UNIVERSITY OF WEST LONDON
The Career University

Academic Quality and Standards Handbook

Section 6: Monitoring Outcomes

2023-24

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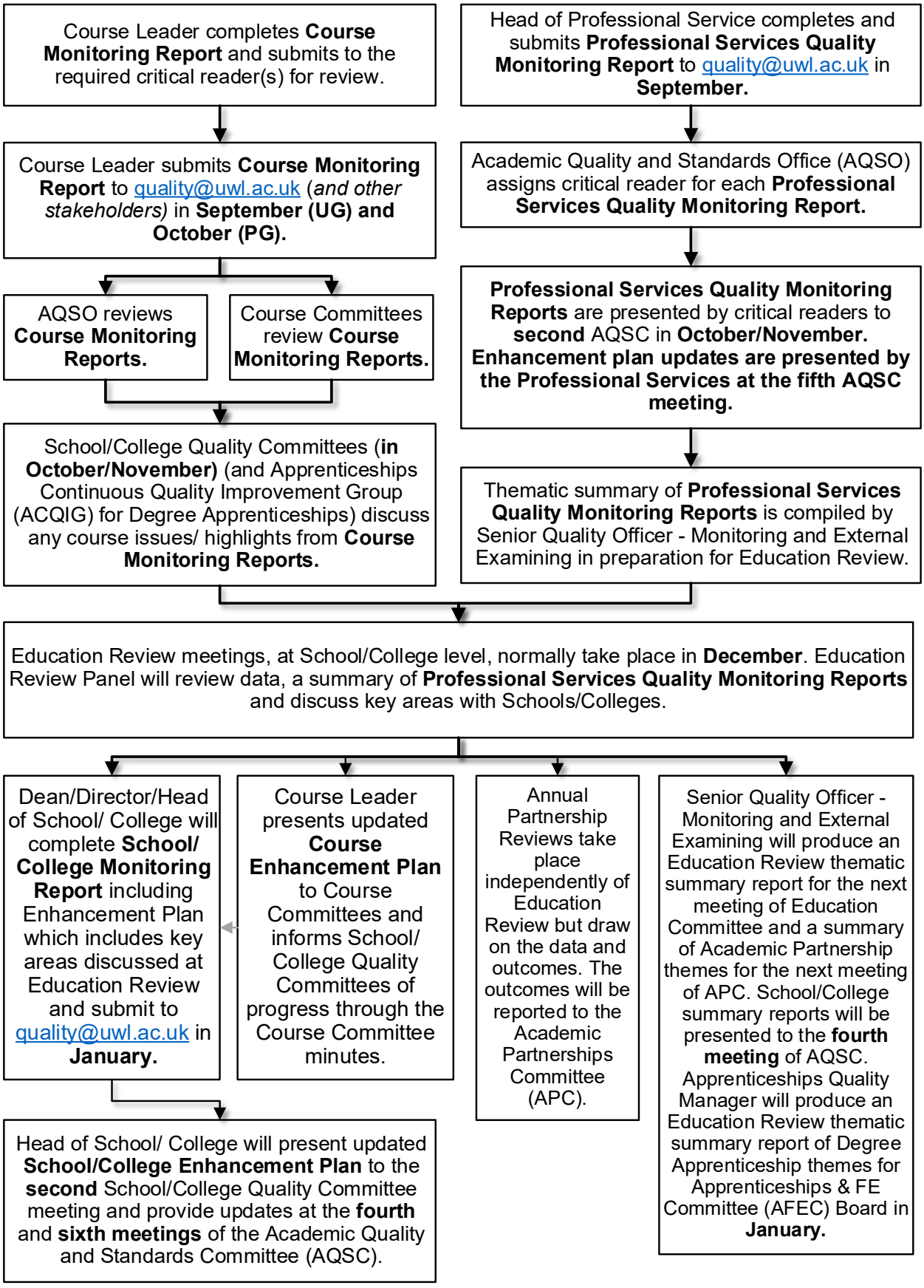
Education Review Process Diagram



1 INTRODUCTION

1.1 Purpose and Aims

1.1.1 This section describes:

(a) How the University monitors outcomes on the student experience and student performance.

(b) How the University uses outcomes-based data to evaluate its educational provision and services.

(c) How monitoring and evaluation feeds into course design and development.

