



Applied Engineering College
كلية الهندسة التطبيقية



PROGRAM, MONITORING AND REVIEW

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In Partnership
with



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المملكة العربية السعودية
Lincoln College
Kingdom of Saudi Arabia



المؤسسة العامة للتدريب التقني والمهني
Technical and Vocational Training Corporation

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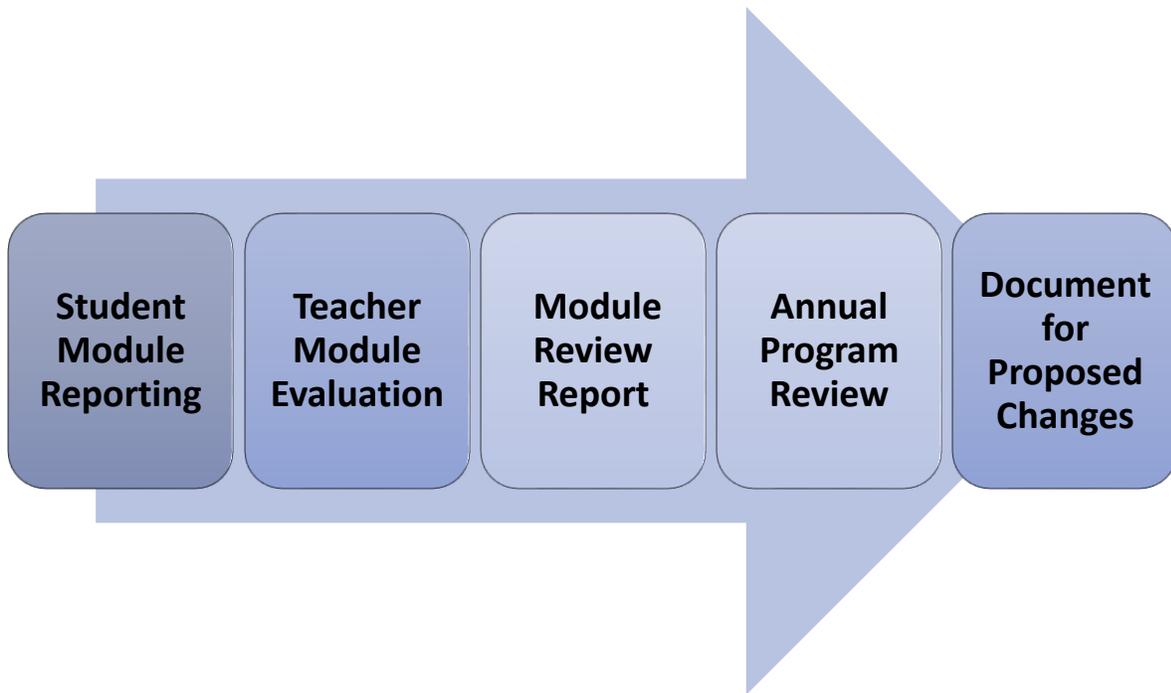
2.1 Introduction

The Applied Engineering College (AEC) internal review processes are informed by Chapter B8 of the Quality Assurance Agency (QAA) UK Quality Code for Higher Education and are systematically reviewed by the Quality Assurance Committee (QAC). At the AEC we take very seriously our responsibility for setting and maintaining our academic standards. Overall, our aim is to assure and enhance the learning experiences of our students through systematic, monitoring and reviewing of all programs. The college utilizes an agreed cyclical approach to Program Monitoring and Review to ensure the effectiveness of their programs. The AEC Review Framework includes module, program and periodic review and is informed at all stages by student feedback.

