

**Annual Programme Monitoring and
Enhancement Procedure 2014/15**

**(Franchised and Validated Collaborative
Provision at Affiliated Institutions only)**

Effective from 1 August 2014

Version Number: 2.1

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Document Control Information**Status and reason for development**

Status: Updated Procedure for implementation for collaborative programmes at affiliated institutions only where applicable during 2014/15

Reason for development: Senate has approved a new Programme Monitoring and Enhancement Procedure (PMEP) which does not apply to specific categories of collaborative programmes during 2014/15.

Revision History

Date	Author	Summary of changes	Version No.
August 2014	Stewart Smith-Langridge	Updated timetable and, following Senate approval of PMEP, amendment to focus on collaborative provision and rationalise School/College summary requirements	2.1
18 October 2013	Stewart Smith-Langridge	Amendment to recognise expanded scope to include most programmes in CST (para 2.0) Replacement of PVC Academic responsibility with Deputy VC.	1.1

Policy Management and Responsibilities

Owner: The Deputy Vice Chancellor is responsible for the strategic ownership and development of the Procedure.

Author: The author oversees the institutional development and operation of the procedure on a day-to-day basis and reports to LTEC on institutional matters pertaining thereto.

Others with responsibilities (please specify): Policies, Procedures and Regulations governing the operation of the Annual Programme Monitoring and Enhancement process are determined by Senate on the recommendation of the Learning, Teaching and Enhancement Committee.

The operation of the APME process within collaborative partner institutions Schools is the responsibility of Link Tutors, as directed by Heads of Schools.

Assessment

	<i>Cross relevant assessments</i>	<i>Cross if not applicable</i>
Equality Assessment	X	
Legal	<input type="checkbox"/>	X
Information Governance	<input type="checkbox"/>	X
Academic Governance	X	<input type="checkbox"/>

Consultation

	<i>Cross relevant consultations</i>
Staff Trades Unions via HR	<input type="checkbox"/>
Students via USSU	<input type="checkbox"/>
Any relevant external bodies (please specify)	<input type="checkbox"/>
.....	

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Document dissemination and communications plan

The document is disseminated as part of the online Academic Handbook.

1.0 Purpose

- 1.1 This document outlines the general principles, regulations and guidance relating to the operation of the Annual Programme Monitoring and Enhancement (APME) procedure.
- 1.2 The purpose of the APME process is to maintain and enhance the quality of the University's taught programmes, specifically:
 - a) to enable the University to carry out its governance and management responsibilities for the quality, organisation and conduct of collaborative programmes of study¹;
 - b) to identify and disseminate more widely good practice in teaching, learning and assessment;
 - c) to provide an opportunity for programme teams, in liaison with relevant University link tutors, to engage in action planning for enhancement purposes;
 - d) to provide an opportunity for students on collaborative programmes to engage in the monitoring and enhancement of quality;
 - e) to ensure that problems arising in a particular programme are reported, along with the steps taken to resolve them;
 - f) to identify any general issues which the partner institution or the University more widely should address;
 - g) to build up information needed for the periodic review of individual Programmes, for Strategic School Review and for external reviews; and
 - h) to assist in demonstrating to appropriate external bodies that the University has effective means of monitoring the quality of its collaborative programmes.
- 1.3 Schools are expected to monitor collaborative programme operation on an ongoing basis throughout the year, to take prompt action where appropriate in response to feedback and to document fully matters raised, together with their outcomes. It is expected that monitoring activity is channelled through School Staff Student Committee(s) and Joint Boards of Study. The APME report is intended to provide for a concise overview and commentary; it is expected that programme teams will collect and retain fuller information even though this is not presented in detail in the report.
- 1.4 Separate APME reports must be produced for each collaborative programme unless the relevant Associate Dean Academic of the University has agreed that a cluster of cognate programmes be considered within a single APME report.
- 1.5 Completed APME reports are accessible on the University's Virtual Learning Environment not only to University staff and students and shall also be made available to its authorised external stakeholders, including External Examiners.

