

The University of Manchester

Guidance for the Continuous Monitoring of the Undergraduate and Postgraduate
Taught Student Experience and the Annual Review of Teaching and Learning

October 2019

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1. Scope

This guidance applies to the continuous monitoring of undergraduate and postgraduate taught programmes of study and credit and non-credit bearing short course provision. It should also be used to consider the student experience at programme level, referencing key Student Voice satisfaction indicators such as the National Student Survey, Postgraduate Taught Experience Survey, feedback from staff, Student Liaison Committees, Destination of Leavers from Higher Education (DLHE) statistics and the results of Unit Surveys.

This document provides general guidance on the continuous monitoring process and the production of School and, where required by Faculty, programme-level [Student Experience Action Plans \(SEAP\)s](#) (Excel document). It may be supplemented by advice from the relevant Faculty Teaching and Learning Office. Where specific supplementary Faculty guidance is in place it should be referred to alongside this document.

The document also sets out the requirements at Faculty and University level relating to the Annual Review of Teaching and Learning (ARTL).

2. An overview of the continuous monitoring process

The purposes of continuous monitoring are to ensure that the standard of programmes is being maintained and to drive the improvement of the student experience.

Continuous monitoring is a process of *reflection* on the previous academic year and *action planning* for the coming academic year. It must therefore be driven by the reflection of the staff delivering a programme or group of cognate programmes. Staff should also ensure that collaborative programmes such as ‘flying faculty’ arrangements are included and considered. Validated programmes will be included in the validated partner’s own continuous monitoring and reported through the relevant School committee. The University’s approach to continuous monitoring is based on a “*conversational, not confrontational*” approach, i.e. honest evaluations based on evidence of what has worked well and what has worked less well.

Although continuous monitoring is a programme-level exercise, Schools will want to consider the outcomes from it and ensure that programmes remain current and valid in the light of developing knowledge in the discipline and its application in practice, and to ensure that appropriate actions are taken to remedy any identified shortcomings. In turn, Faculties will want to be assured by Schools, and to assure the University, that continuous monitoring has been undertaken effectively, that the student experience is being considered appropriately, and that students are engaged in the process.

It may be appropriate for annual returns to professional and statutory regulatory bodies to be used in place of all or part of relevant continuous monitoring output. Schools should discuss individual cases with their Faculty Teaching and Learning Office. However, all School-level continuous monitoring returns must include a SEAP.

3. The relationship between continuous monitoring, periodic review and the Annual Review of Teaching and Learning

Continuous monitoring complements the periodic review procedure, and both inform the Annual Review of Teaching and Learning. A brief overview of the differences and the relationship between the processes is given here:

Continuous monitoring is an ongoing process of *reflection* and *action planning*. It should be driven by the staff delivering a programme or group of cognate programmes. Programme teams are asked to reflect on the effectiveness of programmes as delivered during the year, identifying:

- particular achievements;
- any issues beyond their control that have affected their work;
- aspects that need to be addressed in the short term and recorded in an action plan;
- current or possible future developments within the academic or professional community and the market environment.

Periodic review is a *review*, normally at School level, of the continuing validity and relevance of programme aims and intended learning outcomes, the quality of the student experience and a School's management of its programmes (or discipline areas). Periodic review also includes a review of the portfolio of programmes, assessing subject health and planning for future provision. Periodic review is developmental and based on a dialogue between peers including at least one external subject specialist and one student. Periodic review is undertaken by the Faculty who produce a report for consideration by the School, Faculty and Vice-President (Teaching, Learning and Students). A synopsis of the findings from these reports that are relevant at institutional level is considered at the ARTL.

Annual Review of Teaching and Learning is an opportunity for the University, in the form of the Teaching and Learning Group, to *consider the completeness and effectiveness of the institution's QA processes* through summary reports from Faculties based on the consideration of Schools' SEAPs, and information and analysis (e.g. External Examiner comments, trends in periodic review outcomes) provided by the Teaching and Learning Support Office. An institutional action plan is produced as a result.

4. The role of the programme team in continuous monitoring

As part of the continuous monitoring procedure, programme teams are asked to reflect on the effectiveness of programmes delivered during the year, identifying:

- particular achievements and good practice relating to:
 - feedback, assessment and personalised learning;
 - feedback to and from students;
 - support for learning and improving the learning environment;
 - curriculum and teaching organisation;
 - staff development;
 - student engagement, including student representation structures;
 - Peer Assisted Study Sessions (PASS) and peer mentoring, including

consideration of the completed benchmarking proformas and summaries of good practice, challenges and areas for development submitted by the schemes' coordination teams.

