

Section 3: Internal monitoring and review

MONITORING AND ENHANCING THE QUALITY OF TEACHING, LEARNING AND STUDENT EXPERIENCE

Introduction

1. The University is committed to fostering a culture of continuing reflection and enhancement, working in partnership with students to ensure the standards of programmes and the quality of the student experience. This policy sets out the University's systematic approach to monitoring and enhancing the quality of teaching and learning and student experience.
2. The University has set out an agile and timely process for quality monitoring and enhancement, through termly programme reflections, undertaken by Boards of Studies and Student Experience (BoSSE), and through a 'live' School Teaching Enhancement Action Plan. BoSSE will submit relevant programme reflection minutes to the Centre for Quality Support and Development (CQSD), via the School Director for Teaching and Learning (SDTL), who acts on behalf of the School Management Board (SMB). CQSD will convey any matters for action, or particular note to the University Board for Teaching, Learning and the Student Experience (UBTLSE).
3. The BoSSE's programme reflections, together with other sources of evidence and a School's strategic considerations, will inform the School Teaching Enhancement Action Plan (Action Plan), which identifies a School's priorities and activities for maintaining and enhancing quality and standards. The Action Plan will be considered by the Sub-Committee on the Delivery and Enhancement for Learning and Teaching (DELT) and the Pro-Vice Chancellors (Education and Student Experience).
4. This approach enables Schools and the University to identify issues arising throughout the academic year, propose actions to address those issues, and ensure the effectiveness of actions at the Programme, School and University level.
5. The programme reflections and School Teaching Enhancement Action Plans are part of a set of continuing quality assurance and quality enhancement mechanisms, including peer review, student evaluation of modules and programmes and external examiner processes, which feed into and inform the programme reflection and action planning processes.
6. This policy and the processes put in place have been informed by the *QAA Quality Code*¹ (published in May 2018) and associated *Advice and Guidance on Monitoring and Evaluation*² (published November 2018), they also reflect the University's Purpose and Principles for Enhancement-led Quality Assurance (EQA) and the EQA Framework³.

Programme Reflections

7. BoSSE meet termly and reflect critically on the management and operation of their programmes, focussing on successes and challenges, and monitoring progress against their School Teaching Enhancement Action Plan (Action Plan). The BoSSE programme reflection will be informed by various

¹ www.qaa.ac.uk/quality-code

² www.qaa.ac.uk/en/quality-code/advice-and-guidance/monitoring-and-evaluation

³ http://www.reading.ac.uk/web/files/qualitysupport/EQA_qualityoverview.pdf

sources of evidence and the focus of the programme reflections will vary depending on the sources of evidence which have become available (see Appendix 1) and emerging issues identified by students, academic staff, support services and functions and UBTLSE and its sub-committees.

8. BoSSE will use a template for recording minutes of their termly meetings. This template is used for reporting to the School Management Board and to UBTLSE, via the SDTL. The Secretary of the BoSSE will submit the minutes to the SDTL, who may make additional comments before being forwarded to the UBTLSE Secretary in CQSD. Matters which are highlighted for University action or guidance will be conveyed to UBTLSE.
9. The BoSSE Agenda and guidance document and the Minutes Template can be found in the *Guide to Policy and Procedures for Teaching and Learning*⁴.

School Teaching Enhancement Action Plans

10. The Action Plan is co-created in partnership with students via a number of feedback mechanisms and student representation. Where possible, students will work closely with the SDTL and other key Priority Leads to develop, implement and monitor actions.
11. On a termly basis, following progress updates from the relevant BoSSE(s), the Priority Leads and the SDTL will update the School's Teaching Enhancement Action Plan⁵ to indicate the progress made against each priority and this will be reported to the SMB, who maintain strategic oversight of the Action Plan.
12. The BoSSE may make suggestions for additional priorities and actions, or may advise that an individual action relating to a priority has been completed or all of the actions relating to a priority have been completed and the priority and related activities require an evaluation and impact assessment.
13. The SDTL will lead a standing item on the Action Plan at termly meetings of the SMB where the relationship between programme-led initiatives and strategic priorities will be discussed. Any additional actions and matters arising will be shared with the relevant BoSSE. Progress against the key priorities will be monitored by the SMB and completed activities/actions will be identified for evaluation.
14. When a priority changes or the activities to address the priority have been completed, the Priority Lead will complete an evaluation and impact assessment and identify if:
 - i. There is reasonable belief that the School has achieved what it set out to when setting the priority,
 - ii. More activity is required to address the identified priority.

Once complete, the evaluation and impact assessment is disseminated to BoSSE, Student Staff Partnership meetings and to School Management Boards. DELT receives all evaluation and impact assessments on an annual basis, alongside the Schools annual Action Plan submissions.

