



University  
of Glasgow

## **Code of Practice on the Annual Monitoring Process 2013-2014**

## 1. Introduction

The continuous monitoring and enhancement of the University's provision is an essential activity and is conducted through Annual Monitoring. Annual Monitoring has been undertaken in the University for many years and is a bedrock component of the University's quality assurance and enhancement processes. The Annual Monitoring Process is in line with the Programme Approval, Monitoring and Review section of the *QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education* and is an integral component of the University's Quality Framework (see [Annex 3](#)).

The management of the process is reviewed annually and, with effect from Session 2011-12, the process has been amended to divide Annual Monitoring into sections; factual data, reflection, development opportunities and good practice. Report templates have been restructured to reflect feedback from staff and a desire to create a simplified structure and a layer of central consideration of College reports has been stripped out to speed up the process and provide Colleges with greater local autonomy.

The aim of Annual Monitoring is to encourage reflection on the operation of Units of Learning (this may be individual courses, composite courses or at PGT level a programme, see section 4) with a view to maintaining standards and enhancing the quality of learning and teaching. The term 'Unit of Learning' has been adopted to help move away from an expectation that every courses will be individually monitored. Annual Monitoring also seeks to sift out good practice and to encourage reflection on local experience of strategic matters. It is carried out by Course or Programme Leaders<sup>1</sup> and co-ordinated by School Quality Officers (SQOs). College Quality Officers (CQOs) oversee and co-ordinate the management of the process across the College and report annually to the Academic Standards Committee.

## 2. The Annual Monitoring Process

Annual Monitoring is undertaken following the completion of teaching and examining and course and programme Annual Monitoring Reports (AMR) should be submitted to the School Quality Officer by the date(s) specified in Annex 2. Provision has also been made to enable end of semester reporting where a course is offered over a single semester. The submission of AMRs is followed by a full reporting process through School and College Learning and Teaching Committees, the Academic Standards Committee and Senate, with responses being made, as appropriate, at each level. The timeline for completion of each stage is detailed in Annex 2. Appropriate action should be taken at each stage of the process. A number of useful contacts are contained in Annex 1. The reporting procedure is designed to ensure that issues arising from monitoring are properly considered and responses provided at each stage, and to demonstrate that quality and standards are assured and that enhancement and good practice are promoted.

The AMR is the summarised output of the annual review of courses and/or programmes.

The Annual Monitoring Report is separated into four sections as shown in diagram 1. The issues to consider under each section are shown in diagram 2 below. Diagram 3 shows the process for Annual Monitoring. Diagram 4 reflects the cyclical nature of annual review.

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<sup>1</sup> Not all Schools use the term 'leader'. In this document 'leader' is used to signify those with responsibility for a course or programme.

