Higher Education

Annual Monitoring Review

(Monitoring and Evaluation)

Code of Practice

Review

Formal Review Cycle	Every three years (unless regulatory changes require sooner)		
Latest Formal Review (date)	June 2025	Next Formal Review Due (date)	June 2028
Policy Owner	Associate Principal Quality, Teaching and Assessment		
Policy Author	HE Quality Manager		

Approvals

Board of Corp Y/N	N	Committee		Date Board approved	
ELT Y/N	Y	ELT date approved	05/06/2025	Additional committee	HE Board

Publication

Website Y/N	Y	Unify Y/N	Y	Student VLE Y/N	Y	Other	

Change History

Version	Date Reviewed/ Revised	Description of Change	Reviewed by	Approved by
V1	22/04/2025	New Code	HE Board ELT	

1. **Introduction**

   This code of practice:

   1.1   Pertains to City of Sunderland College, trading as Education Partnership North East (which includes Sunderland College, Hartlepool Sixth Form College and Northumberland College). These colleges will be referred to as "the College" throughout this document.

   1.2   Its purpose is to articulate the College's practice in monitoring and evaluation of the College's Higher Education provision including the College's annual monitoring and evaluation, in year monitoring and use of data to inform and evaluate quality.

   1.3   Makes clear the College's expectations regarding the monitoring and evaluation in of Higher Education, using key references including the OFS conditions and UK Quality Code.

   1.4   Is a fundamental part of the College's Quality and Standards and the College's commitment to continued improvement and enhancement of student experience within Higher Education.

   1.5   Positions monitoring and evaluation as a process of holistic critical reflection on the quality and standards of higher education, ensuring good practice and areas of improvement are considered.

   1.6   Makes clear that triangulated analysis including student experience and student outcomes must be considered.

   1.7   Where appropriate, the Code builds on the regulations and policies set by partner Higher Education institutions (HEIs) and Awarding Institutions that govern matters relating to the annual monitoring and review.

2. **Scope**

   2.1   This Code applies to all higher education provision at the college.

   2.2   For programmes validated by Partner Higher Education institutions (HEI) the HEI will be the final arbiter.

3. **Principles for monitoring and evaluation**

3.1   The College's principles for monitoring and evaluating embed:

- I. Active stakeholder participation
- II. Rigour, probity and fairness
- III. Timeliness
- IV. Coherency
- V. Accountability
- VI. Consistency
- VII. Relevancy and Accuracy
- VIII. Confidentiality

3.2   The College values diversity and inclusion and is committed to promoting equal opportunities and eliminating discrimination. Therefore, everyone will apply and administer this policy fairly and consistently to ensure that there is no discrimination on the grounds of protected characteristics or those from vulnerable groups.

4. **External Reference Points in Monitoring and Evaluation**

4.1   This Code of Practice places emphasis on the use of external reference points to monitor and evaluate the Higher Education against sector agreed principles.

4.2   External reference points must be considered in the leadership, management and oversight of all higher education provision, such as but not limited to self-evaluation documents, annual monitoring reports and validation documents.

4.3   Examples of external reference points include:

4.2.1 The UK Quality Code

4.2.1 QAA UK Quality Code Mapping to OFS Conditions

4.2.3 Subject Benchmark Statements

4.2.4 The Framework for Higher Education Qualifications

5. **Using data to inform and evaluate Quality**

5.1   The College gathers data on learners, employees, partners, supplies, volunteers, parents and visitors and regulates the use of this data in line with the College's data protection policy **Data-Protection-Policy-Feb-2024.pdf**

5.2   The College recognises that new information may become available through other sources. New information will be considered by the HE Quality panel which will consider the use of this information to inform and evaluate quality.

5.3   The following outlines the principles and practices in using data to inform and evaluate quality:

5.3.1   Types of data
   I. Quantitative including metrics such as student applications, continuation rates, completion rates, graduate outcomes, assessment grades, student surveys.
   II. Qualitative including student feedback, external examiner reports, reviews, self-evaluation documents, complaints.
   III. Benchmarking including comparative data from other organisations and national rates to assess relative performance.

