

# Planning and Monitoring for Enhancement

This section of the Hartpury Quality Enhancement Framework covers the monitoring of all taught provision, including in-year, annual and periodic activities.

## Key reference points

OfS Conditions of Registration; QAA Quality Code, UUK Framework for Programme Review, and institutional strategic documents.

## Audience

Members of staff including Heads of Department, 'Heads of', Programme Managers, Module Leaders, members of provision team, and members of committees involved in the monitoring and review of academic provision.

## Planning and Monitoring for Enhancement sections

1. Scope and principles
2. Key roles and responsibilities
3. Periodic strategic review of department and curriculum
4. Module monitoring
5. Programme monitoring
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### 1. Scope and principles

The planning and monitoring process takes place at many levels throughout the institution, from institutional level, through departments to the programmes and modules experienced by our students. Planning and monitoring relates to all taught programmes and associated provision. The process aims to:

- enhance curriculum provision,
- ensure the curriculum portfolio produces employable graduates that are fulfilling the requirements of the industry it serves
- safeguard quality and standards through self-criticality and awareness of academic risk and associated needs for enhancement,
- identify and disseminate features of good practice.

- Produce forward-looking strategic action plans to support the continued enhancement and development of the curriculum.

A key event in the cycle of continuous monitoring is the Periodic Strategic Review occurring at a departmental level. From 2017-18 Periodic Curriculum Reviews have produced a five year recruitment strategy and action plans for both the current provision but also future provision. These are being recognised as Periodic Strategic Review of Departments and Curriculum.

Head of Department level planning and monitoring reviews the progress against this direction of travel, and also to consider how they might require amendment in light of changing internal and external environments.

Quality monitoring and enhancement at Institutional, Department, Programme and Module level considers the quality of the student experience, student performance and academic standards using information from a number of sources including data relating to recruitment, retention achievement and progression, External Examiners' comments, student survey results and feedback from students, staff and employers.

The process of monitoring is a constructive and ongoing process and an integral part of academic activity which enhances the student experience across all taught provision. Its effectiveness will be reviewed annually. It informs planning activities, and the Periodic Strategic Review of Departments and curriculum takes part at Department level and each review will normally include all programmes currently offered by that Department. In exceptional circumstances specific reviews may be delayed by one academic year on the authority of the Chair of Academic Board. They may also be brought forward at the request of the Higher Education Executive or Academic Board. This might occur, for example, as a result of continuous monitoring activity where a subject is highlighted as an area of concern, or in response to relevant industry or sector developments.

If a programme is validated by another awarding body there will be a nominated awarding body contact person and an agreed reporting line to the awarding body.

## 2. Key roles and responsibilities

The **Pro Vice-Chancellor** is responsible for the production of the Higher Education Strategic Plan which is both informed by, and informs, Periodic strategic review and the ongoing monitoring of quality and enhancement

### Periodic Strategic Reviews

- a) The **Academic Registrar** has administrative oversight of the planning and monitoring process.
- b) The **Academic Dean** will have oversight of the Periodic Strategic Reviews of departments and curriculum. They will liaise with all those involved in the process to provide advice and guidance; act as a panel member.
- c) The **Heads of Department** are responsible for the production of the Periodic critical evaluation document (PCED) and will lead the provision team
- d) The **Curriculum Records Manager** has operational oversight and management of curriculum aspects of the periodic review of the department and curriculum, administration of the whole review and is a primary source of advice on the review. They will liaise with the Academic Dean and the Head of Department (or nominees) regarding the coordination,

preparation and undertaking of review activity, and provide guidance on curriculum approval matters relating to the review activity.