- any issues beyond the control of the programme team that have affected their work;
- aspects that need to be addressed in the short term and recorded in a SEAP or action plan;
- current or possible future developments within the academic or professional community and the market environment, e.g. an indication of the development of programmes in the longer term or where the development of new programmes may be appropriate. These developments should be recorded in the action plan as appropriate and may include:
 - actions in response to DLHE statistics;
 - steps taken to implement and embed the Student Charter.

Although this reflection will occur naturally throughout the academic year, programme teams will find it beneficial to undertake an evaluative overview at the end of the year and to plan actions for the forthcoming academic year. The format of the output from this overview will be determined by each School, and Programme Directors should therefore refer to specific guidance provided by their School. The format may be, for example, the minutes of a specific programme committee meeting or a pro forma.

The programme-level document may, as required by the parent School or Faculty, take the form of a [SEAP](#) (Excel document) or action plan.

However, all programme-level returns must include an action plan, which must indicate what actions need to be taken, by whom, and in what timescale. The action plan should reflect the partnership between academic staff and PS staff in delivering an excellent student experience.

The programme team's output, including their action plan, must be passed to the School and monitored by the Programme Committee throughout the year.

5. The role of the School in continuous monitoring

Continuous monitoring output from programme committees (or equivalent) should be considered by the appropriate School-level committee. The School-level discussion should include a summary of areas of good practice that have been identified, areas for improvement that are of particular note or that are common across programmes, and an outline of action required by the School (or Faculty and/or University as appropriate).

It is good practice, where resources permit, to have some kind of internal involvement and scrutiny by peers from the Faculty as part of this process. This could be, for example:

- by attendance at the School meeting (members of the Faculty committee which oversees continuous monitoring, but who are not members of the School in question, could attend the School meeting in order to discuss the output of continuous monitoring with colleagues);
- by scrutinising documentation (members of the Faculty committee could

- scrutinise key documents produced as the output of continuous monitoring and feed back to the School);
- a formal Faculty-led Annual Review of Schools.

The format of the output from the School's deliberations will be determined by each Faculty, and Teaching and Learning Directors should therefore refer to specific guidance provided by their Faculty. The format may be, for example, the minutes of a committee meeting or a pro forma.

However, all School-level returns must include a SEAP, which must indicate what actions need to be taken, by whom, and in what timescale, and must follow the template set out in Appendix E and available at <http://documents.manchester.ac.uk/display.aspx?DocID=32194> (Excel document).

The SEAP should reflect the partnership between academic staff, PS staff and students and their representatives in delivering an excellent student experience, and state the intended impact on the student experience.

The School's output, including their SEAP, must be passed to the Faculty, and should be monitored by the School throughout the year.

6. The role of the Faculty in continuous monitoring and the Annual Review of Teaching and Learning

Continuous monitoring output from Schools should be considered by the appropriate Faculty-level committee. Each Faculty should produce a summary report based on the themes and issues identified in the SEAPs, highlighting issues for urgent attention and common themes across Schools. This report should be submitted to the Annual Review of Teaching and Learning in December for consideration along with the School SEAPs (see template at Appendix E and <http://documents.manchester.ac.uk/display.aspx?DocID=32194>,

which must be used for all SEAP returns) and the Faculty QA Checklist (see Appendix A) to certify compliance with key quality assurance procedures. Faculty-level SEAPs are not required.

7. The role of the University in continuous monitoring and the Annual Review of Teaching and Learning

The Annual Review of Teaching and Learning is held every December and is conducted as an annual, extended meeting of the Teaching and Learning Group (TLG). At this meeting, the Vice-President (Teaching, Learning and Students) and members of TLG consider:

- an annual evaluation report prepared by the Division of Teaching, Learning and Student Development (TLSD) (see Appendix D);
- summary reports from Faculties (see paragraph 6);
- all the School-level SEAPs;
- other thematic discussion items as appropriate

The objectives of the ARTL are:

- to ensure the completeness and effectiveness, and where necessary the

- further development of, policies, procedures and structures to support teaching and learning;
- to ensure the full and effective implementation of procedures for:
 - programme approval and amendment;
 - continuous monitoring;
 - periodic review;
 - collaborative review;
 - external examining;
 - to build on the outcomes of policies and procedures to support teaching and learning in order to further develop approaches to enhancing the quality of provision;
 - to seek assurances from Faculties that quality assurance processes and assessment practices have taken place, in accordance with the Assessment Framework and the Quality Framework.