*Diagram 1:*

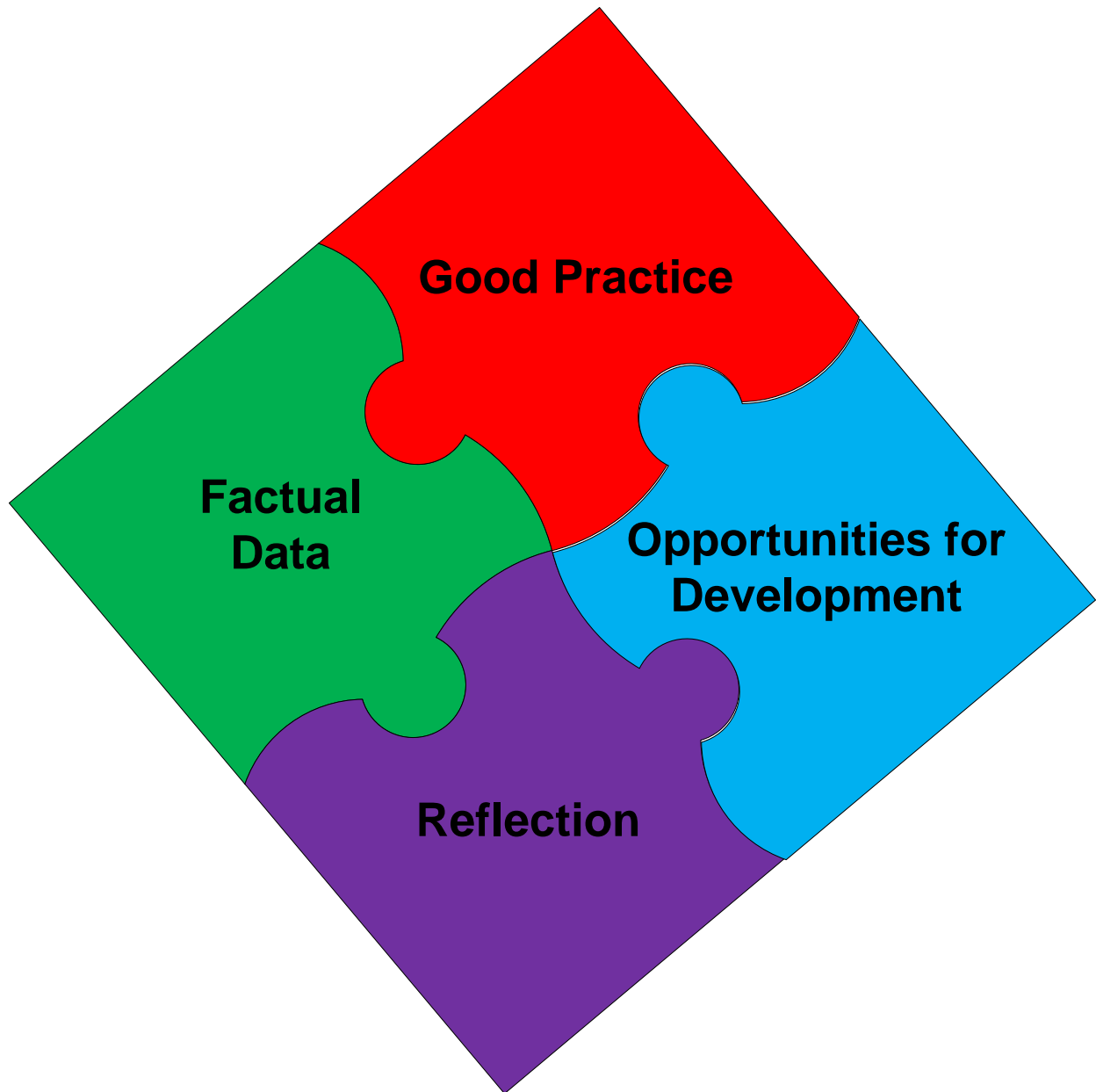


Diagram 2:

