WALBROOK
Institute London

Programme Monitoring & Enhancement Policy

1. Scope and Purpose

1.1 This policy applies to all taught programmes leading to a higher education award.

i It forms part of the broader academic quality assurance framework and complements module-level evaluation processes (via the Module Evaluation and Enhancement Policy).

1.2 It sets out the institutional framework for the systematic evaluation, monitoring, and enhancement of programmes. The process is designed to support:

i Academic assurance and continuous improvement.

ii Evidence-informed decision-making.

iii Alignment with regulatory and sector expectations.

1.3 This framework assures students, staff, and external stakeholders that our programmes:

i Deliver high-quality learning experiences.

ii Achieve intended learning outcomes.

iii Respond to student feedback, performance data, and changing contexts.

1.4 The policy covers three key strands:

i A quarterly review of key data sets and action planning.

ii An annual programme-level monitoring meeting.

iii The periodic review, revalidation and modification of programmes

1.5 This policy should be read in conjunction with our Module Evaluation and Enhancement Policy and our Programme and Module Approval and Modification Policy.

2. Governance and Accountability

2.1 Programme Leader

i Coordinates quarterly reviews and the annual monitoring meeting.

ii Drives delivery of the programme level action plan.

iii Ensures timely reporting to relevant committees.

2.2 Module Leaders

i Drive module-level evaluation, data, and action plans.

ii Feed module-level evaluation into the programme-level process.

2.3 Faculty Board

i Maintains oversight of programme-level evaluation.

ii Monitors progress of enhancement actions.

iii Ensures strategic alignment across programmes.

iv Escalates issues as required.

2.4 Learning Teaching and Quality Committee

i Monitors and reviews the operation of this policy.

ii Defines and monitors quality related key performance indicators.

iii Evaluates and discusses issues escalated from the Faculty Board

2.5 Academic Board

i Owns and approves this policy.

2.6 Quality, Policy & Regulation Team

i Maintains central records of programme Action Plans.

ii Monitors deadlines and collates submissions.

iii Escalates issues to LTQC.

iv Supports Annual Monitoring and Periodic Review meetings.

v Prepares thematic reports on annual monitoring outcomes for institutional committees.

2.7 External Stakeholders

i External examiners, PSRB accreditation bodies, student representatives, and other relevant partners provide input as appropriate

3. Annual Monitoring and Enhancement Meeting

3.1 An Annual Monitoring and Enhancement meeting with the Academic Dean takes place each calendar year for all programmes. The purpose of this meeting is to:

i Review programme performance against key performance indicators.

ii Evaluate the effectiveness of enhancement actions flagged through quarterly reviews.

iii Confirm the enhancement priorities for the following twelve months.

iv Provide assurance that our programmes are operating in line with institutional and sector regulations and norms.

3.2 In preparation for these meetings, programme teams will provide QPR with the Programme Annual Monitoring Report which includes:

i A summary of the key data (including from quarterly reports as available), progress on the Action Plan, and emergent issues.

ii A Self-Evaluation Summary: referencing module and programme-level data, reflecting on what worked, what didn't, and proposed enhancement priorities for the coming year.

3.3 The meeting agenda will normally include:

i Reflection on institutional strategic priorities and the regulatory context.

ii Review of data and trends (student feedback, attainment, progression, engagement, inclusion).

iii Review of the programme Action Plan (completed actions, outstanding, new issues).

iv Agreement of enhancement priorities for the next calendar year.

3.4 The meeting will result in:

i Endorsement (or conditional endorsement) of the programme team's enhancement focus and Action Plan for the next year

ii Identification of support/resource needs (staff development, technology, student support services)

iii Escalation of significant issues to Learning, Teaching and Quality Committee or Academic Board.

3.5 The approved Action Plan becomes the baseline for next year's quarterly monitoring.

3.6 A summary of annual monitoring outcomes, including the endorsed Action Plan and escalated issues, is formally reported to the Learning, Teaching and Quality Committee (LTQC) to provide oversight at the institutional level. A summary is also retained centrally by the Quality, Policy and Regulation team for audit and assurance purposes.