1.1.2 The aim of the monitoring and evaluation process is to ensure that the University meets the obligations and expectations of its staff, students and regulators by:

(a) Routinely collecting and analysing data related to student outcomes as part of the assurance of sector-recognised standards;

(b) Regularly reviewing and enhancing our provision, reflecting on a range of data sets as they relate to quality to ensure courses and wider services remain fit for purpose and to take account of changing circumstances, demands and pedagogical developments;

(c) Involving key internal and external stakeholders, including students and external experts in the monitoring and evaluation process in order to encourage robust dialogue between expert peers, students and wider stakeholders on improving the educational experience within the University and its partners;

(d) Responding to the individual circumstances of each course to ensure that all quality requirements are proportionate to the assessed risk being managed.

1.2 Regulation relevant to this section

1.2.1 Condition B1:

The provider must ensure that the students registered on each higher education course receive a high quality academic experience.

A high quality academic experience includes but is not limited to ensuring that each higher education course:

1) is up-to-date;

2) provides educational challenge;

3) is coherent;

4) is effectively delivered; and

5) requires students to develop relevant skills.

1.2.2 Condition B2:

The provider must take all reasonable steps to ensure:

1) students registered on a higher education course receive resources and support to ensure:

   a) a high quality academic experience for those students; and

   b) those students succeeding in and beyond higher education; and

2) effective engagement with students to ensure:

   a) a high quality academic experience for those students; and

   b) those students succeed in and beyond higher education.

1.2.3 Condition B3:

The provider must deliver successful outcomes for all of its students, which are recognised and valued by employers, and/or enable further study.

1.2.4 Condition B4:The provider must ensure that:

1) students are assessed effectively;

2) each assessment is valid and reliable;

3) academic regulations are designed to ensure that relevant awards are credible;

4) academic regulations are designed to ensure effective assessment of technical proficiency in the English language in a manner that appropriately reflects the level and content of the course; and

5) relevant awards granted to students are credible at the point of being granted and when compared to those granted previously.

1.2.5 Condition B5:

The provider must ensure that, in respect of any relevant awards granted to students who complete a higher education course provided by, or on behalf of, the provider (whether or not the provider is the awarding body):

1) any standards set appropriately reflect any applicable sector-recognised standards; and

2) awards are only granted to students whose knowledge and skills appropriately reflect any applicable sector-recognised standards.

1.2.6 The Expectations of the UK Quality Code for Higher Education relevant for monitoring course outcomes are:

(a) The academic standards of courses meet the requirements of the relevant national qualifications framework.

(b) The value of qualifications awarded to students at the point of qualifications and over time is in line with sector-recognised standards.

(c) Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.

(d) From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.

1.2.7 For Apprenticeship courses the Ofsted Education Inspection Framework will also be relevant.

1.3 Responsibilities

1.3.1 The Academic Board has the responsibility and authority to set, maintain and assure academic standards.

1.3.2 The Academic Quality and Standards Committee (AQSC) is responsible for ensuring that there is a robust framework and process to deliver quality and standards and to have oversight of monitoring processes.

1.3.3 The Education Committee is responsible for reviewing student outcomes and the student experience including Education Review.

1.3.4 The Apprenticeships Continuous Quality Improvement Group (ACQIG) and the Apprenticeships and FE Committee (AFEC) are responsible for developing the Self-Assessment Report and Quality Improvement Plan (QIP) and maintaining oversight of the QIP during the year.

1.3.5 The Academic Quality and Standards Office (AQSO) is responsible for managing the monitoring and evaluation process and ensuring that all templates are developed and available for all required elements of the approval and monitoring process.

1.3.6 The Strategic Planning team is responsible for providing the data sets for Education Review.

1.3.7 The Global Partnerships Office (GPO) is responsible for supporting Academic Partnership Link Tutors in the relevant School or College, managing the partnership review processes and contributing to oversight of academic partnership courses through Education Review.

1.3.8 The Academic Quality Lead in each School or College is responsible for ensuring that colleagues observe the procedures and requirements.

1.3.9 The Course Leader is responsible for producing the Course Monitoring Report for each course and updating the Course Enhancement Plan on a continuous basis in response to incoming data and other evidence including student feedback.