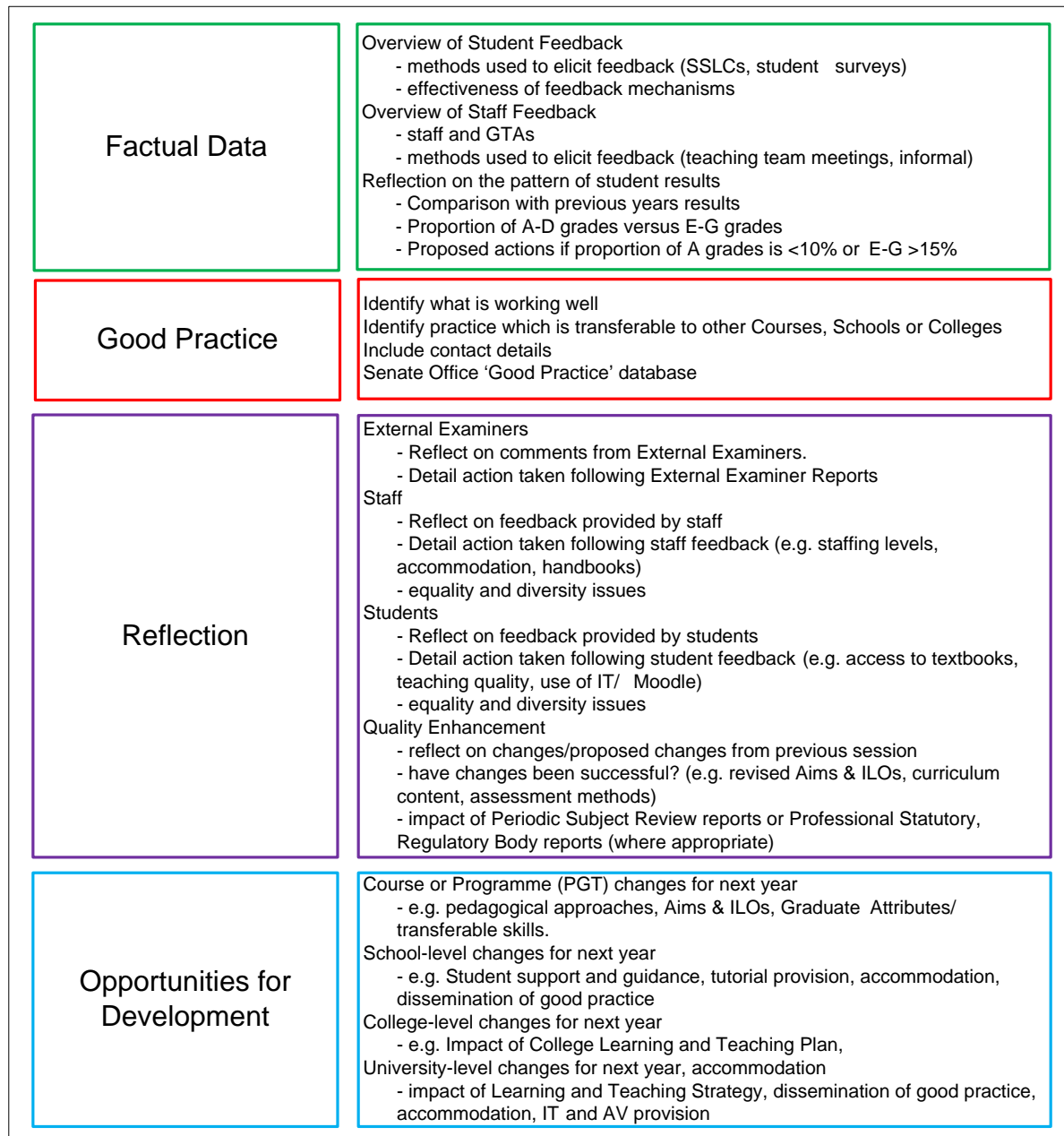


Diagram 3:

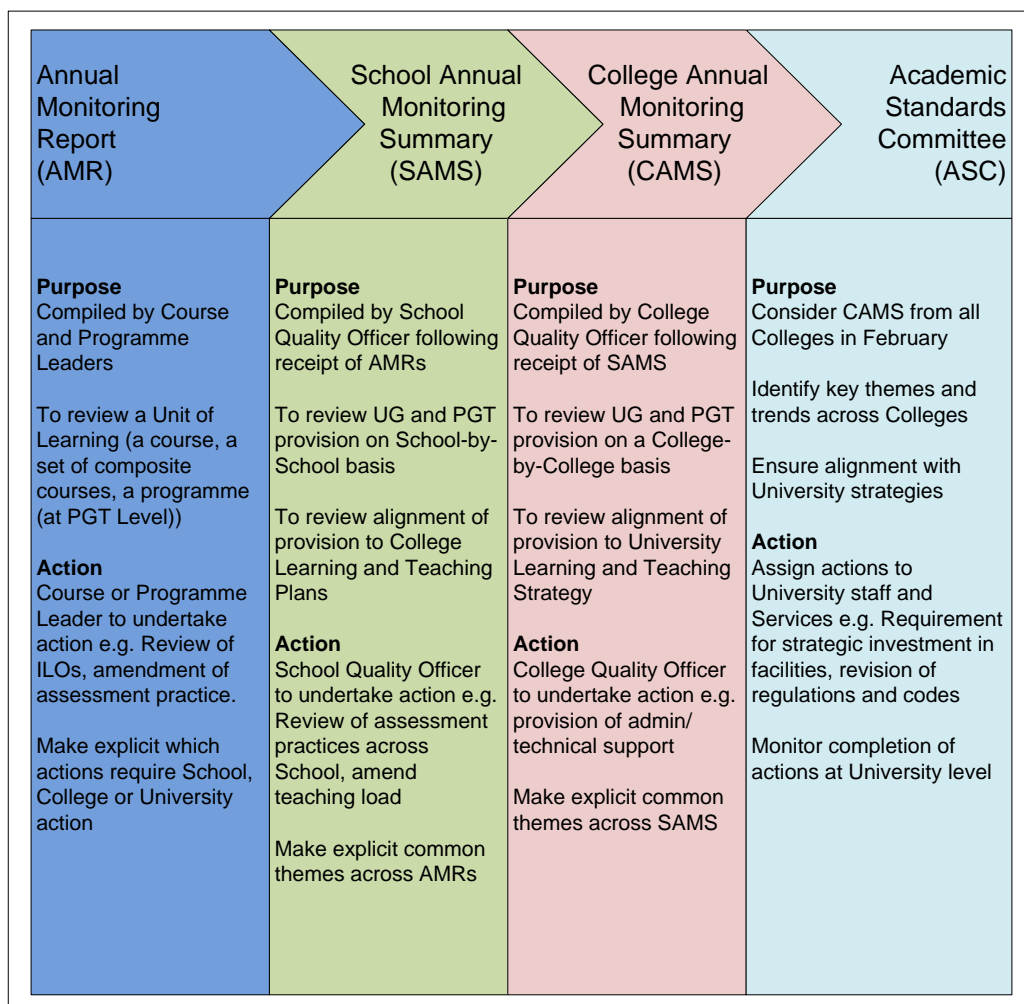


Diagram 4:



The Annual Monitoring process provides opportunities for reflection on and critical appraisal of courses and programmes, highlighting and sharing good and innovative practice, and for reviewing feedback from students, staff and internal and external agencies and the responses to any matters they have raised.

