Annual Monitoring and Evaluation Procedures

2018-19

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Committee Approval

Committee	Committee Action	Date
QAEC	Recommended approval	26 September 2018
Academic Committee	Approved	23 November 2018
	Date in force	23 November 2018

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

This document forms a key part of our **Annual Planning Cycle** and should be read alongside such document. The following stages comprise our Annual Planning Cycle:

- Development of Internal and External Intelligence Report (IEIR)

- Development and approval of Overview Annual Course Evaluation Report (ACER) that is informed by individual course-level ACERs

- Review of current three-year Strategic Framework, and development and approval of new three-year Framework (that is based on Themes and Goals)

- Development of Annual Divisional/Departmental Outcomes (that are based on the Strategic Framework Goals)

- Approval of Corporate and Divisional/Departmental Budgets

- Approval of Annual Divisional/Departmental Outcomes

- Completion of Staff Appraisals and Development

- Development and approval of Overview Annual Monitoring and Evaluation Report (AMER) that is informed by individual course-level AMERs

- Mid-year review of Annual Divisional/Departmental Outcomes and additional budget allocations

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

- Interim Course Evaluation (ICE)

- Student Module Evaluation Questionnaire (SMEQ)

- Module Monitoring Report (MMR)

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

- Internal and External Intelligence Report (IEIR)

- Annual Course Evaluation Report (ACER)

- Overview ACER

- Annual Monitoring and Evaluation Report (AMER)

- Overview AMER

A brief summary of each of the above elements follows, with a detailed discussion included in **Sections 3 to 11** below:

The **ICE** is completed by students. It is conducted at course level and considered within the relevant Course Committee and the Senior Academic Leadership Team (SALT). It is received by the Quality Assurance and Enhancement Committee (QAEC) for information. The ICE is also formally considered within the ACER.

The **SMEQ** is completed by students. It is conducted at module level and considered within the relevant Course Committee and the SALT. It is received by the QAEC for information. The Term 1 SMEQ informs the ACER. The SMEQ is also formally considered within the MMR and AMER.

The **MMR** is completed by the Module Leader at the end of each semester and the results are collated and formally considered within the AMER. The MMR is appended to the AMER.

EERs are received by the relevant Course Leader (through the Academic Registrar or Head of Quality) who completes an **EERF**. The EER and EERF are received by the relevant Course Committee. The relevant Course Committee agrees any actions and monitors the completion of such actions. The QAEC has institutional oversight of all EERs and EERFs, and monitors the responses from the Course Committees. The Academic Committee also receives and considers all EERs as a key indicator of the quality and standards of a course. EERs are formally considered within the AMER.

The **IEIR** is approved by the Senior Management and Leadership Team (SMLT). The IEIR brings together all relevant internal and external intelligence which may have an impact on our future direction. The IEIR informs the development of: the three-year Strategic Framework and the Annual Divisional/Departmental Outcomes.

The **ACER** is approved by the QAEC (following a recommendation for approval by the relevant Course Committee and the SALT) and received by the Academic Committee for information. The ACER incorporates an Action Plan. Implementation of the Action Plan is monitored within the relevant Course Committee through the submission of a Progress Report. The minutes of the Course Committee, which refer to the Progress Report, are received by the QAEC for consideration and action.

The **Overview ACER** is informed by the IEIR and the individual ACERs. It is approved by the QAEC (upon recommendation of the SALT) and received by the Academic Committee and SMLT for information. The Overview ACER includes an Action Plan. Implementation of the Action Plan is monitored by the QAEC through the submission of a Progress Report. The minutes of the QAEC, which refer to the Progress Report, are received by the Academic Committee and SMLT for consideration and action.

[Note: The Overview ACER feeds into our Annual Planning Cycle by informing the development and implementation of the Strategic Framework and the Annual Divisional/Departmental Outcomes.]

