The
University of
Law

PROGRAMME MONITORING AND REVIEW PROCEDURES

1   The University of Law's Programme[1] Monitoring and Review Procedures have been informed by the Quality Assurance Agency's Quality Code for Higher Education, specifically the Advice and Guidance Monitoring and Evaluation. The QAA's Quality Code is the definitive reference point for all UK higher education institutions and sets out how academic standards are established and maintained and how the quality of learning opportunities[2] are assured and enhanced. These procedures sit within The University of Law's Quality and Standards Code which provides a suite of policies designed to safeguard the academic standards of The University of Law (the University) and to assure the quality of learning opportunities offered; these procedures should therefore be read in conjunction with other relevant policies within the code.

Introduction

2   This policy sets out the procedures for Programme Monitoring and Review.

Responsibility for this policy

3   Ultimate responsibility for the development of clear and effective processes and procedures associated with the quality assurance and maintenance of standards of academic provision and overseeing their application lies with the Academic Board.

Expectation

4   The University has in place effective processes for the routine monitoring and periodic review of programmes. This includes the collection and analysis of appropriate information to ensure the continued effectiveness of the strategic approach to and enhancement of learning opportunities and teaching practices.

Key aims and principles

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[1] The term programme includes apprenticeship provision, specifically an apprenticeship standard and any degree award that forms part of the apprenticeship programme
[2] The term learning opportunities includes training provided through an apprenticeship programme.

5   The University ensures that effective processes are in place for monitoring and review of programmes.

6   The University defines roles in and responsibilities for monitoring and review, ensuring that they are clearly understood by those involved.

7   The University ensures that appropriate data is available to inform monitoring and review processes, including the views of external examiners, University staff, and feedback from students[3] and employers.

8   The University involves external participants, staff and students in monitoring and review processes, ensuring that appropriate support and development is provided.

9   The University ensures that its cycle of Periodic Review is planned on the basis of clear principles and co-ordinated as necessary with the requirements of Professional, Statutory, Regulatory and other external bodies.

10   The University defines the circumstances in which substantial changes are needed to a programme, which are subject to its policy for Programme Design and Approval.

11   The University ensures that the outcomes of and actions resulting from monitoring and review, including enhancements of the learning or training experience, are reported as appropriate within the University, to external bodies, and to students.

Procedures

12   The University ensures that procedures are in place to effectively monitor and review its programmes so that the outcomes of review may be used for enhancement purposes. Through the Academic Board, the University will:

12.1   reflect upon strong features and any good practice;

12.2   confirm responses made and actions taken, or planned, in response to issues raised by students, employers, a profession and others;

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[3] The term students refers to all individuals undertaking study at or training through the University including undergraduate, postgraduate, face to face and online students; and apprentices.

12.3   analyse programme-related management information,external examiner reports, and for apprenticeship programmes, end-point assessment outcomes;

12.4   capture actions that support programme planning and development; and

12.5   identify clear responsibilities for development work and any support needed to assist implementation.