The timelines for completion of Annual Monitoring Reports provide can be found in Annex 2.

### **3. Annual Monitoring – why we do it**

Annual monitoring has a key role in:

1. Setting and maintaining academic standards
2. Monitoring and enhancing the management of assessment and of feedback to students
3. Monitoring student performance and progression
4. Evaluating the quality of the student experience and identifying enhancements
5. Evaluating the effectiveness of learning and teaching resources and identifying matters requiring attention
6. Identifying, promoting and disseminating good practice
7. Gathering evidence of local initiatives and progress in relation to the College Learning and Teaching Plan and the University Learning and Teaching Strategy
8. Monitoring developments from PSR and PSRB reports (where appropriate)
9. Informing the School, College and University of matters requiring their attention

### **4. Annual Monitoring – what's involved**

#### ***At course and programme level***

Annual Monitoring is intended to review Units of Learning. A Unit of Learning may be an individual course, a group of composite courses or at PGT level a programme, as appropriate. In the case of undergraduate provision, the Head of School or Head of Subject should advise staff of whether or not a separate AMR is required from each Course Leader. Some Subjects may lend themselves to composite AMR reporting and Schools and Subjects are encouraged to adopt this approach where appropriate. There are many reasons why a School may choose to adopt composite reporting. These include:

- where a student cohort is similar, e.g. A & B courses at levels 1, 2 and 3;
- fixed curriculum programmes where a single composite report for each level of study may provide more comprehensive information;
- Honours courses.

In the case of postgraduate taught provision, a single AMR, covering all aspects of the programme should be completed.

Annual Monitoring involves:

1. Reflection on and review of the following:

- Feedback obtained from students (e.g. course questionnaires and other locally used feedback mechanisms, Staff-Student Liaison Committees, National Student Survey (NSS), First Year Student Learning Experience Survey (FYSLES), International Student Barometer (ISB), Postgraduate Taught Experience Survey (PTES)) See the [Code of Practice on Obtaining and Responding to Feedback from Students](#)<sup>2</sup> for guidance.
- Feedback from staff involved in the delivery and/or support of the course or programme
- Feedback and advice from external examiners
- Feedback relating to Equality and Diversity
- Student performance and achievement
- The effectiveness of assessment methods
- The currency of the course or programme
- Good practice and how it should be disseminated
- Opportunities for development
- Enhancements which require input from the School, College or University
- Contributions from Support Staff

2. Completion of the relevant AMR

3. Discussion of the AMR, including outcomes and developments from previous AMR, at the earliest available Staff-Student Liaison Committee(s)

4. The receipt, consideration and dissemination to relevant parties of responses from the School, College or University to issues identified in the AMR

If any actions are determined that can be raised with the appropriate body directly (e.g. issues of AV/IT or minor issues of Estates and Buildings) then these actions should be taken forward rather than resolved through the Annual Monitoring process. If the issue has been raised but not resolved or not resolved to the satisfaction of the Course or Programme Leader it is appropriate to raise this in Annual Monitoring Report. It should be noted where an issue has already been raised with the appropriate body to prevent duplication of reporting.

### ***At School level***

Each School has a Quality Officer who will advise the Head of School and School colleagues on matters relating to Quality Enhancement and Assurance for undergraduate and postgraduate provision and who will work closely with the College Quality Officer and with the School's Convener of Learning and Teaching. Some Schools may opt to appoint separate Quality Officers for undergraduate and postgraduate provision. Where this occurs, it is important that there is close liaison between the two individuals concerned to agree the boundaries of each role and to ensure that the advice and information provided to

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<sup>2</sup> <http://www.gla.ac.uk/services/senateoffice/qea/studentfeedback/>

colleagues is consistent. Full details of the role and responsibilities of the School Quality Officer are available at:

[www.gla.ac.uk/services/senateoffice/qea/annualmonitoring/schoolandcollegequalityofficers/](http://www.gla.ac.uk/services/senateoffice/qea/annualmonitoring/schoolandcollegequalityofficers/)

For the School Quality Officer, Annual Monitoring typically involves:

