Programme Monitoring and Periodic Subject Review

Buckinghamshire New University

Contents

Approved by:	**Senate**	**First published:**	**Jun-2023**
		Date updated:	**Jun-2023**
Owner:	**Academic Registrar**	**Review Date:**	**Mar-2028**

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Purpose

1 Monitoring and evaluation of higher education is an essential part of an effective quality assurance framework:

- **Monitoring** involves the routine collection and analysis of data and other sources of information relevant to a programme or subject area. Monitoring is undertaken on an ongoing basis throughout the academic year.

- **Evaluation** is the retrospective assessment of a programme or subject area and is undertaken both annually, as part of **programme monitoring**, and on a five-yearly basis as part of **periodic subject review**. In both cases evaluative activities are based on analysis of the information collected through monitoring and are intended to improve the quality of the learner experience, including teaching, learning and assessment, and inform planning and other activities.

2 This document sets out the programme monitoring and periodic subject review processes at BNU and how these feed into the University's wider governance and quality assurance processes.

3 The framework has been informed by the QAA / UKSCQA Expectations for Quality and Standards in the UK Quality Code for Higher Education, together with the core and common practices set out in the Advice and Guidance Theme on Monitoring and Evaluation.

4 Collectively, monitoring and evaluation processes at BNU are intended to provide assurance, internally and externally, that University provision continues to meet the Office for Students (OfS) ongoing conditions of registration for Quality, reliable standards and positive outcomes for all students (Conditions B1-B5).

Applicability and Scope

5 The procedures set out in this document apply to all undergraduate and postgraduate **taught provision delivered directly at BNU**. A separate process is in place for provision delivered through a partnership arrangement.

Responsibilities

6 The maintenance of academic quality and standards is the collective responsibility of **all BNU employees** as well as all staff delivering and monitoring BNU programmes under a validation or franchise relationship.

7 Day to day responsibility for managing the procedures set out in this document lies with the **Quality and Standards Team**, based within the Academic Registry, and reporting to the **Head of Quality and Standards**.

8 Other individual areas of responsibility are outlined within the document, including for **Heads of Schools**, **School Directors of Education**, **Programme Leaders** (or the equivalent individual with the School with responsible for the programme) and colleagues in **central service directorates**.

9   All processes outlined in this document are overseen by the **Education Committee**, operating under delegated authority of Senate, the senior academic board of the University.

Table of Definitions

Acronym	Meaning
APP	Access and Participation Plan
BEN	The University Intranet
BNU	Buckinghamshire New University
DfSS	Directorate for Student Success
MSS	Mid-Semester Survey
NSS	National Student Survey
OfS	Office for Students
PCM	Programme Committee Meeting
PSR	Periodic Subject Review
PSRB	Professional Statutory Regulatory Body
PTES	Postgraduate Taught Experience Survey
QAA	Quality Assurance Agency
QEC	Quality Enhancement Committee
QEP	Quality Enhancement Plan
QIP	Quality Improvement Plan
SED	Self-Evaluation Document
SWOT	Strengths, Weaknesses, Opportunities and Threats

Programme Monitoring

Overview

10   Monitoring and review of programmes is ongoing throughout the year and allows subject areas, Schools and the University to ensure that programmes continue to meet the expectations of staff and learners, opportunities to enhance provision are explored, and any issues are identified and resolved.

11   Programme monitoring takes place through:

- consideration of student performance data at module and programme level;

- analysis of internal and external survey results;

- consideration of formal and informal student feedback;

- discussions at teaching review or programme team meetings;

- publication of NSS, PTES and Graduate Outcomes data, and

- receipt of and responses to external examining reports.

Through the annual strategic planning cycle, Schools should also consider the numbers of students on each programme and the financial sustainability of those programmes.

12   Collectively, these monitoring activities inform the formal reporting process which takes place following the end of each academic year and incorporates activities at both programme and School level.

13   The completion of annual programme reports is intended to provide a robust process to give the University the necessary assurance that academic quality and standards are being maintained. Preparation of reports is overseen by the relevant School Director of Education.

14   Central service directorates, particularly the Quality and Standards Team (based in the Academic Registry) and the Directorate for Strategic Planning & Change, will help facilitate the process through provision of information and further guidance as required.