1.3.10 The Head of Subject or Partnership Lead (or designate), Apprenticeship Lead or Academic Partnership Link Tutor (as applicable) are responsible for reviewing the relevant completed Course Monitoring Reports prior to these being submitted to the Academic Quality Lead, AQSO, GPO (where applicable) and End Point Assessment Department (EPAD) (where applicable). The Academic Partnership Link Tutor is also responsible for supporting their academic partner(s) with the completion of their Course Monitoring Report(s).

1.3.11 The Dean, Director or Head of School or College is responsible for overseeing:

(a) The development of a presentation for the Education Review meeting;

(b) The production of the School or College Report;

(c) The production and regular updating of the School or College Enhancement Plan in response to incoming data or changes in School or College planning.

1.3.12 To assist with administration of the monitoring processes, Schools or Colleges should ensure the relevant records systems include up-to-date information on who the Course Leaders and Heads of Subject are.

1.3.13 The Head of Professional Service is responsible for overseeing, the production of their Professional Services Quality Monitoring Report, the creation and regular updating of their Professional Service Quality Enhancement Plan and providing an update on the enhancement plan at the fifth meeting of AQSC.

1.4 Further Guidance

1.4.1 For further guidance colleagues should make early contact with the AQSO at quality@uwl.ac.uk or on 020 8231 2077.

1.4.2 Where an enquiry involves an academic partnership with an external institution, the lead School or College should ensure they contact both the AQSO, and the GPO at UWL.GPO@uwl.ac.uk or on 020 8231 2749 at the earliest opportunity.

2 OVERVIEW OF MONITORING AND EVALUATION PROCESS

2.1 Stages of the monitoring and evaluation process

2.1.1 The monitoring and evaluation process for all courses (including courses delivered by academic partners) should comprise of five stages:

Stage 1

- **Completion of Course Monitoring Report**

  Responsibility: Course Leader

Authorising Body: School or Quality College Committee

- **Professional Services Quality Monitoring Report**

  Responsibility: Head of Professional Service

  Authorising Body: AQSC

Stage 2

- **Education Review**

  Responsibility: Director of Academic Quality and Standards

  Authorising Body: Academic Board

Stage 3

- **Completion of School or College Report**

  Responsibility: Dean or Director or Head of School or College

  Authorising Body: Course Committees and School or College Quality Committee

Stage 4

- **Ongoing monitoring and updating of Course Enhancement Plan**

  Responsibility: Couse Leader

  Authorising Body: Course Committees and School or College Quality Committees

- **Ongoing monitoring and updating of School or College Enhancement Plan**

  Responsibility: Dean or Director or Head of School or College

  Authorising Body: School or College Quality Committees and AQSC

- **Ongoing monitoring and updating of Professional Service Quality Enhancement Plan**

  Responsibility: Head of Professional Service

  Authorising Body: AQSC

Stage 5

- **Completion of Education Review thematic summary reports**

  Responsibility: AQSO

Authorising Body: Education Committee, Academic Partnerships Committee (APC), ACQIG and AFEC.

- **Education Review School or College summary reports**

  Responsibility: AQSO

  Authorising Body: AQSC

2.2 Criteria for effective monitoring and evaluation

2.2.1 In monitoring and evaluating a course, the Academic Quality Lead should certify that the approved qualification and curriculum:

(a) Continues to achieve student outcomes – for each enrollable and exit qualification – which meet the threshold standards set by the Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland supported by external expertise.

(b) Continues to enable students to achieve standards beyond the threshold level in line with similar qualifications (for example, grading guidelines) nationally, supported by external expertise.

(c) Continues to enable students to achieve the University's graduate attributes and align with the University's strategies and mission.

(d) Continues to provide reliable and fair opportunity for all students to achieve the outcomes within the study hours and mode of study of the course regardless of background.

(e) Continues to reliably assess student achievement through valid and appropriate methods.

(f) Continues to be delivered by a sufficient and appropriately qualified – subject specific, professional, and pedagogic – and skilled course team.

(g) Continues to have appropriate facilities, learning resources and student support services needed to deliver a high-quality experience.

(h) Continues to engage a wide range of internal and external stakeholders (current staff, students, alumni, employers, and where appropriate Professional, Statutory and Regulatory Bodies (PSRBs)) in the development and delivery of the course.

(i) Continues to use research and scholarship to enhance the stretch and rigour provided by the course.

Where this is not the case, the Course Enhancement Plan should be amended to reflect actions taken by the course team.

