

Regent College London

Annual Course Quality Monitoring

1 Purpose of Annual Course Quality Monitoring (ACQM)

Annual course quality monitoring is an essential part of the academic cycle and provides oversight to ensure that courses and their constituent modules/units remain fit for purpose, academic standards are appropriate to the level of the course and learning opportunities for students are subject to quality enhancement enabling them to exceed regulatory requirements. This document outlines the ACQM policy, procedures and requirements of Regent College London and the responsibilities that the College has to its awarding bodies.

2 QAA UK Quality Code

This Policy aligns with the UK Quality Code core and common practices in

Expectation for Standards:

The academic standards of courses meet the requirements of the relevant national qualifications framework.

The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.

- The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks.
- The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.
- Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.
- The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.

Expectations for Quality:

Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.

From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.

- The provider designs and/or delivers high-quality courses.
- The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.

- The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.
- The provider actively engages students, individually and collectively, in the quality of their educational experience.
- Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.
- The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.

This Policy also incorporates the following Guiding Principles set out in

the Advice and Guidance for Monitoring and Evaluation:

- 1. Providers agree strategic principles for monitoring and evaluation to ensure processes are applied systematically and operated consistently.
- 3. Internal guidance and external reference points are used in course design, development and approval.
- 6. Providers clarify aims, objectives, activities and actions, and identify the key indicators, issues, questions, targets and relevant information/data.
- 4. Providers decide whom to involve in the different stages of monitoring and evaluation, clearly defining roles and responsibilities and communicating them to those involved.
- 5. Providers evaluate, analyse and use the information generated from monitoring to learn and improve.
- 6. Providers communicate outcomes from monitoring and evaluation to staff, students and external stakeholders.
- 7. Providers take account of ethics and data protection requirements when designing and operating monitoring and evaluation systems.

3 Annual Monitoring and Enhancement at Regent College

The QAA UK Quality Code's requirement for ACQM placed on institutions such as Regent College London holds regardless of the requirements of awarding bodies. It is, therefore, the policy of the College that all courses, at all higher education levels, feed into a single Annual Course Quality Monitoring (ACQM) report according to the guidelines set out below and in the pro forma. Annual monitoring also takes place through the Pearson Annual Programme Monitoring Report (APMR).

3.1 Annual Course Quality Monitoring (ACQM)

An Annual Course Quality Monitoring report (ACQM) must be produced for the Pearson HND Business programme and the Foundation Year, top-up and degree programmes operated in conjunction with our University partners (currently Buckinghamshire New University, University of Bolton and University of

Northampton) **once** each academic year. The ACQM report will be considered by the College Quality Committee and Academic Board at appropriate meetings in the Autumn term of each academic year.

The ACQM report consists of reporting on the following key areas of the College's higher educational provision for the academic year:

- (a) **Key issues from action plans** - Summarise key issues for actions identified in the previous Annual Course Quality Monitoring report. Include any issues that have arisen in two or more ACQM reports in succession.
- (b) **Student recruitment and admissions** - Discuss overall recruitment numbers for each course, including details of entry qualifications. Include any changes made to admissions criteria in the previous year and identify any effect that these changes may have had.
- (c) **Student achievement, progression and awards** - Provide summary information of student achievement, together with data on progression, withdrawal and failure.
- (d) **Pearson AMR and Standards Verifier/External Examiner reports** - Summarise any commendations and issues raised in these reports and in Assessment Board meetings. Identify any issues raised by external examiners that have been raised in previous reports and remain to be fully addressed.
- (e) **Programme Leader/Director of Studies reports** – Programme Leaders (HND) and the Director(s) of Studies for the University partner programmes to supply reports on their cohorts and units/modules data once they have been delivered at the end of each term. This will allow for an overview to be gained for the whole academic year and for each year of the programme.
- (f) **Feedback from students** - Summarise findings, both qualitative and quantitative from the student surveys (induction survey, course surveys and learning resources survey) undertaken for each semester/year, as appropriate. Identify areas that receive positive feedback from students and those that require enhancement. Also include feedback from student representative meetings. Identify any issues that have been of concern to students in previous years and remain a concern in the year of this report.
- (g) **Curricula and assessment** - Identify any innovations, changes or developments in curriculum or assessment.
- (h) **Equality and Diversity** – Summarise data on student admission, retention and achievement with respect to gender, ethnic origin and disability. Evaluate effectiveness of the Equality and Diversity Policy
- (i) **Student support and careers guidance** - Summarise developments with respect to student communication and student welfare, and any other development providing enhanced student support. Include information on careers advice given to students: analyse data showing how students interacted with the student services available and identify any areas for enhancement.
- (j) **Observation of teaching** - Summarise the number of teaching observations undertaken each semester and who conducted the observation. Identify good practice and areas for enhancement.
- (k) **Teaching and learning** - Identify good practice in teaching and learning, staff development opportunities and areas for enhancement. Evaluate effectiveness of the Learning and Teaching Enhancement Strategy

