

University of Glasgow**Academic Standards Committee – Friday 8 October 2010****Proposal for Devolved Management of the Annual Monitoring Process with Effect from Session 2010-11****Dr Jack Aitken and Mrs Marjory Wright, Senate Office****Introduction**

The following proposals are intended to address issues concerning the current process for Annual Monitoring and to enhance the approach substantially. The University's approach to academic quality management is, in part, to try to make processes we are required to maintain yield maximum benefit by making them as meaningful and supportive as possible to those involved. The proposals are planned to facilitate the integration of quality management with learning and teaching planning in the Colleges and Schools to benefit enhancement. They will also be more efficient: report templates have been simplified, and a layer of central consideration of Faculty reports has been stripped out, speeding up the process and helping to provide greater local autonomy in the Colleges.

Current Process

The Annual Monitoring process has traditionally been managed by the Faculty Quality Assurance and Enhancement Officer(s) (FQAEO) appointed in each Faculty. They have had responsibility for co-ordinating annual monitoring across the Faculty, reviewing undergraduate course and postgraduate taught Annual Monitoring Reports (AMR) following scrutiny at departmental level. Information in these was distilled into a Faculty AMR which provided an overview that:

- covered key themes emerging from annual monitoring;
- highlighted good practice worthy of Faculty- or institution-wide dissemination;
- identified matters requiring the attention of the Faculty and/or the University.

These reports were considered by the Faculty in the first instance and subsequently reviewed by the Faculty Quality Assurance and Enhancement Officers Group, the University level group, supported by the Senate Office, which further distilled the information contained in them into a single Annual Report to the Academic Standards Committee (ASC).

This process has proved to be protracted, and concerns have been raised about the time taken to resolve issues relating to centrally-provided learning and teaching space and facilities and the absence of direct feedback to staff about the issues that they have raised. This has at times limited the perceived value of the annual monitoring process as it currently stands.

The volume of reports received by the Faculty Quality Assurance and Enhancement Officers Group has also impacted on the Group's capacity to engage in wider aspects of academic quality management that would be to the benefit of the academic community.

Proposed way forward

In order to progress matters arising from AMRs more efficiently and effectively, it is proposed that the management of Annual Monitoring is centred on Colleges with effect from Session 2010-11. The intention is that this will facilitate greater coherence in local oversight of quality management, notably, through facilitating links between quality assurance and enhancement activity and Learning & Teaching planning, both in College and at University level.

Consistent with this, it is also proposed that the Faculty Quality Assurance and Enhancement Officers Group is replaced by a Quality Officers Forum (QOF), also at University level, and comprising College-level Quality Officers (one from each College), together with members of the Senate Office and a two representatives from the Students' Representative Council. The primary functions of the QOF would be to:

- discuss and advise on policy and take forward strategic developments relating to Quality Enhancement and Assurance (QE&A) on behalf of ASC (eg keeping abreast of local, national and international developments pertaining to QE&A, providing comment on consultations regarding these as appropriate; recommending improvements to the University's QE&A mechanisms as appropriate; taking forward recommendations from ELIR as appropriate);
- act as a forum for sharing good practice and offer a mutual support network in solving College quality assurance problems and monitoring the progress of issues identified for the attention of the University;
- take responsibility for the development and delivery of the induction and training of School Quality Officers.

Proposed AM Framework

It is proposed that Quality Officers be appointed at College and School level. Their roles would be as follows:

College Quality Officer

The College Quality Officer will advise the Head of College, the Dean (Learning and Teaching) and School Quality Officers on matters relating to Quality Enhancement and Assurance. The postholder will:

- provide leadership in the development and implementation of QE&A processes across the College in line with University expectations and the requirements of external bodies;
- be a member of relevant College committees (eg Learning & Teaching Committee, Staff-Student Liaison Committee);
- convene periodic meetings with School Quality Officers;
- be a member of the University Quality Officers Forum;
- contribute to the annual induction and training of School Quality Officers arranged by the Senate Office
- scrutinise School Annual Monitoring Summaries (SAMS) for UG courses and PGT programmes and compile from these a College-level Annual Monitoring Report for consideration at the College Learning & Teaching Committee
- attend ASC by invitation to report directly on Annual Monitoring within the College
- contribute to the preparation of the Reflective Analysis for Enhancement-led Institutional Review (ELIR) of the University on a cyclical basis