The **AMER** is approved by the QAEC (following a recommendation for approval by the relevant Course Committee and the SALT) and received by the Academic Committee for information. The AMER incorporates an Action Plan. Implementation of the Action Plan is monitored within the relevant Course Committee through the submission of a Progress Report. The minutes of the Course Committee, which refer to the Progress Report, are received by the QAEC for consideration and action.

The **Overview AMER** is informed by the individual AMERs. It is approved by the QAEC (upon recommendation of the SALT) and received by the Academic Committee and SMLT for information. The Overview AMER includes an Action Plan. Implementation of the Action Plan is monitored by the QAEC through the submission of a Progress Report. The minutes of the QAEC, which refer to the Progress Report, are received by the Academic Committee and SMLT for consideration and action.

[Note: The Overview AMER feeds into our Annual Planning Cycle by informing the mid-year review of the Annual Divisional/Departmental Outcomes.]

2.   The student voice

Students input into our Annual Monitoring and Evaluation Procedures individually through the completion of the ICE (see **Section 3** below) and the SMEQ (see **Section 4** below).

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

They also input through their representation on our Student Staff Consultative Forum.

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.

Details of the Student Staff Consultative Forum is included in **Section 2.1** below.

2.1   Student Staff Consultative Forum (SSCF)

To ensure effective college-wide student representation and consultation a single **SSCF** convenes once a semester. The SSCF formally considers and actions college-wide issues and also provides a forum through which we can fully consult and engage with students with regards to the development of key strategic and management initiatives. The Senior Management and Leadership Team (SMLT) and the Quality Assurance and Enhancement Committee (QAEC) can refer items to the SSCF if they determine that college-wide student consultation and engagement is required prior to exercising their decision-making powers. The minutes of the SSCF are formally considered and actioned by the SMLT and QAEC. 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.

The Centre for Student Engagement, Wellbeing and Success also convenes separate student representative drop-in sessions through which group-related issues can be raised and actioned. The aim of these drop-in sessions (which do not form part of our formal committee structure) is to provide student representatives with an accessible and pro-active service, to build relationships with student representatives and to establish clear communication between staff and students. The effectiveness of the drop-in sessions is monitored through: (i) the SSCF (standing agenda item); and (ii) the SMLT (written report from the Director of the Centre for Student Engagement, Wellbeing and Success).

3.   Interim Course Evaluation (ICE)

The Interim Course Evaluation (ICE) is conducted at a course, not module, level. 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 ICE is conducted around four weeks into the students' course.

The survey is a paper-based EvaSys survey and the reports are generated through the EvaSys software. The software can be used to capture data from the hard copy surveys and data reports are returned within minutes of the survey 'closing'.

The areas that are covered by the ICE include the following:

- Information

    o   Did the student receive accurate information about the course before enrolment?

    o   Did the student receive the key documents: Student Guide, Student Charter, and Course Handbook?

    o   Did the key documents help the student to understand the areas the documents covered?

- Teaching

    o   Are the assessment requirements clear?

    o   Do lectures provide a good overview of relevant theory?

    o   Do seminars and/or workshops enable theory to be applied?

- Resources

    o   Has the student accessed the Canvas VLE?

- o Can the student access all areas of Canvas?

- o Is the material on Canvas helpful?

- o Has the student accessed the eBooks?

- o Does the student have a Birkbeck computer login?

- o Are the eBooks a useful way of accessing key texts?

- Cards

- o Has the student received ID, Student Central, and library cards?

- Other

- o How many times has the student accessed the Student Hub?

- o Did the Hub help resolve any issues?

- o Has the student's Personal Academic Tutor made contact?

- o Do classes start and finish on time?

- Overall satisfaction [plus qualitative comments]

- o How satisfied is the student with his/her experience of studying with us?

The results from the ICE are considered within the relevant Course Committee and the Senior Academic Leadership Team (SALT). The results are also received by the Quality Assurance and Enhancement Committee (QAEC) for information and they are formally considered within the Annual Course Evaluation Report (ACER); see **Section 8** below.