15. On an annual basis, following the summer term BoSSE, the SDTL will work with colleagues and students to collate and consider the reflections on the previous academic year, taking into consideration any additional data sets, such as the NSS results (July), external examiner reports and undergraduate and postgraduate summer results, and will review the School's priorities for the next academic year. These may be a continuation of existing priorities in the School Action Plan or new priorities based on the reflections and new data available at the end of the academic year.
16. The Action Plans will be approved by the School Management Board and will inform the content of the School's five-year plan (Sustainable Planning System). It will also form the basis for annual discussions

⁴ <http://www.reading.ac.uk/cqsd/QualityAssurance/PoliciesandProcedures/cqsd-PoliciesandProcedures.aspx>

⁵ http://www.reading.ac.uk/web/files/qualitysupport/School_Teaching_Enhancement_Action_Plan_Guidance_-_final.pdf and <http://www.reading.ac.uk/nmsruntime/saveasdialog.aspx?IID=145313&slD=87193>

between the School's education and student experience leadership and the PVC(s) Education and Student Experience. Action Plans will be reported annually to DELT (November/December).

17. DELT will receive both the Action Plans and any completed evaluation and impact assessments. DELT will be responsible for analysing and evaluating Schools' priorities and activities against the University's teaching, learning and student experience priorities and against the University and School data indicators for student outcomes and experiences. DELT will use comparative University level data and sector data to ensure Schools are focused on emerging issues and to make University-level recommendations to support School and University priorities. DELT will also use the evaluation and impact assessments to identify Good Practice and impact across the University.
18. DELT will report to UBTLSE on the themes within the Schools' Action Plans and their performance against key indicators, identified priorities and sector information. The report will also identify impacts as a result of Schools' quality assurance and quality enhancement activities.

This report will inform UBTLSE's annual report to Senate and the University's Annual Learning and Teaching Report to Council.

19. All completed Action Plan evaluation and impact assessments will be kept in a repository held by CQSD, in addition to repositories held in individual Schools.

Programmes involving a branch campus

20. Where BoSSE are responsible for programmes delivered at a branch campus these should be fully considered alongside other programmes in the programme reflection and Action Plan process. The Action Plans should clearly distinguish between priorities and actions relating to delivery at the branch campus, issues relating to delivery in the UK and issues relating to provision at both campuses.
21. All BoSSE meetings (or other 'discussion' meetings) should be timetabled at a time which is convenient for staff at both campuses to attend. Programme Leads should attend each BoSSE meeting and contribute to the programme reflections and Action Plan updates. Where this is not possible, Programme Directors should contact Programme Leads in advance of the BoSSE meetings to ask for feedback to contribute to the discussions.

Programmes involving delivery with a partner

22. Where BoSSE are responsible for programmes involving delivery with a partner, such programmes should be considered as part of the BoSSE's programme reflection and Action Plan process. Programme Directors for such programmes should ensure that any priorities which impact the delivery of a partnership programme are actioned and reported back to the BoSSE.
23. Programme Directors responsible for collaborative programmes will be required to evaluate the partnership provision, the standards of any awards delivered with a partner and the quality of the student experience working with the partner, and this will be reported on an annual basis.
24. Programme Directors will submit a Partner Programme Sub-report⁶, completed by the partner institution, and a Partnership Annual Monitoring Form⁷ for each partner, to the autumn term BoSSE. These will highlight successes and challenges, with a focus on operational aspects of the collaborative provision and delivery of the partnership programme and will inform the relevant School Action Plan. Collaborative programmes may have their own programme-level priorities and actions, as appropriate.
25. The Partner Programme Sub-Report and the Annual Partnership Monitoring forms will also be submitted to the Centre for Quality Support and Development (CQSD) in September each year. CQSD will identify common themes, issues and good practice across the collaborative provision programmes to produce the Annual Collaborative Provision Report, submitted to DELT in November each year.

⁶ <http://www.reading.ac.uk/nmsruntime/saveasdialog.aspx?IID=92692&sID=87193>

⁷ <http://www.reading.ac.uk/nmsruntime/saveasdialog.aspx?IID=134177&sID=87193>

DELT will use the Annual Collaborative Provision Report, alongside other sources of evidence and Schools' Action Plans to make further recommendations, where appropriate.

26. In addition, CQSD and the International Partnerships Team will use the data and information gained through the Partner Programme Sub-reports and the Annual Partnership Monitoring Forms to report annually to the Global Engagement Strategy Board (GESB). The GESB will concentrate on the marketing, financial, recruitment and partnership relationship aspects of the programmes.