School Quality Officer

The School Quality Officer will advise the Head of School and School colleagues on matters relating to Quality Enhancement and Assurance. The postholder will:

- provide leadership in the development, implementation and maintenance of QE&A processes in the School in line with University and College expectations;
- attend centrally-provided induction/training sessions for School Quality Officers as directed by the College Quality Officer and/or Head of School;
- be a member of relevant School committees (e.g. Learning & Teaching Committees, Staff-Student Liaison Committees);
- attend periodic meetings of School Quality Officers arranged by the College Quality Officer with a view to sharing practice and promoting enhancement;
- co-ordinate the annual monitoring process within the School;
- scrutinise AMRs and compile a SAMS for UG courses and PGT programmes for consideration at the School Learning & Teaching Committee.

Scope of Annual Monitoring Reports

The principal function of Annual Monitoring is to identify and promote enhancement and good practice. This is reflected in each stage of the revised process.

Undergraduate Course and Postgraduate Taught AMRs

It is proposed that:

- the content of AMR proformas is streamlined to remove superfluous questions and unnecessary detail (Appendix 1 and 2);
- there is provision for AMRs to be submitted at the end of Semester 1, where appropriate, to enable more timely progression of matters requiring urgent attention.

School Annual Monitoring Summary

It is proposed that SAMS (Appendix 3 and 4) will provide:

- an evaluation of the effectiveness of annual monitoring at undergraduate course and/or postgraduate programme level, highlighting key themes, good practice worthy of wider dissemination and matters requiring attention;
- an overview of the School's progress with identified aspects of the College Learning and Teaching Plan;
- an overview of the School's progress with identified aspects of the University Learning & Teaching Strategy.

College Quality Officer's Report

It is proposed that the College Quality Officer's Report will:

- comment on the effectiveness of the College's annual monitoring procedures;
- provide an evaluation of the standard and consistency of the annual monitoring process at School level, noting how identified concerns will be addressed;
- summarise the key themes that have been identified and, where appropriate, the action that will be taken at College and/or School level to address any concerns;
- identify issues that require to be addressed centrally by the University;
- identify good practice worthy of dissemination beyond the College;

- comment on progress with the College Learning and Teaching Plan and the University's Learning & Teaching Strategy in accordance with feedback included in School level reports.

Quality Audit

In order to monitor and assure the quality of reporting at the various stages of the process it is proposed that:

- College Quality Officers randomly sample the course and programme AMRs submitted to the School Quality Officer by course and programme leaders;
- ASC randomly samples the reports submitted to College Quality Officers by School Quality Officers.

Interim Arrangements

Interim arrangements for the central scrutiny of Faculty Quality Assurance and Enhancement Officers Annual Monitoring Reports from Session 2009-10 will be required and it proposed that two meetings of the Quality Officers Forum are set aside to focus on this and a summary report prepared for ASC.

Action requested:

Induction and training for College and School Quality Officers has been arranged for Wednesday 27 October 2010. To enable College and School Quality Officer appointments to be made in time for the start of the new academic year, ASC is invited to:

- i. **comment on** and **approve** the proposals for devolved Annual Monitoring;
- ii. **consider** and **approve** the replacement of the Faculty Quality Assurance and Enhancement Officers Group with a Quality Officers Forum.



School of

Annual Monitoring Report (AMR) Session 2010-11

Undergraduate Courses

Before completing this report please refer to the information contained in [Guidance on Completion and Submission of Annual Monitoring Reports](#)¹.

For further information on the Annual Monitoring process please also refer to the [Code of Practice on the Annual Monitoring Process](#)².

