William College

Annual Monitoring and Evaluation Procedures

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1. Introduction

At William College ("the College"), Annual Monitoring and Evaluation form a vital element of the institution's continuous academic planning and quality improvement framework. These procedures are designed to give assurance to both the College and its partner universities that programmes continue to uphold expected levels of academic quality, standards, and relevance. They also offer structured opportunities to share examples of effective practice and identify areas where further development is needed.

Through an evidence-based and reflective process, annual monitoring enables the College to assess the effectiveness of its taught provision. Drawing on a combination of quantitative indicators and qualitative insight, it captures the perspectives of academic staff who are directly involved in programme delivery and are therefore best placed to identify potential risks and recommend enhancements. This process reflects the College's ongoing commitment to maintaining a culture of self-evaluation and quality enhancement. Findings at the institutional level are summarised through detailed monitoring reports, which are reviewed by the Academic Board.

The Annual Monitoring and Evaluation Procedures (AMEP) serve as a key mechanism for safeguarding and improving academic standards in relation to programme and module delivery. They also aim to strengthen the student learning experience by encouraging the sharing of good practice, enhancing support services, and refining operational processes.

Overall, the AMEP framework strengthens William College's internal accountability while providing transparent assurance to its academic partners regarding the quality of its educational provision.

2. Purpose

In alignment with the QAA Quality Code, Advice & Guidance: Monitoring and Evaluation, the purpose of the College's annual monitoring process is to promote reflective analysis of programme delivery, ensuring the continued maintenance of academic standards and supporting ongoing enhancement of teaching and learning.

The purposes of the Annual Monitoring and Evaluation Procedures are to:

- Demonstrate that academic quality and standards are maintained and improved.
- Encourage critical, evidence-informed self-review of teaching and programme performance.
- Identify and promote good practice across the College.
- Engage a wide range of stakeholders, including students, partner institutions, employers, and other collaborators, in the monitoring process.
- Provide assurance to partner institutions regarding the integrity and quality of the College's provision.

3. Scope and Objectives

The Annual Monitoring and Evaluation Procedures (AMEP) apply to all higher education programmes delivered by William College in partnership with external HE institutions.

The College regularly reviews its core quality assurance practices to ensure that policies and processes are not only compliant with external regulations but also demonstrate continual improvement beyond minimum requirements.

Teaching, Learning, and Curriculum

- Evaluate curriculum design and its effectiveness in engaging students and promoting achievement.
- Assess the adequacy and use of learning resources provided by both the College and its partner institutions.
- Review teaching practices in accordance with the College's Learning, Teaching and Assessment (LTA) Strategy.
- Recognise and disseminate examples of effective and innovative teaching.

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Academic Standards and Assessment

- Review the quality, validity, and robustness of academic programmes.
- Monitor student achievement and progression in relation to intended learning outcomes.
- Evaluate assessment results and examination data to confirm consistency with institutional and external benchmarks.
- Ensure programmes meet or exceed academic standards and regulatory expectations.

Student Experience and Satisfaction

- Analyse feedback from student surveys and the Student Representative Group (SRG) to highlight areas for enhancement.
- Engage student representatives in consultation on proposed programme modifications or developments.

Data-Informed Decision Making

- Use reliable data from monitoring processes to guide programme-level and institutional decision-making.
- Ensure decisions are aligned with the College's strategic objectives and quality goals.

Retention, Progression, and Employability

- Monitor student retention and progression data to identify trends and inform interventions.
- Evaluate employability initiatives and ensure (through suggestions to our Partner Universities and additional curriculum initiatives) that programme content reflects industry standards.
- Review graduate outcomes to confirm alignment with employer and sector expectations.

Continuous Improvement and Innovation

- Encourage ongoing enhancement through collaborative academic communities of practice.
- Provide learning support aligned with the College's Equality, Diversity, and Inclusion (EDI) principles.
- Maintain open channels of communication among staff and students to foster innovation and collectiveproblem-solving.

4. Annual Monitoring and Evaluation Procedures

During each academic year, William College implements the following components as part of its AMEP framework:

Student Voice

Students play a central role in William College's monitoring and evaluation processes. Students engage and contribute to the process through:

- Completion of Initial Course Evaluation (ICE).
- Completion of Module Evaluation Questionnaire (MEQ).
- Completion of End-of-Year Course Evaluation (ECE).
- Representation on key committees, including the Programme Committees, Academic Board;
- Participation in consultative fora such as the Student Representative Group (SRG).

The Module Evaluation Questionnaire (MEQ) is a survey completed by students at the end of each module.

Results are reviewed by the relevant Programme Teams and reported to both the Academic Board and Senior Leadership and Management Team (SLMT).

Module Leaders summarise SMEQ findings within their Module Reporting Forms (MRFs), which then contribute to the Annual Programme Monitoring Report (APMR).

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The Student Voice Panels (SVP) acts as a formal channel for communicating student perspectives to senior staff and ensuring the feedback loop remains active and transparent.
Through the SVP students have the opportunity to inform strategic decision-making, helping to shape improvements and enhancements across the College.

Through these structures, students have direct opportunities to share feedback on their academic experience, influence decision-making, and contribute to continuous improvement initiatives.

5. Module Reporting Form (MRF)

Prepared by Module Leaders at the conclusion of each module, the MRF includes:

- Analysis of results and grade distributions;
- A summary of any academic misconduct cases;
- Commentary on relevant student survey feedback;
- Review of student performance and assessment outcomes;
- Reflection on employability and enterprise skill development.

MRFs are reviewed and approved by Programme Committees before being shared with the Academic Board for information. The collective findings from MRFs inform the APMR.

5.1 External Examiner Reports (EER)

External Examiner Reports are received by the Academic Dean, Academic Managers and Academic Partnership Manager from the partner institution's Link Tutor. These are shared with Programme Leaders, who distribute them to their teaching teams.

Reports are discussed at Programme Teams, with action points monitored by the Academic Dean and Academic Manager and reported to Academic Board.

All EERs and responses are submitted to the Academic Board for review, with student representatives present at relevant meetings. Student representatives are also present at the committees where these are considered.

5.2 Annual Programme Monitoring Report (APMR)

Programme Leaders compile an APMR for each programme at the end of the academic year, drawing on MRFs, SMEQ data, and External Examiner Reports.

The APMR provides a structured evaluation of programme quality and performance, identifying key strengths, challenges, and areas for future improvement. It also highlights emerging trends within academic disciplines and professional practice.

A robust APMR is comprehensive, analytical, and forward-looking, serving as an early indicator of potential issues that could impact quality or standards. It also identifies and shares good practice across the College.

Each APMR includes an Action Plan, outlining specific measures to address identified priorities. The Action Plan clearly distinguishes between actions managed by the Programme Team and those requiring cross-College support. It also integrates relevant items from module-level reports.

After approval by the Programme Committees, APMRs are submitted to the Academic Board for information. Implementation of Action Plans is monitored through Programme Committee meetings, and progress updates are reported to the Academic Board.

6. Policy Review

These procedures are reviewed annually by the Academic Board.

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7. Related Policies and Documents

- Management and Governance Framework.

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