

MODULE REVIEW AND ANNUAL COURSE MONITORING & UPDATE

The Learning and Teaching Committee approved new processes for the monitoring and review of modules and courses for implementation in 2011-12.

Background

The revised approach to monitoring and review was developed following a thorough review of policy and procedure for: module monitoring; course update; periodic programme review; and within each of these, student evaluation. Informing the process was the need for robust quality assurance and enhancement in keeping with the University's Corporate Plan. The new processes have been designed to meet the University's needs, whilst being mindful of external agency requirements (including the Quality Assurance Agency and Professional, Regulatory and Statutory Bodies). A core principle was the need to be more efficient, thus reducing the workload, whilst still ensuring efficacy and fitness for purpose.

Key features

A key feature of the new processes is that they take a risk-based approach, particularly with regard to module review. The main changes are:

- Course monitoring and update: to remain an annual event. The focus of the revised policy and procedure is at the level of the course rather than the module on the basis that course coherence (including course content and currency, learning, teaching and assessment methods and learning outcomes, inter alia) is critical to the student experience and academic standards. The outputs of course monitoring and update are one of the 'trigger' points determining which modules are to be reviewed.
- Module review: each module to be reviewed at least once during a five-year cycle unless certain identified 'triggers' dictate more frequent review (see later for details).
- Course review: to continue broadly as now with a few tweaks to the process.
- Student evaluation: new annual internal 'NSS Plus' survey during each year below final year utilising NSS questions with additional questions regarding students' views of their modules. These additional questions will be sent to final year students who otherwise undertake the external NSS. Module evaluation by students each time that a module is run thus becomes optional unless outputs of course monitoring and students' survey outcomes suggest otherwise.

ANNUAL COURSE MONITORING AND UPDATE

- Purpose:**
- To evaluate the course to inform quality assurance and enhancement
 - To update the course
 - To trigger module(s) review (where necessary)
 - To identify and share good practice

Frequency: Annual

- Process:**
- **Lead** to be nominated by the **Head of School** (or HoS may delegate to the School Director (Learning, Teaching and Quality))
 - A course monitoring meeting to be arranged to consider all data
 - Monitoring and update to take account of:
 - course overview (including gaps and overlaps)
 - course learning, teaching and assessment strategies
 - course structure, content and assessments
 - course currency (learning outcomes, knowledge, skills and practice, where relevant)
 - student engagement and achievement (including feedback to students)
 - external examiners' feedback (in view of timescale i.e. prior to submission of their reports) take into account comments at Boards of Examiners' meetings in respect of current session)
 - PSRB requirements (where relevant)
 - NSS/PTES/Internal annual survey feedback (N.B. Internal annual survey to be managed by the Business Intelligence Unit of the Planning Office. This survey will cover undergraduate, and integrated masters. It will include questions about modules. Final year students' comments are obtained via national NSS/PTES to which the University may add up to five additional questions. Short internal survey of final year students' to include questions about modules. Students to be informed at the beginning of each year that they will be required to complete an online survey like the NSS. Students must also be informed of outcomes of previous year's surveys in a "you said.... we did" format)
 - strategies and activities in respect of employability (Note: separate reports to Faculty LTQC and LTC no longer needed)
 - the report and action plans from the previous year
 - feedback from Staff Student Liaison Committees.
 - Outputs to cover:
 - Proposed amendments to programme specifications and course profiles and the reasons for these
 - A report covering three areas
 1. Academic standards
 2. Student learning experience (including opportunities to demonstrate learning outcomes, resources and other forms of support)
 3. Enhancement (setting out changes/improvements and the reasons for these)

Process resolved LTC 29.6.11 (LTC 10A007)

LTS Management /QAA

Module and course monitoring 2011-12 20111021 v4 AJB

- An action plan, including identification/dissemination of good practice and changes
- **Lead** submits report to School Director (LTQ)
- **School Director (LTQ)** reviews reports of all reviews undertaken in each session, summarising good practice and action plans and approves (where appropriate) amendments to programme specifications/profiles
- **School Director (LTQ)** submits these to Head of School and Faculty Associate Dean (LTQ)
- **Faculty Associate Dean (LTQ)** confirms with School Director (LTQ) any module(s) requiring review
- **Faculty Associate Dean (LTQ)** confirms to LTC that process has been undertaken, drawing attention to good practice and/or university wide issues.
- **Faculty Associate Dean (LTQ)** co-ordinates dissemination of good practice within/across Faculties
- **School Director (LTQ)** co-ordinates dissemination of good practice within School

Points to notes:	
Timescale for completion of annual programme monitoring and update:	within two weeks of meetings of Boards of Examiners: May/June for most UG programmes; November for most PGT programmes
Access to programme monitoring and update forms	via Blackboard
Joint courses	Joint courses require especially careful consideration. They may cover a School, a Faculty or cross Faculties or are owned by a Faculty acting as a School. The Lead must consult the Course Director (School of Students' registration) and the Assistant Course Director(s) in the other School(s).
PSRB requirements	PSRB requirements which may stipulate the content/style of report must be observed

MODULE REVIEW

Purpose: Risk-based evaluation of module to inform quality assurance and enhancement

Frequency: Minimum of once per five-year review cycle, **unless** one or more of the following triggers are present.

- Trigger one: module monitoring recommended in periodic review and/or annual programme monitoring and update action plan;
- Trigger two: the module is a new one and is within the first two years of its introduction;
- Trigger three: there is a new organiser of the module;
- Trigger four: there are changes to the module which the School Director (LTQ) considers should be evaluated;
- Trigger five: there has/have been (a) concern(s) arising from previous module evaluation during the last cycle **that remain(s) unresolved within the School**
- Trigger six: there are issues arising from student module evaluation (if done) or arising from the annual student survey.
- Trigger seven: there are staff within their probationary period undertaking substantial amounts of teaching on the module.

