

## Cambridge Ruskin International College (CRIC)

### CPR QS2: Annual Monitoring

#### Version 1.13

## 1. Introduction

This document sets out the CRIC policy and procedure for annual monitoring of the College stages of pathways. All Colleges undertake annual monitoring; some follow the procedures of their Partner University, whilst others follow the Navitas process.

## 2 Purpose

2.1 The purpose of annual monitoring is to ensure that the academic standards and quality of the provision offered by CRIC is maintained and enhanced. The process:

- a) provides an opportunity to review the effectiveness of a programme and the extent to which learning outcomes are being achieved;
- b) monitors student performance (pass rates, progression rates, and retention rates), including correlation with admission route;
- c) monitors the performance of students once they have progressed to the University stages of the pathway through the consideration of tracer studies;
- d) considers any relevant feedback from those involved with the programme including academic staff, University moderators, external examiners (where they are used as part of a particular RAA), and link tutors;
- e) considers feedback from students obtained primarily through module surveys and supported by the Navitas student satisfaction and alumni (graduate) surveys;
- f) identifies features of good practice;
- g) provides an opportunity to update assessment regimes, progression criteria, and content, resulting in revised Programme Specifications and DMDs;

2.2 Where CRIC and Anglia Ruskin University are teaching under the Integrated Delivery Model, then the College should consider the University's annual monitoring reports alongside student feedback.

2.3 Annual monitoring reports for the prior academic year should be submitted to the College Learning and Teaching Board (CLTB) by the agreed date. Following approval by the CLTB, the reports are forwarded to the relevant School/Faculty office of the Partner University, and presented at the Academic Advisory Committee (AAC). They are also forwarded to QaSO where any trends and common issues will be identified for action, as well as features of good practice for dissemination across the Navitas UK Colleges via the Learning and Teaching Committee.

2.4 In order to ensure consistency, a template is provided for annual monitoring reports (Form QS2).

2.5 The following is a checklist of areas that should be covered in Annual Monitoring Reports:

- a) Moderation reports on modules and moderation meeting minutes:
  - Outcomes of discussions of moderation reports within the College.
  - Recommendations made by the moderators and actions taken.
- b) Student feedback:
  - Analysis of student feedback survey data, and broad outcomes.
  - Significant issues identified.
  - Significant points of satisfaction identified.
  - Comparison between module feedback and the results from Navitas Student Satisfaction Survey.
  - Issues raised by student representatives at the Student Forum.
  - Actions resulting from student feedback.

- c) Teaching staff feedback:
  - Key issues arising from module reviews.
  - Recommendations for minor changes to modules.
- d) Quantitative information:
  - Student numbers compared with targets.
  - Characteristics and trends of the intake (e.g. gender balance, country of origin).
  - Progression rates.
  - The number of re-sits or re-assessments per stage of study.
  - Non-continuation rate.
  - Trends for particular programmes or student groups where retention rates are high/low.
- e) Intended Learning Outcomes:
  - Whether all aims and learning outcomes are being met by the programme.
- f) The report should also revisit the previous year's report and review the actions arising from it.

### **3 Tracer Studies**

3.1 Tracer Studies are carried out by the Anglia Ruskin University on CRIC cohorts to monitor the progress of students during the University stages of their degree pathways to final award. The data contributes to the consideration of the fitness for purpose and effectiveness of the CRIC stage provision and, importantly, enables CRIC student performance to be compared with international/EEA students recruited directly by the Anglia Ruskin University or via other feeder/access routes by stage of entry and cognate area.

3.2 Specifically, tracer studies should:

- a) compile degree classification data for the following groups of students:
  - students who have progressed to the University from the College;
  - international/EEA students who entered directly into their degree programme at the University;
  - international/EEA students who entered via the University's own foundation programmes;
  - international/EEA students who entered their degree programme via a different access route or collaborative partner institution of the University;
- b) compare the results of CRIC cohorts in each programme of study with the results of international students who joined the University through other routes;
- c) compare the results of CRIC cohorts in each programme of study with the results of the 'Home' student cohort;
- d) compare the results of CRIC cohorts with the whole cohort average.

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