4. Student Module Evaluation Questionnaire (SMEQ)

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

The survey is a paper-based EvaSys survey and the reports are generated through the EvaSys software; see **Section 3** above.

The areas that are covered by the survey are:

- Content and structure

- Assessment and feedback

- Quality of teaching and learning

- Canvas (VLE)

- Personal Advice Network (PAN) scheme (previously the Personal Academic Tutor (PAT) scheme)

- Overall satisfaction [plus qualitative comments]

The results from the SMEQ are considered within the relevant Course Committee and the SALT. The results are also received by the QAEC for information. The Term 1 SMEQ informs the Annual Course Evaluation Report (ACER); see **Section 8** below.

The results from the SMEQ are collated and commented on by Module Leaders in the Module Monitoring Report (MMR); see **Section 5** below. The results of the SMEQ are formally considered within the Annual Monitoring and Evaluation Report (AMER); see **Section 10** below.

5. Module Monitoring Report (MMR)

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

- Assessment strategy

- Module results and statistics [including appended Grade Distribution Report]

    o Whether the module is flagged

- Commentary on SMEQ [see **Section 4** above; including appended SMEQ Report]

- Canvas VLE Engagement [including appended Canvas Engagement Report]

- Student performance on assessments

The results from the MMR are collated and formally considered within the AMER; see **Section 11** below. The MMR is appended to the AMER.

6. External Examiner Report (EER) and External Examiner Response Form (EERF)

Our Academic Registrar and Head of Quality receive all External Examiner Reports (EERs) and circulate to the Deputy Academic Principal and Course Leader. 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 EER and the EERF are received by the relevant Course Committee. The relevant Course Committee agrees any actions and monitors the completion of such actions.

The QAEC, which meets once a month, has institutional oversight of all EERs and EERFs, and monitors the responses from the Course Committees.

The Academic Committee also receives and considers all EERs as a key indicator of the quality and standards of a course.

EERs are formally considered within the AMER; see **Section 10** below.

[Note: Through our Annual Planning Cycle, targets/actions may be included within the AMER which could ultimately be included in the mid-year review of the Annual Divisional/Departmental Outcomes for implementation during the course of the academic year.]

EERs are made available to students through the VLE.

7. Internal and External Intelligence Report (IEIR)

The Internal and External Intelligence Report (IEIR) is approved by the SMLT.

The IEIR brings together all relevant internal and external intelligence which may have an impact on our future direction. The IEIR informs the development of the ACERs and the Overview ACER; see **Sections 8 and 9** below.

8.   Annual Course Evaluation Report (ACER)

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

The ACER is completed at the mid-year stage of delivery of a course.

The ACER is informed by, *inter alia*, the IEIR (see **Section 7** above), the ICE (see **Section 3** above), and the Term 1 SMEQ (see **Section 4** above).

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. Actions relate to how weaknesses will be rectified and how strengths and good practices will be built upon.

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 ACER incorporates a new Action Plan. Implementation of the new Action Plan is monitored within the relevant Course Committee through the submission of a Progress Report. The Course Committee minutes, which refer to the Progress Report, are received by the QAEC for consideration and action.

New actions can be added to the Action Plan from recent Course Committee meetings or other relevant meetings.

9.   Overview ACER

The Overview ACER is approved by the QAEC, following a recommendation for approval by the SALT. It is received by the Board of Directors, Academic Committee and SMLT for information.

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 a new Action Plan. Implementation of the new Action Plan is monitored within the QAEC through the submission of a Progress Report. The QAEC minutes, which refer to the Progress Report, are received by the Academic Committee and SMLT for consideration and action.

New actions can be added to the Action Plan from recent Course Committee meetings or other relevant meetings.

[Note: The Overview ACER is at the heart of the Annual Planning Cycle. In accordance with our Annual Planning Cycle, the Overview ACER informs the development of: the three-year Strategic Framework and the Annual Divisional/Departmental Outcomes.]