Roles and Responsibilities

13   The chart below sets out the University's standards and quality cycle.
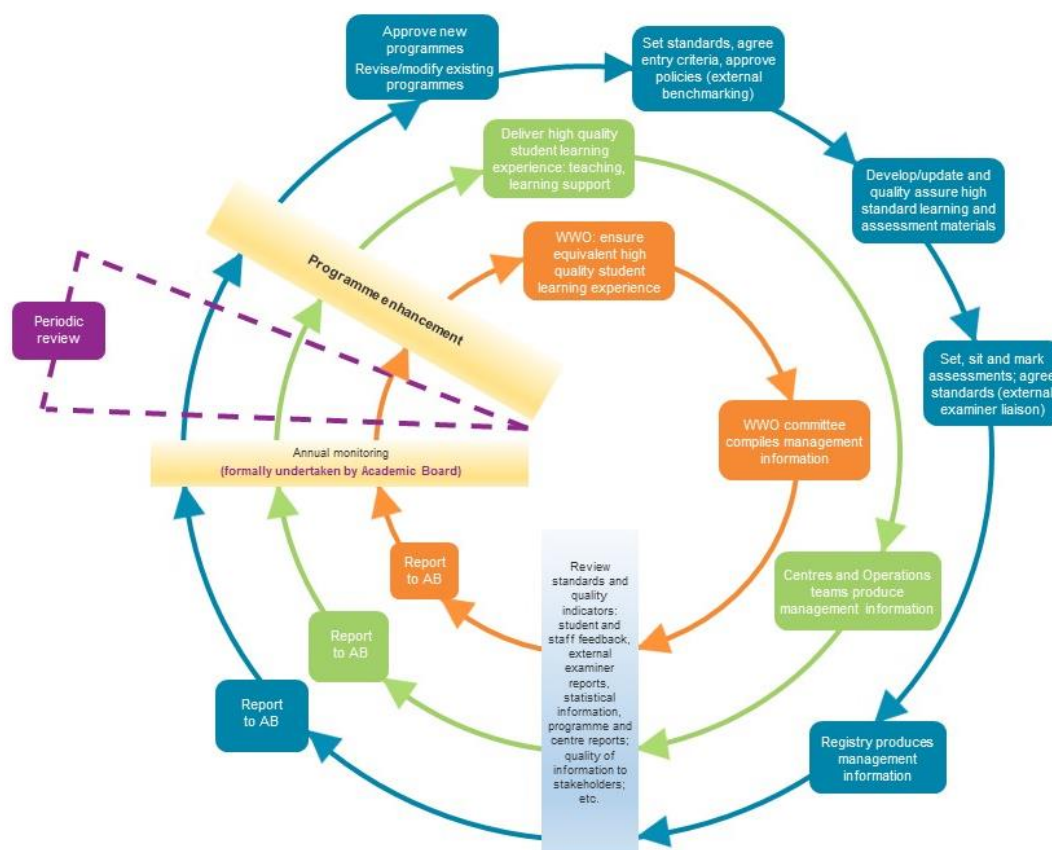
13.1   In-year, annual and periodic monitoring and review is an iterative process, responsibility for the oversight of which lies with the Academic Board.

13.2   Each functional team within the University is responsible for the implementation of the monitoring and review process within its area of responsibility.

13.3   In relation to in-year monitoring, each team is responsible for monitoring on-going student achievement and feedback, identifying and dealing with issues arising, monitoring progress against action plans and preparing update and exception reports and any additional reports required from time to time by the Academic Board.

13.4   In relation to annual monitoring and review each team is responsible for reviewing its performance against the relevant quality indicators, implementing appropriate actions and reporting to PSRBs and the Academic Board.

13.5   In relation to Periodic Review each team is responsible for contributing to the work of the Periodic Review team.

13.6   Responsibility for resourcing requirements flowing from monitoring and review lies with the Executive Management Board.

Participants

14   The University engages with its stakeholders and facilitates the involvement of a broad range of participants in the monitoring and review process. Feedback from stakeholders enables the University to identify areas for improvement and enhancement as well as offering assurance of academic standards and the quality of learning opportunities.

EXTERNAL PARTICIPANTS GENERALLY

15   The University acknowledges the importance of external participants who play a key role in the monitoring and review of programmes. In addition to the reassurance provided on academic standards and quality of provision, external participation ensures transparency and may allow the University enhancement opportunities. The University ensures that external participants in the programme monitoring and review process are made fully aware of the University's policies and protocols. The University makes use of feedback from sector networks and employers within this context.

EXTERNAL EXAMINERS

16   The objective and independent view that external examiners offer is essential to provide confidence to both the University and the wider world that the academic

standards and the quality of programmes are at an appropriate level and in accordance with good practice in higher education.

EXTERNAL REGULATORS

17   The University works with its external regulators, generally Professional,Statutory, and Regulatory bodies (PSRBs) such as the Solicitors Regulation Authority and the Bar Standards Board in the approval, monitoring and review of programmes leading to a professional or vocational qualification. Additionally, the University may engage with the Education and Skills Funding Agency in the interest of improving or enhancing its apprenticeship provision.