4. Quarterly Programme Review

Data Sets

4.1 Programme teams must review the following data each quarter for all programmes (online and on-campus):

i Module-level evaluation results (end-of-module surveys) and module action plans

ii Student performance data: mark distributions, achievement rates, attainment gaps (by demographic/characteristics), progression rates

iii Learning analytics: VLE engagement, formative assessment uptake, patterns of attendance/engagement

iv Other formal and informal student feedback

v External examiner comments and PSRB directions (where applicable)

Quarterly Review Process

4.2 The Programme Leader convenes a quarterly review meeting with the programme team (including module leaders, student representatives, and, as required, members of support services)

4.3 The agenda should include:

i Review of key data

ii Identification of emerging issues/trends

iii Review of module action plan implementation

iv Update of the programme-level Action Plan

4.4 A concise Programme Evaluation & Enhancement Report (Quarterly) is produced, capturing:

i Key findings/trends from data

ii Module matters requiring programme-level response

iii Updates to the rolling Programme Action Plan (timelines, responsibilities, success measures)

iv Flagging of urgent issues for escalation (e.g., attainment gaps, student dissatisfaction, non-engagement)

4.5 Reports are submitted to the Quality, Policy & Regulation Team within [X] weeks of the quarter end and reviewed by Faculty Board as part of oversight.

Programme Action Plan

4.6 Each programme leader will maintain a programme action plan. This is a live document and will track enhancements across curriculum, assessment, delivery, and student support. It will include:

i Planned actions

ii Quarterly timeline

iii Responsibilities (Programme Leader, module teams, support services)

iv Success measures/indicators (e.g., improved feedback scores, narrower attainment gaps, higher progression rates)

4.7 Progress is tracked quarterly and informs the annual monitoring meeting and periodic review.

5. Periodic Review, Revalidation and Modification

5.1 The purpose of periodic review is to ensure that programmes continue to meet academic standards, regulatory expectations, and student needs. The process:

i Confirms alignment with institutional strategic priorities, sector standards, and professional/PSRB requirements.

ii Ensures curriculum, assessment, and pedagogy remain current and effective.

iii Identifies whether major modifications (e.g., redesign, merger, suspension, or withdrawal) are required to maintain programme fitness and quality.

5.2 Periodic review is scheduled on a standard cycle, typically every 5 years, with timing coordinated centrally to balance institutional workload. Ad-hoc review may be triggered by:

i Persistent student feedback concerns, low attainment, or progression issues.

ii Significant changes to PSRB requirements or regulatory changes.

iii Institutional restructuring, programme merger, or changes to delivery mode.

iv Market or employer-driven changes requiring curriculum redesign.

5.3 The review panel typically includes:

i Internal academic staff from other subject areas.

ii External subject experts (academic, professional, or employer representatives as appropriate).

iii Student representative(s).

iv Staff from the Quality, Policy & Regulation Team.

5.4 The panel will consider the following aspects of the programme:

i Programme aims and intended learning outcomes.

ii Curriculum design, structure, and sequencing of modules.

iii Assessment strategy and alignment with learning outcomes.

iv Student experience: engagement, satisfaction, attainment, and progression.

v Adequacy of support services, staffing, and resources.

vi Inclusivity and accessibility, including attainment/engagement gaps.

vii Alignment with research, professional body (where applicable), and industry developments.

viii Progress on actions from quarterly and annual monitoring.

5.5 The programme team will be asked to submit the following:

i A self-evaluation report reflecting on the programme over the review period, and any progress made through the evaluation and action planning process.

ii A summary of student performance data, attainment gaps, and engagement metrics.

iii External examiner reports and PSRB feedback (if applicable).

iv Proposed modifications or future enhancement plans.

5.6 The review meeting convenes to:

i Meet with staff, students, and (where relevant) external programme stakeholders to collect their feedback on their experience of the programme.

ii Consider this feedback and the evidence provided to evaluate the effectiveness of the curriculum, assessment strategy, and support services.

iii Identify enhancement opportunities and resource needs that could enable the programme to remain current and aligned with sector standards.

5.7 The review panel will issue a formal report which includes commendations and examples of good practice and recommendations, categorised as follows:

i Essential: actions that must be taken to return to the programme to compliance with required standards, policies, or regulations. Failure to address these actions could lead to non-compliance or serious issues.

ii Advisable: strong suggestions based on good practice or expert judgment. They are not mandatory but are highly recommended. They will help to improve quality and consistency.

iii Desirable: optional improvements that could enhance quality or efficiency but are not urgent or critical. They will add value and support innovation or excellence.

5.8 Following receipt of the report, the programme team will develop a Post-Review Action Plan which responds directly to the recommendations made.

5.9 Draft outcomes, including commendations, conditions, and planned enhancements, are reported to the Learning, Teaching and Quality Committee (LTQC) for consideration and recommendation to the Academic Board.

5.10 Academic Board has the final authority to approve the outcome of a periodic review. This ensures that any significant modifications or enhancements to the programme are properly considered. All documentation is retained centrally for audit, quality assurance, and regulatory compliance.

5.11 Findings from periodic review feed into the rolling Programme Action Plan. Quarterly reviews and annual monitoring meetings track implementation of review recommendations, ensuring strategic enhancement aligns with day-to-day programme management.

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