The
University of
Law

PROGRAMME MONITORING AND REVIEW PROTOCOLS

Guidance on Annual Report Writing

Purpose
1. This guidance is intended for anyone writing an Annual Report for Academic Board. This formal review takes place at the February Academic Board meeting each year.

Expectation
2. Our policy states that '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.'

Deadlines
3. Programme[1] Annual Monitoring Reports are due for submission by the end of November

4. Draft Function Annual Reports are due for submission before the Christmas closure. This is to allow time for the function annual reports to reflect on the programme annual monitoring reports, and for draft functional annual reports to be compared and overall conclusions to be drawn.

The chart below sets out the University's standards and quality cycle.[2]

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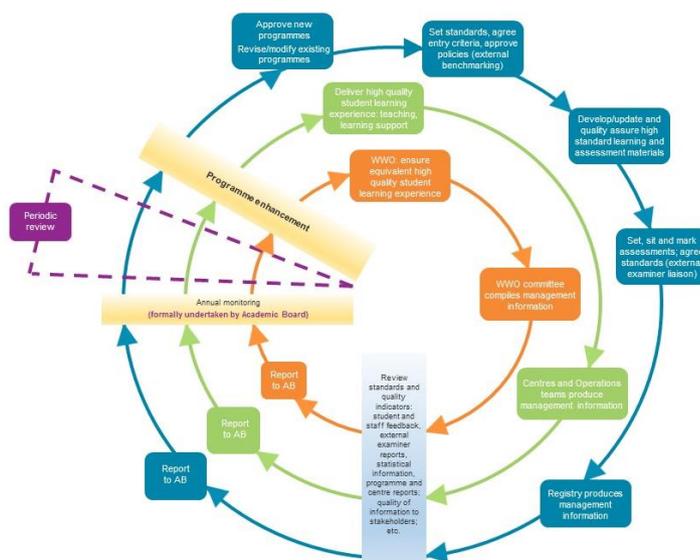
[1] The term programme includes apprenticeship provision, specifically an apprenticeship standard and any degree award that forms part of the apprenticeship programme

[2] Diagram updated May 2017

Reports

5. Annual monitoring 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.

Reports for annual monitoring of standards and quality

6. The following reports are produced for annual monitoring purposes.

   a) Programmes overview and summary report (produced by the Pro Vice Chancellor Academic Development):

The Programmes annual report should evaluate the extent to which the University has been successful in meeting its responsibilities for:

- delivery of its programmes, together with the associated modules and assessments in accordance with the teaching, learning/training and assessment strategies.

It should evaluate the extent to which the University has been successful in enabling:

- students to achieve the programme learning outcomes, demonstrated through assessment;
- apprentices to acquire the knowledge, skills and behaviours that enable them to complete their apprenticeships successfully, demonstrated through their progress against their apprenticeship standard, including the degree element, and success at the end-point assessment phase.

The programmes overview report will draw on a range of qualitative and quantitative evidence, including the specific programme monitoring reports (see below).

   b) Academic quality and standards report (produced by the Director - Academic Registry)

The Academic quality and standards annual report should evaluate the extent to which the University has been successful in meeting its responsibilities for quality assurance:

- checking that the academic standards and quality of the University's provision meets the expectations set out in the Quality Code and other relevant external benchmarks;

- ensuring that the University has robust procedures for ensuring that academic standards, as defined, are met by students obtaining an academic award;

- ensuring that the University has in place equitable, valid and reliable processes of assessment.

c) Student Experience report (produced by the Director of Operational Services)

The Student Experience report should evaluate the extent to which the University has been successful in meeting its responsibilities for:

- delivery of client services, including administrative support (including disability and learning support, assessment, careers and employability, IT, library) and resources across all centres.

d) Employability report (produced by the Director of Employability)

The Employability report should evaluate the extent to which the University has been successful in meeting its responsibilities for:

- delivery of careers and employability advice;
- delivery of Pro Bono services.