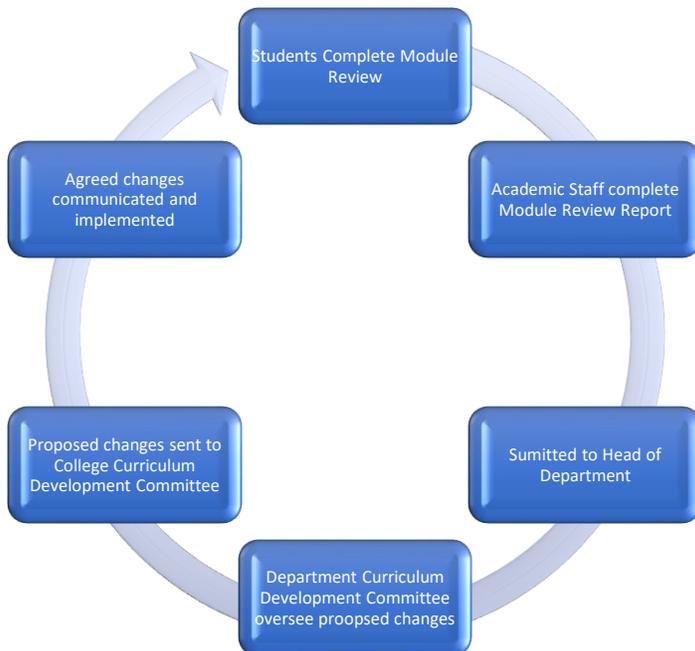
The Review Framework aims to:

- Ensure programs remain current and valid
- Monitor and review academic standards and quality
- Evaluate the ongoing effectiveness of the curriculum, assessment and teaching in relation to the learning outcomes
- Develop an improvement action plan based on informed decisions
- Integrate our quality assurance and enhancement strategies
- Incorporate Academic data into the monitoring and review process

2.2 Stages Involved for Program Monitoring and Review



How Changes are Proposed and Agreed

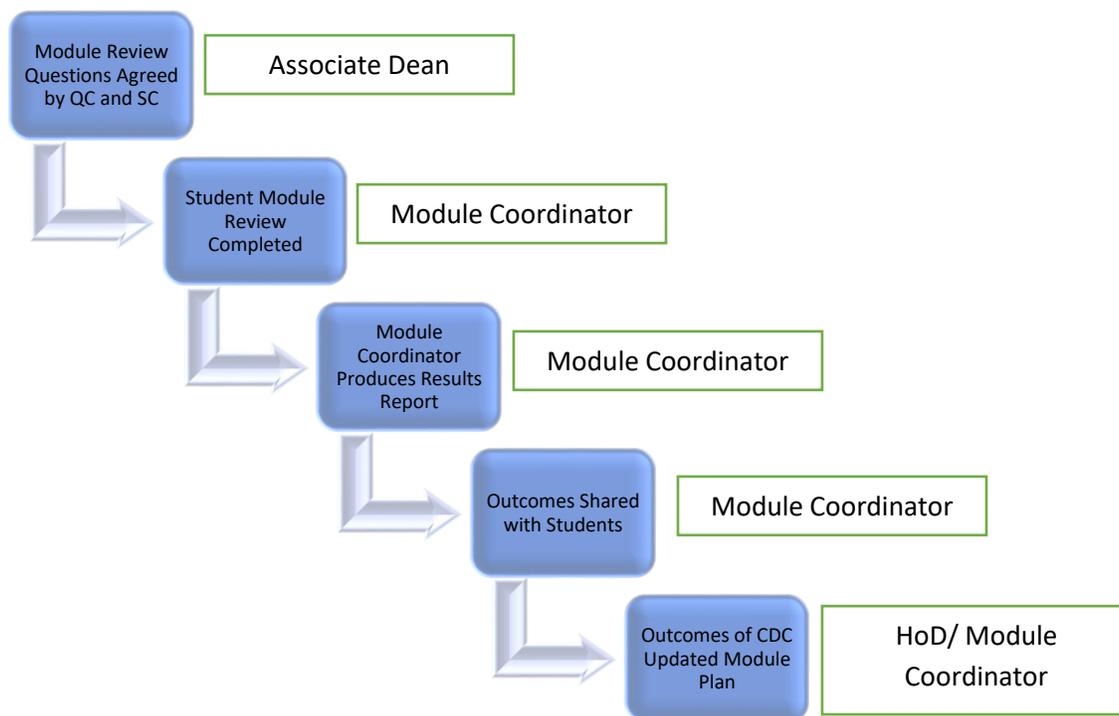


2.3 Student Module Reporting (SMR)

Module Reporting is implemented under the guidance of the Associate Dean for Quality at the end of every semester. It is a vital element of the academic review process and contributes critical information into the Annual Program Monitoring (APM). The Module Evaluation should take place after week 10 of the semester period. Its aim is to:

