Edinburgh Napier
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QUALITY FRAMEWORK SECTION 2
INTERNAL MONITORING AND REVIEW OF TAUGHT AWARD OR CREDIT-BEARING PROVISION

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Overview and purpose

1.   This section of the Quality Framework sets out the process for monitoring and reviewing all taught award or credit-bearing provision.

2.   The development of this section has been informed by reflecting upon the recognised sound practice set out in the UK Quality Code for Higher Education Part B: Assuring and enhancing academic quality, Chapter B8: Programme monitoring and review.

3.   Internal monitoring and review provide mechanisms to consider to what extent the approved aims for taught award or credit-bearing provision have been achieved.

Outline of the procedure

4.   Internal monitoring and review activities provide a framework which enable those involved in the design and delivery of taught award or credit-bearing provision to reflect on the learning opportunities students have experienced, the academic standards achieved, and their continuing currency and relevance. Internal monitoring and review also provides opportunities to ensure that the student voice is being heard and to respond to feedback from students and other stakeholders such as employers and external examiners.

5.   Internal monitoring and review of taught award or credit-bearing provision involves three separate but inter-related activities:

- **Module and programme monitoring** evaluates the extent to which each taught credit-bearing module or award or credit-bearing programme achieves its approved aims and whether it has enabled students to achieve the learning outcomes. Formal monitoring is undertaken by subject staff involved in the design and delivery of the module or programme. It takes place throughout the period of delivery but is formally recorded and evaluated as soon as possible after each delivery. The systematic and considered evaluation of the delivery of all taught provision using this procedure helps to ensure that academic standards and the quality of the student experience are being consistently maintained University-wide. Without exception, the outcome of module or programme monitoring is a formal written report identifying good or innovative practice, strengths and achievements or areas for enhancement. See Quality Framework Section 2a: Annual monitoring of taught award or credit-bearing provision.

- **Programme review** is a scheduled subject-specific peer review activity running over a five year cycle and culminating in the re-approval or withdrawal of a taught award or credit-bearing programme. See Quality Framework Section 2b: Programme review.

- **School review** is a scheduled peer review activity running over a five year cycle and culminating in a report to Quality & Standards Committee on the effectiveness of the management of the student learning experience across the school. See Quality Framework Section 2c: School review.

Amending, withdrawing or closing taught award or credit-bearing provision

6.   An outcome from internal monitoring and review activities might result in an approved taught credit-bearing module or a taught award or credit-bearing programmes being amended withdrawn or closed. The process for amending an approved taught award or credit-bearing provision is set out in Amending approved taught award or credit-bearing provision while Quality Framework Section 3: The withdrawal of taught award or credit-bearing provision sets out the process to withdraw or close taught award or credit-bearing provision.

Underpinning principles

7.   The purpose of all internal monitoring and review activities is to identify ways to enhance the learning experience of all of our students.

8.   All internal monitoring and review activities will include appropriate involvement of external and internal academic peers and student representatives.

9.   Internal monitoring and review activities have been designed to enable external and internal peers and student representatives to meet with academic and administrative staff and use their academic experience and judgement to critically evaluate and reflect upon the academic standards and the quality of learning opportunities of all taught award or credit-bearing provision.

10.   An integral part of the University's quality culture is that all academic quality activities are supportive and conducted in a spirit of collegiate discussion.

Responsibilities

11.   Overarching University-level responsibilities for the quality and standard of taught award or credit-bearing provision are set out in the Introduction to the Quality Framework 2015/16. For ease of reference school-level responsibilities are set out in a separate guidance document School-level responsibilities for academic quality and standards.

Appointing an external academic peer

12.   The inclusion of external academic peers during monitoring or reviewing of taught award or credit-bearing provision enables the University to be confident that the requirements of UK Quality Code for Higher Education Part A: Setting and maintaining academic standards Expectation A3.4 and Part B: Assuring and enhancing academic quality, Chapter B8: Programme monitoring and review Indicators 6 and 7 have been taken into account.

13.   Appointment criteria for external academic peers are set out in Appointing external academic peers.

Monitoring and review of the effectiveness of the Quality Framework

14.   The process for monitoring the effectiveness of the Quality Framework including the effectiveness of the implementation of the internal monitoring and review of taught award or credit-bearing provision is set out in the Introduction to the Quality Framework 2015/16.

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