- e) The **Provision Team** will be constituted according to the scope and requirements of the periodic review including Head of Department, Programme Leader(s), Module Leader(s) and further department representatives and appropriate Support Staff involved in the provision. The team will be led by the Head of Department and a review provision team co-ordinator (who may be the same person) who are responsible for organising the departmental industry workshop and the initial student consultation. The provision team will engage with critical self-reflection and analysis of both quantitative and qualitative data in order to assess programme evolution and change over the period since the last review, and plan for future enhancement and developments.
- f) A peer **Review Panel** will be formed to scrutinise the PCED and supporting documentation. A Chair will be appointed to co-ordinate the review panel's activities and feedback. At the end of the scrutiny the Review Panel will make recommendations to the Academic Board and Curriculum Validation Committee.

## Ongoing Quality Monitoring and Enhancement

- a) The **Chair of Academic Standards and Enhancement Committee** oversees the Institutional review and approval of Departmental Annual Monitoring and Enhancement Reports
- b) The **Academic Registrar** has administrative oversight of ongoing quality monitoring and enhancement process and leads the production of the Institutional level annual report
- c) The **Registry team** are responsible for providing the relevant data to inform the ongoing quality monitoring and enhancement process and administering departmental, programme and module level report production.
- d) The **Head of Department** will author the Annual Department Monitoring and Enhancement Report and lead the department annual review of programme enhancement report
- e) The **Heads of Teaching and Learning, Student Experience, and Inclusivity** will provide support and act as critical friends in the production of the Departmental Annual Monitoring and Enhancement Reports and contribute to the departmental annual review of programme enhancement reports
- f) The **Associate Heads of Department** will support the programme managers in the production, and ongoing monitoring, of programme enhancement reports
- g) The **Programme Managers** are responsible for the production and ongoing monitoring of the Programme Enhancement Reports.
- h) **Programme teams** are responsible for contributing to the ongoing monitoring of the Programme Enhancement Reports
- i) The **Module Leaders** are responsible for the production of the Module Enhancement Reports.

## Committees

- a) **Academic Board** has responsibility for setting and reviewing mechanisms to assure the quality and standards of provision. It receives notification of Periodic Strategic Review activity and the outcome of each review. It will highlight good practice or issues requiring enhancement, including any themes that may emerge, to further committees as appropriate.

- b) **The Academic Standards and Enhancement Committee, reporting to Academic Board**, is responsible for the oversight of the ongoing monitoring and enhancement of quality.. It will receive themes that may emerge from Periodic Strategic Review activity for implementation to improve the student experience. It approves Annual Department Monitoring and Enhancement Plans for implementation over the forthcoming year, and will provide Academic Board with an update on progress against these and significant amendments proposed.
- c) **Curriculum Validation Committee** receives notification of Periodic Strategic Review activity and the outcome of each review. It will also be asked to consider for approval curriculum documentation, including any updates, following appropriate recommendations for amendment to curriculum provision.
- d) The **Higher Education Executive** acts to facilitate the development of a response to the industry sector(s) the curriculum serves that aligns with, and informs, the future direction of the institution. They also serve to provide constructive criticism around the PCED recruitment strategy proposed by the Periodic Strategic Review Provision Team.
- e) **Departmental Committees** have responsibility for monitoring the actions arising from the Annual Department Monitoring and Enhancement Plans, once approved. It will be responsible for confirming that the Annual Department Monitoring and Enhancement Plan accurately represents the Department's activities over the previous year and that the suggested activities are likely to result in real enhancements for its curriculum, staff and students.
  - f) **Programme Committees** provide an opportunity to gather staff and student feedback on the programme and to consider the impact of activities taken as a result of the Programme Monitoring and Enhancement Report. They are also a useful forum to identify, in year, areas that require enhancement, or good practice that requires dissemination

## 3. Periodic strategic review of department and curriculum

### 3.1 Preparation for periodic strategic review

The foundation of Periodic Strategic Review is critical reflection upon key indicators of quality assurance and enhancement, and factors affecting the industry sectors that the provision serves. The emphasis of the process is upon evaluation and enhancement of student achievement of the appropriate academic standards and enhancement of the learning and employment opportunities offered to students, and considering these when forming a strategic plan for the department for the next 5 years, that includes its curriculum.

