 (AMTS1)

# ANNUAL MONITORING OF TAUGHT SCHEMES 2024

The University undertakes the annual monitoring of all its taught schemes within the context set by the QAA UK Quality Code *Monitoring and Evaluation.* The aim of the annual monitoring exercise is to be assured that schemes are meeting their aims and to identify areas of good practice and disseminate this information in order to enhance the provision. Responsibility for annual monitoring lies primarily with academic departments reporting to the appropriate faculty. It is important that concerns are reported and actions identified, whether at module, scheme, or across groups of schemes.

This form (AMTS1) should be completed by a scheme co-ordinator or equivalent, depending on how schemes are grouped. **All** taught schemes are subject to annual monitoring (this includes undergraduate, postgraduate taught and collaborative schemes), and a separate form should be completed for UG and PGT. To assist with this process AM data packs are available for the larger UG schemes. Further guidance is provided in Section 4 for schemes where AM data packs are not available. AMTS1 forms should be uploaded to SharePoint [Annual Monitoring (AMTS) - 2023-24 - All Documents (sharepoint.com)](https://prifysgolaber.sharepoint.com/sites/aqro/AMTS/202324/Forms/AllItems.aspx) by **06 September 2024**. As part of the audit process faculties may seek further clarification from departments on issues raised or require detail of action to be undertaken. Please be aware that AMTS1 forms for previous academic years will be available for Periodic Scheme Review and any future revalidation event for an individual scheme.

AMTS1 Form completed by: Click here to enter text. Date: Click here to enter a date.

Role: Click here to enter text.

Signed: Date: Click here to enter text.

*Associate Dean*

## 1. SUBJECT AREA

*Guidance: Departments will organise the annual monitoring exercise on individual schemes or on groups of schemes. AM data packs will be provided for larger schemes. A single AMTS1 form may be completed for cognate schemes. Schemes in the first three years of presentation should be clearly identified. AMTS1s must be completed for collaborative schemes, to be considered by FAAC and/or Collaborative Provision Board.*

Please list and provide details of all schemes included in this annual monitoring exercise in the table below, add additional rows as necessary.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Scheme Title | Level (UG/PGT) | Type (SH/JH/ MM etc) | Mode  (FT/PT/ DL) Campus of delivery if not AU | First 3 years of presentation (Y/N) | Collaborative Provision (Y/N) |
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## 2. ACTION TAKEN SINCE LAST MONITORING EXERCISE

*Guidance: This section allows for reflection and reporting on areas of enhancements since the last monitoring exercise, covering for example changes in scheme structure, assessment strategy or teaching delivery. The action taken and its effectiveness should be clearly identified with around 2 or 3 sentences outlining the action and reflection on the outcomes. Please note that columns other than ‘Evaluation’ can be completed by copying information from the previous year’s AMTS1 form.*

Please insert actions from the previous year’s annual monitoring report here to report on progress since the above scheme(s) were last monitored. *\* AU or partner where appropriate.*

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| --- | --- | --- | --- | --- | --- |
| Area for Enhancement | Action Point | Responsibility\* | Target Date | Success Indicator | Evaluation |
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## 3. QUALITY INDICATORS

*Guidance: The aim of this section is to focus on a range of issues relevant to learning and teaching on the scheme(s) under review. Scheme coordinators should reflect on the relevant evidence, noting actions points. Please pay particular attention to evaluating the following:*

* *The quality of feedback provided to students on assessed work and examinatation performance across all schemes and modules;*
* *The capture and analysis of student evaluation of modules and/or schemes;*
* *The recording and monitoring of actions put in place to address any issues identified during the year from either of the above.*

*Commentaries should normally consist of 2 or 3 sentences and include confirmation that the data analysed is broadly in line with previous years, actions taken (or other factors) that contributed to an improvement in any of the indicators and an explanation where any indicator is significantly different to previous data. For large schemes a data pack has been provided. For schemes where data has not been provided centrally guidance is given on where to obtain data below. Consider combining scheme(s) with less than 5 students where possible, as the small dataset may skew year on year results.*

*3.1 Astra Reports e.g. UGR03321 providing data on UF/CF/Clearing/Points Average/Scholarship etc*

*3.2 Astra Reports e.g. STR02614 detailing progression statistics, withdrawals etc*

*3.3 Note any changes to methods of assessment, assessment criteria, and comment on marking and moderation*

*3.4 NSS results – NSS Action Plans should be included as an appendix*

*3.6 First destination survey*

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| --- | --- | --- |
|  |  | Commentary |
| 3.1 | **Admissions policy and level of recruitment** |  |
| 3.2 | **Student *progression* and attainment** |  |
| 3.3 | **Assessment marking and moderation** |  |
| 3.4 | **Student support and guidance** |  |
| 3.5 | **Equal opportunities** |  |
| 3.6 | **Employability initiatives and career destinations** |  |
| 3.7 | **Reflect and report on new scheme(s) in the first three years of presentation** |  |
| 3.8 | **Cumulative changes to scheme(s) since approval, and whether there is a need to revalidate the scheme** |  |

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| --- | --- | --- |
|  | This is a checklist as a reminder that you should have considered the following as part of this annual monitoring exercise: | Tick to confirm |
| 3.9 | **Whether the learning outcomes are still appropriate for this /these degree(s)?** |  |
| 3.10 | **Whether all possible module choices achieve the scheme learning outcomes?** |  |
| 3.11 | **Industrial/employer input when monitoring the scheme?** |  |
| 3.12 | **The needs of accreditation bodies if anything has or is likely to be changed?** |  |
| 3.13 | **How the scheme(s) fit with departmental research?** |  |

## 4. EVALUATION AND FEEDBACK

*Guidance: Evaluation and feedback from staff and students forms a significant part of the annual monitoring exercise. Please list here the main issues*