Apprenticeship Programmes

27. Where a BoSSE is responsible for an apprenticeship programme, in addition to the standards of the University programme and the quality of the student experience, the partnership between the University and the Employer should be monitored to ensure that the articulation between the academic programme and the work-based learning is effective, that students are progressing as expected through the programme, and that good relations have been maintained between the University and the Employer.
28. It should be noted that all of the University's Apprenticeship provision is delivered by the Henley Business School. Henley Business School have a range of on-going internal monitoring functions to support the apprenticeship provision including the Apprenticeship Management Board, a dedicated Apprenticeship Administration and Support Office led by the Compliance and Data Manager, monthly sub-contractor management meetings, an Apprenticeship Tutor Office and Account Managers who manage the relationship with each employer/cohort. The Henley Business School maintain a Self-Assessment Review (SAR) and a live Quality Improvement Plan (QIP) for apprenticeship provision. These internal quality assurance and enhancement mechanisms are informed by the external regulatory requirements as outlined by the QAA, ESFA, Ofsted and other relevant Professional Statutory Regulatory Bodies (PSRBs).
29. In September each year, Henley will submit their current SAR and QIP to CQSD. CQSD will review these documents and discuss any issues arising with the appropriate BoSSE. CQSD will produce the Annual Apprenticeship Provision Report, submitted to DELT in the autumn term each year. DELT will use the Annual Apprenticeship Provision Report, alongside other sources of evidence and the Schools Action Plans to make recommendations, where appropriate.

Annual timeline for quality monitoring and enhancement

July	August	September	October	November	December	January	February	March	April	May	June
BoSSE report to CQSD/UBTLSE			BoSSE Termly programme Reflection		BoSSE report to CQSD/UBTLSE		BoSSE Termly programme Reflection		BoSSE report to CQSD/UBTLSE		BoSSE Termly Programme Reflections
TLD meets with HoS & SDTL to discuss key priorities											
			PVC meets with HoS, SDTL and TLD to discuss key priorities and Action Plans for the next Academic Year								
		Action Plan for academic year approved by SMB			BoSSE Action Plan progress reported to SMB				BoSSE Action Plan progress reported to SMB		
			DELT receives School Action Plans and any evaluation and impact assessments from the previous year								
					Action Plan feeds into SPS						
					DELT annual report on Action Plans reported to UBTLSE	University Annual Learning and Teaching Report to UBTLSE and Senate	University Annual Learning and Teaching Report to Council				

VERSION CONTROL

Version	Date approved	Approved by	Effective From	Next Review	Keeper (Responsible for Policy Maintenance and review)
1	3/11/2020	UBTLSE	Date of approval	By Nov 2021	CQSD

Appendix 1: Sources of data/evidence and helpful links

Autumn		Spring		Summer	
Source	Availability	Source	Availability	Source	Availability
NSS outcomes	July	15 day turnaround time compliance	February	15 day turnaround time compliance	May
UKES outcomes	August			EE Meetings	June
PTES outcomes	August			Outcomes from UG PEMS	June
EE Reports	July/August			Module marks (UG and PGT)	June/July (first attempt), November (final attempt)
Subject level TEF indicators and benchmarks	September			Graduate Outcomes survey outcomes	June/July
15 day turnaround time compliance	September/October				
UG Part to Part Progression	October				

Degree attainment (UG and PG)	November				
Student Evaluation – discussion of any specific issues/themes arising from SSP Groups, Module and Programme Evaluation, feedback from the Rep Online Student Impact Evaluation (ROSIE) tool					
Reports/Outcomes from Professional Statutory Regulatory Bodies (PSRBs) and any other external examiner comments					
Any emerging priorities from Periodic Review, Peer Review, or reports from UBTLSE and its sub-committees					
Reports/information from key stakeholders (as appropriate):					
<ul style="list-style-type: none"> • School Director for Teaching and Learning • Departmental Director for Teaching and Learning • School Director for Academic Tutoring • School Director of Admissions • Heads of Function (Careers, DTS, Study Advice, Library, CQSD) • Programme Leads at branch campuses and for partnership programmes • Teaching and Learning Deans 					

Below are some key sources of data which should be used during the programme reflections and may inform Action Plan priorities:

Schools should pay particular attention to split data for the above metrics to consider targets for Access and Participation, attainment gaps and under-represented groups.

The following links may be useful for completing the Action Plan and the Evaluation and Impact statement:

Forming Objectives guidance document:

<https://sites.reading.ac.uk/wp-content/uploads/sites/42/2020/02/EI-Forming-Objectives-Guide.pdf>

Levels of Impact:

<https://sites.reading.ac.uk/evaluation-and-impact/resources/>

Closing the feedback loop:

<https://sites.reading.ac.uk/curriculum-framework/closing-the-feedback-loop/>

University of Reading Teaching and Learning Strategy:

<http://www.reading.ac.uk/about/teaching-and-learning/t-and-l-strategy.aspx>