A department must submit a Periodic Strategic Review Notification Form to Higher Education Executive in the year prior to scheduled review. One form should be completed for each intended Periodic Strategic Review. The notification form provides sufficient information to Higher Education Executive to ensure the calendar of review activity for the forthcoming year can be scrutinised. Most importantly it serves to start the identification of key industry figures and organisations that should be involved in the review and how the initial student consultation will be conducted. Confirmation to progress with preparation for the Periodic Strategic Review is then given to the department.

### The provision team

The Periodic Strategic Review Provision Team works collaboratively to:

- Consider the future direction of the industry sector(s) the provision serves and the employment opportunities, including the skills and attributes identified as necessary, for graduates in the future.
- Consider the feedback from prospective, current and past students as to what the ideal course might look like, anticipated career prospects and routes, as well as preferred approaches to learning and experiences that might be included within future curriculum and enhance the provision.
- Evaluate existing qualitative and quantitative data relating to the provision to be reviewed.
- Reflect on these data and future opportunities to develop a robust recruitment strategy that prioritises getting the right students on the right courses, and offers accurate advice about a high quality student experience.
- Write the Periodic Critical Evaluation Document and draw together supporting documents. Respond to the Periodic Strategic Review Panel's findings and recommendations and develop the resulting forward looking action plan.
- Implement the strategic changes identified in the action plan.

The team comprises:

- A review provision team co-ordinator to co-ordinate the team and oversee completion of its tasks.
- A senior member of the Higher Education Executive to support the consideration of the wider external environment and institution's strategic direction.
- A representative from the Higher Education Academic Services team to contribute to the production of the scrutiny documentation.
- The Head of Department for the provision (who may also be the review provision team co-ordinator).
- Representatives from the academic and support staff who contribute to the delivery of the programme(s).
- A student representative(s)
- Relevant external subject, industry or wider experts, whose role would be to contribute reflection on specific aspects of the provision (for instance technology enhanced learning, sustainability, internationalisation, employability or work based learning).

## The departmental industry workshop

The event that serves to frame any Periodic Strategic Review is an industry workshop. This will focus on the industry sector(s) that the provision serves. It is an opportunity to think about the industry areas that the provision already serves as well as areas that it might be able to serve in the future. This workshop is not about evaluating the current provision, but instead aims to:

- capture insights into where the industry sector(s) may develop to in the next ten years, or even further
- discuss the roles graduates of all levels may play in the future of the sector(s).
- identify opportunities for expansion and consolidation.
- facilitate expansive thinking about the place of the department within the sector(s) and the provision that may best serve the industry and the institution.
- provide an opportunity to hear from sector leading individuals and organisations about their vision of the future.

The workshop should be attended by the Periodic Strategic Review Provision Team, the nominated member of Higher Education Executive who will form part of the Review Panel (as well as other members of Higher Education Executive) and wider members of the Department (both staff and students), the institution and other stakeholders.

The industry workshop will normally occur at least three months before the Provision Team present the Periodic Critical Evaluation Document for consideration by the Review Panel. This time then allows membership of a Review Panel to be finalised and development work to occur to inform the evaluation document.

## Initial student consultation

Ensuring that the student perspective on the curriculum is considered from the outset of the review process is essential. In addition to the industry workshop a student event should also inform the process. The Head of Department and Review Provision Team Co-ordinator are responsible for organising this event. Ideally prospective students as well as current students and alumni would be invited to contribute. The event should include representation from as broad a range of students as possible (programmes, modes of attendance, lower achievers and the less engaged, and the widening participation focus groups). This should be an open forum to capture insights and ideas from the student body, and not simply a commentary on preformed directions of travel. It is not expected that responses to comments be provided during this event, but rather that information can be gathered, to synthesise with that from other sources at the outset of a review process.

The student event should be attended by the Periodic Strategic Review Provision Team, the nominated member of Higher Education Executive who will form part of the Review Panel (as well as other members of Higher Education Executive), and wider members of the Department (both staff and students). This event also serves as an opportunity to identify student representation for the provision team and the review panel.