5.3.2   Data Collection
   I. Sources including Management information systems such as Pro-suite, NSS, QDP, module evaluation questionnaires, focus groups, forums and external assessments.
   II. Frequency
      o Applications - weekly
      o Management information systems – monthly
      o NSS – annually
      o QDP – annually
      o Module evaluation questionnaire – each term/ semester
      o Focus groups/ forums – as required, though no less than termly
      o External assessments – annually

5.3.3   Data Analysis
   I. Descriptive analysis including trends from raw data
   II. Statistical analysis specifically in relation to proportionality and probability
   III. Diagnostic analysis including comparison of variables and determining casual relationships
   IV. Predictive analysis considering historical trends and current raw data

5.3.4   Reporting
   I. Through Performance Quality and Standards committee including student outcomes and student experience fortnightly.
   II. Through HE Board on specific themes and in consideration of quality improvement plans.
   III. Through Executive Leadership Team on specific themes in consideration of maintaining quality and standards.
   IV. Through Corporation Board and Sub-Committees on performance and maintenance of quality and standards.

6. **Implementation**

6.1   Annual and In Year Monitoring and evaluation is conducted at Programme level, Board of Studies level and College level.

6.2   The Board of Studies are groups of programmes in curriculum clusters. EPNE Board of Studies are:

    6.2.1   Arts and Social Sciences
    6.2.2   Health and Wellbeing
    6.2.3   Science and Engineering

6.3   Each level of monitoring and evaluation must inform the next to ensure holistic oversight of the quality and standards of Higher Education.
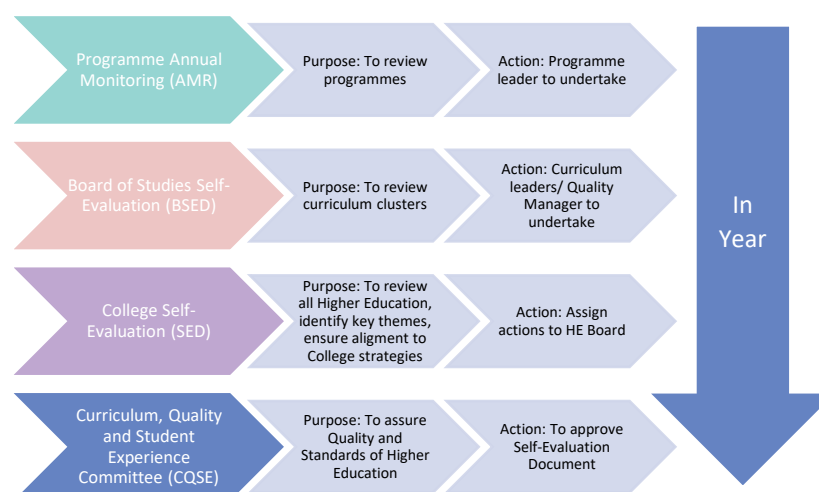
6.4   AMRs are implemented following the annual monitoring process flowchart Appendix 3

6.5   Annual monitoring must follow the AMR Timeline and procedure in Appendix 1 and 2

6.6   The areas of judgement considered at each level in the annual monitoring and evaluation reports (AMR and SED) encompass those within the UK Quality Code which is mapped to the OFS conditions of registrations in Appendix 4

6.7   **Programme Annual Monitoring and Evaluation Report (AMR) must:**
    6.7.1   Be conducted annually for each Higher Education Programme and in line with awarding organisation expectations
    6.7.2   Utilise the College's agreed template Appendix 5
    6.7.3   Reference and analyse a range of data in forming a holistic evaluation including:
        I.   Student feedback including Module evaluation Questionnaires, QDP surveys, NSS, HE student forums, graduate outcomes
        II.   Student outcomes including continuation, completion, progression, grades
        III.   Access and participation including applications

6.7.4   Utilise external reference points including external examiner reports, Advisory/employer boards, subject benchmark statements, characteristic statements & UK Quality Code.

6.7.5   Reflect on and evaluate the programme against the College's annual enhancement theme(s) and progress since previous annual monitoring report. (Enhancement theme advice can be received from the HE Quality office).

6.7.6   Identify key actions for programme leaders to undertake in the following year to improve and enhance student experience and outcomes

6.7.7   The AMER report must be accompanied by a completed Quality Improvement Plan (QIP) which will be monitored throughout the year by the Board of Studies.

