THE ENGINEERING & DESIGN INSTITUTE LONDON

PROGRAMME MONITORING AND REVIEW POLICY

Summary	Policy outlining TEDI-London's Annual Programme Monitoring and Periodic Review Processes.
Policy Owner	Registrar
Policy Sponsor	Academic Board
Policy applies to	All TEDI-London academic staff
Related legislation and policy	− Programme Development Guidance − Student Engagement Policy − Policy for External Advisers to TEDI-London Academic Programmes
Equality impact assessment completed	[date]
Version	4

Date of implementation	September 2022	**Date of next formal review**	September 2025

DOCUMENT CONTROL

Date	Version	Action	Amendments
04/2020	1	Policy issued	
05/2020	1	Approved by Academic Board	
10/2020	2	Updated	Clarification of role of Academic Board around thematic issues and good practice. Information about the types of evidence required for Periodic Review.
05/21	3	Updated	Updates made to reflect the role of the Learning, Teaching and Quality

			Committee in the processes, the role of PARC and student engagement.
05/22	4	Updated	Updated to ensure alignment with TEDI-London naming conventions, provide greater clarity with regards to process, align to committee structures and staff roles

Contents

1. INTRODUCTION

1.1.   This policy was developed in consultation with the [QAA Quality Code: Advice and Guidance on Monitoring and Evaluation](#). It outlines the Annual Programme Monitoring and Periodic Review processes used by The Engineering & Design Institution London (TEDI-London). It explains the roles and responsibilities, frequency, and the requirements for each of the processes.

2. POLICY STATEMENT

2.1.   TEDI-London's programmes are all subject to regular and thorough monitoring and review to ensure a continued high-quality student experience, the maintenance of academic standards and that students are supported to achieve positive outcomes.

2.2.   Our programme monitoring and review processes are intended to be supportive and forward-looking. They are evidence-based, supported by viewpoints from various stakeholders.

3. SCOPE OF THIS POLICY

3.1.   This policy covers all programmes at TEDI-London. This policy is written for and aimed at programme teams.

4. ROLES AND RESPONSIBILITIES

4.1.   The Registry is responsible for coordinating the Annual Programme Monitoring and Periodic Review Processes, which includes working with programme teams on the supporting information, organising the submission deadlines and the panel which will review the documentation.

4.2.   The Academic Director, in conjunction with the programme team members, are responsible for completing the necessary paperwork and compiling supporting information, and for submitting these on time. They will receive support from the Registry.

4.3.   The Learning, Teaching and Quality Committee (LTQC) will be responsible for manging the periodic review process on behalf of the Academic Board.

4.4.   Academic Board is responsible for reviewing the information it receives to enable it to be assured that programmes continue to be high-quality and provide a good student experience. It has an oversight of all reports, which enables it to identify thematic issues and good practice.

4.5.   Academic Board agrees on annual Key Performance Indicators which will then need to be reported on by each programme. These may come from sector-wide themes or themes drawn from monitoring and evaluation of the previous year's performance.

5. TRAINING, DISSEMINATION, AND IMPLEMENTATION

5.1.   The Registrar is responsible for ensuring that the programme team and Registry colleagues are introduced to this Policy when they take on their roles.

5.2.   Students will have access to this policy on the TEDI-London website.

6. MONITORING AND REVIEW

6.1.   This Policy will be monitored by inviting users of the policy to feedback on its clarity and usability. If any gaps are identified, these can be updated, and the policy reviewed and reapproved by Academic Board.

6.2.   This version of the policy is valid from September 2022 and will be reviewed in September 2025.

PART A – ANNUAL PROGRAMME MONITORING

7. PURPOSE OF ANNUAL PROGRAMME MONITORING

7.1.   Annual Programme Monitoring (APM) is a vital part of our quality assurance and enhancement framework. It is intended to be a helpful process to enable programme teams to reflect on performance and to drive improvements.

7.2.   APM will be informed by consideration of supporting evidence which will support the development and completion of focused actions through identification of areas for improvement and good practice. It will enable the identification of initiatives that have a positive impact on student outcomes and the student experience.

7.3.   APM provides a mechanism for programme teams to review their programme's success at the end of each academic year and to capture actions designed to enhance that programme. It is also used to monitor those actions during the academic year.

7.4.   Through APM, programme teams can:
   − reflect upon strengths and any good practice
   − confirm actions taken, or planned, in relation to issues raised by students
   − consider and respond to programme-related management information and External Examiner reports
   − capture actions that support programme planning and development
   − identify clear responsibilities for development work and any support needed to assist implementation.

