



Annual Monitoring of Taught Award or Credit Bearing Provision

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Outline of the procedure

1. Annual monitoring of taught credit-bearing modules and taught award or credit-bearing programmes has 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. It also takes account of a number of guiding principles set out within the accompanying Advice and Guidance sections.
2. The management and implementation of annual monitoring of taught credit-bearing modules and taught award or credit-bearing programmes is devolved to schools. The annual monitoring process has a learning and teaching focus, though can also highlight the contribution made by the University's professional services to the student learning experience.
3. At the end of each trimester of delivery, module leaders undertake a formal reflective evaluation of the delivery of taught credit-bearing modules and how they are recorded in the Curriculum Management Environment.
4. At the end of each stage of study, programme leaders undertake a formal reflective evaluation of the delivery of taught award or credit-bearing programmes and how they are recorded in the Curriculum Management Environment.
5. At the end of each academic session:
 - a) all staff involved in the design and delivery of a module or programme are provided with a formal opportunity to engage in a subject group or school-level discussion on the effectiveness of learning and teaching delivery of taught award or credit-bearing provision
 - b) Deans of Schools, or an appropriate individual nominated by them, undertake a formal reflective evaluation of the delivery of taught award or credit-bearing provision and the effectiveness of the module and programme monitoring process across the school in the form of an annual summary report to Quality & Standards Committee.
6. A Module Leader Evaluative Report template form, Programme Leader Evaluative Report template form, and a template for the School Annual



Summary Report (a copy of the questions provided within these templates are available from [Quality Framework Section 2 Forms](#)) have been developed as a means of helping to ensure that the monitoring process is implemented consistently University-wide. Evaluative reports and annual summary reports should focus on significant learning and teaching achievements, good or innovative practice, strengths or areas for future development. Descriptions of standard or expected practice need not be included. Commentaries should clearly identify and evaluate any potential risks to the quality or standard of the University's taught award or credit-bearing provision. Deans of School, or an appropriate individual nominated by them, have the right to refuse to accept a Module or Programme Evaluative Report if it includes insufficient detail or evidence of reflection on the delivery of taught provision. Since the 2021/22 session, additional prompt questions have been added with respect to engagement with the University's Curriculum Enhancement Framework (ENhance). This information may inform the evidence base as programmes are considered against the ENhance threshold (<https://staff.napier.ac.uk/services/dlte/GSCF/Pages/GSCF.aspx>)

7. Where an area for development has been identified, action taken or planned should be explained. The named lead individual responsible, typically the module or programme leader, a target date for taking the action to a full conclusion and the proposed methodology for evaluating the impact of each action should be included. From 2022/23 academic session, it is an expectation that all programme leaders are responsible for maintaining an ongoing enhancement plan for all Edinburgh Napier programmes. As a minimum, the plan must be formally reviewed and updated at least annually (as part of annual monitoring and review), though ideally it would be referenced and updated as part of regular programme team meetings and formal events – such as Programme Boards of Studies. The intention is that the enhancement plan is an active document and adds value to ongoing programme management - and allows you to effectively plan for, and capture evidence of the enhancement journey of your programme.



- To demonstrate commitment to an enhancement-led approach, by which you are responsive to student and other stakeholder feedback in making ongoing improvements to the programme and its delivery – and capturing progress made towards enhancement.

- To capture and record deliberative work required to reshape curricula and learning and teaching approaches in accordance with the ENhance Curriculum Framework, and recording impact achieved.

- To improve transparency within programme teams (programme leaders, module leaders, professional support staff associated with the programme) and to offer greater resilience and continuity when role holders change.

- To improve the effectiveness of programme enhancement planning – recognising that triggers for considering change come at different times and in different formats throughout the academic year (eg. Conversations with colleagues; individual reflection; student survey results; external examiner reports; module change requests etc).

There is no fixed format for programme enhancement plans, though they should clearly indicate the specific action required; the individual(s) responsible; the anticipated timeframe; and how impact will be measured/evaluated. Progress updates should be captured. If programme leaders would prefer to utilise a template to create/update the Programme Enhancement Plan you will find one available from the [Quality Framework Section 2 Forms](#) page.