1. Maintaining the currency of the School's Quality Enhancement/Quality Assurance Statement
2. Commenting on proposed revisions to AMR proformas
3. Briefing colleagues on Annual Monitoring arrangements
4. Setting deadlines for completion of Annual Monitoring Reports
5. Reflecting and acting on the following:
  - The information provided in the School's undergraduate course and postgraduate taught programme AMRs
  - The mechanisms used by the School for reviewing and responding to issues raised through annual monitoring (including resource-related matters)
  - Progress in identifying key issues from the previous session
  - Feedback from students (positive messages and how they will be/have been disseminated; matters requiring attention)
  - Feedback from teaching staff (positive messages and matters requiring attention)
  - Written and/or oral feedback from external examiners (including identified good practice and any particular concerns and how they will be/have been addressed)
  - Reflective comments from Course and Programme Leaders on assessment results
  - The quality of colleagues' reflection on good practice
  - The standard of course and programme AMRs submitted (identifying any areas for improvement)
  - The structure and/or content of the AMR form
  - Impact or developments from Annual Monitoring on other QA/QE activities (Periodic Subject Reviews, Professional, Statutory and Regulatory Body Reviews, as appropriate)
  - Practice identified for dissemination within the School, College or wider University
  - Action identified for the attention of the School, College or University
6. Reviewing the progress that the School has made in the current academic session in relation to identified aspects of the College Learning and Teaching Plan and the University Learning and Teaching Strategy



7. Preparing the School Annual Monitoring Summary (SAMS), presenting it for discussion at the School Learning & Teaching Committee and submitting it to the College Quality Officer by the deadline specified in Annex 2.
8. Reporting back to Course and Programme Leaders, Support Staff and Staff-Student Liaison Committees on the outcome of matters identified for action or good practice identified
9. Ensuring a timely response and action, where appropriate, to issues raised for resolution at School level

If any actions are determined that can be raised with the appropriate body directly (e.g. issues of AV/IT or minor issues of Estates and Buildings) then these actions should be taken forward rather than resolved through the Annual Monitoring process. If the issue has been raised but not resolved or not resolved to the satisfaction of the Course or Programme Leader or School Quality Officer it is appropriate to raise this in Annual Monitoring Report. It should be noted where an issue has already been raised with the appropriate body to prevent duplication of reporting.

### ***At College level***

Each College has a Quality Officer who will advise the Head of College, the Dean (Learning & Teaching) and School Quality officers on matters relating to Quality Enhancement and Assurance for undergraduate and taught postgraduate provision. Full details of the role and responsibilities of the College Quality Officer are available at:

[www.gla.ac.uk/services/senateoffice/qea/annualmonitoring/schoolandcollegequalityofficers/](http://www.gla.ac.uk/services/senateoffice/qea/annualmonitoring/schoolandcollegequalityofficers/)

For the College Quality Officer Annual Monitoring typically involves:

1. Liaison with the College Dean (Learning & Teaching) and with School Quality Officers
2. Commenting on proposed revisions to AMRs, the SAMS, and the CAMS proforma
3. Consulting with the Dean (Learning & Teaching) on which aspects of the College Learning and Teaching Plan should be monitored through inclusion of a question in the SAMS
4. Comment on the quality of engagement with Annual Monitoring
5. Reflecting on and drawing attention to key points in relation to:
  - Evaluation of the effectiveness of the College's approach to identifying, disseminating and implementing good practice
  - Engaging and supporting students in their learning
  - Contribution of Support Staff to the enhancement of the student learning experience
  - Effectiveness of the mechanisms for obtaining and responding to feedback from students
  - Equality of opportunity and effective learning for all students

- Engagement with College Learning and Teaching Plan and University Learning and Teaching Strategy
  - Managing the learning environment
  - Institution-led monitoring and review of quality standards including:
    - The effectiveness of the Annual Monitoring Process in the current session and in communication actions and responses from previous Annual Monitoring
    - Engagement with the QAA enhancement themes
    - Engagement with other aspects of QA processes (e.g. Periodic Subject Review, Professional, Statutory and Regulatory bodies (where appropriate))
  - Required action identified from School reports
5. Preparing a College Annual Monitoring Summary (CAMS) Report and presenting it for discussion at the College Learning & Teaching Committee and the February meeting of Academic Standards Committee of the following session
  6. Reporting back to the College Learning & Teaching Committee and to School Quality Officers on progress with matters identified for action by the College or the University
  7. Ensuring a timely response and action, where appropriate, to issues raised for resolution at College level

If any actions are determined that can be raised with the appropriate body directly (e.g. issues of AV/IT or minor issues of Estates and Buildings) then these actions should be taken forward rather than resolved through the Annual Monitoring process. If the issue has been raised but not resolved or not resolved to the satisfaction of the Course or Programme Leader, School Quality Officer or College Quality Officer -it is appropriate to raise this in Annual Monitoring Report. It should be noted where an issue has already been raised with the appropriate body to prevent duplication of reporting.

### ***At University level:***

Annual Monitoring is a key component of the [University's Academic Quality Framework](#).