- Assure module learning outcomes are appropriate, achievable, accomplished and align to the program learning outcomes
- Evaluate the module including resources, comprehensible outcomes, assessment methods and teaching and learning
- Include students in the academic enhancement process has part of our inclusivity strategy

The SMR questions are agreed by academic staff and the Student Council. Under the supervision of the Associate Dean for Quality and will apply the following process:



The Module Evaluation covers key teaching, learning and assessment areas including:

- Clarity of learning outcomes
- Module workload
- Balance between theory and practice
- Participation in workshop
- Teacher helpfulness and preparedness
- Teaching methodology
- Assessment approach

Once the SMR period is completed and the data anonymized, the module coordinator receives the results and must, before the end of semester, discuss the outcomes with students, including any proposed changes to the delivery or content of the module. These outcomes and any proposed changes must be recorded in the relevant Teacher Module Evaluation.

2.4 Teacher Module Evaluation and Information

The TME is a formal response to the results of the SMR and other relevant feedback and data points. At the close of each semester, academic staff must complete the Teacher Module Evaluation (TME) for the modules they have taught and, at least, include responses to:

- **Student Feedback**
- **Student grades**
- **Student attendance**
- **Teacher feedback on module challenges**
- **Teacher improvement suggestions and feedback**

Each module will produce up to 2 reports per year (one for each semester taught) that feed into the **Final Module Review Report**.

2.5 Module Review Report (Annual)

The Module Review Report combines the TMEs for each module and provides academic staff with an annual opportunity to compare, reflect on and respond to summary feedback and data

points for their taught modules. This enables academic staff to develop module change proposals that are informed by more than one delivery point and cohort.

The Module Review Report introduces evidenced change proposals to the Department Curriculum Development Committee (DCDC) for consideration informed by the requirements of the program and department.

2.6 Annual Program Monitoring Report (APMR)

The Annual Program Monitoring Report (APMR) brings together all the module reporting for each program and provides an integrated overview of the provision within each department.

Produced by the DCDC, the APMR oversees the functioning of its program and their constituent modules, considers proposals for module changes, and makes recommendations and referrals to the College Curriculum Development Committee (CCDC).

Each APMR must demonstrate the analysis of and responses to relevant:

- Program-level student progress data;
- Module Review Report findings;
- External Examiner report(s);
- Student feedback, including from Student Council; and,
- Other pertinent information

From this consideration, each APMR should identify practical changes to module content and delivery; areas of strength and challenge; ongoing and emerging enhancement activities/opportunities; and, examples of good practice to recommend for consideration of and approval by CCDC.

Approved changes to modules are fed back to HoDs, who then take responsibility to ensure that these are documented, communicated and implemented (see 2.1.7).

2.7 Annual Institutional Review

The Annual Institutional Review (AIR) reports to the Colleges of Excellence and the Technical Vocational Training Cooperation on the college's entire academic provision. The AIR is informed by the inputs and outcomes of External Reviews and Factors, the judgements, approvals and further recommendations of the CCDC, and Quality Assurance and Enhancement processes.



2.8 Periodic Review (PR)

The AEC approach to the PR is guided by the QAA Quality Code and considers all internal processes that provide measurable data and outcomes. The PR is a key step in our Quality Assurance process and in the development of our programs. The PR will not just be led by the APMR but will include the AEC's corporate and strategic plans. It should reflect the college's restructuring with a focus on department utilization and program need analysis. The review will investigate the department and programs in terms of effectiveness and efficient use of AEC resources. The aims of the PR are:

- Quality Assurance and Enhancement statements, policies and college procedures are aligned to the AEC Quality Handbook and Corporate Strategies
- High quality, modern and student-centered learning opportunities are being provided to the student- body that will enable them to achieve the proposed award.
- Student engagement is embedded in all processes including the design, approval and monitoring of modules/programs.
- Student engagement underpins the college approach to enhancing the student experience and is visible in the continuous improvement cycle

The formal preparation for PR should start at the end of the first semester to ensure the evidence and data required is identified and documented. A special committee; Periodic Review Committee (PRC) should be developed that involves all college stakeholders. A preparatory meeting between Dean, Vice Dean of Academics, Associate Dean for Quality, Head of Department and representatives of the Department will agree on the programs to be covered in the review, size of panel, dates for submission of documentation and dates of the review. Each department should provide program information (Department Program Information Template) that will inform PR goals and sampling. The key performance indicators (KPI) will be established from the data trends of the APMR and each department will be expected to complete a Department Self-Evaluation FORM (DSEF) leading up to the scheduled review.