- (l) **Learning resources** – comment on learning resources and any feedback from students about the effectiveness of this support for learning. Comment on progress with the Learning Resources Strategy.
- (m) **Quality management and enhancement** - Identify areas for quality enhancement. Comment on any enhancements and changes made to quality management processes and systems. Evaluate their impact on quality and administrative processes and the student experience.
- (n) **Other comments** - Provide any other comments not falling under the headings identified above.

3.2 The role of the Principal, Academic Dean and Head of Academic Standards and Quality Enhancement

The Head of Academic Standards and Quality Enhancement, supported by the Principal, and Academic Dean, has the responsibility for producing ACQM reports for the programmes and areas of student support under their leadership and management.

3.3 Role of Boards

(a) Academic Board

The Academic Board will receive the Annual Course Quality Monitoring Report, at the appropriate time and usually at its Autumn meeting. Academic Board is responsible for monitoring and following up on actions identified at previous meetings and assessing progress and the need for further action, as appropriate.

(b) Quality Committee

The Quality Committee will consider and discuss the Annual Course Quality Monitoring Report at its Autumn meeting and report to the subsequent Academic Board meeting. The ACQM report will be considered alongside the Pearson APMR at an appropriate time in the academic year.

(c) Course Board

Course Board is primarily concerned with HND Unit level matters, Unit evaluation reports and student feedback about their learning experience on the constituent units of their course of study.

(d) Programme Board

Programme Board is primarily concerned with degree Module level matters, Module evaluation reports and student feedback about their learning experience on the constituent modules of their course of study.

(e) Senior Leadership Team Meeting

The Senior Leadership Team meeting will consider and discuss the Annual Course Quality Monitoring report. One important role of the SLT is to identify cross-College good practice for dissemination to staff. Another important role is to identify cross-College areas for quality enhancement, and actions to address these matters.

(f) Equality and Diversity Monitoring Group

Meets at least twice a year to consider student data concerned with admissions, retention and achievement. Action to address any issues are formulated and monitored for progress at subsequent meetings.

4 ACQM reports and awarding bodies

- 4.1 Annual Course Quality Monitoring reports should be made available to awarding bodies. In the case of Pearson this would normally be through the appointed Standards Verifier/External Examiner, Annual Management Review (AMR) and the Annual Programme Monitoring Report (APMR). In the case of our University partnerships, the ACQM report would be sent to the key university contacts.

5 Concluding comments

- 5.1 Annual Course Quality Monitoring reporting is a vital aspect of the quality assurance and quality enhancement process at Regent College London. It provides assurance to management, awarding bodies and other external agencies that the College is both managing academic standards and has a clear policy and procedure for monitoring and enhancing student learning opportunities.
- 5.2 The Quality Assurance Agency (QAA) regards the ACQM report as a fundamental aspect of a higher education provider's management of academic standards and management of the enhancement of learning opportunities for students.

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