The student consultation will normally occur at least three months before the Provision Team present the Periodic Critical Evaluation Document for consideration by the Review Panel. This time then allows membership of a Review Panel (section 3.2) to be finalised and development work to occur to inform the evaluation document.

## Periodic critical evaluation document

The Periodic critical evaluation document reflects on the following areas:

- How the provision has altered since the last validation/review.
- Evaluation of the provision's performance at the last validation/review and currently.
- The strategic direction of the provision, including employment opportunities and the needs of the industry sector(s) the provision serves.
- Identification of desirable goals for the provision following this review.
- Summary and proposed action plan.

The Review Panel will consider the Periodic Critical Evaluation Document and supporting evidence base to develop lines of enquiry to allow them to make the required judgements on the curriculum. The Review Panel consider the following points:

- The coherence of the strategy for future direction of the department, its provision and its alignment with the institution's strategies and external good practice, including the rationale for the involvement and any future expansion of collaborative partners and management of this provision.
- The appropriate threshold standards are maintained (with particular reference to External Examiner reports and monitoring documentation).
- The educational aims and learning outcomes, design and curriculum of each programme remain accurate, appropriate, particularly with regard to changes made since approval or

the last academic review, when compared against internal and external good practice, including inclusivity targets, PSRB requirements (as appropriate) and the QAA Quality Code and European Standard Guidelines.

- Staff research and scholarly activity including interactions with industry have informed the continuous development of the programmes.
- The appropriateness, development and management of learning resources and staffing to support the programmes.
- Industry, employer and PSRB (if appropriate) feedback has informed their continuous development.
- Student performance and satisfaction indicators and feedback have informed the continuous development of the programmes.

The Periodic Critical Evaluation Document and the supporting evidence base should demonstrate a clear evaluation of these points, including:

- Evidence of good practice and innovation.
- The strengths of the provision under review and any opportunities for enhancement.
- The strategic direction of the Department's provision given the sector(s) direction of travel and opportunities for inclusivity and future graduate employment.
- A robust recruitment strategy that prioritises getting the right students on the right courses, and offering accurate advice about a high quality student experience.
- Any areas of the provision in need of change or improvement, together with the steps being taken to address these.

Sources of evidence may include: previous curriculum review or approval outcome, programme specifications, module specifications, External Examiner reports, records from committees and meetings, meeting with students and alumni, annual monitoring reports, published information about the programme (and modules), staff academic profiles, reports to PSRBs/awarding bodies (as appropriate), feedback from students, employers, industry and other stakeholders.

During the formation of the Periodic Critical Evaluation Document the Periodic Strategic Review Provision Team should consult as widely as possible with internal stakeholders in all services that support a high quality student experience across Hartpury, and individuals with experience in working within relevant areas of recognised good practice.

Prior to circulation of the Periodic Critical Evaluation Document it must be reviewed by Curriculum Scrutiny Panel for accuracy and completeness. The Curriculum Scrutiny Panel will confirm when the Periodic critical evaluation document is suitable for progression.

## 3.2. The Periodic Strategic Review scrutiny

### The review panel

The Review Panel's role is to scrutinise the evaluation document and supporting evidence and to comment on the proposals and make recommendations on the continuing approval of the curriculum. It will investigate lines of enquiry to allow the required judgements to be made.

Internal review panel members have a particular role to play with regard to their evaluation of the subject area's implementation of the institution's policies and strategies. At least some internal review panel members should have attended the Departmental Industry Workshop, and as such are well placed to consider whether the department has taken into account the

opportunities, requirements and challenges articulated by the industry sector(s) it serves. External review panel members have an important role to play in ensuring the academic soundness, relevance to the current industry and objectivity of the review process.