For the Senate Office and the Quality Officers Forum Annual Monitoring involves:

1. Keeping abreast of national and international developments
2. Overseeing the training of Quality Officers
3. Providing ongoing advice and support to College and School Quality Officers
4. Overseeing the monitoring of the effectiveness of Annual Monitoring on behalf of the University and recommending enhancements to the process as appropriate
5. Annual updating of the Code of Practice on the Annual Monitoring Process
6. Annual review and updating of the AMR, the SAMS and the CAMS proformas

7. Liaising with the Vice Principal (Learning & Teaching) to identify aspects of the University's Learning and Teaching Strategy for comment in the SAMS
8. Progressing matters requiring action by officers of the University and providing updates on progress to School Quality Officers for dissemination to colleagues and students
9. Disseminating good practice
10. Providing updates to School and College Quality Officers on progress with matters identified for the attention of the University

For the University's Academic Standards Committee Annual Monitoring involves:

1. Reviewing College Annual Monitoring Summaries (CAMS) which provide a reflective analysis of Annual Monitoring and Quality Enhancement and identify matters requiring the University's attention
2. Reviewing CAMS to identify trends and common themes across the Colleges
3. Randomly sampling the SAMS reports submitted to College Quality Officers for quality audit purposes
4. Responding to matters identified for the attention of the University
5. Ensuring a timely response and action, where appropriate, to issues raised for resolution at University level

## **6. Annual Monitoring – collaborative provision**

It is important to review the School's contribution to courses and programmes offered in collaboration with others, irrespective of whether the School is leading the course/programme or collaborating in a course/programme led by another School or institution. The lead provider should discuss the AMR with collaborating Schools/institutions to ensure that the AMR presents an accurate reflection of the course or programme as a whole and that matters requiring attention are directed appropriately. Schools collaborating in courses and programmes should ensure that all participants receive a copy of the completed AMR.

The School/RI and College have responsibilities to monitor, and review all collaborative arrangements. The level of monitoring and review is dependent on the nature of the arrangement but, as far as possible, they will mirror standard University processes (student feedback via questionnaires and staff student liaison committee; annual monitoring; External Examiner reports, etc).

The delivery of a UoG programme by UoG staff using the premises and facilities of another organisation physically and geographically distanced from UoG campuses (often another Higher Education Institution) is known as 'distance delivery'. The University's standard requirements for the monitoring and review of the student experience and the programme will apply. An annual monitoring report should be completed for the programme and be considered by the School/RI Quality Officer and the School/RI Learning & Teaching Committee at the same time and in the same way as other and equivalent programmes offered by the School/RI. If the same programme is offered on the home campus, a comparison should be made between the two, particularly in relation to student performance, student feedback and feedback from staff and the external examiner.

The University also delivers joint/dual degrees. Annual Monitoring and review for a joint degree should be provided by the Joint Management Board. The JMB should meet regularly and report at least annually to the relevant College Committee. The College will then submit a composite report on all its collaborative arrangements. For more information on the process for collaborative provision please see the [Framework for Academic Collaborations](#)<sup>3</sup>.

## **7. Timetable for completion of reports**

Report compilers are encouraged to produce a **draft** AMR whilst issues are fresh in their mind. Early completion of the critical appraisal sections of the report allows time for reflection and for any necessary action to be taken prior to the start of the following session. College-specific deadline are contained in Annex 2.

## **8. School consideration of reports**

The School Quality Officer(s) should collect and review the AMRs. Any reports that have not been completed in sufficient depth should be returned to the author with a view to improving the consistency and quality of reflection with which AMRs are completed.

The School Annual Monitoring Summary (SAMS) should be scrutinised at the School Learning & Teaching Committee and the relevant Staff-Student Liaison Committee(s). The meeting should address any recommendations that are directed at School level, provide feedback to Course and Programme Leaders and encourage the sharing of good practice amongst staff.

Any necessary amendments should be made to the SAMS before it is forwarded to the College Quality Officer. The College Quality Officer may request examples of individual AMRs for quality audit purposes.

## **9. Dissemination of Annual Monitoring Reports**

AMR compilers should send copies of their finalised reports to the various, relevant interested parties or advise them how to locate the reports on the intranet (where available). Interested parties are:

- School Quality Officer (AMRs should be submitted electronically);
- External Examiner (as a means of providing feedback on the School's responses to issues raised at the Examination Board or in the examiner's report);
- Any Professional, Statutory or Regulatory Body that requires evidence of annual monitoring
- Partners in collaborative provision.

It is important to involve students in the annual monitoring process in a way that promotes engagement. Students should be provided with a summary of issues raised, good practice and outcomes of Annual Monitoring.

