Course annual monitoring review processes provide assurance of the ongoing academic quality and standards of validated courses and enables systematic enhancements to the quality of learning opportunities to be identified and delivered.

Aflexibleframeworkis adoptedfor the AMR process comprising:

**Annual Monitoring** – the use of data and feedback to inform continuous dialogue and action planning around student/ apprentice performance, student/ apprentice views and course/ apprenticeship quality and standards.

**Annual Review** – summative, ‘end of cycle’ analysis, reporting and action planning, based around institutionally agreed metrics.

Reporting is undertaken at course/ apprenticeship level, with oversight and aggregated action planning at School and University level. Teams are required to engage with the Annual Review process at two points during the year (but the data can be considered and reported on together if preferred): **Part 1 – Data** and **Part 2 - Stakeholder Feedback.**

**Part 1 – Data**

* Metrics used in the AMR are based on those defined and used by the OfS to regulate quality and standards and take action to protect students when universities and colleges do not meet minimum requirements.
* Metrics provided via Tableau will be used to assess performance against all provision;
  + **Modes:** Full-time, Part-time and Apprenticeship
  + **Award Types:** Undergraduate and Postgraduate
  + **Delivery location:** Home and Collaborative (partners will also be expected to access local data)

The metrics relate to the following categories:

* **Continuation:** The proportion of students that were observed to be continuing in the study of a higher education qualification (or have gained a qualification) one year and 15 days after they started their course (two years and 15 days for part-time students).
* **Progression:** The proportion of qualifiers that identify managerial or professional employment, further study, or other positive outcomes among the activities that they were undertaking when responding to the Graduate Outcomes survey 15 months after they left higher education.
* **Completion:** The proportion of students that were observed to have gained a higher education qualification (or were continuing in the study of a qualification) four years and 15 days after they started their course (six years and 15 days for part-time students). The latest year of data includes full-time students who started in 2016-17 and were due to complete by 2020-21.
* **NSS questions (UG):** The teaching on my course/ Assessment and feedback/ Academic support/ Learning resources/ Student voice (exc Q26).
* Additionally, ***for apprenticeships only***, a number of performance/ compliance thresholds have been included in relation to the Apprenticeship Accountability Framework (these have been embedded within the approved KPIs). Teams will be asked to confirm that they are meeting these thresholds.

**Part 2 - Stakeholder Feedback**

**Students/ Apprentices/ Apprenticeship Employers**

* In addition to on-going discussion with Course/ Apprentice Reps, Course Directors must ensure that all stakeholders have an opportunity to provide feedback at least once per semester. This includes sharing the External Examiner report and any related actions. Course Directors may determine how best to capture the respective voices, however, evidence of the outcomes of stakeholder engagement must be provided (eg forums, module evaluations, local surveys, etc).

**Engagement with other external feedback**

* As a minimum, Course Directors must also respond to the following:
* External Examiner reports
* Wider National Student Survey (NSS) outcomes and, where applicable, the National Postgraduate Survey (PTS)
* PSRB events/ reports/ publications

**Supporting Templates – Course Director Executive Summary and Dean’s School Annual Review Report**

* **PG and UG provision will be reported during Part 1 and 2** and all types of provision can be reported using the same templates. An **Action Plan must be maintained** to record and monitor actions and enhancements identified as a result of the reflections undertaken at each stage. This must include a success measure for each action.

**Timescales**

|  |  |
| --- | --- |
| September/ October 2022 (OfS publication date in Sept tbc) | Teams engage with published OfS data via Tableau |
| October 2022 (in line with school defined deadlines) | Teams submit Executive Summaries and Action Plans (Part 1) to Deans for school review |
| 1st November 2022 | Schools submit Executive Summaries and Action Plans (Part 1) to QAS to support the Good Standing process |
| Good Standing Part 1 meeting (29th November 2022) | |
| 12th December 2022 | Deadline for submission of Dean Annual Review Summary Report (Part 1) and School Action Plans/ apprenticeship QIPs to QAS |
| 23rd January 2023 | Dean’s Annual Review Summary Report (Part 1) presented to AQSC |
| January 2023 | Teams engage with stakeholder feedback |
| February 2023 (in line with school defined deadlines) | Teams submit Executive Summaries and Action Plans (Part 2) to Deans for school review |
| 1st March 2023 | * Schools submit Executive Summaries and Action Plans (Part 1 and 2) to QAS for Good Standing |
| 31st March 2023 | * Deadline for submission of Deans Report (Part 2) and School Action Plans/ apprenticeship QIPs to QAS |
| Good Standing Part 2 meeting (30th March 2023) | |
| 12th June 2023 | Institutional Annual Review Report presented to AQSC (based on Deans School Reports (Parts 1 and 2)) |
| July 2023 | Academic Assurance Report to Academic Board |

**Enhanced monitoring** will be required where an institutional review of courses identifies matters of academic standards, quality and/ or course performance which need to be addressed. The Course Director and members of the Course Team will meet with a panel of peers, Chaired by the DVC Academic or nominee, to review course outcomes and planned enhancement. Where any concerns are identified for an apprenticeship School Degree Apprenticeship Operational Groups (SDAOGs) and the University Apprenticeship Strategy Group (UASG) will be notified.

**For queries relating to the AMR process contact** [**qas@leedsbeckett.ac.uk**](mailto:qas@leedsbeckett.ac.uk)

**For queries about the data, contact** [**strategicinsight@leedsbeckett.ac.uk**](mailto:strategicinsight@leedsbeckett.ac.uk)

For more information on AMR please refer to the [Academic Regulations, Section 13: Approval, Validation, Monitoring and Review](https://www.leedsbeckett.ac.uk/-/media/files/our-university/academic-regulations/13-validation-monitoring-review/ar13_validation_monitoring_and_review.pdf) or the [QAS Supporting Information webpage](https://www.leedsbeckett.ac.uk/staffsite/services/quality-assurance-services/supporting-information/).