The process is based on peer review that is collective, reflective and respectful, and the meeting focuses on critical reflection, dialogue and action planning.

Annual themes are used to structure the review process so that all aspects of the University's policies, procedures and structures in respect of teaching and learning are reviewed annually. Institutional issues are fed up through programmes, Schools and Faculties using the continuous monitoring process, for consideration at the appropriate level.

Following this meeting, a report summarising the discussion is produced. This report records examples of innovative practice and sets agreed actions in an institutional level action plan. The implementation of the institutional level actions is monitored by TLG.

8. Suggested timetable for continuous monitoring and the Annual Review of Teaching and Learning during the academic year

Outcomes from continuous monitoring should feed into the continuous planning and accountability meetings with Schools and Faculties that take place in the autumn. The following timescale for continuous monitoring and production of SEAPs is suggested, but not prescribed:

June (end of second semester):

Programme committees or equivalent meet to consider the output of continuous monitoring throughout the academic year in accordance with the checklist at Appendix B. Minutes of the meeting or evidence of the continuous monitoring process, plus action plans, should be produced and considered by a School-level committee by approximately the end of June.

September: Faculty committees meet to consider the output from the School level monitoring activities, including the SEAPs.

October: School level [SEAPs](#) and completed Faculty QA Checklists (see Appendix A) are submitted by Faculties to the TLSD.

December: TLG's Annual Review of Teaching and Learning considers the TLSD

annual evaluation report, written summary reports from Faculties (tabled, 2 page maximum) that highlight trends or matters of institutional interest, both retrospective and forward-looking, from their Schools' SEAPs, Faculty QA proforma checklists, and the School SEAPs themselves. A report and institutional action plan is produced for implementation during the following year.

Appendix A: Faculty Summary and QA Checklist for ARTL

The Faculty Annual Evaluation happens on a continuous cycle throughout the year, with discussion taking place through Faculty Teaching and Learning Committees. Discussions cover three main areas:

- issues arising, and actions being taken forward from, Schools' Student Experience Action Plans, continuous monitoring discussions and periodic review events. Faculty-wide issues or those that concern a number of Schools within a Faculty. Trends, issues, innovations and key changes that have had a significant impact and either require discussion and/or may be of interest to others;
- a reflection on the completeness and effectiveness of policies, procedures and structures to support teaching and learning;
- a QA Checklist of assurances from Faculty (template follows) that their responsibilities with respect to the function of the Quality Framework have been completed and are sustainable into the forthcoming academic year, and that confirms how students have contributed to, and been made aware of, the SEAP.

The QA Checklist sets out a series of prompts to structure the Faculty Evaluation agenda, which can be incorporated within the usual business. The Faculty Evaluation report is a summary of the year's activity and should be submitted to the Annual Review of Teaching and Learning meeting in December each year. The Faculty Evaluation should cover undergraduate and postgraduate taught programmes, including collaborative provision and credit and/or non-credit bearing short course provision.

Annual Review of Teaching and Learning

Faculty Quality Assurance Proforma

Please ensure the following statements are responded to and add comments if required. The sheet should then be submitted in October as part of the evidence for the Annual Review of Teaching and Learning meeting of TLG in December).

Faculty:

Academic Year:

1. Did all [continuous monitoring](#) take place for all programmes within each School of your Faculty, as per the requirements of the [University's Quality Framework](#)?

YES/ NO
Comments:

2. Did all necessary periodic review of programmes that were due in this academic year, on the 5 or 6-yearly cycle, take place for every programme in the Faculty, as per the [University's guidance on periodic reviews](#)?

YES/ NO
Comments:

3. Are you satisfied that all necessary internal procedures are in place within the Faculty to ensure the function of the [University's Quality Framework](#) and the maintenance of quality and standards?

YES/ NO
Comments:

4. Did all Schools within your Faculty consider, action and respond to External Examiner reports as specified in the [Guidance on External Examiners Procedures](#)?

