

Programme Monitoring and Review

Procedure

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1. Introduction

This document sets out the procedures for module, programme and apprenticeship programme monitoring and review which are used to ensure that University modules and programmes continue to maintain academic standards and provide a quality learning experience for University of the Built Environment students. The procedure is designed to allow continuous module and programme monitoring to allow information to be responded to in a timely manner. The approach used is also designed to be risk-based allowing a proportionate approach to monitoring and review allowing a greater focus on modules and programmes that are failing to meet the performance metrics.

The procedure is designed to meet the expectations for standards and core practices as set out in the UK Quality

Quality Assurance Agency for Higher Education (QAA) in the Quality Code and in meeting the [Office for Students on-going conditions of registration](#) on quality, reliable standards and positive outcomes for all students.

This procedure applies to University of the Built Environment's higher education and apprenticeship provision and includes the procedures for in-delivery monitoring of modules and programmes (see section 2); module evaluation (see section 3); programme review (see section 4) and apprenticeship programme review (see section 5). A high-level summary of the process is included within Appendix A.

This Procedure sits alongside [Programme Amendment and Discontinuation Procedure \(opens in new window\)](#).

2. Module and programme in-delivery monitoring

The University undertakes monitoring as an ongoing activity throughout the academic cycle at module level through in-delivery monitoring and at programme level via Programme Committee meetings and Quality Enhancement Plans.

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Through monitoring the University confirms that the standards of modules and programmes are maintained, that their quality is assured, and that opportunities for enhancement are identified and implemented.

Monitoring is evidence based using both qualitative and quantitative data to identify areas for enhancement and areas of good practice. This evidence includes student, External Examiner, staff, employer, industry and Professional Statutory Regulatory Body (PSRB) feedback, recruitment, retention and success data, programme KPI data, and recommendations from external review and (re)validation. When using data and other evidence the University ensures that it takes account of ethics and data protection requirements and ensures anonymity when using student data and information.

The University sets out clear roles and responsibilities of which members of staff are involved at which stage. Staff involved in monitoring are briefed on their role and provided with opportunities to attend training and development. The University also involves key stakeholders, such as students, in monitoring activities.

The process of monitoring is recorded clearly and reported into deliberative committees, which maintain oversight that monitoring is undertaken effectively and also periodically review monitoring processes to ensure that they remain effective. Monitoring also feeds into the programme evaluation and planning activities

2.1 Module monitoring

Module Leaders undertake monitoring of modules when they are being delivered to enable any immediate issues to be rectified rapidly. This in-delivery monitoring consists of the Module Leader reviewing the following:

- Weekly student feedback report
- Student engagement rates with the module on the Virtual Learning Environment (VLE) and with the resources
- Performance metric on student engagement with the first assessment
- Meetings with the learning designer to review the engagement and feedback on the module resources

2.2 Programme and module amendment

As part of Programme Review it may have been identified that it is necessary to make changes to a programme or to the module within the programme. The University operates a window each year where changes can be requested; changes outside of this window will only be approved if they are clearly in the best interests of students and following consultation with students and applicants. Full details on this process can be found in the Programme Amendment and Discontinuation Procedure.

Requests for changes are divided into three categories – editorial, minor and major and then processed accordingly with the correct level of approval.

AQU is responsible for monitoring the cumulative impact of all changes to a programme. Depending on the number of changes required, a full review revalidation of the programme may be required following discussion with the Vice Principal Education.

Changes to programmes must not be advertised or implemented until the programme amendment process is successfully completed.

2.3 Programme Committees

Programme Committees play a key role in in-delivery monitoring of the University's higher education programmes with their key purpose being to monitor, evaluate, review, and enhance University modules and programmes.

These meetings review the following information:

- Student feedback and student satisfaction rates;
- Student recruitment and admission data;
- Module outcome data;
- Programme achievement, success, and retention data;
- External Examiner feedback including issues raised and any thematic considerations;
- Outcomes from the Professional Engagement and Advisory Forums; and
- Review Programme Quality Enhancement Plans (QEP).

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Programme Committee meetings are conducted in line with their terms of reference. Student representatives are invited to attend Programme Committee meetings to ensure that student feedback can be sought on the items under discussion.

The Programme Committee meeting plays an important role in monitoring the implementation of the programme Quality Enhancement Plan (QEP), ensuring that actions are delivered on time and as planned.

3. Module evaluation

All University of the Built Environment modules and programmes are subject to evaluation following the delivery of each module. Module evaluation takes place after each running of the module prior to the Module Board. The responsibility for module evaluation rests with the Module Leader who reviews the performance of the module against the performance thresholds.

Module Leaders complete the **Module Leader Report template** as outlined in section 3.1 below and this report is reviewed by the programme External Examiners at the Module Board. Information and data from the module evaluation reports also feed into the process of updates to modules. It also flows into annual programme review.

Student feedback plays a key role in module evaluation with Module Leaders reflecting on the weekly feedback received from students and the results of the Module Evaluation Questionnaire (see section 3.2).