6.7.8   Be internally reviewed prior to submission to external awarding organisation.

6.8   **Board of Studies Annual Self-Evaluation Document (SED) must:**

6.8.1   Be completed for each Board of Studies annually

6.8.2   Utilise the College's agreed template Appendix 6

6.8.3   Represent proportionally the programmes within the Board of Studies

6.8.4   Take into consideration Programme annual monitoring and evaluation reports

6.8.5   Reference and analyse programme cluster data including:
   I.   Student feedback including Module evaluation Questionnaires, QDP surveys, NSS, HE student forums, graduate outcomes
   II.   Student outcomes including continuation, completion, progression, grades
   III. Access and participation including applications

6.8.6   Utilise external reference points including external examiner reports, Advisory/employer boards, characteristic statements, TEF benchmarks, OFS Quality and Standards reports & UK Quality Code.

6.8.7   Reflect on and evaluate the Board of studies curriculum clusters against the College's enhancement themes and progress since the last annual self-evaluation

6.8.8   Identify key actions for curriculum leaders and quality managers to undertake to improve the quality and standards within the curriculum clusters.

6.8.9   Identify key areas of excellent practice to share across the College group.

6.8.10   The SED report must be accompanied by a completed Quality Improvement Plan (QIP) which will be monitored throughout the year by the HE Board Appendix 8.

6.8.11   Be internally assessed by a panel of peers across the College group.

6.9   **College Annual Self-Evaluation Document must:**

6.9.1   Be completed for the College annually

6.9.2   Utilise the College's agreed template Appendix 7

6.9.3   Represent proportionally the programmes within the College group's Higher Education including HNC, HND, Foundation Degrees, 1st Degrees, Higher Apprenticeships and Non-prescribed Higher Education

6.9.4   Take into consideration Board of Studies self-evaluation documents

6.9.5   Reference and analyse College data including:
   I.   Student feedback including Module evaluation Questionnaires, QDP surveys, NSS, HE student forums, graduate outcomes

II. Student outcomes including continuation, completion, progression, grades

III. Access and participation including applications

IV. Different types of students including Equality, Diversity and Inclusion metrics

6.9.6 Utilise external reference points including external examiner reports, Advisory/employer boards, TEF benchmarks, OFS Quality and Standards reports & UK Quality Code.

6.9.7 Reflect on and evaluate Higher Education against the College's enhancement themes and progress since the last annual self-evaluation

6.9.8 Identify key themes and actions for the Higher Education Quality improvement plan and for the HE Board to undertake to maintain, enhance and where required improve the quality and standards within the Higher Education.

6.9.9 Identify key themes of excellent practice to share across the College group.

6.9.10 The SED report must be accompanied by a completed Quality Improvement Plan (QIP) which will be monitored throughout the year by Executive Leadership Appendix 8.

6.9.11 Be internally and externally assessed by a panel including Executive Leadership, Governors, and Sector experts, a record of the panel will be kept in Quality Appendix 9.

6.10 **In-Year Monitoring and Evaluation**

6.10.1 Is the continuous process of tracking and evaluating quality and standards throughout the academic year.

6.10.2 Will allow the College to identify and address issues in real-time and allow for excellent practice to be shared more quickly.

6.10.3 Functions and procedures conducted include:

I. Student feedback as per the Student Engagement Framework for HE

Student Engagement framework_HE_ELT.docx

II. Teaching, Learning and Assessment evaluation as per Teaching, Learning and Assessment Policy

III. Periodic Reviews as per the Periodic Review Code of Practice (INSERT LINK)

IV. Curriculum Performance reviews as per the Approach to Quality Enhancement

V. Predicted Student outcomes mid-year and end of year.

VI. Benchmarking against nationally released data end of year.

VII. Review of compliments, complaints and appeals.

VIII. Review all Code of practices reporting including academic appeals, mitigating circumstance, board of examiners, Assessment, external examiners.

7. Monitoring

The HE Board will receive on an annual basis a summary report on in year and annual monitoring and evaluation.

8. Equality Impact Assessment

Have you sought consultation on this policy? Details:	Yes, HE Board			
Could a particular group be affected (negatively or positively)?	**Impact Y/N**	**Description of Impact**	**Evidence**	**Mitigation/ Justification**
Protected characteristics under the Equality Act 2010				
Age	N			
Disability	N			
Gender Reassignment	N			
Marriage and Civil Partnership	N			
Pregnancy and maternity	N			
Race	N			
Religion or belief	N			
Sex	N			
Sexual Orientation	N			
Additional characteristics to consider				
Young Persons in Care & Care Leavers	N			
Young Carers & Care Givers	N			
Young Parents	N			
Youth Offenders	N			
Those Receiving Free School Meals	N			
If there is no impact, please explain:	This code of practice seeks to ensure that different groups are represented and considered in monitoring and evaluation.			

