

ANNUAL QUALITY MONITORING (taught programmes)

1 INTRODUCTION

- 1.1 This chapter aims to be an accessible and comprehensive guide to procedural requirements for the annual review of taught programmes leading to Oxford Brookes awards, especially for:
- staff (in Faculties, Directorates and partner organisations) responsible for the quality management of academic provision;
 - professional bodies and other external quality agencies with an interest in the quality and standards of the University's academic provision.
- It covers all undergraduate and taught postgraduate provision leading to Oxford Brookes credit or awards, including programmes delivered through collaborative partnerships, and programmes which form part of a Higher or Degree Apprenticeship. Short courses are also included and should, where possible, be reviewed as part of a group of cognate programmes.
- 1.2 The purpose of annual programme monitoring is to enable the University to consider the currency and effectiveness of programmes in meeting their stated aims, and reflect on the success of students in attaining the intended learning outcomes. Annual monitoring also has a key role to play in facilitating action to continuously enhance the provision, and create a supportive and effective learning environment. The annual quality monitoring process is therefore an evidence-based process, drawing on a range of relevant qualitative and quantitative evidence. It is intended to enable academic staff and managers to easily identify issues affecting the learning experience that require action, and therefore to take timely action at the appropriate level to improve quality and standards. The process should also highlight areas of good practice and make recommendations for the enhancement of learning, teaching and assessment.
- 1.3 It is recognised that programme monitoring is a continuous activity, managed by Subject/Programme Committees, which takes place throughout the year. The purpose of annual reports at programme level is to provide assurance to the Quality & Learning Infrastructure Committee (QLIC) of the quality and standards of the University's academic awards, and to facilitate timely action at the appropriate level to remedy any shortcomings and enhance the quality of the student experience. An important feature of the annual review process is that it should be evaluative, action-focused and forward-looking, and should promote discussion between programme teams, students, external stakeholders, academic managers, and professional services.

2 THE ANNUAL MONITORING CYCLE

	Undergraduate	Postgraduate
June	<i>Examination Committees External examiner reports received within next month.</i>	
July	<i>Programme teams prepare *Annual Quality Monitoring reports for undergraduate programmes. Partner Programme Managers and Brookes Liaison Managers prepare reports for collaborative provision (depending on the delivery cycle for their provision).</i>	
August		
September		
October	<i>Annual review meetings are held to confirm reports and action plans, with the recommendation that (for home programmes) they are chaired, or attended, by a Programme Lead from outside the subject group.</i>	
November	<i>**Programme reports are considered at Faculty AESC/QLICs, or their Collaborative Provision Sub- Committees.</i>	
December	<i>QLIC considers a sample of reports from across the Faculties/partners, and provides feedback. Faculties provide a summary of good practice and institutional issues requiring action/response.</i>	<i>Examination Committees External examiner reports received within next month. Programme teams prepare *Annual Quality Monitoring reports for postgraduate taught programmes. Partner Programme Managers and Brookes Liaison Managers prepare reports for collaborative provision (as appropriate for the delivery cycle of their provision).</i>
January		<i>Annual review meetings are held to confirm reports and action plans, with the recommendation that (for home programmes) they are</i>

		<p><i>chaired, or attended, by a Programme Lead from outside the subject group.</i></p> <p><i>**Programme reports are considered at Faculty AESC/QLICs, or their Collaborative Provision Sub-Committees.</i></p>
February		<p><i>QLIC considers a sample of reports from across the Faculties/partners, and provides feedback.</i></p> <p><i>Faculties provide a summary of good practice and institutional issues requiring action/response.</i></p>

*** Templates**

A range of templates is available at on the [Quality and Standards Handbook templates and guidance notes web page](#). Please ensure the appropriate template is used, as applicable to the type of provision being reported on, from:

- Home undergraduate provision (T3.1a)
- Home foundation provision (T3.1b)
- Home postgraduate taught provision (T3.2)
- ACP provision (T3.3)
- Collaborative (non-ACP) provision – UK or international (T3.4)
- Apprenticeship and other ESFA-funded provision (T3.5)

**** Consideration by Faculty AESC/QLIC**

Heads of Department/School should provide FAESC/QLICs with a short report to either assure the committee that all programme reports have been received, or describe any action being taken to remedy the situation where reports have not been submitted (this should be formally recorded in the committee minutes). Reports that do not meet the required standard should be referred back to programme teams for further work.

FAESC/QLICs should provide feedback to Programme Leads on action being/to be taken at Faculty level to address any issues raised in programme-level reports. Issues outside the remit of FAESC/QLIC, for example, those with resource implications - should be referred to Faculty Executive Groups.