8. Evaluative reports resulting from the module and programme monitoring process will form part of future Enhancement-led Institutional Review advance information sets. They may also inform other future internal or external audit, monitoring or review activity.
9. School support officers are responsible for maintaining accurate and complete records to demonstrate that all taught award or credit-bearing provision is monitored in accordance with this procedure.

Continuous reflection during the delivery period

10. Academic staff are encouraged to reflect and evaluate continually on the effectiveness of the learning, teaching and assessment methods throughout the delivery period. For example, though neither exhaustive nor mutually exclusive:
 - a) the continuing currency and validity of the taught credit-bearing module or award or credit-bearing programme in light of developments in research, professional and industry practice and pedagogy, including the use of technology in learning and teaching
 - b) changes in the external environment such as requirements of professional, statutory and regulatory bodies
 - c) continued alignment with the school and University strategy and mission
 - d) whether students are attaining the intended learning outcomes and whether the assessment regime enables this to be demonstrated appropriately
 - e) where improvements are possible in order to enhance the student learning experience or to encourage the development of more inclusive approaches to learning, teaching and assessment
 - f) ensuring that all students have an equal opportunity to achieve the intended learning outcomes.



Formal reflection at the end of the delivery period

11. The formal evaluation of the effectiveness of the taught credit-bearing module or award or credit-bearing programme delivery is informed by four sources of evidence:
 - a) student feedback gathered during the delivery period
 - b) feedback and comment from external examiners, academic peers and any other external professional, statutory or regulatory body
 - c) a centrally produced student achievement data set, available via Cognos
 - d) comments from internal peers who have contributed to teaching delivery.
12. An indicative list of prompt questions relevant to each source of evidence has been developed to assist with the analysis and evaluation of the effectiveness of taught award or credit-bearing provision delivery. The list of prompt questions is available from [Quality Framework Section 2 Forms](#).

Discussing the outcome of the analysis and evaluation

13. Programme Boards of Studies provide an appropriate forum to consider module and programme performance and matters arising from the learning, teaching and assessment approaches adopted by teaching teams.

The outcome of module and programme monitoring

14. The outcome of the module and programme monitoring process is a completed evaluative report.
15. In cases where the Board of Studies agrees that enhancement action is required before the next delivery of a taught credit-bearing module or a taught award or credit-bearing programme the module or programme leader will ensure that the evaluative reports provide the evidence to support the change process. Some amendments to programmes and modules may require a longer lead-in time, in accordance with timeframes set out in Section 1 of the Quality



Framework and this will need to be planned and managed within the Schools accordingly.

16. Completed module and programme monitoring evaluative report forms are submitted to the School Quality team and should be available for module and programme leaders to access.

The school annual summary report

17. The school annual summary report is written by the Dean of School or an appropriate individual nominated by them. The report provides Quality & Standards Committee with the outcome of a formal evaluation of the delivery of taught award or credit-bearing provision and the effectiveness of the module and programme monitoring process across the school. The annual summary report and action plan is considered and approved by the School Learning, Teaching & Assessment Committee before being presented to Quality & Standards Committee, at the second meeting of the session, using the University template from the [Quality Framework Section 2 Forms](#).
18. Completed school annual summary reports are forwarded to the appropriate school support officer in accordance with local practice. The appropriate school support officer will forward the report and action plan, with an appropriate covering paper, to the clerk to Quality & Standards Committee in accordance with published timescales.