7.5.   APM will feed into the effective Periodic Review of our programmes. It will also feed into external exercises such as the Teaching Excellence and Student Outcomes Framework (TEF).

8. PROCESS FOR ANNUAL PROGRAMME MONITORING

8.1.   APMs should be submitted on the report template, which is designed to act as the single action plan for programme planning and development.

8.2.   The APM report should be completed by the Academic Director, with input from their programme team members, and submitted to The Learning, Teaching and Quality Committee Servicing Officer in line with the advertised deadlines. The final report will normally be considered at the first meeting of the Learning, Teaching and Quality Committee of the next academic year. The Registry will advise on exact dates for submission.

8.3.   APM reports should be updated throughout the year by the Academic Director, supported by Registry, to reflect ongoing feedback, developments, and new data. It should be reviewed at programme team meetings.

8.4.   Academic Board considers the APM reports twice a year to assure quality and support enhancement. Academic Board will monitor the progress in achieving actions within the APM action plan.

9. INFORMATION CONSIDERED IN THE ANNUAL PROGRAMME MONITORING PROCESS

9.1.   The Annual Programme Monitoring Process is informed by several sources of information and data, including:

- External Examiner reports
- Recruitment, progression, and award data
- Student feedback
- Access and participation data
- Any other information agreed by the Academic Board as a Key Performance Indicator

10.   STUDENT INVOLVEMENT IN THE ANNUAL PROGRAMME MONITORING PROCESS

10.1.   Students' views play a core part in the development of action plans designed to enhance their learning experience and the quality of their programme. When compiling APMs, programme teams will review the various sources of student feedback considered throughout the year. This includes:

- discussions at Student Experience Committee
- module evaluation outcomes

       — results from internal and external surveys such as the National Student Survey (NSS).

10.2. Student representatives will be involved in reviewing feedback from the wider student body during the year, particularly through Student Experience Committee. In addition, programme teams may share sections of a draft APM with students. Actions within APMs will be updated and/or new actions added in response to feedback from students.

10.3. Students will be provided with updates on those actions designed to enhance student satisfaction and actions taken in response to student feedback.

PART B – PERIODIC REVIEW

11.   PURPOSE OF PERIODIC REVIEW

11.1.   TEDI-London aims to ensure that programmes continue to meet the appropriate threshold standards, provide students with an inclusive and up to date curricula, prepare students for employment and provide students with a high-quality experience and positive outcomes which will make them employable graduates. To ensure programmes continue to meet these standards, all programmes are subject to a Periodic Review.

11.2.   The Periodic Review provides an opportunity to consider the medium-term development of programmes. It is a forward-looking process to help support:
- the development (growth and/or refinement) of programmes
- enhancement of the student experience
- strategic fit of the provision, and
- its continued relevance to industry.

11.3.   Periodic Review is intended to be a constructive discussion about the programme, which draws on the expertise of colleagues, students, and external experts, both academic and from industry.

12.   AIMS OF THE PERIODIC REVIEW

12.1.   The aims of Periodic Review are:

- to evaluate the quality of the student learning experience and consider how it can be maintained and improved
- to relate the student learning experience to the expectations set out in the Learning and Teaching Strategy
- to ensure that a high standard of awards is maintained (considering that accreditation by professional statutory and regulatory bodies can provide a rigorous process for approving the standards of awards)
- to consider the sustainability of provision
- to encourage programme teams to reflect upon their strengths and challenges, highlighting where support might be needed.

13. KEY PRINCIPLES OF THE PERIODIC REVIEW

13.1.   The Periodic Review is intended to be a supportive and useful process, in which conversations take place in meetings between programme teams and an independent panel of 'critical friends' usually over a period of one and a half days.

13.2.   The Panel is expected to conduct the review according to the following principles:

– adherence to the TEDI-London Quality Criteria
– the programme team will be encouraged to raise issues and highlight examples of good practice prior to and during the visit
– the Panel will establish a clear understanding of the overarching nature of the programme's ethos and work with an appreciation of its broad aims
– the Panel will acknowledge the standards and quality of provision as evidenced through reports relating to previous review activities
– the Panel will take account of factors outside the immediate control of the programme which challenge its ability to sustain or enhance the quality of its taught provision. Where appropriate, the Panel will highlight these factors in its findings and refer issues for Academic Board consideration.