2.3 Course Monitoring Reports

2.3.1 There are three Course Monitoring Report templates for the following types of provision:

(a) University delivered non-apprenticeship provision.

(b) Academic partner delivered provision.

(c) University delivered apprenticeship provision.

2.3.2 The Course Monitoring Report for non-apprenticeship provision provides an opportunity for the Course Leader(s) to reflect on the academic health of their course(s). Areas for reflection include course level data, including student feedback and External Examiner comments, course enhancement, PSRB and external audit or inspections, multiple delivery sites and safeguarding.

2.3.3 Additionally, for all academic partner delivered provision commentary on their relationship with the link School or College and Academic Partnership Link Tutor is requested.

2.3.4 The purpose of the Course Monitoring Report for apprenticeship provision is to review the key performance and success measures at all levels of delivery for each cohort and course and at overall apprenticeship level. Completion of the Course Monitoring Report allows a systematic review of both the quantitative data that is collected from monitoring alongside the qualitative information collected from apprentices and their employers and will proactively identify risks and opportunities and spread good practice across the University. It is expected that the Course Leader for each apprenticeship is aware of issues and opportunities in their whole course respectively, at all times, and is implementing plans to address underperformance in any aspect of the course. The template also assists Course Leaders in preparation for the self assessment report and reflection in any regularity audits.

2.3.5 Prior to submission to the relevant Academic Quality Lead and AQSO, the Course Monitoring Report should be reviewed by the following:

- University non-apprenticeship provision - the relevant Head of Subject.
- University apprenticeship provision – the relevant Head of Subject and where applicable the Apprenticeship Lead.
- Academic partner delivered provision - the relevant Academic Partnership Link Tutor **and** the Head of Subject/Partnership Lead (or designate) in the link School or College.

Reviewed reports for apprenticeship provision should also additionally be submitted to EPAD.

Reviewed reports for academic partner delivered provision should also additionally be submitted to GPO.

2.3.6 Updated Course Enhancement Plans should be presented at each Course Committee and a summary of updates to the School or College Quality Committees via the minutes from Course Committees. The latter provides oversight of these points at a School and College level.

2.3.7 Institute for Policing Studies provision delivered in conjunction with Babcock is exempt from the University course monitoring process and should follow the harmonised course monitoring process with Babcock and the other higher education institutions.

2.3.8 Further to the course monitoring process, additional questions are sent to academic partners where the University also acts as the End-Point Assessment Organisation (EPAO) as part of apprenticeship delivery.

2.3.9 Courses with their first intake in Spring are expected to follow the standard course monitoring timeline and submit their first CMR by the standard deadline in their first year of delivery (e.g., by the September/October).

2.3.10 For monitoring of micro-credentials and modules delivered by validated module partners, guidance should be sought from AQSO on the process which should be followed.

2.4 Cross School or College courses or modules

2.4.1 Some courses or modules may be jointly delivered by two or more Schools or Colleges e.g., combined, major/minor and joint honours courses. This is particularly the case where a module may be used in courses in two or more Schools or Colleges.

2.4.2 The lead School or College should direct activities. Nonetheless, at key stages all School/College(s) involved must offer the opportunity for other Schools or Colleges or courses involved to be consulted and discuss the development and enhancement of the module or course.

2.5 Timings

Month	Collation and release of data	Monitoring activity
September	Deadline for External Examiners' reports to be submitted (Undergraduate provision (UG)).	Completion of Course Monitoring Reports (UG). Completion of Professional Services Quality Monitoring Reports.
October	Deadline for External Examiners' reports (Postgraduate taught provision (PGT)). Continuing Professional Development (CPD) Reporting Tool data reported and shared at Education Committee.	AQSO review and summarise External Examiner reports (UG and PGT) received to date; interim report submitted to AQSC. Completion of Course Monitoring Reports (PG). Course Committees and School and College Quality Committees review Course Monitoring Reports.
November	Release of Education Review dashboard, including data on: Student numbers; Engagement; Success Measures (Submission and Pass Rates; Continuation, Progression, and Good degrees rates); Satisfaction and Careers (Office for Students Progression). Module Evaluation Survey (MES) – Semester 1 opens.	Course Committees and School and College Quality Committees review Course Monitoring Reports. AQSC reviews Professional Services Quality Monitoring Reports. AQSO review and summarise External Examiner reports (UG and PGT) received to date; report submitted to AQSC.
December	MES – Semester 1 – closes and results made available.	Education Review meetings.
January	National Student Survey (NSS) open.	Education Review thematic summary report to ACQIG and AFEC.
February	NSS takes place. CPD Reporting Tool data reported and shared at Education Committee.	School and College Reports and Enhancement Plans to AQSC and School and College Quality Committees. Updated Course Enhancement Plan to Course Committees.
March	NSS takes place. Graduate Outcomes embargoed release of data. Apprenticeships Pulse Survey takes place.	Education Review thematic summary reports to Education Committee and APC.

