

Annual Programme Monitoring Reports - Guidance Notes for Completion

Introduction

1. These guidance notes are to help staff complete the Annual Programme Monitoring Report form. The St George's Quality Manual explains the purpose of the form, how forms are considered and approved, and the way in which issued raised at the programme level are referred to Senate. The 6th Edition of the Quality Manual (June 2005) is published on the Planning and Secretariat Office website at <http://www.sgul.ac.uk/depts/planning-and-secretariat-office/quality-assurance.cfm>. Printed copies of the Manual are available from Derek Baldwinson (d.baldwinson@sgul.ac.uk.)

The QAA view on St George's Monitoring Procedures

2. Our monitoring procedures were last audited by the Quality Assurance Agency in 2005. The procedures were given a clean bill of health by the Audit Team. The Audit Team did make a number of comments about the way in which the procedures operate. These are:
 - a) The forms are not adapted to take in account the particular context of distance learning and on-line programmes;
 - b) Forms include data on student enrolment, progression and achievement but the analysis of this data can be lacking;
 - c) There is no evidence that data on student performance is used to monitor standards;
 - d) It is not apparent that all modules are evaluated;
 - e) There are inconsistencies in the way in which information is provided to students across and within programmes.
3. The first of these comments is the subject of wider discussion within the Institution and it is possible that a separate form or a set of guidance notes specific to distance learning and on-line programmes will be adopted.
4. With regard to the second and third comments, for undergraduate programmes it is expected that data will be made available to course directors by Registry at the same time that blank forms are distributed. This will hopefully make it easier for course directors for to analyse this data.
5. With regard to points four and five, the forms have been adapted so that lists of modules that have been evaluated, and a commentary on student handbooks, must be included.

Detailed Guidance

6. Detailed Guidance Notes specific to each section of the blank form appear on the following pages.

Comments and Queries

7. If you have any comments or queries about any aspect of the annual programme monitoring process, please contact Derek Baldwinson (e: d.baldwinson@sgul.ac.uk, t: x5996).

Detailed Guidance Notes

Guidance Note 1

This form is used for all programmes leading to St George's or University of London awards. It is also used for Cycle One, Cycle 2 and Final Year reports for the 5 year MBBS course. These reports are used by the 5 year MBBS Course Director to prepare an overall report for the 5 year programmes. Not all sections will be relevant to all programmes and may be deleted.

Guidance Note 2 – the year to which the report relates

The form comprises an analysis of the programme in the year preceding its completion. Thus, a form completed in Autumn 2006 will be based on the experience of running the programme in 2005-06. However the enrolment data should be the most recent available; for a form completed in Autumn 2001 therefore, the enrolment data will derive from the September/October 2001 intake.

Guidance Note 3 – applicant data

Some applicant data may not be available until management statistics have been received from UCAS. If the deadline for submitting the annual programme monitoring form pre-dates the arrival of the UCAS management statistics, please indicate that this data will follow.

Guidance Note 4 – entry profile

A number of programmes will recruit a significant numbers of students with non-standard entry qualifications. These qualifications include EdExcel awards; NVQs, the completion of an access course; professional qualifications; overseas academic qualifications and admission on the basis of relevant experience. If it is meaningful to do so, the tables detailing non-standard standard entry qualifications can be expanded to allow the different categories of qualifications to be recorded.

Guidance Note 5 - Sample progression table

Progression category	Year 1	Year 2	Year 3	Year 4
Total enrolled for the year (E)				
Withdrawn during year (W)				
Interrupted studies (I)				
Pass all assessments at the first attempt (P)				
Pass after referrals (Pr)				
Pass carrying failed assessments (Pc)				
Fail (F)				
Total eligible to continue {C}				

For one-year programmes, the columns relating to years 2 to 4 can obviously be deleted. For Cycle One, students do progress from Part One to Part Two, and so progression data, available from Registry, can be included. For Cycle Two, data relating to student performance in Part Four can also be included. For the Final Year/

report, data relating to student performance in the Final Assessment should be included.

Guidance Note 6 – awards

Tables not relevant to the report can be deleted.

Guidance Note 7 - Commentary on recruitment, enrolment and induction

Where targets met? Is recruitment difficult? Are the promotional materials available to applicants useful? Balance between standard and non-standard entrants? Are the representations of different ethnic groups and sexes as expected? What do comparisons with previous years indicate? What has been the impact of Widening Participation Strategies? Do effective procedures exist for enrolment and induction? Is student information complete and up-to-date? How are students prepared for clinical attachments?

Guidance Note 8 - Course management and resources

Has there been a change in the resource base for the course? Has the course been hampered by the departure of key staff or enriched by new arrivals? Are there any staff development issues or priorities? Are the learning resources (accommodation, hardware, software, library) and student access to those resources sufficient? Are responsibilities for the management of the course allocated effectively?

Guidance Note 9 - Course content, structure and delivery

Is the course still relevant and up-to-date? Do subject benchmark statements exist for the course and, if so, are they reflected in the course? Has the publication of the Qualifications framework had an influence on the course? Has course been updated in the light of research in the area? Have there been innovations in teaching and learning in the period covered by the review? What is the impact of learning environments - Moodle and Blackboard – on the programme. What are the views of visiting examiners regarding the course? And of students?

Guidance Note 10 - Student feedback

Describe the methods used to gain feedback from students (e.g. on-line and paper based questionnaires, course committees, the extent to which students are satisfied with the programme, and any action to be taken in the light of student feedback. Please also explain how any changes introduced or to be introduced in the light of student feedback will be reported to students.

You must include a list of the modules that have been evaluated. If a module was not evaluated, you must explain why.

Guidance Note 11 - Assessment and Reassessment

Are assessments designed and standards set in a valid and effective way? Are the assessments a reliable tool for measuring learning outcomes? Are assessment criteria and marking schemes in place? Are the systems for internal and external moderation working effectively? Do students receive feedback on the assessments that they have attempted? Are reassessment methods valid and reliable? Do

Examination Boards function effectively? Are course regulations sound? Are effective responses made to visiting examiners? Are progression and award rates satisfactory? Do students drop out before they have attempted assessments and, if so, why? For the 5 year MBBS, the detailed analysis of assessment and assessment outcomes is carried out by the chief examiners whose reports are considered by the Assessment Advisory Committee. Chief examiner reports should be referenced in this section.

Guidance Note 12 - Quality assurance and compliance with QAA Code of Practice

Do the quality assurance arrangements, such as course and other committees, student feedback and visiting examiner processes work well? Do the module reporting arrangements function effectively? Is there a system for the peer review of teaching? Are handbooks issued and if so, are they accurate and useful. Has there been any involvement with a professional body in the year under review? If so, what has been the response to the reports published by the professional body? Is the programme compliant with relevant sections of the QAA Code of Practice, particularly those for Assessment and External Examining.

You must include a list of the handbooks available to students. If a module does not provide a handbook, you must explain why. You should include a commentary on the availability, consistency and usefulness of the student handbooks. Please refer to the section of the Quality Manual on Handbooks for guidance on the minimum requirements.