STAFF

18   The University acknowledges the importance of consulting its staff in the monitoring and review process.

STUDENTS

19   Engagement with our students and their representatives is central to the University's approach and is more fully detailed in the Student Engagement Policy. Students are given the opportunity to evaluate their experiences during the academic year. They can also expect to be able to contribute to local and strategic discussions about the quality of education at the University and wider developments impacting on their experience. The policy supports a variety of formal and informal mechanisms, both anonymous and otherwise, for seeking feedback from students at key points within the student lifecycle. These include focus groups, staff student liaison committees, internal surveys, the National Student Survey, and student representation on decision-making bodies.

EMPLOYERS

20   The University engages, as appropriate, with employers on the design of its programmes, particularly those developed for a specific employer/s. For apprenticeship provision, employer engagement in the design and delivery of a programme is fundamental and is a focus of the annual monitoring process.

ALUMNI

21   Feedback from former students is obtained from trainee focus groups in firms/chambers and also from meetings and visits with relevant employers across the regions and is considered and fed into the monitoring and review process.

Data and Evidence

22   The evidence bases covering both standards and quality which are used in undertaking monitoring and review include:

23.1   detailed statistics on student enrolment, progression[4] and achievement; external examiner reports (mainly standards assurance); and end-point assessment outcomes

23.2   student feedback, complaints data, monitoring visits (mainly quality assurance) and where appropriate also from funding bodies;

23.3   individual programme annual and other reports, which may also be submitted to external PSRBs (both standards and quality assurance); and

23.4   tutor feedback (both standards and quality assurance), which includes those involved in the delivery of training.

24   Responsibility for data retrieval for use in the monitoring and review process lies with:

24.1   Academic Registry for data relating to admissions demographic, student achievement and progression, complaints and external examiner reports;

24.2   Employability in relation to destination statistics;

24.3   Customer Insight in relation to course surveys; and

24.4   Programme Management Team in relation to Student Staff Liaison Committees, focus groups and other student and tutor feedback.

24.5   For apprenticeship provision, the Programme Management Team is also responsible for information/data relating to the progression of apprentices against their apprenticeship standard, and feedback from employers

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[4] In the case of apprenticeship provision, progression relates to where students move through the levels of a degree award contained within the apprenticeship programme, and progression against the published apprenticeship standard and associated training plan.

In-Year Monitoring and Review

25   The process of in-year monitoring and review promotes on-going engagement with students and staff and reflection throughout the year. The functional teams monitor on-going student achievement and feedback, identify and deal with issues arising, monitor progress against action plans and prepare update and exception reports for the Academic Board meetings. The Academic Board may from time to time request such extraordinary reports as are necessary for the proper oversight of the monitoring and review process.

Annual Monitoring and Review

26   Annual monitoring and review requires the annual critical appraisal of the quality and delivery of a programme, modules and components by those most directly involved in curriculum design and delivery and the support of learning and teaching/training. It provides a regular opportunity to review the success of programmes in the year under review and also to reflect on and plan for the future direction of provision.

27   The aims of annual monitoring and review are:

27.1   to evaluate the extent to which academic standards continue to align with the UK Framework for Higher Education Qualifications and/or the Master's Degree Characteristics (MDC) as appropriate;

27.2   to evaluate the extent to which academic standards continue to meet the requirements of the relevant PSRB if any;

27.3   to evaluate the extent to which the intended learning outcomes are attained by students;

27.4   to evaluate the continuing effectiveness of the curriculum and of assessment and feedback practices in relation to the intended learning outcomes;

27.5   to ensure that programmes, modules and components remain current and valid in light of changes in both the underlying substantive law and practice;

27.6   to ensure continued alignment with the University's strategy and mission;

27.7   to ensure that appropriate action is taken, in a timely manner, to remedy any identified issues, and to measure the effectiveness of such actions; and

27.8   to measure performance against appropriate indicators.

27.9   for apprenticeship provision specifically, to evaluate the continuing effectiveness of a programme's approach to training to ensure that standards are maintained and apprentices progress appropriately according to their apprenticeship standard, their starting point, and their training plan.

28   The following reports are submitted to the Academic Board as key documents in the annual monitoring and review process:

28.1   Annual Monitoring Reports/Annual Reflective Reviews are prepared by the Programme Management teams.

28.1.1 An individual report is prepared for each major programme and a group report for Professional Development programmes;

28.1.2 Documentation produced for the purposes of any PSRB usually satisfies the requirements of the Academic Board, however, the Academic Board may require additional information and analysis.