It should also evaluate the extent to which the University has been successful in enabling students to obtain employment.

e) Complaints, appeals, discipline, disability review (produced by Academic Registry)

The Academic Registry's report should evaluate the extent to which the University has been successful in meeting its responsibilities for handling academic appeals, student complaints, student disciplinary processes and disability review processes in a manner that is fair, accessible and timely, and enables enhancement.

f) Student Association report (produced by the Student Association President)

The Student Association report should evaluate the extent to which it meets the requirements of its constitution in particular, its success in ensuring student engagement in quality assurance.

g) Academic Enhancement Report (produced by the Director of Academic Enhancement)

The Academic Enhancement report should evaluate the extent to which the University has been successful in taking deliberate steps at institutional level to improve the quality of learning opportunities.

h) Safeguarding and Prevent Report (produced by the Director of Operational Services)

The Safeguarding and Prevent report should evaluate the extent to which the University has undertaken its responsibilities for:

- safeguarding;
- preventing people from being drawn into terrorism

In future years we recommend the following additional:

i) Centres report (Pro Vice-Chancellor Academic Development)

The Centres annual report should evaluate the extent to which the University has been successful in meeting its responsibilities for:

- high quality teaching of its programmes in accordance with the learning and teaching strategy;

- staff development and training;
- delivery of the University's Widening Participation strategy, in particular assessing the impact of initiatives intended to promote Widening Participation.

j) Programme reports:

- Bar Professional Training Course
- Graduate Diploma in Law
- LL.B
- LL.B (Civil and English Law)
- Solicitor Apprenticeship
- Legal Practice Course
- LPC awards
- LL.M
- MSc in Law, Governance, Risk & Compliance
- Professional Development programmes
- Undergraduate Business programmes
- Postgraduate Business programmes

Programme reports (see documents Q8.1.2 and Q8.1.3 provided separately) must address the aims set out below, together with any additional information required by a Professional, Statutory, or Regulatory Body (PSRB) and any other external body.

7. The aims of annual monitoring are:

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

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

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

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

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

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

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

- to measure performance against Key Performance Indicators, where set; and.

- for apprenticeship programmes specifically, to ensure that:
    - training and assessment strategies remain authentic to the workplace and relevant to work objectives;
    - apprentices develop at an appropriate rate the knowledge, skills and behaviours associated with their apprenticeship standard;
    - apprentices contribute to their workplace and fulfil their career aims by progressing to their intended job roles or other sustained employment (including promotion), or to a higher qualification

Action Plan

8. The Action Plan produced for each programme on an annual basis is the primary mechanism through which programme teams will address under-performance or any other issues associated with a programme, and also implement enhancements. The Action Plan will link directly to issues identified within data, and student or employer feedback which have obtained, presented and analysed within the Annual Monitoring Report.

Communication with Stakeholders regarding Evaluation and Improvement of Programmes

9. Annual Monitoring Reports are shared within programme teams and across programme leaders, and presented to the University's Academic Board.

10. The University's approach to engagement with students on the quality of their programme and the actions set to improve or enhance it are defined in the Student Engagement Policy and Protocols which include the provision of student surveys, Student Staff Liaison Committees (SSLCs), and Teaching Quality Evaluation Forms (TQEFs) completed by students.

11. For employers of apprentices, actions set by the University to improve or enhance a programme are communicated through Skills Coaches and other formal meetings.

Overall programmes summary report

12. Summary report drawing together themes and key points arising from programme monitoring reports. The summary will include a review of the extent to which all programmes meet the aims of annual monitoring using the template provided in document Q8.1.4.

Data and Evidence

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

- detailed statistics on student enrolment, progression[3] and achievement;

- external examiner reports (mainly standards assurance);

- student feedback, including TQEFs, complaints data, monitoring visits (mainly quality assurance);

- external examiner reports (summary);

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

- tutor feedback (both standards and quality assurance);

- employer feedback where appropriate;

- for apprenticeships, additional evidence used to consider the quality and standards of a programme are: student achievement and progression against the degree element of programme; retention up to and including entry to the end-point assessment phase; end point assessment outcomes including grades, first time pass rates, and retakes; overall apprenticeship success; and achievement and progression against skills, knowledge and behaviours associated with their apprenticeship standard (baseline initial assessment).

14. Responsibility for provision of data for use in the monitoring and review process lies with:

- Academic Governance Quality and Standards for data relating to:
  - admissions demographic
  - student achievement and progression
  - complaints
  - external examiner reports

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[3] 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.