14. PERIODIC REVIEW PANEL

14.1.   The Periodic Review Panel will be constituted as:
– the Chair – usually a member of the TEDI-London senior team
– Assistant Registrar - Education
– one student member
– one academic External Adviser, appointed in line with the Policy for External Advisers to TEDI-London Academic Programmes
– one industry External Adviser, appointed in line with the Policy for External Advisers to TEDI-London Academic Programmes
– Servicing Officer to the review, usually from the Registry.

14.2.   The Chair is responsible for ensuring all processes and procedures of the Periodic Review event are followed and for confirming that the programme's action plan meets the expectations of the Panel.

14.3.   The Servicing Officer will provide advice and guidance on regulatory, policy and procedural matters and produce the formal report of the review.

15.   PROCESS FOR PERIODIC REVIEW

15.1.   Periodic Review usually takes place every five years.

15.2.   The process includes scrutiny of documentation and meetings with staff and meetings with students. Outcomes of the Periodic Review process are presented to Academic Board and the LTQC. The reports are used by both committees to identify thematic issues and generic good practice.

15.3.   The programme team will be required to submit a short self-evaluation document and supporting evidence. The Registry will provide guidance to the programme team on this.

15.4.   The Periodic Review is comprised of the following stages:
   –   **Preliminary meeting** for the programme team and Assistant Registrar - Education to discuss the scope and timeline of the review. Following this meeting, Registry will appoint members of the Periodic Review Panel. This meeting will usually take place in the 2nd term of the academic year preceding the periodic review
   –   **Development meeting**, attended by relevant members of the programme team, the Chair and Servicing Officer to discuss the programme of events and any draft documentation submitted for review. This meeting will usually take place three months before the period review event
   –   **Periodic Review event**, where the Periodic Review Panel meets with the programme team, students and alumni to discuss the programme.

15.5.   Following the Periodic Review event, the Panel will confirm whether confidence can be placed in the academic standards of the reviewed provision and the quality of the learning opportunities available to students, based on the principles set out above. The Panel will identify areas of good practice for commendation and they may set conditions that need to be met within a prescribed timescale, and recommendations for consideration and response.

15.6.   In some circumstances, the Panel may decide that it is not able to confirm confidence in the academic standards and/or quality of the learning opportunities of the provision. If this is the case, next steps will be agreed by the Chair and the Registrar.

16.   EVIDENCE FOR PERIODIC REVIEW

16.1.   The most recent professional or statutory body accreditation reports.

16.2.   Outcomes of student evaluations, with examples of how the process has led to improvements in the student experience.

16.3.   Information provided to students e.g. marketing information, module handbooks.

16.4.   Brief introductory information, for example, details of the shape and size of the provision, staff, and student groups.

16.5.   Annual Programme Monitoring documentation for the last three years, including action plans.

16.6.   Management information data which will enable the Panel to have an overview of the trends affecting the programme. The following data will be provided by the Registry for the last five years:
   - Data on students against TEDI-London's Access and Participation aims
   - Results from student surveys
   - Attrition data
   - Degree classifications data
   - Graduate destination data
   - Complaints and appeals data
   - Module results
   - External Examiner reports

17.   REPORTING OF PERIODIC REVIEW

17.1.   The Periodic Review report and action plan will be considered by the Learning, Teaching and Quality Committee to:
   - be satisfied due process has taken place within the review

- approve the action plan and agree how it will be implemented, within what timescale and how its implementation will be monitored though subsequent APMs
- identify any wider issues that may require action
- identify successes and good practice

17.2.   The Periodic Review report and relevant action plan will also be presented to Academic Board.

17.3.   Progress against the agreed action plans should be embedded in the Annual Programme Monitoring (APM) action list for ongoing monitoring and review.

18.   STUDENT INVOLVEMENT IN THE PERIODIC REVIEW PROCESS

18.1.   Students' views play a core part in programme review process and various sources of student feedback will be provided to the LTQC for consideration. This includes:

- discussions at Student Experience Committee
- module evaluation outcomes
- results from internal and external surveys such as the National Student Survey (NSS)
- meetings with current students and alumni as part of the review event

18.2.   As a member of the Period Review Panel, a student representative will feed into the review process.

18.3.   As a member of the LTQC, a student representative will feed into the review process.

18.4.   Students will be provided with the final version of the Annual Review Report and action plan. This, along with any updates on actions, will be posted on the VLE and discussed at the Student Experience Committee.