- All students in the School (e.g. via the School or Subject Moodle site or equivalent)

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<sup>3</sup> [http://www.gla.ac.uk/media/media\\_220305\\_en.pdf](http://www.gla.ac.uk/media/media_220305_en.pdf)

- Discussion with Student Representatives at Staff-Student Liaison Committees (although the actual cohort of students who raised the issues will have moved on, it is useful to inform the next cohort about previous issues and to demonstrate that any issues raised by them will be taken seriously and responded to)

## **10. College Annual Monitoring Summaries**

The preparation of a reflective analysis of Annual Monitoring and Quality Enhancement (the CAMS) and presenting it for discussion at the College Learning & Teaching Committee and the Academic Standards Committee is the responsibility of the College Quality Officer. The College Learning & Teaching Committee should scrutinise the report to ensure that Schools have adhered to the College procedures and make suitable arrangements to progress any matters requiring the attention of the College. Good and innovative practice should be shared across the College with a view to enhancing the student experience and matters of particular note should be drawn to the attention of the Academic Standards Committee in the College Quality Officer's presentation of his/her report to that Committee.

## **11. Timetable for the submission of College Reports to the Academic Standards Committee**

The submission of College Reports should be made to the February meeting of Academic Standards Committee. This ensures all College Annual Monitoring Reports are considered at the one meeting (allowing consideration of common themes and issues) and will allow the University to respond more quickly to issues raised in Annual Monitoring. The timing of submissions of AMRs and SAMS will be determined by Colleges. The deadlines are shown in Annex 2.

## **Annex 1 – Handy Contacts**

### **IT Services**

#### **IT Services Spotlight**

This highlights issues which are known to IT Services or upcoming outages or planned system down-time.

<http://www.gla.ac.uk/services/it/helpdesk/#d.en.72619>

#### **IT Services Helpdesk**

This allows a member of staff to log a Helpdesk call for a specific IT-related issue. You will receive a communication from IT Services and will be able to trace the progress of your support call. (You require a GUID and password to login)

<https://hornbill.cent.gla.ac.uk/sw/selfservice/>

### **AV Services**

#### **Report a Fault**

This page allows a member of staff to report any failing or fault with AV equipment they have used.

<http://www.gla.ac.uk/services/avit/reportafault/>

#### **Provide feedback**

If you want to provide feedback on general issues of AV rather than report a fault you can complete the form here:

<http://www.gla.ac.uk/services/avit/feedback/>

### **Estates and Buildings Maintenance**

Estates and Buildings provide a number of opportunities to contact with regards to maintenance issues.

You can call them: Maintenance Helpdesk: 0141 330 4457

You can contact the team by email:

<http://www.gla.ac.uk/services/estates/organisationstructure/estatesadministrationservices/operationsadministrationhelpdesk/>

You can log a maintenance call:

[https://ebhelpdesk.mis.gla.ac.uk/helpdesk/htdocs/common/default\\_gl.php](https://ebhelpdesk.mis.gla.ac.uk/helpdesk/htdocs/common/default_gl.php)