- Employability in relation to:
  - destination statistics

- Customer Insight in relation to:
  - course surveys
  - with updates as appropriate (Operations?) for action taken

- Programme Management teams (working with Student Officer to avoid duplication of effort) in relation to:
  - student liaison committees
  - focus groups
  - other student feedback
  - tutor feedback

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

Programme Annual Monitoring Report

15. The Annual Monitoring Report for <u>pre-qualification</u> programmes includes the following:

(a) Admissions and student profile

This includes statistical information on the admission process and procedures as set out below:

(i) number of applications

(ii) student qualifications

(iii) gender and age

(iv) ethnic origin of students

(v) number of students with a disability

(b) Student achievement and progression

This includes all results with a cohort analysis and reference to results; for example, of students from ethnic minorities and students with disabilities.

☐ Student assessment results (include previous year's statistics):

(i) number of students enrolled

(ii) number of students withdrawn/intermitted

(iii) classification of results

(iv) individual subject results

(v) results for ethnic minority students

(vi) results for students with disabilities

☐ First destination statistics if appropriate.

(c) Teaching and learning

There is an evaluation by the University of the teaching of all subjects that make up the curriculum, including feedback which is completed by students for individual tutors.

(d) Teaching methods and materials

There will also be an evaluation of all programme materials and their effectiveness in supporting the teaching and learning. This will also review whether or not the original aims, design principles and learning outcomes of the programme are being achieved. The evaluation will include:

☐ An overall programme evaluation, including proposed enhancements, using the Assessing Programme template;

☐ Individual subject/module reports where appropriate;

☐ An evaluation of the results of the programme survey completed by students.

(e) External participants

The University recognises the importance of external participants; reports from the following will be attached where appropriate and their comments evaluated.

☐ External examiners;

☐ External regulators such as the Solicitors' Regulation Authority and the Bar Standards Board; and

☐ Any other outside agencies.

Note that whilst external examiners' primary role is to scrutinise assessments, they may make comments in relation to programme design where they deem it appropriate and such input is welcomed by the University.

(f) Programme management

This includes an evaluation of the programme management structure including the mechanisms for the management of quality and standards, the role of academic

support staff, arrangements for staff induction and development, programme publicity and documentation. This will specifically include details of course and subject meetings.

(g) Outline of proposed changes and enhancements

Proposed changes and enhancements are identified in addition to or as part of an Action Plan.

Post-Qualification Programmes

16. The majority of the post-qualification programmes are delivered by the Professional Development Team and are short programmes of less than one week's duration, very few of which are assessed. The Annual Monitoring Report for these programmes includes such of the standard data and evaluation referred to above as is relevant to programmes of this nature.

Programme Monitoring and
Review Protocols

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Pre-join degree in Professional Policing

Annual Monitoring Timetable

The annual monitoring of the Pre-join degree in Professional Policing incorporates 5 distinct phases.

	Phase	Output	Key staff/Board	Timing (specific dates set each academic year)
1	Module Review	Module Review Report (including action plan for quality improvement and enhancement)	Module Leader	At the end of the semester the module is taught in.
2	Programme Review	Programme Annual Monitoring Report (including action plan for quality improvement and enhancement)	National Programme Director Programme and Student Lead	End of November
3	Evaluation/Peer Review of Programme Annual Monitoring Reports	Enhanced Programme Annual Monitoring Report	National Programme Directors	January
4	University Reporting	Programmes overview and summary report (to include Pre-join degree in Professional Policing)	Pro Vice Chancellor - Academic Development	February

Phase		Output	Key staff/Board	**Timing** (specific dates set each academic year)
		Formal sign off of the annual monitoring of the previous academic year	Academic Board	
5	In-year monitoring and review	On-going monitoring at programme level of student achievement and feedback	Programme and functional teams	Throughout academic year

NB modification of the programme or its constituent modules will result from annual monitoring including external examiner comments. Where in-year modifications are required, for example due to essential curriculum changes requested by the College of Policing, the University's Programme Design Development & Approval Policy will apply and the modification will take effect as soon as practicable.

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	Head of Quality Assurance	Updated to include BSc Policing	June 2019
V1.2	Deputy Academic Registrar	AMR and programme rating templates extracted and provided as separate documents	February 2020
V1.3	Registry Officer	Change to coding convention	13/03/20
V1.3	Registry Assistant	Extension approved for 2 years	October 2021