2.0 Scope

- 2.1 The APME Procedure applies to all taught programmes operated by affiliated institutions and approved by the University as leading to credit or qualifications of the University where the primary responsibilities for programme delivery and monitoring lie with the University's partner institution(s). Typically this covers franchised and validated categories of collaborative provision.

¹ During 2014/15 the purpose of APME is directed at selected collaborative provision operated in partnership with affiliated institutions – see section 2.0 Scope.

2.2 This Procedure shall **not** apply in 2014/15 to:

- Programmes approved by and operating at accredited institutions.
- Categories of collaborative provision other than accredited, franchised and validated (such as off-campus delivery), where primary responsibility for delivery lies with the University. Such programmes shall operate the Programme Monitoring and Enhancement Procedure (PMEP) during 2014/15.
- Programmes which are scheduled for Periodic Programme Review and Re-approval (PPRR) during 2014/15.
- Any other programmes governed by an agreement approved by the University which exceptionally specifies alternative arrangements for programme monitoring.

3.0 REGULATIONS, POLICY AND GUIDANCE (PRODUCTION AND APPROVAL OF PROGRAMME APME REPORTS)

- 3.1 Annual Programme Monitoring and Enhancement reports must be produced each year for taught programmes leading to awards of the University except in the year when the programmes are scheduled for their PPRR.**
- 3.2 The exemption from APME for programmes undergoing PPRR aims to achieve the following:
- recognition of the direct link between the APME and PPRR processes;
 - avoidance of unnecessary duplication of effort by a Programme Leader when APME and PPRR coincide; and,
 - reinforcement of the normal expectation for the preparation for and scheduling of PPRRs in Semester 1, thereby allowing sufficient lead-in time for the implementation of revised programmes the following year.
- 3.3 The Programme Leader is responsible for drafting the APME report on the standard University proforma in liaison with the University Link Tutor.
- 3.4 A single template applies to both undergraduate and postgraduate taught programmes.
- 3.5 Soon after the completion of an academic year the Programme Leader should collate student feedback, assessment results and other early indicators of the performance of the programme so that issues requiring an urgent response may be swiftly identified and handled. External examiners' reports are due during August and should be taken into account in drafting the APME report towards the start of the following academic year.
- 3.6 The draft APME report should provide sufficient information to give a reader an adequate understanding of the issues addressed but should also be direct and succinct, normally of no more than 6 sides A4 in length.
- 3.7 The draft APME report must be discussed with members of the programme team, the University Link Tutor and with students on the programme or their representatives prior to consideration by the Joint Board of Study during Semester 1 of 2014/15.**
- 3.8 The participation of students in the production of the APME report must be recorded in the report. Consultation with students should normally be conducted through the Staff Student Committee before the Semester 1 assessment period. Where alternative arrangements are made these should be outlined in the APME report. Consultation with teaching colleagues may be both informal and formal.
- 3.9 Programme statistics (provided in the form of exception reporting and monitoring information) must be incorporated in the APME report, outlining admissions,**

continuation, progression and achievement data for the previous year in a standardised format, together with a commentary on the issues and trends it indicates.