The deadlines for submission of reports to the School Quality Officer are:

- Courses delivered in Semester 1 (SQO to enter date)
- Courses delivered in Semester 2 (SQO to enter date)
- Courses delivered in both semesters (SQO to enter date)

Course Title(s):

Credits:

Level:

Number of Students:

Name of Course Convener(s):

1. Feedback

1.1 From students

1.1.1	Tick all that apply	% Completion rate
Standard Student Feedback Questionnaire		
Staff-Student Liaison Committee		
School Learning & Teaching Committee		
Other (please specify):		

¹ Document requires revision for Session 2010-11

² Document requires revision for Session 2010-11

1.1.2 What did the students particularly like about the course(s)?

Please type your response here

1.1.3 What were the students' concerns, and how are they being addressed?

Please type your response here

1.1.4 Please flag any issues raised in relation to Equality and Diversity.

Please type your response here

1.2 From teaching staff

1.2.1		How often was feedback on this course elicited?
	Informal discussions	
	Teaching team meeting	
	Other (please specify):	

1.2.2 What issues did staff raise, and how have you responded? Please comment on any issues to do with Equality and Diversity.

Please type your response here

1.3 From External Examiners

1.3.1 Please report on any dialogue with External Examiners and how you have responded.

Please type your response here

2 Results

2.1 Please reflect on the course results and comment on any patterns you see in this year's results compared to last year's, including the proportion of A-D grades versus E-G grades. Comments are especially important if A grades are under 10% or if E-G grades are over 15%. If results are comparable with previous year's results please state this rather than leave this section blank.

Please type your response here

3. Quality Enhancement

- 3.1 Reflection on good practice, including examples that might be disseminated to School, College, wider University (please include in brackets the name of the individual who may be contacted if further information is required)

Please type your response here

- 3.2 Changes made this year

Please type your response here

- 3.3 What changes would you like to make for next year? (Please note that some changes require approval by a Board of Studies.)

Please type your response here

- 3.4 How might the School, College or University help you enhance the course for students or teaching staff next year?

3.4.1 School

Please type your response here

3.4.2 College

Please type your response here

3.4.3 University

Please type your response here

- 3.5 Please comment on the provision and suitability of the teaching spaces and equipment used on this course this year, flagging up substantive unresolved issues that may require attention (please give specific details of room locations if you are reporting problems that you wish to be taken forward and state the precise nature of the problem, the remedy that you seek and whether the room is the responsibility of Central Room Bookings or the School/College)³.

3.5.1 For the attention of the School

Please type your response here

³ Comments from conveners inform decision-making and prioritising for space refurbishment; please report maintenance issues via the form available at https://ebhelpdesk.mis.gla.ac.uk/helpdesk/htdocs/common/default_gl.php

3.5.1 For the attention of the College

Please type your response here

3.5.1 For the attention of the University

Please type your response here

3.6 Contributions of Support Staff

Support staff make important contributions to the smooth running of courses and programmes. Please record any key contributions from Administrative and Technical staff relating to this course that you wish to draw to the attention of your School or College.

Please type your response here

6.2 Is there any other matter of general concern that you would like to bring to the School or College's attention?

Please type your response here

Thank you very much for providing this information.



School of

Annual Monitoring Report (AMR) Session 2010-11

Postgraduate Taught Programmes Courses

Before completing this report please refer to the information contained in [Guidance on Completion and Submission of Annual Monitoring Reports](#)⁴.

For further information on the Annual Monitoring process please also refer to the [Code of Practice on the Annual Monitoring Process](#)⁵.

The deadline for submission of reports to the School Quality Officer is **(SQO to enter date)**

Programme Conveners should draw any substantive concerns to the attention of the School Quality Officer at an early stage

Course Title(s):

Credits:

Level:

Number of Students:

Name of Course Convener(s):

1. Feedback

1.1 From students

1.1.1	Tick all that apply	% Completion rate
Standard Student Feedback Questionnaire		
Staff-Student Liaison Committee		
School Learning & Teaching Committee		
Other (please specify):		

⁴ Document requires revision for Session 2010-11

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1.1.2 What did the students particularly like about the course(s)?