Process:

- **School Director (LTQ)** determines which module(s) require review in light of 'triggers';
- **Module Organiser** agrees with School Director (LTQ) (delegated to Course Director in some Schools) the methods and focus of review and must include student evaluation;
- **Module Organiser** undertakes review and completes short report for the School Director (LTQ) (or delegated Course Director);
- **Delegated Course Director** considers report and agrees action plan with the Module Organiser and submits both to School Director (LTQ); *(or School Director (LTQ) acts directly)*
- **School Director (LTQ)** reviews all modules reviews undertaken in each session and submits with summary of good practice and action plans to Head of School and Faculty Associate Dean (LTQ);
- **School Director (LTQ)** co-ordinates dissemination of good practice within School
- **Faculty Associate Dean (LTQ)** confirms to LTC that process has been undertaken, drawing attention to good practice and/or university wide issues. FAD (LTQ) co-ordinates disseminate of good practice within and across Faculties
- **One** form is used

Notes	
Timescale for completion of Module Review:	within one month of end of module
Access to Module Review schedule and forms	via Blackboard
Student evaluation of modules:	<ul style="list-style-type: none"> ➤ is optional at the level of the individual module for evaluation of teaching and CPD for teaching team. ➤ is mandatory if the module is being reviewed under the process described above ➤ otherwise, students' views about their modules will be sought via an annual University questionnaire about their university experience.

COURSE REVIEW

Purpose:

- A critical review of taught provision to inform strategic planning.
- To reflect on curriculum design, teaching and assessment.
- To plan for the next 5 years: quality assurance and enhancement of the course, inform currency of the course and/or inform course closure.

Note: Emphasis is on the outcome following a panel event (rather than on the completion of the report for the panel).

Frequency: Quinquennial

Responsibility: Course Director to lead and manage a team of people leading up to the review.

Process: Data collected and analysed leading to a SWOT analysis with a report to inform a panel event with as much data as possible to be available electronically. After the panel event an action plan would inform future changes and development. Essential review data for the SWOT analysis and report:

- Annual monitoring reports (last 5 years)
- Any module evaluations
- Data Warehouse - Marketing and Admissions reports, current student data
- Equality and diversity data
- Employability data (Careers Centre), employability action/activities in Schools and employers' views
- SSLC data
- Action plans from NSS/PTES and from new internal annual survey
- Programme specification and relevant subject benchmark statement(s)
- Learning Outcomes
- Assessment data
- Admissions information and processes
- School management arrangements for quality assurance/enhancements
- External examiners' reports and responses
- Library resources
- Learning resources

Panel membership:

Chair (Faculty Associate Dean (LTQ), Head of School or School Director (LTQ) who should not be a member of the School(s) whose course(s) is/are under review); one member from another Faculty; a subject specialist external to UEA (must not be an external examiner); two students' representatives; a Service user if applicable

Support available from the Learning & Teaching Service for identifying and organising a panel noting the importance for panel members to have some QA/E experience, or want to acquire QA/E experience.

May be a conjoint event with PSRBs as appropriate.

Outcome: Action plan written by Course Director to inform ongoing developments / improvements and enhancements. This will be reviewed in subsequent annual course monitoring and update.
Number of opportunities to be specified at which good practice may be shared both internally and externally to School: e.g. UEA Learning and Teaching Day, School away day, School forum, reporting at Teaching Committee/School Board, reporting to LTQC and LTC.

FREQUENTLY ASKED QUESTIONS

- Q** If I want to do a student evaluation exercise on my module and it has not hit a trigger can I do so?
- A** Yes, contact your School Director (LTQ) who will be determining which modules are reviewed each year.
- Q** Recently the University has moved increasingly towards on-line surveys but I find hard copy surveys give a higher return rate – can I continue doing a hard copy survey?
- A** The Learning & Teaching Service (LTS) can only support evaluations undertaken using the SITS survey tool and does not have capacity to support other methods. The on-line survey has the advantages of generating an immediate analysis of the feedback scores, and the system facilitates an immediate response from module organisers (to the results) which students welcome and encourages engagement in evaluation exercises.
- Q** Is it acceptable to gather student feedback via other means than a survey?
- A** Yes, and this is particularly encouraged in years when the module is not subject to formal review.
- Q** Who will keep records of when modules are monitored?
- A** The Learning & Teaching Service will keep records and plans for future monitoring at the module and course level.
- Q** How will I know a trigger has been hit and my module requires monitoring?
- A** Once teaching workload allocations have been determined for the following year the relevant LTS Team Leader will liaise with the School Director (LTQ) over which modules should be monitored in the following year. Any changes in personnel that might generate triggers on additional modules should be notified by the School Director (LTQ) to the LTS Team Leader.
- Q** What questions will be asked in the annual survey and when will it be conducted?
- A** The questions are being finalised at the moment and will be based on the NSS topics with some additional questions about facilities, teaching accommodation and resources and it will provide an opportunity for continuing students to raise issues about the modules they have studied. The current plan is to conduct the survey in February/March each year.
- Q** Who determines what questions can be asked on the student evaluation surveys undertaken as part of module review?
- A** There is no change here, Schools and Faculties can determine the standard question sets to be asked which will be set up as templates. Currently different sets of questions are being asked depending on whether the module is lecture/seminar based, lab based, or contains fieldwork etc. Please seek advice from your LTS Team Leader. It is useful to have a high degree of commonality in the surveys to enable comparisons to be made.