Timeframe of activities

Timeframe	Activity
April	The **Quality and Standards Team** will confirm the key dates and deadlines that will underpin the process. The Team will also publish the templates and supporting guidance used to prepare reports.
May	**School Directors of Education** will agree the reporting requirements for programmes in their School, including report authors. Cognate programmes may be clustered to avoid duplication, but separate reports will be required for undergraduate and postgraduate provision.
June - July	**Schools** should schedule a series of meetings to consider students' module performance and identify areas that may be of concern. A record of

Timeframe	Activity
	the meeting should be kept. **External examiners** will be asked to provide annual reports by a deadline of 1 August (see *External Examining* policy).
August - October	A **Programme Monitoring Report** will be prepared for each programme / group of programmes. Completed reports will be reviewed and rated by the School Director of Education. Follow-up **Quality Enhancement / Improvement Plans** will also be required depending on the rating awarded (see below). Following the receipt and rating of reports the School Director of Education will complete the **School Quality Report**, summarising the process undertaken within the School and ratings applied to individual programmes. Reports will also summarise any themes arising.
Late October	School Quality Reports are reviewed by the **Quality Enhancement Committee** with suggestions for further enhancement.
November	**Education Committee** will consider and <u>approve</u> School Quality Reports. Alongside other quality reports prepared, these will inform the overall annual monitoring process and the maintenance of quality and standards at the University. This will be reported to Senate and Council via the **University Quality and Standards report**.
January - March	Actions captured through the process should feed into the subsequent planning round.

15   The timeframe is based on a typical undergraduate year. Where programmes have additional intakes, comments should be captured through ongoing monitoring processes and recorded in the annual programme report as far as is practical.

Use of data and other sources of information

16   Data provided by the Directorate of Strategic Planning & Change **must** be used when completing each report. Performance dashboards will be made available via Tableau and updated throughout the year.

17   Programme leaders / report authors will be provided with access to relevant Tableau Dashboards. Guidance on using Tableau is available from the Planning pages of the Intranet.

18   Data will be displayed over a four-year period and will align with OfS expectations where available (particularly B3 Student outcomes / performance) as well as any pertinent internally agreed KPIs. To identify areas of differential performance data will also be broken down by characteristic (age, gender, ethnicity, disadvantage).

19   Dashboards will include the following datasets:

- **Student outcomes data**, including continuation / retention, completion and degree outcomes.

- **NSS, PTES and other internal and external survey results**, including mid-semester (MSS) and/or module surveys undertaken

- **Graduate outcomes data**, including highly skilled employment rates 15 months after graduating and graduate views on career progress

20 Reference should also be made to:

- **Module performance data**, which is accessible via the BucksMIS Reporting portal using the Module Board Report

- **External Examiner reports**, including relevant comments from external examiners recorded in Board of Examiner meetings

- **PSRB reports** completed during the reporting period as applicable

- **Programme Committee Meeting (PCM)** records, as well as any other formal or informal feedback received during the year

- **Any changes in the subject area**, e.g. updated PSRB standards of proficiency or revisions to the Subject Benchmark Statement

Programme Monitoring Reports

21 The School Director of Education will identify the individual responsible for completing each required report.

22 All reports must use the templates provided which align directly to the OfS B Conditions of Registration. Core metrics for each section will be drawn from a range of datasets evidencing assurance in each section.

Section	Core metrics that will apply
Academic experience (B1): • **Currency** • **Coherency** • **Educational Challenge** • **Effectiveness of delivery** • **Skills development**	• NSS / MSS – Learning opportunities questions • NSS / MSS – Organisation and management questions • Value added / Learning gain KPI
Resources, support and student engagement (B2): • **Sufficiency of resources (Staffing, physical space, learning, digital teaching, and specialist resources)** • **Sufficiency of academic support (academic content, teaching, misconduct issues, and careers)** • **Effectiveness of student engagement approaches**	• NSS / MSS – Learning resources questions • NSS / MSS – Teaching on my course questions • NSS / MSS – Assessment and feedback questions • NSS / MSS – Academic support questions • NSS / MSS – Mental wellbeing questions • NSS / MSS – Freedom of expression questions • NSS – Student voice questions • Student satisfaction KPI (to be developed)