Please type your response here

1.1.3 What were the students' concerns, and how are they being addressed?

Please type your response here

1.1.4 Please flag any issues raised in relation to Equality and Diversity.

Please type your response here

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1.2.1		How often was feedback on this course elicited?
	Informal discussions	
	Teaching team meeting	
	Other (please specify):	

1.2.2 What issues did staff raise, and how have you responded? Please comment on any issues to do with Equality and Diversity.

Please type your response here

1.3 From External Examiners

1.3.1 Please report on any dialogue with External Examiners and how you have responded.

Please type your response here

2 Results

2.1 Please reflect on the programme results and comment on any patterns you see in this year's results compared to last year's, including the proportion of Distinction and Merit awards and the proportion achieving Masters and Diploma. Comments are especially important if the pattern of results for any course within the programme is significantly different from the rest of the courses in the programme. If results are comparable with previous year's results please state this rather than leave this section blank.

Please type your response here

2.2 Please comment also on student numbers, noting any marked shifts in profile.

Please type your response here

3. Quality Enhancement

3.1 Reflection on good practice, including examples that might be disseminated to School, College, wider University (please include in brackets the name of the individual who may be contacted if further information is required)

Please type your response here

3.2 Changes made this year

Please type your response here

3.3 What changes would you like to make for next year? (Please note that some changes require approval by a Board of Studies.)

Please type your response here

3.4 How might the School, College or University help you enhance the programme for students or teaching staff next year?

3.4.1 School

Please type your response here

3.4.2 College

Please type your response here

3.4.3 University

Please type your response here

3.5 Please comment on the provision and suitability of the teaching spaces and equipment used this year, flagging up substantive unresolved issues that may require attention (please give specific details of room locations if you are reporting problems that you wish to be taken forward and state the precise nature of the problem, the remedy that you seek and whether the room is the responsibility of Central Room Bookings or the School/College)⁶.

3.5.1 For the attention of the School

Please type your response here

3.5.1 For the attention of the College

Please type your response here

3.5.1 For the attention of the University

Please type your response here

3.6 Contributions of Support Staff

Support staff make important contributions to the smooth running of courses and programmes. Please record any key contributions from Administrative and Technical staff relating to this course that you wish to draw to the attention of your School or College.

Please type your response here

6.2 Is there any other matter of general concern that you would like to bring to the School or College's attention?

Please type your response here

Thank you very much for providing this information.

⁶ Comments from conveners inform decision-making and prioritising for space refurbishment; please report maintenance issues via the form available at https://ebhelpdesk.mis.gla.ac.uk/helpdesk/htdocs/common/default_gl.php



School of

School Annual Monitoring Summary (SAMS) Session 2010-11

Undergraduate Courses

Before completing this report please refer to the information contained in [Guidance on Completion and Submission of Annual Monitoring Reports⁷](#).

For further information on the Annual Monitoring process please also refer to the [Code of Practice on the Annual Monitoring Process⁸](#).

1. **What mechanisms are used by the School for reviewing and responding to issues raised through annual monitoring (including resource related matters)?**

Please type here

2. **Progress in addressing key issues from the previous session including whether staff and students have been advised of progress**

Please type here

3. **Action taken in relation to missing course AMRs (where applicable)**

Please type here

4. **Feedback from students** – summary of key issues identified in course AMRs, including any correlations at School level with the findings of other surveys (eg First Year Student Learning Experience Questionnaire, National Student Survey, International Student Barometer) (*Bullet points will suffice; please include the course name in brackets*)

4.1 Positive messages and how they will be/have been disseminated:

Please type here

4.2 Matters requiring attention:

Please type here

⁷ Document requires revision for Session 2010-11

⁸ Document requires revision for Session 2010-11

5. Feedback from teaching staff - summary of key issues (*A bullet point list will suffice; please include the course name in brackets*)

5.1 *Positive messages:*

Please type here

5.2 *Matters requiring attention:*

Please type here

6. Feedback from External Examiners

Overview, including identified good practice and any particular concerns and how they will be/have been addressed:

Please type here

7. Results

Overview of reflective comments in course AMRs, identifying any area where results are above or below the School norm, or which give rise to concern for any reason and proposed action to address this; please comment on prevalence of non-completion of this section in course AMRs
(*You may wish to refer to documentation from the School's Examination Board meetings to inform your comments*)