Module evaluation also reflects on:

- Academic performance on the module and performance against institutional module KPIs;
- Design, content and organisation of resources;
- Tutor resourcing and performance;
- Effectiveness of module enhancements since the last delivery; and
- Further commentary and recommended enhancements.

The report following module evaluation feeds into the Boards of Examiners and Programme Review. Part of the report includes a review of module resources and identification of any changes required.

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3.1 Module Leader Reports

Module Leaders complete a Module Leader Report form on the designated templates.

3.1.1 Module Leader Report

The Module Leader Report form is split into the following sections:

- Update and evaluation of the actions from the previous year;
- Overall fitness for purpose of the module based on the module performance metrics;
- Resources review;
- External Examiner, student feedback and tutor / marker feedback; and
- Further enhancements and actions.

The report should be representative of every programme that utilises the module and where appropriate include commentary on any performance differences by different groups of students. The report should include trend analysis with comparison where appropriate to the performance metrics on the previous running of the module. The report should capture elements that worked well together with any alterations or improvements that are proposed for introduction in the next session.

When completing the Module Leader Report Template, Module Leaders should draw on the following data and information:

- Weekly in-delivery student feedback on the module;
- In-delivery data on student engagement with module resources;
- Review of module performance against the module performance metric thresholds;
- Student module evaluation questionnaire responses;
- Regular review meetings with the Learning Designer; and
- Feedback from External Examiners and module tutor/marker feedback.

Module Leaders should seek input from the Digital Learning and Engagement Team when undertaking the review of module resources. Module Leaders should ensure that the report is concise and evaluative as opposed to descriptive. Where commentary is included that highlights enhancement is required this should lead to a specific action to enhance the module. Where performance thresholds have

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not been met an evaluation should be included as to the reason for this and enhancement actions identified to ensure that the performance threshold is met in the future. Detailed commentary is not required on aspects that work well and which meet the performance thresholds.

3.1.2 On completion of the Module Reports

Completed Module Leader Report forms should be uploaded to SharePoint for review as part of the Programme Review.

If there are proposed enhancements required to modules that require module amendment these must be processed in line with the Programme Amendment and Discontinuation Procedure.

3.2 Module Evaluation questionnaire

For each module students are invited to complete a questionnaire to feed back on their overall satisfaction of the module, teaching and learning opportunities, assessment and feedback and support. The feedback is collated and provided to the Module Leader to use to inform the module evaluation process. Any changes made to the module as a result of this feedback will be fed back to the next cohort of students undertaking the module.

4. Programme review

Programme review will be undertaken on an annual basis for each programme at the end of the spring semester with a **programme review scorecard** prepared by the Programme Leader using the relevant report form. However, Programme Leaders should be planning for annual programme review and monitoring programmes on an on-going basis through monitoring of data throughout the cycle and adding actions to the QEP. Section 4.1 below provides further information on the programme review scorecard. For higher education apprenticeship programmes an additional review is undertaken which is outlined in Section 6 below. Section 6 also details the process for the University's further education apprenticeship programme.

Within the University context the purpose of programme review is to:

- Ensure that the programme remains relevant (including in terms of institutional mission) and valid and continues to meet the needs of students and employers;

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- Consider the continuing effectiveness of the learning and teaching provision, the assessment regime and student engagement and support mechanisms;
- Consider the appropriateness of the structure and design of the programme in supporting student retention, achievement and progression;
- Monitor trends in student performance, retention and progression over time;
- Reflect upon, and respond to, the views of External Examiners and other external stakeholders;
- Identify opportunities and make recommendations for enhancement within individual modules and at programme level, e.g. in respect of curriculum, syllabi, teaching methods, learning materials or module/programme management and administration; and
- Share good practice within and across programmes.

The Programme Review process culminates in the production of a Programme Review Scorecard (see [section 4.1](#)) which should be evaluative and reflective rather than descriptive. It should be informed by metrics and enable Programme Leaders to act on areas of concern whilst at the same time encouraging innovation and enhancement.

The process uses both qualitative and quantitative data to evaluate how the programmes are operating. Sources of data and evidence will include:

- Data on applications, offers and enrolments.
- Module success rates for the modules on the programme.
- Programme continuation and completion rates.
- Programme attainment (degree classifications).
- Programme progression rates.
- Student feedback.
- External Examiner reports and feedback.

4.1 Programme review scorecard

The programme review scorecard will cover the following areas and will culminate in recommendations for immediate action and / or further investigation:

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- Review of key programme events and enhancements made during the reporting period.
- Review of student programme level performance metrics which includes data on admissions, module success rates, programme continuation, completion, and attainment rates with commentary on areas that have fallen below the performance threshold including review of the performance of certain groups of students this may include reviewing data broken down by protected characteristics.
- Review of Student Experience Survey (SES) and National Student Survey (NSS) data and any feedback from student representatives/ambassadors or student focus groups.
- Review of programme progression data based on destination of leavers data for undergraduate programmes.
- Engagement with External Examiners.
- Consideration of enhancements from Module Evaluation and any additional programme enhancements required for the following year.
- Identification of areas of good practice for wider dissemination.
- Update on any outstanding actions from validation or periodic review and re-validation.

