

ACADEMIC QUALITY MONITORING AND EVALUATION POLICY AND PROCEDURE

1. Introduction

The Lyceum Campus has a long standing commitment to ensuring that the higher education it delivers reflects the academic standards and requirements set out in the Sri Lanka Qualifications Framework (SLQF), and is of high quality.

.Monitoring and evaluation of higher education is an essential process within institutions forming a fundamental part of the academic cycle .The Lyceum Campus as an higher education institution is involved in programme monitoring and review processes as these enable the institution to consider how learning opportunities for students be improved and academic standard of programmes meet the requirements of the relevant national qualifications framewok.

Monitoring and evaluation also ensures that institution's academic provision enables students to achieve the intended learning outcomes of programmes. They evaluate student attainment of academic standards and allow institution to confirm that their portfolio aligns with their mission and strategic priorities.

Monitoring and evaluation systems look at all stages of the student experience and consider the support provided to students.

The following Policy and Guidelines are meant to emphasise the need to clearly defining the various components of the monitoring and review process and the procedures to be followed so as to make this process more widely understood and effective.

2. Guiding Principles (Source: QAA UK)

The guiding principles given here are a concise expression of the fundamental practices of the higher education sector based on the experience of a wide range of institutions.

- a. Institutions agree strategic principles for monitoring and evaluation to ensure processes are applied systematically and operated consistently
- b. Effective monitoring and evaluation is an ongoing activity incorporated to everyday standard practice. Formal practices such as Annual Monitoring and Periodic review of

programmes are set in place on a routine basis. Progress against plans developed in response to the outcomes of monitoring and evaluation is checked

- c. Institutions identify key internal and external stakeholders to involve in the different stages of monitoring and evaluation, (design and implementation, of ME systems; analysis of data; communication of findings)
clearly defining roles and responsibilities and communicating them to those involved.
- d. Providers evaluate, analyse and use the information generated from monitoring are used in quality assurance and enhancement, internal decision making planning and learning process;
- e. institutions put in place mechanisms to communicate outcomes from monitoring and evaluation to staff, students, and external stakeholders
- f. Institutions take account of ethics and data protection requirements when designing and operating monitoring and evaluation systems

3. Scope

The Policy incorporates all credit and award bearing academic taught and regular degree provision of the Lyceum Campus including:

- Undergraduate programmes
- Postgraduate taught programmes
- Postgraduate research degree provision
- Credit bearing short programmes

4. Purpose

1. The purpose of this policy and is to set out the Lyceum Campus's arrangements for quality monitoring and evaluation across annual program monitoring and quinquennial programme review.
2. The Lyceum Campus is committed to maintaining academic standards and delivering consistently high standards of quality in its programmes thereby ensuring that they provide an excellent academic experience to be reliably assessed.

3. Within the obligations set out by the Academic Quality Assurance and Enhancement Framework Policy of the Lyceum Campus , Lyceum Campus is required to have in place explicit , effective, strategic approaches to quality assurance and enhancement
4. The Lyceum Campus Academic Quality Assurance and Enhancement Framework sets out the Campus's arrangements for academic quality and our approach to managing quality and enhancing provision.
5. The Code of Practice on Programme Design , Development, and Approval of the Lyceum Campus provides the Campus's approach to the development , approval and continuing management of modules and programmes, and facilitates both being consistently well designed and offering a high quality learning experience. The policy and procedure represent elements of ongoing , underpinning activity which form part of the Campus's Academic Quality Assurance and Enhancement Framework.
6. The Lyceum Campus is expected to undertake Periodic Review of Programmes in order to be able to determine and demonstrate that required academic standards are being consistently met.
7. In addition campus is expected to reflect , at the institutional level , on strategic issues arising from regular quality processes and to make use of this information as part of the overall strategic approach to quality enhancement.
8. As part of our overall approach to institution – led review modules and programmes are monitored in terms of standards, student achievement and opportunities for enhancement on an ongoing basis. This takes place through the module review and Annual Programme Monitoring procedures.
9. A further element of institution-led review is the periodic programme reviews, which takes place at the subject level.
10. The purpose of this policy is to set out the campus's arrangements for quality monitoring and evaluation across module review, annual programme monitoring and periodic review.
11. Quality Monitoring and Enhancing Directorate of the Lyceum Campus , has responsibility for managing and developing the campus's academic quality assurance arrangements.