YES/ NO
Comments:

5. Were all final Examination Boards conducted anonymously?

YES/ NO
Comments:

6. Was Collaborative activity approved, monitored, reviewed and supported appropriately, as per the [Guidance and Procedures for the Quality Assurance of Collaborative Provision](#)?

YES/ NO
Comments:

7. Was the student voice sought and incorporated into SEAPs and programme-level action plans?

YES/ NO
Comments:

8. Were the Faculty and its Schools provided with appropriate guidance in the form of Web based documents and other advice and guidance to inform your implementation and application of the University's [Quality Framework](#)?

YES/ NO
Comments:

Appendix B: Continuous Monitoring: suggested checklist of issues to be considered

These issues should be considered by programme teams/Schools as part of the continuous monitoring process:

Outstanding actions from the previous year's SEAP or action plan

Consideration of the SEAP or action plan compiled as part of the previous year's continuous monitoring procedure.

Comments from External Examiners

Including commendations and issues recommending further action (at School or University level). Programme teams should include any actions in the continuous monitoring action plan. If the External Examiner's annual report is not available at the time continuous monitoring is being considered, then oral comments made by External Examiners at Examination Board meetings should be referred to. Comments regarding whether all External Examiners have received a response to their reports and whether they have been appropriately acted upon, where relevant, as specified in the University's [Guidance on External Examiner Procedures](#). Comments regarding whether all final Examination Boards are being conducted anonymously.

Consideration of External Examiners' reports by SSLCs

External Examiners' reports should be shared with student representatives at Staff Student Liaison Committees - SSLCs (or other appropriate forum), along with information about any actions carried out by the programme team/School in response to External Examiners' comments. Details of how the programme is managing this process should be collected and reviewed by Faculties as part of the continuous monitoring process.

Recruitment, retention, progression and achievement by students

Comments on any particular trends noted during the year.

Information, advice and guidance to students and published information

Comments on the effectiveness of information, advice and guidance to students

Comments about how information is given to students about their programme (e.g. handbooks and web information, including the HEFCE KIS data) and how the programme team (including PS staff) ensures this is kept up to date and accurately describes University, Faculty and School policies and procedures.

Student Charter

Comment on the progress made with the implementation of the Student Charter by programme teams, including reference to feedback from staff and students.

Manchester Induction Framework and Welcome Week

Review the operation of Welcome Week and the [Manchester Induction Framework](#), including the support and contribution of PS staff.

Student engagement and responding to feedback (from students and staff)

Comments made by students throughout the year. This should include School responses and actions taken following feedback from the National Student Survey, Postgraduate Taught Experience Survey, unit surveys, staff-student liaison committee minutes and issues raised by student representatives on School committees.

PASS/ Peer Mentoring

Comment on any actions required in the subsequent academic year, including consideration of:

- whether schemes meet minimum requirements, and if not why not;
- how peer support supports/enhances the student experience;
- how peer support can be developed further.

Professional, statutory and regulatory bodies

Accreditation reports and visits received during the year – commendations and areas requiring action.

Other feedback

Any input from employers or authoritative sources from within the discipline, e.g. from industrial advisory panels, and any input gained from alumni.

Employability

DLHE information on student employment from the Careers Service should be considered. Please see: <http://www.staffnet.manchester.ac.uk/supporting-students/careers/> or contact careers@manchester.ac.uk or your Faculty contact in the Careers team for further information.

In addition, some useful prompts for discussion could include:

- Consider the percentage of graduates going into positive destinations i.e. graduate-level work and/or further study.
- Consider the appropriateness of the curriculum in terms of developing the skills, knowledge and personal attributes needed to boost student employability, with reference to feedback from graduate recruiters.
- Do students understand how their degree programme has been designed to develop their employability?
- How are Academic Advisers and other staff supported to provide an appropriate level of careers support to students including being able to signpost students to appropriate University resources, such as the Careers Service and the Study Abroad Office?

- How are the Employability resources in the [Advising Toolkit](#) used?
- Does the programme encourage students to seek appropriate work experience, including internships and volunteering and how are students encouraged to undertake co-curricular activity to help develop their employability?
- How are students encouraged to take ownership for developing their employability throughout all stages of their experience from recruitment to graduation?
- How does the programme get the maximum benefit from its relationship with the Careers Service and from other colleagues across Faculties and Schools to support the employability of its students?
- How does the School demonstrate that it gets the maximum benefit from feedback from a wide range of stakeholders, including employers and alumni, to support the employability of its students?