Periodic Strategic Review is a peer assessed process and the Panel is therefore composed of:

- A Chair who will be a senior member of the Higher Education Executive, external to the department being reviewed.
- At least one internal panel member with experience of programme development and outside the department being reviewed
- A student representative or graduate from the provision being reviewed.
- An external subject expert from another institution to comment on all programmes in the provision. More than one expert may be required depending on the provision.
- Industry expert(s) and/or employer(s), distinct from those consulted by the Panel as part of the evaluation document preparation, although it may be helpful for them to have attended the departmental industry workshop.
- A representative from an awarding body (as appropriate).
- A representative from a PSRB (as appropriate).

The membership of the Periodic Strategic Review Panel will be approved by HE Executive. Members must contribute to the scrutiny of the documentation and the decisions of the Panel.

Members of the provision team should contact potential external panel members prior to submitting the nomination form to ascertain whether they would be willing to undertake the role, although they should not confirm any invitation at this point. For willing nominees the Periodic Strategic Review External Panel Member Nomination Form (which is co-authored by the provision team and the nominee) should be completed and provided to the Curriculum Records Manager, who will facilitate consideration by HE Executive. Following approval the Curriculum Records Manager will formally approach the nominee to seek confirmation of their right to work and confirm their appointment.

## The scrutiny

The Provision Team will present the Periodic Critical Evaluation Document for scrutiny to the Review Panel.

The Review Panel will then make an informed judgement as to whether they require a scrutiny event to inform their judgement. Unless there is convincing evidence of a thorough mid-cycle evaluation that involves substantial student and other stakeholder consultation (e.g. a PSRB event) then a scrutiny event would normally occur.

The scrutiny event is an opportunity for the Review Panel to gather evidence to ensure that they can make the judgements required and identify good practice and areas for improvement around the lines of enquiry previously outlined. As such the agenda for the scrutiny event will be guided by the requirements of the Review Panel. However two elements will be included:

- A presentation by the Provision Team of a response to the lines of enquiry identified by the Panel. This process should be seen as primarily a developmental rather than a judgmental process, with the Review Panel engaging in constructive dialogue with the Review Team in order to produce a forward looking action plan.
- A meeting with a representative group of current students, normally covering each programme being reviewed. If students are unable to attend, other mechanisms, such as video conferencing, must be found in order to give these students the opportunity to feed back on their experience.

Depending on the type of provision under review, it may be necessary for the Review Panel to have meetings with alumni, employers, and other stakeholders as they judge appropriate.

They may view facilities and evaluate their appropriateness. Alternatively, video conferencing and other technology may be used to allow the Review Panel virtual access to facilities, students and staff.

### 3.3. Outcomes of the Periodic Strategic Review

At the end of the scrutiny, the Review Panel will be asked to consider whether academic standards continue to be met; the quality of learning opportunities remain appropriate; and the programme is aligned with the QAA Quality Code and make a recommendation within a Periodic Strategic Review Outcomes and Enhancement Plan document. This document will be approved by the full Review Panel.

The Review Panel makes a recommendation to the Curriculum Validation Committee on re-approval of the provision for a further six years as follows:

- Approval
- Approval with conditions or recommendation(s)
- Non-approval

The Review Panel will also consider the appropriateness of the Provision Team's initial recruitment strategy, action plan for future development of the department's provision and the current provision and will endorse or make recommendations in relation to this in their report.

In response to the Review outcome and recommendations, the Review Team will update and enhance its initial action plan provided as part of the Periodic Critical Evaluation Document. The final action plan will address the recommendations and outcomes of the Review and be within the Periodic Strategic Review Outcomes and Enhancement Plan.

The Periodic Strategic Review Outcomes and Enhancement Plan will be received by Academic Board, who will discuss the plan and in particular identify any institution-wide actions to be taken (and refer actions to the appropriate committee). Academic Board will consider the implications for the institution arising from the Department's Strategic Enhancement Plan and agree actions and outcomes accordingly.

If serious concerns are raised by the Review Panel, Academic Board will consider them and recruitment to one or more programmes may be suspended. In this case, a follow up Review will be arranged. This will be used to identify that clear progress has been made with the agreed action plan and that the academic standards and quality of the provision are appropriate.