Section	Core metrics that will apply
Student outcomes / performance (B3): • **Continuation and completion rates** • **Degree outcomes, including attainment gaps** • **Graduate employment** *Note: To include comparison of performance from learners starting on the Foundation Year vs learners entering at Level 4*	• Continuation KPI (Tableau) • Completion KPI (Tableau) • Differential degree outcomes KPI (Tableau) • Good Honours KPI (Tableau) • Value added / learning gain KPI (to be developed) • Graduate Outcomes / Highly skilled employment KPI (Tableau) • Graduate views on career progress KPI (Tableau)
Assessment and awards (B4): • **Assessment process, design, misconduct etc** • **Credibility of assessment (classification distribution over time)** • **Assessment regulations** • **English language proficiency**	• Academic misconduct numbers • Good Honours KPI • Other esteem indicators (e.g. national awards, learner conference submissions)
Standards (B5): • **Alignment to national frameworks etc** • **PSRB standards of proficiency** • **External examiner comments / concerns**	• External examiner report ratings • PSRB review ratings

23   Reports should be evaluative in nature; they should reflect on the current position and identify emerging issues, areas for improvement and good practice identified. Reports should <u>not</u> include data themselves but should instead analyse the datasets against benchmark and baseline indicators identifying where gaps exist and how these may be closed or performance improved.

Rating of reports and Quality Improvement / Enhancement Plans

24   Completed reports will be rated by the School Director of Education. Each report will receive an overall rating, as well as underpinning ratings in each of the five areas of: (1) academic experience; (2) resources, support and student engagement; (3) student outcomes; (4) assessment and awards; and (5) standards.

25   There will be four rating categories signifying increasing degrees of excellence above the baseline.

Rating	Meaning	Type of plan required
Gold	The programme is typically outstanding.	N/A. No plan required

Rating	Meaning	Type of plan required
Silver	The programme is typically very high quality and there may be some outstanding features.	Quality Enhancement Plan (QEP)
Bronze	The programme is typically high quality (the default position) and there may be some very high-quality features.	Quality Enhancement Plan (QEP)
Requires improvement	The programme is not typically high quality and requires improvement.	Quality Improvement Plan (QIP)

26   Ratings awarded for each programme will be ratified by QEC and reported to the Education Committee through the School Quality report. Depending on the overall rating applied, a **Quality Enhancement Plan (QEP)**, **Quality Improvement Plan (QIP)**, or no plan will also be required.

27   Where a programme requires improvement, a QIP must be completed and the programme will be subject to enhanced monitoring by QEC. Where there is no evidence of improvement after a period agreed by QEC, the programme must be considered for closure or revalidation and may be suspended to new applicants during this period.

28   QEPs must be updated regularly within the School (engaging with DfSS and other central service directorates as required) and should incorporate actions from other processes throughout the year. Enhancement Plans should focus on addressing areas that are limiting a higher rating being awarded (i.e. Bronze to Silver or Silver to Gold). Progress against actions will be reported in the subsequent academic year via the subsequent Programme Monitoring Report.

School Quality Reports

29   The School Quality Report will be completed by the School Director of Education following the completion and rating of Programme Monitoring Reports; they will include an overview of the ratings applied to each programme within the School.

30   A short explanation should be provided for all programmes where improvement is required, including a statement of assurance that a QIP has been prepared and the actions identified are considered likely to be effective.

31   The School Quality Report should also include a summary of any common themes emerging from reports in each of the five judgement areas as well as areas where support may be required from other areas of the University.

32   Education Committee will approve School Quality Reports at its November meeting. These will directly inform the overall University Quality and Standards Report which will recommend an overall judgement on whether quality and standards have been maintained.

Record keeping and retention

33   Once complete, all reports will be provided by the relevant School Director of Education to the Quality and Standards Team as part of the audit record.

34   Reports may be used towards other processes, including Periodic Subject Review and other external review activities, and will be securely disposed of in line with records retention requirements.

Periodic Subject Review (PSR)

Overview

35   Periodic Subject Review (PSR) is the process by which subject areas are strategically reviewed to ensure that teaching, learning and assessment approaches and resources continue to be current, and programmes continue to meet the requirements of learners, employers, Professional, Statutory, Regulatory Bodies (PSRBs), while also meeting the strategic aims of the University.