- 3.10 As key definitive data relating to all programmes leading to University credit or qualifications should be recorded on the University's Student Information System, the University Link Tutor should access (e.g. through Qlikview) and provide to the programme team relevant data reports to supplement or contextualise any data generated by the partner institution.
- 3.11 Completed APME reports must be submitted via the University Link Tutor to the relevant University School by the published deadline.**
- 3.12 The deadline for the submission of 2014/15 APME reports to Schools is 23 January 2015.
- 3.13 The School Executive must consider all APME reports.**
- 3.14 The School Executive should seek to identify cross-programme and/or cross-institutional matters (whether shared problems or good practice which ought to be disseminated more widely within the partner institution, the School or, through its report to CQSEC, the College).
- 3.15 The School Executive should use the following checklist to assist in its consideration of APME reports.
- Has the correct template been used?
 - Is there sufficient evidence of a participative review of the programme, rather than just the production of a report?
 - Are all actions from the previous year identified? If only partially completed, or not completed, do they appear on the coming year's action list?
 - Are the actions identified appropriate?
 - Have all areas in need of improvement been picked up in the action plan? Are the actions identified appropriate? Is the timescale for completion realistic?
 - Have the statistics been commented on appropriately?
 - Is the operation of the collaborative programme consistent with the approved programme specification and the collaborative Agreement?
- 3.16 If the School Executive finds a report to be poor in quality, for example having an inadequate action plan, then it refers the report back via the University Link Tutor to the Programme Team for amendment and re-submission.
- 3.17 Once APME reports are approved by the School Executive, they must immediately be made available to the College and also forwarded to the Secretary to the Collaborative Provision Panel ([Richard Clemens](#)).
- 3.18 Schools are responsible for uploading completed APME Reports to the central [Monitoring and Enhancement Documents area of the Blackboard VLE](#) by the published deadline to permit access to these reports by other University staff as part of the APME process and by external stakeholders.
- 3.19 The Programme Leader, in conjunction with other members of the Programme Team and in liaison with the University Link Tutor, is responsible for implementing the action plan and providing feedback on programme issues to students.

4. REGULATIONS, POLICY AND GUIDANCE (PRODUCTION OF SCHOOL AND COLLEGE SUMMARY REPORTS)

- 4.1 Where a School receives more than one APME report under this procedure the Associate Head (Academic) or equivalent prepares a summary report for the College Quality, Standards and Enhancement Committee (CQSEC).**
- 4.2 Drawing on the consideration of reports by the School Executive, the School summary report should briefly identify:
- a) the number of reports considered (with a list of the programmes as an appendix), noting the number which had been referred back;
 - b) any programmes where reports have not been received/considered together with the reasons, e.g. where a programme is exempt from APME due to a scheduled PPRR
 - c) the arrangements for following up and receiving any late reports;
 - d) the formal process used for the consideration of APME reports, including confirmation that each APME report and associated External Examiners' report was discussed with students, e.g. at the relevant student-staff committee(s), and a comment on the effectiveness of the approach;
 - e) the overall quality of the reports, particularly whether they are suitably reflective/evaluative and have good forward-looking action plans;
 - f) the overall nature/level of student satisfaction;
 - g) the overall nature and tone of external examiners' reports, especially regarding academic standards and student achievement;
 - h) any generic comments about statistics;
 - i) issues to be addressed by the partner institution or by the School (School issues may be recorded in relevant Programme Action Logs through the Programme Monitoring and Enhancement Procedure (PMEP));
 - j) issues to be referred to the School's College, where applicable, clearly identifying why they could not be addressed at School level;
 - k) issues requiring University action by persons outside the School and College, clearly identifying steps taken to address any issues through appropriate channels;
 - l) examples of good practice.
- 4.3 In preparing the School summary report the Associate Head (Academic) should liaise with the relevant Associate Dean (Academic) (where both these distinct roles are in operation). The Associate Dean (Academic) may elect to review some or all of the APME reports for auditing purposes. Where there is no Associate Head (Academic) or equivalent role, the Associate Dean (Academic) will prepare the summary report and, in doing so, will review all APME reports.
- 4.4 The College Quality, Standards and Enhancement Committee (CQSEC) considers School summary reports, together with any additional commentary from the Associate Dean (Academic) on their auditing of APME reports where applicable.**
- 4.5 The CQSEC should seek to identify matters, whether shared problems or good practice, on which action should be taken, whether by a partner institution or the University. Matters for consideration by the University at institutional level must be highlighted and reported to the Senate's Learning Teaching and Enhancement Committee (LTEC) (see 5.1 below).

