Annual Monitoring and Evaluation Procedures

2020-21

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Committee Approval

Committee	Committee Action	Date
QAEC	Recommended approval	19 February 2020
Academic Committee	Approved	10 June 2020
	Date in force	28 September 2020

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 and approval of Internal and External Intelligence Report (IEIR)

- Development and approval of individual course-level Annual Course Evaluation Reports (ACERs) and Overview ACER

- Review of current Strategic Framework, and development and approval of new Strategic Framework that sets out the Goals and Sub-Goals that we will seek to achieve over a three-year period

- Development and approval of Divisional/Departmental Actions that will be implemented during the first 12-month period in order to achieve the Strategic Framework Goals and Sub-Goals

- Approval of Corporate Budget and Divisional/Departmental Budgets

- Completion of Annual Staff Appraisals and Development (ASADs)

- Development and approval of individual course-level Annual Monitoring and Evaluation Reports (AMERs) and Overview AMER

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

- Monitoring implementation of Divisional/Departmental Actions through Progress Reports, and monitoring risk through KPIs

Note: The Board of Directors and Academic Committee decided that the Strategic Framework 2019-20 should be carried forward to 2020-21, with updated Divisional/Departmental Actions that will be implemented in 2020-21.

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

- Initial Course Evaluation (ICE)

- Student Module Evaluation Questionnaire (SMEQ)

- Module Monitoring Report (MMR)

- End-of-year Course Evaluation (ECE)

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

- Internal and External Intelligence Report (IEIR)

- Annual Course Evaluation Reports (ACERs)

- Overview ACER

- Annual Monitoring and Evaluation Reports (AMERs)

- Overview AMER

A brief summary of each of the above elements follows, with a detailed discussion included in **Sections 3 to 12** below:

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

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

The **ECE** is completed by students. It is conducted at course level and considered within the relevant Course Committee. It is received by the QAEC and the SALT for information. The ECE is also formally considered within the AMER.

EERs are received by the relevant Course Leader (through the Head of Quality) who completes an **EERF**. The QAEC approves the EERF prior to its submission to the University of Northampton. 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 receives all EERs and EERFs for information. EERs are formally considered within the AMER.

The **IEIR** is approved by the Senior Management and Leadership Team (SMLT), (following a recommendation for approval by the QAEC). 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. The IEIR is received by the Academic Committee and Board of Directors for information.

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

The **ACER** is informed by the IEIR. It is approved by the QAEC (following a recommendation for approval by the relevant Course Committee) 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. The minutes of the Course Committee 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 and received by the Board of Directors, Academic Committee and SMLT for information. The Overview ACER includes an Action Plan. Implementation of the Action Plan is monitored by the QAEC. The minutes of the QAEC 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 Actions.]

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. The AMER incorporates an Action Plan. 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.

The **Overview AMER** is informed by the individual AMERs. It is approved by the QAEC and received by the Board of Directors, Academic Committee and SMLT for information. The Overview AMER includes an Action Plan. Implementation of the Action Plan is monitored by the QAEC. The minutes of the QAEC are received by the Academic Committee and SMLT for consideration and action.

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

2.   The student voice

Students input into our Annual Monitoring and Evaluation Procedures individually through the completion of the ICE (see **Section 3** below), the SMEQ (see **Section 4** below) and the ECE (see **Section 6** below).

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.

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 institute-wide student representation and consultation a single **SSCF** convenes at least once a term. The SSCF formally considers and actions institute-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 institute-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 Student Staff Liaison Manager (SSLM) also supports 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.

3.   Initial Course Evaluation (ICE)

The Initial 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 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 9** below.

4.   Student Module Evaluation Questionnaire (SMEQ)

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

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 5** below. The results of the SMEQ are formally considered within the Annual Monitoring and Evaluation Report (AMER); see **Section 11** below.

5. Module Monitoring Report (MMR)

The Module Monitoring Report (MMR) is completed by the Module Leader after the end of each 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 4** 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 12** below.

6. End-of-year Course Evaluation (ECE)

Similar to the ICE (see **Section 3** above), the ECE is conducted at a course, not module, level.

The ECE is modelled on the questions included within the National Student Survey.

The results from the ECE are considered within the relevant Course Committee. The results are also received by the QAEC and the SALT for information, and they are formally considered within the AMER; see **Section 12** below.

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

The Head of Quality receives all External Examiner Reports (EERs) and circulates to the Academic Registrar, Deputy Academic Principal, Programme Leader(s) and 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 University of Northampton.

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 11** 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 our Strategic Framework.]

EERs and EERFs are made available to students through the website.

8. Internal and External Intelligence Report (IEIR)

The Internal and External Intelligence Report (IEIR) is approved by the SMLT, following a recommendation for approval by the QAEC, and received by the Academic Committee and Board of Directors for information.

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 9 and 10** below.

[Note: The IEIR is a key part of the Annual Planning Cycle. In accordance with our Annual Planning Cycle, the IEIR informs the development of: the three-year Strategic Framework and the Annual Divisional/Departmental Actions.]

9. 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 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 8** above) and the ICE (see **Section 3** 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. The Course Committee minutes 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.

10. Overview ACER

The Overview ACER is approved by the QAEC. It is received by the SMLT, Academic Committee and the Board of Directors 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. The QAEC minutes 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 Actions.]

11. 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 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 standards and quality 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 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. The Course Committee minutes 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.

12. Overview AMER

The Overview AMER is approved by the QAEC. It is received by the SMLT, Academic Committee and the Board of Directors 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. The QAEC minutes 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 Strategic Framework and the Annual Divisional/Departmental Actions].

13. Related regulations, policies and procedures

- Corporate and Academic Governance Framework

- Annual Planning Cycle

14. 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.

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
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
		ECE		Considered by relevant Course Committee Received by QAEC and SALT for information Formally considered within the AMER
		EER and EERF		EERFs approved by QAEC. EERs and EERFs received by relevant Course Committee Course Committee monitors the completion of any actions set out within the EERFs QAEC has oversight of the completion of any actions and monitors responses from the Course Committee EERs and EERFs received by Academic Committee for information EERs are formally considered within the AMER

Module Level		Course Level		Committee approval and oversight
		IEIR		Approved by SMLT (following recommendation for approval by QAEC) Received by Academic Committee and Board of Directors for information Informs development of the ACERs and Overview ACER
		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 Course Committee minutes 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, and received by the SMLT, Academic Committee and the Board of Directors for information Monitoring of implementation of Action Plan by QAEC QAEC minutes are received by Academic Committee and SMLT for consideration and action
		AMER Informed by SMEQ, ICE, MMR, ECE 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 Course Committee minutes are received by QAEC for consideration and action

Module Level		Course Level		Committee approval and oversight
		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 SMLT, Academic Committee and the Board of Directors for information Monitoring of implementation of Action Plan by QAEC QAEC minutes are received by Academic Committee and SMLT for consideration and action