

# An overview of Annual Programme Monitoring (APM) Quick start guide

## Annual programme monitoring

The Quality Assurance Agency (QAA) Code outlines in expectation B8 that HE providers, in discharging their responsibilities for setting and maintaining academic standards and assuring and enhancing the quality of learning opportunities, operate effective regular and systematic processes for monitoring and for review of programmes. A process of annual monitoring is in place at DMU and our successful Higher Education Review in April 2015 confirmed that Expectation B8 was being met.

### What is it?

Monitoring refers to the regular and continuous reflective and evaluative practice in which staff are expected to engage collectively and individually to provide a 'health check' of academic provision.

DMU's monitoring processes provide opportunities for identifying:

- areas for improvement and enhancement
- identifying and promoting good practice.

Annual monitoring of modules and programmes is conducted through Module Enhancement Plans (MEPs) and Programme Enhancement Plans (PEPs). The process of producing MEPs and PEPs provides the opportunity to determine what is important for modules and programmes to develop the provision.

## Module Enhancement

The process should ensure that:

- The module syllabus is relevant and up-to-date and the module template continues to accurately represent the module;
- The teaching, learning and assessment approach for the module continues to be effective;
- There is formal opportunity for reflection and evaluation which might lead to further developments; and
- Feedback from the teaching team (if appropriate), external examiners and students is promptly responded to.

### Module Enhancement Plan (MEP)

- Should include information from the evaluation of interim and final module level feedback;
- Evaluations should take into consideration key monitoring information eg, student views, external examiner comments, student performance data as well as the views of the teaching team;
- The MEP template requires reflection on how last year's MEP action plan has been taken forward and include an action plan with areas for improvement for the following academic session;
- Is a 'live' document with different sources of evidence being evaluated at different times and added to the MEP as they occur.

## Programme Enhancement Plan (PEP)

Developing the PEP is a crucial part of the annual programme monitoring process which requires Programme Leaders, Programme Management Board Chairs and the faculty Heads of Quality to confirm explicitly whether or not academic standards are being maintained in line with the QAA Quality Code.

Issues that arise from evaluating key monitoring information form 'areas of focus' which record the main areas of development for the coming year.

The process of PEP development encourages teams to identify areas of good practice where deliberate steps are being taken to improve provision. The process also requires active consideration of the results of both internal and external student surveys and information on the main outcomes and issues should be detailed on the PEP including how these will be taken forward.

Each year the PEP will have a thematic element and key monitoring information relating to the thematic element should be considered to identify areas of focus and good practice.

The PEP is a dynamic document which allows programme teams to address issues as soon as key monitoring information becomes available.

## Collaborative provision

In order to maintain a parity of standards, the same processes used for monitoring standard DMU provision are applied to collaborative provision.

Depending on the type of provision, an Annual Monitoring Report (AMR) and/or a PEP should be completed.

Where relevant, the AMR and the PEP should be completed jointly by the partner and the Programme Leader or Link Tutor and/or Academic Partnerships Unit (APU) Account Manager. The final agreed version of the reports should be submitted to DAQ by the stated deadline, normally around September/October, who will then forward on the reports as appropriate to the Faculty Head of Quality, Faculty Collaborative Coordinator, and for the attention of the PMB or Validation Services Board Chairs.

## Monitoring

Academic Board oversees the monitoring processes via a reporting line from the Academic Quality Committee (AQC).

MEPs are completed by the module leader and monitored through the relevant Programme Management Board (PMB).

PEPs are completed by programme leaders for consideration at PMBs.

Faculty heads of quality consider PEPs from all programmes scrutinising them for common themes and producing a summary of these themes and areas of good practice for consideration at a specially convened meeting of the Faculty Academic Committee (FAC).

The Department of Academic Quality (DAQ) receives summaries from each faculty and collaborative partners (including Validation Services) and an annual programme monitoring report is produced for submission to AQC.

## Useful DMU resources

Guidance and forms	<a href="http://www.dmu.ac.uk/guidanceandforms">http://www.dmu.ac.uk/guidanceandforms</a>
Quality Officer (Monitoring & Review), DAQ	0116 257 7665 <a href="mailto:louise.salmon@dmu.ac.uk">louise.salmon@dmu.ac.uk</a>
Partnerships Officer (Quality), DAQ	0116 207 8316 <a href="mailto:uzma.ali@dmu.ac.uk">uzma.ali@dmu.ac.uk</a>

## The annual programme monitoring process in brief

1. Interim & final MLF informs the MEP produced by Module Leader

2. MEP informs the PEP produced by Programme Leader (PL)

3. PL's PEP informs the PMB PEP summary produced by PMB Chair

4. PMB summaries form the faculty PEP summary produced by faculty Head of Quality

5. Overview summaries produced by DAQ for collaborative and Validation Service provision

6. All PEP overview summaries inform DAQ's university wide annual programme monitoring report (APMR)