36   PSRs are an opportunity critically to review provision within the subject area, and the availability of resources required to deliver programmes to the required standard. The process is underpinned by peer review and will include meetings with learners, academic and senior staff in the School and subject area. Review events will normally be held over the period of one day – although this may vary depending on the size and scope of the subject area.

37   All PSRs will culminate in a report of the Review event for consideration by the Education Committee.

Scheduling of reviews

38   PSRs will take place according to a rolling five-year schedule maintained by the Quality and Standards Team.

39   The schedule of reviews is approved by the Education Committee and will be reviewed annually to take account of any expansion into new areas. The schedule will also be reviewed to take account of any external reviews and accrediting body activities, taking care to avoid overloading any one School. Reviews will typically take place during normal term-time.

40   To avoid overlap with other monitoring activities, PSRs will normally be scheduled between December and March annually. Care will also be taken to try to avoid any major events or religious festivals.

Review panel membership

41   All review panels will be chaired by a senior member of staff at the University, normally a member of the University Management Group (UMG).

42   Membership of the review panel will also include:

- an internal academic member of staff;

- one or more external subject specialists from another higher education institution (depending on the size and scope of the subject area);

- a relevant external professional representative, employer and/or recent graduate of the subject area; and

- a student member.

Requests for additional panel membership should be discussed and agreed with the Quality and Standards Team at the outset.

43   External members will be nominated by the Head of School in discussion with the subject area. External members will receive a fee from the School payable at a standard University rate which will be reviewed regularly. External members will also be able to claim reimbursement for any travel, subsistence and/or accommodation costs incurred in undertaking their role.

44   Student members will be nominated by the Students' Union but will not receive a fee for their involvement.

45   To avoid the potential for bias, all panel members must be independent of the subject area being reviewed and will be asked to declare any potential conflicts of interest as part of the nomination process. Final panel membership will be approved by the Head of Quality and Standards.

46   PSRs will be supported by a Quality Officer from the Quality and Standards Team. The Quality Officer will act as the principal communication point with the School and the Review Panel, ensuring that key deadlines are met, documentation is completed and provided to panel members on time. The Quality Officer will also act as Secretary to the Review event itself and will draft a report of the PSR and its key findings.

Coverage

47   PSRs will cover the following aspects:

- Scope of the review, including the programmes offered, student numbers, and locations of delivery (including provision that is offered under a franchise relationship)

- Strategy for development of the subject area, including progress since the previous review / last five years and any external engagement activity with which the subject area is involved

- The student / learner experience and the effectiveness of support mechanisms to enable them to be successful

- Staffing and resources, including:
  - o Research, scholarship and professional development activities – how these inform the learning experience and how such activities are supported by the School and the University
  - o Availability and effectiveness of support for academic staff, especially graduate teaching assistants (GTAs), early career, and associate lecturing staff
  - o Physical and technical resources (including technical staff) to underpin delivery of programmes

- Student / learner voice and the effectiveness of feedback mechanisms operating within the subject area.

- Identification and sharing of good practice

- Identification of areas for enhancement

Documentation and other information provided

48 Central to the process will be the preparation of a Self-Evaluation Document (SED), which will be prepared by the School prior to the Review event itself. The SED should be critically evaluative and strategic in nature and should consider objectively the strengths, weaknesses, opportunities and threats (SWOT) of / to the subject area. The SED should also explicitly highlight areas of good practice.

49 Supporting documentation will normally comprise the following:

- A list of programmes and modules delivered in the subject area;

- School Quality Reports and relevant Programme Monitoring Reports (or their equivalent);

- External Examiner reports and the School's response in each case;

- Student survey data, including NSS, PTES, PRES and any internal module or mid-semester survey results;

- The latest versions of Programme Handbooks, Programme Specifications and module descriptors;

- Relevant committee minutes, including programme committee records;

- The most recent PSRB report (as applicable);

- Applicable QAA Subject Benchmark Statements.

50 Documentation will normally be provided for the two years prior to the review. Data will be displayed over a four-year period.