Please type here

8. Quality Enhancement

8.1 *General evaluation of the quality of colleagues' reflection on good practice (Good practice identified for dissemination should be listed in Section 8.5)*

Please type here

8.2 *Contributions of Support Staff (points of note)*

Please type here

8.3 *Evaluation of the standard of course AMR reports submitted, identifying any areas for improvement*

Please type here

8.4 Overview of staff comments on the structure and/or content of the AMR form

Please type here

8.5 Practice identified for dissemination (bullet points sufficient, including course name and name of person who can provide further information)

(a) For dissemination within the School

Please type here

(b) For dissemination within the College

Please type here

(c) For dissemination within the wider University

Please type here

8.6 Required action identified from reports (bullet points and name of course sufficient)

(a) For the attention of the School

Please type here

(b) For the attention of the College

Please type here

(c) For the attention of the University

Please type here

9. College Learning and Teaching Plan

Please comment on the progress that the School has made in the current academic session in relation to the topics that follow.

Topic

Please type here

Topic

Please type here

Topic

Please type here

10. University Learning & Teaching Strategy

Please comment on School initiatives and progress made in the current academic session in relation to the topics that follow:

Topic

Please type here

Topic

Please type here

Equality and Diversity

Please type here



School of

School Annual Monitoring Summary (SAMS) Session 2010-11

Postgraduate Taught Programmes

Before completing this report please refer to the information contained in [Guidance on Completion and Submission of Annual Monitoring Reports](#).⁹

For further information on the Annual Monitoring process please also refer to the [Code of Practice on the Annual Monitoring Process](#).¹⁰

1. **What mechanisms are used by the School for reviewing and responding to issues raised through annual monitoring (including resource related matters)?**

Please type here

2. **Progress in addressing key issues from the previous session including whether staff and students have been advised of progress**

Please type here

3. **Action taken in relation to missing AMRs (where applicable)**

Please type here

4. **Feedback from students** – summary of key issues identified in PGT programme AMRs, including any correlations at School level with the findings of other surveys (eg Postgraduate Taught Experience Survey, International Student Barometer) (**Bullet points will suffice; please include the course name in brackets**)

4.1 Positive messages and how they will be/have been disseminated:

Please type here

4.2 Matters requiring attention:

Please type here

⁹ Document requires revision for Session 2010-11

¹⁰ Document requires revision for Session 2010-11

5. Feedback from teaching staff - summary of key issues (*A bullet point list will suffice; please include the course name in brackets*)

5.1 *Positive messages:*

Please type here

5.2 *Matters requiring attention:*

Please type here

6. Feedback from External Examiners

Overview, including identified good practice and any particular concerns and how they will be/have been addressed:

Please type here

7. Results

Overview of reflective comments in PGT programme AMRs, identifying any area where results are above or below the School norm, or which give rise to concern for any reason and proposed action to address this; please comment on prevalence of non-completion of this section in AMRs
(*You may wish to refer to documentation from the School's Examination Board meetings to inform your comments*)

Please type here

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8.1 *General evaluation of the quality of colleagues' reflection on good practice (Good practice identified for dissemination should be listed in Section 8.5)*

Please type here

8.2 *Contributions of Support Staff (points of note)*

Please type here

8.3 *Evaluation of the standard of PGT programme AMR reports submitted, identifying any areas for improvement*

Please type here

8.4 Overview of staff comments on the structure and/or content of the AMR form

Please type here

8.5 Practice identified for dissemination (bullet points sufficient, including programme name and name of person who can provide further information)

(a) For dissemination within the School

Please type here

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Please type here

(c) For dissemination within the wider University

Please type here

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Please type here

(b) For the attention of the College

Please type here

(c) For the attention of the University

Please type here

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Please comment on the progress that the School has made in the current academic session in relation to the topics that follow.

Topic

Please type here

Topic

Please type here

Topic

Please type here

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Please comment on School initiatives and progress made in the current academic session in relation to the topics that follow:

Topic

Please type here

Topic

Please type here

Equality and Diversity

Please type here