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 here. 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\(^1\), 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 such as focus groups, mid-term SCEFs or other questionnaires.

ii. Please note: the SCEF is tablet-friendly should staff wish to make time available for students to complete SCEF during class.

3.2 Course Review

i. 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, Programme Advisory Boards (PABs) or equivalent and Professional and Statutory and Regulatory Bodies (PSRBs), (iv) analysis of course data (registrations, withdrawals, pass rates) and (v) feedback from the course team including class representatives where appropriate.

\(^1\) https://www.qaa.ac.uk/quality-code
ii. All ACRs are to be considered by the School Director of Teaching (DOT) / Head of Discipline or PGT equivalent who should ensure ACRs are considered by SSLCs at the next available opportunity and posted to MyAberdeen course sites to ensure transparency to students.

iii. All ACRs should be submitted to the Quality Assurance Committee (QAC) via the Quality and Planning SharePoint site by published deadlines.

iv. Quality Assurance Committee (QAC): Consideration of a sample of ACRS by the QAC each half-session, with feedback to Schools as appropriate. Sampling will target ‘critical’ courses that QAC have a particular interest in, for example, courses that are delivered by a delivery partner, new courses that have been developed to support a new programme or courses where issues of concern have previously been noted.

3.3 Annual Programme Review

- **Annual Programme Review Reports (APR) should be prepared by** the Heads of Discipline (or School Director of Teaching for single discipline Schools) or PGT equivalent on an annual basis. The APR will analyse and consider (a) all ACRs for the full academic year; and (b) feedback from External Examiners, Programme Advisory Boards (PABs) or equivalent. Professional and Statutory and Regulatory Bodies (PSRBs) (and Internal Teaching Review recommendations (if ITR’d within the past 12 months). Schools are required to complete APRs for each of their main programme groupings. APRs must also be produced for programmes delivered by Collaborative Partners which in turn should be submitted as part of the School’s return.

- Completed APRs should be considered by the School Teaching and Learning Committee or equivalent, and signed off by the Head of School.

- The Quality Assurance Committee (QAC) will consider all APRs each year and discuss them with Schools at their respective annual meetings with QAC. Policy issues arising from the review will be referred to the University Committee on Teaching and Learning (UCTL).

3.4 Closure of Feedback Loop

- 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/](http://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 SCEF summary sheets and students’ written comments; this should occur as soon as possible after the course has ended. Producing the Annual Course Review report, and submitting to the Head of Discipline or School Director of Teaching for them to analyse prior to completion of the APR.

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

• 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, forwarded for SSLC consideration and posted to the Quality and Planning SharePoint site by published deadlines.
• 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 or School DOT or PGT equivalent and that the Annual Programme Review Report(s) are prepared and considered by the School Teaching & Learning Committee (TLC).
• Ensuring that Annual Course and Programme Review reports are submitted to the QAC via the Quality and Planning SharePoint site by published deadlines.
• Ensuring that feedback provided by the School TLC (or equivalent) 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 are posted to MyAberdeen to ensure transparency to students.

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 or Programme 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.