51 Documentation will be made available to panel members electronically, normally via Microsoft Teams.

Timeframe of activities

Timeframe	Activity
September	The Head of Quality and Standards will meet with the Head of School, School Director of Education and other relevant staff from the School / subject area to discuss arrangements for the PSR.
8 weeks before	The Review Panel membership will be confirmed, including approval of School nominations for external subject specialists and industry professionals.
6 weeks before	The draft of the SED and supporting documentation will be submitted to the Quality and Standards Team for circulation to the Review Panel and the Senior Pro Vice-Chancellor: Education and Digital.
4 weeks before	Comments on the draft SED and areas for further clarity will be provided to the School to be integrated.

Timeframe	Activity
	A timetable for the Review Panel event will be drawn up by the Review Panel Secretary in discussion with the Chair. This will include the list of staff who will be expected to attend each meeting.
2 weeks before	The Review Panel will meet for an initial meeting to agree the main lines of inquiry / topics for discussion during the Review Panel event. These will be provided to the Head of School and the School Director of Education.
Review Panel	The Review Panel event will be held. Meetings will take place with the School Leadership Team; a range of learners representative of the subject area at different stages of their study; academic staff; and technical and support staff.
1 week after	A draft report of the PSR will be prepared by the Secretary and shared with Panel Members to finalise the overall outcomes, and wording of any conditions, recommendations and commendations.
2 weeks after	The draft report will be shared with the Head of School and the School Director of Education for matters of accuracy to be confirmed. The School will discuss and initiate actions in response to any conditions and recommendations.
4 weeks after	Actions will be confirmed by the Chair and incorporated into the PSR report which will then be finalised.
May	The PSR report will be provided to Education Committee for formal receipt and note of the outcome and actions initiated in response to conditions and recommendations.
October	An update on progress against actions will be incorporated into the School Quality Report prepared as part of the Programme Monitoring process (above).

Outcome of reviews

52   At the end of the review event, the Panel will meet to discuss the outcomes of the process. These will include:

- confirmation on the **academic quality and standards** of the area under review;

- **commendations** for good practice and strengths of the area identified during the review;

- **recommendations** for enhancement of the subject area;

- **conditions** regarding areas where improvement is required and the timescale within which these must be met.

53   Should the Panel be unable to confirm the quality and standards of provision, the Chair should discuss concerns with the Senior Pro Vice-Chancellor: Education and Digital and Head of Quality and Standards on how to proceed.

54   The Secretary will prepare a detailed report on the subject area drawing on both the documentation provided in advance, and records of discussions held during the review event itself. The report will include a rationale for how quality and standards can be confirmed and for any commendations, recommendations, and conditions identified.

55   The School will be asked to discuss and initiate actions in response to any conditions and recommendations identified which will be incorporated into the final report which will be received by the Education Committee. The School will be expected to provide an update on progress within its subsequent School Quality Report.

Record keeping and retention

56   PSR review reports will normally be retained by the Quality and Standards Team for the current academic year plus five years in accordance with the Retention Scheme.

57   PSR reports will inform the production of the subsequent SED when the subject area is scheduled for review where an update on progress against actions will be provided. Reports will also be used for relevant PSRB review events as required.
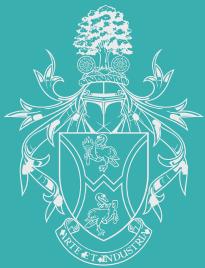
Guidance

58   Supplementary guidance on each process, including supporting documentation, is available on the University intranet and via the Quality and Standards Team.

59   Templates will be available via the Quality & Standards pages of the Intranet, where supplementary guidance and reflective questions will also be available on how to complete them.

Appendix: Equality Impact Assessment

1. What is changing and why?
This is a new procedure which brings together and updates the previous Annual Monitoring and Periodic Subject Review processes ensuring that the University remains aligned to OfS requirements and sector practice – especially the QAA UK Quality Code. These processes include direct analysis of data drawn from the University Student Records System or collected through surveys which is then reported through Tableau or the MIS system allowing for analysis by demographic group.

2. What do you know?
BNU is a lower tariff university and tends to recruit learners from areas of disadvantage who typically require greater levels of support. Without support such learners are at greater risk of underperformance or disengaging with their studies. The University is addressing gaps identified between demographic groups through its Access and Participation Plan (APP) and the processes in this document will support the APP by analysing gaps at programme and subject level and identifying actions to address these. In general, such activities should positively benefit all learners by improving quality and standards and the quality of the learner experience.