- 4.6 The Associate Head (Academic) has responsibility in conjunction with University Link Tutors for monitoring that the School's collaborative provision operates in accordance with arrangements set out in partnership agreements. The Associate Head (Academic) or equivalent should report at the end of the academic year to the School Executive and to the CQSEC on progress made in addressing partner institution issues.
- 4.7 Chairs and Secretaries of Joint Boards of Study and staff compiling APMEs should ensure that progress from the original collaborative approval and the agreement between partners is explicitly recorded.
- 4.8 Feedback to External Examiners on any issues raised should be primarily via the formal School response letter produced in liaison with the partner institution, as well as more informally and on an ongoing basis, as appropriate.
- 4.9 CQSEC should communicate its considerations to Associate Heads Academic who are responsible for channelling information and progress updates to University Link Tutors for onward consideration by partner institutions.

5. REGULATIONS, POLICY AND GUIDANCE (PRODUCTION AND CONSIDERATION OF INSTITUTIONAL SUMMARY REPORTS)

- 5.1 School summary reports and associated College commentary, where applicable, including an outline of any issues identified by CQSEC for referral to the University, must be made available to the Secretary of the Senate's Learning Teaching and Enhancement Committee (LTEC) by the published deadline (20 April 2015).
- 5.2 The Secretary of LTEC, in consultation with the Deputy Vice Chancellor, collates issues identified in College Summary Reports for institutional consideration and refers operational issues to heads of services or other senior managers as appropriate for a written response. LTEC also receives the Institutional APME Overview Report for Collaborative Provision (including an audit of Joint Board of Study minutes) after it has been considered by the Academic Programmes and Partnerships Committee (APPC).
- 5.3 LTEC reports to Senate on action taken in response to issues raised through APME and on any further recommendations for changes to the programme monitoring process or related procedures or policies.
- 5.4 The Associate Deans (Academic), working with the Associate Heads (Academic), where these roles are separate, and Link Tutors, are responsible for interpreting institutional responses to programme issues referred by the School/College and for ensuring the dissemination of appropriate feedback on these issues to partner institution and programme level, thus ensuring that students and staff are provided with feedback on these matters.
- 5.5 APPC has agreed that the APME Overview Report for Collaborative Provision should be received by every Joint Board of Study at the earliest possible opportunity.

6.0 Related Documentation

- [Programme Monitoring and Enhancement Procedure](#)
- [Programme Design, Approval, Amendment, Review and Withdrawal](#)

7.0 Appendix

A diagram illustrating the timetable for the APME process is appended.

APPENDIX

In liaison with the University Link Tutor, the collaborative partner Programme Leader/Team reviews academic year 2013/14 and drafts APME report on standard proforma <i>(unless exempted because PPRR scheduled 2014/15)</i>	August/Sept 2014
After consulting on draft APME Report with staff colleagues and students Programme Leader submits Report to Joint Board of Study	October/November 2014
In liaison with Link Tutor, Programme Leader updates APME report to include latest available cohort statistics, student survey results data and External Examiner Report(s)	December 2014
Deadline for complete APME report submission by partner institution to University to School	23 January 2015
School Executive considers full APME reports and refers back where necessary	January/February 2015
Associate Heads (Academic) in liaison with Associate Deans (Academic) where applicable prepare School summary reports for CQSEC	February/March 2015
Deadline for School submission of APME reports to College for consideration by CQSEC	16 February 2015
CQSEC considers School summary reports with ADA commentary where applicable	March 2015
Deadline for: <ul style="list-style-type: none"> - Submission to LTEC Secretary of School Summary Reports with College commentary, including matters for institutional response - Submission of APME reports to Secretary of Collaborative provision Panel - Uploading of APME reports to Blackboard programme Monitoring module 	20 April 2015
APPC considers collaborative provision overview incorporating audit of JBoS minutes	6 June 2015
LTEC receives report of institutional responses to matters referred by Colleges and receives collaborative provision overview incorporating audit of JBoS minutes ADAs report back through Link Tutors to partner institutions on responses to issues referred to University	17 June 2015
Collaborative partners commence working with Programme Monitoring and Enhancement Procedure for 2015/16 where applicable	August 2015