10.   Annual Monitoring and Evaluation Report (AMER)

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

The AMER is completed 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 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 quality and standards of our provision.

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

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

The AMER incorporates a new 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.

Implementation of the new Action Plan is monitored within the relevant Course Committee through the submission of a Progress Report. The Course Committee minutes, which refer to the Progress Report, are received by the QAEC for consideration and action.

New actions can be added to the Action Plan from recent Course Committee meetings or other relevant meetings.

11. Overview AMER

The Overview AMER is approved by the QAEC, following a recommendation for approval by the SALT. It is received by the Board of Directors, Academic Committee and SMLT for information.

Once all the AMERs have been finalised and approved, the Overview AMER is compiled. The Overview AMER summarises the salient points and Action Plans from each AMER.

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

The Overview AMER incorporates a new Action Plan. Implementation of the new Action Plan is monitored within the QAEC through the submission of a Progress Report. The QAEC minutes, which refer to the Progress Report, are received by the Academic Committee and SMLT for consideration and action.

New actions can be added to the Action Plan from recent Course Committee meetings or other relevant meetings.

[Note: In accordance with our Annual Planning Cycle, the Overview AMER informs a mid-year review of the Annual Divisional/Departmental Outcomes].

12. Related regulations, policies and procedures

- Corporate and Academic Governance Framework

- Annual Planning Cycle

- Annual Resource Planning Cycle

- Annual Monitoring and Evaluation Procedures

- Programme Review Procedures

13. 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.

13. Review

Appendix: The Annual Monitoring and Evaluation Process

Module Level		Course Level		Committee approval and oversight
		ICE		Considered by relevant Course Committee and SALT Received by QAEC for information Formally considered within the ACER
SMEQ				Considered by relevant Course Committee and SALT Received by QAEC for information Term 1 SMEQ informs the ACER Formally considered within the MMR and AMER
MMR				Formally considered within the AMER
		EER and EERF		Received by Course Committee which agrees any actions and monitors the completion of such actions Received by QAEC which monitors responses from the Course Committee Received by Academic Committee which considers EER as a key indicator of quality and standards of the course EER is formally considered within the AMER
		IEIR		Approved by SMLT Informs development of the ACER and Annual Divisional/Departmental Outcomes

		ACER Informed by the IEIR, ICE, Term 1 SMEQ 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 SALT), and received by Academic Committee for information Monitoring of implementation of Action Plan by relevant Course Committee (through Progress Report which may be written or recorded within minutes) Course Committee minutes, which refer to the Progress Report, are received by QAEC for consideration and action
		Overview ACER NOTE: The Overview ACER has its own new Action Plan. The Overview ACER includes: (i) review of previous year's Overview ACER Action Plan; and (ii) progress report on current Overview AMER Action Plan.		Approved by QAEC (upon recommendation of SALT), and received by Board of Directors, Academic Committee and SMLT for information Monitoring of implementation of Action Plan by QAEC (through Progress Report which may be written or recorded within the minutes) QAEC minutes, which refer to the Progress Report, are received by Academic Committee and SMLT for consideration and action
		AMER Informed by SMEQ, ICE, MMR and the following: • Other Student Feedback (through the student representatives) • Data: retention, progression, achievement and completion • 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 SALT, and received by Academic Committee for information Monitoring of implementation of Action Plan by relevant Course Committee (through Progress Report which may be written or recorded within minutes) Course Committee minutes, which refer to the Progress Report, are received by QAEC for consideration and action

| | | 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 January (upon recommendation of SALT), and received by Board of Directors, Academic Committee and SMLT for information

Monitoring of implementation of Action Plan by QAEC (through Progress Report which may be written or recorded within the minutes)

QAEC minutes, which refer to the Progress Report, are received by Academic Committee and SMLT for consideration and action |