### **Central Room Bookings**

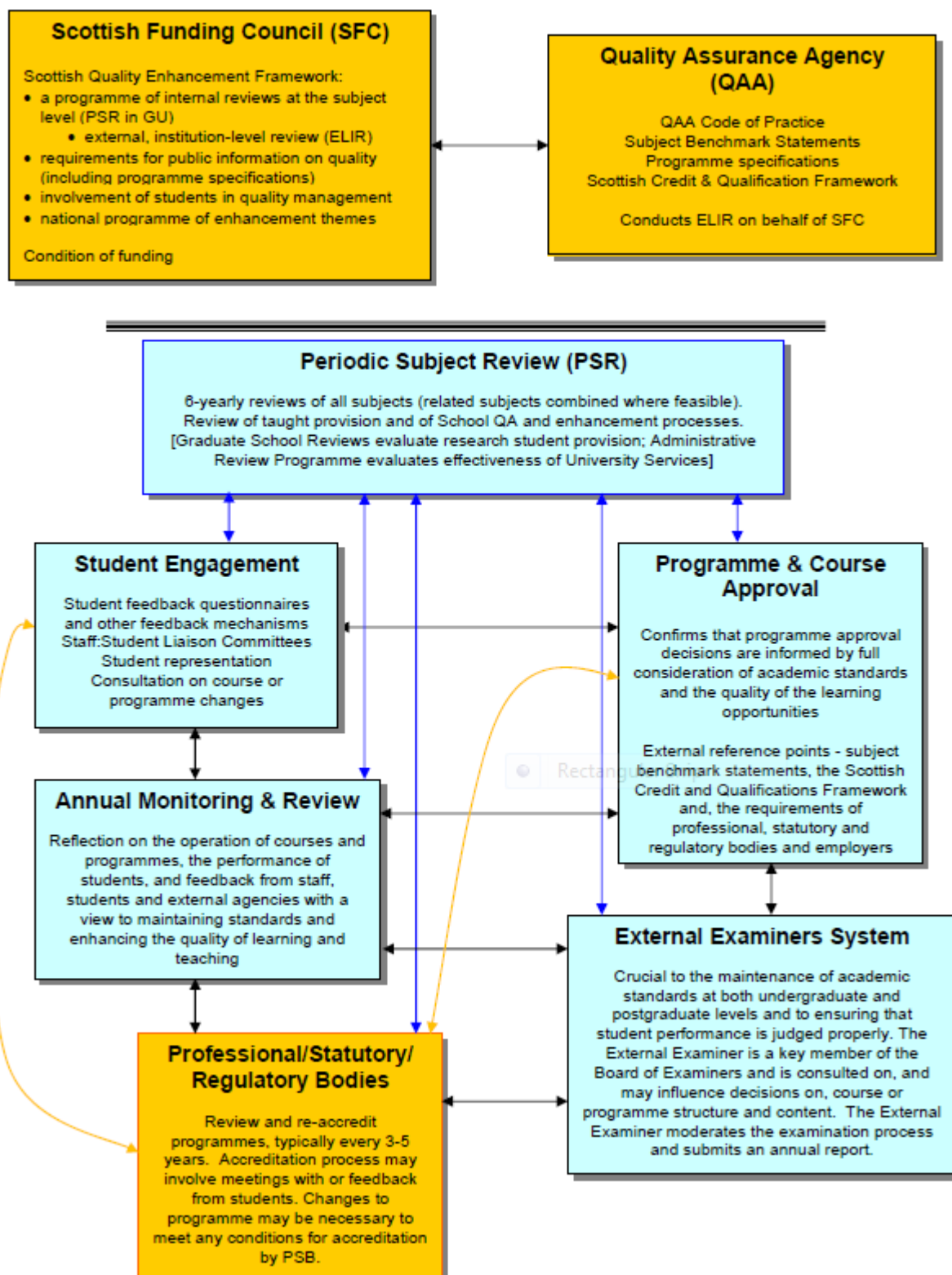
For more information on who to contact with regards to rooms booked through CRB:

<http://www.gla.ac.uk/services/estates/roombooking/bookingaroom/>

## Annex 2

	SCHOOL Quality Officers	COLLEGE Quality Officer
July	Receive <b>UG AMRs</b> for teaching in 2012-13	
Aug		
Sep	<ul style="list-style-type: none"> <li>• Receive <b>UG School Response</b> for 2011-12</li> <li>• Submit <b>UG SAMS</b> for 2012-13 to CQO by end Sept</li> <li>• Present <b>UG SAMS</b> to <b>School LTC</b>. Ask Convenor to produce 'School Action Response' by June 2014</li> </ul>	<ul style="list-style-type: none"> <li>• Receive <b>UG SAMS</b> for 2012-13</li> <li>• Ensure received <b>ASC Response</b> to CAMS for 2011-12</li> <li>• Disseminate <b>ASC Response</b> to CAMS 2011-12</li> </ul>
Oct		
Nov	<ul style="list-style-type: none"> <li>• Receive <b>PGT AMRs</b> for teaching in 2012-13</li> <li>• Receive <b>PGT School Response</b> for 2011-12</li> </ul>	<ul style="list-style-type: none"> <li>• Present <b>UG CAMS</b> for 2012-13 to <b>Academic Standards Committee</b></li> <li>• Present <b>UG CAMS</b> for 2012-13 to <b>College Learning and Teaching Committee</b>. Ask Convenor to produce 'College Action Response'.</li> </ul>
Dec		
Jan 2014	<ul style="list-style-type: none"> <li>• Submit <b>PGT SAMS</b> for teaching 2012-13 to CQO</li> </ul>	<ul style="list-style-type: none"> <li>• Receive <b>PGT SAMS</b> for 2012-13</li> <li>• Receive <b>ASC Response</b> to CAMS 2011-12</li> <li>• Disseminate <b>ASC Response</b> to CAMS 2011-12</li> </ul>
Feb	<ul style="list-style-type: none"> <li>• Present <b>PGT SAMS</b> 2012-13 to School LTC or PGT equivalent. Ask Convenor to produce 'School Action Response' by November</li> </ul>	<ul style="list-style-type: none"> <li>• Present <b>PGT CAMS</b> 2012-13 to <b>Academic Standards Committee</b></li> <li>• Present <b>PGT CAMS</b> 2012-13 to <b>College Graduate School Board</b></li> </ul>

## Annex 3 – University Quality Assurance and Enhancement Processes





**Key Contacts:****Quality Enhancement and Assurance****Jane McAllister**

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**Annual Monitoring****Clare Barnes**

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0141 330 2863

<http://www.gla.ac.uk/services/senateoffice/gea/>