Month	Collation and release of data	Monitoring activity
April	MES – Semester 2 takes place and results made available. NSS closes. Apprenticeships Pulse Survey results made available.	
May	Graduate Outcomes sector publication of data. CPD Reporting Tool data reported and shared at Education Committee.	Updated School or College Enhancement Plan to School and College Quality Committees and AQSC. Updated Course Enhancement Plan to Course Committees. Updated Professional Service Enhancement Plans to AQSC.
July	NSS results made available	
Throughout the year	Maths and English qualifications on entry and achievement at Level 2 (for Apprenticeships). End Point Assessment (EPA) achievement (for Apprenticeships).	

2.6 Preparation for Education Review

2.6.1 Education Review takes place annually at School or College level and is chaired by the Director of Academic Quality and Standards.

2.6.2 Attendees should include:

(a) A member of the Vice Chancellor's Executive (VCE) (normally the member of VCE with responsibility for the relevant School or College).

(b) Deputy Vice-Chancellor (Education and Student Experience).

(c) Director of Academic Quality and Standards.

(d) Director of Human Resources (or designate).

(e) Head of the Global Partnerships Office (or designate) (where applicable).

(f) Director of Apprenticeships (where applicable).

(g) Dean or Director or Head of School or College.

(h) Head(s) of Subject (or equivalent).

(i) Academic Quality Lead.

(j) Academic Partnership Link Tutor (where applicable).

(k) Course Leaders (where applicable).

(l) Representative from Strategic Planning.

(m) Representative from the UWL Students' Union.

(n) Representative from Centre for the Enhancement of Learning and Teaching.

(o) Representative from the AQSO (who will also minute the outcomes of the review).

2.6.3 The data available for Education Review may include data on:

(a) Student numbers.

(b) Engagement.

(c) Success Measures (Submission and Pass Rates; Continuation, Progression, and Good degrees rates).

(d) Satisfaction (NSS results, MES results and Apprenticeships Pulse Survey (for Degree Apprenticeships)).

(e) Careers (Office for Students Progression).

(f) Graduate outcomes.

(g) Qualifications on entry (Maths and English Level 2) (for Degree Apprenticeships).

(h) Maths and English achievement at Level 2 (for Degree Apprenticeships).

(i) EPA achievement (for Degree Apprenticeships).

(j) External Examiner feedback.

(k) Staff CPD activity.

(l) Staff Advance HE fellowships.

(m) Staff Doctoral qualifications and professional qualifications.

(n) Student Services data.

2.6.4 The Education Review process will not just rely on the data provided but on consideration of the context within which the data sits and on the strategic approach of the School or College on factors including portfolio management.

2.6.5 There are other mechanisms through which demographic data is considered outside of Education Review, i.e., the Access and Participation Plan.

2.7 Conducting the Review

2.7.1 The purpose of Education Review is to ensure:

(a) A supportive and developmental system of review, reflection, and enhancement;

(b) Effective setting and assessment of Key Performance Indicators (KPIs);

(c) Effective sharing of good practice and timely collaborative action planning;

(d) Early identification of shortfalls in performance against benchmarks;

(e) Appropriate School or College or course action to be taken by drawing up of a School or College Enhancement Plan within the School or College Monitoring Report.

2.7.2 In order to enhance quality and standards, the Education Review should effectively capture and disseminate good practice in learning, teaching, assessment, research and innovation.

2.7.3 The Education Review provides a structure for consistently capturing and recognising excellence at all levels; for sharing that effectively, and for understanding the impact of the good practice that colleagues and students have developed, and for making that knowledge, expertise and experience available to support enhancement in those areas that would benefit from it.

2.7.4 Where a course has not been through re-approval in 7 years, this will be discussed at the School or College Education Review who will decide whether the course should undergo re-approval.