Documentation that should be submitted:

- Department Program Information Template
- Program learning outcomes and specifications
- PR KPI Data
- APMR
- External Examiner Reports
- Teaching and Student Experience Reports and Enhancement Plans
- Academic Governance Structures

The PR should take no longer than 3 working days. A proposed agenda is:

- Meetings with students
- Meeting with recent graduates

- Meeting with lecturers to investigate strategic issues and department profile
- Meeting with Head of Departments/ Senior Lecturer to consider- *educational aims, curriculum and subject development, quality of learning opportunities and academic standards*
- Meeting with Student Affairs and Student Council regarding student support
- Meeting with Academic management regarding Programs

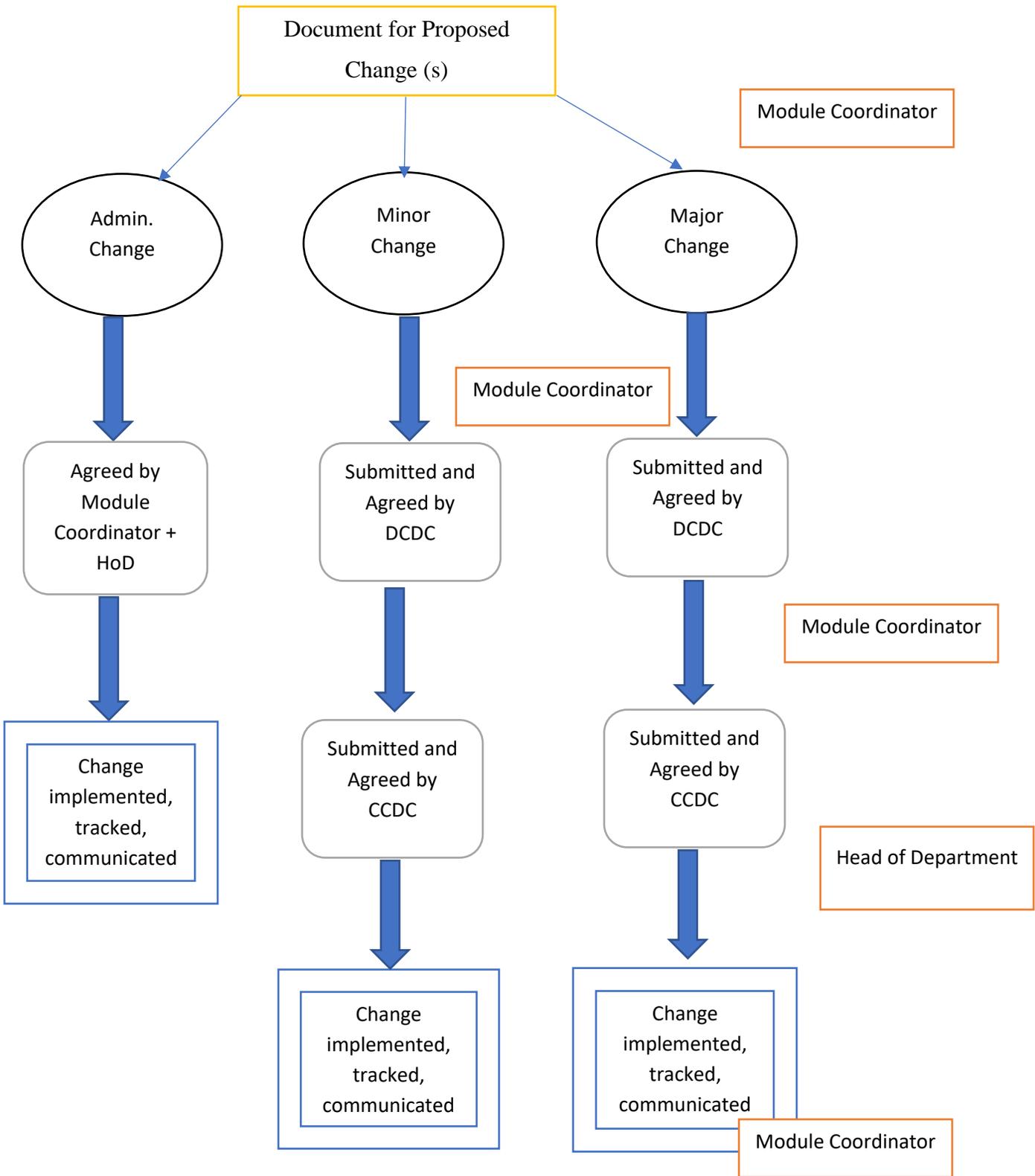
2.9 Module/ Program: Modification

All programs/ modules can be modified post-validation but must follow the AEC procedure and supply supportive documentation with teaching and learning evidence for the proposed modification. Within the process there are a number agreed levels of responsibility and approval (see 2.2.2).

Module Plan level administrative maintenance and/or adjustment by a Module Coordinator is anticipated within the teaching and learning cycle and need to be communicated to and agreed by the Head of Department. Where the Head of Department judges that the changes proposed by a Module Coordinator are beyond administrative maintenance and/or adjustment, these must then be referred to the DCDC as part of the Minor/Major Modification process as illustrated below. For all other changes (minor and major) the person responsible (module coordinator) needs to follow the process illustrated below and submit the relevant documentation to support and evidence the proposed change.

If there are any doubts regarding the impact of minor changes on a program, then the Vice Dean of Academics should be consulted.

2.10 Modification Approval Process



Categories of Change and Required Approval

Category	Change Frequency	Description	Initial Approval	Final Approval
Administrative Change	Semester	No impact on the LOs, pacing schedule, assessment tariff or structure/content, course description	Module Leader	Head of Department
Minor Modifications	Semester	Module change to: assessment methods, learning and teaching delivery methods, deletion of a topic (not affecting learning outcomes)	Department Development Committee (DCDC)	Curriculum Development Committee (CCDC)
