



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 procedures set out below have been designed to meet the expectations of the UK Quality Code for Higher Education and to meet the common and core practices for standards and quality. They also take account of a number of guiding principles set out within the accompanying Advice and Guidance sections.
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.

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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. See [Quality Framework Section 2a: Annual monitoring of taught award or credit-bearing provision](#). Key features of annual monitoring are:
 - i) informal monitoring with a learning and teaching focus which takes place throughout the period of delivery
 - ii) formal evaluation and recording with a learning and teaching focus which takes place as soon as possible after each delivery
 - iii) the opportunity for all staff involved in the design and delivery of a module or programme to engage in a formal subject group or school-level discussion on the effectiveness of learning and teaching delivery



- iv) a formal written module and programme report identifying good or innovative practice, strengths and achievements or areas for enhancement using a University template
- v) the production of a school annual summary report and action plan which sets out priority learning and teaching enhancement activities for the following academic session.

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- **Institution-led Review (ILR)** is a scheduled subject-specific peer review activity running over a six year cycle and culminating in the re-approval or withdrawal of a taught award or credit-bearing programme. See [Quality Framework Section 2b: Institution Led 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 programme 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.

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Underpinning principles

7. The purpose of all internal monitoring and review activities is to identify ways to enhance the learning experience of all our students.
8. All internal monitoring and review activities will include appropriate involvement of external and internal academic peers and student representatives.
9. 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.

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Responsibilities

10. 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](#). For ease of reference school-level responsibilities are set out in [Quality Framework Section 0a: School-level responsibilities for academic quality and standards](#).

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Appointing an external academic peer

11. 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 core practices set out within the UK Quality Code for Higher Education have been taken into account.
12. Appointment criteria for external academic peers are set out in [Quality Framework Section 0b: Appointing external academic peers](#).

Monitoring and review of the effectiveness of the Quality Framework

13. 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 [Section 0: Introduction to the Quality Framework](#).

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