the IEIR, ICE, and the following: • Other Student Feedback (through the student representatives) • Academic performance NOTE: The ACER has its own new Action Plan. The ACER includes: (i) review of previous year's ACER Action Plan; and (ii) progress report on current AMER Action Plan.	Approved by QAEC (following recommendation for approval by relevant Course Committee), and received by Academic Committee for information Monitoring of implementation of Action Plan by relevant Course Committee
	Overview ACER NOTE: The Overview ACER has its own new Action Plan.	Approved by QAEC, and received by the SMT and, Academic Committee for information

Module Level	Course Level	Committee approval and oversight
	The Overview ACER includes: (i) review of previous year's Overview ACER Action Plan; and (ii) progress report on current Overview AMER Action Plan.	Monitoring of implementation of Action Plan by QAEC
	AMER Informed by SMEQ, ICE, MMR, and the following: • Other Student Feedback (through the student representatives) • Data: retention, progression and achievement • External Examiner Reports (and External Examiner Response Form) NOTE: The AMER has its own new Action Plan. The AMER includes: (i) review of previous year's AMER Action Plan; and (ii) progress report on ACER Action Plan.	Approved by QAEC (following recommendation for approval by relevant Course Committee), and received by Academic Committee for information Monitoring of implementation of Action Plan by relevant Course Committee
	Overview AMER NOTE: The Overview AMER has its own new Action Plan. The Overview AMER includes: (i) review of previous year's Overview AMER Action Plan; and (ii) progress report on current Overview ACER Action Plan.	Approved by QAEC, and received by the SMT and Academic Committee for information Monitoring of implementation of Action Plan by QAEC