4.2 Reporting

Programme review scorecard are reviewed and approved by the Programme Committee whose remit is to review and approve the scorecards, to the evaluate the enhancements required on each programme and collectively across the suite and to ensure that any institutional level enhancement requirements are raised to QSEC. The panel should also consider whether enhancements identified previously have been implemented on time and whether they have delivered the desired outcome(s), and ensuring the scorecards have been completed appropriately, with sufficient reflection on areas that are below institutional metrics to lead to enhancement.

Following the meeting of the Programme Committee a report detailing the main findings of the panel will be reported to QSEC.

The outcomes from the annual programme review process will be reported to relevant PSRBs by AQU in any annual return required by those organisations.

4.3 Communication of outcomes

Finalised programme review scorecards are shared with the wider programme team and External Examiners via the VLE.

4.4 Periodic review and re-validation

Periodic review refers to the process used to scrutinise existing programmes before a decision is made to revalidate a programme for continuing delivery. Periodic review has a wider remit than programme monitoring as it takes a retrospective view of the programme looking at previous trends but also includes a forward-looking rationale for change and development. Part of the process is to scrutinise the programme to ensure its continuing validity and relevance. Further information on periodic reviews can be found in the Programme Development and Validation Procedure.

5. Apprenticeship programme review

As well as module evaluation and programme review for apprenticeship programmes the University also undertakes an additional review of the additional elements that make up the apprenticeship programme. The University does this by undertaking a Self-Assessment Report (SAR) in the autumn which reviews performance against the judgements and commentary within the Ofsted Education Inspection Framework. The report is therefore split into the following sections with commentary on each aspect:

- Quality of education which is split out by intent, implementation and impact;
- Behaviours and attitudes;
- Personal development; and
- Effectiveness of leadership and management of the programme.

The SAR is a self-evaluative document required by Ofsted, in which the University provides a judgment grade based on the Ofsted grading criteria. The actions identified within the SAR are added to the Quality Enhancement Plan which is monitored quarterly by the Apprenticeship Quality Monitoring Committee.

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The University will be expected to submit its SAR to Ofsted prior to the Ofsted inspection.

Progress against the enhancements identified as part of the SAR are monitored quarterly through the production of quarterly positions statements updating on progress against the four areas of the SAR. The quarterly updates are reviewed by the Apprenticeship Quality Monitoring Committee (AQMC), Academic Board and Board of Trustees. The Programme Review Scorecard data and analysis feeds into the quarter one position statement.

6. Quality Enhancement

QEPs are a key way to ensure that appropriate action is taken to ensure that programmes and apprenticeship programmes are continually improved and that the impact of the enhancements made are effectively evaluated. They also enable enhancements to be prioritised, tracked, and reviewed and support the dissemination of good practice.

All module, programme and apprenticeship actions are recorded on either the QEP or for institutional apprenticeship enhancements on the Apprenticeship Quality Improvement Plan.

The QEP includes:

- Source of the enhancement for example is it as a result of student feedback.
- Quality enhancement required.
- Proposed actions to address the issue.
- Action owner and timescales.
- Programmes or modules that it is applicable to.
- Progress against action.
- How the enhancement will be disseminated and reviewed.

QEPs should be regularly reviewed by the action owners and progress against the action regularly updated. The overall responsibility for the ownership of these plans sits with the Programme Leaders. Progress with completing the actions and evaluating the success of the enhancement is monitored by the Programme Committee meeting. Issues of Institution-wide significance are fed into the University's Plan.

The Apprenticeship Quality Improvement Plan is owned by the Director of Apprenticeships and is monitored and reported quarterly at AQMC.

7. Module learning resources review

Module Evaluations and Programme Reviews inform the updates to module resources with all actions being recorded on the QEP.

8. Staff training and development

All staff involved in the monitoring, evaluation and review process are briefed on their role and are supported to undertake their role effectively.

Training will be arranged by AQU for members of staff that are involved in programme planning, monitoring and evaluation to ensure that they can effectively discharge their responsibilities.

9. Monitoring of procedures

This procedure is subject to periodic review in line with the Code of Practice Development Programme. QSEC maintains oversight of this procedure and can bring forward the date of review to ensure that the procedures for monitoring and review of programmes remain effective.

Reports will be provided to QSEC on the outcomes of Programme Reviews by the Annual Programme Review Report Panel and by AQU following periodic review and re-validation events. An overview and commentary on the effectiveness of procedures followed will also be provided in the annual Academic Quality and Standards Report.

10. Reference documents

QAA UK Quality Code for Higher Education Advice and Guidance (2024) evaluating quality and standards (Principles 4-6).



Appendix A: Overview of the module and programme monitoring and review procedure

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