5. Course/module review

After every delivery of a Course/Module , a Course/Module Review should take place in line with the following steps:

- a. The Module Coordinator should : collate and review data on student attainment outcomes on the module; consider the feedback provided by students through Module Evaluation; consider the comments of external examiners; consider relevant feedback from the Student Staff Consultative Committee. the Coordinator should reflect on this information and consider any enhancements or amendments to the module that require to be progressed in order to ensure continuing appropriateness and quality of student learning experience.
- b. The Module Review Report should be completed to record: the data gathered on student attainment ;key reflections on the feedback from Module Evaluation , external examiners, and an overall reflection on the performance of the module; enhancements or amendments planned along with corresponding timescales for implementation.
- c. Completed Module Review Reports require to be signed off by the Head of Department / Division .
- d. Each semester the outcomes of Module Review should be considered and discussed by the relevant Department / Divisional committee . Key outcomes , including any plans for enhancement ,should be reported to the Departmental Committee .
- e. The Head of the Department / Dean of the Faculty has the overall responsibility for ensuring that appropriate follow-up activity is taken and can choose to assign accountability as appropriate within the faculty to ensure this is progressed.

6. Annual l Programme Monitoring

Annual Programme Monitoring takes place at the end of each academic year and is required for all Council approved programmes .

The purpose of annual programme monitoring is to consider objectively :

- Whether the programme continues to be well designed and is of high quality and consistent with Sri Lanka qualifications Framework (SLQF);
 - Whether assessment arrangements are reliable;
 - Student attainment, whether students are achieving threshold standards and the intended learning outcomes ;
 - Adequacy of support available to students;
 - Student feedback;
1. Programme Directors/ Coordinators have responsibility for monitoring all the programmes for which they are programme director/coordinator , and seeking input from other programme directors /colleagues as appropriate for the monitoring of any combined degree programmes, for which they are responsible.
 2. Programme director should collate and review data on student attainment outcomes on the programme; consider the outcomes of module review ;consider the comments of external examiners ; and consider relevant student feedback .
 3. In addition the Programme Director/ Coordinator should consider the attainment data , the feedback from students and external examiners ,and taking account of this consideration , undertake an overall reflection of the performance of the programme,and any enhancements or amendments to the programme that require to be progressed in order to ensure continuing appropriateness and quality of student learning experience.This reflection should include matters such as : programme content;assessment approaches;student achievement of learning outcomes ;any professional accreditation requirements.
 4. The Annual Programme Monitoring report should be completed to record the following :
 - Implementation of Campus policies and/or strategies
 - Data on Student attainment;
 - feedback from students, staff and external examiners
 - Key reflections on the programme
 - Enhancements or amendments planned along with corresponding timescales
 - Key strengths and challenges of the programmes,recruitment,progression,graduation,student destination
 - Good practices identified

5. In the year following a Periodic Programme Review, updates on progress relevant to the recommendation that resulted from the review should be included as appropriate within the Annual Programme Monitoring Report (APMR)..

- 6 The Programme Director /Coordinator should have the completed APMR signed off by the Head of Department/ Dean of Faculty and then submit it to the Faculty Board. The Annual Programme Review Reports are considered at the Faculty Boards
- 7 .Faculties are then required to prepare Annual Programme Monitoring Summary Report, in line with the report template, and submit to Academic Syndicate
- 8 QMED collates Annual Programme Summary Reports and undertakes an institutional level review of the outcomes. Subsequently Annual Programme Summary Reports are submitted to the Academic Quality and Standards Committee
- 9 The Dean of the Faculty is responsible for ensuring that appropriate follow up action is taken.

7. Periodic Programme Review

Apart of the overall approach to the annual programme review, the campus carries out reviews of specified subject areas on a five-yearly cycle. These reviews are therefore referred to as quinquennial reviews.

A periodic programme review includes scrutiny of:

- The strategic approach to quality and enhancing learning and teaching;
- All credit bearing provision at undergraduate and postgraduate level for all modes of study;
- Enhancement of learning and teaching; and
- Approaches to identifying and sharing good practice

The aims of each review are to:

- a. Undertake the objective review of provision, critical reflection on practice and on national and international best practice;
- b. Produce reliable confirmation that the academic standards of awards are secure and that provision is of high quality and being enhanced;

- c. Consider areas of strength of weakness in relation to KPIs: honours degree awarded, employability, student cohorts, equality and diversity;
- d. Consider the effectiveness of the academic support and learning resources provided/available for students;
- e. Consider the ways in which student engagement takes place and how student feedback is considered and acted upon ;
- f. Consider themes arising from external examiner reports and responses to these themes;
- g. Consider the subject area's use of relevant external and internal benchmarks in the design and delivery of programmes, subject benchmark statements and the SLQF
- h. Recognize and commend areas of positive practice and make recommendations for future development.

Each review takes place through a process of :

- preparation of an advance information set(AIS) including a Self-Evaluation Report prepared by the subject area;
- consideration of the AIS by a review panel and including internal, external and student members;
- a Review Meeting in which the Review Panel meets with groups of staff and students from the subject area ;
- preparation of a review report which includes areas of commendations and a set of recommendations

the Codes of Practice on Annual Programme Monitoring and Review and “ Periodic Programme Monitoring Review” provide comprehensive detail on reviews