29   The Annual Monitoring Reports and Annual Reports include critical evaluation of standards and the quality of the University's programmes and provision for the year under review by reference to supporting evidence made available for their analysis. These reports highlight key strengths and areas for improvement supported by action plans indicating timescales and responsibilities.

30   One of the functions of the annual monitoring and review process is to contribute to a systematic process for development and enhancement.

Periodic Review

Introduction

31   The University periodically undertakes a broader review of the continuing validity and relevance of programmes offered. Periodic Review usually takes place before or alongside (re)validation of a programme and may identify the need for substantial change to a programme. Therefore, procedures articulate as far as possible with those set out in the University's Programme Design, Development and Approval Policy.

32   Periodic Review is considered to be an essential mechanism to support:

32.1   Forward-looking development (growth and/or refinement) of programmes

32.2   Enhancement of the student learning/training experience

32.3   Strategic fit of provision

32.4   relevance to a profession/sector

32.5   Additionally, it will provide confirmation of the effectiveness of the standards of the provision and quality of the learning opportunities, and will optimise the University's reputation.

Frequency and Scope of Periodic Review

33   Subject to the requirements of the relevant PSRB or funding body if any:

33.1   The University undertakes a periodic review of programmes after a maximum of six years to enable revalidation/re-approval to occur. A programme revalidation may be sought earlier than this where there is justification, for example, due to significant sector changes.

33.2   The review may include consideration of, inter alia:

33.2.1   The alignment of outcomes with subject benchmark statements, the UK Framework for Higher Education Qualifications and/or the Master's Degree Characteristics, and apprenticeship standards and

other benchmarks as appropriate;

33.2.2   The alignment of the outcomes with the requirements of the relevant PSRB if any and any other external points of reference;

33.2.3   The continuing validity of the assessment strategy, including a consideration of external examiner reports and end-point assessment outcomes;

33.2.4   The application of the Admissions policy and appropriateness of the programme selection criteria;

33.2.5   The effect of changes, including those which are cumulative and those made over time, to the design and operation of the programme;

33.2.6   The continuing quality of tuition/training and resources made available to support student learning;

33.2.7   Data relating to entry qualifications, student progression and achievement, including that available on the Key Information Set section of the HEFCE website;

33.2.8   Student feedback, including the National Student Survey;

33.2.9   Employer feedback

33.2.10   Current research and practice in the application of knowledge in the relevant discipline(s), technological advances, and developments in teaching and learning and in the University strategy;

33.2.11   Changes in student demand, employer demand and expectations, and employment opportunities;

Process for Periodic Review

34   The process for Periodic Review is not prescriptive but generally operates as follows:

34.1   The Programme Team undertakes the review and presents the outcome of the review and proposals for enhancement and development of the programme in

a Periodic Review report.

34.2 The Periodic Review report will generally cover the following aspects:

- Introduction to the Programme and Chronology of Programme amendments

- Programme Statistics
  - o Admissions
  - o Student Achievement/Progression/Results

- Curriculum Evaluation

- Learning & Teaching/Training Evaluation

- Assessment Issues
  - o Including evaluation of external examiner reports or end-point assessment outcomes

- Quality of the Student Experience
  - o Student Support
  - o Evaluation of Module Surveys
  - o Learning Support
  - o Careers, Employability etc.

- Staffing and Staff Development

- Course Management

- Quality Assurance

- Employer feedback (where appropriate)

- Conclusion
  - o Including Proposed Changes for re-validation

34.3 Periodic Review will normally take place as part of the process for programme approval and therefore will be subject to scrutiny by the programme approval panel.

Programme Monitoring and Review Procedures

Version history

Version	Amended by	Revision summary	Date
V1.0	Deputy Academic Registrar	Version control applied; amendments to reflect apprenticeship provision.	May 2019
V1.1	Registry Officer	Change to coding conventions	13/03/20
V1.1	Registry Assistant	extension to term of approval of 2 years.	October 2021