The Curriculum Validation Committee will endorse the recommendation for curriculum reapproval or otherwise with recommended changes to programmes and modules, and is responsible for monitoring, scrutinising and approving the associated curriculum documentation.

## 4. Continuous monitoring and enhancement

### 4.1 Modules

The monitoring of modules is a continuous process which facilitates issues that arise being dealt with as quickly as possible and results in the production of a Module Enhancement Report. Any actions, including the revision and re-approval of modules, should be taken as and when required. Amendments to modules are approved through the curriculum approval process and reported upon in the Module Enhancement Report. In this way the report acts as

critical evaluation which can be used for discussion within the teaching team and with the External Examiner.

The aims of the module monitoring process are to:

- ensure that module content is current and learning outcomes are being achieved;
- monitor student achievement;
- ensure that student feedback is collected and responded to in a timely manner;
- ensure that where appropriate the curriculum framework is embedded within the module delivery;
- reflect upon External Examiner comments;
- promote continual evidence-based enhancement of the module.

Whilst the Module Leader is responsible for producing the Module Enhancement Report, feedback from module team members, programme managers and students is essential for an effective module review. It is also important that students' comments are responded to and module tutors should ensure that students are made aware of actions taken in response to their feedback. Other stakeholders may also be involved in providing useful feedback on the module, including work placement providers (if applicable), module leaders of modules where the module is a pre-requisite, faculty representatives (e.g. laboratory technicians). The Module Enhancement Report will be available for students to access.

The Module Enhancement Report is considered prior to the relevant Examination Board via the module file, supporting the role of the External Examiner as a 'critical friend'. The report will feed into programme and departmental monitoring and also underpin the future delivery of that module.

## 4.2. Programmes

The monitoring of the programme is concerned with the review of the ongoing effectiveness of student achievement and progression, and the quality of the student academic experience, drawing on relevant data (including from annual module monitoring) and feedback.

Programme monitoring is a continuous process, but summarised annually through the final version of the Programme Monitoring and Enhancement Plan.

The aims of the programme monitoring process are to:

- promote continual evidence-based enhancement of the quality of the programme.
- provide a structure for in year monitoring, management and enhancement of the programme
- monitor and assess the impact achieved through implementing the actions from the previous Programme Monitoring Enhancement Plan;
- evaluate any areas of performance, retention, progression, achievement, satisfaction and employment which may be presenting concerns and whether there are indications of any ongoing trend(s);
- consider areas of performance showing consistently excellent results and how this could be disseminated;
- reflect upon External Examiner comments and other external feedback (e.g. PSRBs);
- discuss the main messages from student, staff and employer feedback and how these have been acted upon;
- comment on any recommendations made in the approval or Periodic Strategic Review processes;
- promote continual evidence-based enhancement of the programme.

The report is intended to capture information in one place to support the programme manager in managing their programme, and producing evidence-based, in-year and summary evaluations of quality assurance and enhancement.. This report will be informed by discussions at Programme Committees and within programme teams.

The report also aligns with providing evidence of how HU programmes deliver the OfS BS requirements of:

- being up-to-date
- providing educational challenge
- offering a coherent experience
- effective delivery
- designed to require students to develop relevant skills.

The programme manager will present the Programme Monitoring and Enhancement Plan to colleagues within their Department and it will be used it to inform discussions around the Department Monitoring and Enhancement Plan and the identification of key actions for the following year (including the sharing of good practice and areas for improvement). While timeframes will be agreed via the committee structure and associated meetings, a final draft of this report would normally be discussed at the first Programme Committee of the new academic year.

In certain circumstances, where a professional accrediting body (PAB)-PSRB undertakes annual monitoring or review of a programme, the PAPSRB report can take the place of the Programme Monitoring and Enhancement Plan (please see the PSRB section of the HQEF for further information as to how this will be agreed).