Appendices

Appendix 1 – Timeline

Appendix 2 – Procedure

Appendix 3 – Annual Monitoring Process flowchart

Appendix 4 – Areas of Judgement

Appendix 5 - Annual monitoring Programme Report Template

Appendix 6 - Board of Studies SED 2425 Template

Appendix 7 - EPNE SED 2425 Template

Appendix 8 – EPNE 2526 QIP Template

Appendix 9 - Agenda EPNE Group HE SED Validation Jan 26 and minutes template

Annual Monitoring and Evaluation Procedure

Programme Level

Completion of AMR report

1. Programme leaders must complete the annual monitoring report

2. Programme leaders should attend training to support completion of the AMR report

3. Where a programme leader is no longer available to complete an AMR the relevant curriculum manager must ensure the AMR is completed to the deadline

4. Programme leaders must complete all sections of the AMR ensuring a balanced review of the programme.

Review of AMR Report

1. All AMR reports, including those for university provision, will be considered through and internal panel representative of Board of Studies members

2. The panel will review the AMR and may suggest amendments or enhancements to the reports.

3. A summary of the AMR report will be received by the Board of Studies in October will review a summary of the reports The Board of Studies will approve the report and the action plan.

4. The Board of Studies will identify areas of good practice for wider dissemination across the College ensuring these are evident in the Board of Studies Self-Evaluation document

5. The Board of Studies will monitor at each meeting progress with QIP actions.

6. An Annual Summary Report will be considered by the HE Board which will include any issues referred by the Board of Studies for institutional consideration.

Board of Studies Level

Completion of Board of Studies Self-Evaluation document (SED)

1. The chair of the Board of Studies is ultimately responsible for ensuring that the Board of Studies Self-Evaluation document is completed.

2. The chair may nominate other members of the Board of studies to complete sections of the SED

3. Where a chair of the Board of Studies is no longer able to complete the SED then the Vice chair is responsible for the completion of the document to the deadline