3. Assessing the impact

	Could benefit	May adversely impact	What does this mean? *Impacts identified from what you know (actual and potential)*	What can you do? *Actions (or why no action is possible) to advance equality of opportunity, eliminate discrimination, and foster good relations*
a) How could this affect different ethnicities? *Including Gypsy, Roma, Traveller, Showmen and Boaters, migrants, refugees and asylum seekers.*	☒	☐	Ethnicity data is collected for all learners in accordance with JISC / HESA data requirements enabling detailed analysis. The process could benefit learners by identifying and helping to address gaps identified.	Ensure that review activities are appropriately critical, and datasets clearly identify areas of weakness so that actions can be put in place.
b) How could this affect cisgender and transgender men and women (including	☐	☐	Gender data is collected and stored on the University's student records system in accordance with JISC / HESA data. Data is limited, however, preventing analysis of this	Options are currently limited. As JISC / HESA data expands to include greater gender options, this will enable closer tracking thereby benefiting such learners.

maternity/pregnancy impact), as well as non-binary people?			demographic. Although this cannot be tracked, there is no reason why the process should adversely affect such learners.	
c) How could this affect disabled people or carers? *Including neurodiversity, invisible disabilities and mental health conditions.*	☒	☐	Disability data is collected for all learners in accordance with JISC / HESA data requirements enabling detailed analysis. The process could benefit these learners by identifying and helping to address gaps identified.	Ensure that review activities are appropriately critical, and datasets clearly identify areas of weakness so that actions can be put in place.
d) How could this affect people from different faith groups?	☒	☐	Data on learners' religious beliefs is collected for all learners in accordance with JISC / HESA data requirements enabling detailed analysis. The process could benefit these learners by identifying and helping to address gaps identified.	Ensure that review activities are appropriately critical, and datasets clearly identify areas of weakness so that actions can be put in place. Additionally, consideration will be given to scheduling review activities to ensure that no learner is excluded by seeking to minimise review activities coinciding with major religious festivals.
e) How could this affect people with different sexual orientations?	☐	☐	Data on a learner's sexual orientation is collected for all learners in accordance with JISC / HESA data requirements enabling detailed analysis. At programme and subject level analysis is not advised as this could lead to individual learners becoming identifiable. This level of analysis is best undertaken at University level.	See across as to why this is not advisable.
f) How could this affect different age groups or generations?	☒	☐	Information on age is collected and analysed by age (young / mature learners – under or over 21 years of age on entry) in accordance with JISC / HESA data requirements. The process could benefit these learners by identifying and helping to address gaps identified.	Ensure that review activities are appropriately critical, and datasets clearly identify areas of weakness so that actions can be put in place.

g) How could this affect those who are married or in a civil partnership?	☐	☐	Information is not analysed for marital status but there is no reason to indicate that the process might have any adverse impact.	No action recommended.
h) How could this affect people from different backgrounds such as: socio-economic disadvantage, homeless, alcohol and/or substance misuse, people experiencing domestic and/or sexual violence, ex-armed forces, looked after children and care leavers.	☒	☐	There is significant potential to benefit learners from areas of deprivation as there is an existing gap between IMD and an emerging gap between POLAR4 quintiles.	Ensure that review activities are appropriately critical, and datasets clearly identify areas of weakness so that actions can be put in place.
i) How could this affect people with multiple intersectional experiences?	☒	☐	Collectively, there is potential to benefit such learners, especially BAME males, and data is evolving to enable this.	Ensure that review activities are appropriately critical, and datasets clearly identify areas of weakness so that actions can be put in place.

4. Overall outcome			
No major change needed ☒	Adjust approach ☐	Adverse impact but continue ☐	Stop and remove ☐

5. Details of further actions needed
No specific actions needed, beyond ensuring that data analysis continues to evolve and the process meets any new APP requirements.

6. Arrangements for delivery and future monitoring
The process will be reviewed every five years in line with University requirements and when sector practice requires a change.

7. Completed by:	Dr Marcus Wood	Head of Quality & Standards	Date	15/02/2023
8. Signed off by:	Miriam Moir	Academic Registrar	Date	16/02/2023

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