### 4.3. Department monitoring

The review of provision within a Department occurs on a continuous basis with the aim of ensuring that academic standards are maintained and that the quality of the student experience is good and is being enhanced.

The Department Monitoring and Enhancement Plan will be completed by the Head of Department, the Plan has two functions.

- 1) Monitoring progress against the Department Strategic Enhancement Plan agreed post-Periodic Strategic Review, and any relevant amendments at an institutional level that affect the plan, e.g. changes to Institutional strategy.
  - 2) Evaluating academic quality of provision within the Department in the previous year and articulating priority quality enhancement actions for the forthcoming academic year
- This evaluation brings together evidence and suggested actions from the Module Enhancement Reports and Programme Monitoring and Enhancement Plans.

The aims of the departmental monitoring process are to:

- provide an annual update on progress delivering the actions arising from Periodic Strategic Review
- ensure continued alignment of department and university strategy
- evaluation of the impact achieved through implementing the Department Strategic Enhancement Plan;
- critically reflect on the quality and standards of all the programmes and modules within the Department;

- take appropriate action to further enhance the quality and inclusive nature of the student learning experience;
- take appropriate action to further enhance the quality and use of resources , including staff and their experience, to ensure a high quality academic experience for students ensuring their success in and beyond HE;
- identify factors that are constraining the operation and development of the Department and its programmes and modules, and stimulate an appropriate response;
- identify effective practice and demonstrate strategies for sustaining and further disseminating this practice within and beyond the Department.

To support the development of the monitoring and enhancement of quality section of the plan the Head of Department (or nominee) will organise opportunities for the Programme Managers to present the key themes and findings from their Programme Enhancement Reports to Departmental colleagues and the Heads of Teaching and Learning, Student Experience and Inclusivity. This will typically take the form of an event prior to the start of the academic year, providing valuable space for careful consideration of reports and the sharing of practice aimed at enhancing academic quality.

The Department plans will then be considered by Academic Board

Once the Department Monitoring and Enhancement Plan is approved at Academic Board, it is intended that the Plan is used to inform Departmental Committee Meetings in-year at which point the action plan can be updated and amended as opportunities for enhancement (including the sharing of good practice) emerge between formal annual reviews. These updates will be noted at Academic Standards and Enhancement Committee.

#### 4.4. Institutional monitoring

The review of higher education provision across the institution occurs with the aim of ensuring that academic standards are maintained and that the quality of the student experience is being enhanced continually. An Annual Quality Report will be completed, bringing together the evidence and action plans from the Department Strategic Enhancement Plan Evaluation and other information sources. This will be considered by Academic Board and by the Quality Enhancement and Standards Committee to provide the governing body with information to support their judgement as to whether academic governance is effectively maintaining quality within Hartpury. It will contain actions that will be progressed over the following year.

The aims of the continuous monitoring process are to:

- evaluate the impact achieved through implementing the action plan from the previous annual monitoring round;
- reflect critically on the quality and standards of the curriculum;
- take appropriate action to promote continuous enhancement of the quality of the student academic experience;
- review the extent to which the key performance indicators have been achieved and propose future key performance indicators;
- identify factors that are constraining the operation and development of the curriculum, and stimulate an appropriate response;
- identify effective practice and demonstrate strategies for sustaining and further disseminating this practice within and beyond the institution;
- discuss whether higher education has made significant progress towards the goals identified in the Higher Education Strategic Plan.

## 5. Annex

## Log of operational changes made to HQEF Continuous Monitoring for Enhancement Section

| Version    | Section | Change  |
|------------|---------|---|
| 2019-20 v1 | All     | <b>This was the original approved document, that replaced the sections: Continuous Monitoring for Enhancement and Periodic Curriculum Review.</b> |

## 9. Annual Monitoring documents and templates

Module Enhancement Report

Programme Monitoring and Enhancement Plan

Department Monitoring and Enhancement Plan

Periodic strategic review external panel member nomination form

Periodic strategic review notification form

Periodic critical evaluation document

Periodic strategic review outcomes and enhancement plan