For effective monitoring of schemes please comment on issues arising from:

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | Commentary | |
|  |  | Summary of Action Points | Target Completion Dates |
| 4.1 | **Student Experience Survey** |  |  |
| 4.2 | **TUN comments** |  |  |
| 4.3 | **Comments from SSCCs** |  | |
| 4.4 | **Staff Feedback** |  | |

## 5. EXTERNAL VIEWS

*Guidance: Departments are required to obtain appropriate external input into their processes for scheme development and enhancement. The nature of this input will vary according to the nature of the scheme. External views should also be included in the sources of information for annual monitoring of schemes; appropriate sources of information may include external examiners reports, reports from accrediting or other external bodies, feedback from former students and their employers.*

Please reflect and report on issues arising from the following:

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| --- | --- | --- |
|  |  | Commentary |
| 5.1 | **The reports of External Examiner(s)** |  |
| 5.2 | **External Accreditation Reports (where appropriate)** |  |
| 5.3 | **Other external input** |  |

## 6. INNOVATION & BEST PRACTICE AND AREAS FOR ENHANCEMENT

*Guidance: In section 6.3 Please note that innovation and/or best practice should only be listed here if it is over and above what would normally be expected and has had a demonstrable benefit to the scheme(s). Please include details where events and activities are not directly linked to specific modules or schemes but could be considered strengths of the department. Examples could include CPD opportunities for students delivered outside of timetabled module teaching or workshops delivered to support overall attainment such as dissertation/skills workshops. Examples could also be included where good practice has been identified from peer observation of teaching. Areas for enhancement should include any plans for the development of the schemes that have not already been covered above including recruitment trends and viability. Areas for enhancement should always be included in the action plan (Section 9).*

Please reflect and report on the following:

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| --- | --- | --- |
|  |  | Commentary |
| 6.1 | **Have all teaching staff within the Department participated in Peer Observation of Teaching during the year. If the answer is ‘no’, please indicate the percentage of staff who have participated in the exercise** |  |
| 6.2 | **Please comment on the engagement with HEA Fellowships and the PGCTHE in your Department** |  |
| 6.3 | **Innovation and best practice** |  |
| 6.4 | **Areas for enhancement** |  |

## 7. BLACKBOARD, PROGRAMME SPECIFICATION AND WEBSITE INFORMATION

*Guidance: This section offers the opportunity to reflect on the implications for the relevant Programme Specification(s) and reminds of the need to ensure that they are updated to take account of any agreed changes. Departments are reminded about the importance of the accuracy of information made available to students and for applicants. Information on the web must be checked and updated; this includes the module and scheme database, Blackboard and admissions, recruitment and marketing information.*

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| --- | --- | --- | --- |
|  |  | Tick to confirm or provide commentary | |
| 7.1 | Do all modules associated with these schemes meet the university’s requirements with regards to AberLearn Blackboard required minimum presence, lecture capture policy, and e-submission policy? | | **Yes/No** |
| 7.1.1 | If ‘no’, please explain what has been done to ensure that this is the case and what actions have been taken to enhance the use of technology in teaching and learning. |  | |
| 7.2 | Please confirm that where actions points identified in Section 9 have implications for Programme Specifications, the Programme Specifications have been reviewed and updated | | ☐ |
| 7.3 | Please confirm that scheme information on the web has been checked and updated | | ☐ |

## 8. COLLABORATIVE PROVISION

*Guidance:* *The Code of Practice for Collaborative Provision classes validated programmes, joint PhD supervision, collaborative research degree programmes, franchised programmes, dual awards, joint awards and agreements with overseas agencies as high risk. If any of these activities apply to the scheme(s) listed in Section 1, please provide additional information below.*

|  |  |  |
| --- | --- | --- |
| **Partner** | **Country** | **Type of Collaborative Activity** |
| Click here to enter text. | Click here to enter text. | Click here to enter text. |
| **Summary:** | | |
| *For each partner please summarise contact made during the year, any enhancements made or proposed and issues or concerns including actions taken (where they have been resolved), engagement with students, support with quality assurance and assessment processes. Explain how successful the collaboration has been compared to targets set during the previous year. Explicit comment should also be made if any of the following are relevant; suspension of recruitment/discontinuation of an award, periodic review, renewal of MOA, site visit to the partner.*  Click here to enter text. | | |
| **Link Tutor Commentary:** | | |
| *In the case of franchised or validated scheme(s) please include commentary from the link tutor to include feedback on the working relationship between the University and the partner organisation, the delivery of the programme and the quality of the student experience.*  Click here to enter text. | | |

Please note any other comments relating to Collaborative Provision processes at University level here.

Click here to enter text.

## 9. ACTION PLAN

*Guidance: Please complete the table below (adding more rows if necessary). Identify any action points relevant to Sections 2-8 of this report.*

*If areas for enhancement have been identified in Section 7 they must be included here.*

*Section – which section of this report does the action point relate to?*

*Area for Enhancement – e.g. student feedback, recruitment, assessment moderation*

*Action Point – specific task to be undertaken to address the area for enhancement*

*Responsibility – member of staff or committee responsible for the action*

*Target date – when should the action by completed by?*

*Success Indicator – what measures will you look at to know whether the action taken has been successful?*

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| Section | Area for Enhancement | Action Point | Responsibility | Target Date | Success Indicator |
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| Version: | 1.9 | Publication Date: | 07-24 |  |
| Reason for update: | Removal of 2.2 (Post covid arrangements) and update to Collaborative provision section and renumbering | | |  |
| Approved: | Kim Bradick | Effective From: | 07-24 |  |
| Contact: | [qaestaff@aber.ac.uk](mailto:qaestaff@aber.ac.uk) | | |