2.7.5 A School or College Report will be drawn up following the Education Review session.

2.8 Outcomes, monitoring and reporting at School or College level

2.8.1 At School or College level, the School or College Executive is responsible for sharing the outcomes of the Education Review and overseeing the progress of a School or College report and Enhancement Plan which addresses the key areas discussed at Education Review.

2.8.2 In addition to providing an opportunity for reflection post Education Review, the School or College monitoring report should also draw on themes arising from the School or College's Course Monitoring reports. The report provides an opportunity for the School or College to reflect on their Leadership and Governance of Quality and Standards and their Education Review meeting. The report also provides the opportunity for Schools and Colleges to reflect on their progress with their Enhancement plan and set out new actions.

2.8.3 Updated School or College Enhancement Plans should be presented to School or College Quality Committees and at the fourth and sixth AQSC. The latter provides oversight of these points at a University level.

2.8.4 Other outcomes of Education Review may include:

(a) Training and development requirements for course teams, subject areas or Schools or Colleges.

(b) A requirement to review a course, re-approve a course or undertake a calibration of standards review as appropriate.

2.8.5 Where outcomes include recommendations to re-approve courses and modules or a decision is taken to undertake re-approval in response to the monitoring process, course teams must enter into the University processes for course re-approval articulated in Section 3: Course Approval and Re-Approval of this handbook.

2.8.6 Where minor or major amendments are recommended or arise as a response to the monitoring process, course or module leaders (as appropriate) must enter into the University processes for course amendment articulated in Section 4: Course Amendments of this handbook.

2.9 Outcomes and reporting at University Level

2.9.1 Once all Education Reviews are completed, summary reports from each School or College Education Review will be presented to AQSC.

2.9.2 An overarching thematic summary report will be compiled by the Senior Quality Officer - Monitoring and External Examining and presented to Education Committee. This will consider:

(a) Issues that require University action.

(b) Good practice and how it will be disseminated across the University.

(c) An overview of actions for courses which have been identified as requiring enhancement.

2.9.3 Tailored thematic summary reports will be compiled by the Senior Quality Officer - Monitoring and External Examining to present to APC (for courses delivered by Academic Partners) and by the Apprenticeships Quality Manager to present to ACQIG and AFEC (for Apprenticeships).

2.10 Professional Services Quality Monitoring Report

2.10.1 The Professional Services Quality Monitoring Report provides the opportunity for reflection by Professional Services on their impact on the student experience and quality of learning, teaching and assessment, their engagement with stakeholders, including student feedback, and their compliance/contribution to sector requirements or guidelines. The report also provides the opportunity for Professional Services to reflect on their progress with their Enhancement plan and set out new actions.

Professional Services Quality Monitoring Reports are presented by critical readers to the second AQSC. The consideration of the Professional Services Quality Monitoring Reports at AQSC provides oversight of these points at a University level. An update on the Enhancement Plans will be considered at the fifth AQSC. A summary of the Professional Services Quality Monitoring Reports is presented at Education Review.

3 MONITORING OUTCOMES FOR PARTNERS

3.1 Education review for academic partners

3.1.1 Academic Partners are subject to an annual review which includes consideration of quality and standards and quality enhancement but also encompasses wider issues about the operation of the partnership, as detailed in the Global Partnerships Operations Manual. Courses delivered by academic partners, whether validated or sub-contracted will follow the same process as set out above.

3.1.2 Where particular issues are identified with the provision at the partner, actions to rectify these issues will need to be included in the Course Enhancement Plan.

3.1.3 Where good practice at the partner is identified, this should be disseminated within the School or College (and other partners as appropriate).

3.1.4 The outcomes of Education Review for academic partners will form part of the evidence base for Partnership Contract Reviews.

4 MONITORING OUTCOMES FOR APPRENTICESHIPS

4.1 Education review for apprenticeships

4.1.1 Higher and Degree Apprenticeships are incorporated into the Education Review process. Where possible the same metrics are used but some customisation is provided to ensure the process captures the full range of metrics required to cover all apprenticeship requirements and expectations.

4.1.2 Outcomes for Higher and Degree Apprenticeships from Education Review are provided for scrutiny to ACQIG, in order to feed into the University's Ofsted annual Self-Assessment Report and Apprenticeships Quality Improvement Plan.