1. Introduction

The University requires all undergraduate and taught postgraduate courses and programmes to be monitored annually. The responsibility for such monitoring and review rests with Heads of School. A flow chart summarising the process and the proformas to be used by Schools to report the outcomes of annual monitoring can be downloaded from the AQH L&T Policies and Regulations webpage repository. The Annual Course Review and the Annual Programme Review proformas are also available from the AQH policy repository.

2. Aims

The aim of annual monitoring in accordance with the *QAA Quality Code for assuring and enhancing academic quality: programme monitoring and review December 2011*¹, is to examine the effectiveness of our courses and programmes:

- to ensure that they remain current and valid in light of developing knowledge in the discipline, and practice in its application
- to evaluate the extent to which the intended learning outcomes are being attained by students
- to evaluate the continuing effectiveness of the curriculum and of assessment in relation to the intended learning outcomes
- to ensure that recommendations for appropriate actions are followed up to remedy any identified shortcomings and
- to monitor and review the student experience

3. Process

The stages in the annual monitoring process are as follows:

3.1 Student Feedback

i. Collation of *Student Feedback* via (a) the Student Course Evaluation Form Exercise (SCEF); (b) Staff-Student Liaison Committees (SSLC) and (c) other in-School methods undertaken to capture student opinion.

3.2 Course Review

ii. *Course Review* and completion of the *Annual Course Review report (ACR)* by the Course Team, incorporating (i) SCEF returns and other student feedback (ii) SSLC meetings, (iii) feedback from External Examiners, (iv) analysis of course data (registrations, withdrawals, pass rates) and (v) feedback from the course team.

iii. Consideration of a random sample of each School’s *Annual Course Review Report(s)* by the Quality Assurance Committee (QAC) each year, with feedback to Schools as appropriate.

3.3 Annual Programme Review

iv. Analysis of Annual Course Reviews by the Heads of Discipline (or School Director of Teaching for single discipline Schools) or PGT equivalent, and production of the Annual Programme Review Report. This analysis will consider (a) all ACRs; and (b) feedback from External Examiners, Professional Statutory Bodies and Internal Teaching Review recommendations (if ITR’d within the past 12 months). Schools are required to complete Discipline Summary Course and Programme Review Report for each of their main programme groupings. APRs must also be produced for programmes delivered by Collaborative Partners.

v. Analysis of all School Annual Programme Review Reports by the School Teaching and Learning Committee and Head of School.

vi. Quality Assurance Committee (QAC): Consideration of all Discipline Summary Course and Programme Review Reports by the QAC each year. Policy issues arising from the review will be referred to the University Committee on Teaching and Learning (UCTL).

3.4 Closure of Feedback Loop

vii. Closing of feedback loop, to students and staff, at appropriate junctures throughout the process

4. Responsibilities

The Course Coordinator is responsible for:

- Stressing the importance of completing the SCEF positively to students and ensuring that the SCEF is made available to students online (www.abdn.ac.uk/scef/) providing adequate time for completion
- Analysing the computer-generated SCEF summary sheets. The Course Coordinator is encouraged to skim through the written comments by students as soon as possible to enable the Course Coordinator to gain a quick impression of student opinion, take action if possible or necessary, and report back to students at the earliest opportunity.
- Attending the Staff-Student Liaison Committee (SSLC)
- Convening, where appropriate, a meeting of the Course Team (i.e. those who delivered the course), to discuss the course, feedback from the SSLC, the summary sheets and students’ written comments; this should occur as soon as possible after the course has ended. Producing the Annual Course Review report, to which should be appended the computer-generated summary sheets for the course to the Head of Discipline or School Director of Teaching.

The Head of Discipline (School Director of Teaching) or PGT equivalent is responsible for:

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2 It is recognised that some SSLC meetings take place before the SCEF exercise is undertaken. In such instances it is expected that feedback from ‘early’ SSLCs would contribute to the Annual Course Review, and that the Annual Course Review Report would be considered at the next appropriate SSLC meeting.
• Ensuring Annual Course Reviews, for all courses in the Discipline (or School for single discipline Schools) for which students are registered in the current academic year, are undertaken.

• Analysis of the Annual Course Reviews and supporting documentation, including, though not limited to, feedback from External Examiners, Professional Statutory Bodies and Internal Teaching Review Recommendations. It may be appropriate to discuss these more widely at School or Discipline teaching and learning forum.

• Production of the Annual Programme Review Report to the School Teaching and Learning Committee (or equivalent) and Head of School.

The Head of School is responsible for:

• Ensuring Annual Course Reviews, for all courses in the School for which students are registered in the current academic year, are undertaken and reviewed by the Head of Discipline, and that the Annual Programme Review Report Report(s) are prepared and considered by the School Teaching & Learning Committee (TLC).

• Ensuring that Annual Course review reports are submitted to QAC upon request, and that Annual Programme Review Reports are submitted to QAC by the advertised deadlines.

• Ensuring that feedback provided by the School TLC and Head of Discipline/School Director of Teaching /PGT equivalent is provided to (i) the Course Coordinator and (ii) the appropriate Staff-Student Liaison Committee.

• Ensuring that copies of the Annual Course Review reports and Annual Programme Review Report are retained and posted to MyAberdeen.

5. Timing and Frequency

• The UCTL has agreed that all courses, undergraduate and postgraduate taught, should be reviewed each year.

• Normally, SCEF should be made available online towards the end of a course. Schools are encouraged to ensure that students have appropriate time to complete their survey responses.

• Staff-Student Liaison Committees meet at least once every half-session, and should consider the computer-generated summaries and the Annual Course Review Reports from previous half-session. In addition, any comments made by the QAC on previous Course Reviews should be submitted to the next SSLC to confirm any actions arising have been taken. Minutes from SSLC meetings should be posted on MyAberdeen for information for other students.