4. Board of Studies Chairs must ensure all sections of the SED ensuring a balanced review of the programmes.

Review of Board of Studies Self-Evaluation Document

1. All Board of Studies Self-evaluation documents will be reviewed

2. A panel of SLT/ ELT will review the Self-Evaluation documents and where possible an external

3. Panel members will review all reports and may suggest amendments or enhancements to the report

4. The panel will approve the report and the quality improvement plan

5. Good practice for wider dissemination will be evidenced in the College Self-Evaluation document

6. The HE board will monitor the progress with QIP actions
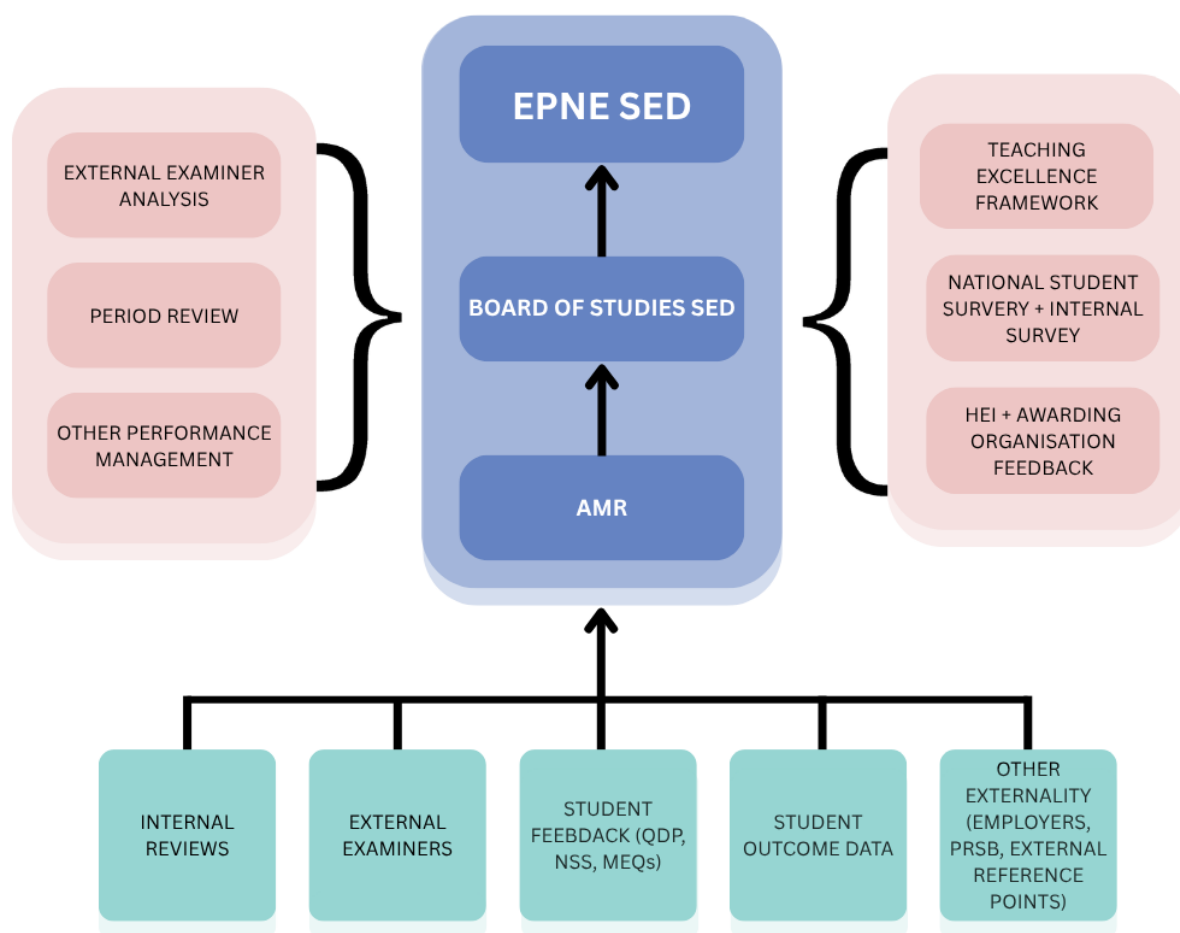

College Level

Completion of College Self-Evaluation document (SED)

1. The AP TLQ ultimately responsible for ensuring that the Self-Evaluation document is completed.

2. The AP TLQ will nominate other members of the HE Board/ ELT to complete sections of the SED

3. Where a nominated writer is no longer able to complete the SED then the AP TLQ is responsible for ensuring the completion of the document to the deadline

4. AP TLQ must ensure all sections of the SED are completed and ensure a balanced review of the College HE provision.

Review of the College Self-Evaluation Document

1. A panel of SLT/ ELT and Governors will review the Self-Evaluation document and where possible an external

2. Panel members may suggest amendments or enhancements to the report

3. The panel will approve the report and the quality improvement plan

4. The HE board/ ELT and CQSE will monitor the progress with QIP actions

Annual Monitoring Process Flowchart

EPNE SED

BOARD OF STUDIES SED

AMR

EXTERNAL EXAMINER ANALYSIS

PERIOD REVIEW

OTHER PERFORMANCE MANAGEMENT

TEACHING EXCELLENCE FRAMEWORK

NATIONAL STUDENT SURVERY + INTERNAL SURVEY

HEI + AWARDING ORGANISATION FEEDBACK

INTERNAL REVIEWS

EXTERNAL EXAMINERS

STUDENT FEEBDACK (QDP, NSS, MEQs)

STUDENT OUTCOME DATA

OTHER EXTERNALITY (EMPLOYERS, PRSB, EXTERNAL REFERENCE POINTS)

Annual Monitoring Report and HE Self Evaluation Document areas of Judgement.

		Programme	Board of Studies	College
		AMR	SED	SED
Strategic approach	Strategic approach to managing quality and standards		Yes – Leadership and Management of HE	Yes
	Engaging students as partners	Yes	Yes	Yes
	Resourcing delivery of high-quality learning experience		Yes	Yes
Evaluating Quality and standards	Using data to inform and evaluate quality			Yes
	Monitoring, Evaluating and Enhancing provision	Yes – Quality assurance and enhancement	Yes – enhancing theme	Yes
	Engaging in external review	Yes – Quality assurance and enhancement	Yes	Yes
Implementing the approach to quality enhancement and standards	Designing, developing, approving and modifying programmes	Yes	Yes – including partnerships and industry engagement	Yes
	Partnerships	Yes – industry engagement		Yes
	Recruiting, selecting and admitting students	Yes – recruitment, performance and outcomes	Yes	Yes
	Supporting students to achieve their potential	Yes	Yes	Yes
	Teaching, Learning and Assessment	Yes	Yes – including concerns, complaints and appeals	Yes
	Concerns, Complaints and Appeals			Yes