Curriculum development and learning support

An evaluation of the continuing effectiveness and currency of the curriculum and of assessment in relation to the intended learning outcomes of the programme. This will include the provision of learning support and learning resources. This should also include support provided by eLearning teams and other PS staff.

Collaborative activity

Comments about whether all collaborative activity is approved, monitored, reviewed and supported appropriately, as per the [Guidance and Procedures for the Quality Assurance of Collaborative Provision](#).

Innovations and good practice

Innovations, improvements and good practice in teaching and learning practice, which could be disseminated as appropriate. This should include initiatives to improve the efficiency of student related administrative processes led by PS staff of in partnership between academic and PS programme teams.

Distance/blended learning

Comment on the programme's use of distance learning and blended learning material and how this relates to the learning outcomes of the programme.

Instilling graduate attributes (as set out in the Manchester Matrix)

Comment on the progress being made instilling in graduates the attributes set out in the [Manchester Matrix](#), as follows:

- Critical thinking and conceptual reasoning
- Mastery of a discipline
- Broaden intellectual and cultural interests
- Preparation for professional and vocational work
- Challenge and equip students to confront personal values/make ethical judgments
- Prepare graduates for citizenship and leadership in diverse, global environments
- Develop advanced skills of written/oral communications

- Promote equality and diversity

Personalised learning and the principles underpinning a Manchester undergraduate experience

Comment on the implementation of the [Policy on Personalised Learning for Students on Taught Programmes](#) and the [Policy on Advising Taught Students](#), referencing as appropriate the underpinning Guidance and Toolkit, and the role of the School/ Programme PS staff in the continual improvement of the student experience.

Staff development

- Any staff development needs, including PS staff.
- Peer review - consider how effective this has been throughout the year and whether it has identified programme or School-level themes or requirements.

Support needs

Any support needs identified, e.g. IT, Library or Estates support.

Continuous monitoring and quality procedures

- Comments on whether all necessary continuous monitoring has taken place for all programmes within the School, as per the requirements of the [University's Quality Framework](#).
- Comments on whether there are appropriate internal procedures in place within the School to ensure the function of the University's [Quality Framework](#) [and the maintenance of quality and standards](#) and to ensure compliance with the [University's Assessment Framework](#) and the principles and policies within that.
- Schools are asked to reflect on their [risk registers](#) as part of the continuous monitoring process.

Appendix C: Continuous Monitoring: suggested checklist of evidence sources to be considered

This Appendix lists sources of evidence that may inform the continuous monitoring exercise and, where appropriate, when it is made available.

Month	Activity/Source	Provided by	Relates to
Jan	Unit Survey data	TLSD	Student satisfaction and engagement, responding to feedback
Mar	Recruitment and admissions data (may include entry qualifications, tariff score reports)	Planning Support Office	Intake quality, recruitment, attainment, WP
May	Non-continuation reports	Planning Support Office	Retention, student satisfaction and engagement
Jun	Unit Survey data	TLSD	Student satisfaction and engagement, responding to feedback
Jul	PGT Experience Survey (PTES) data	TLSD	Student satisfaction and engagement, responding to feedback
Aug	National Student Survey (NSS) data	TLSD	Student satisfaction and engagement, responding to feedback
	Destination of Leavers from Higher Education (DLHE) data	Careers	Employability
Sept	National Student Survey 'open text' student comments	TLSD	Student satisfaction and engagement, responding to feedback
Oct	Student Experience Action Plans (SEAPs)	Schools	All T&L activity at all levels
	Collaborative Academic Adviser Reports	Schools	T&L activity at partner institutions
Dec	HESA return	Planning Support Office	Recruitment

Other activities or information (continuous or potentially made available at any time)

Activity/Source	Provided by	Relates to
Staff Student Liaison Groups minutes/actions, including comments on	Schools	All T&L activity at all levels