Major Modifications	Every Year	All program modifications. Module changes including: changes to title; learning outcomes, module credit volume, assessment weighting, learning and teaching delivery methods; balance of theory and practice hours	Department Development Committee (DCDC)	Curriculum Development Committee (CCDC)

2.11 Documentary requirements

All changes should be tracked and recorded through the **MODIFICATION(S) PROPOSAL EVIDENCE AND PROCESS FORM**. Also, the program specification, module profiles and the Definitive Record should be amended accordingly.

2.12 Program Withdrawal (QAA: B8)

If a department wished to withdraw a module or a program (permanently or temporary) then they must go through the withdrawal process and complete the required documentation (See below).

In deciding to withdraw a program from the AEC program portfolio the provision of safeguarding the student experience must be paramount. The academic management must underpin their decision based on how it will impact:

- Prospective students’
- Current students
- Changes to staffing
- College’s portfolio management

Foremost, it is the AEC’s responsibility to communicate the proposed action with its current students at the earliest opportunity highlighting any academic and quality of learning impact. The action must have a communicated and strategic plan that will take into consideration any short-medium-long term implications that could have an impact on the student outcomes. Protecting the academic interests of our students is paramount and thus any decision to withdraw a program must go through the process below;

1. Withdrawal Proposal Submitted

Detailed reasoning for the proposed withdrawal required and submitted to the Vice Dean of Academics.

2. Impact of Withdrawal

Impact on the student experience completed including student response data with proposed outcomes submitted (Head of Department) to the Vice Dean of Academics.

3. College Decision

Proposal (1) and Impact data (2) presented to the Curriculum Development Committee for action.

4. Decision

The college decision is communicated to all stakeholders and any supportive measures implemented

The college’s process is executed when the decision is internal. However, circumstances may arise when the college has no control over the closure of a program e.g. government decision. Yet, the college should still complete the same process and apply the stages where applicable.