Head of Subject involvement in annual monitoring

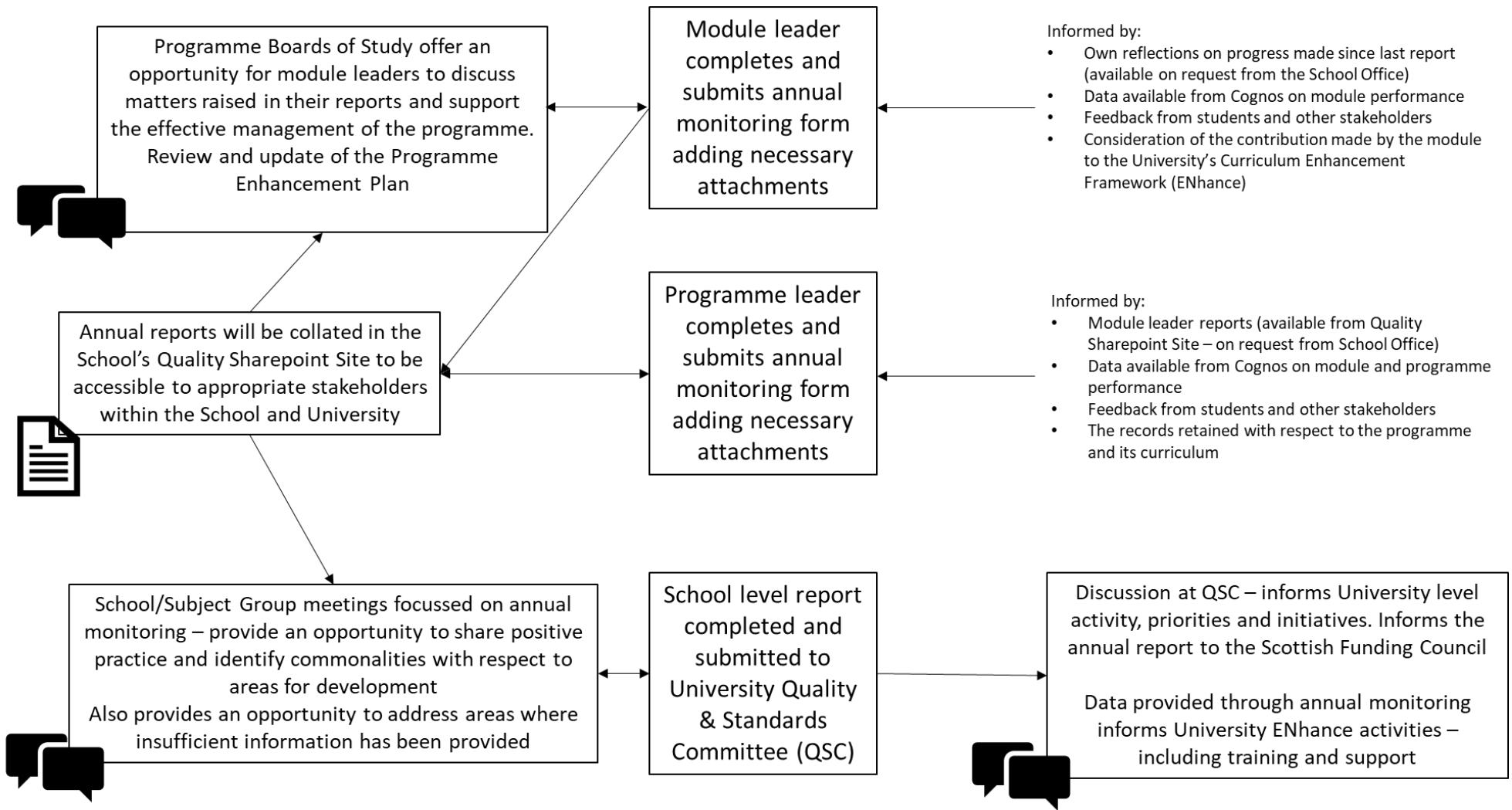
19. The variance in the role and remit of Heads of Subject in different schools led Quality & Standards Committee to agree that subject group leaders/Head of Subject are no longer required to complete a formal report as part of the annual monitoring process. Instead Deans of Schools, or an individual acting on their behalf, will ensure that all staff, including Heads of Subject, involved in the design and delivery of a module or programme are provided with a formal opportunity to engage in a subject group or school-level discussion on the



effectiveness of learning and teaching delivery of taught award or credit-bearing provision.

20. Deans of Schools, or an individual acting on their behalf, will liaise with the Head of School Support to ensure that a formal record is kept of matters discussed during each subject or school-level monitoring meeting. The formal record will include an action plan recording identifying good or innovative practice, strengths and achievements or areas for enhancement using the standard University template.





Version Management

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Update Details

Amendments to reflect the changes agreed
by QSC (Paper QS(2223)33