IT/Library/Estates facilities and services		
School T&L Committee minutes/actions, including comments on IT/Library/Estates facilities and services	Schools	All T&L activity at all levels
Programme committee minutes/actions, including comments on IT/Library/Estates facilities and services	Schools	All T&L activity at all levels
Periodic Review reports and action plans	Schools	All T&L activity at all levels
Partner Periodic Review/Institutional Review reports and action plans	Schools	T&L activity at partner institutions
League Tables	Planning Support Office	Information, advice and guidance to students, published information
Programme/course unit proposals, amendments and withdrawals	Schools	Curriculum/portfolio development and review, student satisfaction and engagement
External Examiners' reports and responses, Examination Board minutes	Schools	All T&L activity at all levels
Implementation plans for policies, procedures and guidance	TLSD	Implementation of policies and their impact
Output from formal/informal appeals, complaints and academic malpractice cases at School and Faculty levels	Schools/Faculties	All T&L activity at all levels including implementation of policy and practice
Evidence of participation in CHERIL-funded projects and T&L showcases	TLSD/Faculties	Use of outcomes for enhancement purposes
Output from the peer review of teaching	Schools	Programme or School-level themes or requirements

Appendix D: Annual Review of Teaching and Learning (ARTL) University report

The ARTL University report is produced by the Head of TLSD and outlines:

- any specific issues arising from the operation of the procedures for programme approval, continuous monitoring, periodic review, institutional approval, collaborative review, and External Examiners (e.g. suggestions for the further development of the procedures);
- any issues of concern relating to quality and standards as discussed by the Teaching and Learning Group (TLG);
- any issues that the Teaching and Learning Management Group (TLMG) wishes to bring to the attention of the TLG;
- any issues ongoing from institutional reviews;
- developments as a result of, including ongoing or outstanding issues from, the previous meeting's action plan.

The University report has the following appendices:

Appendix 1: New Programme Approvals and Programme Amendments from the previous academic year

Appendix 2: Periodic reviews that took place during the previous academic year: list and main themes

Appendix 3: New partnerships approved via Institutional Approval during the previous academic year

Appendix 4: Partnerships reviewed via Collaborative Review during the previous academic year

Appendix 5: New policies approved by the Teaching and Learning Group during the previous academic year

Appendix 6: Issues arising from External Examiner reports for undergraduate and postgraduate taught provision (based on reports received in the previous academic year)

Appendix 7: Draft Action plan for the following academic year.

Fields in the SEAP template should be completed as follows:

Overall SMART objective or theme

State the overarching SMART (specific, measurable, achievable, realistic and time-bound) T&L objective, e.g. *“improve NSS Q22 by 2% by 2020”*.

Item

In numerical format x.y where ‘x’ relates to the number of the SMART objective and ‘y’ relates to the number of the specific action e.g. *“1.2”*.

Description of supporting Action/Activity and Source of and/or Drivers for it

Describe the action you are taking to contribute to the delivery of the SMART objective. Has it come about as a result of a specific piece of work, student feedback, etc., and are there any specific drivers for doing it, over and above meeting the objective, e.g. *“Ask students to chair and administer Staff:Student Liaison Committees. Action taken to address concerns raised by students about their non-engagement at SSLC meetings”*.

Deliverables

What will be achieved as a result of carrying out this action?, e.g. *“Students chaired SSLCs with effect from March 2017”*.

Impact on student experience and how this is measured

What will be the measurable impact on the student experience as a result of delivering the action?, e.g. *“Students will feel greater engagement in the SSLC process and be encouraged to contribute and air their views in that forum as a result”* measured through discussion recorded in notes.

Target date

When will the action be completed by?

Person responsible

Who is responsible for ensuring the action has been completed?, e.g. *“Director of T&L”*.

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Progress Update or Final Evaluation

Either: what progress has been made on delivering the action

Or: if the action has been delivered was this achieved as planned, and was the outcome what was expected?

Include dates of meetings and details of how students are engaged in the reflection and planning process.

RAG rating

Enter R, A or G depending on whether the action is colour-coded as Red (progress is

problematic/high risk of barriers preventing achievement), Amber (progress is mixed/medium risk of barriers preventing achievement) or Green (progress is good/low risk of barriers preventing achievement).

Completed (Yes/No)

Default entry is 'No'. When action has been completed record as 'Yes', and move to 'Completed Actions' tab at next iteration of document.

Document control box	
Policy / Procedure title:	Guidance for the continuous monitoring of the undergraduate and postgraduate taught Student Experience and the Annual Review of Teaching and Learning
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Policy owner:	Louise Walmsley, Head of Teaching, Learning and Student Development
Lead contact:	Jo Hicks, Teaching and Learning Manager (Programmes), TLSD