

University Partnerships Europe (UPE)

Academic Registry

NPR QS2: Annual Monitoring

Version 2.1

1. Introduction

This document sets out the Navitas UPE policy and procedure for annual monitoring of the College stages of pathways and programmes. All Colleges undertake annual monitoring; some follow the procedures of their Partner University, whilst others follow the Navitas process.

2 Purpose

2.1 The purpose of annual monitoring is to ensure that the academic standards and quality of the provision offered by the Colleges is maintained and enhanced. The process:

- a) provides an opportunity to review the effectiveness of a programme and its assessment practices and the extent to which learning outcomes are being achieved;
- b) monitors student performance (pass rates, progression rates, and retention rates), including correlation with admission route;
- c) monitors the performance of students once they have progressed to the University stages of the pathway through the consideration of tracer studies;
- d) considers any relevant feedback from those involved with the programme including academic staff, University moderators, external examiners (where they are used as part of a particular Recognition and Articulation Agreement), and link tutors;
- e) considers feedback from students obtained through module surveys and supported by the Navitas student satisfaction and alumni (graduate) surveys, student focus groups, committee meetings and other relevant arenas
- f) identifies enhancements and features of good practice that have a positive impact on the student experience;
- g) provides an opportunity to update assessment regimes, progression criteria, and content, resulting in revised Programme Specifications and DMDs;

2.2 Where a College and Partner University are teaching under the Integrated Delivery Model, then the College should consider the University's annual monitoring reports alongside student feedback.

2.3 Annual monitoring reports for the prior academic year should be submitted to the College Learning and Teaching Board (CLTB) by the agreed date. Following approval by the CLTB, the reports are forwarded to the relevant School/Faculty office of the Partner University, and presented at the Academic Advisory Committee. They are also forwarded to the Academic Registry where any trends and common issues will be identified for action, as well as features of good practice for dissemination across the Navitas UK Colleges via the Learning and Teaching Forum or Learning and Teaching Committee.

2.4 In order to ensure consistency, a template is provided for annual monitoring reports (Form QS2).

2.5 The following is a checklist of areas that should be covered in Annual Monitoring Reports:

- a) Moderation reports on modules and moderation meeting minutes:
 - Outcomes of discussions of moderation reports within the College.
 - Recommendations made by the moderators including External Examiners and actions taken.
- b) Student feedback:
 - Analysis of and commentary on student feedback survey data
 - Issues raised by student representatives at the Student Forum/Council.
 - Actions resulting from student feedback.
- c) Teaching staff feedback:
 - Key issues arising from module reviews.
 - Recommendations for minor changes to modules.

- Key issues arising from the peer review process.
 - Key academic issues identified by the Link Tutor in his/her report.
- d) Quantitative information (supported by commentary where applicable):
- Student numbers compared with targets.
 - Characteristics and trends of the intake (e.g. gender balance, country of origin).
 - Retention, Completion and Progression rates measured against Navitas UP EU Key Performance Indicators
 - The number of re-sits or re-assessments per stage of study.
 - Non-continuation rate.
 - Trends for particular programmes or student groups where retention rates are high/low.
 - Student satisfaction/engagement survey feedback measured against Navitas UP EU Key Performance Indicators.
- e) Market Analysis
- An analysis of the overall health of the programmes set against market trends and presentation of opportunities for further growth and development of the subject area.
- f) The report should also revisit the previous year's report and review the actions arising from it.

3 Tracer Studies

- 3.1 Tracer Studies are carried out by the Partner University on College cohorts to monitor the progress of students during the University stages of their degree pathways to final award. The data contributes to the consideration of the fitness for purpose and effectiveness of the College stage provision and, importantly, enables College student performance to be compared with Home, EU and international students recruited directly by the Partner University or via other feeder/access routes by stage of entry and cognate area.
- 3.2 Specifically, tracer studies should:
- a) compile degree classification data for the following groups of students:
 - students who have progressed to the University from the College;
 - Home students who entered directly into their degree programme at the University
 - international/EU students who entered directly into their degree programme at the University;
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 - international/EU students who entered their degree programme via a different access route or collaborative partner institution of the University;
 - b) compare the results of College cohorts in each module and/or programme of study with the results of international students who joined the University through other routes;
 - c) compare the results of College cohorts in each module and/or programme of study with the results of the 'Home' student cohort;
 - d) compare the results of College cohorts with the whole cohort average.

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